CSDL as an Institutionalized Project for Student Learning

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Flow of Presentation

What is CSLP?

How it went institutional?

What are the formats?

What are our achievements?

Sharing of students’ reflections

Our next steps
Motto: To learn and to apply, for the benefit of mankind.

Vision: To produce “preferred graduates”.

Strategic Objective 1.1: To develop “all-round students beyond the professional context.”
C S L P ?

= Community Service Learning Programme

Discipline-based community services since 2003

To actualize our Motto: “for the benefits of mankind”

To practise “social responsibility”
Where were we before CSLP

- Both staff and students were actively involved in community services
- Responsive to calls for services
- A lot of on-going / episodic projects
- Very rich learning opportunities
How CSLP started

- Inspired by Student Athlete Trainers
- Physiotherapy Service to PolyU Sports Teams
- Headed by a faculty member + alumni
- Each group of volunteers had students from different years

Discipline-based service
Curriculum Review in 2004
Mandatory “Work-Integrated-Education”
For all undergraduate admitted from 2005/06
With training credits
Opportunity for CSLP to go institutional

**Service-Integrated Education**

- Extends learning beyond the classroom
- Promotes application of skills and knowledge in real-life situations
- Course informs service; service experience informs course
- Structured and measurable
- Fosters positive social responsibility.
Skepticisms about Service + Learning

Will this “contaminate” the altruistic motive?

Will the academic vigour be diluted?
Community Service Learning
An Opportunity

- Create application opportunities that are community-based and discipline-related
- Make experiential learning intentional
- Structured and measurable
How will Students Benefit?

An opportunity to facilitate student learning and a way to positively affect students' …

- academic performance
- generic skills development
- values
- self-efficacy
- leadership
- choice of a service career
- plans to participate in service activities following graduation

(Eyler et al., 1996, Fischer and Bidell, 1997, Perry, 1970 and Stanton et al., 1990)
Other Value Added

- Not necessarily something already there
- Identify the need of the constituency served
- Design for the service according to what they have learned in the curriculum
- Educate the constituency to accept the service
- Entrepreneurship with a heart
- Integrate cognitive and affective learning
- Contribute positively to the community
Institutional Initiative

- Finally formally recognized as an option for WIE and/or final-year project in 2005
- Now a campus-wide project involving
  - over 20 academic departments,
  - Student Affairs Office
  - Student bodies
Formats of Community Service Learning

- Academic Service-Learning
  - Integrated with final-year projects
  - With an academic supervisor
  - Structured + outcome assessment
  - Credit bearing
Formats of Community Service Learning

- Service-Learning Internship
  - Recognized as Work-Integrated-Education
  - Prior approval is required
  - Structured
  - Supervised by faculty member/agency staff
  - Outcome assessed
  - Training credit will be granted
Formats of Community Service Learning

- Co-curricular Service Learning
  - Not a formal part of curriculum
  - Initiated by students, sometimes cross-disciplinary
  - Structured
  - Reflective journal though not formally assessed
  - May be supervised by faculty or PolyU/agency staff
  - Recognized in Co-curricular Achievement Transcript
Our Achievement

### Students + Staff

<table>
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<tr>
<th>Year</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
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<tbody>
<tr>
<td>Dpt</td>
<td>400</td>
<td>1500</td>
<td>1200</td>
</tr>
<tr>
<td>NGOs</td>
<td>200</td>
<td>400</td>
<td>600</td>
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</tbody>
</table>

### Clients

<table>
<thead>
<tr>
<th>Year</th>
<th>2003-04</th>
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<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dpt</td>
<td>500</td>
<td>50000</td>
<td>45000</td>
</tr>
<tr>
<td>NGOs</td>
<td>10000</td>
<td>20000</td>
<td>30000</td>
</tr>
</tbody>
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### Departments vs NGOs

- **Departments**: Increased from 400 to 1500 to 1200 over the years.
- **NGOs**: Increased from 200 to 400 to 600 over the years.

- **Departments**: Decreased from 50000 to 45000 over the years.
- **NGOs**: Increased from 10000 to 20000 to 30000 over the years.
Examples of Our Projects

In Chinese mainland:

- Health promotions and health assessments
- Teaching high school students IT skills
- Hygiene courses for leprosy sufferers
Examples of Our Projects

In Hong Kong

- Land survey service for Dragon Boart Race, setting out lanes, start & finish lines
- Health promotion and assessment, e.g. eye screening, fall prevention
- Design of assistive devices for needy people
Examples of Assistive Devices

- Assistive computer devices for special school students
- Cuff-holding device for elderly people
- Teleporter for transferring and lifting wheelchair users
Applying Knowledge Learnt

“We were very happy to be able to apply our acquired knowledge directly in helping the special school students. Our assistive devices could facilitate their learning and provide them with equal opportunity to access knowledge”

Students from Department of Electronic and Information Engineering
Understanding Community Needs

“A good product design is not necessarily associated with the application of hi-tech. What is more important is to **suit the needs of the target users**. Our cuff-holding device serves this purpose.”
Student Learning Reflections

Increasing Empathy

“Besides applying our professional knowledge in helping those needy people in the Chinese mainland, we have also learnt to become a caring optometrists, with a heart to serve others.”

Students from School of Optometry
Being a Leader

“As a team leader, I have *stayed open-minded to listen to others’ views and developed mutual trust* with committee members.”

A student from ‘I Can Fly’ Programme
Developing Team Work

“We have gained better understanding of teamwork. It was my honour to work in a team which was **willing to work together selflessly to achieve the goal.**”

Student from Department of Computing
“I think that we do **have the responsibility to serve our community**. We can help to make a difference in the lives of the needy people”

A student from School of Hotel and Tourism Management
Other Supports

- In 2006, $780,000 Teaching Development Grant for researches on Community Service Learning
- Starting from March, 6 seminars for academic staff to share staff experience in helping students learn from such projects
- CS Learning Grant for students
How We Celebrate Students’ Efforts?

Community Service Awards

- To encourage students to learn and develop through serving the community
- To recognise students' outstanding achievements
- Up to 2006, a total of 117 projects, course-required and self-initiated, competed for the awards
How We Celebrate Students’ Efforts?

Showcase on Community Service Learning Projects

- Exemplary projects on display
- A chance for students to directly serve the people from the community through health screenings, booths games, exhibition, etc.
Our Next Steps

To gauge and sustain students’ learning outcomes

To encourage more discipline-based projects and collaborations
  - among PolyU departments
  - with outside organisations

Going international

To help students think further than provision of services, and reflect on the wider issues and agenda
Thank you!