

GE1229: COMMUNITY SERVICE ENGAGEMENT

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Community Service Engagement

Subject Code

GE - Gateway Education

Course Number

1229

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English (Cantonese may be required in service delivery)

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The Community Service Engagement is a Gateway Education course offered by the Department of Social and Behavioural Sciences (SS) in collaboration with the Community Engagement Program (CEP) team of Student Development Services (SDS). This course provides students with opportunities to engage in voluntary service and develop an understanding of the principles and ethics of community engagement and volunteerism. Additionally, it allows students to participate in meaningful service work while learning to apply service methods, communication skills as well as evaluation skills. Furthermore, students gain an appreciation for and develop care and respect towards various population groups in society, while also reflecting on their personal growth. The course also inspires students to explore enduring questions of human existence and human values.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply principles and ethics of community engagement and volunteerism.	x	x	x
2	Describe the socioeconomic and cultural conditions of various population groups with critical mind and develop care and respect for them.	x	x	
3	Apply basic service methods, communication skills and evaluation skills for voluntary service in various service settings.	x	x	x
4	Engage in personal growth, including knowledge, skills and attitudes, through community engagement volunteer work.	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students engage in lecture mode of learning including introductory lecture, principles and ethics of community engagement and volunteerism, service provision methods, communication skills and evaluation skills, explanation of the socioeconomic and cultural conditions of various population groups with a critical view, and consolidation of volunteer service experiences.	1, 2, 3	A total of four lectures, and each lecture spans a duration of three hours.
2	Community services	Students participate in the Community Engagement Programme (CEP) of SDS. Students will engage in a total cumulative duration of no less than 27 hours of service (including the time spent on preparation, service provision and evaluation), which is around 5-7 volunteer service sessions.	1, 2, 3, 4	27 hours of service (around 5 - 7 volunteer service sessions)

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	One individual reflective journal (1,300 words)	1, 2, 3, 4	35	
2	Final group report (5,000 words)	1, 2, 3, 4	50	
3	Class and service participation	1, 2, 3, 4	15	

Continuous Assessment (%)

100

Examination (%)

0

Additional Information for ATs

Individual reflective journal (1,300 words)

Students are required to submit one individual reflective journal at mid-term of course. This journal aims to provide opportunities for students to reflect on their personal growth in terms of knowledge, skill and attitude.

Final group report (5,000 words)

Students are required to submit a final group report (4-6 students per subgroup) at the end of the semester. This assignment reports on their overall learning in terms of a) ethics and principles of community engagement and volunteerism, b) skills and methods applied, and c) understanding of various target populations.

Class and service participation

Students must maintain a minimum attendance of 75% for both class sessions and service provision in order to successfully pass this course. Students are required to actively participate in class and contribute to service provision. This includes engaging in active and constructive discussions during class sessions, as well as punctual attendance and active involvement in all aspects of service delivery.

Assessment Rubrics (AR)

Assessment Task

1. Individual reflective journal

Criterion

Students should demonstrate competence in reflecting own learning and growth in terms of knowledge, skill and attitude.

Pass (P)

Basic or above basic level

Failure (F)

Not reaching marginal level

Assessment Task

2. Final group report

Criterion

Students should demonstrate competence to evaluate their overall learning in terms of a) ethics and principles of community engagement and volunteerism, b) skills and methods applied, and c) understanding of 2-3 specific target populations.

Pass (P)

Basic or above basic level

Failure (F)

Not reaching marginal level

Assessment Task

3. Class and service participation

Criterion

Students should have a minimum attendance of 75% for both class sessions and service provision. Students must demonstrate active participation in both class sessions and service delivery.

Pass (P)

Basic or above basic level

Failure (F)

Not reaching marginal level

Part III Other Information

Keyword Syllabus

Community engagement
volunteerism
service projects
experiential learning
self-reflective learning.

Reading List

Compulsory Readings

Title	
1	Delano-Oriaran, O., Penick-Parks, M. W., & Fondrie, S. (Eds.). (2015). <i>The SAGE sourcebook of service-learning and civic engagement</i> . Sage.
2	Agency for Volunteer Service (2021). <i>Hong Kong Volunteer Charter Practice Reference Guide</i> . Agency for Volunteer Service.

Additional Readings

Title	
1	Ali, N. B., Pelletier, S. R., & Shields, H. M. (2017). Innovative curriculum for second-year Harvard-MIT medical students: practicing communication skills with volunteer patients giving immediate feedback. <i>Advances in Medical Education and Practice</i> , 8, 337–345. https://doi.org/10.2147/AMEP.S135172
2	Halpenny, E. A., & Caissie, L. T. (2003). Volunteering on nature conservation projects: volunteer experience, attitudes and values. <i>Tourism recreation research</i> , 28(3), 25-33.
3	Hentz, P. B. (2005). Becoming self-reflective: Caring for self & others. <i>International Journal of Human Caring</i> , 9(1), 24-29.
4	Holdsworth, C., & Quinn, J. (2012). The epistemological challenge of higher education student volunteering: “Reproductive” or “deconstructive” volunteering?. <i>Antipode</i> , 44(2), 386-405.
5	Idris, F., Din, W. M., & Tajuddin, M. (2020). Adapting Kolb’s Experiential Learning Cycle In Enhancing Attitude And Skills Among Undergraduates Through Volunteerism’. <i>AJTLHE</i> , 12, 122-39.
6	Paull, M., Scott, R., MacCallum, J., Walker, G., Omari, M., Young, S., ... & Holmes, K. (2015). University student volunteering: What's in a name?. <i>Third Sector Review</i> , 21(2), 49-74.
7	Kolb, D. A. (2014). <i>Experiential learning: Experience as the source of learning and development</i> . FT press.
8	Selvaratnam, D. P. (2013). Do student volunteers benefit from community engagement?. <i>Asian Social Science</i> , 9(8), 123.
9	Speevak-Sladowski, P., Hientz, M., & MacKenzie, R. (2013). Volunteering: a catalyst for citizen engagement, social inclusion, and resilient communities. <i>The Philanthropist</i> , 25(1).
10	Yashima, T. (2010). The effects of international volunteer work experiences on intercultural competence of Japanese youth. <i>International journal of intercultural relations</i> , 34(3), 268-282.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

1, 2, 3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2, 3

PILO 3: Demonstrate critical thinking skills

1, 2, 4

PILO 4: Interpret information and numerical data

2

PILO 5: Produce structured, well-organised and fluent text

1, 3, 4

PILO 6: Demonstrate effective oral communication skills

3

PILO 7: Demonstrate an ability to work effectively in a team

3

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 2, 3, 4

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

1, 2, 3, 4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Group report