

Service - Learning Toolkit for Module Instructor

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



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Give your hands
to **Serve**
and your hearts
to **love.**

- Mother Theresa

Be the
change that you wish
to **see** in the
world.

- Mahatma Gandhi



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I. Introduction



A

What is Service-Learning?

The Meaningful, Innovative Pedagogy --

Service-Learning (S-L) is a teaching method which merges three major elements

- 1 Academic learning
- 2 Meaningful community service / civic engagement
- 3 Reflection

It combines academic coursework with the application of knowledge and academic expertise to address challenges facing communities through collaboration with these communities. This pedagogy focuses on critical, reflective thinking to develop students' academic skills, sense of social responsibility, and commitment to the community.



**Academic
Learning**



Reflection

Service - Learning



Meaningfull Service

Figure 1: Essential Elements of Service-Learning

A

What is Service-Learning?

The Three Essential Elements in Service-Learning --



1 Academic Study

The academic coursework part in a service-learning project/module is connected to a module's specific learning goals and objectives.

Students apply their module-specific academic knowledge and critical thinking skills through engaging in the service-learning project. Academic credit is given for the learning that takes place—not simply the completion of volunteering hours.



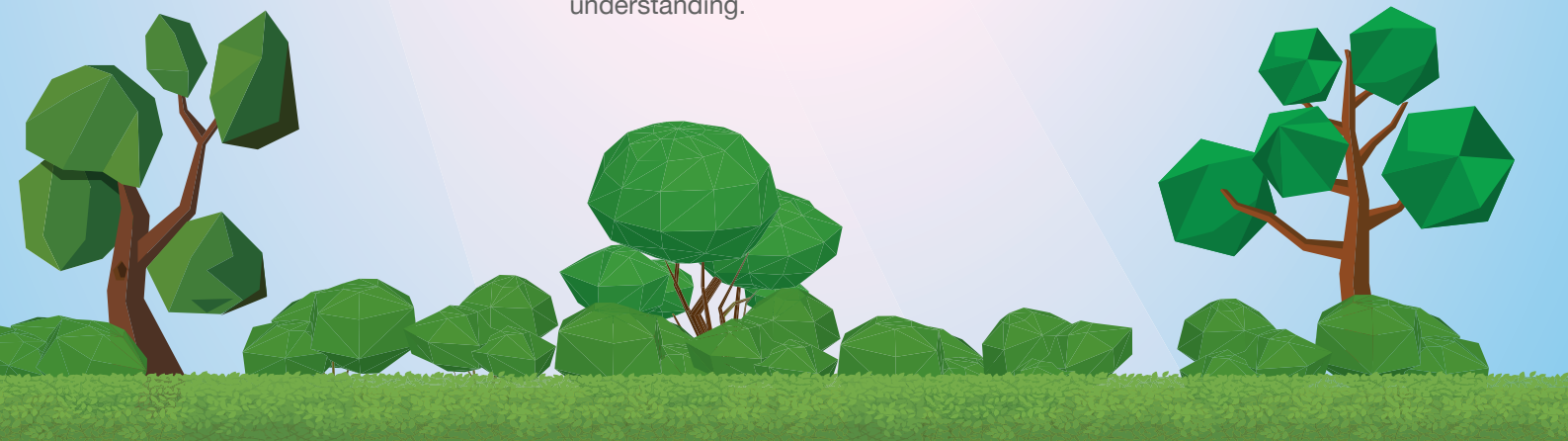
2 Meaningful Service / Community Engagement

Through collaboration with various Community Partners (i.e. organizations which we serve or partner within the project), Service-Learning is an opportunity for meaningful service and community engagement. Some projects may not involve Community Partners directly but the project (e.g. campaigns) itself addresses social issues in its own contents.



3 Student Reflection

Reflection is an essential element of Service-Learning. The reflection process—whether through class discussions, reflection journals, or feedback from instructors—helps students make meaning of their community engagement experience and draw connections to learning goals while developing critical thinking skills, communication skills, leadership, a sense of civic responsibility, and multicultural understanding.



A

What is 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



B

Benefits of Service-Learning

Service-Learning provides students with the opportunity to apply classroom knowledge to real life practice while serving the community. Through active service participation, engagement in critical thinking processes and in-depth reflection throughout the projects, students can gain a comprehensive educational experience and cultivate lifelong commitment to society as wise, responsible and caring citizens.

