Final Report
Education With a Heart:
Community Service Learning in PolyU

June 2008
Faculty-Wide/Cross-Dept Learning & Teaching Development Project

Education with a Heart: Service-Learning in PolyU

Final Report

Submitted to the Learning and Teaching Committee

PREPARED BY

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August 2008
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Department of Computing (COMP)
Department of Electronic and Information Engineering (EIE)
Department of English (ENGL)
Department of Health Technology and Informatics (HTI)
School of Hotel and Tourism Management (SHTM)
School of Nursing (SN)
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1.0 EXECUTIVE SUMMARY

1.1 Introduction

Why Bother with Community Service Learning?

Community Service Learning is gathering momentum around the world because it aligns with the key mission of our institutions. In fact, it has become a concerted national endeavor in the USA “because there are individuals who have persistently championed this educational model and invested their lives in orchestrating collaboration across campuses, disciplines, and professional associations”1.

Community Service Learning captures the head, the mind and the heart. It harnesses the combined efforts of students, faculty, business organisations and community agencies. It meets both individual and community needs. Community Service Learning is moving forward in Hong Kong and has long been a tradition in some departments at PolyU. Community Service Learning has proved to be pedagogically effective in developing students’ professional and generic skills, and, as such, is an appropriate way of aiding PolyU in its efforts to achieve Strategic Objective #1:

To enhance the all-round development of students, particularly in the areas of global outlook, critical and creative thinking, social and national responsibility, cultural appreciation, life-long learning, biliteracy and trilingualism, entrepreneurship and leadership.

Those who are currently using dynamic teaching and learning approaches to equip their students with the necessary professional and generic skills have already discovered how instructional technology, collaborative learning and experience-based learning have converged to complement and transform their roles at PolyU and the way they organise learning opportunities for their students.

If PolyU is serious about organising for learning, then it must

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recognise that Community Service Learning has a vital contribution to make in the grand scheme of things. It must also “walk the talk” to provide the level of sustainable support needed to institutionalise Community Service Learning at PolyU. Those who are currently using Community Service Learning to enhance the quality of student learning and development, understand that, if duly recognised and rewarded, this “walk” will involve the reconfiguration of teaching, research, and service at PolyU.

It is hoped that the information contained in this report will help move Community Service Learning forward at PolyU so that the university, its staff, its students and its community partners can share in the mutual benefits that Community Service Learning presents.

1.2 Purpose of the Report

This report is submitted at the request of the Teaching and Learning Committee, to provide a final report of the approved project.

1.3 Purpose of the Project

Vision
- To enhance and promote the culture of learning in Community Service Learning to all students in PolyU

Aims / Objectives
- To strengthen the learning within Community Service Learning to help students get the most out of their experience
- To encourage students to value participation in Community Service Learning as a way to cultivate a professional “heart”
- To promote Community Service Learning as a viable way to support PolyU’s Strategic Objective #1:
  - To enhance the all-round development of students, particularly in the areas of global outlook, critical and creative thinking, social and national responsibility, cultural appreciation, life-long learning, biliteracy and trilingualism, entrepreneurship and leadership.
- To investigate and uncover the full potential of different approaches and models of Community Service Learning in
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enhancing students' learning and achievement
- To foster cross-discipline collaboration throughout the project
- To support wider departmental involvement in Community Service Learning initiatives and engage more people and departments to consider Community Service Learning as an effective WIE option

1.4 Project Methodology

To achieve these aims, these methods were chosen and utilised:

- The duration of the project was intended to run for two years to facilitate data collection on student learning within their Community Service Learning activities
- As cross-discipline collaboration is important and useful, representatives from different academic units were sought out to participate in this project
- Pre- and post-CSL surveys and focused interviews instruments were designed and surveys conducted with students to investigate the effectiveness and impact of their CSL experiences on students' learning
- Focused interview instruments were designed and surveys were conducted with staff involved in Community Service Learning initiatives to ascertain their views on the characteristics of successful CSL programmes
- Research and a literature review of Community Service Learning programmes, resources and initiatives outside PolyU were undertaken to identify models of excellence of Community Service Learning in higher education upon which recommendations could be made for a longer term strategy on Community Service Learning at PolyU
- Resources were designed and others identified to enhance student learning during Community Service Learning activities
- Seed projects were sponsored wherein students' learning was promoted, especially in attributes related to all-roundedness
- Some best practices in Community Service Learning were investigated to determine the best way to design and conduct Community Service Learning in PolyU in order to make it on-going and sustainable
- Funding of the project was used to support the management, administration, evaluation, and dissemination of results of seed projects
2.0 KEY ISSUES AND RECOMMENDATIONS

In reviewing the findings, several key issues were identified that are common to Community Service Learning initiatives where both service and learning are important desired outcomes. The recommendations offered are based on successful working models both within and outside PolyU that are believed would enhance the learning in Community Service Learning.

There are several factors affecting the effectiveness of student learning in Community Service Learning programmes. In order for student learning in Community Service Learning to be intentional, these factors may be considered within three domains:

1. Institutional Strategy and Policy
2. Student Development
3. Staff Development

These three areas are linked like a three-legged stool. If any one of them is missing or weak, instability is unmistakable.
2.1 Key Issue: Institutional Strategy and Policy

For the growth of CSL to be sustained, it must become a permanent part of PolyU's institutional culture – so much so that PolyU cannot imagine our institution – our teaching, our scholarship – without Community Service Learning.

Recommendations:

1. That PolyU establish a steering committee and an advisory committee to:
   a. formalise and implement a sustainable institutional direction and policy for CSL programmes
   b. engage CSL players to devise a workable Community Service Learning Plan with long-range objectives that are clearly defined
   c. strengthen partnership initiatives

2. That PolyU establish a CSL Centre (with dedicated CSL staff) to:
   a. secure project staff in order to meet project targets
   b. facilitate communication (e.g. meetings, newsletter, website links, et. al.)
   c. provide support
   d. enable coordination of CSL programmes throughout all departments at PolyU
   e. acquire agency partners
   f. promote CSL to students and agency partners
   g. monitor the progress of projects to ensure that they are given appropriate and timely support
   h. report on outcomes

3. That workload issues (for staff & students) be addressed for those involved in CSL programmes. Suggestions:
   a. CSL staff involvement be timetabled
   b. CSL action research activities be encouraged
   c. research requirements be on par with, or eased, for those actively involved in CSL programmes
   d. department representatives selected to sit on the CSL Committee for departmental reporting purposes have their duties duly recognised when assigning workload
4. That a staff and student merit scheme be designed to recognise and reward those who participate in CSL programmes (e.g. commendations from within department, part of teaching portfolio, merit criteria)

5. That ongoing funding be allocated solely for the use of CSL programmes for needed resources
2.2 **Key Issue: Student Development**

Community Service Learning projects and activities make considerable demand on both staff and students, affecting staff involvement, student engagement and retention, and the perceived value of student learning in CSL, whether it be through self-initiated or course-related projects.

**Recommendations:**

1. That student all-round development be supported by appropriate learning resources that are coordinated and systematically provided to enhance / support student learning in CSL projects. Some examples are:
   a. Student Handbook
   b. Reflective Journals Package
   c. Portfolio Guidance
   d. Integration Assignments
   e. Generic and Professional Skills Framework for skills identification and mapping
   f. Exit counseling / workshops to link CSL experiences with career options
   g. Personalised Learning Plan

2. Depending upon the nature of the programme, “off-the-shelf” teaching and learning resources could be provided to streamline and integrate curriculum delivery with generic skills acquisition in CSL projects. Some examples are:
   a. Staff Handbook
   b. Teaching and Learning Strategies Package
   c. Orientation Package
   d. Debriefing Package
   e. Promotion Package (i.e. for students and agencies)
   f. Assessment Package
   g. Health and Safety Package
   h. Generic and Professional Skills Framework for skills identification and mapping
   i. Generic and Personalised Learning Plan Templates
   j. Agency materials to assist supervisors in working with students so that they get the most out of their CSL experience
3. To make maximum use of available resources and kill 2 birds with 1 stone, inter-disciplinary CSL initiatives should be encouraged wherein opportunities can be identified to enable student learning in CSL through:
   a. The WIE imperative
   b. Group projects
   c. Cross-functional teams
   d. Partnership initiatives
   e. Courses / modules be examined for places where there is a natural fit for CSL activities / projects
   f. Team teaching
   g. Learning resources and support that help students to identify, reflect upon and explain their learning (e.g. learning plan, reflective learning journals, CSL professional & generic skills framework, investigative interviews, seminars, workshops, portfolios, etc.)

4. That CSL activities / projects be given credit where the student meets required learning outcomes and standards. This can be accommodated through:
   a. Course-related assignments
   b. Standalone CSL modules / units
   c. Fractional credits
   d. Formalised learning outcomes and assessment
   e. Articulation (dual credit) initiatives
   f. Professional bodies’ recognition
2.3 **Key Issue: Staff Development**

Although there are many staff members experienced in CSL, there are many others who have expressed an interest in learning more about how to enhance student learning in CSL without having to re-create the wheel. Successful CSL models:

- View staff development as an integral part of their institutional mission
- Seek to engage additional staff interest and commitment to ensure programme sustainability
- Avoid burnout issues by not relying on too few people who have a “heart”

**Recommendations:**

1. That a CSL experience-sharing staff development series be offered on an ongoing basis

2. That staff development workshops be offered to focus on CSL applications in areas such as these:
   a. Research findings and conducting research
   b. Programme models and ideas
   c. Course-related examples of CSL
   d. Managing student learning in CSL
   e. Teaching and learning packages
   f. Principles of good practice
   g. Agency orientation – educating partners on student learning issues
   h. Aligning CSL with desired learning outcomes
   i. Finding resources
      i. Useful forms and documents
      ii. Professional associations
      iii. Publications
      iv. Learning packages
2.4  **Key Issue: Measuring the Learning in CSL**

If the value of learning in CSL is to be recognised and rewarded, CSL learning outcomes must be identified, measured, and reported.

**Recommendations:**

1. That efforts be increased to involve staff in systematic data collection (standardised pre- and post-CSL surveys) with a wide student group

2. That efforts be increased to involve staff in systematic data collection (standardised pre- and post-CSL surveys) with a wide student group

3. That a policy be drawn up on the policies and procedures to be used in the measurement of student learning in CSL

4. That an inclusive award system be examined to find ways to expand recognition for participants who have met / exceeded outcomes - for students, staff and agencies

5. That portfolios be considered the tool of choice for selecting award winners

6. That the judging panel be representative of stakeholders (e.g. CSL staff, SAOs, alumni, agencies, et. al.)
3.0 PROJECT OUTCOMES

3.1 Intended Deliverables

Phase I (May to Sept. 2006)
- Community Service Learning in PolyU and elsewhere to be studied by literature / web site survey and questionnaire and interview
- Seed projects to be identified and pilot-run, support works to be designed, students to be recruited into the projects (in case of non-curricula based)
- Meetings between community members/NGOs and students to be conducted
- Appropriate instruments for pre-test and post-test to be identified / modified / developed

Phase II (Sept. 2006 to Feb. 2007)
- Instruments developed in Phase I to be administered to some identified seed projects and some newly started projects
- The impact of Community Service Learning on students' learning to be studied
- Adjustment of the instruments to be designed
- Study results in this phase to be disseminated in seminars and workshops, with objectives to arouse more interest about Community Service Learning in PolyU, and to prepare for the next phase of study

Phase III (Feb. 2007 to May 2008)
- Revised instruments to be administered to seed projects and other identified projects to study the impact of Community Service Learning on students' learning
- Data to be analysed (quantitative and qualitative)
- Longer term (sustainable) strategies to be identified / developed
- Supporting resources and facilities to be consolidated and deployed

Phase IV (May 2008 to Aug. 2008)
- Dissemination of results (through workshop, seminars, forum, and publication)
- Preparation of final report
- Identification of longer term strategy on Community Service Learning
3.2 Actual Deliverables

**Phase I (May to Sept. 2006)**
- Community Service Learning in PolyU and elsewhere studied by literature / web site survey and questionnaire and interview
  - Questionnaire designed and information was collected from within PolyU departments currently operating Community Service Learning projects
  - Some learning system / resources were developed / provided for faculty and students to enhance student learning and help them to get the most out of their Community Service Learning experience. These resources were collected, designed and compiled within a Draft Staff CSL Handbook
  - Community Service Learning information contained within the Work-Integrated Education online Resource Bank (EDC) was linked to some department websites
  - Meetings were conducted to target and disseminate appropriate resources to support staff efforts to meet student learning needs
- Some seed projects were identified and pilot-run (one from EIE, one from ISE, one from SHTM, one from COMP, one from EE / IC), support works were designed, students were recruited into the projects (in case of non-curricula based)
- Meetings between community members / NGOs and students were conducted
- Appropriate instruments for pre-test and post-test surveys were identified, modified, developed and disseminated

**Phase II (Sept. 2006 to Feb. 2007)**
- Instruments developed in Phase I were administered to some identified seed projects and some newly started projects
- The impact of Community Service Learning on students' learning on one project was studied (EIE)
- Adjustment of the instruments was undertaken
- A workshop series was designed and delivered in cooperation with EDC, accomplishing these objectives:
  - To promote Community Service Learning in PolyU, and to prepare for the next phase of study
  - To present best practices and exemplars of how Community Service Learning is conducted in PolyU and elsewhere
To explore “best fit” models upon which to design and conduct Community Service Learning within PolyU to sustain its development and growth
- To enhance the student learning experience within Community Service Learning activities
- To plan for experience sharing sessions within PolyU
  - Consultations were conducted to assist interested seed projects with startup and provide support to departments involved in Community Service Learning projects
  - Project team meetings were held to discuss progress to date and plan the way forward

**Phase III (Feb. 2007 May 2008)**
- Revised pre and post CSL instruments were administered at specific stages to seed projects and other identified projects to study the impact of Community Service Learning on students’ learning and on the development of students’ generic skills and attributes (all-roundedness)
- Student CSL reports were examined and areas of learning noted
- Student testimonials were extracted from a video on a collaboration project with SHTM
- Student focused interviews were conducted
- Data was analysed (quantitative and qualitative)
- Longer term (sustainable) strategies were identified / developed during focused interviews with Community Service Learning staff, during project team meetings, and through a literature review
- Consultations were provided for staff on a voluntary basis
- Resources were distributed to staff as a follow-up from consultations and focused interviews
- Supporting resources were identified and archived for use by CSL staff on an ongoing basis
- Experience sharing sessions, one from the seed project in ISE and one from EIE, were conducted to:
  - Showcase best practice within PolyU
  - Provide information and support to seed projects
  - Inform faculty interested in diverse Community Service Learning initiatives (i.e. projects, strategic planning, philosophy, et. al.)
  - Share ways to encourage students to value participation in Community Service Learning as a way to cultivate a professional “heart” and make the most of the learning experience
  - Provide a venue for discussion on the way forward
Education With a Heart: Community Service Learning in PolyU

- Promote the adoption of Community Service Learning as a mode of learning within all subject disciplines
  - A final report was prepared containing recommendations for a longer term strategy on Community Service Learning initiatives within PolyU

3.3 Dissemination of Findings

Planned for Phase IV (May 2008 to Aug. 2008)

- Dissemination of results (through experience-sharing workshops, seminars, forum, conference papers and publication)
- Distribution of final report to CSL Project Team and CSL staff
- Identification and discussion of longer term strategy on Community Service Learning within PolyU
4.0 Findings

4.1 Student Pre- and Post-CSL Surveys

A copy of the instruments may be found in the appendix.

4.1.1 Methodology:

Four CSL student groups were surveyed: EIE, ENGL and SHTM. Groups were chosen based on availability and willingness to participate in the survey. A total of approximately 80 students were surveyed.

Standardised pre- and post-CSL surveys were provided and administered by CSL staff.

Completed surveys were collected by CSL project staff and results collated. Copies of the findings were given to the participating CSL staff.
4.1.2 Pre-CSL Survey Findings

**FIGURE 1: Age Groups Enrolled in CSL**

**FIGURE 2 Regions / Country of Origin**
Note:
1. No enrolment was generated from part-time students.
2. Based on Pre-test administered by only these departments.
Figure 5: Project Nature

- Self-initiated: 70
- Course-based: 5
- WIE: 10

Figure 6: Programme Duration

- 1-4 days: 15
- 1-2 weeks: 5
- 3-4 weeks: 5
- 1-2 months: 5
- 2+ months: 45

Education With a Heart: Community Service Learning in PolyU
FIGURE 7 Use of Time Before CSL – EIE (06/07)

FIGURE 8 Use of Time Before CSL – SHTM
FIGURE 9 Use of Time Before CSL – ENGL

FIGURE 10 Use of Time Before CSL – EIE (07/08)
FIGURE 11 Volunteer Experiences

FIGURE 12 How You Got Involved in CSL
<table>
<thead>
<tr>
<th>Statement</th>
<th># Of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Course requirements</td>
<td>36</td>
<td>46.2%</td>
</tr>
<tr>
<td>2  Will help me in the future</td>
<td>35</td>
<td>44.9%</td>
</tr>
<tr>
<td>3  To learn something new</td>
<td>31</td>
<td>39.7%</td>
</tr>
<tr>
<td>4  It's meaningful and important</td>
<td>31</td>
<td>39.7%</td>
</tr>
<tr>
<td>5  It will make me a better person</td>
<td>23</td>
<td>29.5%</td>
</tr>
<tr>
<td>6  To learn outside the classroom</td>
<td>22</td>
<td>28.2%</td>
</tr>
<tr>
<td>7  Just something I want to do</td>
<td>20</td>
<td>25.6%</td>
</tr>
<tr>
<td>8  To see how course material is used in the community</td>
<td>19</td>
<td>24.4%</td>
</tr>
<tr>
<td>9  To get involved in the community</td>
<td>19</td>
<td>24.4%</td>
</tr>
<tr>
<td>10 To broaden my global outlook</td>
<td>14</td>
<td>17.9%</td>
</tr>
<tr>
<td>11 To work on group projects</td>
<td>13</td>
<td>16.7%</td>
</tr>
<tr>
<td>12 To participate in cross-cultural activities &amp; appreciate different cultural interests</td>
<td>11</td>
<td>14.1%</td>
</tr>
<tr>
<td>13 To work alongside professionals in the workplace</td>
<td>8</td>
<td>10.3%</td>
</tr>
<tr>
<td>14 To get professional qualifications of the career</td>
<td>6</td>
<td>7.7%</td>
</tr>
<tr>
<td>15 Other: A friend Invited me</td>
<td>3</td>
<td>3.8%</td>
</tr>
<tr>
<td>16 For WIE hours</td>
<td>3</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

**FIGURE 13 Reasons for Getting Involved in CSL**

<table>
<thead>
<tr>
<th>Statement</th>
<th># Of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  It will be a good learning experience</td>
<td>71</td>
<td>91.0%</td>
</tr>
<tr>
<td>2  This experience will help me to do better in my studies</td>
<td>30</td>
<td>38.5%</td>
</tr>
<tr>
<td>3  My work will benefit the community</td>
<td>29</td>
<td>37.2%</td>
</tr>
<tr>
<td>4  I will find out more about careers of interest</td>
<td>29</td>
<td>37.2%</td>
</tr>
<tr>
<td>5  I will be able to get experience that I could used on my CV</td>
<td>28</td>
<td>35.9%</td>
</tr>
<tr>
<td>6  I will have support from my team</td>
<td>25</td>
<td>32.1%</td>
</tr>
<tr>
<td>7  People will appreciate my efforts</td>
<td>21</td>
<td>26.9%</td>
</tr>
<tr>
<td>8  I will get some orientation to prepare me to do a good job</td>
<td>21</td>
<td>26.9%</td>
</tr>
<tr>
<td>9  My CLS project will be directly linked to building my professional skills</td>
<td>20</td>
<td>25.6%</td>
</tr>
<tr>
<td>10 I will get some suggestions/ materials to help me get the most out of this experience</td>
<td>18</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

**FIGURE 14 Expectations in CSL**
1 Reflective Learning Journals - ideas
2 Portfolio Resource Materials
3 Investigative Interview Form
4 Advice from last year's CSL students
5 CSL Report
6 Website resources on CSL (e.g. log sheets, CSL ideas, forms & templates, students CSL handbook, etc.)
7 others

FIGURE 15 Learning Support – Helpful Materials Desired

1 Orientation Programme
2 Visit to the agency before CSL for an Investigative Interview
3 Meeting(s) with community partners
4 CSL mentor support
5 Discussions with other CSL groups
6 Teambuilding workshop
7 Communication skills workshop
8 Portfolio workshop
9 Working with others workshop
10 Others

FIGURE 16 Learning Support – Helpful Activities Desired
FIGURE 17 My Level of Confidence in Generic Skills for CSL
FIGURE 18 Views on CSL and Social Responsibility

- I believe that I will probably continue to look for ways to contribute to the community after this CSL project
- I am concerned about local community issues
- I think it is necessary to give my time to help people in need
- I intend to work in a career that will make contributions to society
- I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project
- I understand why business organisations get involved in community service projects
- I am familiar with how businesses in my field of study give back to the community
- I fully understand what social responsibility means to Hong Kong’s sustainable development
- I think companies will pay attention to CSL experiences when they hire fresh graduates
- I think CSL will assist PolyU students to be preferred graduates
- I think CSL is valuable for all PolyU students
Pre-Survey Comments

Simply by filling this questionnaire, I discover numerous aspects of CSL projects which I was not aware of. For instance, the generic skills required for fully participating in the project. I truly look forward to the commencement of the CSL project as I believe it will most likely be a valuable learning experience.
4.1.3 Post-CSL Survey Findings

FIGURE 19 Age & Gender Groups
FIGURE 20 Region / Country of Origin

FIGURE 21 CSL Full-time Enrolment

Notes:
1. No enrolment was generated from part-time students.
2. Based on Post-test administered by only these departments.
FIGURE 22 Year of Study

FIGURE 23 Project Nature
FIGURE 24 Programme Duration

FIGURE 25 Use of Time after CSL – EIE (06/07)
FIGURE 28 Use of Time after CSL – EIE (07/08)

FIGURE 29 Volunteer Experiences
### FIGURE 30 How You Got Involved in CSL

#### Statements: Through my CSL experience, I...

<table>
<thead>
<tr>
<th>Statement</th>
<th># Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learned something new</td>
<td>27</td>
<td>55.1%</td>
</tr>
<tr>
<td>2. Gained something that will help me in the future</td>
<td>25</td>
<td>51.0%</td>
</tr>
<tr>
<td>3. Met Course requirements</td>
<td>22</td>
<td>44.9%</td>
</tr>
<tr>
<td>4. Did something meaningful and important</td>
<td>21</td>
<td>42.9%</td>
</tr>
<tr>
<td>5. Did something I want to do</td>
<td>21</td>
<td>42.9%</td>
</tr>
<tr>
<td>6. Got involved in the community</td>
<td>20</td>
<td>40.8%</td>
</tr>
<tr>
<td>7. Learned outside the classroom</td>
<td>18</td>
<td>36.7%</td>
</tr>
<tr>
<td>8. Had become a better person</td>
<td>16</td>
<td>32.7%</td>
</tr>
<tr>
<td>9. Enjoyed working on group projects</td>
<td>16</td>
<td>32.7%</td>
</tr>
<tr>
<td>10. Broadened my global outlook</td>
<td>16</td>
<td>32.7%</td>
</tr>
<tr>
<td>11. Saw how course material is used in the community</td>
<td>14</td>
<td>28.6%</td>
</tr>
<tr>
<td>12. Worked alongside professionals in the workplace</td>
<td>13</td>
<td>26.5%</td>
</tr>
<tr>
<td>13. Participated in cross-cultural activities &amp; appreciate different cultural interests</td>
<td>11</td>
<td>22.4%</td>
</tr>
<tr>
<td>14. Earned WIE credits hours</td>
<td>5</td>
<td>10.2%</td>
</tr>
<tr>
<td>15. Acquired professional qualifications of the career</td>
<td>4</td>
<td>8.2%</td>
</tr>
<tr>
<td>16. Other: Get to know and work with fellow students in other classes of our programme. That helps me build a sense of belonging.</td>
<td>1</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

### FIGURE 31 What I Gained from my CSL Experience
<table>
<thead>
<tr>
<th>Statements</th>
<th># Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 It was a good learning experience</td>
<td>41</td>
<td>83.7%</td>
</tr>
<tr>
<td>2 I had support from my team</td>
<td>16</td>
<td>32.7%</td>
</tr>
<tr>
<td>3 People appreciated my efforts</td>
<td>15</td>
<td>30.6%</td>
</tr>
<tr>
<td>4 It helped me to do better in my studies</td>
<td>12</td>
<td>24.5%</td>
</tr>
<tr>
<td>5 I got some suggestions / materials to help me get the most out of this experience</td>
<td>12</td>
<td>24.5%</td>
</tr>
<tr>
<td>6 I gained experience that I can use on my CV</td>
<td>12</td>
<td>24.5%</td>
</tr>
<tr>
<td>7 My work benefited the community</td>
<td>11</td>
<td>22.4%</td>
</tr>
<tr>
<td>8 It allowed me to find out more about careers of interest</td>
<td>11</td>
<td>22.4%</td>
</tr>
<tr>
<td>9 I got some orientation to prepare me to do a good job</td>
<td>11</td>
<td>22.4%</td>
</tr>
<tr>
<td>10 My CLS project was directly linked to building my professional skills</td>
<td>9</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

**FIGURE 32 Expectations Met in CSL**

1 Reflective Learning Journals - ideas
2 Portfolio Resource Materials
3 Investigative Interview Form
4 Advice from last year's CSL students
5 CSL Report
6 Website resources on CSL (e.g. log sheets, CSL ideas, forms & templates, students CSL handbook, etc.)
7 others
8 I didn't get any helpful materials

**FIGURE 33 Learning Support – Helpful Materials Used / Recommended**
FIGURE 34 Learning Support – Helpful Activities Used / Recommended

Notes:
1 Orientation Programme
2 Visit to the agency before CSL for an Investigative Interview
3 Meeting(s) with community partners
4 CSL mentor support
5 Discussions with other CSL groups
6 Teambuilding workshop
7 Communication skills workshop
8 Portfolio workshop
9 Working with others workshop
10 Others
11 I didn't get any helpful materials
FIGURE 35 My level of confidence in Generic skills I developed/improved through the CSL project.
FIGURE 36 Views on CSL and Social Responsibility

- I believe that I will probably continue to look for ways to contribute to the community after this CSL project
- I am concerned about local community issues
- I think it is necessary to give my time to help people in need
- I intend to work in a career that will make contributions to society
- I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project
- I understand why business organisations get involved in community service projects
- I am familiar with how businesses in my field of study give back to the community
- I fully understand what social responsibility means to Hong Kong’s sustainable development
- I think companies will pay attention to CSL experiences when they hire fresh graduates
- I think CSL will assist PolyU students to be preferred graduates
- I think CSL is valuable for all PolyU students
4.1.4 Student Focused Interviews

Background and Rationale for Student Focused Interviews

Methodology

- All the interviews were conducted face-to-face and one-on-one.
- A classroom was prepared for each interview in order to provide a quiet environment for the interviews.
- Those interviewed did not see the questions prior to the interview, except where a couple of interviewees requested the questions ahead of time in order to prepare their answers.
- All the interviews were conducted in Cantonese or Putonghua.
- All notes were taken and translated by the interviewer. Then they were reviewed by the interviewees so that amendments could be made for completeness and accuracy prior to summarizing the responses.
- It was explained that individual responses would be collated and distributed for sharing amongst those who were interviewed and included in the final report. All respondents gave their permission for their opinions to be shared.
Findings

FIGURE 37 Age & Gender Groups

FIGURE 38 Region / Country of Origin
FIGURE 39 CSL Full-time Enrolment

FIGURE 40 Year of Study
FIGURE 41 Project Nature

FIGURE 42 Programme Duration
FIGURE 42 Programme Duration

FIGURE 43 Use of Time Before CSL
Figure 44: Volunteer Experiences

Figure 45: How You (Students) Got Involved in CSL
Post-Survey Comments

Students were asked to comment on other aspects of their CSL experience that were important to them. Some of the comments offered may be useful for CSL staff in devising relevant teaching and learning approaches that allow students to get the most out of their CSL project. Their unedited comments from the survey are listed below, organised by subject discipline / programme, and then in alphabetical order.

**EIE (06/07)**
- Get to know and work with fellow students in other classes of our programme. That helps me build a sense of belonging. (This particular comment was written in response to: Though CSL I... [Question 12] of the survey.)
- Give more supporting activities and awards to encourage students.

**ENGL**
- Despite I faced certain difficulties during the program, for instance, not being able to provide clear information of some aspects to the parents; I was always provided with assistance from the organiser. Overall, this is a highly interesting experience with valuable outcomes.
- I am grateful to have participated in the program, which not only shed light on how to properly organise large-scale activities, but also gave me the valuable opportunities to acquaint and interact with people overseas (Singaporeans). Even after the end of the program, we still maintain regular contact.
- Team bonding is needed among CSL volunteers who work as a group.

**EIE (07/08)**
- It is a good programme for student to make use of their skill to contribute to the society.

**COMP**
- CSL project is good for students to learn different skills e.g. team work, communication skill and problem solving skill. It also helps students understand themselves.
- Extremely valuable.
- This is a valuable experience for me to apply my knowledge to help others.
- Through this project, I learnt lots of things. The trip broadened my horizon. And make me want to help more people.
- Should provide many different kinds of services for us to help others in need. And, it should cover different places like Mainland China.
4.1.5 Student Focused Interview Findings

Rationale for Student Focused Interviews:
A survey was designed and conducted in order to get a fuller picture of how CSL is perceived within PolyU by students who were unable to participate in the scheduled pre & post-CSL surveys conducted by CSL staff. The survey questions parallel the questions posed on the staff focused interview questionnaire to facilitate comparison of attitudes and experiences in CSL.

Methodology:

The survey findings are presented in numerical order and have been color coded to facilitate reader attention. The unedited findings are collated as indicated within the “Responses” section for each individual survey question.
**Question 1:**
What did you enjoy most about your CSL experience? Why?

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rather than merely listing the responses to this question, we have attempted to group them by theme. In so doing, there may be some apparent overlaps of themes/responses. Themes are arranged in alphabetical order and do not indicate a hierarchy of importance. The number of similar responses is indicated in brackets following the heading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Broadened Students’ Vision to Mainland (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Besides site visit, we met with the local students, too. We got a valuable chance to talk with local students. This chance made us know the situation in China more (opened our mind), and encouraged me to do more to help Mainland students. There are two main aims of the visit. Firstly, we have to follow up the construction progress (checking the constructing school is safe and all construction work is up to standard) and secondly, comprehend the situation with the locals and officer.</td>
</tr>
<tr>
<td>• I was satisfied with the turnout even though the project is hard. The duration of this project was overlapped with our examination period. Sometimes, I needed to make a phone call to the co-operate NGO to discuss this project just right after my exam. And also we had organised a 2-day site visit to Mainland near the exam periods. This site visit is very important to our service as we have to check whether the venue, lighting and other physical environments are suitable for eye examination.</td>
</tr>
<tr>
<td>• This project provided a chance for me to go back Mainland to find out what situation it is in Mainland, such as its culture, living standard and what kinds of service they were actually lack of. The place we went just had flood disaster. The environment was bad. It was winter time when we conducted our CSL project in Mainland. There is no hot water supply. The people there were lack of clothes, too. Every time, we shake hands with students and teachers, we could feel the cool from them. It increases my broadness of vision to Mainland.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good opportunity to Work with Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It is also a good chance for students to co-operate and serve this society together. Through CSL activities, we can work with students from different years of study.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good Practice on Applying Professional Skills (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply our knowledge to serve people in need.</td>
</tr>
<tr>
<td>• Apply what we have learnt to help the people who really in need. Mainland doesn’t have this kind of activities. I feel glory and have a great success through participating in the activities.</td>
</tr>
</tbody>
</table>
| • Not only organizing an activity, but also providing training to the helper. Our project is course related. My classmate and I had to organise an
Question 1: What did you enjoy most about your CSL experience? Why?

- This is a course-related programme, so that I can specifically apply my professional knowledge to provide a service to the community. It included theory, placement and community service, which is a meaningful project.
- Widen my knowledge and enrich my experience. This project is sponsor by a charity organisation, but our project team members have to deal with the construction and financial planning. That means the overall planning was done by our team members. We have to plan and supervise the worker in Guangxi to build a school for local student in our project. Our team had spent more than one year on this project. Team members will have a chance to travel to Guangxi and take an inspection visit during construction.

Impressed by Service Receivers (2)

- Disabled people are not only service receiver, but also service provider. Before this activity, some disabled people may think they are not able and it is impossible for them to help others. This activity showed not only normal people can be volunteers. Even people have disability; they can give what they have to the society. They have the ability to serve other people in need. They are not only the receiver.
- I was so surprise the creativity of the helper.
- Received thanks letter and appreciations from the Mainland’s students had encouraged me.
- This activity had impressed me so much that I can’t express them individually.
- Visiting to China of CSL project gave a great impact to my life that I am really a lucky person who does not need to concern my daily meal. This experience taught me to rest content with what I had. Some of the students had difficulty on studying as they had serious sight problem which is caused by the bad lighting environment. They can’t see the word in the blackboard even they sit in front of the blackboard. But they don’t have glasses because of they’re poor.

To Learn Through Community Services (2)

- Encourage self-learning.
- To learn something that have not met before (sic).
- To understand what kinds of function do they need in the computer accessories.
- We can help the people in need
  - Saving money for our clients as we will prepare the assistive
### Question 1:
**What did you enjoy most about your CSL experience? Why?**

<table>
<thead>
<tr>
<th>Accessories for our client which are quite expensive in the market.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfill their requirement. Some of the assistive accessories in the market may not fit the need of the disabled people.</td>
</tr>
<tr>
<td>More students can take part in activities. We will be the helper in assisting activities organised by our client.</td>
</tr>
<tr>
<td>To take up the social responsibility.</td>
</tr>
</tbody>
</table>

- We can improve our ability
  - Professional skills
  - Group work skills
  - Co-operation
  - Organisation
  - Participation

#### Others (3)
- Although our project is just a one day activity, “Disabled people also can help others.” This thought can spread out by sharing of the disabled people. It also can help to promote the ability of disabled people to increase the awareness of the community.
- It is a good experience other than study.
- It provides different opportunities for students to participate in extracurricular activities.
- To help and co-operate with organisation.
- To understand the need of the user.
Question 2:
What challenges did you face in CSL, and how did you deal with them?

Responses:
The responses to this question have been grouped into different themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets), and secondly by alphabetical order.

<table>
<thead>
<tr>
<th>Communication Challenges (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenges faced:</td>
</tr>
<tr>
<td>• Communication. As we talk with Putonghua, sometime NGOs’ staff and the students may not know our meaning.</td>
</tr>
<tr>
<td>• We may not know how to react with the strange motion of the students. In the first time of providing service, we don’t know the students much. Sometimes, they may treat us unfriendly.</td>
</tr>
<tr>
<td>Solution(s):</td>
</tr>
<tr>
<td>• It had been improved after visiting them several times.</td>
</tr>
<tr>
<td>• We will ask for help from colleagues and I have to learn by myself.</td>
</tr>
</tbody>
</table>

Challenges faced:
• Communication. I am not good at speaking Putonghua. Sometimes I will pronounce one to two words wrongly. It will mix me up. As we need to talk with the local student, they may not understand us. They may also misunderstand our meaning. They will laugh at me when I spoke wrongly. In the trip, we have to talk with the local office about the progress of this project. This opportunity encourages me to learn Putonghua better.

Solution(s):
• I plan to take Putonghua courses in PolyU and take chances to talk with Mainland student. It is good that our department have several Mainland students. We should not be shy. My opinion is learning languages should take courses and also use it more often. We should not ignore the importance of practising the language.

Challenges faced:
• Our service subject is special children. It is quite difficult to get familiar with them.

Solution(s):
• Briefing session is provided by the NGO.

Challenges faced:
• Preparation, Human resources management, teamwork and communication.
• This is a new team and this project started from zero, so we have to do it step by step. We had to build up our teamwork from very beginning. In the initial stage, we don’t know each other.
Question 2:
What challenges did you face in CSL, and how did you deal with them?

Solution(s):
- Improving our relationship by communicating with MSN.
- Our whole team was divided into several small teams. A PolyU student was assigned to each team as the contact person and team leader. Therefore, each PolyU student does not need to get familiar with the whole team members. Team partners just need to actively keep contact with the team member only. It is easier for us to organise the activity and have a closer relationship with them. We hoped the connection will linked up with working partner, then to working group, and finally to the whole team. This type of organisation did work in our project. As we can have more communication between working partners, each part of the activity can be ran smoothly.
- To deal with the communication problem, we had organised 2 briefing sessions which was about this project and we hoped to get familiar and have a closer relationship with them through the briefing sessions. In the 1st briefing session, it was just a warmup session to give information of this project to the student helpers and get contact details (include mobile phone number and MSN account).

Technical Challenges (4)

Challenges faced:
- Finding a suitable game playing in the activity. As our subjects were disabled people, they will have inconvenience in playing game. And we want to design the games that suit for the aims of the activity, “Social integration of physically handicapped and able-bodied”.

Solution(s):
- My partner and I will try the wheelchair to make decision whether the game is suitable and safe for our subject to play. We also asked the helper and staff in the service agency for the advice.

Challenges faced:
- Improve assistive accessories.

Solution(s):
- Encourage member to search information in web. Improving our professional skill.

Challenges faced:
- This project had started before I joined. Our team member faced difficulty in calculating the construction work. As we all didn’t have any experience on apply our knowledge on the real situation.

Solution(s):
- This project gave us a chance to test our ability. We felt satisfied when we could apply our knowledge on this project.
Question 2: What challenges did you face in CSL, and how did you deal with them?

**Challenges faced:**
- Transportation. As the venue is not suitable for the client to go, “Rehabus Service” had to provide for the clients, but the community center has one “Rehabus” only. Several tens of clients have to take it. It had limited the participation of the client.

**Solution(s):**
- We rent one more “Rehabus” from another community centre.

**Management (3)**

**Challenges faced:**
- Management. In between China and Hong Kong, there are two different standards in construction. The construction standard in Hong Kong is stricter. Our initial plan is to make a much more than 1 meter foundation, but when we visit the construction site, we found the foundation is not up to Hong Kong standard.

**Solution(s):**
- We had to stop all construction work until we got an extra approval from the local government.

**Challenges faced:**
- Preparation, Human resources management, teamwork and communication.
- We have to learn to lead a comprehensive team which included 8 PolyU students (yr3) + 2 PolyU students (yr4) + 1 PolyU staff + a group of student helpers (Secondary 5 students) + 2 helpers (teachers from Secondary school). Some of the helpers are teachers who are older and have more experience than me.

