

# Service - Learning Toolkit for Students

Service-Learning Section Centre for Teaching and Learning  
The Hang Seng University of Hong Kong



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## **A** What is Service-Learning?

**Service Learning is a teaching method which combines academic learning with community service and reflection.**

**Academic Learning**



**Meaningful Service**



**Reflection**



# Service-Learning



**B**

## The Hyphen in Service-Learning

# Service - Learning

The hyphen “-” in “Service-Learning” Symbolizes that “**Service**” and “**learning**” are **linked up**; they **interact** with each other to **spark meaningful synergy**.

## Service - Learning is.....

- ✘ NOT Pure Volunteer Community Service
  - pure volunteer community service may not have ‘learning / academic’ elements
- ✘ NOT Internship
  - pure internship may not have the ‘community service’ elements



# C Types of Service-Learning

## Direct Service-Learning

Person-to-person, face-to-face service projects that have clear benefits to individuals who are service recipients

Example:

- Conduct English class for new migrant women and children so as to understand their needs and discrimination issues

## Indirect Service-Learning

Projects that have clear benefits to the community or environment, but do not involve face-to-face interaction with service recipients

Example:

- Develop a marketing promotion strategy for a social enterprise discrimination issues

## Research-based Service-Learning

Projects that collect, gather, analyse and report on information related to an area of social issue or need

Example:

- Conduct research and interview of users of elderly centre services to evaluate and improve its service design

## Advocacy Service-Learning

"To Advocate" - educating others about awareness and action on an issue that is in public interest

Example:

- Planning and making public forums and events to raise awareness on social issue topics



# D Example of Service-Learning Projects

## 1. Computing Module Project

### Academic skills offered by Students:

Students in computing can write websites and create data management systems



### Need of the Community Partner:

Social workers (helping troubled youth) need a new web data entry and storage system, because the existing one is very inefficient and slows down the workflow



### Exposure activity – knowing the service target:

Students participate in an activity to interact with the troubled kids – activity of indoor sports games and playing Switch game playing together  
In order to write a better web platform for social workers to use, students have the chance to experience and know more about the daily work of social workers who specialize in counselling troubled street kids



### Project Content:

Students form groups, each group create respective parts of the web data system, then put together as the project product for the social workers to use



### Meaning:

It help improve the quality of social worker's service to care for troubled street kids, because a better data management system can reduce time in data entry and case information sorting, giving more time to the social worker to work more on actual caring and interacting with the troubled youth. It also relieves the stress and exhaust of social workers to sort out data after a whole day of work.



# D Example of Service-Learning Projects

## 2. Quality Management with Process Analysis Module Project

### Academic skills offered by Students:

Students learnt about quality management with process analysis and can analyse and make recommendations to improve operation flows.



### Need of the Community Partner:

A social enterprise needs operation flow improvement. It is an organization which coordinates selling of essential food and daily supplies to underprivileged people at a lower price.

Point: The operation flow needs to be improved to make the costs and processes more efficient for long term sustainability.



### Exposure activity – knowing the service target:

Students visited the social enterprise's factory to observe the food procuring, stock order flow, packing and other processes in order to know the operation flow, products, and actual difficulties faced by the social enterprise



### Project Content:

Students form groups, using theories they have learnt on quality management with process analysis to:

Produce a report with:

- Analysis of the operation of the social enterprise
- Suggestions on process improvement



### Meaning:

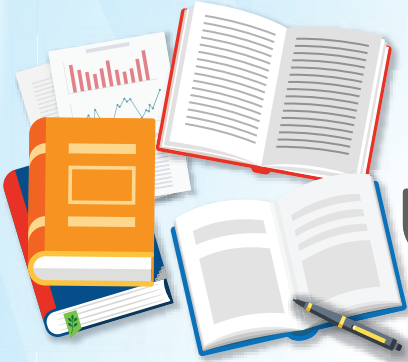
The social enterprise's work is very meaningful as its factory provides fair employment for underprivileged women and also its food selling activities can benefit the elderly and people who live in remote areas greatly. Improving their operations can help to keep this enterprise sustainable and thus continue to be helping needy in society.