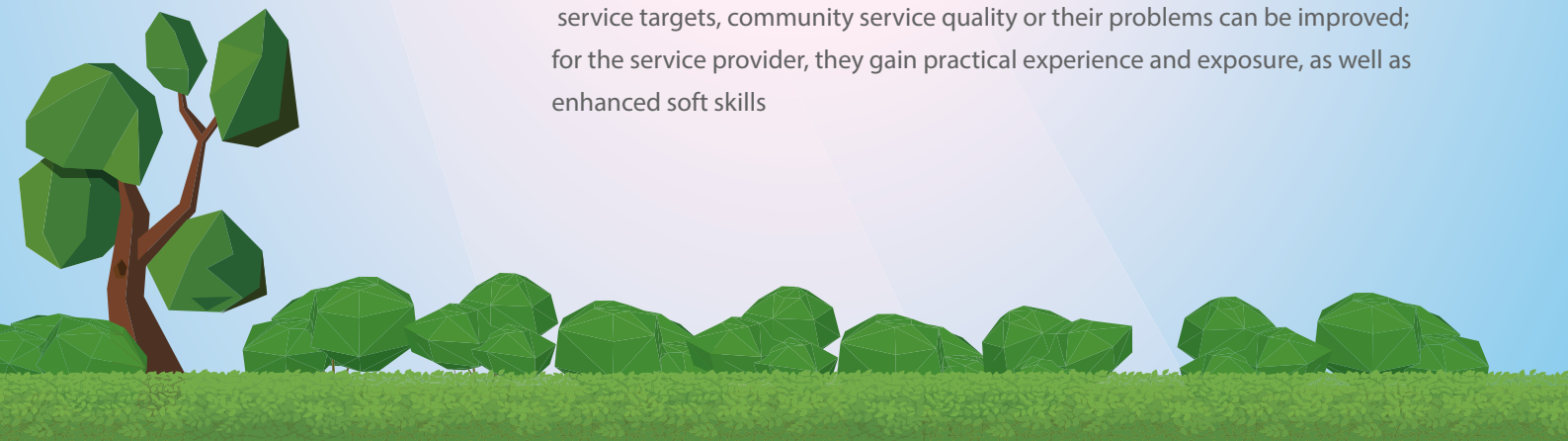
Benefits of Service-Learning extends to various stakeholders, including:

For Students

- Enriches student learning of course material and "brings books to life and life to books"
- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices
- Increases awareness of current societal issues as they relate to academic areas of interest
- Broadens perspectives of diversity issues and enhances critical thinking skills
- Improves interpersonal skills that are increasingly viewed as important skills in achieving success in professional and personal spheres
- Develops civic responsibility through active community involvement

For the Community

- Provides substantial human resources to meet educational, human, safety, and environmental needs of local communities
- Allows the energy and enthusiasm of university students to contribute to meeting needs
- Fosters an ethic of service and civic participation in students who will be tomorrow's volunteers and civic leaders
- Creates potential for additional partnerships and collaboration with the campus
- Mutually beneficial to both service target and service provider—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



B

Benefits of Service-Learning

For Academic Staff and the University

- Enriches and enlivens teaching and learning
- Builds mutual partnerships with the local community
- Creates new areas for research and scholarships and increases opportunities for professional recognition and reward
- Extends campus resources into the community and reinforces the value of the scholarship of engagement
- Stimulate student participation in class and passion in coursework
- Enhances innovation in teaching and learning methods

Adapted from: Almonte Paul, Dorell, Hafflin et.al. Service Learning at Salt Lake Community College, A Faculty Handbook



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:

English-teaching pedagogy students design and conduct some English Classes for new migrant women and children, also get to know more about their situation to understand their needs and discrimination issues

Indirect Service-Learning

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

Example:

Marketing students develop a marketing promotion strategy for a social enterprise

Research-based Service-Learning

These are conducted in the form of projects that collect, gather, analyse and report on research information related to an area of social issue or need

Example:

Students conduct a research project to carry out in-depth interviews of the users of an elderly care centre to evaluate and improve its service design

Advocacy Service-Learning

Projects that “advocate” refers to those that educate others and bring on public awareness and action on a particular issue that is in public interest

Example:

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



D Key Terms

S-L



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

S-L Staff



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

Community Partner



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

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

Module Instructor



instructor of the module with S-L component

Service Targets



service receiver or target community beneficiaries in Service-Learning Projects



II. Service-Learning @HSU



E

Service-Learning at HSU

The Beginning of Passion, Meaning, and much more.....