**Solution(s):**
- My experience told me that if we have the same goal, a group of strange people can overcome problems, become a team and run the project shortly. Although we came from different organisation, we have same goals that we wanted to help the students in Mainland. We wanted to provide social service to them and learned more about their situation. This is the most interesting challenge, but we know it can be solved by good communication. Teamwork is powerful. I was appreciated with the student helpers, as they had to work under the public examination pressure and they had also kept this project in their mind. They, through after several days, were used to do volunteering activity. They will treasure the rest of the study time which can improve their study efficiency.
### Question 2: What challenges did you face in CSL, and how did you deal with them?

<table>
<thead>
<tr>
<th>Challenges faced:</th>
<th>Solution(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit helpers in the activities.</td>
<td>More communication between members by phone and email.</td>
</tr>
</tbody>
</table>

**Time Management (3)**

<table>
<thead>
<tr>
<th>Challenges faced:</th>
<th>Solution(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management is one of my problems, but it is not critical.</td>
<td>As I have joined another activity in past year, it is not new for me. I had experience to solve this problem.</td>
</tr>
<tr>
<td>Time management. Sometimes, the time of CSL project may conflict with our study time.</td>
<td>We have to give up some of them. Mostly, we may not join any activity when we are busy on our study.</td>
</tr>
<tr>
<td>If the situation is available, we may ask the lecturer to postpone the deadline of assignment/report to gain more time.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges faced:</th>
<th>Solution(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have a heavy workload in our subjects.</td>
<td>We may not participate in some of activities.</td>
</tr>
<tr>
<td>We have to try to organise our time efficiently.</td>
<td></td>
</tr>
</tbody>
</table>

**Lack of Funding (1)**

<table>
<thead>
<tr>
<th>Challenges faced:</th>
<th>Solution(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of funding. In our initial plan, this activity needed $8000, and we had applied HSBC funding for this activity, but the funding was not approved.</td>
<td>Therefore, we have to cut down the budget into less than half of the original budget. Use the facility and resources in the agency.</td>
</tr>
</tbody>
</table>

**Others:**

<table>
<thead>
<tr>
<th>Challenges faced:</th>
<th>Solution(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding a girl partner to go China with me is difficult.</td>
<td>I was supported by family member even if I went to Mainland alone. Finally, one of my classmates had joined the trip.</td>
</tr>
</tbody>
</table>
**Question 2:**
**What challenges did you face in CSL, and how did you deal with them?**

**General Solution:**
Solve the problems by communicating with the NGO and the CSL staff frequently.
Question 3:
Please describe the CSL learning materials/support you received that helped you get the most out of your experience.

Responses:
The responses to this question have been grouped into different themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets), and secondly by alphabetical order.

**Briefing Sessions (5)**
- Briefing provided by CSL staff, which included past experience sharing, video watching and invitation/promotion. I do have a large impact from this sharing session, so I invited several classmates join together and start the CSL project.
- Briefing session provided by NGO. It provides us chances to know about the whole project and how to serve people with special need.
- Briefing sessions. It major introduces the aims and progress of the project. After we met once or twice, we had to catch up.
- Briefing sessions, which were provided by NGO, taught the helpers how to deal with special case of the students.
- Some briefing sessions were provided by community agencies for students. The sessions were mainly teaching students how to get along with the students we served.

**Professional Support Materials (5)**
- CSL staff had provided us much information in the part of professional skill. Such as project based introduction workshop – get familiar with the goal we have to achieve.
- For professional knowledge, our CSL staff provided laboratory worksheets. Student can have a brief knowledge on the assistive accessories.
- Materials that help us to apply for the outsource funding.
- Professional worksheets on the project which provide basic information about the project.
- The supporting materials are major in the professional part. Initially, almost all the students did not know how to deal with the construction. We did not have this kind of experience.

**CSL Report (2)**
- Progress report. We have to set the aims of the trip. We need to set our goals before traveling to Mainland. Although there were uncertainties in between, we can have a clear objective in the trip.
- Reports and materials from previous project.

**Consultation and Guidance**
- Counseling materials, guidance that can teach us how to serve the
Question 3:
Please describe the CSL learning materials / support you received that helped you get the most out of your experience.

people who are being helped.

**Mentor Support**
- Our project emphasised self-learning. So, we have asked help from others, such as ask past year team members and refer to the previous project.

**Orientation**
- Orientation which included team building workshop, encouraging communication. Some student may be shy in the orientation session. After the orientation, we improved our communication problem.

**Reflective Journals**
- Reflective Journal (one journal for the whole team). Students who join this project had to write down their opinions in reflective journal book. I do not know whether the book was prepared by the CSL staff or charity organisation. We usually used the transportation time to write that journal. Student who had written the journal should pass it to another classmate. So that journal collects all comments. I have read some of the previous comments. Our senior classmates also felt that this project was meaningful. They also enjoyed playing and talking with the local students most.

**Site Visit(s)**

**Web Resources**
- Website of agencies, to know their background

**Others (2)**
- If this is more orientation and briefing session would be better.
- Lack of learning materials. We got a few this year, such as evaluation forms.

**No Learning Materials or Support**
- No in PolyU.
**Question 4:**
What professional skills did you use / develop in your CSL project?

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rather than merely listing the responses to this question, we have attempted to group them by theme. In so doing, there may be some apparent overlaps of themes / responses. Themes are arranged in alphabetical order and do not indicate a hierarchy of importance.</td>
</tr>
</tbody>
</table>

**Applying and Adopting**
- Adaptable. Flexible to adopt the situation, as the facility in mainland is not enough as we did in Hong Kong. We have to modify the process and what we got to provide the best service we could. As we cannot move the all facilities from Hong Kong Clinic to developing village, we should think about what kinds of materials can be replaced by simpler one. Therefore, we had make change in the eyesight test according to the situation we have got.
- We have applied all our professional skills.

**Calculation**
- My professional skill in calculating the structure and finance of whole project had developed. For example, foundation. To make sure if it can support the whole building or not. It is important to provide a safe space for student to study. Besides, in the finance part, we have to prepare an accurate budget report. Otherwise, the project might have to postpone because of lack of money. Students were divided into two teams. One is for calculating the structure of the building, another one is for calculating the financial budget.

**Hardware / Software Applications (2)**
- They are foundation knowledge in our professional field.
- User interface and control of the components.

**Language**
- Professional writing - Reporting skill.

**Organisation Skills**
- Applying and arranging “Rehabus”
- Finding sponsor for this mass programme
- Inviting and organizing guests

**Project Design and Planning (2)**
- Project design.
- We have learnt to plan the project. The project function and its overall plan.
### Question 4:
What professional skills did you use / develop in your CSL project?

<table>
<thead>
<tr>
<th>Social Work Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn to become a reflective social worker.</td>
<td>Most of the social work skill, such as acceptance and recognition.</td>
</tr>
<tr>
<td><strong>No Professional Skills Were Used / Developed (2)</strong></td>
<td></td>
</tr>
<tr>
<td>• No.</td>
<td>No. I take part in social service in major.</td>
</tr>
</tbody>
</table>
Question 5:
Were there any generic skills you feel you developed / strengthened as a result of your CSL experience? Please explain.

Responses:
The responses to this question have been grouped into different themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets), and secondly by alphabetical order.

<table>
<thead>
<tr>
<th>Communication (5)</th>
</tr>
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<tbody>
<tr>
<td>• Communication. Use the simplest method the present the meaning. It includes body language. As our Putonghua is not good and local student have their own dialect. Even communicating between team members, we did learn a lot, such as whether it needed formal communication or informal one. To present to the student helpers, we can use a friend and interesting ways. But for organisation presentation, more detail information should be used. It cannot be learnt in academic programme.</td>
</tr>
<tr>
<td>• Communication. We have exchange with the disable students. May be their disability will affect their movement. We should not force them to cooperate with us.</td>
</tr>
<tr>
<td>• Communication skill. We have to work with our classmate closely to organise activity and product computer accessories. This is an experience more than simply producing toys.</td>
</tr>
<tr>
<td>• Communication with colleagues.</td>
</tr>
<tr>
<td>• The major thing I have learnt in CSL is generic skill. Compare with the student we served, we have more chance to communicate with the staff of NGO.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patience (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Patient. In the first few times, as the students didn’t know us very much, they were not so friendly to us. After several activities, the situation changed. They were willing to play with us.</td>
</tr>
<tr>
<td>• Patient and self control. Sometime, we have to meet with the disable children. They may have naughty motion to make the helper angry. By this opportunity, it can train up our patient to work with different people.</td>
</tr>
<tr>
<td>• To deal with our client, it needs our patient and carefully. As they may get hurt easily during the activity.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Acceptance and Tolerance (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To tolerate different people. When something did not work at the moment, as a leader, we have to try by ourselves, instead of blaming at your partner.</td>
</tr>
<tr>
<td>• We have to understand different point of view.</td>
</tr>
</tbody>
</table>
Education With a Heart: Community Service Learning in PolyU

**Question 5:**
W&ere there any generic skills you feel you developed / strengthened as a result of your CSL experience? Please explain.

**Co-operation**

**Emotional Control**
- Emotion control. Firstly, we had to visit student’s house. It was a really bad situation when we went there. We cannot totally lose our emotion in front of the students. We had to control our sadness. During the visit, we do have another mission that to know if they have another necessary need. We have to report back to the organisation in Hong Kong if other service should be provided. Visiting not only uses our body, but also our heart. Secondly, conflict between teammates is common in work team. It is more important for us to control our emotion in order not to enlarge the conflict.

**Group Work**

**Independent**
- Independent. I have not ever left Hong Kong without my family. I have just traveled to China several times by joining the travel agent. This is the first time I left my family and Hong Kong. This study tour made me become a more independent person. In the trip, I had to look after other classmates too.

**Management Skills**
- Management skill. In this project, we have to manage the Chinese workers who built the school in Guangxi. I have experienced the real situation of management. My previous concept in management was too simple. Management is not only order the worker to do what you want, but also communicating with them. This experience is so important to my future career. Part of profession is in calculating the construction work. Another parts, is for managing the construction project. This project can enrich our experience in managing construction project.

**Problem Solving Skills**
- Problem solving. Some student may forget to go to the activities, so we have to take prevention in the next activity. As we have faced the problems, we could have experience to solve the problem.

**Promotion Skills**
- Promotion skills. Use methods to convince others to come.
Question 5:
Were there any generic skills you feel you developed / strengthened as a result of your CSL experience? Please explain.

**Others**
- It is difficult to separate which is professional skill and generic skill. As a social work professional need generic skill as its professional skill.
- Writing reflective journal
**Question 6:**
What advice would you give to next year’s/semester’s students who are interested in participating in a CSL project to help them get the most out of their CSL experience?

**Responses:**
The responses to this question have been grouped into different themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets), and secondly by alphabetical order.

<table>
<thead>
<tr>
<th><strong>Encouraging Students to Join CSL (2)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging them to join the CSL project. Don’t worry your ability. You will find you have learnt a lot after the CSL project.</td>
</tr>
<tr>
<td>I will encourage them to take part in the activity. Student should actively join this kind of CSL project. In fact, SAO had organised this type of activity, but not much student would like to join. I think they have wasted these valuable opportunity. It is meaningful for us to join CSL activities. In the project, we can help the people in need. Students can widen their sight. So they meet CSL activity, I will highly recommend them to join them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Experience Sharing (2)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I would like to share my own experience to students who are interested in CSL. In the sharing session, I will talk about what I have done. What problem we had faced, such as weather and planning.</td>
</tr>
<tr>
<td>I would like to share my personal experience with the students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General CSL Information (2)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Get familiar with the agencies we served. Who is our client, what should we be careful.</td>
</tr>
<tr>
<td>Tell them what a volunteer is. And what skill should be used during the social service.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Good Time Management (2)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose the time slot which has less workload to join CSL project.</td>
</tr>
<tr>
<td>Good time management skill. As different charity organisations have different deadline on the funding application. Application form should be well prepared in the early stage of the project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Considering their own situation before joining CSLP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have to think deeply before joining CSL project. As I have promised to take part on some of the CSL activities. At last, I could not join them because of the heavy school work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Guideline</strong></th>
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</thead>
<tbody>
<tr>
<td>I will try to give guidelines instead of make decision for them.</td>
</tr>
</tbody>
</table>
Question 6:
What advice would you give to next year’s/semester’s students who are interested in participating in a CSL project to help them get the most out of their CSL experience?

**Good Planning**
- Students should have a good flow plan before carrying on the activity. Counting the number of student we can serve. In preparation, we have to consider the time and number of student we can serve. If we cannot serve all of the students, we have to decide how we can choose our client.

**Improve the Cohesion in the Groups**
- Improve the cohesion between different members. In this year, most of our group members are mainland students. Student should invite more local students to participate. As one of the aims in CSLP, students could exchange their culture with different students.

**Improving Their (Students') Technical Skills**

**Preparing Evaluation**
- Prepare feedback forms and survey after the CSL project, in order to have more data for later evaluation.

**Students Should Have Heart**
- Students should have a painstaking heart in the activity. But it depends on different project. Our project had to travel to mainland. After arriving the airport, we have to take more than 4 hour transportation to the place we live, and 1 more hour to the place we built the school. As the school is in the mountain, our trip would be harder on rough road.
Question 7: What would you like the community agencies / CSL partners to know / do to help make students' CSL project experiences better?

Responses:
The responses to this question have been grouped into different themes and are listed firstly by positive feedback and then alphabetical order.

Encouragement (6)
- Briefing session is good for provide us knowledge on method, aims and the point that we have paid attention to.
- Good and helpful. They are nice and friendly to student. They had provided us workshops that meet the needed of service learning activities.
- Good communication with agencies. They will tell us their requirements actively. We have visited the service receiver and have meeting with the staffs in charge to get sufficient information in technical part.
- It is good that they have organised sharing session each day when we were visiting and doing service in mainland.
- Thanks for their help on providing resources and materials during the project.
- Thanks for their understanding us that we may be busy on our studies. And cannot have much time to join their activities.
- The agency had done a good job. They clearly provided us the goal and the aims of the activities, they have provided us briefing session. It would be better if more workshops and briefing sessions are provided.
- They have done a good job, such as providing courses to the helpers teaching them how to react in special situation.

Advice / Improvement (4)
Planning
- Flow plan of the trip in Mainland can be improved to provide more time for sharing experience among helpers and increasing family visiting
- Full plan should be confirm before the activity. If some activities are suddenly added to trip plan, It will make the schedule over crowded.
- If more activities on visiting local family would be better.
- Number of targeted student should be confirmed as we may not give so much time to student. As the result, the quality will be reduced in order to increase the quantity.

Relationships
- The relationship between organisation and helper is not simpler as work partner. They should have a closer relationship, friends. Therefore, experience sharing is so important in the activity.

Support
Question 7:
What would you like the community agencies / CSL partners to know / do to help make students’ CSL project experiences better?

- It will help student get more information and familiar with the project, if the background and the aims of the project can be provided.
- More support was given would be helpful during the project, such as giving advice, past project report and funding application forms.
- Provide a currently sponsor list for the activity.

Not Involved
- No. It is because they did not involve this project so much. As I know they have organise someone to visit the students in Mainland once during the project. That time, they went with PolyU students, too. They were going to follow up the progress. I think this project need professional knowledge more than other. It is more important for our professor to provide us professional help in this project. For others, they may not help us much.
Question 8: What feedback would you like to give to CSL staff that you think would improve students' CSL learning experiences?

Responses: The responses to this question have been grouped into different themes and are listed firstly by positive feedback and then alphabetical order.

**Encouragement (4)**
- Good personality
- He did a good job in the project. He is helpful and concern about student. His enthusiasm on CSL was infectious to students. Provide support and confident to student to go through difficult. He always appreciate the work project team had done and give good feedback/advice to student. He provided clear guideline to student during the project. He is not only our supervisor, but also our friend. During the activity, he helps us like our friend.
- He is a responsible person. He had done very well. He should continue his work in the coming future.
- Our supervisor can keep a good relationship with us. The relationship can be kept if the staffs do not have a clear cut between students and teachers.
- They have already done a very good job. Through the project, the staffs have taken care of the student. They have given the most space for the student to work on this project. This project was totally handled by students. Although we have to hand in the financial report to the professional company for checking, we got a fully trust from the staffs.

**Advice / Improvement (6)**

**Co-operation with Different Departments and Agencies (2)**
- Co-operate with different agencies to provide different service.
- It would be better if more connection can be made between new and old members. The new coming members may need help from old members.
- Our group can expend to the other department. Encourage more communication between departments.

**Provide Various Opportunities to Students (2)**
- There is only one part of the project that students did not involve. It is applying the approval of the renewed foundation. If a chance can be provided to student to take an observation. Students can know more about China government’s working manner. Student may not need to due with the officer directly, but observe the working process.
- We can try a complicated project or a large scale project.
<table>
<thead>
<tr>
<th>Others (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase the visibility of CSL project in order to let more students know CSL groups, include their history, what they do, how they do.</td>
</tr>
<tr>
<td>• It will be better if the staff can give us reminds during the project. Such as, if the number of participant is over a certain level, we have to get approval from particular official department like the fire department.</td>
</tr>
<tr>
<td>• Student may come any time whenever they are free.</td>
</tr>
</tbody>
</table>
**Question 9:**
What changes to the CSL project would you recommend that PolyU consider in order to make CSL better?

**Responses:**
The responses to this question have been grouped into different themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets), and secondly by alphabetical order.

### Promotion (6)
- It is lack of promotion. I have just known I was part of CSL programme when I was informed to receive the CSLP award. Recently, I know more about CSLP which have started for several years through the TV programme.
- Not enough promotion. PolyU can prepare more showcases and it can promote CSL in student hall.
- Participation of the students is not enough. PolyU should carry on more promotion, include group sharing. It should not regulate in course related programme. Or mainly organised in holiday.
- PolyU can be promoted CSL by different channels. E.g. Encouraging by CSL staffs and students
- PolyU should encourage students and department staff in participating CSL project.
- Promoting in the lecture/through lecturer is efficient. I thought with this method, CSLP staff can contact with student directly and it is better than promoting in Podium. Student may be feel shy or may not have the courage to walk to information counter to ask information of CSLP. I think HK student is quite passive; they will not actively take part in the activity unless they were invited by somebody. Many students may interest in the CSL programme. If no body pushes them to do so, they may not stand out to join it. It is difficult to change passive student to act actively. So we can actively walk into the classroom to recruit student to join CSLP. If there is a showcase in the Podium, I seldom walk close to see and ask. As my classroom is not close to showcase podium.
- Promotion.
- Promotion. For example, some of the CSL projects were organised by SAO, student may not pay attention on them. On the other hands, I learned our project because I was invited by our lecturer. After briefed by the lecturer, we thought it is a good and meaningful activity, so we join it. I think some of our students may interest in this type of activities. They may not put all their time and effort on it. At least, they would like to participate on the activities.
- Promotion. Provide more information to the student
- Students may not actively join CSL programme. More promotion activities and encouragement can be improve the participation of student
## Question 9:
**What changes to the CSL project would you recommend that PolyU consider in order to make CSL better?**

<table>
<thead>
<tr>
<th>Awards (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Award. Set up different type of award and give more encouragement to students such as certificate.</td>
</tr>
<tr>
<td>• I was surprised that students who organised the winning projects could have prize.</td>
</tr>
<tr>
<td>• More rewards can be given to emphasise CSL project or generic skills are also important in life, but not only academic result.</td>
</tr>
<tr>
<td>• PolyU can prepare more CSL award for student to apply for.</td>
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<tr>
<td>• The award access the efficiency in using the funding.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Encourage Co-operation Between Departments (2)</th>
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<tbody>
<tr>
<td>• Encourage co-operation between departments.</td>
</tr>
<tr>
<td>• PolyU can set linkage between departments. Encourage co-operation activities between departments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding</th>
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<tbody>
<tr>
<td>• Funding - consider if the funding is convenience for student to apply.</td>
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<table>
<thead>
<tr>
<th>Provide Helpful Materials / Activities</th>
</tr>
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<tbody>
<tr>
<td>• Provide more briefing, orientation and workshop for student who is going to take part in the CSL programme.</td>
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<table>
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<tr>
<th>Provide More Opportunity</th>
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<tbody>
<tr>
<td>• Provide more opportunity for student to join CSL programme</td>
</tr>
</tbody>
</table>
Question 10:
Please tell us anything else about your CSL experience that you would like to share.

Responses:
Rather than merely listing the responses to this question, we have attempted to group them by theme. In so doing, there may be some apparent overlaps of themes/responses. Themes are arranged in alphabetical order and do not indicate a hierarchy of importance.

Advice to Students
- Students should take up the responsibility. Some of the students just join the five day trip in our project. But there are still a lot of follow up work to do. Some of the student did not want to do the follow up work. As they have to know that, in the project, we did not only serve the community, but also was a training for ourselves. It is difficult and courage for student to take up responsibility. Follow up work or even reporting work is a part of the CSL project. We should not just take part in the visit only. Our senior students had given us a good example. This project started in their final year, they have to handle their final year project and this CSL project. But they made up their mind and were still willing to take up the responsibility. That is what we have to learning in this project.

Improvement of CSL
- Promotion
  - CSL should promote to all year student. Some of them can be the leader and some of them can be helper in the project. Student may get more experience before they actually lead a CSL team.
  - Increase the students’ interest in CSLP.
  - Not enough promotion.
    - Using website
    - Blog like to share experience on CSL
    - Not too formal
  - PolyU can use difference channel to contact and promote CSLP to student encourage them to take part in the CSLP. Let the student know they are needed to participate in CSL programme.
  - The promotion of CSLP should be improved to encourage more students to participate in CSLP. As there are so many resources provided by PolyU, more students should enjoy this project.

Providing Supports
- Helping materials such as reflective journal can help students in applying award.
- Provide information (journal/paper) for student

Role of PolyU
**Question 10:**
Please tell us anything else about your CSL experience that you would like to share.

- PolyU can act as “bridge” or “platform” to get contact with outside agencies and our student. Agencies and department can be match freely in CSL project.

**Students’ Reflection**
- I satisfied with the arrangement of the project in whole. It helped me to improve both my knowledge and personal development. It had widened my view to other part of China, not in Hong Kong only.
- It can train my patient to accept people who have defects.
- It is so encouraging to have an award for student who had participated in CSL. Students can review their performance through filling the application. By filling in the application, students may get hints to improve the activity next time.
- Joining CSLP, it gives me a valuable experience. We can help people.
- Nowadays, students did not know this society much. CSL programme is one of the methods to let students know about social responsibility.
- Students can meet with students in different years, widen their view.
- The activities can teach us how we can concern each other.
- To know how luck we are and to treasure what we have.
Other comments:

Comments Given by Interviewee:
- Overall is complete and accurate. Thank you for your typing and giving me a fruitful interview!

Comments Given by Interviewer:
- Two of the students had re-arranged the interview time.
- One of them had re-arranged the schedule twice. It is because the interview time is close to their examination and presentation.
- One of the student had re-arranged the schedule because his forgetting.
- Interviewee is less in number. As the focused interviews were arranged near the examination periods.
- It is difficult to invite students to participate in interview.
- We have invited several department staff to invite student for interview.
- The reason: no CSL projects were carried.
- The reason: their students were busy on placement.
- The reason: Student was not in Hong Kong. He had gone overseas as exchange student.

Action taken by interviewer:
Interviewer sent an SMS message to the interviewee half an hour before the interview started to ensure a higher interview attendance rate.
4.1.6 Review of Student CSL Project Reports

Upon reviewing the CSL award submissions and selected CSL project reports from both self-initiated projects and course-related reports, it was noted that where students were asked about their learning, most talked about the development and application of generic skills such as teamwork, communication, working with others, problem solving, project management, numeracy, and personal management skills (e.g. self-learning, personal attributes, etc.). There were minimal references to subject discipline and/or inter-disciplinary application of professional skills sets. This may be due to a lack of guidance in focusing on areas of interest on the surveys, or it may be due to a lack of awareness of the knowledge, abilities and skills needed, used, and/or acquired during their CSL experience. Students also talked about the unexpected emotional impact of the CSL experience. Most students expressed feeling a connection with the service-receivers as being an intrinsic reward for their efforts.

Given the findings, it would be important to design teaching and learning strategies and materials that support students to get the most out of their CSL experience. When they can set goals to acquire and develop their generic skills and explain their learning and level of accomplishments, they will get the most out of their CSL experience.
4.2 Staff Focused Interviews

Acknowledgement

It should be noted that there are a number of CSL studies that have already been undertaken by some departments (e.g. SN, SW). Any results of their studies included in this report have been referenced. Should complete findings of departmental CSL surveys be required, please contact individual departments for additional information.

Background and Rationale for Staff Focused Interviews

It was considered important to collect and voice staff opinions on their personal and collective experiences in Community Service Learning.

Focused interviews were chosen as the method to collect data in order to make personal contact with those being interviewed in order to establish an atmosphere of trust wherein experience sharing would be fostered. The focused interviews encouraged staff to contribute their ideas, clarify the issues and take away appropriate and relevant resources that could be used to enhance student learning within their individual CSL programmes.

A staff CSL survey was designed and conducted in order to get a fuller picture of how CSL is perceived within PolyU. In particular, it was considered important to ascertain how staff viewed student learning outcomes, why staff got involved in CSL, and what staff would recommend for ensuring the future development and success of student learning through CSL at PolyU. It is hoped that the unedited and frank responses will offer useful insights to foster continued experience-sharing at PolyU and encourage inter-departmental co-operation in CSL activities.

Methodology

- Most interviews were conducted face-to-face. A couple of interviewees preferred to respond to the interview questions by email.
- Most interviews were conducted one-on-one. In three instances, department members preferred to attend the interview as a group to contribute their viewpoints collectively.
- Those interviewed did not see the questions prior to the interview, except where a couple of interviewees requested the questions ahead of time in order to prepare their answers.
All notes taken by the interviewer were reviewed by the interviewees so that amendments could be made for completeness and accuracy prior to summarizing the responses.

It was explained that individual responses would be collated and distributed for sharing amongst those who were interviewed and included in the final report. All respondents gave their permission for their opinions to be shared.

All respondents were asked if they wished to have follow-up after the interview. Most took advantage of the offer, and the follow-up actions are summarised in this report for reference and future action.
Findings

Question 1: What did you enjoy most about your CSL experience?

Responses:
Rather than merely listing the responses to this question, we have attempted to group them by theme. In so doing, there may be some apparent overlaps of themes/ responses. Themes are arranged in alphabetical order and do not indicate a hierarchy of importance.

A Heart for Social Responsibility
- Always been a positive experience – to gain knowledge and offer an activity or benefit – to see how young people can help and find out who can participate – the disabled / impaired people who can be involved in activities
- Happy to see students involved in CSL – good chance for them to get a chance to get to know the society and help people. Want students to be more passionate about doing this – will be good for them in the long run.
- My CSL involvement is limited – through the personal & professional development – didn’t really conduct CSL with the students as Cynthia did – reading their reflective journals enlightens me – shows their leadership and planning and care – caring of the students towards the elderly and patients in hospitals and different walks of life – learned from them
- Rebuilt a school in Mainland China – was damaged by a strong wind – basic construction – Rotary Club gave financial support & we gave construction support – went there and designed foundation after site examination
- The CSL project for caring for the elders – reading their reflective journals – they talk about their experiences and unexpected experiences – see their concern – gives me joy – improves their communication skills – it’s a real life experience
- The opportunity to organise the students to help those in need
- The principle of actually giving back to students and the community
- The students develop in compassion, social responsibility and self
- To give some help to those organisations that need some help – killing 2 birds with one stone – helping students, too
- We are blessed. While in Canada, one of the managers came to talk about how we are blessed during a Community Chest drive, and that speech made an impression on me. When returned to Hong Kong, I wanted to help, too. So, CSL is a good programme and lets students apply what they’ve learned to help someone less fortunate. If everyone does a little bit, it makes a bit difference. It makes me happy to see people get helped and students learn and understand the impact they
**Question 1:**
What did you enjoy most about your CSL experience?

- We can help the service receiver
- We really help the kids in China see better - they don’t have eye care at all

### All-Round Development and Integration of Professional Skills

- Expose students to potential workplaces
- Final year projects are useful for CSL services - not talking about working directly to those people, instead designing the products useful to them. Dr. Alan Lau is the colleague working on this now.
- Home visit - client registry for older adults - health, social & economic issues; not easy for students to get to adults’ homes; students get to see different situations and how older adults adjust to that stage of their life - come back and talk about it; assignment; debriefing; insights students get - reflections & perspectives on aging
- Integrating CSL into the learning approach in what we teach - SAOs doing the programme & I’m the coordinator there. I ask the colleagues whether they’re interested in providing community services to the public to make use of what they’re teaching in the class in the community - to design projects for the needy (e.g. assistive course for the handicapped or the needy).
- Many things - watching the students develop through CSL
- Showing some basics such as respect and the way we want to engage them in a sincere manner and share with them that moment
- Student - integrated education settings - realise the roles of different parties - students wouldn’t choose these places for themselves
- Students learn what their role is and what they can do to help
- The best thing is doing the optometry stuff with the students to show them how to be good optometrists
- The whole group can produce something useful for the recipients (e.g. organisations and individuals)
- Want to see them acquire the attitudes they need for social work - can get the knowledge they need
- WIE settings - usually hospitals

### Benefits to PolyU and Professional Enrichment

- CSLP able to drag different parties together (faculty, community, SAO), promote relationship and partnership
- CSLP helps promote a positive image of PolyU to the community
- 2 CSL per year - one with exercise partners for older adults & a class action day. Assess older adults first, then do the CSL out in the community; fun class, they enjoy it - work sheet - reflection on the adult & exercise
**Question 1:**

**What did you enjoy most about your CSL experience?**

- Enjoy working with the clients out on the field – through this, can keep hands-on experience & dialogue going myself
- Witness the expansion and development of CSLP

### Not Involved

- My department didn’t participate in the programme because of the nature of our subject discipline – hard to motivate students to participate
- Not really involved in CSL

### Personal Satisfaction

- From my own experience, have done some voluntary work before – happy that my past experience can apply in this project as well. A sense of satisfaction to see more students involved – that’s my purpose in being involved in this project.
- Get to see a lot of things
- One thing leads to another – part of life and creates memories and lasting impressions – I love it
- Practical work could be seen from the foundation to the finished product – they enjoyed it and I shared their pleasure
- See our students can have some learning that can’t be learned in lectures and personal growth – learned how to coordinate projects, try to explore the world where they haven’t been before. Mentally handicapped children, juvenile delinquents, elderly – these groups they’ve had no contact with – they widen their horizons – they will think that their time spent is worthwhile rather than being a student helper in the department – gain some sense of satisfaction after the activities – I’m happy when I see the personal growth and satisfaction of the students
- Services provided
- Staff & clients
- Very rich experience

### Recognition

- Encouraged students to participate in awards with SAOs to represent the department
- Enjoyed most that we could contribute to our motherland – people in the mountains and very poor – very warm welcome – people knew we were doing volunteer work & had traveled a long way
- Have only conducted 1 major activity – bronze medal awarded
- Seeing the students take something out of it and getting the positive feedback from the organisations and they actually use the students’ design
**Question 1:**
What did you enjoy most about your CSL experience?

### Relationships
- A platform for me to meet different students
- Have had many CSL experiences with students both inside & outside PolyU
- It's nice to see the students become friends after the activities
- Last year and this year, the most enjoyable part is working with students doing what we’re good at
- To work as a team with the students – better relations with the students – busy working and bigger class size doesn’t foster close liaisons – this project made a task focus and students enjoyed it and developed a closeness

### Student Engagement and Enhanced Performance
- Believe students can learn through CSL
- CSLP act as a platform for students to utilise their skills and showcase their learning outcome
- Different than what they’re used to because they got to use their skills to help others - they enjoyed it (not like getting paid to do a job they don’t like)
- Glad they can link their subject matter to their service – recognition of the deeper learning that’s taking place within individuals; this also reflects in their grading, their writing, their participation – better results with those who are involved because they are more engaged in their learning
- Have had over 670 students in CSL – marked differences in those groups. Some results are not measurable – have done some studies - positive correlation between the number of hours worked and the GPA
- I can stimulate some students to do CSL and they have the opportunity to apply outcomes in the community and can fine tune the identity about their future work in the subject
- My students learned something and got life experience
- Students’ participation and they actually made something happen
- Subject based
- There’s a lot - can get many students into the CSL event so they have extra activities to supplement their academic study here
- Those who come in directly to second year - use this project to engage them and help them get to know social work more (missed foundation year in first year)
- We can provide a chance for the students to learn things they may not learn through the curriculum in the classroom
- When back in the classroom, you can see how students get more involved and engaged – you can see changes from apprehension to a
**Question 1:**
What did you enjoy most about your CSL experience?

- comfort level as they develop and express themselves in problem solving – very rewarding to observe.
- When I had those meetings with the CSL members, I was amazed that their students were so eager to participate.
**Question 2:**
What advice would you give to next year's / semester's staff who is interested in participating in a CSL project?

**Responses:**
Rather than merely listing the responses to this question, we have attempted to group them by theme. In so doing, there may be some apparent overlaps of themes / responses. Themes are arranged in alphabetical order and do not indicate a hierarchy of importance.

<table>
<thead>
<tr>
<th>Agencies / Partners</th>
<th>CSL Activities</th>
</tr>
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<tbody>
<tr>
<td>Build dialogue with partners over time</td>
<td>Build &amp; change activities over time to ensure they benefit all stakeholders</td>
</tr>
<tr>
<td>Have met with the NGOs after the showcase - was very useful - to have the communication with NGOs and different departments - can provide a more definitive deliverable when we know their needs</td>
<td>Can still do CSL but it’s a better experience if activities can be matched up to subject discipline &amp; interest</td>
</tr>
<tr>
<td>It is also important to have a good understanding about the service targets and the project before they start</td>
<td>Coach only a small number (exercise: 2-25; class action for home visits in pairs: 60-150) of students at any one time</td>
</tr>
<tr>
<td>Lot of communication beforehand to sort out objectives for students</td>
<td>CSL is best when it’s sustainable – culture the attitude to serve – integrate the mindset into the subject – not a 1-shot deal unless it’s a long project (not a 1-day fun game for families – doesn’t last long &amp; agencies don’t want that – they even prepare their own clients to work with students, so they prefer a series of activities over a period of at least 3 months)</td>
</tr>
<tr>
<td>Make sure you know the organisation you’re dealing with – the service user</td>
<td>Must do a lot of groundwork at first, then it goes easier</td>
</tr>
<tr>
<td>Must have mutual benefits</td>
<td>See what kind of CSL is needed and assess what you can provide – a matching process</td>
</tr>
<tr>
<td>My project was quite unique – organisations needed advice from outside – willing to relax their confidential information policies</td>
<td>Should know the competences needed for any CSL project (subject/professional knowledge + attitude + time + devotion to serve)</td>
</tr>
<tr>
<td>Need to build up a good relationship with people in the field</td>
<td>Sometimes hard to match up the subject discipline with CSL</td>
</tr>
<tr>
<td>Not just students that benefit – organisations also benefit</td>
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<tr>
<td>Think about the connections with the potential service receiver</td>
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**Question 2:**

What advice would you give to next year's / semester's staff who is interested in participating in a CSL project?

- Start small and add on things over time
- Students are limited as to what they can do for CSL in this area
- Students choose to participate and I can’t interview them or select them, so I can’t turn them away – so if they had the same heart and the same objectives, it would be better
- Success depends on the match between the organisation and activities
- This type of need is quite rare, therefore, the opportunity to do similar CSL isn’t available

**Gaining Staff Support**

- Be patient and be ready to use your time
- For staff – to emphasise the good thing to help the people in need. Will get a sense of satisfaction to help others in need.
- Get the support from the department first – this is most important – as well as the colleagues – they have the hearts to do it and want to do it – can get people to join – willing to do something
- Hard to say because the projects are very different – can’t give concrete advice except intangible advice such as don’t give up, believe in what you’re doing and believe in the students
- How you relate with your students – you’re a model for them – your own attitude to serve and how you organise things
- Not too many colleagues are interested in doing it because they’re busy, and they’re not recognised – research and papers are recognised, but not this – it’s not seen – little motivation for staff to get involved
- Obtain support from department / faculty, may consider get WIE co-coordinators’ support
- Psychologically prepare yourself for a lot of problems. The major problem is that the students may not be willing to be involved in CSL
- Students will copy how you organise things
- Team up with someone who has done CSL – in the planning stage and in the event stage to go through it with them
- Their reasons for doing CSL is the most important item, not just running the project for the project’s sake – because it’s important to have a clear objective to make it sustainable, realistic and must take it up as a passion rather than a duty – different than taking up a course to teach or taking on an administrative duty – CSL is an “extra”, so it is difficult to sustain
- They should know the commitment that it requires, you need to travel, give up time, meet students a lot, might need to travel abroad – give them early warning because once you commit, it’s very difficult to change – once you receive financial aid from an outside organisation, it’s hard to back out because you lose your image
Question 2:
What advice would you give to next year's/semester's staff who is interested in participating in a CSL project?

- Think carefully about their objectives – why do they want to do it and what do they want to get out of it
- Very difficult to give advice. If someone is interested in CSL, they would participate. When I was in Canada, I did volunteer work once a week in a school in Canada to counsel students. If you want to do it, you can do it. Do something with your heart, otherwise don’t do it. I’m the one in my department to do it at the present, hope more will participate in the near future. Keep self-motivated to get it done.
- We can let them know which kind of NGOs need this kind of assistance during different periods of need. Teachers need to be more aware of society’s needs and let them know that students are actually doing something – so involve them as well, and support them. Should be a role model for students and take the initiative first.
- When staff take it up as a duty, the commitment is not there and CSL is not sustainable.
- Work on what you are good at and try to influence your students to have a good heart – that’s what I’m trying to do every time with the CSL project.
- Would share the pleasures you can get from it.

Gaining Student Buy-In

- Also important to know about the commitment and also the joy of doing that activity.
- Do encourage the students to serve the community and it’s good publicity for the programme and department.
- For the students, it’s difficult to motivate them to get involved – too busy – so integrating CSL into the programme will help get them involved.
- I will share with them about what I have done before and let him know the purpose of this scheme and also let him know the difficulty to stimulate the involvement and service.
- I’m not sure about other professions, but with health care it’s the same – just make sure they enjoy their profession and use what they learn to help others in society.
- Make sure that the students are well briefed in advance to either accept or reject the CSL component if it’s not part of the syllabus.
- Participation could be related to the subject discipline (e.g. business = money; social work = human involvement).
- The interest of the students – they need to be attracted to participate in the project.
- The most important point would be to make the student enjoy it so they can understand what they are doing and feel that what they are doing.
Question 2:
What advice would you give to next year's / semester's staff who is interested in participating in a CSL project?