# D Example of Service-Learning Projects

## 3. Sociology Module Project

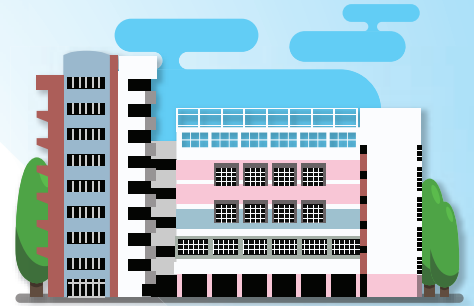
### Academic skills offered by Students:

Skill in reflecting on society issues using sociology concepts learnt



### Need of the Community Partner:

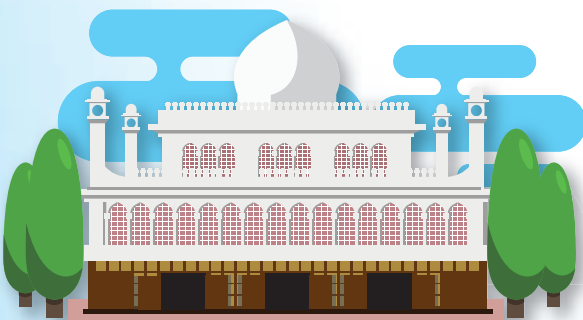
Ethnic minority children in a primary school lacks connection with the Hong Kong society in their daily lives due to their fear in learning Chinese language and cultural differences



Collaboration  
Opportunity  
Project Is Born!

### Exposure activity – knowing the service target:

Students listened to a sharing by an Indian resident in Hong Kong to know the life experiences of being an Indian in Hong Kong. Students also experience local ethnic minority community by visiting the Kowloon Masjid (Muslim temple 清真寺) and the Chung King Mansion, trying traditional authentic food cooked by ethnic minority



### Project Content:

Students designed and carried out educational interactive activities with ethnic minority children e.g. craft making, games and Chinese picture book reading activities to bond with the children, spark their interest and lower their fear of blending into Hong Kong local cultures.



### Meaning:

Students can help encourage ethnic minority kids to be more open towards Chinese culture and language. Students understand more the life difficulties of ethnic minority in Hong Kong via bonding with the children and can also reflect on their individual relationship with ethnic minority in society, while understanding how ideologies of sociology plays a role in shaping the current picture of Hong Kong society.





# D Example of Service-Learning Projects

## 4. Marketing Module Project – Investigating Consumer Behavior

### Academic skills offered by Students:

Skill in collecting consumer behaviour data and analysing it



### Need of the Community Partner:

An elderly centre is developing a new service which helps and relieves the burden of 'carers' of home elderly or long-term sick patients



### Exposure activity – knowing the service target:

Students conducted home visits to elderly to collect data of their needy situation and to extend care and chat with the elderly. It is a very good opportunity for students to really chat first-hand with the elderly and experience the situation of their living space.



### Project Content:

Students conducted in-depth interviews with some existing carers of elderly and long-term sick patients, use the data collected to do analyzation and then finally create some proposals and suggestion on the newly developing carer service.



### Meaning:

Students can experience chatting with needy elderly and patient carers. Their proposals and suggestions are participation in improving the families' lives.

## D

# Example of Service-Learning Projects

**Social Issue/  
Service Target**

**Module/  
Study Area**

**Service-Learning  
Project**

**S-L  
Synergy**

Aging Population

Market Research

Conduct a research survey on evaluating services provided by an elderly centre

Apply research skills in helping improvement of elderly services in the community

Community Centre Services improvement and Volunteer Recruitment

News Writing in Journalism

Write news articles featuring services and events organized by community centre

Apply news writing skills in raising public awareness and support of community services

Final Stage Disease Patients

Computer Software Engineering

Create an online platform for information sharing and mutual support for cancer patients to connect with each other

Apply software creation skills to help cancer patients

Elderly with Dementia

Chinese Writing

Develop Interview and write life-memory story booklets for elderly with dementia / memory loss problems, for the elderly and family to record and cherish their own life stories

Apply Chinese writing skills in enhancing the involvement of elderly with dementia and extend care to the mental health of elderly who may be lonely and feel forgotten by society

Youth Financial Planning

Personal Finance Planning

Create a Games fair event for secondary school students with the theme of educating them about life financial planning

Apply knowledge in financial planning to educate younger children about finance planning and habits

Social Enterprise Sustainability

Strategic Marketing

Develop marketing strategies for operation and promotion of social enterprises

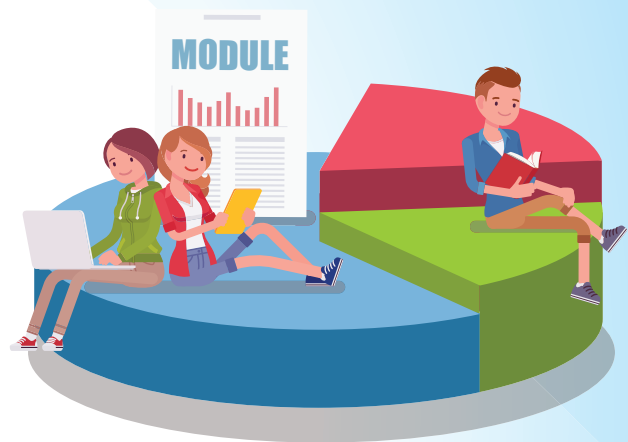
Apply marketing knowledge to help sustainability of social enterprises

# E Service-Learning @ HSU

## Service-Learning is Incorporated into Credit-bearing Modules

In each semester, some selected modules will incorporate a Service-Learning Project into the coursework component of the module. Usually, students who are enrolled into this kind of module can choose to work on their original module project and presentations, or they can choose to work on a project with Service-Learning nature. In some modules, the instructor may invite the whole class to participate in the Service-Learning activities.