In January 2019, module-based credit-bearing service-learning projects are introduced into our University's curriculum for the first time, through the QESS- funded project "Integrating Classroom Learning into Service Learning".

Starting with a few humble but successful pilot modules in the first quarter of 2019, we are now venturing and expanding with the passion and vision to engage all academic Schools and Departments to participate in developing more service-learning projects and share the joy and fruits of this meaningful venture in the coming years.

About the Service-Learning Section (under the Centre for Teaching and Learning)

The Service-Learning Section was officially set up in January 2019 under the Centre of Teaching and Learning. The Section is responsible for coordinating Service-Learning projects and finding community partners for cooperation.

The Service-Learning Section is committed to giving the best support to academic staff in bringing their service-learning projects to the greatest meaning and success!

**Office Location of Service-Learning Section:
H220, Old Hall**

**Contact of Service-Learning Staff:
Ms Iris Leung (Liaison Officer)**

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Ms Queenie Wong (Executive Officer)

Email: queeniewong@hsu.edu.hk Tel: 3963 5253

E

Service-Learning at HSU

Service-Learning is Incorporated into Credit-bearing Modules

“Credit-bearing S-L module” means that the service-learning project are “merged” into the original coursework of the module such that student assessment is involved. As such, it is not merely adding volunteer work into the original module; it is having parts of the original module changing its nature to incorporate the service-learning pedagogy. In some cases, the module structure or schedule can be altered to cater for the incorporation of S-L project elements.



F

Assessment Component Reference and Framework

Assessment Component Reference

It is required that a minimum of **20% of assessment component** must be assigned to the assessed elements of the service-learning project in a module.

Module Example 1:

Class Participation	10%
Project	30%
Mid-term Test	20%
Examination	40%

Module Instructor decided that this “Project” part will carry the Service-Learning nature

i.e. A total of 30% Service-Learning Assessment component is assigned to the module.

Module Example 2:

Class Participation	10%
Assignment	10%
Presentation	10%
Mid-term Test	20%
Examination	50%

Module Instructor decided that these “assignment” and “Presentation” part will carry Service-Learning nature

i.e. A total of 10%+10% = 20% Service-Learning Assessment component is assigned to the module.



F

Assessment Component Reference and Framework

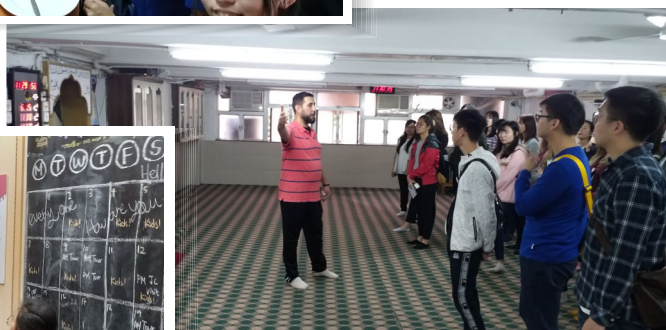
Duration Framework

It is required that a minimum of **24 hours** in total of “service-learning experience” per module is set as the framework for modules to implement the service-learning project as a module component.

The 24 hours of “service-learning experience” refers to a combined range of activities which includes for example:

- preparations
- discussions
- trainings
- direct and indirect service
- assignments of all format
- production of project material and output products
- presentations
- evaluations
- reflection processes etc.

The contents of the “Service-Learning experience” may vary for every project, depending on the format of cooperation with the community partner and the design of the project in that semester. The instructor(s) of the module can design his/her own contents of the “service-learning experience” in each module.



G

Pre S-L and Post S-L Questionnaires

Questionnaire Adopted to Measure Student's Learning

We adopt a set of questionnaires which would be used for research purposes in analysing the students' learning outcomes via service-learning. S-L Staff will provide you with the information at the beginning of the semester.

Same Question Set to be Completed Before and After the Project

Students will be invited to complete the questionnaire at the beginning of the semester, before any training or service starts. At the end of the semester after all services, presentation and reflections are completed, students are invited to complete the same set of questionnaire again.

Module Instructors may remind the students to complete the questionnaire online and check that all S-L participating students have completed both pre S-L and post S-L questionnaires.