- can help a lot of people
- The next issue is how to make use of the students' expertise and how to run the programme and get the students into the project
- They need to get students to participate – how would they get the students involved?
- To keep students from dropping out, develop a relationship with them; give them control over their target group; get them involved in making some sort of commitment to the group/clients; meet regularly with them; provide them with the knowledge of what they will get out of it

Provision and Use of Resources
- Advance planning of project executes time. Best period of the year: Semester break, Easter and Summer break
- Good planning is very important in relation to planning, involving others (e.g. EDC) to make sure there is additional support in order to evaluate the students' participation and learning curve (e.g. pre-class interviews with EDC to get feedback on CSL event)
- Know it would be good for students to do all the things, but we don't know how to manage it with so many students - how can we have a more structured framework so that it seems like a package – so new people can just follow the guidelines - details & expectations - have funding this time to help them drive it - not sure how to sustain it without funding - who is the one to help us put it into more structure so we can produce something that is valuable to both students & teachers - to enable them to meet their learning outcomes & get the structure in place too – to include personal development & professional skills – we didn’t highlight this in our subject because it was too much to do in too little time – know it would be useful, but haven’t done it
- Plan ahead – detailed planning is very important
- Requires extra work for staff – to work with the agencies and prepare for the project
- Some estimation about the time to be involved by the staff – and the timing is very important
- Some of the activities need a lot of support from the department – equipment, allowance, resources for the project
- The CSL is part of coursework, so the design brief has to be mutually agreed between the teacher and the organisation – the money resources are limited, so the students have to work under this limitation (usually sponsors are asked to contribute up to $10,000HKD, and agencies have limited funds) – be aware that resources are limited compared to working with a commercial organisation
Question 2:
What advice would you give to next year’s / semester’s staff who is interested in participating in a CSL project?

Think about the size of the class – whether it’s manageable – sometimes, if we can control the size to 30 (e.g. no set limit according to school policy), it’s okay; but if 100 enrolled, it would be unmanageable with current resources.

Student Learning

A lot has to do with the subject discipline & where they serve – preparation of students is a must – knowledge, passion & interest must be present

Allow more time for discussion where the lecturer can be part of the group or stay away and let the group discuss matters – get/give feedback

Bring students in who have gone before in CSL to meet with new students to go through the pros & cons of CSL and the learning

Conducted focused group interviews now but haven’t done it rigorously – want to know what are their learning domains – use the results to produce a structure and a framework to plan learning outcomes

Consider the time needed to do it – regular meetings & sharings are important (orientation, planning, preparation, debriefing & repeat for the next activity)

During the event, allow for feedback and adjustments in delivery of the content of the subject discipline, conduct post evaluation to measure what happened

Facilitate the process of having students reflect on their experience

Give personal attention – model professional and generic skills of working in/with a group – build their confidence and knowledge to learn and serve

Have been doing this for nearly 10 years, but what I see is that we need more structure for them to go through – in terms of having a set of outcomes and objectives – expected learning outcomes set by a team – difficulty in the past to lay out all the theoretical framework – put it into substance – need a detailed description to guide us – a “how to” handbook – how to put it into a researchable framework for future

Providing sample questions for focused group student interview which may help to collect data for identifying the concrete learning domains. The information may further contribute to the evidences of effective project learning and theme identification for next round of project

Rarely do we have students competent in organizing – choose/encourage mediocre students to allow them to develop their skills & leadership & self

The good way to sustain the learning of CSLP is to retain large pool of
Question 2:
What advice would you give to next year’s / semester’s staff who is interested in participating in a CSL project?

- students to ensure the continuity of the project
- The nature of the service has to be challenging to serve a learning purpose for them
- This project will affect students’ grade because it’s part of the course and they’re concerned about the grade – this project will affect their learning and assessment, so they need to know what’s expected
- Want to know how to have a different framework for different students in different projects
Question 3:
What do you think would improve students' CSL experiences?

Responses:
Rather than merely listing the responses to this question, we have attempted to group them by theme. In so doing, there may be some apparent overlaps of themes/responses. Themes are arranged in alphabetical order and do not indicate a hierarchy of importance.

<table>
<thead>
<tr>
<th>Agencies / Partners</th>
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<tbody>
<tr>
<td>Build up relation with the staff, they can serve the community and the person in need – improve their interpersonal skills, to let them have a better understanding of developing areas.</td>
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<tr>
<td>Creative things are desired by employers, selling soft skills is easier to do – employers not convinced of students' creativity – students work professionally, but need to be creative at the right time and in the right way.</td>
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<tr>
<td>Partnership with a number of NGOs which offer continuous and relevant community service experience to our students. Guidance from NGO staff in doing community work would also help.</td>
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<tr>
<td>Some kind of content related to students' courses which are needed by the public, then it would be valued – difficult for students to deliver what people need.</td>
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<tr>
<td>Students may not be able to perform well, and feel frustrated – and the organisation may also feel frustrated because we are not able to help them with what they need and cannot deliver – not that useful.</td>
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<tr>
<td>Try to find something useful and keep trying – don’t give up if things don’t work out the first time.</td>
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<tr>
<td>Would do more on the preparation work – to match up the NGO with our students – that the students could really help the NGO achieve their objectives – make it relevant and practical.</td>
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<table>
<thead>
<tr>
<th>Institutional Support for CSL</th>
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<tbody>
<tr>
<td>Also depends on the capability of the staff to do it to help out.</td>
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<tr>
<td>CSL is not rewarding to staff, especially compared to how research is rewarded. Questions is whether CSL should be rewarded or recognised.</td>
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<tr>
<td>Free from worry about permission to use photographs, parental / agency permission checkoffs – orientation session?</td>
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<tr>
<td>More structured programme – now, it’s a departmental plan on an ad hoc basis. University says CSL is important, and SAO tries to implement it, then the department looks for something to do – they need to prepare the staff and have more than one person involved.</td>
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<tr>
<td>Would be good if they could get university credit for it (course credit) – and that is done in the USA (e.g. Purdue – EPICS programme).</td>
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</tbody>
</table>
Question 3: What do you think would improve students’ CSL experiences?

interdisciplinary approach; Brown University – course called Educational Software – CSL – partnering with local schools – less structured courses but students still get credit for them) – no reason why PolyU couldn’t give credit for the time and effort involved

Learning Support

- A more systematic framework for guiding students to practice in their projects with a theoretically sound framework may help
- Any liaison with SAOs?
- Are there any internationally well-designed CSL projects for our reference?
- By actual participation, they can apply what they learned
- By interacting with the special school students, they learn how to interact with others (service recipients)
- Can we make a package or contract to meet their learning outcomes?
- CSL may have several goals and outcomes. Being able to write a systematic and organised plan can be regarded as an essential learning outcome. The CSL’s learning outcomes if to align with the subject learning, revision of the subject contents and curriculum might be needed.
- Good orientation, training and debriefing session. Most important is to have passionate staff to lead, guide & be a model for them
- Have teachers share the barriers that students will face & the role teachers play
- Have the students share their CSL experiences with others (i.e. good for other people to know – how did they start, how did they overcome the difficulties, how did they choose the project? Etc.)
- HK students find it hard to write about their feelings because of how they’ve come up through the school system
- How do we define communication – what does it look like?
- I don’t know whether the 4th year curriculum would have time to prepare the students in some aspect
- If CSL is an optional approach, students may not be interested in doing CSL because they think they will learn more by writing an advocacy paper rather than doing CSL – they don’t understand the nature and learning outcomes available through CSL
- If there are different project facilitators, common guidelines of reflective writing to students or teachers might be needed for achieving the similar level of learning outcome
- If we communicate our expectations clearly to them and explain what CSL is, it would help them in their experience
- Just motivate them to get involved in the activities and let them prepare
## Question 3: What do you think would improve students' CSL experiences?

<table>
<thead>
<tr>
<th>Improvements</th>
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<tbody>
<tr>
<td>most of the things - they lack confidence, so staff can prepare them for the activities, give them prepared materials, so they can learn through the process and be satisfied when they see they've met the expected outcomes - they don't know how complicated or tedious the preparation will be before the activities - get them started early so they can learn through the whole process</td>
</tr>
<tr>
<td>Knowns &amp; unknowns = preparation for students is critical for community work (cover off the “what if” scenarios)</td>
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<tr>
<td>Make sense of the experience - explain the “whys” and “whats” to students</td>
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<tr>
<td>Need more mutually understandable terms to their level of practice</td>
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<tr>
<td>Need systematic reflection - to understand concepts and process what happened and how they might improve</td>
</tr>
<tr>
<td>No formal extension of career exploration activities (i.e. meaning that this would help student learning if it were offered)</td>
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<tr>
<td>Orientation programmes will help them uncover their generic competencies to help them handle the project with more satisfactory result</td>
</tr>
<tr>
<td>Preparation and debriefing is very important</td>
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<tr>
<td>Reflection on observations and their significance</td>
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<tr>
<td>See this as a learning process</td>
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<tr>
<td>Student Affairs could organise more of this kind of training because there is a need. The servicing organisation can also provide some briefing or training to serve the student</td>
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<tr>
<td>Students should also be well-briefed before they start the work</td>
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<tr>
<td>Talk with students about how things can be improved</td>
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<tr>
<td>The interpersonal skills - recognise that there are people out there with perceived limitations, but on closer encounter, they realise there are opportunities to engage the service group (e.g. don’t judge a book by the cover)</td>
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<tr>
<td>They receive training on how to deal with the recipients (special school students) - they learn more about the students’ needs - this will help them do the project</td>
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<tr>
<td>To summarise: 1. In house professional training 2. Orientation training about generic competencies 3. Outside training on recipients' needs</td>
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<tr>
<td>Want to make it into an outcomes based learning experience - how to word it and set it up - students benefit from having a more clear and transparent assessment and teaching methods - and know what would they complete and achieve in this project</td>
</tr>
<tr>
<td>We should provide enough volunteer training for them - they may have...</td>
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</tbody>
</table>
**Question 3:**
*What do you think would improve students’ CSL experiences?*

The heart to do the work, but they need some training to be a volunteer, how to deal with different people with disabilities, elderly - will help them do the job better.

**Resources**
- If we have more resources like someone to talk to them during the whole process and someone to support them - to prepare them for the project; orientation, debriefing, and keep track of what’s needed for both NGOs and students.
- Money is important, as is time. Expenses for activities need to be covered - no formal money for CSL - only $5000 for CSL grant - using budget for student learning activities - but it’s not dedicated for CSL; it could be used for other activities.

**Student Engagement**
- Better cohesion and task oriented
- Can apply theory they’ve learned on a practical case - the real thing
- Career exploration opportunity
- Demands a lot of your heart into it - be an effective role model
- Final year projects and design projects and staff members push it, then students will be concerned to participate
- For those social science students, especially for social work, it’s easier than for engineering or our students - for most of the proposals - especially from the engineering department - students may try to make some mock up or trial run before coming up with their ideas or drafts rather than submitting just a sketch or initial idea.
- Harder in this subject discipline to apply content to CSL
- I feel my situation is better because I work with the students all together and get them working as a team - letting them know by a survey about what they need to do and how to do it - monitor their progress during the experience, supervision and guidance is given - let them know that the voluntary service can result in the outcomes.
- Last year I let the students plan all their stuff - the whole project was their own - they were involved a lot
- Link up WIE with CSL - still response rate is low
- Matching interests of students and needs of organisation
- Maybe try to emphasise how blessed we are - give students opportunity to visit those less fortunate people. To wake them up and expose them to how lucky they are - visit some area that shows them things they’ve never seen before. Some disciplines do this more naturally than others (e.g. nursing), but all students need this type of educational exposure. Difficult to tell people - you have to expose them so they know it for themselves.
## Question 3:

**What do you think would improve students' CSL experiences?**

- and get hands-on observations for their personal insights.
- Reality therapy
- Relevant experiences - can add to portfolio
- See CSL as a positive in planning, developing and executing/doing something
- Self-initiated projects by the students - must find a way to motivate them to do it
- Some students have anxiety about whether they can handle the activity - need confidence - give them reassurance not to worry that I will help them solve the problem - they will not be abandoned
- Students afraid to be creative - want to be safe - concerned about marks - encourage them to develop and take a chance because they would have a better chance of standing out from the crowd
- Students are participating passively at the request of the staff (final year project or design project) - they don't volunteer to do it
- Students may already have a very heavy workload, so most of them don't do CSL
- The mindset of the students needs to be prepared - they must have the heart to help people - if they really want to have an impact, they should be doing what they want to do rather than what they should do - a caring mind
- This year, it wasn't course related, we took out the planning stage, so the student involvement wasn't that good - better to just advise them and let them plan so that afterwards, they feel the success of the programme and be happy about it
- To identify that this is not only a one-off event in a period, it can help to develop students' citizenship and provides an ongoing lifelong learning experience which becomes part of them and a lifestyle choice that may be unconscious - a change of attitude towards others. Some students want to do more.
- Question of awards - how many should there be? Should we have awards? Students should have the mindset that they do CSL because they want to, not because of the award. What about those who don't get the award? No recognition? Other recognition activities might be better
- We don't prepare ourselves or our children for life changes / incidents, especially difficult ones - so CSL might be a stepping stone for looking at life in a more complete cycle - there may be a time when we ourselves need help
- Would encourage them to participate to get the kind of experience that would not otherwise be available in WIE
Question(s) 4:
Did you conduct a pre or post CSL survey with your students?
If yes, which instrument did you use?
May I have a copy of the instrument?
If no, would you be willing to give your CSL students an opportunity to provide some information for the CSL project using our pre & post tests?
Would you like to have alumni focused interviews in lieu of post test missed?

Responses:
Responses to this question are arranged in sequential order and do not indicate a hierarchy of importance.

Student Pre or Post CSL Surveys Conducted
- No (11)
- Yes (6) – one published through EDC – 2003; one department reports the response rate of departmental pre- and post-programme surveys is 94%

Source of Instruments Used
- CSL instruments (2)
- EDC (2) – Instruments came from EDC and they conducted the in-depth interviews and tallied all the results
- One designed by the department and used internally – not sure where the contents came from (2)
- SAOs did a survey with some of the students – not sure what it was or the content right now

Willingness to Share Instruments Used
- Maybe – Need to speak with my colleagues about sharing the contents of that document; will check on sharing student responses to internal surveys with us
- Yes (3) – booklet & CD – 2003 – published (gave us a copy of the CD); will give them to us

Willingness to Survey Students Using Standardised Pre & Post CSL Surveys Provided
- Yes (12)
  - Would be willing to try both pre & post CSL survey (2)
  - Yes, if that kind of test has some particular criteria that the organiser can better evaluate the outcomes, it would be better for us. Difficult for us to set a test that can really measure the outcome. Want to understand the students’ needs
  - Have 7 students who did a Mainland tour in January who could do a post CSL survey (written)
  - Have some CSL IT projects that are ongoing throughout the year – still participating and will finish in April (30 students approx.) and other
Question(s) 4:
Did you conduct a pre or post CSL survey with your students?
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Would you like to have alumni focused interviews in lieu of post test missed?

- Projects which will end in May; are now recruiting members (30) for Mainland tour in May/June; willing to talk to Carrie Liu re focused interviews and post CSL surveys and pre CSL surveys
  - Upcoming CSL project in December – get her the pre tests a.s.a.p.
  - If there is a structured questionnaire, we would like to use it - we should use it
  - Would like soft copies of the pre & post CSL surveys

Preference for Alumni Focused Interviews
- Yes (1)
  - Yes, we do have alumni focused interviews
  - Yes, for those who missed the testing (3)
  - Post CSL focused interviews - yes
  - Ones who missed the testing could do focused interviews - not sure who they are - can be in touch to let students know they can do the focused interviews
  - CSL is done in semester 1 (Sept – Nov); maybe can find some current students (year 3) who may be willing to participate in a focus interview
- No (3)
  - Difficult to bring back alumni for focused interviews – they’re in Mainland China now
  - No alumni for CSL – so interview not practical
  - Not interested in alumni focused interviews

Current Practice of Collecting Data on Outcomes
- After the activity, then survey them about their opinions about the activity or do some followup action through discussions – depends upon the student group – if the student want to do it, we may be able to evaluate more; others are quite busy and just want to do the service
  - Agency was asked to present the views of the users – event was a cost
Question(s) 4:
Did you conduct a pre or post CSL survey with your students?
If yes, which instrument did you use?
May I have a copy of the instrument?
If no, would you be willing to give your CSL students an opportunity to provide some information for the CSL project using our pre & post tests?
Would you like to have alumni focused interviews in lieu of post test missed?

recovery business model that worked well
Brought along a DVD – student interviews re their experiences – copied to external hard drives
But we do host a sharing session for the junior students in year 2 and 1 to let them know about it and get involved in year 3 – to get them interested in joining CSL
CSL is usually 2 weeks duration. Introductory information is given and briefing to help students get what they need for the service trip. Some specific training tasks are given relevant to the CSL activities task.
Did a post CSL presentation to faculty through EDC that included students in an experience sharing session – had a mixed group of experienced and inexperienced staff – went well – some of the issues highlighted that some of the students were negative about the experience – so peer sharing should not include those negative students because of their behaviour in class and out of class
Did 2 projects which were course-related, talked about their progress on the project they did
Do peer discussions with students – application forms for the CSL awards – they fill out the questions on it; not just for getting the award; it’s a good opportunity for them to summarise what they have done in CSL; can pass on their experience to students who will follow them the next year – can know more about the hard skills and the soft skills
First one was administered 1.5 years ago (pre test); post test was given, but not all completed it. Now being followed up with some students with focused interviews
Haven’t done it – staff not eager to participate – too busy
I try to do it – an orientation with them, and because the students are very busy, there is limited time to do the preparation part – cover the project requirements, what they need, and the actual activities need to be explained in detail – need to know what to do about their role, their identity and their commitment
Informal chatting – At the beginning, they didn’t have high expectations, and didn’t know what they would get – thought China was a booming economy and it broadened their knowledge of how it really is – that there are still poor areas that are developing; better understanding of China, enjoyed working as a team and getting closer to staff
Informal one – discussion with team leader only; feeling very frustrated if
Question(s) 4:
Did you conduct a pre or post CSL survey with your students?
If yes, which instrument did you use?
May I have a copy of the instrument?
If no, would you be willing to give your CSL students an opportunity to provide some information for the CSL project using our pre & post tests?
Would you like to have alumni focused interviews in lieu of post test missed?

- They don’t know what to do to get high marks
- Just talked to them afterwards, didn’t do any formal debriefing – but talked during the long traveling journey – they really enjoyed their experience
- No – didn’t have the instruments, but did a post reflection on what they’d done
- No formal pre & post test forms
- No pre & post surveys, but we have sharing sessions before we come back to HK - done with the service receiver, all the students, and users/end users all sit together – combined with farewell activities
- Not planning any CSL project in the next semester
- Not using any other survey
- Students were asked to rate on a 5-point multi-item scale on various generic competencies. Results from the pre- and post-programme surveys indicated that students improved on their interpersonal skills (+0.28), social responsibility (+0.27) and teamwork (+0.23). Almost all students treasured the learning experience (93.7%) and were inspired to continuously serving the Chinese mainland in the future (97.8%). 91.5% of students would recommend the programme to friends or classmates
- Surveyed the lecturer, the students and the service user
- Tallying needed to be done by us – check the tools for consistency with our versions
- The China one is heavy workload because it takes a long time to plan it and involves schools and NGOs
- They can either do CSL locally or in China
- USA students are joining the group. One full day introductory training is provided for the whole group.
- Yes – I used 4 steps: the pre-event, a mid term questionnaire, a mid event, a post questionnaire, and SFQ had a couple of questions on CSL (4 action learning cycles [plan, implement, observe, evaluate] within that group). All information was shared with the students and an action plan was developed and shared with the students based on the information collected
Question 5:
What professional and generic skills do you want students to develop through their CSL project?

Responses:
The responses to this question have been grouped into two main categories: professional skills and generic skills. In so doing, there may be some apparent overlaps of themes / responses. Generic skills are listed firstly by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.

Professional Skills

- Applying theory into practice (16) – value added (2) & voluntary
  - Apply design capabilities and knowledge
  - Apply what they learn to contribute to the community
  - Clinical decisions
  - Don’t have any specific idea in mind. What we really want is that they can apply their knowledge to do something
  - Gain more experience working hands-on on practical things rather than theory only
  - Getting students to apply what they’ve learned in class in the real world
  - Land surveying and measurements – apply them and make a map – relates to their course
  - Many – such as circuit design, micro processor programming; testing / debugging; chassis production; prototype; quality control; cost calculation; sourcing and procuring of materials to be cost effective; read data sheets; visit the service recipients to understand their needs and to design something suitable to meet the needs – like a business: meet the needs of the client within a budget and defined timelines; learn how to divide the labour between the group to fairly divide the project up between the professionals
  - Must do something related to practice - measurements, interviews, analytical skills, observational skills, how to use data collected and understanding gained, collecting data
  - Professional practices - dealing with real clients
  - Prosthetics and orthotics

- Professional skills they’re using are basic

- Reflecting on both the service level and the policy level vis a vis the welfare of this type of target group (e.g. people with autism)

Generic Skills
Question 5: What professional and generic skills do you want students to develop through their CSL project?

- Good management skills with different functionalities and goals (17)
  - Coordinating skills (3)
  - Managing expectations (3)
    - Real life experience – they can’t get this any other way
    - Understand the world is not fair – reality therapy
  - Organisational (3)
    - Management, planning, organizing a meeting (2)
  - Manage the project (planning, implementation) (2)
  - Commitment to an offer/plan and the decision that has been made
  - Information management
  - Time management
  - Understanding the characteristics of the target group

- Communication (16)
  - Presentation skills – talk to different kind of people who were very different in language and professional background (2)
  - Written and verbal (2)
  - Listening
  - Making phone calls, writing emails, presentation

- Working with others on a team (14)
  - They need to know their role (2)
    - Be able to assume a role in simulation activities
    - Most students are / have worked and have experience
    - Sense of belonging to the department & university
  - Cooperation
  - How to get everybody working together
  - Motivating others

- Critical thinking (4) and problem solving (9)
  - Analytical
  - Creativity
  - Decision making
  - Handle case studies
  - Risk assessment
  - Using appropriate professional intervention strategies

- Interpersonal skills (11)
  - Build up their network
Question 5: What professional and generic skills do you want students to develop through their CSL project?

- How they approach service recipients - there must be a difference work with others
- Influencing - how to get people to trust your advice
- Interact with different groups of people
- Relate to clients to get their problems documented and help them, Otherwise, it just amounts to “changing clients’ glasses”

- Sense of social responsibility (8)
  - National and global outlook
  - National responsibility
  - Responsibility
  - Social justice

- Cultivate and practice leadership (7)

- Be fully involved (6)
  - Get involved (2)
  - Engagement
  - Not be passive
  - CSL takes a longer time and commitment than the usual

- Empathy (4)
  - Become more caring
  - Whenever they become rich or successful, they wonder how they are so blessed and how they can help others - so they care about other people. They think about and care about others in their heart about the less fortunate

- Evaluation (3)
  - Self & activities (3)
    - CSL project itself
    - Self-criticism on performance (reality check) using our rubrics - helping them to be honest and use the tools properly
  - Conduct a peer evaluation

- Reflect on the experience & relate to future profession (3)
  - Consolidate their professional values and attitude
  - The value of what they’re doing for their work - appreciate the profession

- Adaptability (2)
<table>
<thead>
<tr>
<th>Question 5: What professional and generic skills do you want students to develop through their CSL project?</th>
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<tbody>
<tr>
<td>- Self-confidence (2)</td>
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<tr>
<td>- Working with numbers (2)</td>
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<tr>
<td>- They learn the problems if they make wrong measurements</td>
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<tr>
<td>- Appropriate aesthetic skills - for the right situation in different areas</td>
</tr>
<tr>
<td>- Conduct quality assurance</td>
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<td>- Safety awareness</td>
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</table>
**Question 6:**
Were there any skills you feel they developed/strengthened as a result of their CSL experience? How did you identify these skills?

**Responses:**
The responses to this question have been grouped into two sections and are listed firstly by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.

### Skills Developed / Strengthened

- **Achieved set learning objectives (9)**
  - Able to develop some of these skills (e.g. in response to Q5)
  - From the experience of CSL, they have developed most of things I have mentioned (e.g. in response to Q5)
  - I think both, but a long term process in which they accumulate over time - we don’t expect to develop the skills by just doing 10 hours of CSL - it takes a long time to get those skills, but the students’ development could be faster or slower – depends on the students and the activity itself
  - It varies - some attain all of those & others to different degrees
  - Not every student achieved all the objectives because every student is different
  - Pretty much the same as we wanted them to do
  - They gain confidence and awareness of the things they are able to do - learn what they need to learn more about (gaps) and understand what they need to focus on - can set new learning goals
  - We continue to do the things we are doing well & improve on others

- **Communication skills are better (5)**
  - More confident - to communicate with foreigners and serve as interpreter for English, Cantonese and Putonghua
  - Not that many, but for one of the projects, students did say that they learned how to communicate with the small kid

- **Professional skills applied (4)**
  - Caring of the patient / client
  - They have learned the importance of quality - workplace-based standards must be met - something that doesn’t work or does not last is no good and the recipients’ opinions affect our image
  - They think they can do more than what routine optometrists do

- **Better self-esteem (3)**
  - Feel better about themselves
  - They should have a feeling that they helped somebody
Question 6: Were there any skills you feel they developed/strengthened as a result of their CSL experience? How did you identify these skills?

- Sense of social responsibility (3)
  - Increased social & national responsibility

- Teamwork (3)
  - They discover it is important to join forces with others from different fields of knowledge – multi-disciplinary project – glad to see that they learn this on their own without being told in class; they learn to cooperate because they see the need and value of diversity and do it with a positive attitude

- Adaptability (2)
  - Adaptability - varies - will be acquired over time to varying degrees

- Interpersonal skills (2)
  - Majority of them learned about interpersonal skills (particularly when they go to work) – colleagues had more experience but less education – learned how to respect others who didn’t have the same skills or knowledge as they did – if you treat others nicely, you’ll get more cooperation – be patient (working with retarded clients) – started to understand, tolerate and respect different cultures and behaviours where others live in their own world

- Leadership (2)
  - Leadership skills are weak – most see themselves as participants only
  - Work with the teachers to maintain the discipline in class (leadership skills)

- Problem solving (2)
  - They get to know more about what are some limitations to deal with real clients (e.g. terminology may not be understood by the client – communication issues); and vice versa: some projects involve areas not in the course work and students may be unfamiliar with those areas (e.g. social responsibility)

- Coordinating skills

- Initiative

- My relationship with the students improved and we have become friends – improved rapport with those students beyond class and after the project was finished
Question 6:
Were there any skills you feel they developed/strengthened as a result of their CSL experience? How did you identify these skills?

- Project management skills
- No direct contact with the students (i.e. can’t assess their skills)

Skills Identified By

- Debriefing – feedback & reflection (17)
  - Feedback from the agencies (3)
    - Mid & afterwards
    - Free-flowing feedback during meeting with agencies – sharing whether it was a good experience for the target group, a good learning experience for the students, how they see the students, and how students see that the agency could facilitate the students to do the programme better (e.g. had general questions)
    - Keep record of feedback given where action is needed
  - Self – On their programme & performance (4)
    - Some didn’t like boundaries imposed by the agency and the lecturer – some students unhappy with that this year; last year, students were content with the situation
    - Own personal reflections – had to give a little bit more than others – for those who did the CSL for their final year project – didn’t get paid (e.g. as in WIE)
    - Teamwork – most of the time in their reflection, they mention what they got out of it – positive and negative
  - Learning journal (2) – Used reflective journals (2 of them) to understand them better (e.g. difficulties, what they learned & when & how to intervene to help them)
  - Peer (2)
    - Peer evaluation of group project work given out in the CSL staff handbook – accomplished what I wanted it to do
    - Some skills they expressed themselves – peer observation & feedback

- By the emails they sent to other participants in their group
- Documents they passed to me after the activities (e.g. logs, etc.)
- Students wrote some sharing notes
- They gave a talk about how to use CSL indirectly in the final year project for learning and work, reflection on what they learned and how CSL affected them
Question 6: Were there any skills you feel they developed/strengthened as a result of their CSL experience? How did you identify these skills?

<table>
<thead>
<tr>
<th>Observation (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning, the students were very quiet. Later, they were more talkative and communicated beyond just answering questions as they became more comfortable and informed. Asked questions, became more noisy when speaking</td>
</tr>
<tr>
<td>By observation and talking with them</td>
</tr>
<tr>
<td>By supervisors in the organisations in WIE</td>
</tr>
<tr>
<td>CSL students represent only about 12 out of 70 students</td>
</tr>
<tr>
<td>During class time observation</td>
</tr>
<tr>
<td>I work with them as a teammate and observe them</td>
</tr>
<tr>
<td>If student is reluctant to be involved and doesn’t want to be involved, they don’t learn anything and stayed passive – ones who participated fully recognised how much they learned. How much they learn is dependent upon their attitude towards being involved – all they care about is whether they’re going to get an A</td>
</tr>
<tr>
<td>In every project, there are always different levels of achievement and learning – eager participants are there all the time and they do the work and ask questions and take initiative; some may be followers. Degree of skills mastery differs accordingly</td>
</tr>
<tr>
<td>Just focused on what we expected – e.g. communication skills – we know they will learn it even though it is not written down – surprised the students what they can learn, but we are not surprised – we know they can do it, even though they don’t anticipate it</td>
</tr>
<tr>
<td>Some demonstrate the skills during the activity – observation</td>
</tr>
<tr>
<td>When I supervise them in the clinic, I can observe them enquiring how they can help the client better – looking for what they can do more – they see more than a pair of eyes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments (2), Reports (3) and GPAs (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark the projects – treat it like a normal kind of project – assessed based on the regular project requirements</td>
</tr>
<tr>
<td>Some used reports – course-related CSL</td>
</tr>
<tr>
<td>20% high achievers, 80% satisfactory, 20% snipers / poor (by attitude and limited by performance) – there was a drive for more knowledge, interest &amp; willingness to learn and do something different. That was also evident in the way each of them completed the individual assignment; in their planning and in their execution part of the event</td>
</tr>
<tr>
<td>Search for new knowledge, and applying their skills showed in their grading and achievement results</td>
</tr>
</tbody>
</table>

| Activities (6) |
### Question 6:
**Were there any skills you feel they developed/strengthened as a result of their CSL experience? How did you identify these skills?**

- They have hearts to serve in the activity (2)
- Activities planning (the rundown)
- Demonstrating their caring to the group (willing to do their best to make the event run smoothly, show consideration to others)
- Getting them to apply what they’re learning
- When I planned what tasks they had to do, I related them to the course and what they would do in CSL

- Surveys (3)
  - Pre & post CSL surveys
  - They claim it in the focused group interviews - maybe they are the more vocal ones

- Meetings (2)
  - Communication between staff and students and peers
  - Had to finish the task, so we had ongoing meetings with the supervisor from the NGO, divided into different departments doing different tasks - supervisor monitored them and gave regular reports and regular meetings – if they can’t finish the task, the meeting wouldn’t happen – had meetings with the supervisor and presentations

- Developed into WIE from this project in the summer - one of the students got a full-time job out of it on graduation through the experience

- It is a successful project

- Self-discovery builds ownership rather than being told - works better than being told to do it and reduces arguments
### Question 7:
**What learning objectives did you set for students in CSL?**
**How were they determined?**

Responses:
The responses to this question have been grouped into two sections and are listed firstly by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.

#### Learning Objectives Set

<table>
<thead>
<tr>
<th>Course Related</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed in curricula (4)</td>
</tr>
<tr>
<td>Had a list of objectives – course-related objectives based on the syllabus</td>
</tr>
<tr>
<td>Class objectives – in course</td>
</tr>
<tr>
<td>Learning objectives are the same set as in the course syllabus</td>
</tr>
<tr>
<td>Apply professional accounting skills</td>
</tr>
<tr>
<td>Can provide the service and can evaluate the service they provide to the required standard</td>
</tr>
<tr>
<td>Depends on the activity itself – relate it to our professional area</td>
</tr>
<tr>
<td>Follow-up visit – didn’t involve the student – went back to the centre after some months to see the outcomes. We usually go to a different centre each time, but keep personal contact with the previous centres – that way, we know if the student performed the tasks and met the objectives. Helps in our planning for the next trip</td>
</tr>
<tr>
<td>Limitations in physical activities and the consumption of food &amp; beverage items – communication level, research for the requirements for the target group, then to put together a business brief (managerial writing of an offer letter, etc.)</td>
</tr>
<tr>
<td>Major objective was to apply their professional knowledge in CSL for WIE</td>
</tr>
<tr>
<td>Need to apply survey techniques – how to make measurements and other hard skills from surveying – need to solve some problems, and I provide some guidelines for them – accurate measurements</td>
</tr>
<tr>
<td>Skills in how to cook, meetings on site and in/out of class</td>
</tr>
<tr>
<td>Technical in nature rather than CSL in nature</td>
</tr>
<tr>
<td>Technical skills in making and serving the beverages under set conditions; manage a budget; adhere to safety standards; had to put in a set number of hours on the project</td>
</tr>
<tr>
<td>Techniques (theory) were structured, but the process of handling (practical application) the costs were flexible and unique</td>
</tr>
<tr>
<td>To apply what they have learned in the lectures, IT skills,</td>
</tr>
<tr>
<td>To develop and produce an event for special people with special requirements</td>
</tr>
<tr>
<td>Very specific</td>
</tr>
</tbody>
</table>
**Question 7:**

**What learning objectives did you set for students in CSL? How were they determined?**

We are only a group of amateurs, not social workers, so we cannot devote a lot of time to this activity; then we found a special place for how we could apply our professional skills to CSL – discovered how we could contribute our knowledge within our available time to do something worthwhile and solve problems that can make the recipients’ lives easier – occupy our time in a cost-effective way and make it manageable (e.g. use small amounts of spare time for something that is useful and relative to the course)

### Non Course-Related Learning Objectives

- **Teamwork (3)**
  - Really want them to build the skill to work with others as a team
  - To improve their teamwork
  - To organise community service projects with peers effectively and in a cooperative manner
  - To accept different opinions with an open mind

- **Leadership skills (2)**
  - Enhance their organisation and leadership skills. In general, for students taking the role as a volunteer, these skills would be essential

- **Mandatory objective for PolyU (2)**
  - Wanted students to see the person as a whole person, not just a pair of eyes – but I never told them – just let them feel it for themselves – maybe I ask them about it in the sharing session afterwards – how they felt about the experience – don’t want them to feel like they’re being forced to care / learn it, but that it is more of a natural discovery

- **Social and national responsibility (2)**
  - Fulfill their social responsibility
  - To serve the community with empathy
  - To foster students’ understanding towards the needs of the target group
  - To serve the community willingly and genuinely with a whole heart

- **Didn’t at that time set definite objectives, but they emerged – did the project as an academic requirement combined with CSL. Different nature of projects**

- **Had to work as a buddy – partnered with a disabled person & work with a guardian**

- **Interpersonal effectiveness**
  - To communicate with people from different backgrounds

- **Objectives determined over time – informal agreement – but it is clear what is expected even though there are different foci**

- **Problem solving**
  - To define the key issues that the community faced
### Question 7:
**What learning objectives did you set for students in CSL?**

**How were they determined?**

- To list out all possible solutions and distinguish the best one
- Some objectives – professional electives – would be relevant to learning objectives, but not all students would have taken those electives – so it’s more on a generic basis that objectives are considered
- The students know what we’re getting at – through presentations, preps before projects – they know what they’ll do, why they’re doing it and what they’ll get out of it
- Wanted them to think more seriously and make the commitment – how much time are you willing to give?
- We want to help them learn how to collect evidence – one of the project outcomes
- Work out “costs” – assistive equipment for the disabled

#### No Explicit / Specific Learning Objectives Set
- Didn’t set specific objectives
- How would you define a learning objective? ... they are the same as in #5
- No explicit objectives, but did discuss the purpose of the project and the opportunities and benefits to them

#### Learning Objectives Determined By
- Students (8)
  - Also asked each group to set their own learning objectives – some set very good ones
  - Asked them what they wanted to learn
  - Based on their learning outcomes statement, we determined how to guide them to reach their learning outcome statement (e.g. how to reduce loneliness in the elders)
  - Some were negotiated with the students (e.g. the number of times of involvement with the client and the timing to avoid conflicts and interference with other commitments and activities) We asked them to set them – different ones for different groups
  - The learning outcomes were brainstormed and determined among project team members during the project planning stage. Why do you want to join & what do you expect? – asked them this after the briefing
  - For voluntary: meetings to share their reflection

- Client (2)
  - To negotiate with the client to determine those needs – business model
### Question 7:
**What learning objectives did you set for students in CSL?**
**How were they determined?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>From feedback from the client on expectation</td>
<td></td>
</tr>
<tr>
<td>Course Content (2)</td>
<td>• Some of the business objectives came from the course content</td>
</tr>
</tbody>
</table>
|                      | • For course-related: logs, reflection notes, proposals and reports, contract and learning report |}

| Staff (2)            |                                                                 |
|                      | • By my own understanding - based on why we wanted to do CSL in the first place |
Q8: What Challenges / Issues Did You Face in CSL?

FIGURE 46: Question 8 – Staff Challenges and Issues Faced in CSL

Resources

FIGURE 47: Question 8: Resource Challenge
Meeting Expectations

FIGURE 48: Question 8: Challenge to Meet Expectations
**Question 8:**
What challenges / issues did you face in CSL?

**Responses:**
The responses to this question have been grouped into themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.