**In a module, the Service-Learning project may take up around 20 – 40 % of the module assessment component**



## Different Service-Learning modules are offered in each semester

The list of modules with Service-Learning opportunities offered in that semester will be announced on the Service-Learning website at the beginning of each semester.



## F Benefits of Service-Learning



### Apply Classroom Knowledge into Meaningful Service

Service-Learning provides students with the opportunity to apply classroom knowledge to real life practice while serving the community.

### Mutually Beneficial to Service Target and Service Provider

It is mutually beneficial to both the service targets (the community) and the service provider (students) in Service-Learning. For the service targets, community service quality or their problems can be improved; for the service provider, they gain practical experience and exposure, as well as enhanced soft skills.

### Apply Classroom Knowledge into Meaningful Service

Service-Learning provides students with the opportunity to apply classroom knowledge to real life practice while serving the community.



# G

## Key Terms

### S-L



"S-L" is the short form for "Service-Learning"—the teaching method that combines academic study with service and reflection

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### S-L Staff



administrative staff responsible for Service-Learning at the Centre of Teaching and Learning in HSU

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### Community Partner



refers to the organizations, companies or institutions which we collaborate with to carry out the individual Service-Learning Projects

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### S-L Project



refers to the S-L component within a module curriculum. Students and module instructors will be applying the module's academic knowledge to design and carry out a community service project

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### Module Instructor



instructor of the module with S-L component

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### Service Targets



service receiver or target community beneficiaries in Service-Learning Projects

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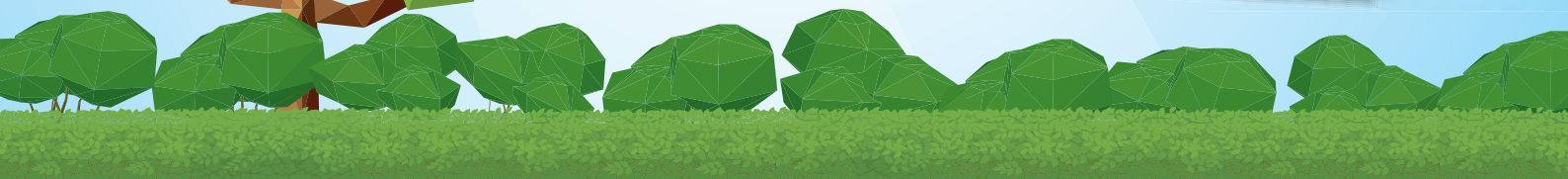
# H

## Workflow Schedule

Here are the stages you will go through in your S-L Project:

### 1 Get to Know the S-L Project and Form Project Groups

- Your module instructor will introduce the S-L project to you in the first few classes of the semester
- Form groups with classmates who are also interested in taking up S-L as their module project
- Complete the online Pre-test Questionnaire
- Read the Service-Learning Student Handbook
- You may be invited to meet S-L Staff for a short welcome briefing



# H Workflow Schedule

Here are the stages you will go through in your S-L Project:

## 2 Training & Service at Community Partner

### Training Session

- Training by Community Partner or professional trainer
- Learn techniques in interacting with service targets
- Learn points to be careful when carrying out service

### Service Visit

- We may arrange a service visit to the Community Partner
- It may take form of direct service to service targets
- Deeper understanding of the needs of the service targets



# H Workflow Schedule

Here are the stages you will go through in your S-L Project:

## 3 Proposal Writing & Planning the Details

- **Reflect on the social issue** related to the Community Partner, think about the community's needs and think from the service target's perspective
- Come up with **creative ideas and plans**, be original innovative and dare to break new grounds
- **Aim at applying your module academic knowledge** to the project design
- Submit your proposal to your Module Instructor for comments and revision
- Consult your Module Instructor for the proposal format and contents required





Here are the stages you will go through in your S-L Project:

## 4 Service Project in Action!

- Carry out direct / indirect services according to the designed project plan
- In some cases, you may assist the Community Partner in their event activities

**Tips 1:** In the middle of the service project process, you may be asked to report your progress, share your difficulties

**Tips 2:** In the middle of the service project process, you can consult your instructor, Community Partner supervisor (if any) and/or S-L Staff for advice and support



# H Workflow Schedule

Here are the stages you will go through in your S-L Project:

## 5 Class Presentation

- **In-class Presentation** to share your Service-Learning experience
- Share your project process, method, experience, result and reflection
- Community Partners, Module Instructor and students of other modules may be in our University or other Universities may visit to listen to your sharing



## 6 Submit Documents

- Your module instructor may require you to submit a **final report** to summarize your project, and hand in your presentation PowerPoint slides
- Write a **short personal reflection** (can be in English or Chinese) for your own experience
- Fill in the **Post-Service-Learning Questionnaire online**

## I Sharing Opportunities

You may have the opportunity to exchange and share your experience and ideas with students and teachers of other universities all over the world. Sharing Talks, conferences and workshops may be organized, and we are looking forward to your participation.