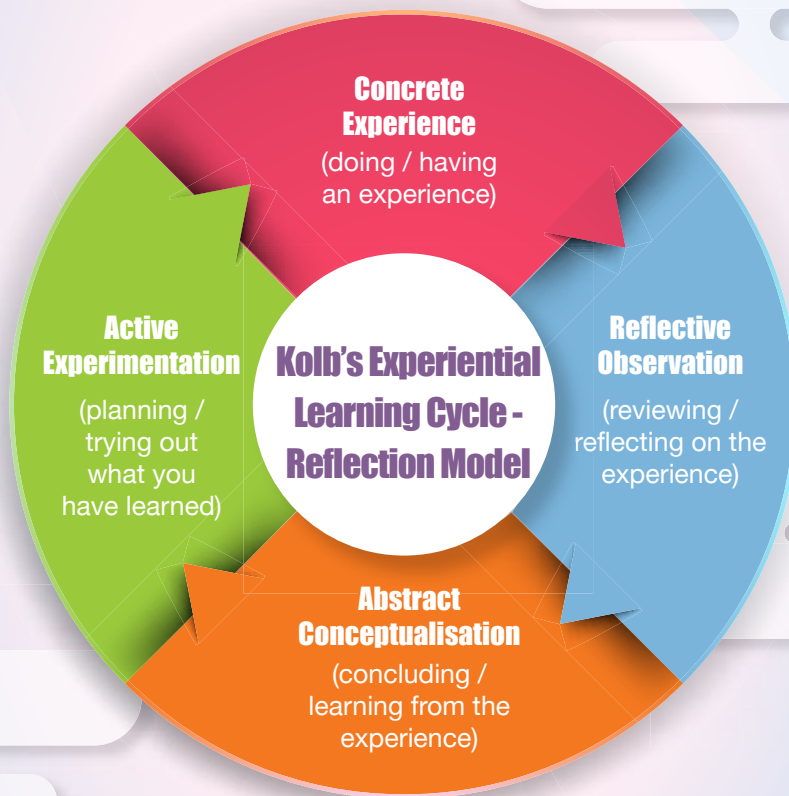
Student Reflection

Reflection is an important part of service-learning where students merge their actual experience with their academic learning at a deeper level. It can change the perception of their relationship with the society, and also shape their personality, value and bring impact to their personal growth.

Reflection Activities with Your Students

Instructors are strongly encouraged to have structured reflection opportunities built-in within the module. Here are some formats to do with your class:

- Interactive discussions/sharing
- Reflective journal writing
- Request a little element of reflection in their Presentation
- Case studies

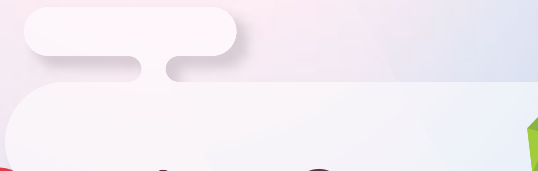


Guiding Questions for Student Reflection

You may check out some guiding questions for student reflection in Appendix B -- "Guiding Questions for Student Reflection"



III. Preparation and Implementation



I Example of S-L Module

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.



I Example of S-L Module

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.

I Example of S-L Module

3. Sociology Module Project

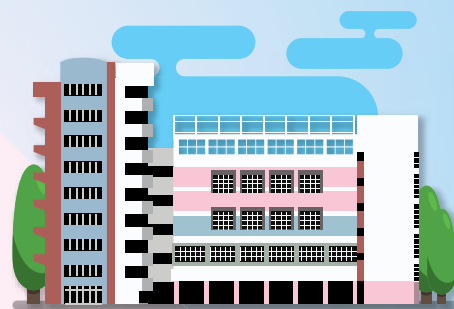
Academic skills offered by Students:

Skill in reflecting on society issues using sociology concepts learnt



Need of the Community Partner:

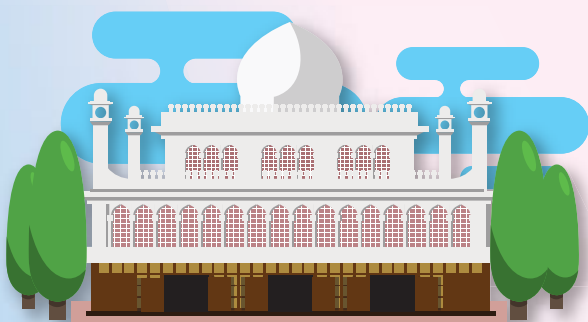
Ethnic minority children in a primary school lacks connection with the Hong Kong society in their daily lives due to their fear in learning Chinese language and cultural differences



**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.



I Example of S-L Module

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.