### Resources (24)

- **Time (7)**
  - Always the time for us to meet, to do the service for the target group
  - Everyone is so stressed out in HK that even finding the time to meet a faculty member is a challenge for agencies - up to faculty members to take the initiative & explain benefits
  - Limited time (preparation & service delivery)
  - The first challenge is the time and effort required
  - The time you need to take to have a lot of meetings
  - Time available from staff & students
  - Timing - for us, it happens during a fixed time each year, but this timing doesn't always match the organisations' needs

- **Institutional Support (6)**
  - Donor relied on our knowledge to release the money - had to monitor the expenditures - had to go to look at the furniture - lack of trust - couldn't release money - had to manage it ourselves to reduce the risks of something going astray
  - Fear that the building would have problems down the line
  - How can we translate all the things we have done in a well-organised format - evidence we have conducted a good service learning programme - how do we ask for what we need without this evidence
  - Legal obligations - trouble shooting - stress in that area - risk management
  - Maybe we need a special unit to handle external relations
  - Risk of accidents or harm to students outside the country - concern about safety and liability - outside the curriculum, so we had to do this very carefully or the parents would blame us - high expectations
  - Whether we follow the local legislation - in case we're doing something not legal there - the university would be liable - the press & publicity risk if something went wrong - scandals (e.g. locals using the money improperly, etc.) - need to make sure the contractor was honest

- **Agencies (4)**
<table>
<thead>
<tr>
<th>Question 8: What challenges / issues did you face in CSL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hard to find a client group that matches with our subject discipline</td>
</tr>
<tr>
<td>- Class of about 50 students – the organisation isn’t able to accommodate that number in their office – group leaders had to represent the class to get the information – some students were disappointed not to be in the front line on site – unhappy about it and felt it was unfair</td>
</tr>
<tr>
<td>- Collaboration between serving organisations (core values &amp; time frame differences)</td>
</tr>
<tr>
<td>- Must reassure the agency partner that close liaison will be kept with the students to support their learning – coaching to do better – takes time to do this</td>
</tr>
<tr>
<td>- Money (3)</td>
</tr>
<tr>
<td>- Money – every time we need funding to support the students to go over there, it’s hard to find funding for them – it’s not that much, but it’s hard to find it. Other than that, things go pretty smoothly, because students are eager to join the trip – they’ve heard from other students that it’s good</td>
</tr>
<tr>
<td>- Sometimes money comes from within the department or the NGO – each time we have to look for it</td>
</tr>
<tr>
<td>- $2000 per student is about what is needed</td>
</tr>
<tr>
<td>- Workload (3)</td>
</tr>
<tr>
<td>- If you assemble a small group (3-5 students), what you can do is limited; if you have a large group, then the time required is more, so the workload and effort and time required increases</td>
</tr>
<tr>
<td>- Number of students to handle</td>
</tr>
<tr>
<td>- Teachers too busy to take it on</td>
</tr>
</tbody>
</table>

Meeting Expectations (21)

- Agencies (11)
  - Around the area of where we built the school, there were 2 other universities who did similar projects – fear that if we didn’t do a good job, we would be considered inferior to others
  - Communication with partners – liaison
  - Finding a partner that has the same vision – serves both the benefits of the clients and the students – must accommodate both
  - Frustration level to produce a quality and useful product
  - Have to manage the supervisor as well as the students – students learned the reality of not being able to choose their boss, which was a good learning experience
  - People in Mainland China appreciate the rehabilitation service in HK,
Question 8:
What challenges / issues did you face in CSL?

so they have very high expectations of the service team that may not be realistic
- Project scope - sometimes we question whether it's beneficial for the students - sometimes the scope is too basic and students don't learn a lot
- Some students complained about the supervisor in the NGO - some supervisors weren't that smart and students have a feeling that the suggestions were not feasible or unreasonable
- The prediction of the deliverable - you need to do a pre-service visit to talk to the staff and the potential users there. We determine how many students will go and what we can do. Many service users come from a distance to get our service, and they have expectations of us. We have different ways of doing things, so we cannot always do what we need to do with limited resources - students need to adapt to working with limitations - can be stressful. Within those 2 weeks, you're committed to provide those services to clients with determined outcomes - not just an exploration of things
- When we deal with the external bodies, it is tricky how to strike a balance between what we can do and what they need - can't make too many promises or we won't be able to deliver - affects our image - how to do this within our resources and maintain a good relationship long term

Instructional Objectives(8)
- Difficulty in meeting both subject discipline and CSL approach - how to align outcomes of both in one semester project
- Diversity of student group composition was a challenge
- How you can relate the course back to the project - how to incorporate the course objectives into the project and vice versa
- Matching of content with CSL application
- Must honour both the service and the learning component
- Want to integrate CSL and the subject learning outcomes in the syllabus
- Ways to assess personal development and have some practical experience in a more organised way (strategically planned and intentionally delivered)
- Making sure class was done safely

Students (4)
- From students - they need to know the purpose for doing the CSL and this service is not for me or the organizing committee, it is for the students themselves - they need to respect their role and take their involvement seriously - am lucky because the students are involved
Question 8:
What challenges / issues did you face in CSL?

and have a positive attitude

- Main one is communication and expectations between the lecturer and the students (e.g. some said not enough support and others said the lecturer had too much control over the project) – certain things were pre-determined because of the timeline – the planning stage is the most important part
- Other students might have some target – e.g. scholarship or good thoughts from the teacher, or bonding with each other
- That they’re happy and get what they want

Engaging Students (9)

- Difficult to get students involved and also to maintain their enthusiasm in the project
- How to get them to have the proper attitude towards the activity – they don’t feel confident about how they can help – looking at their technical skills rather than their contribution of attitude
- Identify suitable service that suits them and interests them
- Motivation of students
- Sometimes at the later stage, they just don’t show up – they don’t take it seriously when they sign up
- Seldom participate – not motivated
- Some didn’t have a choice – compulsory subject – passive and reluctant to participate and the variety of student background was difficult to accommodate to help them work together on a level playing ground
- Students participation is the most challenging one – even though we have a lot of activities each month (about 3), some are willing to help, but we don’t want the same group of helping while others sit back and find reasons not to get involved – want to get more students interested in these activities – too many distractions in studies – CVs look too plain with no CSL experience, so some join to get that experience for the CV, then disappear (20 are the core students out of 100) – how do we encourage them to open their hearts to participate; others are very passive and are not willing to know more about the recipients or interact with them
- The second challenge is how to get a group of enthusiastic students into the CSL project – they are handicapped by a heavy workload within the department, so they might be okay at the beginning, but then they give up later on when the work pressures increase

Recognition and Rewards (7)

- CSL is not formally counted as a workload item
Question 8: What challenges / issues did you face in CSL?

- I am not talking about making CSL mandatory. I mean that those who participate should be given tangible credit for what they do - accredited recognition - so that the university stands behind what it says it wants (e.g. students to participate in CSL)
- I wish the university was more supportive - give the students credit for this work; our department has been supportive financially - less support from the university; the department’s hands are tied to give the students course credit because it has to be approved by the university
- Low priority considered by some staff and students and need more recognition from the PolyU community
- Recognition - from students and from department
- This activity also recognises students for their involvement
- Up to now, the university and department doesn’t reward me for giving my spare time and night time and public holidays - no awareness or support or recognition for my efforts - maybe a survey instrument during the service - other people may think it’s a waste of resources - it’s a challenge
- No issues at this moment - this should be done and really want to get it done - love this kind of work, so I enjoy it and just do it. No major issues.

Q9: What would you like the agencies to know/do to help make students’ CSL project better?

<table>
<thead>
<tr>
<th>Briefings &amp; Communication</th>
<th>Matching</th>
<th>Contributions &amp; Recognition</th>
<th>Guidance &amp; Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>45%</td>
<td>17%</td>
<td>19%</td>
</tr>
</tbody>
</table>

FIGURE 49: Question 9: Wish List for Agencies
<table>
<thead>
<tr>
<th>Question 9: What would you like the agencies to know/do to help make students' CSL project better?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responses:</strong> The responses to this question have been grouped into themes and are listed first by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Briefings &amp; Communication (25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to gather with the students and the users – the site visits are eye-opening for the students (e.g. day care centres, special schools) – the awareness has to come from the agencies to prepare the students for what they will encounter (e.g. DVDs, etc.)</td>
</tr>
<tr>
<td>Also important for the agency and the department to sit together to talk about the service they want us to do to have more preparation – if we know the whole project better beforehand, this would help us explain it better to the student and manage the project more smoothly</td>
</tr>
<tr>
<td>Communicate the real needs of the agency to the students</td>
</tr>
<tr>
<td>Expectations should be spelled out</td>
</tr>
<tr>
<td>Explain a bit more about their organisation, mission, objectives – would be beneficial for the students to have this information</td>
</tr>
<tr>
<td>Feedback</td>
</tr>
<tr>
<td>Have done this for many years</td>
</tr>
<tr>
<td>Have never used a formal statement of understanding rather than a gentleman's agreement</td>
</tr>
<tr>
<td>Have received feedback from agencies</td>
</tr>
<tr>
<td>If we talk to them, they must understand our limitations – they are students with time constraints and exam schedules, etc. – their expectation of us should be flexible and understanding – if they have a real and urgent need of something, then they need to understand they might need to find someone else to handle the project. Mutual understanding is very important</td>
</tr>
<tr>
<td>In future, we can also decide to work with them together if time’s available – previously, just let the agencies plan the workshop without our input – we need to review their workshop outline and content and try to tailor make it to this CSL project</td>
</tr>
<tr>
<td>Input from organisation to tell students how important their role is and what they’re doing – tell students directly means more</td>
</tr>
<tr>
<td>Let them know it’s not part of the curriculum – they are doing something extra on top – they are volunteering their time and money – want them to treasure this, what they’re getting</td>
</tr>
<tr>
<td>Limited resources – the agencies’ requests are so much and so vigorous –</td>
</tr>
</tbody>
</table>
Question 9:
What would you like the agencies to know/do to help make students' CSL project better?

I must go to have a meeting with them to let them know what we can do and what we can’t – then have an agreement with them to get it arranged – very time consuming to attend these meetings

- More briefing about the service to the staff and volunteers so they know how they can do the job better
- Mutual kind of discussion & agreement on what / which party is going to do – roles & responsibilities for each party/stakeholder
- Our students are quite busy – an understanding of their schoolwork load – students try their best to complete the work to meet agencies’ expectations, but they are hard pressed to squeeze out the time to do so
- Personal contact is so necessary – not just a handbook, which might be helpful
- Recruit the staff from the agency to have more communication with the team to get information so we don’t have to wait until the sharing session
- Some of the agencies do not much about our professional area or the surveying field – sometimes we can introduce our involvement and can do more; sometimes, the agencies overestimate our ability and I have to bring them down to what’s manageable
- They should do some presentations in seminars – students do some field studies to get the background of the client (investigative interview) – receive the students
- They usually have a supervisor assigned for the project at the agencies, so I usually do a programme review with them and see if they’re satisfied. All CSL projects if they last for 6 months or more, should have regular meetings between parties to review progress on the work and how students are doing. They are a little bit humble because students are not getting paid, so they don’t say much. Would like them to treat it as a more professional project and apply those standards to give feedback.
- Usually we require the agency to do some briefing about the current situation in their place and what their plan is – those agencies are more proactive and have some plans to do things better – they may have very good hardware, even better than in HK
- We have a personal relationship with the agencies and their people so they understand what we are getting at – so far, they have been very understanding about how far we can go and what time we can commit
- We work a lot with the agencies beforehand – stress that these are students, not social work students, so be understanding of their limitations – so far we have been very good at this
- Workshop conducted by the partners – they provide a communication workshop for our students

Matching (10)
Question 9:
What would you like the agencies to know/do to help make students' CSL project better?

- Know more about the needs, strength & limitation of students & staff. Be more flexible in their expectations of services provided by us
- Many service providers might think that because they are giving something free of charge, they may think they don’t need to meet their specifications or deadlines – this creates a mismatch of expectations
- Most important is to identify the need – the agency needs to help us identify what would be useful for the final year projects – depends on the situation; whether the agency & department are already working together, or whether the agency has nothing in mind & allows the students just to use their own creativity to come up with something useful
- Need to know the management’s perspective to know how to help, but they don’t know how to ask for what they need and tell us what we need to know
- Selecting the right clients for us so the students won’t find it too difficult to work with too frail people
- Some students mention overlap with what they’ve learned already
- The CSL isn’t just about the students coming in to solve a problem, they need to know more about the students who are working with them
- They (agencies) don’t know exactly what they want from us
- To know their professionalism and specialism for their area of training – the background of the students
- WIE CSL final year projects are counted – challenge is to find an agency to work with them so that the project can be done. Hard to find agency partners

Contributions & Recognition (9)

- Better for the NGOs if they would provide students with a certificate/artifact of service to recognise them and promote CSL to others
- Difficult to say because usually the colleague concerned will not have contact with the agencies at all – just asked to do something useful for the agencies via SAOs or CSL coordinator. Financial support is not that important to them because all projects have funding available to do them
- Maybe give incentives to students – honorarium for travel expenses
- Some students get marks, but with ours, they are not compelled to go – it’s their choice – their contribution should be valued
- That your students need some acknowledgement (certificate or thanks) for their involvement and service
- The role we play because physically, all they can see is we build a house,
Question 9:
What would you like the agencies to know/do to help make students’ CSL project better?

but behind the scenes we do a lot of work – tendering process, design, liaison and meetings with the donors – there’s a lot of unseen work – they can treasure the students' work even more – already have done a lot of supportive work before we even get there

They are usually very happy with whatever’s offered – doesn’t have to be complicated or difficult – just glad for the interactions with the students and with other institutions and to be accepted as they are

To serve with a heart takes you to give a chance for students to serve the community with your assistance

Want the agency to arrange the transportation and accommodation – for the past 2 years, they have done this – it’s very helpful

Guidance and Support (10)

- At least take care of the students when they are working
- Depends on the attitude and involvement - some hosts co-host and some are passive - not sure whether that’s something we can control - others are very cooperative and helpful
- Don’t let them feel isolated
- Give a chance for students to serve the community with your assistance
- Normally, we ask the agencies to treat the students like they are part of a professional design agency rather than like students
- Perhaps we could set some guidelines - what we can expect from an agency when doing a project
- Provide on the job training or supervision to students carrying community services especially in understanding client’s needs, communication skills, agency’s services etc.
- Support them
- They will get support in the monitoring & supervision of the students - faculty can be counted on to be visible & present (the KEY) - don’t want people just to start something & then leave them stranded and not finishing up - does harm to the target groups
- Understand our students’ abilities - student are not confident in speaking to the public – too shy to speak out with recipients, rather than see them as unhelpful - would like them to know the character of our students

- They’re doing a good job already
Q10: What CSL learning materials / support did you provide to help students get the most out of their experience?

FIGURE 50: Question 10: Provision of Learning Support

**Question 10:**
What CSL learning materials / support did you provide to help students get the most out of their experience?

**Responses:**
The responses to this question have been grouped into themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.

**Briefings / Seminars / Lectures (19)**
- Briefing (8)
  - Pre CSL (2)
  - An introduction about the project, their duties & responsibilities, requirements, briefing about local conditions, information about what they will / won’t get out of it (marks/money/travel/hygiene/travel issues)
  - Briefing of the projects
  - Former students presented their experience and shared their feelings
  - The agencies give a briefing before the students start the project (a design brief to get the organisation’s input)
### Question 10:
What CSL learning materials / support did you provide to help students get the most out of their experience?

- Video clips to USA and local students
- Before the process, we give them training (2)
- invite supporting / collaborating partners to come in and give them orientation on what to expect and how to behave
- About the project
- Agencies come in to deliver a communications workshop
- Agency information
- An orientation with them, and because the students are very busy, there is limited time to do the preparation part – cover the project requirements, what they need, and the actual activities need to be explained in detail – need to know what to do about their role, their identity and their commitment
- Can’t remember if I gave them a booklet (student handbook) – maybe some of them got it and some didn’t – there’s no systematic material given to them; covered only in a meeting
- Different projects and groups, so not everyone may have got the same information
- For the professional stuff, I showed them some design issues, data sheets, conduct briefing session to cover some theory – like a seminar or lecture
- In the classroom, brainstorming about the types of needs people would have
- Information about previous/former trips
- Invited AVS to hold workshop on how to be a good volunteer – gave them some materials
- Learn one model of helping: person-centred planning model
- Previous experience sharing with the students
- Professors of the Day – people who had experience with CSL presenting to them
- Theoretical background knowledge on helping people with disability
- Used to involve both second and third year students to add experience to the team
- Voluntary orientation, so not everyone came along

### Meetings (16)
- Debriefing (2) – We provide a debriefing session for them after the CSL project experience is finished
- Ask them to consult with the senior form students; one mentors the other (sr./jr.)
- Consultations to help them out
- Discussions in their first language – to aid understanding and facilitate discussion
**Question 10:**
What CSL learning materials / support did you provide to help students get the most out of their experience?

- Do peer discussions with students - application forms for the CSL awards - they fill out the questions on it; not just for getting the award; it's a good opportunity for them to summarise what they have done in CSL; can pass on their experience to students who will follow them the next year - can know more about the hard skills and the soft skills
- Interviewed the supervisor several times to do preparation for the students
- Involve the organisations in a different timeframe - ask them for a design brief, schedule for presentations - before the students get involved
- Meet with them before and after the CSL experience, students always feel free to contact their project facilitators if further support is needed
- Meetings with students
- Role model & guidance from staff
- Self-initiated group: loaded with assignments from course work, so CSL assignments are not appropriate - meet with them instead - encourage them to think about things and write them down
- Some meetings, social gatherings
- Pre-trip meeting, debriefing
- Tutor for the projects
- We also monitor and debrief our students throughout the projects

**Coursework (10)**

- After the project, they write a project report (3) –
  - Academic stuff
  - Written report required (re objectives set)
- An interim presentation and a final presentation
- Assessment criteria
- Final report - include some self-evaluation - they are aware that they have to capture the learning experience, but they only do the writing at the end
- For the final year project (2), there is support - but nothing to do with CSL
- Group / peer evaluation of project
- Projects
- Short lab report / assignment

**Materials / Notes (9)**

- Also provide some student submission - note & log sheets, maps information, et. al.
- Information sheets to let them know what they will have to commit to this project
- Consent form for them to sign (statement of understanding) as it is
Question 10: What CSL learning materials / support did you provide to help students get the most out of their experience?

<table>
<thead>
<tr>
<th>Learning Materials / Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>regarded as optional involvement in this teaching project</td>
</tr>
<tr>
<td>Guidelines of writing the project paper and problem based writing, highlighting the critical incidents as they adopt in the PBL class can also be the option</td>
</tr>
<tr>
<td>Log book</td>
</tr>
<tr>
<td>Materials on how to be a good volunteer (provided by agency)</td>
</tr>
<tr>
<td>Materials on the target group – relates to what they are going to do</td>
</tr>
<tr>
<td>Materials provided by the service users (e.g. posters, pictures) and by PolyU (departmental)</td>
</tr>
<tr>
<td>Some guidelines on how to plan a good activity</td>
</tr>
<tr>
<td>Journals (6)</td>
</tr>
<tr>
<td>Reflective journals during the process</td>
</tr>
<tr>
<td>2-3 reflective learning journals in total (one for every 2 visits) – gave them some writing guides and due dates – open ended and topical (some choose own topics; other topics may be introduced on which they can focus their writing)</td>
</tr>
<tr>
<td>Reflective questions</td>
</tr>
<tr>
<td>USA must do journals because it’s credit bearing, but our students don’t do them</td>
</tr>
<tr>
<td>Surveys (6)</td>
</tr>
<tr>
<td>After the activity, then survey them about their opinions about the activity or do some followup action through discussions – depends upon the student group – if the students want to do it, we may be able to evaluate more; others are quite busy and just want to do the service</td>
</tr>
<tr>
<td>People selling these assistive devices – had to ascertain how much impact this project made on them and their distribution of the devices (financially) – underemployed / unemployed status (sellers)</td>
</tr>
<tr>
<td>Focused interviews</td>
</tr>
<tr>
<td>Pre &amp; post surveys</td>
</tr>
<tr>
<td>They (students) designed the questionnaires for the end users of the equipment (Was it helpful? We don’t know.)</td>
</tr>
<tr>
<td>Questionnaires</td>
</tr>
<tr>
<td>None (4)</td>
</tr>
<tr>
<td>No specific learning materials</td>
</tr>
<tr>
<td>No, because this project was a final year project – just told them to do well and apply for the CSL award and I would recommend them</td>
</tr>
<tr>
<td>Question 10: What CSL learning materials/support did you provide to help students get the most out of their experience?</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Online (2)</strong></td>
</tr>
<tr>
<td>◦ Encouraged to go online and find service providers of any other kind to give information</td>
</tr>
<tr>
<td>◦ One student kept a blog (voluntary)</td>
</tr>
<tr>
<td><strong>Other (1)</strong></td>
</tr>
<tr>
<td>◦ During the course of their interviews with the agency, I was available if they needed help</td>
</tr>
</tbody>
</table>
Q11: What changes to the CSL project would you recommend to make it better?

FIGURE 51: Question 11: What’s Needed to Make CSL Better

<table>
<thead>
<tr>
<th>Response</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff &amp; Student Engagement (24)</td>
<td>After finishing the first CSL job, we decided to join the CSL competition</td>
</tr>
<tr>
<td></td>
<td>Any recognition demands more work (submit for reward)</td>
</tr>
<tr>
<td></td>
<td>Better to leave it as it is because you must do it with your heart, or it’s meaningless. Just causes problems – the result is not what you want. It’s not an indicator of how well the university is doing to make it mandatory.</td>
</tr>
<tr>
<td></td>
<td>CSL teaches things students can’t learn from lectures – different types of students in clinical observation – one type of student just wants to graduate and get a job, and the other cares about the client – want all students to have that element of caring – that would benefit the whole profession to have caring professionals</td>
</tr>
<tr>
<td></td>
<td>Give the kids credit</td>
</tr>
</tbody>
</table>
| | Had a contract set up at the beginning – choose the type of project they wanted or not – they signed because they had no choice – was an
Question 11:
What changes to the CSL project would you recommend to make it better?

- elective subject and I had 140 students rather than 40 - used this as a screening tool but everyone signed because they wanted the course but not necessarily to do this project - this was way of communicating expectations to the students - always some students who don’t attend class and only show up for the tests and exams and they hate this type of involvement - they just want to attend a regular class and that is not what this all about
- Have done a pretty good job, but it’s just the time. It’s not mandatory, it’s voluntary - the key is the staff. If they don’t do it, then it’s very difficult to make it happen. Can’t force them to do it. To some people, it comes naturally to help. Others may not be interested.
- Have students choose whether to join CSL or not
- Hope that more teachers would be willing to be involved
- How CSL is celebrated and recognised is good
- If everyone could join this program, it would be great - to increase the participation rate - not sure if this is possible because of the student workload
- If they can do things that meet their personal objectives and use their own methods, it is more appealing
- It depends on the recognition - up to now, all the students in CSL may apply for the CSL award, but the competition is keen and harder to get an award - the students may think that the purpose in doing the service is for the award, but we have to let them know the benefits of CSL is much more about their development rather than the award - very difficult for them to share this with others when it demands their time out of their regular social life to give so much
- My project is quite good, but is staff initiated - would like to have projects the students would like to join - should be some policy from the department - very few initiatives in the department. Very much staff driven - by interested staff only - personal motivation - very few academic staff involved - they want to get rid of it actually and avoid getting involved
- Need to have initiative to motivate people how to get involved - staff and students
- Perhaps have an industry leader involved as well - as examples of being good corporate citizens; or other individuals who make it part of their life to serve the community (e.g. a successful high profile model)
- Promote more about what the students can learn in the CSL. Recruit more colleagues and more support from the department in preparation
- SFQ - doesn’t reflect what they’re doing on CSL
- The planning stage - the students should be made aware of the CSL content before enrolling for the CSL component - over time, they can lose interest - once they know it’s part of their subject, then the students
Question 11:
What changes to the CSL project would you recommend to make it better?

- have to learn to deal with it, allowing more time for discussion in the class
- The staff participation should be encouraged more – different departments handle it differently – voluntary involvement – not like teaching a subject when working with CSL – looked as “nice, but not necessary” – the weight of the CSL should be more
- There is an existing practice that SAO but more and more people are getting involved but they don’t want to do it or be the outside party – need to submit their things to a work group and don’t want to do it – we need to build up a culture of CSL and the need to do CSL for our students
- To set up something to make CSL impact more effective – more promotion
- Would like SAOs to involve staff as well as students – encourage them to get involved and plan things for them to engage them

Structured Sustainable Support (20)

- Complaints about travel
- Financial support for the projects beyond what the department provides
- For the students, they want more
- For the staff, it’s time cost
- If you want to make an ongoing commitment, it has to be top-down driven and then have it imbedded into the subjects so that all lecturers have the information and get a package of CSL information to make the event happen and so they don’t have to start from scratch
- Insurance coverage – rider for CSL students – to ensure coverage – have someone in PolyU who can answer our questions and deal with it – give some advice
- SAO, being the project coordinator, to create more meeting or discussing channels for NGOs and PolyU staff to circulate their needs, ideas and mission to seek further collaboration. E.g. collaboration gathering, project-based tri parties meeting
- Maybe SAOs could provide some talks/prep for CSL as they do on WIE
- Recognition from university to help them do more
- SAOs have some content, but don’t know how good it is at this stage
- Extend & sustain students participation after project finished if resource allow to
- If I can ask the organisation staff to come on campus (all 10) to share with the students, it would be better for all the students – but not good for clients because not all students are interested in the project and they don’t pay attention to the presenters
- If someone is going to organise a speaker, it should be mandatory for the students to go and listen
Question 11: What changes to the CSL project would you recommend to make it better?

- Plan ahead – the time to be spent on this project – to monitor their time investment and advise on what’s reasonable
- PolyU should look at ways of making those willing able. Maybe there’s a trade-off – maybe CSL involvement should be considered in lieu of publications which gather dust on the shelf – or at least a balance of duties (e.g. CSL, committee, writing/publications, etc.)
- Provide some logistical support – booking tickets and buses for travel
- Resources available – hope that either the university or the department can provide resources to make this better – need technical support to help deliver the product within the timelines with quality results – someone to help the students; balance should be handled carefully – just to help and support the students, but still let the students learn and do the work
- Staff needs more support
- We must have a regular, more formal and organised introduction / package of supporting materials to give to them – or we must require them to attend the scheduled orientation session rather than let it be voluntary
- University should recognise the workload – staff actually has a penalty for participating – so most avoid it – only lower level staff is encouraged to go & it’s not counted – would like to see it be counted through timetabling allowance or departmental administrative workload reduction

Flexible Framework (13)

- A framework upon which some structure can be made for guidelines for student achievement, course delivery and planning for learning outcomes
- Across all subject disciplines – at least once a year
- Also some guidelines to facilitate student reflective writing (2)
  - Teachers also need to learn this – what are the standards we should expect and what assessment criteria should we use for assessment
  - Would like to know how to guide students to see some progressive writing and information in the reflective learning journals
- Assessment is done on technical content rather than CSL content – not sure if this is practical because of the diversity of projects and HKIE accreditation requirements (e.g. continuity and fairness)
- Developing the whole person – head, hands and heart – equally important – if we treasure this principle, then we must do something about it to ensure it happens – either through the curriculum or through other means

Co-curricular mandate (2)

- CSL related to their professions – make it mandatory at a point in their course before they can continue
- Students need CSL – could be mandated – to apply skill and explore
### Question 11:

What changes to the CSL project would you recommend to make it better?

<table>
<thead>
<tr>
<th>Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexibility to deliver courses for varied times</td>
</tr>
<tr>
<td>Integrate the subject knowledge within the 5-months' project - have more structure to handle this - use CSL as a teaching and learning strategy - not sure if this is too ambitious or it can be integrated</td>
</tr>
<tr>
<td>Maybe a 2-semester project to give more time - involves some curriculum change - lecturer can’t control this - students will say that time is of real concern, because they have other subject workloads - and CSL involves planning time and “doing” time and talking time</td>
</tr>
<tr>
<td>Set up a long term sustainable volunteer system - database, record of students' participation / contribution</td>
</tr>
<tr>
<td>Take students out of class time - need extended periods to do CSL and must fit agency's time schedule</td>
</tr>
<tr>
<td>To look at a CSL programme for our school which is ongoing - have been some discussions within SHTM but have not come to a decision</td>
</tr>
<tr>
<td>We might consider CSL as part of the curriculum as secondary schools are doing under the 3+3+4 reform - we should consider the same approach - value for learning in CSL - ideal time to look at this but nobody's talking about it now (CSL has been lost) - how to do this?</td>
</tr>
</tbody>
</table>

### Ensuring a Good Fit (4)

<table>
<thead>
<tr>
<th>Ensuring a Good Fit (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few side visits would be good, depending on the subject</td>
</tr>
<tr>
<td>Doing a final year project with CSL in nature - must be geared to a target group of people (e.g. assistive tools for the handicapped or elderly) - matching of project &amp; appropriate groups</td>
</tr>
<tr>
<td>We want health-related service experiences - we expect students to do pre-reading of the client group to prepare themselves</td>
</tr>
<tr>
<td>When I listened to the presentations at the meetings, I saw that the students only did things that linked professional knowledge to the project without considering the needs of the agency first - still unsure if the project really met the needs of the agency - should observe the community first, see if there is a need first in that community, then design a project to fit rather than just try to think of something (a casual idea) to fit the program requirements</td>
</tr>
</tbody>
</table>
Q12: What is the best way(s) to market CSL to students?

FIGURE 52: Question 12: Best Way to Market CSL to Students

Responses:
The responses to this question have been grouped into themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.

Promotional Activities (31)

- Sharing sessions (7)
  - As to what others do, so students are exposed to different types of service experiences - that might stimulate them to think about what they can do and motivate them to join
  - Information seminar and sharing sessions from students involved in CSL in the past - newcomers can hear what other students did - way to encourage newcomers We share with them our experience - teachers & students share their ideas and experiences
  - Might invite the student alumni to share what they’ve learned in CSL
  - Some case study - like student sharing sessions - what tutors, organisers and students have to say about their experiences
  - Their experience sharing - they share what they get, how they mature,
**Question 12:**
What is the best way(s) to market CSL to students?

- how they apply their finding, the job interview – find this activity very useful because they can apply some findings in their job interview and appreciate

- Recognition and acknowledgement – some are quite concerned about their total service hours and what they will get at the end of it – awards (bronze, silver, gold) (6)
  - Some students have some idea about this – to gain some benefit into getting into a degree class if they are studying in a sub-degree class; try to earn a bonus through CSL to get their bonus – may not be a very positive approach
  - Some students may find that the record from SAO about their CSL involvement – deliver a record to them when they graduate, the student can add up the number of hours they did during 4th year for CSL – may not be a very good way because the student may be concerned more about the hours (quantity) rather than the service (quality)
  - Tell them they can broaden their horizon, make contact with the real world, certificate of merit for their future employment applications – more incentive because it’s outside the curriculum and they get no marks, but they want a high grade The awards help to attract and motivate students – but just for some
  - There have to be ‘carrots’ – (rewards) – for their CSL involvement

- Compensation (4)
  - If we really want to get them involved in this program, first thing is they are very money-minded. They want compensation – cash rewards motivate them. Second thing is to tell them about the real needs of our society rather than second-guess what the real needs are – show the needs to the students
  - Would be good if there were some financial incentive for them – daily allowance, spare money for them
  - Students who have prior volunteer experience, might notice. Payment for service / honorarium might help. Others would do it for free
  - Industrial projects get money from the company, but NGOs can’t afford it. SAOs have some funding, but it’s small and we don’t bother about it.
  - Provide support for students to participate (e.g. transportation)

- Some credit for the activities would attract them (record with SAO, credit hours) (3)
  - Further promote CSL as option of WIE
  - Promote the achievers, which we already do, and give them credit
Question 12:
What is the best way(s) to market CSL to students?

<table>
<thead>
<tr>
<th>Social Needs (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>For our department it is not an easy task to do it - try to tell them the real needs of our society and see if they can meet those needs</td>
</tr>
<tr>
<td>Project comes first, needs second – should be the other way around. Get students to think about things that are useful – most ideas may be useless</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The exhibition showcase should continue (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I wanted to do it formally, would show them what students have done in the past; showcases like the campus CSLP (not many students have visited the booth) – should be designed to reach more students; comments from the NGOs; awareness of CSL in department &amp; why they should join</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word of mouth or peer group promotion (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The peer image is very important – not sure if it’s motivating or demotivating</td>
</tr>
</tbody>
</table>

| Also concerned to participate in activities that allow them to explore more and get more exposure to different groups and get some variety in gatherings – they are quite concerned about the nature of the service – they want to enjoy the activities rather than just serve without having fun – activities need to have some attraction for them to give up their friends and time for CSL |

<table>
<thead>
<tr>
<th>Word of mouth or peer group promotion (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The peer image is very important – not sure if it’s motivating or demotivating</td>
</tr>
</tbody>
</table>

| Formal marketing may entice students who don’t have a passion for volunteering their time as needed |

| Give them ownership in the project – they own their programme and they can learn by trial and error in their own way |

| Have a forum for students to develop their generic skills to prepare them for CSL – combine different faculties as a PolyU community – has to come in first year. We use this in interviews to select students, but it is then forgotten. |

| Formal marketing may entice students who don’t have a passion for volunteering their time as needed |

| Give them ownership in the project – they own their programme and they can learn by trial and error in their own way |

| Have a forum for students to develop their generic skills to prepare them for CSL – combine different faculties as a PolyU community – has to come in first year. We use this in interviews to select students, but it is then forgotten. |

| If we want to make our achievement known to students, they may like to know what’s been done, then maybe a newsletter or email or website about the activities students are involved in to build their pride in the programme and in CSL contributions would be appropriate – that might increase student enrolment, as a by-product of information sharing |

| Formal marketing may entice students who don’t have a passion for volunteering their time as needed |

| Give them ownership in the project – they own their programme and they can learn by trial and error in their own way |

| Have a forum for students to develop their generic skills to prepare them for CSL – combine different faculties as a PolyU community – has to come in first year. We use this in interviews to select students, but it is then forgotten. |
**Question 12:**
**What is the best way(s) to market CSL to students?**

- Lunch time and classroom presentations are a good place to promote CSL - depends on the teachers, whether they let SAOs talk - impact would be greater if they did. Teacher is also there and could further emphasise the benefits of getting involved in CSL, they could encourage the student to take part.

- Organise a talk and force the students to go.

- Promotion across the campus - essential.

- Some video clips on the monitor, big banners and posters - don’t think it’s very effective.

**Staff Involvement (19)**

- Imbed in Courses (6)
  - Students have different interests which can easily fall into sub-themes within the course - be exposed to different work settings.
  - Course-based work but still need to explain it and how to tackle the issues.
  - Talk about it the labs - students' experiences.
  - Make it related to learning how to use their knowledge in the professions.
  - Tell them that they are not just learning from textbooks, but from real life and hands-on experience, will meet a lot of people and will contribute to the community.
  - Help students understand its core values and how they would develop and grow through community services.

- Through senior management (3)
  - They should get an appreciation - doesn’t mean much to bosses - no point in asking for help, because you know the answers.
  - The top support it, but it gets lost at the middle and working level. Bottom up is left to do its own volition - need more support. Don’t claim for anything - don’t bother.
  - Through support by departments.

- Staff need to get involved in CSL - university doesn’t recognise these things (2)
  - Also has to be driven by staff - they need rewards and carrots, too.
  - By actual involvement - once they’ve experienced it, they treasure it - difficult to get them into the first trial.
Question 12: What is the best way(s) to market CSL to students?

- CSL office & programme – multi-disciplinary approach – combine engineers with SHTM management, etc. – look for suitable matches

- Don’t actively do this now; if planning to expand the programme, then we need to think about this carefully – if we get too many students in the group, we may not be able to cope with the workload without the necessary resources and manpower – we have to think about the scale we want and can handle before we act

- Personal relationships with the students

- Staff can demonstrate that they have a role and they enjoy CSL – otherwise, how will the students join those activities unless they already have some experience – staff needs to do something to get students involved – get involved and share what they have done and tell students why they are involved

- Start to mention CSL in the first day of the meeting – once they step into year 3, I start to promote it

- They should encourage us to share with others – not the lost child

No Need to Market CSL (5)

- Haven’t got a formal marketing strategy

- Haven’t marketed it – has been by word of mouth and students will come along voluntarily

- It’s related to their course and assignments – if it’s their final project, or their homework, they will do it. Otherwise, it doesn’t seem to be very successful. Have to see which subjects you can integrate this CSL into.

- Those who enter into nursing, they already like to serve people as they said, outcome of CSL involvement in nurturing hearts of serving and community care should not be the main purpose. It may be difficult to get them into CSL quickly especially when the project outcome does not match with students’ perceived learning needs or affect academic performance as it involves more time and effort

- Up to now, have 50 students, which is enough
Question 13:
Would you like to tell us anything else about your CSL experience?

Responses:
The responses to this question have been grouped into themes and are listed firstly by rank order of importance (as indicated by response numbers in brackets) across all departments, and secondly by alphabetical order.

Advice (19)

- Workload & Payoffs (12)
  - Administering the course (is already over) – it’s a special job
  - CSL involvement takes away from staff duties and expectations, so staff only get involved who “must” or who “want to”. At the management level, they should just simply tell staff members that they will be accountable for the resources that are given to them. There are no rewards for staff advancement for their involvement – it’s invisible, with no direct reward (e.g. not like research papers)
  - CSL is very different than curriculum training or any subject in the curriculum because it has a very different nature – should not be talking about reward, but more of a natural response of human nature (e.g. love parents not because they give me candy)
  - If course credit were given to students, it would be reflected in staff teaching load, which would be fair to staff workload and recognition. The number of students involved are as many as some of our courses (e.g. 70 students) – others may be less
  - No compensation, no recognition, no thanks, no reduced workload
  - On the level of the staff, the rewards go far beyond what is immediately tangible – the university doesn’t give much recognition for their efforts – students get awards – but staff gets no tangible recognition – autonomy and flexibility and trust go a long way to support staff to get involved and to continue in CSL efforts
  - Pre-training is quite important so they know how to relate to their service group (background of clientele) – some time before instead of last minute
  - Recommendations: collaboration; discussion – ongoing; liaison – SAOs with all subject disciplines - year 1, CSL with co-curricular programme and year 2, CSL every year afterwards; springboard to: mentoring, portfolios, outcome-based professional and generic competencies
  - Some coordination is necessary – logistics to liaise with agencies – a lot is involved – to relieve some of the workload on this
  - Some team teaching would help us to deliver this, although it can create some conflicts – need for a common framework to help in a big project
Question 13: Would you like to tell us anything else about your CSL experience?

- The value of measuring student learning, getting programme data via pre/post surveys, etc., is questionable in the light of why should staff do it if there is no formal support for doing so - there must be a reason “why”

- We don’t want an additional burden or work, but we can share a part of our life with others, so we should have a system in place that CSL is ongoing rather than an events once in a while (e.g., fill the empty flower beds – maybe our students/student hall could offer help or need help)

- Engaging Student Involvement (5)
  - Could use CSL exposure as part of interview to select candidates for course – reflect on their career choice
  - It’s really important to motivate the students and sustain their motivation - I have tried really hard to do this: outings in the evening, certificates (they like that very much) – reward them by finding ways to make them proud of what they are doing, not because of credits / marks / money / job prospects – long term idea
  - One should think about how to include CSL naturally into a subject – long term. I guess I should ask the students
  - Student experimentation on a micro level doesn’t cost a great deal for them to learn about life and skills and do things that are local and practical – entrepreneurship + CSL model
  - We need to promote or motivate their involvement through positive values – a good window for them to know the reality and learning to appreciate what they have – need to have more service in mind – giving something rather than getting something – a difficult road for one person and one department to do it – needs to be a culture within the university to get the students involved in CSL and we need to cope with the poor people – our students may not like to touch them (e.g. homeless & elderly) – prefer a “nicer” experience – have a diverse type of activities to let them have more and let them learn to know the world

- Don’t underestimate your individual effort (2)
  - Enjoy giving my own reflection. If everybody does a little, then it should be a very powerful effort to move forward

Future Directions (13)

- Safety issues (insurance) re CSL situations need to be addressed (2)
  - WIE is easier because there is adequate insurance coverage – could it be worked out between university and CSL organisations?
Question 13: Would you like to tell us anything else about your CSL experience?

- Also thinking about doing a real project within PolyU for students' project - e.g. students managing a conference for PolyU.

