

Service - Learning Toolkit for Community Partners

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



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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

Academic learning

Meaningful community service / civic engagement

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.



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 Service-Learning project 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 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 with which students serve), Service-Learning is an opportunity for meaningful service and community engagement. Some projects (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.



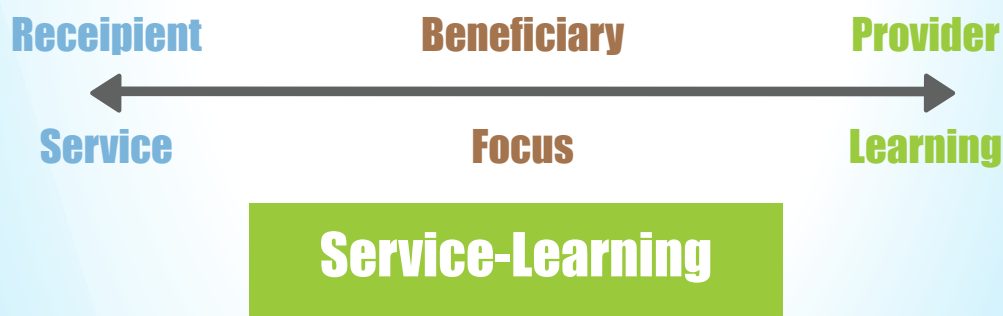
A What is Service-Learning?

Service-Learning

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

Distinctiveness of Service-Learning

Service-Learning is not pure volunteer service because volunteer services may not have elements of applying learning/academic knowledge. Service-Learning is also not pure internship as internship may not have community-service nature elements.



Community Service

Field Education

Volunteerism

Internship

Andrew Furco, “Service-Learning: A Balanced Approach to Experiential Education.” 1996

B

Benefits of Service-Learning

For Students

Meaningful learning by Application of Classroom Knowledge

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

Whole-person Development through Engagement and Reflection

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.

For Community Partner

Innovative perspective of Tackling Social Need

Community partner engaged in front-line service provision to the needy. Service-learning allows students from various disciplines to make use of their knowledge and skills to handle the social issue. This can contribute to a more comprehensive and innovative perspective in shaping a different understanding the social need. Therefore, creative ways to tackle community's need or problem may be resulted.

Extra Human Resources to Authentic Needs

Community partner focused on providing social service to the community and the agencies themselves may be in need of assistance in enhancement of mode or service quality of service delivery; build up customer satisfactory; construction of agency branding or image; development of marketing plan or strategy to promote pioneer service; establishment of updated database or computing system/ apps, etc. The social service agencies can tap the resources of service-learning to integrate students' professional knowledge in different aspects to handle their genuine need and in turn provide better service to their clients.



B

Benefits of Service-Learning

For Module Instructors

Interesting pedagogy

Service-Learning is interesting in the sense that students can take part in solving actual social need through application of knowledge that they learn in lessons. The project topics are real and what the students are doing is meaningful. Service-Learning often involves outside classroom experience and that can make the teaching and learning more vivid and fruitful.

Authentic Platform to Apply Knowledge

Service-learning enables students to turn their knowledge from books and lessons into factual feasible work plans in alleviating social needs. This creates a platform for students to excel and by means of adoption of problem-based learning, students are given opportunities to consolidate their thoughts into action. The implementation of plans is a golden way of experiential learning and students' understanding to the module knowledge can be deepened.



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

Service-Learning Section of 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 collaboration.

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)**

Email: irisleung@hsu.edu.hk Tel: 3963 5077

Ms Queenie Wong (Executive Officer)