J

Designing your Module with Service-Learning Project

Once you have had the thought of integrating S-L into your module, all you need to do is to be prepared to make some changes in module delivery, develop new learning activities, adopt an open-minded attitude to discuss with S-L Staff, and to settle the logistics arrangements.

You may start your brainstorm by thinking about your module's intended learning outcomes and what you would like your students to learn. You may also want to think about your students' capacity in conducting service, and what skills and knowledge they could apply to the service. It is recommended to strike a balance between the "academic" and "service" elements; as both are equally important in service-learning. Arranging sufficient time for activities is also very important; you may merge your class lecture with the activity or reduce lecture hours to redesign the module experience.

We have created a form -- "Guiding Form for S-L Module Design" (Appendix A) which will help make your fascinating idea turn into a feasible plan! Please use the form for brainstorming and make time to discuss with S-L Staff about it.

-- Appendix A "Guiding Form for S-L Module Design"



Role of the Module Instructor

Planner Role

- Prep your students - knowledge and mentality
- Discuss arrangements with Community Partner beforehand
- Redesign the syllabus - plan activities / adjust class hours if needed
- Act as contact person between students and Community Partner
- Settle logistics with students and Community Partner

Teacher Role

- Equip students with expert knowledge and skill and how to apply to the project
- Educate students about problem solving skills
- Guide students throughout the process and monitor student's progress
- See if students' proposals are feasible and give advice

Companion Role

- Be a companion friend of the students throughout the whole experience
- Provide emotional support and inspire the students

Motivator and Inspirer Role

- Direct students towards the moral and meaning you want them to learning through this project
- Inspire students to think more deeply about the social issue
- Encourage the students to be more involved in the project
- Encourage students to research about the social issue
- Help students do structured reflection through sharing, discussion and writing

Evaluation and Project Improvement Role

- Meet with Community Partner and S-L Staff for evaluation
- Make plans for the future
- Make suggestions on the sustainability of the project



L Timeline Overview

Timeline of Service-Learning

**4 - 6 months
before Semester**

- Brainstorm Ideas , arrange community partner
- Meet CTL Service-Learning Staff
- Meet Community Partner

**1 - 3 months
before Semester**

- Confirm Project Details
- Confirm Dates of Training, Direct Service, Visit, Project Activities

Week 1 - 2

- Introduce Project in Class

Week 3 - 4

- Student Enrolment and Grouping
- Pre-S-L Questionnaire

Week 5 - 7

- Training
- Direct Service/ Exposure Visit

Week 7 - 12

- Service Practicum

Week 13 - 15

- Presentation
- Submit Report/ Assignment
- Reflection Activities or Submit Reflective Journal
- Post-S-L Questionnaire

After the Semester

- Evaluation Meetings
- Plan future projects and Cooperation
- Keep in Touch with Community Partner



M

Stages of S-L Implementation

Stage 1 Preparation Stage

Time Period

Major Tasks

Steps and Points

4 - 6 months before semester starts

- Module Instructor's brainstorm ideas of ideas

- To help you figure out the details, please fill in the "Guiding Form for S-L Project Design" (See Appendix A)

- Meet with S-L Staff
 - o send and/or bring along the "Guiding Form for S-L Project Design" for discussion



- Prepare to introduce your module to S-L Staff
 - o Main contents and learning objectives
 - o Module's original project and assignment contents
 - o Skills and knowledge that students can offer to the service
 - o Preferred timeline and class/group size
 - o Preferred type of community service or partner, etc.
- S-L Staff will explore and find a matching community partner for your project

3 - 4 months before semester starts

- Meet with Community Partner

- Visit Community Partner location
- Discuss project details and contents

1 - 3 months before semester starts

- Confirm Dates of:
 - o Training
 - o Direct Service (usually 1 - 2 hours to increase exposure and knowledge of the community partner or service target)
 - o Main Project Activities

- Coordinate with S-L Staff and Community Partner
 - o Training can be provided by instructor or community partner or external professional trainer if needed
 - o Main Project Activities can be on-campus, off-campus or at the Community Partner organization