- As we come to 4-yr. programmes (2012), help build their professional competencies - generic, first-yr. subjects - some programme to run these services; exposure to work settings (CSL as part of course work, or SAOs to support (right people in the right place, via UGC $ for self-development).

- Funding is essential for a comprehensive evaluation and to translate the project findings to a publication.

- How can the CSL be integrated into the Engineer and the Society subject? All the engineering students in the Engineering Faculty have to take this subject.

- It is a difficult task and would like to try to find some ways to help persuade the students to participate in the CSL rather than just be money-minded.

- It’s quite difficult to do CSL in the existing situation because our students are quite busy - they need to have a part-time job for funding their studies, do a placement during the summer period, have a social life in their spare time and have a foreign country tour during their break - it's very difficult to persuade the student to get involved in CSL with so many other activities from which to choose how to spend their time.

- Most of our students still do not know the real spirit of CSL - they still think they are contributing rather than being satisfied with helping people - they still think their time is quite precious and it is our department's honour to have them help rather than see / cherish it as an opportunity - want to know how to inspire them to let them know how they can be a happy person after participating - they will not know if they are not willing to try - “Contributing is more precious than getting from others” - I think it is equal - team spirit within the activity is quite difficult to find elsewhere.

- This is a project we want to work on, but refining it to tailor make it within the discipline to come up with a learning package within the discipline & facilitate the project supervisors if we involve more than one.

- We are planning to do a team-teaching approach to do a joint CSL project within the department (3 teachers within the department).

- We don’t even know about the existence of this project (e.g.
**Education With a Heart: Community Service Learning in PolyU**

**Question 13:**
Would you like to tell us anything else about your CSL experience?

"Community Service Learning With a Heart"

- We wish to seek more opportunities to work with academic departments and to solicit more support from students and staff in doing community services in HK, the mainland China and even overseas.

**Benefits of CSL (5)**

- After CSL, you are more close to your students.
- For the professional part, students can more appreciate what they have learned and contributed to society.
- I learned a lot to improve my teaching through doing this project.
- I think CSL is very beneficial to students, even if there is no formal evaluation or structure – feedback from the students is good – after joining the project, they think about their career and how to do more community work – even students in USA, they go to their profession because they find the work rewarding – they tell their classmates and more want to get involved – every year they come and 2 groups from the USA come (U of Washington & U of Pennsylvania).
- Students are very happy when they find they can help people.
4.2.1 Follow-up Requested and Action Taken

During the staff focused interviews, available resources were identified and requested by staff. Follow-up action and deliverables included (in alphabetical order):

- **Consultancies:**
  - Health Subject Revision
  - CSE – preparation for CSL program to commence May/08
  - Please refer to mid term project report for additional consultancies

- **Contact for possible activities funding (e.g. Manulife)**

- **Distributed collated responses from staff focused interviews to interviewees**

- **Information provided on:**
  - Portfolios in CSL – ability to self assess and evaluate their evidence (2)
  - Mapping generic skills within subject curricula for CSL delivery
  - Modes of CSL and generic skills delivery within the subject curricula
  - Aligning learning outcomes for setting and evaluating outcomes in CSL
  - Programme evaluation tools and methods of reporting
  - Team teaching learning package for CSL Orientation
  - SAO – career info liaison possibilities – collaboration between faculties & SAOs

- **Instrument for student focused interviews**

- **Referral to EDC PolyU online support: WIE resource bank site – http://www.polyu.edu.hk/wie – WIE Options, Community Service Learning**

- **Referral to Project Team Leader for more information on SEED projects**

- **Resource Materials Provision**
  - Assessment of group projects (individual & peer)
  - Booklet on Corporate Social Responsibility, provided by The Canadian Chamber of Commerce in Hong Kong
  - Classroom management issues resources
  - CSL pre & post survey instruments
  - Draft CSL Staff Handbook
    - Containing information on CSL as a WIE option
    - CSL research studies
    - CSL tools and templates (journals, portfolios, assessment, et. al.)
Consultancies were provided to departments and individuals on CSL initiatives. The meetings demonstrated a need for more information on CSL teaching and learning strategies to enhance the student learning experience, legal issues for both local and out-of-country projects, programme models, best practice and concerns of programme management with limited resources.

Workshops & Experience Sharing Sessions

Please refer to the mid-term report for more information on these sessions.
4.3 Literature Review Findings

An array of resources and CSL-related literature may be accessed via the WIE Resource Bank for teachers: http://www.polyu.edu.hk/wie (under WIE Options – Community Service Learning), books in the PolyU library and other materials archived in the CSL project file.

Findings point to a need for increasing student learning resources that emphasise reflection on learning in both professional and generic skills development.

Findings also indicate a strong need for institutional support for staff involved in CSL activities, which make considerable demand on staff time and may increase workload.
5.0 Dissemination of Findings and Recommendations

Recommendations contained in this report are based on both the PolyU experience and international exemplars.

It is recommended that the findings of this report be disseminated in hard copy format – one per department in PolyU, with additional copies as needed. It is also recommended that this report be posted online (e.g. included on the WIE Resource Bank or separately for staff access), and that it be announced at departmental staff meetings (e.g. either through the designated CSL representative or by memo from the University management).

Through the dissemination of the findings of this report it is hoped that opportunities will be provided for critical discussion on the recommendations and their implications for the way forward, as one shoe does not fit all. Ownership of CSL is important. The principle of “no one bothers to wash a rental car” is worth remembering when choosing strategies for future directions of CSL within PolyU.
6.0 Final Remarks

Throughout this project, the Community Service Learning project team members have worked hard to set aside time for sharing their experience, and to look for ways in which they might enhance their own approaches to Community Service Learning as a viable mode of student learning. Through their efforts, their students will be better able to discover how to develop themselves and their professional skills in ways that will benefit them personally, helping them become good ambassadors of PolyU, and of Hong Kong.

Respectfully submitted,

Dr. C. K. Leung  
Project Team Leader

Linda Gross  
Principal Project Fellow
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Education With a Heart: Community Service Learning in PolyU


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8.0 Appendix

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Learning and Teaching Committee
Application for Funding
Faculty-Wide/Cross-Dept Learning & Teaching Development Project
2005-08

Part I: Summary of Proposal

1. Title
   Education with a Heart: Service-Learning in PolyU

2. Level of collaboration:
   a) Across Faculties ☑
   b) Faculty-wide □
   c) Across Departments □
   d) Departmental/Programme Level □
   e) With other institution(s) □

3. Name(s) of applicant(s)

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<th>GW email address</th>
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<tr>
<td>C.K. LEUNG</td>
<td>Assistant Professor</td>
<td>EIE</td>
<td>6260</td>
<td>enchikin</td>
</tr>
<tr>
<td>Steven CHAN</td>
<td>Asso. Head</td>
<td>COMP</td>
<td>7259</td>
<td>csschan</td>
</tr>
<tr>
<td>Marjorie CHIU</td>
<td>Tutor</td>
<td>AMA</td>
<td>6941</td>
<td>marjorie</td>
</tr>
<tr>
<td>S.N. HUNG</td>
<td>Instructor</td>
<td>APSS</td>
<td>5742</td>
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<tr>
<td>Joe KOPPEL</td>
<td>Visiting Asso. Prof.</td>
<td>SHTM</td>
<td>4033</td>
<td>hmkoppe</td>
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<tr>
<td>Albert KWOK</td>
<td>Snr. Engineer</td>
<td>IC</td>
<td>7629</td>
<td>icakwok</td>
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<tr>
<td>H.W. LEE</td>
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<td>AF</td>
<td>4397</td>
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</tr>
<tr>
<td>Winnie LEE</td>
<td>Hd (Std. Dev.)</td>
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<td>6809</td>
<td>sawinnie</td>
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<tr>
<td>Eria LI</td>
<td>Asst. Prof.</td>
<td>RS</td>
<td>7578</td>
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<tr>
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<td>MM</td>
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<td>Raymond WONG</td>
<td>Lecturer</td>
<td>ISE</td>
<td>6593</td>
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</tr>
<tr>
<td>Sally YU</td>
<td>Manager</td>
<td>MEDC</td>
<td>2781</td>
<td>btsally</td>
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4. Abstract of the proposal
   Service-learning has been practised by different academic units/departments under a variety of courses and programmes in PolyU. Through coordinating and sponsoring a group of seed projects, and studying their effectiveness, this project aims at investigating and uncovering the full potential of service-learning in improving students’ learning towards a better achievement in all-roundedness.

5. Funding requested: HK$ 782,000

6. Expected duration of project (in year and month): 2 years
Proposed commencement date: May-2006
Expected completion date: Aug-2008

Part II: Details of Proposal

The service of the fruit is precious, the service of the flower is sweet, but let my service be the service of leaves in its shade of humble devotion. - Stray Birds, Rabindranath Tagore (1961-1941).

Introduction

One of the aims of Higher Education is to educate students so that they will be contributors to the profession, to the community, to the society, and to mankind, in order of increasing scope. Values of education must contribute to both students (short-term) and to society (longer term). On one hand, students must be competent in the professional area in which they are trained. On the other hand, students must have a caring attitude, be willing to share, willing to fulfill civic responsibility, and to contribute to the society. Obviously, pure classroom training is not sufficient to achieve these aims. It is important that students can learn by doing. Our University subscribes fully to these ideals by adopting our Motto “To learn and to apply, for the benefit of mankind”. “Learning by doing” can take many forms and they are collectively known as Work Integrated Education (WIE), which has been included into curricula by our University in the 2005/06 curriculum revision exercise. Under WIE, the variations could be internship, industrial training, projects, case studies, and service-learning. Service-learning is more inclined towards developing students’ attributes for all-roundedness – global outlook, social and national responsibility, leadership, team work spirit. Hence, the promotion of service-learning will in the end support the development of WIE.

As a form of experiential education, service-learning shares similarities with internships, field education, practica, and voluntary service. Furco (1996) places these forms of education on a continuum. At one end of the continuum are internships and practica, with their primary focus on the students’ career development. At the other end are volunteer activities, in which the emphasis is on the civic involvement and the services provided to recipients. Furco locates service-learning in the middle of the continuum and states that it is unique in its “intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring”.

Service-learning has become quite popular in the USA. The American Association for Higher Education has published, and PolyU has recently ordered, a collection of more than twenty individual discipline monographs on service-learning. Another major organization for this movement is Campus Compact, with membership of over 600 colleges and universities in the US. Brown University is the physical location for Campus Compact. Other distinguished universities that are involved in the leadership of this movement are Notre Dame and Stanford (http://www.compact.org/).

Theoretical Background

Definition

So what is the service-learning? According to the literature, there can be many definitions for service-learning. According to the relationship between service and learning, Sigmon has summarized service-learning into four types, namely {service-LEARNING}, {SERVICE-learning}, {service, learning}, and {SERVICE LEARNING}, where capitalized words assume a more important role. A more commonly accepted definition is given in the National and Community Service Act (USA, 1999), which states that service-learning “is a method:

(A) under which students or participants learn and develop through active participation in thoughtfully organized service that--

(i) is conducted in and meets the needs of a community;

(ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and

(iii) helps foster civic responsibility; and

(B) that--

(i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and

(ii) provides structured time for the students or participants to reflect on the service experience.”

According to this definition, it can be seen that there are some important attributes in service-learning: development of students’ civic responsibility, thoughtful organization, active participation, interaction between curriculum and community, students’ reflection. Above all else, students’ learning and development are the utmost important.

Advantages of service-learning

According to Doris M. Hamner (Building Bridges, Allyn & Bacon, 2002.), service-learning can help students to “achieve a greater understanding of the course content, build the confidence level, discover talents, grow, develop identity, learn new skills, gain leadership experience, gain problem-solving skill, learn decision making, learn...
communication skills, go through diversity training, expand informal and formal network, develop values, take up responsibility, and get personal fulfillment”.

Elements of Service-Learning

An ideal service-learning project should consist of the following elements (http://service-learning.nyc.gov.tw/):

1. Collaboration – working together between students and the community
2. Reciprocity – mutual benefits are developed on an equal basis
3. Diversity – multiple opportunities, cross-discipline cooperation and sharing
4. Learning-Based – Learning and service are interwoven, experiential learning and reflection
5. Social Justice Focus – Growing together on an equal basis

Stages in Service-Learning

There can be 5 stages of conducting service-learning (e.g. see http://www.kennesaw.edu/community/servicelearning/), namely:

1. Preparation – getting to know, planning
2. Action – delivering the service
3. Reflection – structured activity to enable students to learn
4. Celebration – sharing and disseminating
5. Evaluation – assessing the results.

Hence service-learning should be conducted in clearly-defined stages, in a structured manner, with well-defined procedures and objectives in different stages.

Service-Learning in PolyU

There have been quite a number of community service-learning projects in PolyU. In the recent Community Service Learning Award, the SAO did receive a large number of project entries. The manner over which community service learning is conducted or pursued vary across different academic units and curricula. Within EIE, the ATDI (Assistive Technology Development Initiative) project (http://atdi.eie.polyu.edu.hk/) was started around 2002. A group of enthusiastic students visited Caritas Lok Yi (a special school in Hong Kong, taking care of students with various degree of physical and mental handicap). Subsequently, they took up the responsibility to improve, design, and implement some assistive devices for the students to use the computer in learning. Up to 2005, several visits had been paid to the special school and an array of assistive devices had been developed. This was a typical community service program. Students participated voluntarily in rendering free service to a special school. Through providing services, the students applied their professional knowledge (in this case, designing electronic devices). The students met the client constantly to understand their problems, and then went back to school to do the design and implementation. Once the devices were finished, they tested it in the special school and listened to the users’ comments, and then made improvement to the devices. Currently, this project is still on-going. As students graduated, more new comers were recruited into the group. But through an unstructured reflection conducted for the students in a special occasion, students mentioned that they were glad that they could apply what they learnt in helping others. Through participation in such kind of community service activities, it is obvious that the students really learnt something and they found the values of their study. Such kind of community service learning activities did have its own problems. The first is that the activities were quite unstructured. The second is that it was not part of the formal curriculum and hence during times of high academic workload (examination, project delivery), the students might put aside service learning activities momentarily. The third is there was no rigorous investigation about what development students have gained by participating in such kind of activities, due to lack of resources.

The second project worthy of mentioning here is a training project jointly conducted by BRE and the Industrial Center (IC), the so-called Student Construction Project. This is a “construction Work Integrated Education (WIE) programme which is basically a real work programme on real site construction projects allowing the University’s construction students to work on real construction site project during the summer term. The work may include campus improvement work for local schools in which students will play real roles as in contracting companies undertaken real world construction projects. In the past years, the Industrial Centre worked closely with Departments of BRE and CSE and organised the construction students to undertake and complete numbers of school improvement projects for several schools in Sha Tin and Kwun Tong respectively. The improvement works include construction of car park shelters, flower planters, spectators’ benches in sports field, miscellaneous assembly hall and classroom renovation.” (Project description input by Mr. Albert Kwok of IC). This is an example of community service learning where students pursued their learning while doing service to some schools. The service is done in a real authentic environment and hence was qualified as WIE. This is a good example that the service-learners and the community gain some mutual benefits.

During the recent Community Service Learning Programme 2005/06 held by the SAO in PolyU in November of 2005, a questionnaire survey was conducted to ask participants’ opinion about community service learning. Very favorable
comments had been received. Many respondents claimed that “the activity inspires me to serve the community”, “after attending this activity, I will show more concern to society and the needy”, and that “the activity is meaningful”. Many student respondents indicated that “I am interested in joining the next series of Community Service Learning Programme”. Other respondents (representative of NGOs) indicated that they were “interested in collaborating with PolyU’s dept(s) / unit(s) in future”.

After the Community Service Learning Programme 2005/06, the SAO has consolidated information about future on-going service-learning programs in PolyU. AF, EIE, ME, RS, and SHTM had indicated that they have future/on-going service-learning programs for students, as follows:

<table>
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<th>Nature of Services</th>
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<tbody>
<tr>
<td>Accounting &amp; Finance</td>
<td>- To organise practical workshops on financial management</td>
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<tr>
<td></td>
<td>- To assist service centres in preparing draft budget plans</td>
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<tr>
<td>Electronic &amp; Information Engineering</td>
<td>To develop assistive devices to help people with special needs to make use of computers in their learning</td>
</tr>
<tr>
<td>Hotel &amp; Tourism Management</td>
<td>- To provide advice on food hygiene in food purchasing &amp; production processes</td>
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<tr>
<td></td>
<td>- To provide safety check on kitchen equipment and environment</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>To develop assistive tools for people with disabilities or needy people</td>
</tr>
<tr>
<td>Rehabilitation Sciences</td>
<td>- To run an interactive computerised handwriting training programme for improving and enhancing handwriting function</td>
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<tr>
<td></td>
<td>- To conduct a sensory integration programme for children with severe mental handicap</td>
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<td></td>
<td>- To stage a physiotherapy health information day</td>
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<tr>
<td></td>
<td>- To hold a train-the-trainer workshop on 3 sets of exercises and provide outreach follow-up services</td>
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</tbody>
</table>

It can be seen that these programs vary in nature, content, and format. Furthermore, this list is not exhaustive since there are some other service-learning programs conducted in other departments but not included here. The SAO is now beginning to assume a liaison role to link up different community members and the academic units.

On the whole, it can be seen that through the highly successful Community Service Learning Programme, service-learning, both students and outside community members begin to see the values in service-learning and there is certainly room of expansion.

**This Project**

Against the above-mentioned background, this project was in fact conceived by a group of enthusiastic staff members from many academic units. The idea is to sponsor a group of **seed projects** in service learning. Through designing, conducting, evaluating the results of these seed projects, students’ learning would be promoted, especially in attributes related to all-roundedness. Furthermore, the investigate can find out some best practices about service-learning and the best way to design and conduct service-learning in PolyU, to make it on-going and sustainable. In order to achieve these aims, funding is sought to support the management, administration, evaluation, and dissemination of results, of these **seed** projects. The following are the deliverables:

- To investigate how service-learning are being conducted in PolyU and/or elsewhere
- To identify the need of the community and the desirable structure and system to support service-learning
- To design/provide suitable resources to support service-learning in PolyU
- To sponsor and conduct a group of **seed projects** in service learning to improve students’ learning
- To investigate the impact of service-learning on learning when it is conducted under some well-defined framework (for instance, stages and elements)
- To identify/develop appropriate instruments to measure the impact of these **seed projects**, and hence service-learning, on students’ learning
- To disseminate the study results through workshop, seminars, forum, or publication

To achieve these aims, cross-discipline collaboration will be important and useful. Hence representatives from different academic units will participate in this project. Pre- and post-test will be conducted to investigate the effectiveness and impact on students’ learning. The project is designed over a span of 3 years so that the impact on students’ learning can be studied more thoroughly.
Phase I (May to Sept 2006)
- Service-learning in PolyU and elsewhere will be studied by literature/web site survey and questionnaire and interview
- Seed projects are identified and pilot-run, support works are designed, students are recruited into the projects (in case of non-curriculum based)
- Meetings between community members/NGOs and students are conducted
- Appropriate instruments for pre-test are identified/modified/developed

Phase II (Sept 2006 to Feb 2007)
- Instruments developed in Phase I will be administered to some identified seed projects and some newly started projects
- The impact of service-learning on students’ learning are studied
- Adjust of the instruments are designed
- Study results in this phase are disseminated in seminars and workshops, with objectives to arouse more interests about service-learning in PolyU, and to prepare for the next phase of study.

Phase III (Feb 2007 May 2008)
- Revised instruments are administered to seed projects and other identified projects to study the impact of service-learning on students’ learning
- Data are analyzed (quantitative and qualitative)
- Longer term (sustainable) strategies are identified/developed
- Supporting resources and facilities are consolidated and deployed

Phase IV (May 2008 to Aug 2008)
- Dissemination of results (through workshop, seminars, forum, and publication)
- Preparation of final report
- Identification of longer term strategy on service-learning
### Part III: Budget of Proposal

<table>
<thead>
<tr>
<th>Description</th>
<th>HK$</th>
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<tbody>
<tr>
<td><strong>(a) Staff</strong></td>
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<tr>
<td>- Rank(s)</td>
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<td>- Number</td>
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<tr>
<td>- Duty of each rank of staff</td>
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<tr>
<td>- Salary per month (including MPF)</td>
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<tr>
<td>Short-term employment of a Principal Project Fellow at monthly salary of $60,000, for a total duration of 4 months Duties: to interpret results, plan and design evaluation and supporting tools for the study of impact of service-learning on students’ learning.</td>
<td>$240,000</td>
</tr>
<tr>
<td>1 Full-time Project Associate ($16,500/month) for 27 months (MPF included) Duties: overseeing the project throughout the project period and working closely with the principal project officer, liaison with <em>seed projects</em> owners, conducting investigation, design and implement evaluation scheme, consolidating results, data analysis, report writing, daily overseeing the entire project</td>
<td>$445,500</td>
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<tr>
<td>2 part-time Project Assistants, ($38/hour), 5 hours/week, for 100 weeks (over 2 years) – duties: field work, interview, technical support for certain projects (1000 student-hours)</td>
<td>$38,000</td>
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<tr>
<td><strong>(b) Equipment # [please itemize]</strong></td>
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<tr>
<td>Nil</td>
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<td><strong>(c) Software # [please itemize]</strong></td>
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<tr>
<td>Nil</td>
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<tr>
<td><strong>(d) General expenses [please itemize]</strong></td>
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<tr>
<td>Material costs sponsorship for <em>seed projects</em> (vary, capped at HK$5,000 per project, for a maximum of 10 projects)</td>
<td>$50,000</td>
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<tr>
<td>Seminars/Sharing Sessions/Training sessions Total: 6 sessions, each $1,000</td>
<td>$6,000</td>
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<tr>
<td>Stationary and other consumables (traveling, printings, blank DVD discs, cassette tapes, etc.)</td>
<td>$2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>782,000</td>
</tr>
</tbody>
</table>

# The purchasing policies and procedures of FO must be followed for the procurement of approved items.

In case there is a need to acquire equipment and/or software which are already available in the department, full justification for such requests should be provided.

Project Leader

Name: **LEUNG CHI KIN**  
Signature: 

Dept/Faculty: **EIE/FENG**  
Date: 28-Mar-2006
Part IV: Faculty/Departmental Endorsement

Endorsement by Head of Host Department:

Name: ___________________________ Signature: ___________________________ Date: ___________________________
(in block letters)

Endorsement by Dean of Host Faculty:

1. Comments by Faculty Dean on the proposal:

2. Priority of the proposal (if there is more than 1 submission from the Faculty): ___________________________

Name: ___________________________ Signature: ___________________________ Date: ___________________________
(in block letters)

Please return this Form to Miss Elaine Tsoi, Secretary, LTC, c/o Educational Development Centre by
Wednesday, 30 November 2005.
Welcome to the Community Service-Learning (CSL) programme at PolyU! Community Service-Learning is a way for people and organisations to contribute and “give back” to the community. It is also an opportunity for students to learn and develop themselves, while providing a valuable service that can make a difference in the lives of others.

The Community Service-Learning staff at PolyU would like to better understand the impact of the Community Service-Learning experience on students. In particular, we are interested in hearing about:

- how you got involved in CSL
- what you expect to get out of it
- what learning support you would like to help you do your best
- the generic skills you have that you think will help you in CSL
- your views on service to the community and social responsibility

By participating in this pre-course survey, and giving your honest responses to the questions posed, you will be helping us know what support students need to help them feel confident in a CSL experience. The information you provide will help PolyU staff to prepare you for positive learning experiences throughout your CSL project. There are no marks for this activity, and there are no right or wrong answers.

The information collected in this survey will only be reported in aggregate. Should you have any questions about this survey, please contact your PolyU CSL staff member. Please complete and return this questionnaire to your CSL staff member on the date / time stipulated.

Part I: General Information

First, we would like to know something about you:

<table>
<thead>
<tr>
<th>Q#</th>
<th>Questions</th>
<th>Responses – Please check the correct box (□)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is your age group?</td>
<td>□ 16-18 □ 19-21 □ 22-24 □ 25+</td>
</tr>
<tr>
<td>2.</td>
<td>What is your gender?</td>
<td>□ Female □ Male</td>
</tr>
<tr>
<td>3.</td>
<td>Where were you born?</td>
<td>□ HKSAR □ Mainland China □ Macau □ Other Country:</td>
</tr>
<tr>
<td>4.</td>
<td>In which CSL programme are you enrolled?</td>
<td>□ Accounting &amp; Finance □ Applied Mathematics □ Building Services Engineering □ Computing □ Design □ 42070 Electronic &amp; Information Engineering □ English □ English Language Centre □ Hotel &amp; Tourism Management □ Mechanical Engineering</td>
</tr>
</tbody>
</table>
## Part I: Your Details

**Q#**  Questions | **Responses – Please check the correct box (☑)**
---|---
5. What is the planned duration of your CSL programme? | ☐ 1-4 days ☐ 1-2 weeks ☐ 3-4 weeks ☐ 1-2 months ☐ 2+ months
6. In addition to attending classes, how many hours a week do you spend …
   a) studying? | ☐ 0 ☐ 1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 41+
   b) taking part in extra-curricular activities? | ☐ 0 ☐ 1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 41+
   c) working at a job? | ☐ 0 ☐ 1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ 41+
7. What is the mode of your study? | ☐ Full-time student ☐ Part-time student
8. Your student enrolment status is … | ☐ Foundation ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4 ☐ graduate
9. What is the nature of your Community Service-Learning project? | ☐ Self-initiated ☐ Course-based ☐ WIE
10. Do you have any prior experience as a volunteer? | ☐ Yes ☐ No

## Part II: How You Got Involved in CSL

Now, we’re interested in what got you involved with CSL …

**Q#**  Questions & Statements | **Responses – Please check all the boxes (☑) that apply**
---|---
11. How did you learn about CSL opportunities at PolyU? | ☐ Teacher ☐ SAO ☐ A friend ☐ Other … (list):
12. I am getting involved in CSL because … | ☐ It’s part of my course requirements ☐ It’s just something I want to do
   ☐ I think it will help me in the future ☐ I think I’ll learn something new
   ☐ I want to see how course material can be used in the community ☐ I can earn WIE credit hours
   ☐ I want to work alongside professionals in the workplace ☐ I like to work on group projects
   ☐ I think it will help make me a ☐ I would like to do something meaningful and
### Q# Questions & Statements | Responses – Please check all the boxes (☐) that apply
---|---
| | better person | important |
| | □ I want to get involved in my community | □ I will acquire professional qualifications relevant to my desired career |
| | □ I believe it will broaden my global outlook on what’s happening inside and outside Hong Kong | □ I think it will allow me to participate in cross-cultural activities and develop an appreciation of different cultural interests |
| | □ I prefer to learn outside the classroom | □ Other (list): |

### 13. I hope that …

| | | |
| | □ It will be a good learning experience | □ I will have support from my team |
| | □ I will get some orientation to prepare me to do a good job | □ I will find out more about careers of interest |
| | □ This experience will help me to do better in my studies | □ My CLS project will be directly linked to building my professional skills |
| | □ I will get some suggestions / materials to help me get the most out of this experience | □ I will be able to get experience that I could use on my CV |
| | □ People will appreciate my efforts | □ My work will benefit the community |

### 14. I think I would get the most out of CSL if you were provided with these support materials / activities …

| | Materials | Activities |
| | □ Reflective Learning Journals – ideas | □ Orientation Programme |
| | □ Portfolio Resource Materials | □ Visit to the agency before CSL for an Investigative Interview |
| | □ Investigative Interview Form | □ Meeting(s) with community partners |
| | □ Advice from last year’s CSL students | □ CSL mentor support |
| | □ CSL Report | □ Discussions with other CSL groups |
| | □ Website resources on CSL (e.g. log sheets, CSL ideas, forms & templates, student CSL handbook, etc.) | □ Teambuilding workshop |
| | □ Others: (please list what other materials would be helpful to you) | □ Communication skills workshop |
| | | □ Portfolio workshop |
| | | □ Working with others workshop |
| | | □ Others: (please list what other activities would be helpful to you) |
Part III: The Generic Skills You Have That You Think Will Help You in CSL:

Please refer to this list of Generic Skills (used with permission of The Conference Board of Canada) when answering these questions. We would like to know your level of confidence in each of these Generic Skills areas. Check the box (A, B, C or D) that best describes the level of confidence you have in your abilities in each skill area.

<table>
<thead>
<tr>
<th>I think I can …</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate</td>
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<td>▪ read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)</td>
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<td>▪ write and speak so others pay attention and understand</td>
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<td>▪ listen and ask questions</td>
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<td>▪ share information</td>
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<td>▪ use relevant data and tools to explain or clarify ideas</td>
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<td>Manage Information</td>
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<td>▪ locate, gather and organize information using appropriate tools</td>
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<td></td>
<td>▪ access, analyse and apply knowledge and skills from various disciplines</td>
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<td>Use Numbers</td>
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<td>▪ decide what needs to be measured or calculated</td>
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<td>▪ observe and record data using appropriate methods, tools and technology</td>
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<td>▪ make estimates and verify calculations</td>
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<td>Think &amp; Solve Problems</td>
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<td>▪ assess situations and identify problems</td>
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<td>▪ seek different points of view and evaluate them based on facts</td>
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<td>▪ recognise the full dimensions of a problem</td>
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<td>▪ identify the root cause of a problem</td>
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<td></td>
<td>▪ be creative and innovative in exploring possible solutions</td>
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<td>Demonstrate Positive Attitudes &amp; Behaviours</td>
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<td>▪ feel good about oneself and be confident</td>
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<td>▪ deal with people, problems and situations with honesty, integrity and personal ethics</td>
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<td>▪ recognise your own and other people’s good efforts</td>
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<td></td>
<td>▪ show interest, initiative and effort</td>
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</tbody>
</table>
# Education With a Heart

**Community Service-Learning (CSL) Programme at PolyU**

**2007-2008**

**Student Pre-Course Survey**

<table>
<thead>
<tr>
<th>I think I can ...</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20. Be Responsible</strong></td>
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<tr>
<td>set goals and priorities balancing work and personal life</td>
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<tr>
<td>plan and manage time to complete task and achieve goals</td>
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<td>be accountable for one’s actions and those of the group</td>
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<tr>
<td>contribute to the activity</td>
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<td><strong>21. Be Adaptable</strong></td>
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<tr>
<td>work independently or as part of a team</td>
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<td>carry out more than one task at a time</td>
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<td>identify and suggest alternative ways to achieve goals</td>
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<td>be open and respond constructively to change</td>
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<tr>
<td>learn from mistakes and accept feedback</td>
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<tr>
<td>cope with uncertainty</td>
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<td><strong>22. Learn Continuously</strong></td>
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<td>be willing to learn and grow</td>
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<td>assess personal strengths and areas for development</td>
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<td>set one’s own learning goals</td>
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<tr>
<td>identify and use learning sources and opportunities</td>
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<tr>
<td>plan for and achieve learning goals</td>
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<tr>
<td>come prepared to participate and learn in class</td>
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<td><strong>23. Work Safely</strong></td>
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<tr>
<td>be aware of health and safety issues in the class and observe them</td>
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<td><strong>24. Work With Others</strong></td>
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<tr>
<td>understand and work within the dynamics of the group</td>
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<tr>
<td>ensure that the team’s purpose and objectives are clear</td>
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<td>be flexible; respect the opinions and contributions of others</td>
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<td>recognise and respect others’ differences</td>
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<td>accept and give feedback in a constructive and considerate manner</td>
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<td>contribute to the team by sharing information and expertise</td>
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<td>lead or support where necessary to help the group achieve goals</td>
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<td>resolve conflict in a group to reach solutions</td>
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<tr>
<td><strong>25. Participate in Projects and Tasks</strong></td>
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</tbody>
</table>
**Part IV: Your Views on Community Service Learning and Social Responsibility:**

We are interested in your beliefs and attitudes about CSL. Please indicate your level of agreement with these statements.

<table>
<thead>
<tr>
<th>Q#</th>
<th>Statements</th>
<th>Responses – Please check the box [ ] that best matches how you feel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>26</td>
<td>I will probably continue to look for ways to contribute to the community after this CSL project</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I am concerned about local community issues</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I think it is necessary to give my time to help people in need</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I intend to work in a career that will make contributions to society</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I understand why business organisations get involved in community service projects</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I am familiar with how businesses in my field of study</td>
<td></td>
</tr>
</tbody>
</table>
## Education With a Heart
### Community Service-Learning (CSL) Programme at PolyU
#### 2007-2008
##### Student Pre-Course Survey

<table>
<thead>
<tr>
<th>Q#</th>
<th>Statements</th>
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**Part V: Comments:**

What other comments would you like to share?

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Thank you for your helpful responses!
The Community Service-Learning staff at PolyU would like to better understand the impact of the Community Service-Learning experience on students. In particular, we are interested in hearing about:

- how you got involved in CSL
- what you got out of it
- what learning support helped you do your best
- the generic skills you have that you developed/improved in CSL
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By participating in this post-course survey, and giving your honest responses to the questions posed, you will be helping us know what support students need to help them feel confident in a CSL experience. The information you provide will help PolyU staff to prepare you for positive learning experiences throughout your CSL project. There are no marks for this activity, and there are no right or wrong answers.

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## Questions & Responses – Please check the correct box (☐)

### 5. What was the duration of your CSL programme?
- ☐ 1-4 days
- ☐ 1-2 weeks
- ☐ 3-4 weeks
- ☐ 1-2 months
- ☐ 2+ months

### 6. In addition to attending classes, how many hours a week did you spend ...
   - a) studying?
     - ☐ 0
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     - ☐ 11-20
     - ☐ 21-30
     - ☐ 31-40
     - ☐ 41+
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   - d) working on your CSL project?
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     - ☐ 1-10
     - ☐ 11-20
     - ☐ 21-30
     - ☐ 31-40
     - ☐ 41+

### 7. What is the mode of your study?
- ☐ Full-time student
- ☐ Part-time student

### 8. Your student enrolment status is ...
- ☐ Foundation
- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ graduate

### 9. What was the nature of your CSL project?
- ☐ Self-initiated
- ☐ Course-based
- ☐ WIE

### 10. You have had prior experience as a volunteer.
- ☐ Yes
- ☐ No

## Part II: What Students Can Get Out of CSL

Now, we're interested in what you got out of your experience in CSL. Your ideas and experiences will help CSL staff understand what might be important to students who are becoming involved in a CSL experience ...

### Questions & Statements – Please check all the boxes (☐) that apply

#### 11. What’s the best way for students to learn about CSL opportunities at PolyU?
- ☐ Teacher
- ☐ SAO
- ☐ A friend
- ☐ Other… (list):

#### 12. Through CSL, I …
- ☐ Met my course requirements
- ☐ Did something I wanted to do
- ☐ Gained something that will help me in the future
- ☐ Learned something new
- ☐ Saw how course material can be used in the community
- ☐ Earned WIE credit hours
- ☐ Worked alongside professionals in the workplace
- ☐ Enjoyed working on the group project
- ☐ Have become a better person
- ☐ Did something meaningful and important
- ☐ Got involved in my community
- ☐ Acquired professional qualifications relevant
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<td></td>
<td></td>
<td>to my desired career</td>
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<tr>
<td></td>
<td></td>
<td>Broadened my global outlook on what’s happening inside and</td>
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<tr>
<td></td>
<td></td>
<td>outside Hong Kong</td>
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<tr>
<td></td>
<td></td>
<td>Participated in cross-cultural activities and developed an</td>
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<tr>
<td></td>
<td></td>
<td>appreciation of different cultural interests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Found out that I enjoy learning outside the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other (list):</td>
</tr>
<tr>
<td>13.</td>
<td>My feelings about my CSL project …</td>
<td>It was a good learning experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I had support from my team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I got some orientation to prepare me to do a good job</td>
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<tr>
<td></td>
<td></td>
<td>It allowed me to find out more about careers of interest</td>
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<tr>
<td></td>
<td></td>
<td>It helped me to do better in my studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My CLS project was directly linked to building my professional skills</td>
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<tr>
<td></td>
<td></td>
<td>I got some suggestions / materials to help me get the most</td>
</tr>
<tr>
<td></td>
<td></td>
<td>out of this experience</td>
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<tr>
<td></td>
<td></td>
<td>I gained experience that I can use on my CV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>People appreciated my efforts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My work benefited the community</td>
</tr>
<tr>
<td>14.</td>
<td>These support materials / activities helped me get the most out of the CSL experience, and/or I would recommend that students be given these materials / activities to help them during their CSL project …</td>
<td>Reflective Learning Journals – ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio Resource Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigative Interview Form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advice from last year’s CSL students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSL Report</td>
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<tr>
<td></td>
<td></td>
<td>Website resources on CSL (e.g. log sheets, CSL ideas, forms &amp; templates, student CSL handbook, etc.)</td>
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<tr>
<td></td>
<td></td>
<td>Others: (please list other helpful materials)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I didn’t get any helpful materials</td>
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<tr>
<td></td>
<td></td>
<td>Orientation Programme</td>
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<td></td>
<td></td>
<td>Visit to the agency before CSL for an Investigative Interview</td>
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<tr>
<td></td>
<td></td>
<td>Meeting(s) with community partners</td>
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<td></td>
<td></td>
<td>CSL mentor support</td>
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<td></td>
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<td>Discussions with other CSL groups</td>
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<td></td>
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<td>Team building workshop</td>
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<td>Communication skills workshop</td>
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<td>Portfolio workshop</td>
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<td>Working with others workshop</td>
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<td></td>
<td>Others: (please list other helpful activities)</td>
</tr>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Part III: The Generic Skills You Have Developed / Improved Through the CSL Project:

Please refer to this list of Generic Skills (used with permission of The Conference Board of Canada) when answering these questions. We would like to know your level of confidence in each of these Generic Skills areas. Check the box (A, B, C or D) that best describes the level of confidence you now have in your abilities in each skill area after your CSL experience.