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

F Framework of Service-Learning

Assessment of Service-Learning Projects in Modules

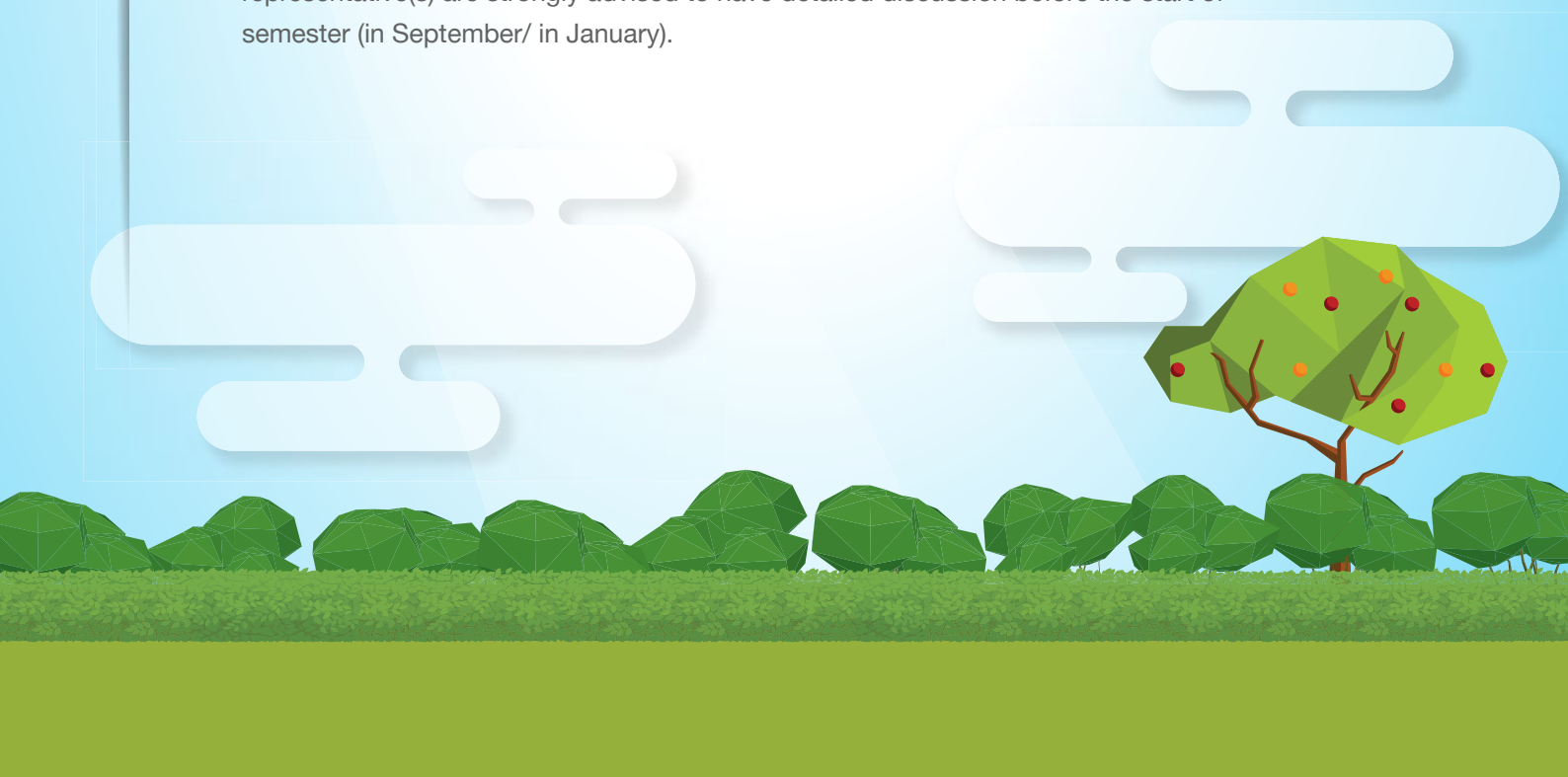
Service-learning projects are merged into the original coursework of the module such that student assessment is involved. As such, it is recommended that service-learning projects accounts for 20-30% of module assessment. The actual weighting of service-learning projects in modules depends on the final judgement of module instructors. It is welcomed that community partner to provide feedback on designated students with excellent performance to S-L staff or module instructors.

Total Hours of Service-Learning Experience

Service-Learning experience refers to different activities involved in preparation, implementation, presentation, discussion, evaluation and reflection of students. It is believed that a total service-learning experience should not be less than 24 hours as this is part of essential components of the learning process in modules.

Content of Service-Learning Projects

The contents of the Service-Learning experience may vary for every project, depending on the format of collaboration with the community partner and the design of the project in that particular semester. The module instructor(s) and community partner representative(s) are strongly advised to have detailed discussion before the start of semester (in September/ in January).



G

Previous 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.