Stages of S-L Implementation

Stage 2: Orientation Stage

Time Period

Major Tasks

Steps and Points

Week 1 - 2

- Class Introduction
 - o Introduce what is Service-Learning
 - o explain the project to students in class
- S-L Staff can provide you a PowerPoint to introduce what is Service-Learning to students (optional)

Week 3 - 4

- Collect student's enrolment name list or group list
- Enter the student name list, group list and project theme onto the online "S-L Management System"
- Ask Students to login the online "S-L Management System" and do Questionnaire
 - o do online Pre-S-L Questionnaire
 - o Read the student's toolkit handbook on S-L website if necessary
- Pre-S-L Questionnaire is not a part of assessment component, but all S-L participants should complete them
- Brief Students on project key points
 - o Tell them key dates and location of training and service and where to meet up
 - o Tell students about travel allowance and project materials subsidy
 - o How to contact you if sick/late/cannot attend training/service/activities



Week 5 - 7

- Arrange/Co-organize Training Session
 - o Community Partner may have standard basic training for students
 - o Module Instructor give students additional training if necessary, e.g. theme and direction, points to be careful, academic theory to be applied, expected quality of output etc.
 - o Take attendance of the students
- Module Instructors are suggested to attend training together with the students if possible
- Optional Direct Service (for exposure)
 - o Arrange students to perform one direct volunteer service of about 1 - 2 hours for the community partner or service target
- Direct Service is highly recommended, as it enhances the students' knowledge and understanding of the social issue by having personal first-hand experience and exposure

M

Stages of S-L Implementation

Stage 3: Practicum Stage

Time Period

Major Tasks

Steps and Points

Week 5 - 8

- Students submit Proposal (optional)
 - o In some modules, the students may be allowed to create their own topic for their own group, and will formulate their own proposals as long as it fits the range of social issue that should be addressed
 - o In some modules, the community partner may already have specific needs so the students may already have fixed project directions, in this case, for the proposal writing, the students can focus on working out the details
- Pass the proposals to Community Partner to see if it will work
- Arrange purchase of project materials if necessary (contact S-L Staff)

- Guide the students on how to formulate their project and write the proposal , direct them towards focusing on how to help the community partner or focus on the social issue
- Arrange consultation sessions with groups of students to give comments to revise the proposal and offer guidance
- Encourage the students to make innovative and creative proposals



Week 7 - 12

- Service Practicum
 - o carry out main project activities



- Check students' progress
- Provide guidance in the implementation of the service project activities
- Provide debriefing and evaluate on-site performance of students if necessary
- Direct students to learning themes embedded in the project



Stages of S-L Implementation

Stage 4: Conclusion Stage

Time Period

Major Tasks

Steps and Points

Week 13 - 15

- Arrange in-class presentation (optional)
- Students submit report or essay assignment (optional)
- Assess students' performance and project effectiveness
- Give feedback to students for improvement and recognition
- Please select a few good project works and pass to S-L staff for record
- Ask students to complete Post-S-L Questionnaire in online system
- Ask students to submit 'Personal Reflection' on online "S-L Management System" (mandatory, selected works will be submitted to Education Bureau)
- Questionnaire is not part of assessment component but all S-L participants should complete it
- Please check in Moodle to see if all students have handed in the personal reflection

After the Semester

- Evaluation meetings
 - With Community Partner and S-L Staff to review the project and partnership
- Share your observations and suggestions
 - Share experience with your peer
 - Share with students and staff in workshops and talks organized by CTL
- Follow-Up and keep in touch
 - Plan for future cooperation
- Plan for future projects and sustainability
- All stakeholders of S-L are encouraged to exchange ideas and continue to involve our passion in service-learning



IV. Logistics and Resources



Travel Allowance

For some service-learning modules with off-campus activities, travel allowance may be granted to students with punctual arrival and full attendance. Students will have to fill in a form to apply for the travel allowance. Normally only public transportation (e.g. bus or mtr) will be considered. For special cases, or if group tour buses would be booked for large-scale events, please contact S-L Staff for consideration.