<table>
<thead>
<tr>
<th>I think I can ...</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate</td>
<td></td>
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<tr>
<td>15. Read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)</td>
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<tr>
<td>15. Write and speak so others pay attention and understand</td>
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<tr>
<td>15. Listen and ask questions</td>
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<tr>
<td>15. Share information</td>
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<tr>
<td>15. Use relevant data and tools to explain or clarify ideas</td>
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<tr>
<td>Manage Information</td>
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<tr>
<td>16. Locate, gather and organize information using appropriate tools</td>
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<tr>
<td>16. Access, analyse and apply knowledge and skills from various disciplines</td>
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<tr>
<td>Use Numbers</td>
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<td>17. Decide what needs to be measured or calculated</td>
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<td>17. Observe and record data using appropriate methods, tools and technology</td>
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<tr>
<td>17. Make estimates and verify calculations</td>
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<tr>
<td>Think &amp; Solve Problems</td>
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<tr>
<td>18. Assess situations and identify problems</td>
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<tr>
<td>18. Seek different points of view and evaluate them based on facts</td>
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<tr>
<td>18. Recognise the full dimensions of a problem</td>
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<tr>
<td>18. Identify the root cause of a problem</td>
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<tr>
<td>18. Be creative and innovative in exploring possible solutions</td>
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<tr>
<td>Demonstrate Positive Attitudes &amp; Behaviours</td>
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<tr>
<td>19. Feel good about oneself and be confident</td>
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<tr>
<td>19. Deal with people, problems and situations with honesty, integrity and personal ethics</td>
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<td>19. Recognise your own and other people’s good efforts</td>
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<tr>
<td>19. Show interest, initiative and effort</td>
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**I think I can ...**

<table>
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<td>Do none of these</td>
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### Be Responsible
- set goals and priorities balancing work and personal life
- plan and manage time to complete task and achieve goals
- be accountable for one’s actions and those of the group
- contribute to the activity

### Be Adaptable
- work independently or as part of a team
- carry out more than one task at a time
- identify and suggest alternative ways to achieve goals
- be open and respond constructively to change
- learn from mistakes and accept feedback
- cope with uncertainty

### Learn Continuously
- be willing to learn and grow
- assess personal strengths and areas for development
- set one’s own learning goals
- identify and use learning sources and opportunities
- plan for and achieve learning goals
- come prepared to participate and learn in class

### Work Safely
- be aware of health and safety issues in the class and observe them

### Work With Others
- understand and work within the dynamics of the group
- ensure that the team’s purpose and objectives are clear
- be flexible: respect the opinions and contributions of others
- recognise and respect others’ differences
- accept and give feedback in a constructive and considerate manner
- contribute to the team by sharing information and expertise
- lead or support where necessary to help the group achieve goals
- resolve conflict in a group to reach solutions

### Participate in Projects and Tasks
### Part IV: Your Views on Community Service Learning and Social Responsibility:

We are interested in your current beliefs and attitudes about CSL. Please indicate your level of agreement with these statements.

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<td></td>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>26.</td>
<td>I will probably continue to look for ways to contribute to the community after this CSL project</td>
<td></td>
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<tr>
<td>27.</td>
<td>I am concerned about local community issues</td>
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<tr>
<td>28.</td>
<td>I think it is necessary to give my time to help people in need</td>
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<td>29.</td>
<td>I intend to work in a career that will make contributions to society</td>
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<td>30.</td>
<td>I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project</td>
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<td>31.</td>
<td>I understand why business organisations get involved in community service projects</td>
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<td>32.</td>
<td>I am familiar with how businesses in my field of study</td>
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- A: Do none of these
- B: Do some of these skills
- C: Do all of these skills
- D: Do these skills well enough to teach others

- carry out a task from start to finish with well-defined objectives & outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed ground rules
- select and use appropriate tools for the task
- adapt to changing requirements and information
- continuously monitor the progress of a task
- identify ways to improve
## Education With a Heart
Community Service-Learning (CSL) Programme at PolyU
2007-2008
Student Post-Course Survey

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Thank you for your helpful responses!
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<tr>
<th>#</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What did you enjoy most about your CSL experience? Why?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>What challenges did you face in CSL, and how did you deal with them?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Please describe the CSL learning materials / support you received that helped you get the most out of your experience.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Question</td>
<td>Response</td>
</tr>
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<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>4.</td>
<td>What professional skills did you use / develop in your CSL project?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Were there any generic skills you feel you developed / strengthened as a result of your CSL experience? Please explain.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What advice would you give to next year’s/semester’s students who are interested in participating in a CSL project to help them get the most out of their CSL experience?</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>What would you like the community agencies / CSL partners to know / do to help make students’ CSL project experiences better?</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>8.</td>
<td>What feedback would you like to give to CSL staff that you think would improve students’ CSL learning experiences?</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>What changes to the CSL project would you recommend that PolyU consider in order to make CSL better?</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Please tell us anything else about your CSL experience that you would like to share.</td>
<td></td>
</tr>
</tbody>
</table>

**Interviewer Notes:**
Pre-Test Summary

SN
June 2008

Gender and Age Group

Region / Country of Origin

Use of Time Before CSL

Volunteer Experience

Getting involved in CSL because …

<table>
<thead>
<tr>
<th>Statement</th>
<th>% of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to broaden my knowledge and skills to care for older persons</td>
<td>27</td>
<td>24.8%</td>
</tr>
<tr>
<td>It will help me in the future</td>
<td>17</td>
<td>19.8%</td>
</tr>
<tr>
<td>It will be meaningful and enjoyable</td>
<td>13</td>
<td>15.4%</td>
</tr>
<tr>
<td>It will make me a better person</td>
<td>13</td>
<td>15.4%</td>
</tr>
<tr>
<td>To work alongside professionals in the workplace</td>
<td>13</td>
<td>15.4%</td>
</tr>
<tr>
<td>To work alongside professionals in the workplace</td>
<td>13</td>
<td>15.4%</td>
</tr>
<tr>
<td>I want to broaden my knowledge and skills to care for older persons</td>
<td>27</td>
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</tr>
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<td>27</td>
<td>24.8%</td>
</tr>
<tr>
<td>I want to broaden my knowledge and skills to care for older persons</td>
<td>27</td>
<td>24.8%</td>
</tr>
</tbody>
</table>
I hope…

<table>
<thead>
<tr>
<th>Statement</th>
<th>N of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It will be a good learning experience</td>
<td>68</td>
<td>92.8%</td>
</tr>
<tr>
<td>2. My work will benefit the community</td>
<td>63</td>
<td>82.8%</td>
</tr>
<tr>
<td>3. My ELL project will help me discover my potential skills</td>
<td>63</td>
<td>82.8%</td>
</tr>
<tr>
<td>4. I will feel more self-assertive because of experience</td>
<td>61</td>
<td>81.8%</td>
</tr>
<tr>
<td>5. I will be able to get experience that I need on my CV</td>
<td>60</td>
<td>81.8%</td>
</tr>
<tr>
<td>6. This experience will help me to do better in my studies</td>
<td>57</td>
<td>77.8%</td>
</tr>
<tr>
<td>7. I will get some assignments to get me ready for a good job</td>
<td>56</td>
<td>75.8%</td>
</tr>
<tr>
<td>8. I will get some suggestions/recommendations to help me get the most out of this experience</td>
<td>55</td>
<td>72.8%</td>
</tr>
<tr>
<td>9. People will appreciate my efforts</td>
<td>39</td>
<td>53.9%</td>
</tr>
<tr>
<td>10. I will have support from my team</td>
<td>38</td>
<td>51.9%</td>
</tr>
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</table>

Part III

The Generic Skills you have that you think will help you in CSL

<table>
<thead>
<tr>
<th>Generic Skills</th>
<th>Do none of these</th>
<th>Do some of these</th>
<th>Do all of these</th>
<th>Do these skills well enough to teach others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrelation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and Space Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Skills and Abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bo Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Amicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn Continuously</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Safely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Views on CSL and Social Responsibility

<table>
<thead>
<tr>
<th>Views on CSL and Social Responsibility</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that I will probably continue to look for ways to contribute to the community after this CSL project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am concerned about local community issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think it is necessary to give my time to help people in need</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I intend to work in a career that will make contributions to society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Views on CSL and Social Responsibility

<table>
<thead>
<tr>
<th>Views on CSL and Social Responsibility</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand why business organisations get involved in community service projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am familiar with how businesses in my field of study give back to the community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I fully understand what social responsibility means to Hong Kong's sustainable development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think companies will pay attention to CSL experiences when they hire fresh graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think CSL will assist PolyU students to be preferred graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think CSL is valuable for all PolyU students</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Pre-Test Summary

SHTM
March 2007

Age & Gender Group

Carrie Lui, Project Assistant
Part II
How you got involved in CSL

Getting Involved in CSL Because …

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>10</th>
<th># Of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course requirements</td>
<td>35</td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To work in group project</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To work in a better project</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Just something I want to do</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>To get professional qualification of the career</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>To get professional qualification for the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>To get professional qualification for the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>To participate in cross-cultural activities &amp; appreciate different cultures</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>To work alongside professionals in the workplace</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>To get involved in the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>To get involved in the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>To work alongside professionals in the workplace</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>To work alongside professionals in the workplace</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>To broaden my global outlook</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>To get some orientation to prepare me to do a good job</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>My CSL project will be directly linked to building my professional skills</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My CSL project will benefit the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>My CSL project will benefit the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>My CSL project will benefit the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>My CSL project will benefit the community</td>
<td>10</td>
<td>21.7%</td>
<td></td>
</tr>
</tbody>
</table>

I hope …

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>10</th>
<th># Of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Will be a good learning experience</td>
<td>35</td>
<td>76.9%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Will help me in my personal and career</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Will get some suggestions to help me get the most out of the experience</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>People will appreciate my efforts</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>People will appreciate my efforts</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>13</td>
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<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>People will appreciate my efforts</td>
<td>20</td>
<td>44.6%</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>People will appreciate my efforts</td>
<td>20</td>
<td>44.6%</td>
<td></td>
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</tbody>
</table>

Learning Support
Helpful Materials Desired

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
<th>10</th>
<th># Of Student</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflective Learning Journals - ideas</td>
<td>25</td>
<td>56.5%</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Portfolio Resource Materials</td>
<td>11</td>
<td>24.4%</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Investigative Interview Form</td>
<td>5</td>
<td>11.8%</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Advice from last year’s CSL students</td>
<td>5</td>
<td>11.8%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CSL Report</td>
<td>21</td>
<td>46.8%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Website resources on CSL (e.g. log sheets, CSL ideas, forms &amp; templates, students CSL handbook, etc.)</td>
<td>5</td>
<td>11.8%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Others (Please list what would be helpful to you)</td>
<td>5</td>
<td>11.8%</td>
<td></td>
</tr>
</tbody>
</table>

Use of Time Before CSL

- Hours
- # Of Student
- I do not have a job

Volunteer Experience

- Hours
- # Of Student
- Yes
- No
Learning Support
Helpful Activities Desired

Part III
My level of confidence in generic skills for CSL

Views on CSL and Social Responsibility

Views on CSL and Social Responsibility
Pre-Test Summary

ENGL
May 2008

Gender and Age Group

Country of Origin

Year of Study

CSL Project Nature

Programme Duration
Use of Time Before CSL

Volunteer Experience

Part II
How you got involved in CSL

Getting involved in CSL because …

Learning Support
Helpful Materials Desired

<table>
<thead>
<tr>
<th>Statement</th>
<th>% of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I hope …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My CSL project will be directly related to building my professional skills</td>
<td>100.0%</td>
<td>1</td>
</tr>
<tr>
<td>I will get some experience that I could not get in my TV</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>This experience will help me to do better in my studies</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>I will find out more about careers of interest</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Carrie Lui, Project Assistant

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Carrie Lui, Project Assistant

Carrie Lui, Project Assistant
Carrie Lui, Project Assistant

Learning Support
Helpful Activities Desired

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Programme</td>
<td>16.7%</td>
</tr>
<tr>
<td>Visit to the agency before CSL for an Investigative Interview</td>
<td>8.3%</td>
</tr>
<tr>
<td>Meetings with community partners</td>
<td>8.3%</td>
</tr>
<tr>
<td>Discussions with other CSL groups</td>
<td>16.7%</td>
</tr>
<tr>
<td>CSL mentor support</td>
<td>8.3%</td>
</tr>
<tr>
<td>Teambuilding workshop</td>
<td>0.0%</td>
</tr>
<tr>
<td>Communication skills workshop</td>
<td>0.0%</td>
</tr>
<tr>
<td>Portfolio workshop</td>
<td>0.0%</td>
</tr>
<tr>
<td>Working with others workshop</td>
<td>0.0%</td>
</tr>
<tr>
<td>Others: (Please list what would be helpful to you)</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Carrie Lui, Project Assistant

Part III
The Generic Skills you have that you think will help you in CSL

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate</td>
<td>100%</td>
</tr>
<tr>
<td>Manage Information</td>
<td>100%</td>
</tr>
<tr>
<td>Use Numbers</td>
<td>100%</td>
</tr>
<tr>
<td>Think and Solve Problems</td>
<td>100%</td>
</tr>
<tr>
<td>Demonstrate Positive Attitudes and Behaviours</td>
<td>100%</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>100%</td>
</tr>
<tr>
<td>Be Adaptable</td>
<td>100%</td>
</tr>
<tr>
<td>Learn Continuously</td>
<td>100%</td>
</tr>
<tr>
<td>Work Safely</td>
<td>100%</td>
</tr>
<tr>
<td>Work With Others</td>
<td>100%</td>
</tr>
<tr>
<td>Participate in Projects and Tasks</td>
<td>100%</td>
</tr>
</tbody>
</table>

Carrie Lui, Project Assistant

Views on CSL and Social Responsibility

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>50%</td>
</tr>
<tr>
<td>Agree</td>
<td>50%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
</tr>
</tbody>
</table>

Carrie Lui, Project Assistant

Views on CSL and Social Responsibility

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>100%</td>
</tr>
<tr>
<td>Agree</td>
<td>100%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0%</td>
</tr>
</tbody>
</table>
Pre-Test Summary

EIE (07/08)
May 2008

Gender and Age Group

- Gender and Age Group Graph
  - Male
  - Female

Country of Origin

- Country of Origin Graph
  - HKSAR
  - Mainland China
  - Macau
  - Other Country

Year of Study

- Year of Study Graph
  - Year 1 student
  - Year 2 student
  - Year 3 student
  - WIE Student
  - Full-time Student
  - Part-time Student

CSL Project Nature

- CSL Project Nature Graph
  - Self-initiated
  - Course-based
  - WIE

Programme Duration

- Programme Duration Graph
  - 1-4 days
  - 1-2 weeks
  - 3-4 weeks
  - 1-2 months
  - 2+ months
  - Unknown
Part III
The Generic Skills you have that you think will help you in CSL

Views on CSL and Social Responsibility

Views on CSL and Social Responsibility
Pre-Test Summary

May 2008

Age Group

Note: Data available for age only

Region / Country of Origin

CSL Full-time Enrolment

Note:
1. No enrolment was generated from part-time student
2. Based on Pre-test administered by only these department

Year of Study

CSL Project Nature
Part II
How you got involved in CSL

Getting involved in CSL because …

I hope…

Learning Support Helpful Materials Desired

Learning Support Helpful Activities Desired

Part III
My Level of Confidence in Generic Skills for CSL
I believe that I will probably continue to look for ways to contribute to the community after this CSL project.

I am concerned about local community issues.

I think it is necessary to give my time to help people in need.

I intend to work in a career that will make contributions to society.

I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project.

I understand why business organisations get involved in community service projects.

I am familiar with how businesses in my field of study give back to the community.

I fully understand what social responsibility means to Hong Kong’s sustainable development.

I think companies will pay attention to CSL experiences when they hire fresh graduates.

I think CSL will assist PolyU students to be preferred graduates.

I think CSL is valuable for all PolyU students.
Post-Test Summary

SN
June 2008

Gender and Age Group

Region / Country of Origin

Volunteer Experience

Through CSL, I...

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enjoyed working in the community</td>
<td>38.0%</td>
</tr>
<tr>
<td>2. Enjoyed working on group projects</td>
<td>36.0%</td>
</tr>
<tr>
<td>3. Enjoyed working as a team</td>
<td>35.0%</td>
</tr>
<tr>
<td>4. Enjoyed working as a team</td>
<td>35.0%</td>
</tr>
<tr>
<td>5. Enjoyed working as a team</td>
<td>32.0%</td>
</tr>
<tr>
<td>6. Enjoyed working as a team</td>
<td>30.0%</td>
</tr>
<tr>
<td>7. Enjoyed working as a team</td>
<td>28.0%</td>
</tr>
<tr>
<td>8. Enjoyed working as a team</td>
<td>26.0%</td>
</tr>
<tr>
<td>9. Enjoyed working as a team</td>
<td>24.0%</td>
</tr>
<tr>
<td>10. Enjoyed working as a team</td>
<td>22.0%</td>
</tr>
<tr>
<td>11. Enjoyed working as a team</td>
<td>20.0%</td>
</tr>
<tr>
<td>12. Enjoyed working as a team</td>
<td>18.0%</td>
</tr>
<tr>
<td>13. Enjoyed working as a team</td>
<td>16.0%</td>
</tr>
<tr>
<td>14. Enjoyed working as a team</td>
<td>14.0%</td>
</tr>
<tr>
<td>15. Enjoyed working as a team</td>
<td>12.0%</td>
</tr>
<tr>
<td>16. Enjoyed working as a team</td>
<td>10.0%</td>
</tr>
<tr>
<td>17. Enjoyed working as a team</td>
<td>8.0%</td>
</tr>
<tr>
<td>18. Enjoyed working as a team</td>
<td>6.0%</td>
</tr>
<tr>
<td>19. Enjoyed working as a team</td>
<td>4.0%</td>
</tr>
<tr>
<td>20. Enjoyed working as a team</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

I felt my CSL project...

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enjoyed working as a team</td>
<td>38.0%</td>
</tr>
<tr>
<td>2. Enjoyed working as a team</td>
<td>36.0%</td>
</tr>
<tr>
<td>3. Enjoyed working as a team</td>
<td>35.0%</td>
</tr>
<tr>
<td>4. Enjoyed working as a team</td>
<td>34.0%</td>
</tr>
<tr>
<td>5. Enjoyed working as a team</td>
<td>33.0%</td>
</tr>
<tr>
<td>6. Enjoyed working as a team</td>
<td>32.0%</td>
</tr>
<tr>
<td>7. Enjoyed working as a team</td>
<td>31.0%</td>
</tr>
<tr>
<td>8. Enjoyed working as a team</td>
<td>30.0%</td>
</tr>
<tr>
<td>9. Enjoyed working as a team</td>
<td>29.0%</td>
</tr>
<tr>
<td>10. Enjoyed working as a team</td>
<td>28.0%</td>
</tr>
<tr>
<td>11. Enjoyed working as a team</td>
<td>27.0%</td>
</tr>
<tr>
<td>12. Enjoyed working as a team</td>
<td>26.0%</td>
</tr>
<tr>
<td>13. Enjoyed working as a team</td>
<td>25.0%</td>
</tr>
<tr>
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<td>24.0%</td>
</tr>
<tr>
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<td>23.0%</td>
</tr>
<tr>
<td>16. Enjoyed working as a team</td>
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</tr>
<tr>
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<td>21.0%</td>
</tr>
<tr>
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<td>20.0%</td>
</tr>
<tr>
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</tr>
<tr>
<td>20. Enjoyed working as a team</td>
<td>18.0%</td>
</tr>
<tr>
<td>21. Enjoyed working as a team</td>
<td>17.0%</td>
</tr>
<tr>
<td>22. Enjoyed working as a team</td>
<td>16.0%</td>
</tr>
</tbody>
</table>
Part III
The Generic Skills you have developed / Improved Through the CSL project

Views on CSL and Social Responsibility

Thanks to the opportunities given in the CSL project, I have developed the following skills:

- Communicate
- Manage Information
- Think and Solve Problems
- Demonstrate Positive Attitudes and Behavious
- Be Responsible
- Be Adaptable
- Learn Continuously
- Work Safely
- Work With Others

Strongly Agree
Agree
Disagree
Strongly Disagree

I will probably continue to look for ways to contribute to the community after this CSL project

I am concerned about local community issues

I think it is necessary to give my time to help people in need

I intend to work in a career that will make contributions to society

I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project

I understand why business organisations get involved in community service projects

I am familiar with how businesses in my field of study give back to the community

I fully understand what social responsibility means to Hong Kong's sustainable development

I think companies will pay attention to CSL experience when they hire fresh graduates

I think CSL will assist PolyU students to be preferred graduates

I think CSL is valuable for all PolyU students

Strongly Agree
Agree
Disagree
Strongly Disagree
Post-Test Summary
SHTM
May 2008

Age & Gender Group

Country of Origin

Year of Study

CSL Project Nature

Programme Duration
### Part II

**What is the best way for students to learn about CSL in PolyU?**

![Graph](Image)

**Through CSL, I...**

<table>
<thead>
<tr>
<th>Statement</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met Course requirements</td>
<td>81.7%</td>
</tr>
<tr>
<td>Saw how course material is used in the community</td>
<td>56.5%</td>
</tr>
<tr>
<td>Did something meaningful and important</td>
<td>17.4%</td>
</tr>
<tr>
<td>Learned something new</td>
<td>34.8%</td>
</tr>
<tr>
<td>Broadened my global outlook</td>
<td>34.8%</td>
</tr>
<tr>
<td>Got involved in the community</td>
<td>39.1%</td>
</tr>
<tr>
<td>Worked alongside professionals in the workplace</td>
<td>56.5%</td>
</tr>
<tr>
<td>Gained something that will help me in the future</td>
<td>87.0%</td>
</tr>
<tr>
<td>Worked on things that I was interested in</td>
<td>87.0%</td>
</tr>
<tr>
<td>Enjoyed working on group projects</td>
<td>17.4%</td>
</tr>
<tr>
<td>Participated in cross-cultural activities &amp; appreciate different cultural interests</td>
<td>13.0%</td>
</tr>
<tr>
<td>Earned WIE credits hours</td>
<td>8.7%</td>
</tr>
<tr>
<td>Acquired professional qualifications of the career</td>
<td>8.7%</td>
</tr>
<tr>
<td>Increased my knowledge and understanding</td>
<td>8.7%</td>
</tr>
<tr>
<td>Improved in areas such as critical analysis &amp; expression, different thinking, etc.</td>
<td>11.9%</td>
</tr>
<tr>
<td>Improved my communication skills</td>
<td>11.9%</td>
</tr>
<tr>
<td>I got some suggestions / materials to help me get the most out of this experience</td>
<td>8.7%</td>
</tr>
<tr>
<td>I got some orientation to prepare me to do a good job</td>
<td>10.9%</td>
</tr>
<tr>
<td>I had support from my team</td>
<td>13.0%</td>
</tr>
<tr>
<td>It helped me to do better in my studies</td>
<td>13.0%</td>
</tr>
<tr>
<td>It was a good learning experience</td>
<td>45.7%</td>
</tr>
<tr>
<td>I felt my CSL project benefited the community</td>
<td>4.3%</td>
</tr>
<tr>
<td>I gained experience that I can use outside of CSL</td>
<td>9.7%</td>
</tr>
<tr>
<td>I found it beneficial for my professional development</td>
<td>6.5%</td>
</tr>
<tr>
<td>It allowed me to find out more about careers of interest</td>
<td>10.9%</td>
</tr>
<tr>
<td>I got some feedback that helped me improve</td>
<td>17.9%</td>
</tr>
<tr>
<td>I was able to meet people</td>
<td>20.5%</td>
</tr>
<tr>
<td>I got some reflective journals</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

**I felt my CSL project...**

<table>
<thead>
<tr>
<th>Statement</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good learning experience</td>
<td>25.8%</td>
</tr>
<tr>
<td>Helped me to do better in my studies</td>
<td>9.7%</td>
</tr>
<tr>
<td>Got some support from my team</td>
<td>13.0%</td>
</tr>
<tr>
<td>Felt I was working on a good project</td>
<td>13.0%</td>
</tr>
<tr>
<td>Felt I was working on something that was important</td>
<td>17.4%</td>
</tr>
<tr>
<td>Felt some suggestions, materials to help me get the most out of this experience</td>
<td>6.5%</td>
</tr>
<tr>
<td>Felt people appreciated my efforts</td>
<td>6.5%</td>
</tr>
<tr>
<td>My CSL project was clearly linked to real-life professional development</td>
<td>6.5%</td>
</tr>
<tr>
<td>Felt some suggestions, materials to help me get the most out of this experience</td>
<td>6.5%</td>
</tr>
<tr>
<td>Felt my work benefitted the community</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

**Learning Support**

<table>
<thead>
<tr>
<th>Helpful Materials used / recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Learning Journals - ideas</td>
</tr>
<tr>
<td>Portfolio Resource Materials</td>
</tr>
<tr>
<td>Investigative Interview Form</td>
</tr>
<tr>
<td>Advice from last year's CSL students</td>
</tr>
<tr>
<td>CSL Report</td>
</tr>
<tr>
<td>CSL Website resources (e.g. log sheets, CSL ideas, forms &amp; templates, student CSL handbook, etc.)</td>
</tr>
<tr>
<td>Others (Please list what would be helpful to you)</td>
</tr>
</tbody>
</table>

I didn't get any helpful materials.
Part III
The Generic Skills you have developed / Improved Through the CSL project

- Communicate
- Manage Information
- Use numbers
- Think and Solve Problems
- Demonstrate Positive Attitudes and Behaviors
- Be Responsible
- Be Adaptable
- Learn Continuously
- Work Safely
- Work With Others
- Participate in Projects and Tasks

Views on CSL and Social Responsibility

I understand why businesses get involved in community service projects
I am familiar with how businesses in my field of study give back to the community
I fully understand what social responsibility means to Hong Kong’s sustainable development
I think companies will pay attention to CSL experience when they hire fresh graduates
I think CSL will assist PolyU students to be preferred graduates
I think CSL is valuable for all PolyU students

I understand why businesses get involved in community service projects
I am familiar with how businesses in my field of study give back to the community
I fully understand what social responsibility means to Hong Kong’s sustainable development
I think companies will pay attention to CSL experience when they hire fresh graduates
I think CSL will assist PolyU students to be preferred graduates
I think CSL is valuable for all PolyU students

Helpful Activities used / recommended

Orientation Programme
Visit to the agency before CSL for an Investigative Interview
Meeting(s) with community partners
CSL mentor support
Discussions with other CSL groups
Teambuilding workshop
Communication skills workshop
Portfolio workshop
Working with others workshop
Others: (Please list what would be helpful to you)
I didn’t get any helpful materials

Views on CSL and Social Responsibility

I will probably continue to look for ways to contribute to the community after this CSL project
I am concerned about local community issues
I think it is necessary to give my time to help people in need
I intend to work in a career that will make contributions to society
I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project

Strongly Agree
Agree
Disagree
Strongly Disagree
Unknown
Post-Test Summary

ENGL
May 2008
Use of Time After CSL

- Hours of Study
- Extra-curricular activities
- Working at a job
- CSL project

Volunteer Experience

- Yes
- No

Part II

What is the best way for students to learn about CSL in PolyU?

- Teacher
- AO
- Award
- Other

Through CSL, I…

- Statement
- %
- Increased understanding of current social issues
- 50.0%
- Did something meaningful and important
- 60.0%
- Learned something new
- 90.0%
- Participated in cross-cultural activities
- 40.0%
- Got involved in the community
- 40.0%
- Gained something that will help me in the future
- 40.0%
- Enjoyed working on group projects
- 50.0%
- Learned outside the classroom
- 60.0%
- Did something I wanted to do
- 70.0%
- Met Course requirements
- 10.0%
- Acquired professional qualifications of the career
- 10.0%
- Saw how course material is used in the community
- 20.0%
- Broadened my global outlook
- 20.0%
- Worked alongside professionals in the workplace
- 20.0%
- Participated in cross-cultural activities & appreciate different cultural interests
- 40.0%
- Found myself more proficient in oral presentation
- 10.0%
- Contributed to the curriculum
- 10.0%
- Helped other students
- 10.0%
- Improved my team skills
- 10.0%
- Improved my public speaking skills
- 10.0%
- Wrote papers
- 10.0%
- Experienced a new world
- 10.0%

I felt my CSL project…

- Statement
- %
- 1 I had a good planning experience
- 70.0%
- 2 Plan work in detail to project so I have a good plan
- 60.0%
- 3 Plan work in detail to project so I have a good plan
- 60.0%
- 4 Plan work in detail to project so I have a good plan
- 60.0%
- 5 Plan work in detail to project so I have a good plan
- 60.0%
- 6 Plan work in detail to project so I have a good plan
- 60.0%
- 7 Plan work in detail to project so I have a good plan
- 60.0%
- 8 Plan work in detail to project so I have a good plan
- 60.0%
- 9 Plan work in detail to project so I have a good plan
- 60.0%
- 10 Plan work in detail to project so I have a good plan
- 60.0%
- 11 Plan work in detail to project so I have a good plan
- 60.0%

Helpful Materials used / recommended

- Reflective Learning Journals - ideas
- Portfolio Resource Materials
- Investigative Interview Form
- Advice from last year’s CSL students
- CSL Report
- Website resources on CSL (e.g. log sheets, CSL ideas, forms & templates, students CSL handbook, etc.)
- others (Please list what would be helpful to you)
- I didn’t get any helpful materials
Learning Support
Helpful Activities used / recommended

- Orientation Programme
- Visit to the agency before CSL for an Investigative Interview
- Meeting(s) with community partners
- CSL mentor support
- Discussions with other CSL groups
- Teambuilding workshop
- Communication skills workshop
- Portfolio workshop
- Working with others workshop
- Others: (Please list what would be helpful to you)

I didn't get any helpful materials

Part III
The Generic Skills you have developed / Improved Through the CSL project

Views on CSL and Social Responsibility

- I understand why businesses get involved in community service projects
- I am familiar with how businesses in my field of study give back to the community
- I fully understand what social responsibility means to Hong Kong's sustainable development
- I think companies will pay attention to CSL experience when they hire fresh graduates
- I think CSL will assist PolyU students to be preferred graduates
- I think CSL is valuable for all PolyU students

Strongly Agree
Agree
Disagree
Strongly Disagree
Post-Test Summary

EIE 07/08
May 2008

Gender and Age Group

Country of Origin

Year of Study

CSL Project Nature

Programme Duration
Use of Time After CSL

Volunteer Experience

Part II
What is the best way for students to learn about CSL in PolyU?

Through CSL, I…

Learning Support
Helpful Materials used / recommended
Learning Support
Helpful Activities used / recommended

40.0%
20.0%
20.0%
0.0%
0.0%
20.0%
0.0%
0.0%
0.0%
0.0%

- Orientation Programme
- Visit to the agency before CSL for an Investigative Interview
- Meeting(s) with community partners
- CSL mentor support
- Discussions with other CSL groups
- Teambuilding workshop
- Communication skills workshop
- Portfolio workshop
- Working with others workshop
- Others: (Please list what would be helpful to you)

I didn't get any helpful materials

Part III
The Generic Skills you have developed / Improved Through the CSL project

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Communicate
- Manage Information
- Use numbers
- Think and Solve Problems
- Demonstrate Positive Attitudes and Behaviour
- Be Responsible
- Be Adaptable
- Learn Continuously
- Work Safely
- Work With Others
- Participate in Projects and Tasks

Views on CSL and Social Responsibility

I will probably continue to look for ways to contribute to the community after this CSL project
I am concerned about local community issues
I think it is necessary to give my time to help people in need
I intend to work in a career that will make contributions to society
I possess the necessary personal qualities (e.g. emotional control, sense of responsibility, initiative, enthusiasm) to be able to contribute to a CSL project

Strongly Agree
Agree
Disagree
Strongly Disagree

I understand why how businesses get involved in community service projects
I am familiar with how businesses in my field of study give back to the community
I fully understand what social responsibility means to Hong Kong's sustainable development
I think companies will pay attention to CSL experience when they hire fresh graduates
I think CSL will assist PolyU students to be preferred graduates
I think CSL is valuable for all PolyU students

Strongly Agree
Agree
Disagree
Strongly Disagree
Post-Test Summary

COMP
May 2008

Gender and Age Group

Country of Origin

Part III
The Generic Skills you have developed / Improved Through the CSL project

Views on CSL and Social Responsibility

Views on CSL and Social Responsibility
Post - Test Summary

Focused - Interview

May 2008

Age & Gender Groups

Country of Origin

Year of Study

CSL Enrolment

CSL Project Nature
Your Issues in Community Service Learning?

Linda Gross, Principal Project Fellow of “Education With a Heart: Service Learning in PolyU” Project, will be available by appointment on 9 February (Friday) from 10:30 a.m. to 12:30 p.m. to discuss your issues in Community Service Learning.

Contact Dr Chi-Kin Leung of EIE at Ext. 6260 or via email at enchikin@inet.polyu.edu.hk to make sure that a time slot is set aside for you.

Experience Sharing Seminars on Community Service Learning

We also plan to organize seminars to disseminate colleagues’ experiences of enhancing students’ learning through Community Service Learning.

If you would like to share your experience in one of these seminars, you may wish to think about which aspect of your Community Service Learning programme may be of interest to colleagues. Please contact Dr. Chi-Kin Leung of EIE to discuss your ideas (Ext. 6260 or email at enchikin@inet.polyu.edu.hk).

Here are some suggested themes, and you may have other ideas:

- Out of the Ivory Tower and into the Community: They said it couldn’t be done, and we did it!
- Ideas to make Community Service Learning work for you and your students
- Extraordinary needs, extraordinary response - The impact of Community Service Learning
**Community Service Learning** can be a powerful learning option for Work Integrated Education (WIE) to help students apply and develop professional knowledge and skills, and generic skills/attributes.

This three-session series is for colleagues who are interested in developing students through Community Service Learning and those who are responsible for WIE in the department.

### Session 1:  
**Why Bother With Community Service Learning?**

<table>
<thead>
<tr>
<th>Date (Thu)</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Feb</td>
<td>12:30 - 12:40 p.m. <strong>Light lunch</strong></td>
<td>Rm TU 616</td>
</tr>
<tr>
<td></td>
<td>12:40 - 2:00 p.m. <strong>Seminar</strong></td>
<td></td>
</tr>
</tbody>
</table>

Incorporating Community Service Learning into your courses can be a powerful strategy to enhance student learning at PolyU and meet PolyU’s Strategic Objectives 1.1.

This seminar will allow participants to:
- identify the purpose and benefits of Community Service Learning as a mode of learning
- reflect on, and discuss, the values and relevance of Community Service Learning within diverse subject disciplines
- become familiar with the current Community Service Learning projects within PolyU

### Session 2:  
**Institutionalising Community Service Learning**

<table>
<thead>
<tr>
<th>Date (Mon)</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Feb</td>
<td>12:30 - 12:40 p.m. <strong>Light lunch</strong></td>
<td>Rm TU 616</td>
</tr>
<tr>
<td></td>
<td>12:40 - 2:00 p.m. <strong>Seminar</strong></td>
<td></td>
</tr>
</tbody>
</table>

Can the growth of Community Service Learning at PolyU be sustained? This session will encourage participants to:
- discuss issues and faculty concerns regarding how to establish effective Community Service Learning initiatives and activities
- consider how to tap into the resources of the “Education With a Heart” Project within PolyU to start and maintain a successful programme
- identify helpful resources and exemplars for developing successful and meaningful Community Service Learning projects

### About Linda Gross

Linda Gross has many years of consultancy, teaching, curriculum design, administration and leadership experience in experiential education initiatives in Hong Kong, Canada, UK, USA and Europe. She has provided strategic development consultancy advice on the development and implementation of Community Service Learning in Hong Kong. Linda was involved in an EDC project on WIE as consultant and developed the WIE Resource Bank at PolyU which contains a section on Community Service Learning.


She is currently working as an educational consultant and master trainer in Hong Kong, and is Principal Project Fellow for PolyU’s faculty-wide Learning and Teaching Development Project, “Education With a Heart: Service Learning in PolyU”, where she developed the *Community Service Learning Staff Handbook* (draft) for PolyU.
Session 3: Where's the Learning in Community Service Learning?

7 Feb (Wed) 2:30 - 5:00 p.m. Rm TU 616

Assessing the learning outcomes in Community Service Learning can be a positive experience for both staff and students.

This session will provide an opportunity for participants to:
- discuss the need for assessment in Community Service Learning
- consider strategies to help students plan for, explain, and document their learning while in a Community Service Learning project
- identify tools that might be used to assess the effectiveness of Community Service Learning in meeting learning objectives
- share ideas on how feedback might be used to enhance the student learning experience and improve project effectiveness

Registration
1. contact Tirzah Wu of EDC at X4237, or
2. register online at: http://edc.polyu.edu.hk/Regis_Form.asp

Seminars and Workshops Series on

Enhancing Students’ Learning through Community Service Learning Projects

Jointly organised by
"Education With a Heart: Service Learning in PolyU" Project & Educational Development Centre

Facilitators:
Dr Chi-Kin Leung
Asst. Prof., EIE & Leader of "Education With a Heart: Service Learning in PolyU" Project

Linda Gross
Principal Project Fellow
"Education With a Heart: Service Learning in PolyU" Project
Session 1: Why Bother With Community Service-Learning?

Dr. Chi-King Leung and Linda Gross, Service Learning with a Heart Project, PolyU

Why Bother With Community Service Learning?

Dr. Chi-King Leung and Linda Gross, Service Learning with a Heart Project, PolyU

Today’s Objectives

To …
- Identify the purpose and benefits of Community Service Learning as a way of learning
- Reflect on, and discuss, the values and relevance of Community Service Learning within different subject disciplines
- Become familiar with the current Community Service Learning projects within PolyU
- Understand how you can get involved in Community Service Learning

Welcome

- Introductions
- Why we’re here today
- The importance of CSL to your development and preparation for employment
- Global competition
- Corporate Social Responsibility

Through …

- Sharing experiences
- Some information giving
- Discussion
- Using this session as a starting point
- Taking what's useful

Linda Gross

YOUR TASK:
During the presentation today, think about …

- Why bother with Community Service Learning at PolyU? What purpose does it serve?
- Is Community Service Learning an effective learning mode for students? Why / why not?
- Would incorporating Community Service-Learning into your courses be a powerful strategy to enhance your learning at PolyU and become a preferred graduate? Why / why not?

Corporate Social Responsibility Concerns in Hong Kong

- A set of values and activities that companies engage in to integrate environmental, social, economic and governance considerations into their business model and to support the sustainable development of their communities. Corporate Social Responsibility programmes address the needs, concerns and aspirations of a company’s stakeholders.
- Education
- Health & Hygiene
- Environmental Protection
- Healthy Economy
- Caring & Ethical Employers
- Urban Planning
- Population Policy
- Community Spirit & Well-being
- Integration with the Mainland
- Civil Liberties & Human Rights

Linda Gross
Session 1: Why Bother With Community Service-Learning?

Why Do Corporations Care?
- Because it’s good business management, encouraging a company to be forward-looking about a range of non-financial issues that can influence the bottom line:
  - Staff morale and staff retention
  - Productivity
  - Brand and reputation
  - Risk management
  - Identify new opportunities
  - Professional development
  - Access to capital
  - Competitive advantage

What Do Corporations Do?
- Ensure they operate in a way that aligns with societal values
- Sponsor key community initiatives
- Enable employees to contribute
- Provide opportunities for training and development
- Provide donations with a lasting social impact
- Foster innovation and entrepreneurship
- Communicate corporate information on how they integrate CSR into their business
- Work with partners

Examples of Local Community Development Programmes
- CLP (go to the Society and Environment pages)
  - www.clpgroup.com
- HSBC (go to the CSR ‘Community’ pages)
  - www.hsbc.com/hk/es/community
- MTRC (Rail to People, People to Rail sections)
  - www.mtr.com.hk/eng/sustainability/programmes/rail/about_e.htm
- Community Business
  - www.communitybusiness.org.hk

Examples of Local Corporate Involvement
- Manulife
  - In 2006, over 8,000 volunteer hours were invested
  - Over 1,300 Manulife employees participated in community initiatives:
    - Manulife Center for Children with Specific Learning Disabilities
    - Heep Hong Society
    - Chinese University of Hong Kong’s Cancer Patient Resource Center
    - Tsunami (2004) Rescue, relief, restoration
    - Identify social needs and address them with their distinctive core competencies
      - Includes the unique skills of their employees, partnerships and social networks, operational expertise and brand equity

Examples of Local Community Development Programmes
- Crossroads International
  - www.crossroads.org.hk
- CSR Asia
  - www.csr-asia.com
- Hong Kong Christian Service
  - www.hkcs.org
- Hong Kong Council of Social Service
  - www.ho-sum.org
- Christian Action Group
  - www.christian-action.org.hk
- Oxfam
  - www.oxfam.org.hk
- Riding for the Disabled
  - www.rda.org.hk/volunteer.htm
- YMCA
  - www.ymca.org.hk
- And many more … if you want your case study to be included, write to csrataglance@cancham.org

Dr. Chi-King Leung and Linda Gross, Service Learning with a Heart Project, PolyU
Session 1: Why Bother With Community Service-Learning?