G Previous 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:

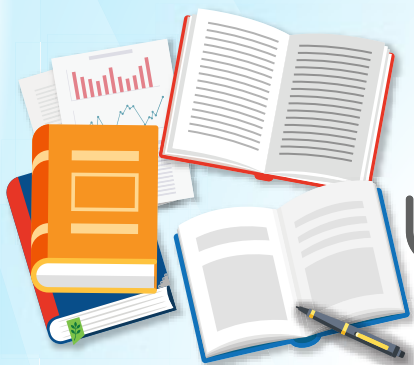
The social enterprise's work is very meaningful as its factory provides fair employment for underprivileged women and also its food selling activities can benefit the elderly and people who live in remote areas greatly. Improving their operations can help to keep this enterprise sustainable and thus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

G E Previous Service-Learning Projects

3. Sociology Module Project

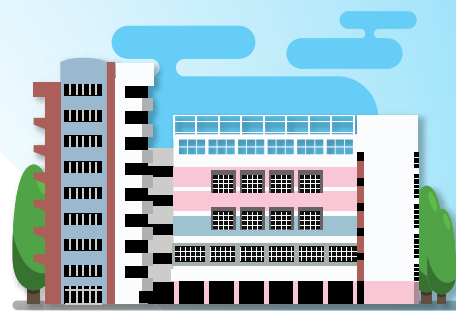
Academic skills offered by Students:

Skill in reflecting on society issues using sociology concepts learnt



Need of the Community Partner:

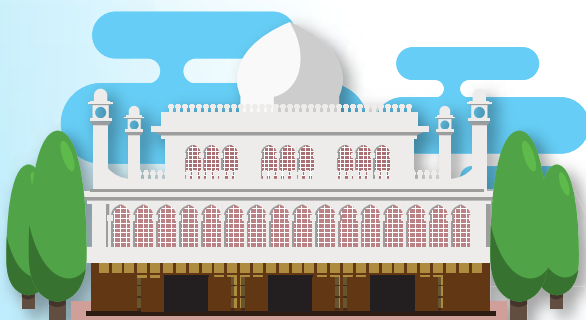
Ethnic minority children in a primary school lacks connection with the Hong Kong society in their daily lives due to their fear in learning Chinese language and cultural differences



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.



G Previous 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.

III. Preparation and Implementation



H

Getting involved in Service-Learning Project

Once you have had any thoughts on enhancement of process of service-delivery or had ideas of creating new service projects, plus you are happy to provide a platform for our students to practice service-learning in your organization or agency, all you need to do is to contact staff of service-learning section, either by phone call or email, to tell us about your authentic needs.

Upon knowing the needs and the possible ways of solution, we will contact related module's instructor and inform them of the potential service-learning projects. You are expected to have several meetings with service-learning staff and module instructors to define the content of the service-learning projects. It is possible that different modules may be involved in the projects, depending on the complexity and suitability of the modules with the identified needs. Service-Learning staff will try to settle the logistics arrangements and provide support and assistance to all service-learning projects.

You may refer to the "Guiding Form for Community Partner" (Appendix A) which may help you to consolidate your need and capacity in arrangement of service-learning. Please discuss with S-L staff about your ideas and thoughts.

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



Role of the Module Instructor

Trainer Role

- Introduce your agency/organization to students
- Brief history, service scope, clientele or related information
- Provide training on skills in relating with clients (if necessary)
- Hold debriefing sessions after direct service

Advisor Role

- Examine the feasibility on students' plan
- Give useful advice on blueprints of service-learning projects
- Provide professional advice on ethical or moral issues concerning the service-learning projects
- Ensure students' safety in conducting service-learning and remind students to stay away from potential danger/harm

Planner Role

- Meet with service-learning staff and module instructor to plan ahead of service-learning related activities
- Foresee the potential hiccups of implementation of service-learning projects and ensure smoother carry-out of designated projects

Communicator Role

- Act as a bridge of communication between module instructor/students and service-users
- Keep in touch with service-learning staff in planning, implementing and evaluation of service-learning projects

Supporter Role

- Provide feedback on students' performance
- Attend kick-off ceremony and celebration activities for service-learning projects



J Timeline Overview

Timeline of Service-Learning (Week 1 - 15 of a Typical Semester)

Promote S-L opportunities

**Week
1-3**

Liaise with S-L Staff for arrangement of service delivery

Arrange orientation with students enrolled
Attend training at agency

**Week
4-6**

Monitor service delivery at agency

Provide Training of Agency
Monitor the service delivery
Provide debriefing to students

Liaise with instructor for progress of service proposal & discuss with agency for logistics support