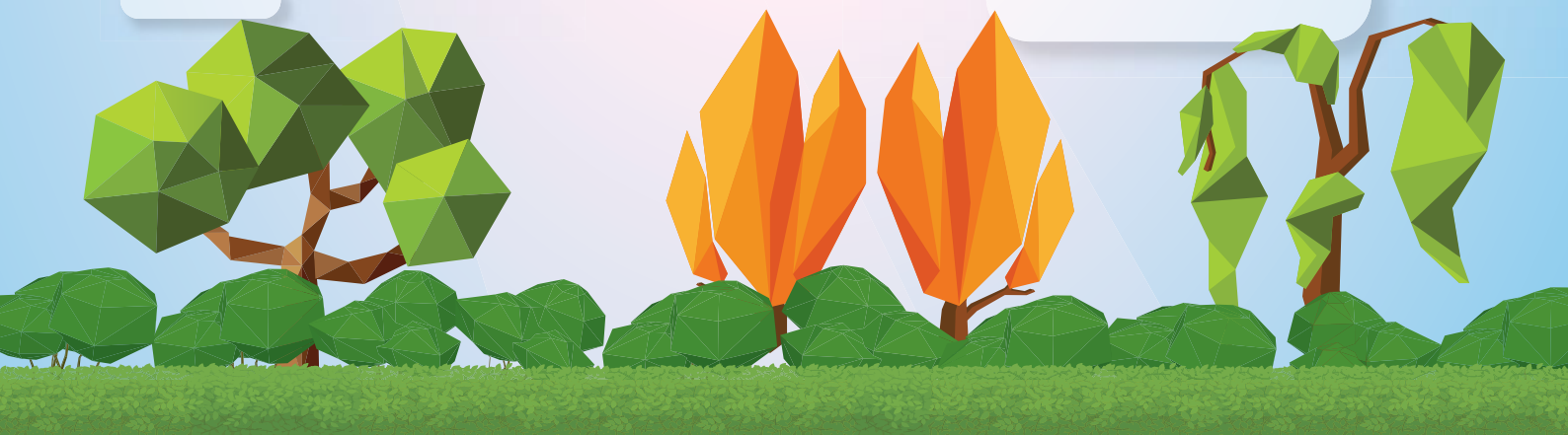
Materials Purchase Reimbursement

If the activities in the proposed project plan requires purchase of materials, you and/or your students can reimburse for the purchase. Please ask your students to seek your approval before purchase if they are going to buy the materials themselves. Before approving your students, please submit an items-price list to S-L Staff for our recommendation. The list should state and explain the source of purchase, the purpose of purchase and how the materials will be used.

Product quotation and original receipts (not photocopies) must be handed in to S-L Staff to apply for reimbursement. Online purchase from websites with non-HKD currency transaction is not recommended.

Extra Subsidy for S-L Modules

There may be extra subsidy for projects which are large-scale or involve more substantial expenses. Please contact S-L Staff for more information.



Hiring of 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"

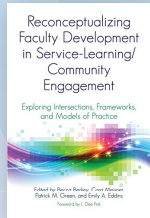
Different kind of modules are on offer for each semester. You can get more updated information by checking out the S-L website.

Working hours and payment:

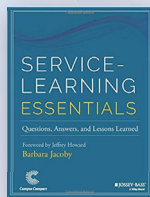
Around 20 hours per semester module, duties on campus, at home or at events with the community partner; \$65 hourly wage

Reference Readings

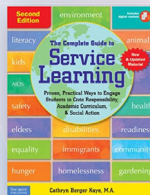
Here are some reference books you can find in our HSU Library collection:



Title: Reconceptualizing Faculty Development in Service-Learning/ Community Engagement
 Author: Becca Berkey (ed.); Emily A. Eddins (ed.); Patrick M. Green (ed.); Cara Meixner (ed.); L. Dee Fink (other)
 Publisher: Stylus Publishing



Title: Service-Learning Essentials: Questions, Answers, and Lessons Learned (Jossey-Bass Higher and Adult Education Series) 1st Edition
 Author: Barbara Jacoby
 Publisher: John Wiley & Sons Inc



Title: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action
 Author: Barbara Jacoby
 Publisher: John Wiley & Sons Inc

Other Reference Readings

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V. Appendices



Appendix A

Guiding Form for Service-Learning Module Design

For some service-learning modules with off-campus activities, travel allowance may be granted to students with punctual arrival and full attendance. Students will have to fill in a form to apply for the travel allowance. Normally only public transportation (e.g. bus or mtr) will be considered. For special cases, or if group tour buses would be booked for large-scale events, please contact S-L Staff for consideration.

Module Code and Title:

Name of Module Instructor:

Offer Semester: 1st / 2nd / Summer Semester

Academic Year:

What kind of students will be in the module?