Examples of Local Corporate CSR Involvement
- Air Canada
- International Finance Corporation (IFC) Hong Kong
- Adidas Group
- Gammon Construction Limited
- Deutsche Bank
- Microsoft Corporation
- Intel Corporation
- Dell
- Hewlett Packard
- Nike
- Sony Ericsson
- Disney
- Royal Bank of Canada

Introduction
- Incorporating Community Service Learning into your courses can be a powerful strategy to enhance your learning at PolyU, become a preferred graduate and meet corporate expectations when applying for employment.

Some Basic Principles
- Community Service Learning is …
  - A form of experiential learning which combines community service with academic study
  - A way of learning that can build your professional and generic skills
  - An opportunity for you to develop awareness of social responsibility through contributing to the community

According to Eyler & Giles (1999)
- Service Learning is …
  - Working with others to apply professional knowledge & generic skills to community problems
  - Gain deeper understanding and skills
  - Achieve real objectives for the community

Some Basic Principles
- Community Service Learning is not …
  - Only volunteering
  - Sporadic
  - One-sided: benefiting only students or only the community
  - A way of replacing permanent workers
  - To be considered as a second-best option for WIE

Striking a Fine Balance
- Service LEARNING
  - LEARNING GOALS
  - SERVICE Outcomes
  - Each enhances the other for all participants
  - Service Outcomes
Distinctions Among Approaches to Service and Experiential Learning

Hong Kong Education Goals

Universities should also provide students with more exposure at an international level and let students acquire more practical experience in the workplace …

Student exchange programmes

Participation in the university’s research work

On-the-job training at local and overseas organisations

Starting one’s own business, etc.

Teacher trainees may take part in voluntary work relating to their profession during holidays

Students could be a valuable human resource to universities, if put to good use

P. 114-115, Learning for Life, Learning Through Life

Education Blueprint for the 21st Century, HKSAR, 2000

Hong Kong’s Education Goals

Universities need to … strengthen general education and multi-disciplinary learning, to develop students’ thinking and communication skills, adaptivity and creativity as well as to broaden their vision

Apart from imparting academic knowledge, first degree programmes should also enhance students’ personal qualities and nurture their professional ethics

Besides, students should also be provided with opportunities of work attachment

References to serving society and the community

What’s in it for ME?

Community Service Learning can provide an opportunity for you to …

use your skills and knowledge in real-life situations as you actively engage in service activities within the community

become aware of civic responsibility and foster a sense of caring for others

develop a broader appreciation of the abilities, skills and attitudes required by society to progress and succeed

reflect on your experiences by thinking, discussing and/or writing about your service experience

What’s in it for ME?

Community Service Learning can provide an opportunity for you to …

use Community placements to gain valuable learning opportunities which link to subject discipline curricula and / or develop generic skills

develop your capacity for understanding and sound judgement

analytical thinking

deductive or integrative thinking

personally engaged

ability to stand at a distance

foster a desire for life long learning

nurture your commitment to exercising these capacities for the public good
Session 1: Why Bother With Community Service-Learning?

CSL as a WIE Option

- Different forms of work-integrated education offer different benefits
- You may participate in a range of work experiences
- Learning is a transformative process that is not restricted to particular institutions of learning
- Learning from work experience is effective if:
  - It is meaningful
  - There is an intention to derive learning from it
  - It is assessed or accredited
  - The quality is monitored
  - It adds to a work experience / professional portfolio
  - There is a process for articulation and reflection

(Harvey et al., 1998)

Common Student Concerns

- How can I fit something new into an already cramped curriculum?
- Community Service Learning is not an add-on to your current course requirements
- It does not change or add to what we teach – it only changes how we teach it
- Some of the traditional classroom content accumulation activity is replaced with more dynamic information processing activity
- Some “seat time” is replaced with action and meaningful involvement of students in experiential learning

(http://www.dso.ufl.edu/cls/faculty/concerns.php)

CSL at PolyU

- What’s going on at PolyU?
- Some of PolyU’s Community Service Learning projects
- Students speak out

Want to Know More?

- Speak to SAOs
- Talk to Dr. Chi-Kin Leung, Assistant Professor, EIE CSL
  - christkns@inet.polyu.edu.hk
- Discuss your ideas with your teachers
- See what other students have to say about their experiences
- Thank you, and good luck with your studies

Dr. Chi-King Leung and Linda Gross,
Service Learning with a Heart Project,
PolyU
Welcome! Foon Ying!

- Please sign the attendance list
- Take your name tag
- Help yourself to lunch
- START NOW!
  - You have 10 minutes to find your Team Members (5 - 6 to a team)
  - Find the matches to your puzzle piece to find your team members
  - Sit with your team at a table
  - Follow the instructions attached to your puzzle piece

Introductions

- Facilitators
- CSL Groups

Today’s Objectives

- To provide information that will help you get the most out of your CSL experience
- To get your opinions on how best to support your learning in CSL
- To discover ways to work together to accomplish our objectives
- To have some fun and get to know each other better!

Today …

- You will be doing things
- Some information giving
- Team work
- Prizes

Session Overview

- Teams
- Warmup
- Break
- Activity
- Debriefing & wrapup
- Prizes awarded
How We Will Work Together

- We respect each other’s opinions – we all have different experiences
- We all contribute, participate and learn from one another
- We acknowledge that there is more than one “right” answer
- We share the speaking space – but not with mobile phones or in sidebar discussions
- We will not find all the answers here

In agreement?
Any others you wish to add?

So Let’s Get Started …

- Our teams – puzzle messages

Group 1

“It is without question that how we perform as individuals determines how we perform as a nation.”

Harry Gray

Group 2

“None of us is as smart as all of us.”

Peter Grazier

Group 3

“Additional problems are the offspring of poor solutions.”

Mark Twain

Group 4

“A moment’s insight is sometimes worth a lifetime of experience.”

Ernest Holmes

Linda Gross, Principal Project Fellow,
Community Service Learning With a Heart,
HKPolyU
So what did you learn?

- Debriefing
  - How did you locate your team members?
  - What challenges did you face?
  - Why did we bother to do this activity?
  - What generic skills did you use that you think will help you in your CSL project?

Warmup

- Get pencil and paper ready
- Stand up
- Study the next slide
- Sit down and write what you can remember

What can you remember?

- Write down your list

Warmup – Part 1

- Solo – word list
- On your own, for 30 seconds, study the list of items on the overhead. Do not write anything down until you are told to do so.
- You will have 1 minute to write down as many items as you can remember from the list. Do not talk to anyone else. Keep your list private.
- Results
CSL Orientation Session 1, Getting the Most Out of Your CSL Experience

**READY ...?**
- All pens down on table
- No one writes while slide is showing list

**SOLO MEMORY WORD LIST**
- Report
- Goal
- Feelings
- Attitude
- Lighter
- Seniors
- Serve
- Journal
- Games
- Fear
- Agency
- Schedule
- Idea
- Project
- Belt
- Award
- Music
- Picture

**WARMUP – PART 2**
- Team – word list
- In a group of 4-5, for 30 seconds, study the next list of items on the overhead. Do not write anything down until you are told to do so.
- Working as a team, you will have 30 seconds to create a group list of as many items as you can remember.
- Results

**TEAM MEMORY WORD LIST**
- Test
- Math
- Mirror
- Wrinkle
- Speak
- Heart
- Understand
- Binder
- Respond
- Hands
- Instrument
- Plan
- Learn
- Hero
- Head
- Experience
- Marker
- Survey

**RESULTS**
- Which list was the most complete?
  - the individual list or the group list?
- What are the benefits of working in a team?
  - to you?
  - to others?
  - to an organisation’s clients?
Warmup – Part 3

- Team – word list
- In a group, study the next group of items on the overhead. Do not write anything down until you are told to do so.
- Working as a team, you will have a limited time to create a group list of as many items as you can remember.
- Results

One More Try

- Remember …
- All pens down on table
- No one writes while slide is showing
- Ready …?

You have 2 minutes to list

- What you
  - Saw
  - Heard

Teamwork Skills are …

- The skills and attributes needed to contribute productively
- You will be better prepared to add value to the outcomes of a task, project or team when you can …

Work With Others

- Understand and work within the dynamics of a group
- Ensure that a team’s purpose and objectives are clear
- Be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- Recognise and respect people’s diversity, individual differences and perspectives
- Accept and provide feedback in a constructive and considerate manner
- Contribute to a team by sharing information and expertise
- Lead or support when appropriate, motivating a group for high performance
- Understand the role of conflict in a group to reach solutions
- Manage and resolve conflict when appropriate
Participate in Projects and Tasks

- Plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- Develop a plan, seek feedback, test, revise and implement
- Work to agreed quality standards and specifications
- Select and use appropriate tools and technology for a task or project
- Adapt to changing requirements and information
- Continuously monitor the success of a project or task and identify ways to improve

What is a Team?

- An interactive work group composed of two or more individuals with a common goal to which both/all members are committed.
- It is not people “doing what they are told”.

What is a Team?

- An interactive work group composed of two or more individuals with a common goal to which both/all members are committed.
- It is not people “doing what they are told”.

Using Exemplars – Effective Teams

STAR TREK

- A team working together to “boldly go where no man has gone before.”
  - Captain Kirk
- “The needs of the many outweigh the needs of the few or the one.”
  - Spock

Characteristics of Effective Teams

- Crew of the Starship Enterprise
  - Individuals consider what’s best for the team over their own wants and needs
  - Overall diversity is prized and used as an asset
  - Team members contribute their strengths and members work interdependently

How We Apply What We Know Affects Outcomes

Working With Others
CSL Orientation Session 1, Getting the Most Out of Your CSL Experience

Interacting With Others

- Avoid the BLM (Be Like Me) syndrome
- Come to value diversity and use different gifts to …
  - Compare experiences, perceptions and approaches
  - Collaborate to develop effective communication environments
  - Develop understanding
  - Get useful feedback
  - Gain support
  - Adapt to meet the needs of others

Honour the Differences Within

- Avoid the BLT (Be Like Them) Syndrome
- Recognise, use and develop your own style of leading
- Sharpen your awareness of what situations energise you and which ones drain you
- Take action to change your situation to what works best
- Discuss and negotiate how you will build a high performance team

TEAM CHALLENGES

RESOURCES

- CSL Student Information Booklet
- Your strengths & experience
  - Know what
  - Know how
  - Know who
- Each other
- Ask for what you need
- Take a chance!
- Draw on your intuitive side and your sense of humour!

Activity Briefing!

- The envelope, please …!
- Group Learning Contract
- Instructions & locations
- Rubric
- Timing is critical!
- START with a strategy
- END with a score tally
- REFLECT on your efforts

Meet back at …

- Time
- Place
- Tasks
GOOD LUCK!

Checklist

- Envelopes to be handed in with contents & tallies complete
- Flip chart paper to be posted
- Pick up handouts

Debriefing

- The challenge
  - If you had it to do over again, what would you do differently & why?
- Activities
  - What skills did you use?
- Making connections to the job at hand
  - How will you use what you learned today in your CSL project work?

Powerful discoveries …

What Research Says

- Non-threatening, non-competitive, participative atmosphere
- Climate of trust and openness
  - Trusting, collaborative relationships amongst team members
  - Open and honest communication
  - Commitment of all team members to a common goal
  - Clarity of roles on the team
  - Caring attitude amongst team members
  - Decisions made by consensus
  - Rewards in the form of peer recognition
  - Reward yourself
    - Pat yourself on the back

Source: p. 21, "Teams with Style", Clapp & Sullivan

Reality bites!

- We do not always get to pick our team mates
- We need to practise working in different teams
- We need to find coping strategies when problems arise
- We need to know when to lead, when to follow and when to get out of the way
Leadership Behaviour

- Your ideas on how leadership style affects team effectiveness
  - Positively
  - Negatively
- Your experiences
  - A rewarding one
  - A challenging one
  - Is there anything you would want to do differently?

Paul Sloane

- "Everyone has the spark of creativity in them. It is the job of the leader to inspire and release that spark."
  - in 'The Leader's Guide to Lateral Thinking Skills'

Striking a Fine Balance

<table>
<thead>
<tr>
<th>SERVICE Learning</th>
<th>SERVICE LEARNING</th>
<th>Service LEARNING</th>
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<tbody>
<tr>
<td>SERVICE OUTCOMES</td>
<td>primary</td>
<td>LEARNING GOALS</td>
</tr>
<tr>
<td>Learning Goals</td>
<td>secondary</td>
<td>primary</td>
</tr>
<tr>
<td>Each enhances the other for all participants</td>
<td>Service Outcomes secondary</td>
<td></td>
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Recognise Your Accomplishments

<table>
<thead>
<tr>
<th>Put Your Heart Into CSL</th>
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Norman Vincent Peal 1898-1993, Speaker and Author

- People become really quite remarkable when they start thinking that they can do things. When they believe in themselves they have the first secret of success.

Q & A

- Burning issues?
- PLEASE STAY FOR THE PRE-TEST
- Who ya gonna call?
  - Student Information Booklet
  - SAO
  - Department CSL Advisor
  - Project Team Members
  - Or …?
Community Service Learning With a Heart
Summary of Responses for Post CSL Staff Focused Interviews
November 2007 – May 2008

Interviewer: Linda Gross
Principal Project Fellow

Interviewees (in alpha order by surname):
We are grateful for these dedicated staff members who gave of their time to provide thoughtful feedback upon which recommendations for the CSL final report could be made:

Edith CHAN, Project Associate, Department of Computing, Faculty of Engineering, The Hong Kong Polytechnic University

Sarah CHENG, Lecturer, School of Accounting and Finance, Faculty of Business, The Hong Kong Polytechnic University

Dr. C. S. CHEUNG, Associate Professor, Department of Mechanical Engineering, Faculty of Engineering, The Hong Kong Polytechnic University

Jeice CHEUNG, Student Affairs Officer, Student Affairs Office, The Hong Kong Polytechnic University

Dr. H. GUO, Assistant Professor, Department of Civil and Structural Engineering, Faculty of Construction and Land Use, The Hong Kong Polytechnic University

Margaret HO, WIE Officer, School of Design, The Hong Kong Polytechnic University

Jenny HUI, Lecturer, Department of Applied Social Sciences, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University

Guenther Erich KARCH, Lecturer, School of Hotel and Tourism Management, The Hong Kong Polytechnic University

Dr. Aron KWOK, Assistant Professor, Department of Civil and Structural Engineering, Faculty of Construction
Community Service Learning With a Heart  
Summary of Responses for Post CSL Staff Focused Interviews  
November 2007 – May 2008

and Land Use, The Hong Kong Polytechnic University  
Joseph LAM, Instructor, Department of Land Surveying and Geo-Informatics, Faculty of Construction and Land Use, The Hong Kong Polytechnic University  
Chloe LAU, Instructor, School of Hotel and Tourism Management, The Hong Kong Polytechnic University  
Catherine LAW, Marketing Manager, Department of English, Faculty of Communication, The Hong Kong Polytechnic University  
Dr. Derry LAW, Lecturer, Institute of Textiles and Clothing, Faculty of Applied Science and Textiles, The Hong Kong Polytechnic University  
Dr. Carrie LEE, Lecturer, Department of Management and Marketing, Faculty of Business, The Hong Kong Polytechnic University  
Winnie LEE, Section Head of Student Development Section, Student Affairs Office, The Hong Kong Polytechnic University  
Dr. Aaron LEUNG, Associate Professor, Department of Health Technology and Informatics, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University  
Dr. Chi Kin LEUNG, Assistant Professor, Department of Electronic and Information Engineering, Faculty of Engineering, The Hong Kong Polytechnic University  
Camilla LI, Assistant Officer, Student Affairs Office, The Hong Kong Polytechnic University  
Catherine E. NG, Executive Officer, Department of Applied Social Sciences, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University
Community Service Learning With a Heart
Summary of Responses for Post CSL Staff Focused Interviews
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Dr. Grace NGAI, Assistant Professor, Department of Computing, Faculty of Engineering, The Hong Kong Polytechnic University

Pauline NGAN, Marketing Manager, School of Hotel and Tourism Management, The Hong Kong Polytechnic University

Dr. Dora POON, Assistant Professor, Department of Rehabilitation Sciences, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University

Dr. Patrick TING, Instructor, School of Optometry, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University

Edmond WONG, Lecturer, Department of Building and Real Estate, Faculty of Construction and Land Use, The Hong Kong Polytechnic University

Dr. Maria WONG, Lecturer, School of Nursing, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University

Raymond WONG, Lecturer, Department of Industrial and Systems Engineering, Faculty of Engineering, The Hong Kong Polytechnic University

Rebecca WONG, Clinical Associate, Department of Rehabilitation Sciences, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University

Dr. Cynthia WU, Assistant Professor, Faculty School of Nursing, Faculty of Health and Social Sciences, The Hong Kong Polytechnic University
Background and Rationale for Staff Focused Interviews:

It was considered important to collect staff opinions on their experiences in Community Service Learning that they might have a voice in the final CLS report. Focused interviews were chosen as the way to collect data in order to allow staff to contribute their ideas, clarify the issues and take away appropriate and relevant resources that could be used to enhance student learning within their individual CSL programmes. It was also considered important to make personal contact with those being interviewed in order to establish an atmosphere of trust wherein experience sharing would be fostered.

The interviews were conducted during the period of November 2007 to May 2008.

Methodology:

- Most interviews were conducted face-to-face. A couple of interviewees preferred to respond to the interview questions by email.
- Most interviews were conducted one-on-one. In three instances, department members preferred to attend the interview as a group to contribute their viewpoints collectively.
- Those interviewed did not see the questions prior to the interview, except where a couple of interviewees requested the questions ahead of time in order to prepare their answers.
- All notes taken by the interviewer were reviewed by the interviewees so that amendments could be made for completeness and accuracy prior to summarizing the responses.
- It was explained that individual responses would be collated and distributed for sharing amongst those who were interviewed and included in the final report. All respondents gave their permission for their opinions to be shared.
- All respondents were asked if they wished to have follow-up after the interview. Most took advantage of the offer, and the follow-up actions are summarized in this report for reference and future action.

Questions and Responses:

1. **What did you enjoy most about your CSL experience?**
We can help the service receiver.

We can provide a chance for the students to learn things they may not learn through the curriculum in the classroom.

Happy to see students involved in CSL – good chance for them to get a chance to get to know the society and help people. Want students to be more passionate about doing this – will be good for them in the long run.

From my own experience, have done some voluntary work before – happy that my past experience can apply in this project as well. A sense of satisfaction to see more students involved – that’s my purpose in being involved in this project.

Students’ participation and they actually made something happen.

There’s a lot – can get many students into the CSL event so they have extra activities to supplement their academic study here.

The whole group can produce something useful for the recipients (e.g. organizations and individuals).

Not really involved in CSL.

Integrating CSL into the learning approach in what we teach – SAOs doing the programme & I’m the coordinator there. I ask the colleagues whether they’re interested in providing community services to the public to make use of what they’re teaching in the class in the community – to design projects for the needy (e.g. assistive course for the handicapped or the needy).

Final year projects are useful for CSL services – not talking about working directly to those people, instead designing the products useful to them. Dr. Alan Lau is the colleague working on this now.

The CSL project for caring for the elders – reading their reflective journals – they talk about their experiences and unexpected experiences – see their concern – gives me joy – improves their communication skills – it’s a real life experience.

My CSL involvement is limited – through the personal & professional development – didn’t really conduct CSL with the students as Cynthia – reading their reflective journals enlightens me – shows their leadership and planning and care – caring of the students towards the elderly and patients in hospitals and different walks of life – learned from them.

Student – integrated education settings – realize the roles of different parties – students wouldn’t choose these places for
Community Service Learning With a Heart
Summary of Responses for Post CSL Staff Focused Interviews
November 2007 – May 2008

themselves.
WIE settings – usually hospitals.
Expose students to potential workplaces.
2 CSL per year – 1. one with exercise partners for older adults & 2. class action day
1. assess older adults first, then do the CSL out in the community; fun class, they enjoy it – work sheet – reflection on the adult & exercise experience – enjoy working with the clients out on the field – through this, can keep hands-on experience & dialogue going myself.
2. Home visit – client registry for older adults – health, social & economic issues; not easy for students to get to adults' homes; students get to see different situations & how older adults adjust to that stage of their life – come back and talk about it; assignment; debriefing; insights students get – reflections & perspectives on aging.
Very rich experience.
Get to see a lot of things.
Staff & clients.
Services provided.
What their role is and what they can do to help.
The opportunity to organize the students to help those in need.
My department didn’t participate in the program because of the nature of our subject discipline – hard to motivate students to participate.
When I had those meetings with the CSL members, I was amazed that their students were so eager to participate.
Last year and this year, the most enjoyable part is working with students doing what we’re good at.
We really help the kids in China see better – they don’t have eye care at all.
The best thing is doing the optometry stuff with the students to show them how to be good optometrists.
See our students can have some learning that can’t be learned in lectures and personal growth – learned how to coordinate projects, try to explore the world where they haven’t been before. Mentally handicapped children, juvenile delinquents, elderly – these groups they’ve had no contact with – they widen their horizons – they will think that their time spent is worthwhile rather than being a student helper in the department – gain
| Community Service Learning With a Heart  
| Summary of Responses for Post CSL Staff Focused Interviews  
| November 2007 – May 2008 |

- Some sense of satisfaction after the activities – I’m happy when I see the personal growth and satisfaction of the students.
- It’s nice to see the students become friends after the activities.
- Have only conducted 1 major activity – bronze medal awarded.
- Rebuilt a school in Mainland China – was damaged by a strong wind – basic construction – Rotary Club gave financial support & we gave construction support – went there and designed foundation after site examination.
- Enjoyed most that we could contribute to our motherland – people in the mountains and very poor – very warm welcome – people knew we were doing volunteer work & had traveled a long way.
- To work as a team with the students – better relations with the students – busy working and bigger class size doesn’t foster close liaisons – this project made a task focus and students enjoyed it and developed a closeness.
- Practical work could be seen from the foundation to the finished product – they enjoyed it and I shared their pleasure.
- Many things – watching the students develop through CSL. Have had over 670 students in CSL – marked differences in those groups. Some results are not measurable – have done some studies 0 positive correlation between the number of hours worked and the GPA.
- The students develop in compassion, social responsibility and self.
- To give some help to those organisations that need some help – killing 2 birds with one stone – helping students, too.
- The principle of actually giving back to students and the community.
- Always been a positive experience – to gain knowledge and offer an activity or benefit – to see how young people can help and find out who can participate – the disabled / impaired people who can be involved in activities.
- Showing some basics such as respect and the way we want to engage them in a sincere manner and share with them that moment.
- One things leads to another – part of life and creates memories and lasting impressions – I love it.
- When back in the classroom, you can see how students get more involved and engaged – you can see changes from apprehension to a comfort level as they develop and express
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- themselves in problem solving – very rewarding to observe.
- Glad they can link their subject matter to their service – recognition of the deeper learning that’s taking place within individuals: this also reflects in their grading, their writing, their participation – better results with those who are involved because they are more engaged in their learning.
- Have had many CSL experiences with students both inside & outside PolyU.
- Subject based.
- Encouraged students to participate in awards with SAOs to represent the department.
- Believe students can learn through CSL.
- A platform for me to meet different students.
- Those who come in directly to second year – use this project to engage them and help them get to know social work more (missed foundation year in first year).
- Want to see them acquire the attitudes they need for social work – can get the knowledge they need.
- I can stimulate some students to do CSL and they have the opportunity to apply outcomes in the community and can fine tune the identity about their future work in the subject.
- Seeing the students take something out of it and getting the positive feedback from the organizations and they actually use the students’ design.
- We are blessed. While in Canada, one of the managers came to talk about how we are blessed during a Community Chest drive, and that speech made an impression on me. When returned to Hong Kong, I wanted to help, too. So, CSL is a good program and lets students apply what they’ve learned to help someone less fortunate. If everyone does a little bit, it makes a bit difference. It makes me happy to see people get helped and students learn and understand the impact they can make.
- My students learned something and got life experience.
- Different than what they’re used to because they got to use their skills to help others – they enjoyed it (not like getting paid to do a job they don’t like).
- Witness the expansion and development of CSLP.
- CSLP able to drag different parties together (faculty, community, SAO), promote relationship and partnership.
- CSLP act as a platform for students to utilize their skills and
showcase their learning outcome.
CSLP helps promote a positive image of PolyU to the community.

Key findings gained from Q1 responses:

2. What advice would you give to next year’s/semester’s staff who are interested in participating in a CSL project?

- See what kind of CSL is needed and assess what you can provide – a matching process
- The interest of the students – they need to be attracted to participate in the project
- Some estimation about the time to be involved by the staff – and the timing is very important
- Think about the connections with the potential service receiver
- For staff – to emphasise the good thing to help the people in need. Will get a sense of satisfaction to help others in need.
- We can let them know which kind of NGOs need this kind of assistance during different periods of need. Teachers need to be more aware of society’s needs and let them know that students are actually doing something – so involve them as well, and support them. Should be a role model for students and take the initiative first.
- It is also important to have a good understanding about the service targets and the project before they start.
- Plan ahead – detailed planning is very important
- This project will affect students’ grade because it’s part of the course and they’re concerned about the grade – this project will affect their learning and assessment, so they need to know what’s expected
- Think about the size of the class – whether it’s manageable – sometimes, if we can control the size to 30 (e.g. no set limit according to school policy), it’s okay; but if 100 enrolled, it would be unmanageable with current resources. Students choose to participate and I can’t interview them or select them, so I can’t turn them away – so if they had the same heart and the same objectives, it would be better
- Think carefully about their objectives – why do they want to do it
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<table>
<thead>
<tr>
<th>and what do they want to get out of it</th>
</tr>
</thead>
<tbody>
<tr>
<td>They need to get students to participate – how would they get the students involved?</td>
</tr>
<tr>
<td>Their reasons for doing CSL is the most important item, not just running the project for the project’s sake – because it’s important to have a clear objective to make it sustainable, realistic and must take it up as a passion rather than a duty – different than taking up a course to teach or taking on an administrative duty – CSL is an “extra”, so it is difficult to sustain</td>
</tr>
<tr>
<td>When staff take it up as a duty, the commitment is not there and CSL is not sustainable</td>
</tr>
<tr>
<td>The next issue is how to make use of the students’ expertise and how to run the programme and get the students into the project</td>
</tr>
<tr>
<td>For the students, it’s difficult to motivate them to get involved – too busy – so integrating CSL into the programme will help get them involved.</td>
</tr>
<tr>
<td>Do encourage the students to serve the community and it’s good publicity for the programme and department</td>
</tr>
<tr>
<td>Sometimes hard to match up the subject discipline with CSL</td>
</tr>
<tr>
<td>Students are limited as to what they can do for CSL in this area</td>
</tr>
<tr>
<td>Requires extra work for staff – to work with the agencies and prepare for the project</td>
</tr>
<tr>
<td>Have been doing this for nearly 10 years, but what I see is that we need more structure for them to go through – in terms of having a set of objectives and objectives – expected learning outcomes set by a team – difficulty in the past to lay out all the theoretical framework – put it into substance – need a detailed description to guide us – a “how to” handbook – how to put it into a researchable framework for future</td>
</tr>
</tbody>
</table>
| Know it would be good for students to do all the things, but we don’t know how to manage it with so many students – how can we have a more structured framework so that it seems like a package – so new people can just follow the guidelines – details & expectations – have funding this time to help them drive it – not sure how to sustain it without funding – who is the one to help us put it into more structure so we can produce something that is valuable to both students & teachers – to enable them to meet their learning outcomes & get the structure in place too – to include personal development & professional skills – we didn’t highlight this in our subject because it was too much to do in too
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- Little time – know it would be useful, but haven’t done it
- Conducted focused group interviews now but haven’t done it rigorously – want to know what are their learning domains – use the results to produce a structure and a framework to plan learning outcomes
- Providing sample questions for focused group student interview which may help to collect data for identifying the concrete learning domains. The information may further contribute to the evidences of effective project learning and theme identification for next round of project
- Want to know how to have a different framework for different students in different projects
- Have met with the NGOs after the showcase – was very useful – to have the communication with NGOs and different departments – can provide a more definitive deliverable when we know their needs
- Need to build up a good relationship with people in the field
- Lot of communication beforehand to sort out objectives for students
- Must have mutual benefits
- Not just students that benefit – organizations also benefit
- Start small and add on things over time
- Coach only a small number (exercise: 2-25; class action for home visits in pairs: 60-150) of students at any one time
- Build dialogue with partners over time – build & change activities over time to ensure they benefit all stakeholders
- Must do a lot of groundwork at first, then it goes easier
- Psychologically prepare yourself for a lot of problems. The major problem is that the students may not be willing to be involved in CSL.
- Participation could be related to the subject discipline (e.g. business = money; social work = human involvement).
- The most important point would be to make the student enjoy it so they can understand what they are doing and feel that what they are doing can help a lot of people
- Work on what you are good at and try to influence your students to have a good heart – that’s what I’m trying to do every time with the CSL project
- I’m not sure about other professions, but with health care it’s the same
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- Just make sure they enjoy their profession and use what they learn to help others in society
- Get the support from the department first – this is most important – as well as the colleagues – they have the hearts to do it and want to do it – can get people to join – willing to do something
- Some of the activities need a lot of support from the department – equipment, allowance, resources for the project
- Would share the pleasures you can get from it
- Not too many colleagues are interested in doing it because they’re busy, and they’re not recognized – research and papers are recognized, but not this – it’s not seen – little motivation for staff to get involved
- They should know the commitment that it requires, you need to travel, give up time, meet students a lot, might need to travel abroad – give them early warning because once you commit, it’s very difficult to change – once you receive financial aid from an outside organization, it’s hard to back out because you lose your image
- Hard to say because the projects are very different – can’t give concrete advice except intangible advice such as don’t give up, believe in what you’re doing and believe in the students
- Team up with someone who has done CSL – in the planning stage and in the event stage to go through it with them
- Make sure you know the organization is you’re dealing with – the service user
- Make sure that the students are well briefed in advance to either accept or reject the CSL component if it’s not part of the syllabus
- Good planning is very important in relation to planning, involving others (e.g. EDC) to make sure there is additional support in order to evaluate the students’ participation and learning curve (e.g. pre-class interviews with EDC to get feedback on CSL event)
- Bring students in who have gone before in CSL to meet with new students to go through the pros & cons of CSL and the learning
- During the event, allow for feedback and adjustments in delivery of the content of the subject discipline, conduct post evaluation to measure what happened
- Allow more time for discussion where the lecturer can be part of the group or stay away and let the group discuss matters – get/give feedback
- Facilitate the process of having students reflect on their
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experience
Be patient & ready to use your time
How you relate with your students – you’re a model for them – your own attitude to serve & how you organize things
Students will copy how you organize things
A lot has to do with the subject discipline & where they serve – preparation of students is a must – knowledge, passion & interest must be present
Should know the competences needed for any CSL project (subject/professional knowledge + attitude + time + devotion to serve)
CSL is best when it’s sustainable – culture the attitude to serve – integrate the mindset into the subject – not a 1-shot deal unless it’s a long project (not a 1-day fun game for families – doesn’t last long & agencies don’t want that – they even prepare their own clients to work with students, so they prefer a series of activities over a period of at least 3 months)
Consider the time needed to do it – regular meetings & sharings are important (orientation, planning, preparation, debriefing & repeat for the next activity)
Rarely do we have students competent in organizing – choose/encourage mediocre students to allow them to develop their skills & leadership & self
The nature of the service has to be challenging to serve a learning purpose for them
To keep students from dropping out, develop a relationship with them; give them control over their target group; get them involved in making some sort of commitment to the group/clients; meet regularly with them; provide them with the knowledge of what they will get out of it
Give personal attention – model professional and generic skills of working in/with a group – build their confidence and knowledge to learn and serve
I will share with them about what I have done before and let him know the purpose of this scheme and also let him know the difficulty to stimulate the involvement and service
Also important to know about the commitment and also the joy of doing that activity
The CSL is part of coursework, so the design brief has to be mutually agreed between the teacher and the organization – the
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Money resources are limited, so the students have to work under this limitation (usually sponsors are asked to contribute up to $10,000 HKD, and agencies have limited funds) – be aware that resources are limited compared to working with a commercial organization.

Very difficult to give advice. If someone interests in CSL, he/she would participate. When I was in Canada, I did volunteer work once a week in a school in Canada to counsel students. If you want to do it, you can do it. Do something with your heart, otherwise don’t do it. I’m the one in my department to do it at the present, hope more will participate in the near future. Keep self-motivated to get it done.

My project was quite unique – organizations needed advice from outside – willing to relax their confidential information policies. Success depends on the match between the organization and activities.

This type of need is quite rare, therefore, the opportunity to do similar CSL isn’t available.

Can still do CSL, but it’s a better experience if activities can be matched up to subject discipline & interest.

The good way to sustain the learning of CSL is to retain large pool of students to ensure the continuity of the project.

Obtain support from department / faculty, may consider get WIE co-coordinators’ support.

Advance planning of project executes time. Best period of the year: Semester break, Easter and Summer break.

3. What do you think would improve students’ CSL experiences?

The mindset of the students needs to be prepared – they must have the heart to help people – if they really want to have an impact, they should be doing what they want to do rather than what they should do – a caring mind.

I don’t know whether the 4th year curriculum would have time to prepare the students in some aspect.

More structured programme – now, it’s a departmental plan on an ad hoc basis. University says CSL is important, and SAO tries to implement it, then the department looks for something to do – they need to prepare the staff and have more than one person involved.

CSL is not rewarding to staff, especially compared to how...
research is rewarded. Questions is whether CSL should be rewarded or recognized.

- Question of awards – how many should there be? Should we have awards? Students should have the mindset that they do CSL because they want to, not because of the award. What about those who don’t get the award? No recognition? Other recognition activities might be better.

- Resources – money is important, as is time. Expenses for activities need to be covered – not formal money for CSL – only $5000 for CSL grant – using budget for student learning activities – but it’s not dedicated for CSL; it could be used for other activities.

- We should provide enough volunteer training for them – they may have the heart to do the work, but they need some training to be a volunteer, how to deal with different people with disabilities, elderly – will help them do the job better.

- Student Affairs could organize more of this kind of training because there is a need. The servicing organization can also provide some briefing or training to serve the student.

- Students should also be well-briefed before they start the work.

- If we communicate our expectations clearly to them and explain what CSL is, it would help them in their experience.

- If we have more resources like someone to talk to them during the whole process and someone to support them – to prepare them for the project; orientation, debriefing, and keep track of what’s needed for both NGOs and students

- By actual participation, they can apply what they learned.

- By interacting with the special school students, they learn how to interact with others (service recipients).

- They receive training on how to deal with the recipients (special school students) – they learn more about the students’ needs – this will help them do the project.

- Orientation programmes will help them uncover their generic competencies to help them handle the project with more satisfactory result.

To summarise:

- 1. In house professional training
- 2. Orientation training about generic competencies
- 3. Outside training on recipients’ needs

Students may already have a very heavy workload, so most of them don’t do CSL.
Final year projects and design projects and staff members push it, then students will be concerned to participate.

Some kind of content related to students’ courses which are needed by the public, then it would be valued – difficult for students to deliver what people need.

Students may not be able to perform well, and feel frustrated – and the organization may also feel frustrated because we are not able to help them with what they need and cannot deliver – not that useful.

Harder in this subject discipline to apply content to CSL.

Try to find something useful and keep trying – don’t give up if things don’t work out the first time.

Also depend on the capability of the staff to do it to help out.

Students are participating passively at the request of the staff (final year project or design project) – they don’t volunteer to do it.

A more systematic framework for guiding students to practice in their projects with a theoretically sound framework may help

Need more mutually understandable terms to their level of practice

How do we define communication – what does it look like?

Want to make it into an outcomes based learning experience – how to word it and set it up – students benefit from having a more clear and transparent assessment and teaching methods – and know what would they complete and achieve in this project

Can we make a package or contract to meet their learning outcomes?

CSL may have several goals and outcomes. Being able to write a systematic and organized plan can be regarded as an essential learning outcome. The CSL’s learning outcomes if to align with the subject learning, revision of the subject contents and curriculum might be needed.

Are there any internationally well-designed CSL project for our reference?