**Week
7-9**

Assess the feasibility of service proposal and plan
Provide logistics support and assist implementation of service plan

Liaise with instructor for progress of service proposal & discuss with agency for logistics support

**Week
11-12**

Provide logistics support and assist implementation of service plan

Evaluate the S-L project with agency and instructor

**Week
13-15**

Obtain product of service plan (e.g. research findings)
Evaluation of S-L Projects

Key: Agency S-L staff



Stages of S-L Implementation

Stage 1 Preparation Stage

Time Period

Major Tasks

Steps and Points

4 - 6 months before semester starts

- Brainstorm ideas of needs or innovative projects

- 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
 - send and/or bring along the “Guiding Form for S-L Project Design” for discussion



- Prepare to introduce your agency/organization to S-L Staff
 - Main contents and needs
 - Skills and knowledge that required to the service
 - Preferred timeline and duration of projects
 - Capacity of number of students/groups
- S-L Staff will explore and match a suitable modules for your agency/organization

3 - 4 months before semester starts

- Meet with Module Instructor

- Arrange a visit to your agency/organization
- Discuss project details and contents

1 - 3 months before semester starts

- Confirm Dates of:
 - Training
 - Direct Service (usually 1 - 2 hours to increase exposure and knowledge of your organization and clients)
 - Main Project Activities

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

K

Stages of S-L Implementation

Stage 2: Orientation Stage

Time Period

Major Tasks

Steps and Points

Week 1 - 3

- Attend Kick-off ceremony at campus
 - Explain service-learning projects in brief (if necessary)
 - Make final fine-tuning to service-learning projects
- Representatives are suggested to attend kick-off ceremony at HSU campus to brief students of service-learning projects

Week 4 - 6

- Arrange Training Session
 - Deliver training on agency/ organization's background, service scope and clientele
 - Render skills training in relating with clients and remind students of points to note during delivery of service (esp when there is direct service involved in the service-learning projects)
- Students may have limited voluntary experience previously so they are not familiar with the suitable way to communicate with clients



Week 5 - 7

- Optional Direct Service (for better understanding of service scope and clientele)
 - Arrange students to perform one direct volunteer service of about 1 - 2 hours for the community partner or service target (for counting CS hours if applicable)
 - Hold debriefing session right after the direct service to consolidate students' learning
- 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. It paved the way for creating better service plan in later stage

K

Stages of S-L Implementation

Stage 3: Practicum Stage

Time Period

Major Tasks

Steps and Points

Week 7 - 12

- Assess the feasibility of students' service plan
- Give advice on students' proposal
- Inform S-L staff for shortcomings or constraints in agency/organization concerning students' service plan
- Communicate with module instructor in guiding student to actualize the service plan
- Contact and arrange clients to assist in completing the service plan
- Provide logistics support and assistance in the implementation of service plan

- Answer student's questions or provide information that students required for designing service plan
- Encourage the students to make innovative and creative proposals