☐ Mostly Major in ☐ Mixture of different majors, e.g.

☐ Mostly ☐ Major and some few others e.g.

No. of Classes per semester:

No. of Students per Class:

Preferred Class participation Format:

☐ Full class participate in service-learning ☐ students voluntarily join S-L project as groups

☐ Students voluntarily join S-L project individually

Preferred max. no. of participants (if any preference to control the size of participants):

(no. of students) /

(no. of groups)

What module learning goals/objectives do you wish to deepen or broaden by adding service-learning?

What are the main skills and knowledge that students of this module can offer?

What are the key assignments/project and assessment mode for this module?

Assessment Methods Component

Assessment Method	Weighting	Please tick as appropriate
	%	<input type="checkbox"/> This component can incorporate S-L nature
	%	<input type="checkbox"/> This component can incorporate S-L nature
	%	<input type="checkbox"/> This component can incorporate S-L nature
	%	<input type="checkbox"/> This component can incorporate S-L nature
	%	<input type="checkbox"/> This component can incorporate S-L nature

Total S-L component takes up % of assessment method.

Timeline of the Original Module Activities / Projects

Week	Task	Remarks
Week 1 - 2		
Week 3 - 4		
Week 5 - 6		
Week 7 - 8		
Week 9 - 10		
Week 11 - 12		
Week 13 - 15		

Appendix B

Guiding Questions for Student Reflection

About myself and my academic studies

Before

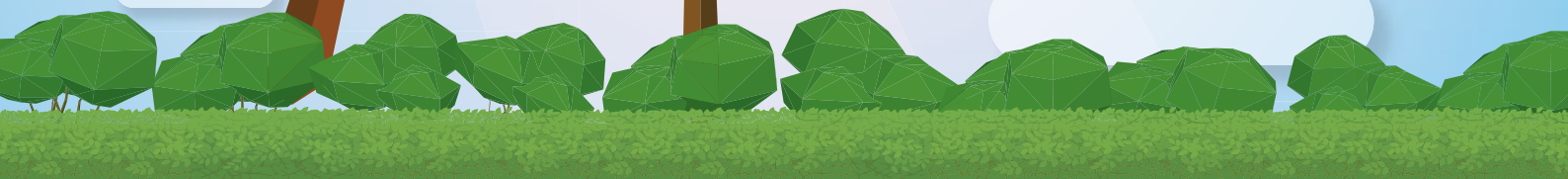
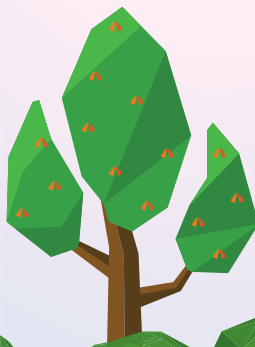
- What am I good at and how can I contribute to the service project?
- What do you fear about concerning the service?
- What are my perceptions and beliefs about the social issue and population I will be serving?
- How am I going to relate my class materials, knowledge and previous experience to the service?

During

- What are my observations?
How do I feel about them?
- What are the most challenging or satisfying parts of my work so far?
Why is that so?
- How are the course materials helping me overcome obstacles or dilemmas in the service experience?
- What specific skills and academic knowledge am I using? Are they enough?
Why or why not?
- What innovative solutions am I introducing?

After

- What impacted the way I view the situation/experience?
- What are the new insights for myself in terms of values, opinions, beliefs, strengths, interests and role as a global citizen?
- What would I like to learn more about the subject and myself?
- How does the experience contradict or reinforce class materials?
- How does this service-learning experience relate to my personal development?



Appendix B

Guiding Questions for Student Reflection

About the service and the community

Before

- What issue is being addressed and population is being served?
- What role does the service organisation play in the community?
- What are the support and solutions available locally and globally? Which one is the most Innovative? Why?
- What impacts/changes do I expect to bring to the community?

During

- What is happening at the community site?
- How is the experience different from my expectations?
- How does this service project address community needs?
- In what way is it different from other solutions?
- What is working and what is not? Why?
- What process, service or product at the community site do I find innovative?

After

- What have I learned about the people, community and social issue?
- What are the feedback and suggestions from service-users, community partners and course instructors?
- Do I think their feedback is valid? Why or Why not?
- How can the service be done differently to achieve better results? Why?
- What can I and others do to support this social issue in the short-term and long-term?





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