## J Reimbursement and Claims

### Travel Allowance

For some S-L modules with off-campus activities, travel allowance may be granted to students with punctual arrival and full attendance. Please consult your module instructor or S-L Staff for details. You will have to fill in a form and list out clearly the date, time, location, mode of transport taken and exact cost of each trip. If you have taken transport that is not public transport, please provide original receipt and reason of transport arrangement.

### Materials Purchase Reimbursement

If the proposed activities in your proposed project plan requires purchase of materials, please provide a detailed item list with prices stating where you would buy the items, the purpose of purchase and how you would use the material. You must seek your module instructor's approval before purchase. Product quotation and original receipts (not photocopies) must be handed in to apply for reimbursement. Online purchase is not recommended and purchase from websites with non-HKD currency transaction (e.g. taobao.com) is not accepted.



**K**

## Certificate of Appreciation

You will be awarded a “Certificate of Appreciation” after you have completed an S-L project (passed the module, completed all assigned duties and submitted the reflective journal).

**L**

## Student Reflection

Reflection is a very important part in Service-Learning. When you think and reflect your experience from different angles and asking yourself different questions, you may discover that you have learnt more than you have thought. Guided by your module instructor, you will be invited to write reflective journals or participate in reflection activities.



**M**

# Conduct and Responsibilities

## Respectful attitude to Community Partner and Service Targets

- Follow regulations and general practices of the Community Partner
- Be sensitive to and respect service targets' privacy (i.e. do not disclose private information of service targets)
- Ask for permission before taking photos or making video or audio recording
- Inform the Community Partner or service target how you will use their photos or videos

## Appropriate Dressing and Actions

- Dress suitably to maintain a decent impression representing our University
- Be responsible and polite
- Be punctual for all activities
- Contact your group members or module instructor if you cannot attend the activities on time

## Active Participation

- Attend all activities in the S-L project, including training, visits, service and reflection sharing sessions
- Ask proactively when you have questions and doubts
- Be courageous and creative to make suggestions for improvement



**N**

# Recruiting Student Teaching Assistants

## - We're Hiring! -

We recruit Student Teaching Assistants each semester to work with us in service-learning projects. You will gain much hands-on experience in managing the whole service-learning project from start to finish! It is a fun and rewarding job opportunity where you can earn some money and do meaningful service at the same time!

### Duties:

- assist the teacher in ideas creation, planning and organizing
- project activities and flow
- prepare project materials
- help with logistics and communication tasks
- help take attendance of students during events
- perform basic administrative tasks
- assist teacher during on-site experience, do photo-taking
- do recording and filing of project information
- coordinate students in experience-sharing and reflection
- other duties as assigned by teachers and/or service-learning staff

### Selection mechanism of students:

Students would preferably have participated in one service-learning project before and are interviewed and selected by teachers according to their ability, passion and heart of commitment.

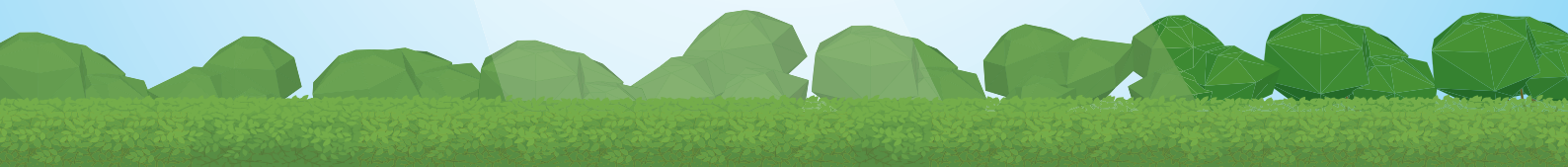
### Application Method:

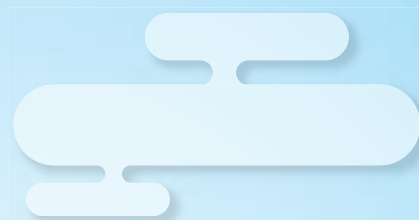
Apply via the JINESS platform from the SAO website; search "Service-Learning Student Teaching Assistant"

Different kind of modules are on offer for each semester. You can get more updated information by checking out the S-L website.

### Working hours and payment:

Around 20 hours per semester module, duties on campus, at home or at events with the community partner; \$65 hourly wage





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