Stages of S-L Implementation

Stage 4: Conclusion Stage

Time Period

Major Tasks

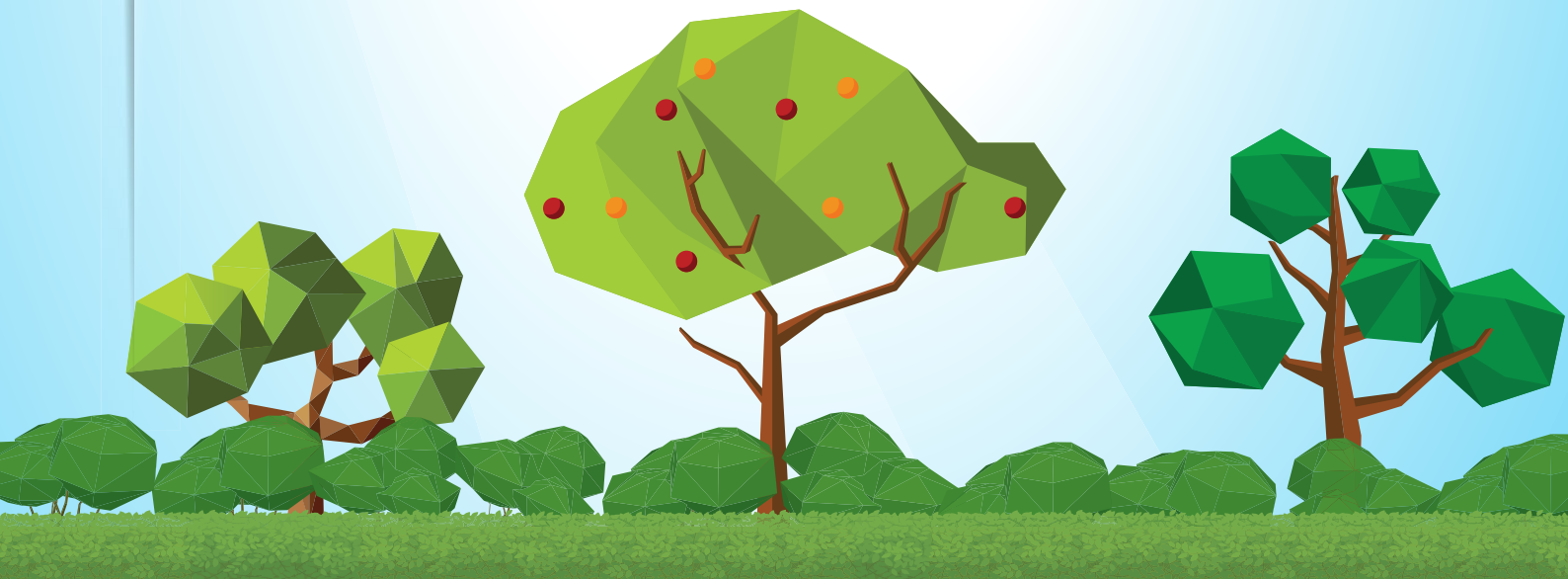
Steps and Points

Week 13 - 15

- Attend students' in-class presentation (optional)
 - Obtain product of service-learning projects. E.g. statistical figures, research findings.
 - Provide feedback on students' work and performance during service-learning
- Assess students' performance and project effectiveness
 - Give feedback to students for improvement and show recognition

After the Semester

- Attend evaluation meetings
 - o With module instructors and S-L Staff to review the project and partnership
 - Attend celebration activities of service-learning
 - o Share experience with your peer service unit
 - o Share with students and staff in workshops and talks organized by CTL
 - Plan for future projects and sustainability
 - o Discuss further collaboration
- All stakeholders of S-L are encouraged to exchange ideas and continue to involve our passion in service-learning





IV. Appendices



Appendix A

Guiding Form for Service-Learning Opportunities

The form is designed to facilitate the collaboration of service-learning. You don't have to complete all the items. Please send the form to service-learning@hsu.edu.hk for further discussion. Thanks for your interest in offering service-learning opportunities to our students!

Part I: Basic Information

Name of Organization : _____

Scope of service of organization : _____

Name of contact person : _____

Title of contact person : _____

Part II: Details of Potential Service-Learning Opportunities

Brief description of service need of organization : _____

Time phrase of programme/activity : Semester 1 (Sep-Dec) Semester 2 (Jan-Apr)
 Whole academic Year

Name of contact person : _____

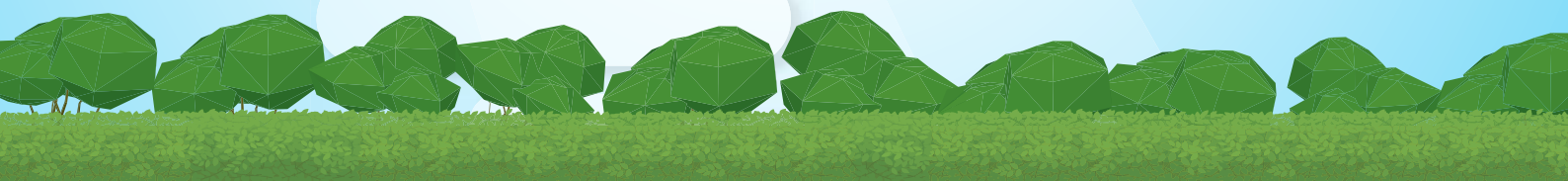
Maximum Capacity of HSU student : _____

If you consider there is any planned programme/activity suitable for service-learning, please provide the information below.

Date of Programme/Activity : _____

Time of Programme/Activity : _____

Place of Programme/Activity : _____





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The Hang Seng University of Hong Kong**

Website: <http://service-learning.hsu.edu.hk>

Contact: service-learning@hsu.edu.hk

