DEVELOPING GENERIC SKILLS AND ENHANCING KNOWLEDGE INTEGRATION THROUGH SERVICE-LEARNING
Pilot GE Modules

- A collaborative effort of GEO & SAO to launch pilot credit-bearing modules that incorporate service-learning
- Started from 2nd 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.
### Pilot S-L GE Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Understanding Human Rights</strong> (GEC 1008)</td>
<td>40-hour concurrent placements in various local service agencies conducted between 3(^{rd}) and 11(^{th}) week of semester</td>
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<td><strong>Christianity and Social Concern</strong> (GEA 1014)</td>
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<tr>
<td><strong>Humanitarian Services for Developing Countries in a Globalized World</strong> (GEC 1020)</td>
<td>11-day block placement in Vietnam during Easter holidays</td>
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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.
<table>
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<tr>
<th>Suggested Assessment Methods</th>
<th>Preferred Weighting</th>
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<tbody>
<tr>
<td>1 Reflective essay or analytical paper</td>
<td>50%</td>
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<tr>
<td>2 Class Presentation</td>
<td>20%</td>
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<tr>
<td>3 Class Discussion</td>
<td></td>
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<tr>
<td>4 Learning Journal</td>
<td>30%</td>
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<tr>
<td>5 Group Discussion</td>
<td></td>
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<td>6 Service-Learning Practicum Student Performance Evaluation</td>
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<tr>
<td>Total</td>
<td>100%</td>
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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
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, held our hands and gave us hugs.

The children were very happy and they enjoyed the activity very much. We also very appreciative by the efforts of being comfortable.

Those smiling faces of the children are the greatest satisfaction to me in this service learning program. After teaching lessons to these children, I realize that maybe I can’t teach much knowledge to these children within a few days.

The fun stories were the story that we organized the children in the social welfare centre. Both me and the children enjoyed the story and had gratitude to that person.

Since the future of the Pacific class, Maggie and I changed our teaching plan in the second lesson. To our surprise, the second class was very successful. The children we enjoyed the lesson very much. Then, we realized that reaction between the teacher 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 wanted them to build up the Vietnamese of dog and that fish. We were learning while they were learning.

By Chiu Wing Man.

Maggie and

Lim Po King. Ice
We Contribute ♥ We Get

Social Issues

What We Learned From Children

Happiness depends on what you give

Environment Pollution

Poverty Related

Lack of innovation ability

Just broke up with his girlfriend

May be a guitarist that will be future

Guitarist + Magician IQ: 138 but ss

Just broke up with her boyfriend

What We Learned From Local Volunteers

Confidence

Joyce

Love and Care

Service Provided in Vietnam

Postcard from Vietnam Designed and made by Jamie Sawyer, Lily Cigler, and Eliza Ntomo
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 4th 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

財政司長曾俊華今日宣佈於內第二份財政預算案。根據預算案，估計2010/11年度本地經濟會出現負增長。為減緩本地經濟負增長的影響，政府將會推出多項措施，包括為數萬名職工減薪，以及為香港居民減稅。 }

預算案內的預計收入為6150億元，預計支出為6160億元，預計赤字為10億元。預算案內的預計收入主要包括個人及企業稅收，預計支出主要包括社會福利及公共服務。預算案內的預計赤字為10億元，預計減稅約300億元。預算案內的預計減稅包括為數萬名職工減薪，以及為香港居民減稅。
Knowledge Integration & Reflection

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