If CSL is an optional approach, students may not be interested in doing CSL because they think they will learn more by writing an advocacy paper rather than doing CSL – they don’t understand the nature and learning outcomes available through CSL

If there are different project facilitators, common guidelines of reflective writing to students or teachers might be needed for
achieving the similar level of learning outcome
Preparation and debriefing is very important
Knowns & unknowns = preparation for students is critical for community work (cover off the “what if” scenarios)
Make sense of the experience – explain the “whys” and “whats” to students
Reflection on observations and their significance
HK students find it hard to write about their feelings because of how they’ve come up through the school system
Reality therapy
Career exploration opportunity
Some students want to do more
Any liaison with SAOs?
No formal extension of career exploration activities
Link up WIE with CSL – still response rate is low.
Would encourage them to participate to get the kind of experience that would not otherwise be available in WIE.
Would do more on the preparation work – to match up the NGO with our students – that the students could really help the NGO achieve their objectives – make it relevant and practical.
For those social science students, especially for social work, it’s easier than for engineering or our students – for most of the proposals – especially from the engineering department – students may try to make some mock up or trial run before coming up with their ideas or drafts rather than submitting just a sketch or initial idea
Last year I let the students plan all their stuff – the whole project was their own – they were involved a lot
This year, it wasn’t course related, we took out the planning stage, so the student involvement wasn’t that good – better to just advise them and let them plan so that afterwards, they feel the success of the programme and be happy about it
Just motivate them to get involved in the activities and let them prepare most of the things – they lack confidence, so staff can prepare them for the activities, give them prepared materials, so they can learn through the process and be satisfied when they see they’ve met the expected outcomes – they don’t know how complicated or tedious the preparation will be before the activities – get them started early so they can learn through the whole process
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- Build up relation with the staff, they can serve the community and the person in need – improve their interpersonal skills, to let them have a better understanding of developing areas  
- Better cohesion and task oriented  
- Can apply theory they’ve learned on a practical case – the real thing  
- Would be good if they could get university credit for it (course credit) – and that is done in the USA (e.g. Purdue – EPICS programme – interdisciplinary approach; Brown University – course called Educational Software – CSL – parnering with local schools – less structured courses but students still get credit for them) – no reason why PolyU couldn’t give credit for the time and effort involved  
- The interpersonal skills – recognize that there are people out there with perceived limitations, but on closer encounter, they realize there are opportunities to engage the service group (e.g. don’t judge a book by the cover)  
- See CSL as a positive in planning, developing and executing/doing something  
- To identify that this is not only a one-off event in a period, it can help to develop students’ citizenship and provides an ongoing lifelong learning experience which becomes part of them and a lifestyle choice that may be unconscious – a change of attitude towards others  
- We don’t prepare ourselves or our children for life changes / incidents, especially difficult ones – so CSL might be a stepping stone for looking at life in a more complete cycle – there may be a time when we ourselves need help.  
- Need systematic reflection – to understand concepts and process what happened and how they might improve  
- See this as a learning process  
- Have the students share their CSL experiences with others (i.e. good for other people to know – how did they start, how did they overcome the difficulties, how did they choose the project? Etc.)  
- Have teachers share the barriers that students will face & the role teachers play  
- Talk with students about how things can be improved  
- Demands a lot of your heart into it  
- Free from worry about permission to use photographs, parental / agency permission checkoffs – orientation session?
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I feel my situation is better because I work with the students all together and get them working as a team – letting them know by a survey about what they need to do and how to do it – monitor their progress during the experience, supervision and guidance is given – let them know that the voluntary service can result in the outcomes

Some students have anxiety about whether they can handle the activity – need confidence – give them reassurance not to worry that I will help them solve the problem – they will not be abandoned

Self-initiated projects by the students – must find a way to motivate them to do it

Maybe try to emphasize how blessed we are – give students opportunity to visit those less fortunate people. To wake them up and expose them to how lucky they are – visit some area that shows them things they’ve never seen before. Some disciplines do this more naturally than others (e.g. nursing), but all students need this type of educational exposure. Difficult to tell people – you have to expose them so they know it for themselves and get hands-on observations for their personal insights.

Matching interests of students and needs of organization

Relevant experiences – can add to portfolio

Creative things are desired by employers, selling soft skills is easier to do – employers not convinced of students’ creativity – students work professionally, but need to be creative at the right time and in the right way

Students afraid to be creative – want to be safe – concerned about marks – encourage them to develop and take a chance because they would have a better chance of standing out from the crowd

Good orientation, training and debriefing session. Most important is to have passionate staff to lead, guide & be a model for them.

Partnership with a number of NGOs which offer continuous and relevant community service experience to our students.

Guidance from NGO staff in doing community work would also help.

4. Did you conduct a pre or post CSL survey with your students? If yes, which instrument did you use?
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<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>May I have a copy of the instrument?</td>
<td>Yes</td>
</tr>
<tr>
<td>If no, would you be willing to give your CSL students an opportunity to provide some information for the CSL project using our pre &amp; post tests?</td>
<td>Yes</td>
</tr>
<tr>
<td>Would you like to have alumni focused interviews in lieu of post test missed?</td>
<td>No</td>
</tr>
<tr>
<td>CSL is usually 2 weeks duration. Introductory information is given and briefing to help students get what they need for the service trip. Some specific training tasks are given relevant to the CSL activities task.</td>
<td>Yes</td>
</tr>
<tr>
<td>USA students are joining the group. One full day introductory training is provided for the whole group.</td>
<td>Yes</td>
</tr>
<tr>
<td>No pre &amp; post surveys, but we have sharing sessions before we come back to HK – done with the service receiver, all the students, and users/end users all sit together – combined with farewell activities.</td>
<td>Yes</td>
</tr>
<tr>
<td>Would be willing to try pre &amp; post CSL survey.</td>
<td>No</td>
</tr>
<tr>
<td>Yes, if that kind of test has some particular criteria that the organizer can better evaluate the outcomes, it would be better for us. Difficult for us to set a test that can really measure the outcome. Want to understand the students’ needs.</td>
<td>Yes</td>
</tr>
<tr>
<td>Upcoming CSL project in December – get her the pre tests a.s.a.p.</td>
<td>Yes</td>
</tr>
<tr>
<td>CSL instruments</td>
<td>Yes</td>
</tr>
<tr>
<td>Ones who missed the testing could do focused interviews – not sure who they are – can be in touch to let students know they can do the focused interviews</td>
<td>Yes</td>
</tr>
<tr>
<td>Brought along a DVD – student interviews re their experiences – copied to external hard drives</td>
<td>Yes</td>
</tr>
<tr>
<td>First one was administered 1.5 years ago (pre test); post test was given, but not all completed it. Now being followed up with some students with focused interviews</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Perhaps</td>
<td>Yes</td>
</tr>
<tr>
<td>Will give them to us</td>
<td>Yes</td>
</tr>
<tr>
<td>Tallying needed to be done by us – check the tools for</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>consistency with our versions</td>
</tr>
<tr>
<td>Yes – published it through EDC – 2003</td>
</tr>
<tr>
<td>Yes booklet &amp; CD – 2003 – published (gave me a copy of the CD)</td>
</tr>
<tr>
<td>Yes, we do have alumni focused interviews</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Email the instruments – tbc whether to be used or not &amp; when</td>
</tr>
<tr>
<td>No alumni for CSL – so interview not practical</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Haven’t done it – staff not eager to participate – too busy</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>But we do host a sharing session for the junior students in year 2 and 1 to let them know about it and get involved in year 3 – to get them interested in joining CSL</td>
</tr>
<tr>
<td>They can either do CSL locally or in China</td>
</tr>
<tr>
<td>The China one is heavy workload because it takes a long time to plan it and involves schools and NGOs</td>
</tr>
<tr>
<td>Yes, would like to try the pre/post CSL surveys</td>
</tr>
<tr>
<td>Post CSL focused interviews – yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>SAOs did a survey with some of the students – not sure what it was or the content right now</td>
</tr>
<tr>
<td>Have some CSL IT projects that are ongoing throughout the year – still participating and will finish in April (30 students approx.) and other projects which will end in May</td>
</tr>
<tr>
<td>Are now recruiting members (30) for Mainland tour in May/June</td>
</tr>
<tr>
<td>Have 7 students who did a Mainland tour in January who could do a post CSL survey (written)</td>
</tr>
<tr>
<td>Willing to talk to Carrie Lui re focused interviews and post CSL surveys and pre CSL surveys</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Just talked to them afterwards, didn’t do any formal debriefing – but talked during the long traveling journey – they really enjoyed their experience</td>
</tr>
<tr>
<td>At the beginning, they didn’t have high expectations, and didn’t know what they would get – thought China was a booming economy and it broadened their knowledge of how it really is – that there are still poor areas that are developing</td>
</tr>
<tr>
<td>Better understanding of China, enjoyed working as a team and getting closer to staff</td>
</tr>
<tr>
<td>Informal chatting</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>If there is a structured questionnaire, we would like to use it – we should use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>One designed by the department and used internally – not sure where the contents came from</td>
</tr>
<tr>
<td>Need to speak with my colleagues about sharing the contents of that document</td>
</tr>
<tr>
<td>Will check on sharing student responses to internal surveys with us</td>
</tr>
<tr>
<td>Not sure whether our survey would complicate student data collection internally</td>
</tr>
<tr>
<td>Yes – I used 4 steps: the pre-event, a mid term questionnaire, a mid event, a post questionnaire, and SFQ had a couple of questions on CSL (4 action learning cycles [plan, implement, observe, evaluate] within that group). All information was shared with the students and an action plan was developed and shared with the students based on the information collected</td>
</tr>
<tr>
<td>Surveyed the lecturer, the students and the service user</td>
</tr>
<tr>
<td>Instruments came from EDC and they conducted the in-depth interviews and tallied all the results</td>
</tr>
<tr>
<td>Yes, we can have a copy of the instrument</td>
</tr>
<tr>
<td>Did a post CSL presentation to faculty through EDC that included students in an experience sharing session – had a mixed group of experienced and inexperienced staff – went well – some of the issues highlighted that some of the students were negative about the experience – so peer sharing should not include those negative students because of their behaviour in class and out of class</td>
</tr>
<tr>
<td>Agency was asked to present the views of the users – event was a cost recovery business model that worked well</td>
</tr>
<tr>
<td>Not the last one</td>
</tr>
<tr>
<td>Can do it</td>
</tr>
<tr>
<td>Would like soft copies of the pre &amp; post CSL surveys</td>
</tr>
<tr>
<td>Not using any other survey</td>
</tr>
<tr>
<td>Not interested in alumni focused interviews</td>
</tr>
<tr>
<td>I try to do it – an orientation with them, and because the students are very busy, there is limited time to do the preparation part – cover the project requirements, what they need, and the actual activities need to be explained in detail – need to know what to do about their role, their identity and their commitment</td>
</tr>
<tr>
<td>After the activity, then survey them about their opinions about the</td>
</tr>
</tbody>
</table>
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| Activity or do some followup action through discussions – depends upon the student group – if the student want to do it, we may be able to evaluate more; others are quite busy and just want to do the service |
| No formal pre & post test forms |
| Do peer discussions with students – application forms for the CSL awards – they fill out the questions on it; not just for getting the award; it’s a good opportunity for them to summarise what they have done in CSL; can pass on their experience to students who will follow them the next year – can know more about the hard skills and the soft skills |
| No |
| CSL is done in semester 1 (Sept – Nov) |
| Maybe can find some current students (year 3) who may be willing to participate in a focus interview |
| Did 2 projects which were course-related, talked about their progress on the project they did. |
| No – didn’t have the instruments, but did a post reflection on what they’d done. |
| Yes, would do the pre & post surveys. |
| Difficult to bring back alumni for focused interviews – they’re in Mainland China now. |
| Informal one – discussion with team leader only |
| Feeling very frustrated if they don’t know what to do to get high marks |
| Not planning any CSL project in the next semester |
| Yes. The response rate of pre- and post-programme surveys is 94%. |
| Students were asked to rate on a 5-point multi-item scale on various generic competencies. Results from the pre- and post-programme surveys indicated that students improved on their interpersonal skills (+0.28), social responsibility (+0.27) and teamwork (+0.23). |
| Almost all students treasured the learning experience (93.7%) and were inspired to continuously serving the Chinese mainland in the future (97.8%). 91.5% of students would recommend the programme to friends or classmates. |

5. What professional and generic skills do you want students to develop through their CSL project?
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- Professional skills – prosthetics and orthotics
- Generic skills – national and global outlook, cultivate and practice leadership, coordinate the work, be fully involved, conduct quality assurance
- Leadership, organizational, communication, interpersonal skills and be able to apply their professional knowledge from their own programme – value added.
- Management, planning, organizing a meeting
- Communication, working with others, working with different groups of people, critical thinking, gain more experience working hands-on on practical things rather than theory only, build up their network, apply what they learn to contribute to the community
- Professional: many – such as circuit design, micro processor programming; testing / debugging; chassis production; prototype; quality control; cost calculation; sourcing and procuring of materials to be cost effective; read data sheets; visit the service recipients to understand their needs and to design something suitable to meet the needs – like a business: meet the needs of the client within a budget and defined timelines; learn how to divide the labour between the group to fairly divide the project up between the professionals
- Generic: how to conduct a meeting, how to get everybody working together, motivating others
- Don’t have any specific idea in mind. What we really want is that they can apply their knowledge to do something.
- CSL takes a longer time and commitment than the usual – hope they will develop communication skills, sense of social responsibility and interaction with others – real life experience – they can’t get this any other way
- Generic – communications & creativity, adaptability, applying theory into practice, reflect on the experience & relate to future profession
- Must do something related to practice – measurements, interviews, analytical skills, observational skills, how to use data collected and understanding gained, collecting data
- Clinical decisions
- Leadership, communication, teamwork, analytical, problem solving
- If they were to do a CSL project, they would need
<table>
<thead>
<tr>
<th>Communication skills – how to get people to trust your advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate aesthetic skills – for the right situation in different areas</td>
</tr>
<tr>
<td>Communication skills</td>
</tr>
<tr>
<td>Relate to clients to get their problems documented and help them</td>
</tr>
<tr>
<td>Otherwise, it just amounts to “changing clients’ glasses”</td>
</tr>
<tr>
<td>The value of what they’re doing for their work – appreciate the profession</td>
</tr>
<tr>
<td>Professional skills they’re using are basic</td>
</tr>
<tr>
<td>Communication skills is most important, as are leadership skills</td>
</tr>
<tr>
<td>Quite a lot, I think – social responsibility – become more caring</td>
</tr>
<tr>
<td>Improve their confidence and coordinating skills</td>
</tr>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Sense of belonging to the department &amp; university</td>
</tr>
<tr>
<td>Self-confidence</td>
</tr>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Information management</td>
</tr>
<tr>
<td>Working with numbers</td>
</tr>
<tr>
<td>Safety awareness</td>
</tr>
<tr>
<td>Adaptability</td>
</tr>
<tr>
<td>Getting students to apply what they’ve learned in class in the real world</td>
</tr>
<tr>
<td>Soft skills-dealing with people, communication (e.g. making phone calls, writing emails, presentation), coordination, sense of social justice and social responsibility, managing expectations</td>
</tr>
<tr>
<td>Communication (written &amp; verbal), time management, group/team work, critical thinking, risk assessment, commitment to an offer/plan and the decision that has been made, self-criticism on performance (reality check) using our rubrics – helping them to be honest and use the tools properly, cooperation, problem solving, decision making, be able to assume a role in simulation activities, handle case studies, conduct a peer evaluation</td>
</tr>
<tr>
<td>Communications</td>
</tr>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Engagement</td>
</tr>
<tr>
<td>Listening</td>
</tr>
</tbody>
</table>
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| Planning |
| Organizing |
| Implementation |
| Working with others on a team |
| Evaluation – self & activities / CSL project itself |
| Understanding the characteristics of the target group |
| Using appropriate professional intervention strategies |
| Applying social work theory into practice |
| Reflecting on both the service level and the policy level vis a vis the welfare of this type of target group (e.g. people with autism) |
| Consolidate their professional values and attitude |
| Professional: land surveying and measurements – apply them and make a map – relates to their course |
| Generic – leadership and responsibility – get involved and need to manage the project – they learn the problems if they make wrong measurements; they need to know their role and lead the programme and try to build up their leadership and not just be passive, but participate fully in the activities |
| Teamwork |
| Professional practices – dealing with real clients |
| Apply design capabilities and knowledge |
| Couple of generic skills they can learn: 1. Communication – either oral or written – they had to present and talk to the people – talk to different kind of people who were very different in language and professional background. 2. Interpersonal skills – they had to interact with different groups of people – good management skills with different functionalities and goals. 3. Understand the world is not fair – reality therapy – whenever they become rich or successful, they wonder how they are so blessed and how they can help others – so they care about other people. They think about and care about others in their heart about the less fortunate. |
| Generic skills – most students are / have worked and have experience |
| CSL is value-added plus and voluntary |
| How they approach service recipients – there must be a difference |
| Talking to people, work with others, empathy |
| Interpersonal skills, teamwork, increase social and / national |
6. Were there any skills you feel they developed/strengthened as a result of their CSL experience? How did you identify these skills?

- Communication skills are better
- More confident – to communicate with foreigners and serve as interpreter for English, Cantonese and Putonghua
- Observation – at the beginning, the students were very quiet. Later, they were more talkative and communicated beyond just answering questions as they became more comfortable and informed. Asked questions, became more noisy when speaking.
- Not that many, but for one of the projects, students did say that they learned how to communicate with the small kids and work with the teachers to maintain the discipline in class (leadership skills).
- Students wrote some sharing notes.
- Achieved set learning objectives
- Not every student achieved all the objectives because every student is different
- It is a successful project
- When I planned what tasks they had to do, I related them to the course and what they would do in CSL
- Had to finish the task, so we had ongoing meetings with the supervisor from the NGO, divided into different departments toing different tasks – supervisor monitored them and gave regular reports and regular meetings – if they can’t finish the task, the meeting wouldn’t happen – had meetings with the supervisor and presentations – used reflective journals (2 of them) to understand them better (e.g. difficulties, what they learned & when & how to intervene to help them); also used the peer evaluation of group project work given out in the CSL staff handbook – accomplished what I wanted it to do
- My relationship with the students improved and we have become friends – improved rapport with those students beyond class and after the project was finished
- Developed into WIE from this project in the summer – one of the students got a full-time job out of it on graduation through the experience
- If student is reluctant to be involved and doesn’t want to be involved, they don’t learn anything and stayed passive – ones
who participated fully recognized how much they learned. How much they learn is dependent upon their attitude towards being involved — all they care about is whether they’re going to get an A.

From the experience of CSL, they have developed most of things I have mentioned.

In every project, there are always different levels of achievement and learning — eager participants are there all the time and they do the work and ask questions and take initiative; some may be followers. Degree of skills mastery differs accordingly.

They discover it is important to join forces with others from different fields of knowledge — multi-disciplinary project — glad to see that they learn this on their own without being told in class; they learn to cooperate because they see the need and value of diversity and do it with a positive attitude

They have learned the importance of quality — workplace-based standards must be met — something that doesn’t work or does not last is no good and the recipients’ opinions affect our image

Self-discovery builds ownership rather than being told — works better than being told to do it and reduces arguments

No direct contact with the students.

Mark the projects — treat it like a normal kind of project — assessed based on the regular project requirements.

Sense of social responsibility

Initiative

Leadership

Just focused on what we expected — e.g. communication skills — we know they will learn it even though it is not written down — surprised the students what they can learn, but we are not surprised — we know they can do it, even though they don’t anticipate it

They gain confidence and awareness of the things they are able to do — learn what they need to learn more about (gaps) and understand what they need to focus on — can set new learning goals

They claim it in the focused group interviews — maybe they are the more vocal ones

CSL students represent only about 12 out of 70 students

Observational skills

Activity, assignments, reports
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<table>
<thead>
<tr>
<th>Communication skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability – varies – will be acquired over time to varying degrees</td>
</tr>
<tr>
<td>Able to develop some of these skills</td>
</tr>
<tr>
<td>Identify these skills by their reports &amp; by supervisors in the organizations in WIE, during class time observation</td>
</tr>
<tr>
<td>Caring of the patient / client</td>
</tr>
<tr>
<td>They think they can do more than what routine optometrists do</td>
</tr>
<tr>
<td>When I supervise them in the clinic, I can observe them enquiring how they can help the client better – looking for what they can do more – they see more than a pair of eyes</td>
</tr>
<tr>
<td>Communication skills and coordinating skills</td>
</tr>
<tr>
<td>Leadership skills are weak – most see themselves as participants only</td>
</tr>
<tr>
<td>By the emails they sent to other participants in their group, through the documents they passed to me after the activities (e.g. logs, etc.), activities planning (the rundown), demonstrating their caring to the group (willing to do their best to make the event run smoothly, show consideration to others), they have hearts to serve in the activity</td>
</tr>
</tbody>
</table>

| Teamwork |
| Communication between staff and students and peers |
| Adaptability |
| Project management skills |
| Professional skills applied |
| By observation and talking with them |
| Pretty much the same as we wanted them to do |
| Observation mostly – through surveys, getting them to apply what they're learning, through GPAs |
| 20% high achievers, 80% satisfactory, 20% snipers/poor (by attitude and limited by performance) – there was a drive for more knowledge, interest & willingness to learn and do something different. That was also evident in the way each of them completed the individual assignment; in their planning and in their execution part of the event |
| Search for new knowledge, and applying their skills showed in their grading and achievement results |
| Some didn’t like boundaries imposed by the agency and the lecturer – some students unhappy with that this year; last year, students were content with the situation. |
It varies – some attain all of those & others to different degrees
Some skills they expressed themselves – peer observation & feedback
Some demonstrate the skills during the activity – observation
Debriefing – feedback & reflection on their programme & performance
Some used reports – course-related CSL
Feedback from the agencies – mid & afterwards
Free-flowing feedback during meeting with agencies – sharing whether it was a good experience for the target group, a good learning experience for the students, how they see the students, and how students see that the agency could facilitate the students to do the programme better (e.g. had general questions)
We continue to do the things we are doing well & improve on others
Keep record of feedback given where action is needed
I think both, but a long term process in which they accumulate over time – we don’t expect to develop the skills by just doing 10 hours of CSL – it takes a long time to get those skills, but the students’ development could be faster or slower – depends on the students and the activity itself
I work with them as a teammate and observe them
Teamwork – most of the time in their reflection, they mention what they got out of it – positive and negative
They get to know more about what are some limitations to deal with real clients (e.g. terminology may not be understood by the client – communication issues); and vice versa: some projects involve areas not in the course work and students may be unfamiliar with those areas (e.g. social responsibility)
Majority of them learned about interpersonal skills (particularly when they go to work) – colleagues had more experience but less education – learned how to respect others who didn’t have the same skills or knowledge as they did – if you treat others nicely, you’ll get more cooperation – be patient (working with retarded clients) – started to understand, tolerate and respect different cultures and behaviours where others live in their own world.
They gave a talk about how to use CSL indirectly in the final year project for learning and work, reflection on what they learned
and how CSL affected them. Own personal reflections – had to
give a little bit more than others – for those who did the CSL for
their final year project – didn’t get paid.
They should have a feeling that they helped somebody
Feel better about themselves
Better self-esteem
Interpersonal skills, teamwork, increase social & national
responsibility, problem solving
From observation, pre & post survey, debriefing, learning journal

7. **What learning objectives did you set for students in CSL?**
   **How were they determined?**

   - Can provide the service and can evaluate the service they
     provide to the required standard
   - Follow-up visit – didn’t involve the student – went back to the
     centre after some months to see the outcomes. We usually go to
     a different centre each time, but keep personal contact with the
     previous centres – that way, we know if the student performed
     the tasks and met the objectives
   - Helps in our planning for the next trip
   - Some objectives – professional electives – would be relevant to
     learning objectives, but not all students would have taken those
     electives – so it’s more on a generic basis that objectives are
     considered
   - Really want them to build the skill to work with others as a team,
     and enhance their organization and leadership skills.
   - In general, for students taking the role as a volunteer, these skills
     would be essential.
   - Had a list of objectives – course-related objectives based on the
     syllabus
   - Also asked each group to set their own learning objectives –
     some set very good ones
   - No explicit objectives, but did discuss the purpose of the project
     and the opportunities and benefits to them
   - By my own understanding – based on why we wanted to do CSL
     in the first place
   - We are only a group of amateurs, not social workers, so we
     cannot devote a lot of time to this activity; then we found a
     special place for how we could apply our professional skills to
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| CSL – discovered how we could contribute our knowledge within our available time to do something worthwhile and solve problems that can make the recipients' lives easier – occupy our time in a cost-effective way and make it manageable (e.g. use small amounts of spare time for something that is useful and relative to the course) |
| Technical in nature rather than CSL in nature. |
| No, we asked them to set them – different ones for different groups |
| Based on their learning outcomes statement, we determined how to guide them to reach their learning outcome statement (e.g. how to reduce loneliness in the elders) |
| We want to help them learn how to collect evidence – one of the project outcomes |
| Class objectives – in course |
| Determined by staff |
| Major objective was to apply their professional knowledge in CSL for WIE |
| Mandatory objective for PolyU |
| Wanted students to see the person as a whole person, not just a pair of eyes – but I never told them – just let them feel it for themselves – maybe I ask them about it in the sharing session afterwards – how they felt about the experience – don’t want them to feel like they’re being forced to care / learn it, but that it is more of a natural discovery |
| To apply what they have learned in the lectures, IT skills, fulfill their social responsibility, to improve their teamwork and leadership skills |
| Didn’t set specific objectives |
| How would you define a learning objective? … they are the same as in #5 |
| The students know what we’re getting at – through presentations, preps before projects – they know what they’ll do, why they’re doing it and what they’ll get out of it |
| Objectives determined over time – informal agreement – but it is clear what is expected even though there are different foci |
| To develop and produce an event for special people with special requirements. |
| To negotiate with the client to determine those needs – business model |
Limitations in physical activities and the consumption of food & beverage items – communication level, research for the requirements for the target group, then to put together a business brief (managerial writing of an offer letter, etc.)

Technical skills in making and serving the beverages under set conditions; manage a budget; adhere to safety standards; had to put in a set number of hours on the project

Skills in how to cook, meetings on site and in/out of class

Had to work as a buddy – partnered with a disabled person & work with a guardian

Some of the business objectives came from the course content; others came from feedback from the client on expectations; some were negotiated with the students (e.g. the number of times of involvement with the client and the timing to avoid conflicts and interference with other commitments and activities)

Asked them what they wanted to learn?

Why do you want to join & what do you expect? – asked them this after the briefing

Wanted them to think more seriously and make the commitment – how much time are you willing to give?

For course-related: logs, reflection notes, proposals and reports, contract and learning report

For voluntary: meetings to share their reflection

Need to apply survey techniques – how to make measurements and other hard skills from surveying – need to solve some problems, and I provide some guidelines for them – accurate measurements

Depends on the activity itself – relate it to our professional area

Learning objectives are the same set as in the course syllabus

Didn’t at that time set definite objectives, but they emerged – did the project as an academic requirement combined with CSL. Different nature of projects.

Very specific

Work out “costs” – assistive equipment for the disabled

Apply professional accounting skills

Listed in curricula

Techniques (theory) were structured, but the process of handling (practical application) the costs were flexible and unique

The learning outcomes were brainstormed and determined among project team members during the project planning stage.
These were:

**Teamwork**
- To organize community service projects with peers effectively and in a cooperative manner
- To accept different opinions with an open mind

**Interpersonal effectiveness**
- To communicate with people from different backgrounds

**Social and national responsibility**
- To serve the community with empathy
- To foster students’ understanding towards the needs of the target group
- To serve the community willingly and genuinely with a whole heart

**Problem solving**
- To define the key issues that the community faced
- To lists out all possible solutions and distinguish the best one.

### 8. What challenges / issues did you face in CSL?

The prediction of the deliverable – you need to do a pre-service visit to talk to the staff and the potential users there. We determine how many students will go and what we can do. Many service users come from a distance to get our service, and they have expectations of us. We have different ways of doing things, so we cannot always do what we need to do with limited resources – students need to adapt to working with limitations – can be stressful. Within those 2 weeks, you’re committed to provide those services to clients with determined outcomes – not just an exploration of things.

People in Mainland China appreciate the rehabilitation service in HK, so they have very high expectations of the service team that may not be realistic.

Difficult to get students involved and also to maintain their enthusiasm in the project.

Identify suitable service that suits them and interests them.

Sometimes at the later stage, they just don’t show up – they don’t take it seriously when they sign up.

How you can relate the course back to the project – how to incorporate the course objectives into the project and vice versa

Number of students to handle

Some didn’t have a choice – compulsory subject – passive and
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reluctant to participate and the variety of student background was difficult to accommodate to help them work together on a level playing ground
- Diversity of student group composition was a challenge
- Some students complained about the supervisor in the NGO – some supervisors weren’t that smart and students have a feeling that the suggestions were not feasible or unreasonable
- Have to manage the supervisor as well as the students – students learned the reality of not being able to choose their boss, which was a good learning experience
- The first challenge is the time and effort required
- If you assemble a small group (3-5 students), what you can do is limited; if you have a large group, then the time required is more, so the workload and effort and time required increases
- CSL is not formally counted as a workload item
- The second challenge is how to get a group of enthusiastic students into the CSL project – they are handicapped by a heavy workload within the department, so they might be okay at the beginning, but then they give up later on when the work pressures increase
- When we deal with the external bodies, it is tricky how to strike a balance between what we can do and what they need – can’t make too many promises or we won’t be able to deliver – affects our image – how to do this within our resources and maintain a good relationship long term
- Maybe we need a special unit to handle external relations
- Motivation of students
- Matching of content with CSL application
- Time available from staff & students
- Frustration level to produce a quality and useful product
- Difficulty in meeting both subject discipline and CSL approach – how to align outcomes of both in one semester project
- Want to integrate CSL and the subject learning outcomes in the syllabus
- Ways to assess personal development and have some practical experience in a more organized way (strategically planned and intentionally delivered)
- How can we translate all the things we have done in a well-organised format – evidence we have conducted a good service learning programme – how do we ask for what we need
<table>
<thead>
<tr>
<th>without this evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making sure class was done safely and that they’re happy and get what they want</td>
</tr>
<tr>
<td>Seldom participate – not motivated</td>
</tr>
<tr>
<td>Hard to find a client group that matches with our subject discipline</td>
</tr>
<tr>
<td>Teachers too busy to take it on</td>
</tr>
<tr>
<td>Money – every time we need funding to support the students to go over there, it’s hard to find funding for them – it’s not that much, but it’s hard to find it</td>
</tr>
<tr>
<td>Other than that, things go pretty smoothly, because students are eager to join the trip – they’ve heard from other students that it’s good</td>
</tr>
<tr>
<td>Sometimes money comes from within the department or the NGO – each time we have to look for it</td>
</tr>
<tr>
<td>$2000 per student is about what is needed</td>
</tr>
<tr>
<td>Students participation is the most challenging one – even though we have a lot of activities each month (about 3), some are willing to help, but we don’t want the same group of helping while others sit back and find reasons not to get involved – want to get more students interested in these activities – too many distractions in studies – CVs look too plain with no CSL experience, so some join to get that experience for the CV, then disappear (20 are the core students out of 100) – how do we encourage them to open their hearts to participate; others are very passive and are not willing to know more about the recipients or interact with them</td>
</tr>
<tr>
<td>How to get them to have the proper attitude towards the activity – they don’t feel confident about how they can help – looking at their technical skills rather than their contribution of attitude</td>
</tr>
<tr>
<td>The time you need to take to have a lot of meetings</td>
</tr>
<tr>
<td>Communication with partners – liaison</td>
</tr>
<tr>
<td>Legal obligations – trouble shooting – stress in that area – risk management</td>
</tr>
<tr>
<td>Whether we follow the local legislation- in case w were doing something not legal there – the university would be liable – the press &amp; publicity risk if something went wrong – scandals (e.g. locals using the money improperly, etc.) – need to make sure the contractor was honest</td>
</tr>
<tr>
<td>Donor relied on our knowledge to release the money – had to</td>
</tr>
</tbody>
</table>
monitor the expenditures – had to go to look at the furniture – lack of trust – couldn’t release money – had to manage it ourselves to reduce the risks of something going astray

Around the area of where we built the school, there were 2 other universities who did similar projects – fear that if we didn’t do a good job, we would be considered inferior to others

Fear that the building would have problems down the line

Risk of accidents or harm to students outside the country – concern about safety and liability – outside the curriculum, so we had to do this very carefully or the parents would blame us – high expectations

I wish the university was more supportive – give the students credit for this work; our department has been supportive financially – less support from the university; the department’s hands are tied to give the students course credit because it has to be approved by the university

I am not talking about making CSL mandatory. I mean that those who participate should be given tangible credit for what they do – accredited recognition – so that the university stands behind what it says it wants (e.g. students to participate in CSL)

Main one is communication and expectations between the lecturer and the students (e.g. some said not enough support and others said the lecturer had too much control over the project) – certain things were pre-determined because of the timeline – the planning stage is the most important part

Finding a partner that has the same vision – serves both the benefits of the clients and the students – must accommodate both

Must honour both the service and the learning component

Must reassure the agency partner that close liaison will be kept with the students to support their learning – coaching to do better – takes time to do this

Always the time for us to meet, to do the service for the target group

Everyone is so stressed out in HK that even finding the time to meet a faculty member is a challenge for agencies – up to faculty members to take the initiative & explain benefits

Recognition – from students and from department

From students – they need to know the purpose for doing the CSL and this service is not for me or the organizing committee, it is for
### Community Service Learning With a Heart

**Summary of Responses for Post CSL Staff Focused Interviews**

**November 2007 – May 2008**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>the students themselves – they need to respect their role and take their involvement seriously – am lucky because the students are involved and have a positive attitude</td>
<td></td>
</tr>
<tr>
<td>Other students might have some target – e.g. scholarship or good thoughts from the teacher, or bonding with each other</td>
<td></td>
</tr>
<tr>
<td>This activity also recognizes students for their involvement</td>
<td></td>
</tr>
<tr>
<td>Up to now, the university and department doesn’t reward me for giving my spare time and night time and public holidays – no awareness or support or recognition for my efforts – maybe a survey instrument during the service – other people may think it’s a waste of resources – it’s a challenge</td>
<td></td>
</tr>
<tr>
<td>Timing – for us, it happens during a fixed time each year, but this timing doesn’t always match the organisations’ needs</td>
<td></td>
</tr>
<tr>
<td>Project scope – sometimes we question whether it’s beneficial for the students – sometimes the scope is too basic and students don’t learn a lot</td>
<td></td>
</tr>
<tr>
<td>No issues at this moment – this should be done and really want to get it done – love this kind of work, so I enjoy it and just do it. No major issues.</td>
<td></td>
</tr>
<tr>
<td>Class of about 50 students – the organization isn’t able to accommodate that number in their office – group leaders had to represent the class to get the information – some students were disappointed not to be in the front line on site – unhappy about it and felt it was unfair</td>
<td></td>
</tr>
<tr>
<td>Limited time (preparation &amp; service delivery).</td>
<td></td>
</tr>
<tr>
<td>Collaboration between serving organizations (core values &amp; time frame differences)</td>
<td></td>
</tr>
<tr>
<td>Low priority considered by some staff and students and need more recognition from the PolyU community</td>
<td></td>
</tr>
</tbody>
</table>

### 9. What would you like the agencies to know/do to help make students’ CSL project better?

- Usually we require the agency to do some briefing about the current situation in their place and what their plan is – those agencies are more proactive and have some plans to do things better – they may have very good hardware, even better than in HK.
- Recruit the staff from the agency to have more communication with the team to get information so we don’t have to wait until the sharing session.
<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Want the agency to arrange the transportation and accommodation – for the past 2 years, they have done this – it’s very helpful.</td>
</tr>
<tr>
<td>More briefing about the service to the staff and volunteers so they know how they can do the job better.</td>
</tr>
<tr>
<td>Also important for the agency and the department to sit together to talk about the service they want us to do to have more preparation – if we know the whole project better beforehand, this would help explain it better to the student and manage the project more smoothly.</td>
</tr>
<tr>
<td>Depends on the attitude and involvement – some hosts co-host and some are passive – not sure whether that’s something we can control – others are very cooperative and helpful.</td>
</tr>
<tr>
<td>Perhaps we could set some guidelines – what we can expect from an agency when doing a project.</td>
</tr>
<tr>
<td>If we talk to them, they must understand our limitations – they are students with time constraints and exam schedules, etc. – their expectation of us should be flexible and understanding – if they have a real and urgent need of something, then they need to understand they might need to find someone else to handle the project. Mutual understanding is very important.</td>
</tr>
<tr>
<td>Many service providers might think that because they are giving something free of charge, they may think they don’t need to meet their specifications or deadlines – this creates a mismatch of expectations.</td>
</tr>
<tr>
<td>Expectations should be spelled out.</td>
</tr>
<tr>
<td>Have never used a formal statement of understanding rather than a gentleman’s agreement.</td>
</tr>
<tr>
<td>Difficult to say because usually the colleague concerned will not have contact with the agencies at all – just asked to do something useful for the agencies via SAOs or CSL coordinator. Financial support is not that important to them because all projects have funding available to do them.</td>
</tr>
<tr>
<td>Most important is to identify the need – the agency needs to help us identify what would be useful for the final year projects – depends on the situation; whether the agency &amp; department are already working together, or whether the agency has nothing in mind &amp; allows the students just to use their own creativity to come up with something useful.</td>
</tr>
<tr>
<td>WIE CSL final year projects are counted – challenge is to find an</td>
</tr>
</tbody>
</table>
agency to work with them so that the project can be done. Hard
to find agency partners.
Workshop conducted by the partners – they provide a
communication workshop for our students
Some students mention overlap with what they’ve learned
already
In future, we can also decide to work with them together if time’s
available – previously, just let the agencies plan the workshop
without our input – we need to review their workshop outline and
content and try to tailor make it to this CSL project
Have received feedback from agencies – will send it to us – have
Carrie translate it if she can – add to final report appendix or take
input into consideration for recommendations in our CSL report
Have done this for may years
Selecting the right clients for us so the students won’t find it too
difficult to work with too frail people
Feedback
Input from organization to tell students how important their role is
and what they’re doing – tell students directly means more
At least take care of the students when they are working
Don’t let them feel isolated
Maybe give incentives to students – honorarium for travel
expenses
They should do some presentations in seminars – students do
some field studies to get the background of the client
(investigative interview) – receive the students
Communicate the real needs of the agency to the students
They’re doing a good job already
That your students need some acknowledgement (certificate or
thanks) for their involvement and service
Understand our students’ abilities – student are not confident in
speaking to the public – too shy to speak out with recipients,
rather than see them as unhelpful – would like them to know the
character of our students
Our students are quite busy – an understanding of their
schoolwork load – students try their best to complete the work to
meet agencies’ expectations, but they are hard pressed to
squeeze out the time to do so
Let them know it’s not part of the curriculum – they are doing
something extra on top – they are volunteering their time and
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- money – want them to treasure this, what they’re getting  
  - Some students get marks, but with ours, they are not compelled to go – it’s their choice – their contribution should be valued  
  - To know their professionalism and specialism for their area of training – the background of the students  
  - The role we play because physically, all they can see is we build a house, but behind the scenes we do a lot of work – tendering process, design, liaison and meetings with the donors – there’s a lot of unseen work – they can treasure the students’ work even more – already have done a lot of supportive work before we even get there  
  - We work a lot with the agencies beforehand – stress that these are students, not social students so be understanding of their limitations – so far we have been very good at this  
  - We have a personal relationship with the agencies and their people so they understand what we are getting at – so far, they have been very understanding about how far we can go and what time we can commit  
  - Able to gather with the students and the users – the site visits are eye-opening for the students (e.g. day care centres, special schools) – the awareness has to come from the agencies to prepare the students for what they will encounter (e.g. DVDs, etc.)  
  - They are usually very happy with whatever’s offered – doesn’t have to be complicated or difficult – just glad for the interactions with the students and with other institutions and to be accepted as they are  
  - Mutual kind of discussion & agreement on what / which party is going to do – roles & responsibilities for each party/stakeholder  
  - Personal contact is so necessary – not just a handbook, which might be helpful  
  - To serve with a heart takes you to give a chance for students to serve the community with your assistance  
  - Support them  
  - They will get support in the monitoring & supervision of the students – faculty can be counted on to be visible & present (the KEY) – don’t want people just to start something & then leave them stranded and not finishing up – does harm to the target groups  
  - The CSL isn’t just about the students coming in to solve a problem.
they need to know more about the students who are working with them

Limited resources – the agencies’ requests are so much and so vigorous - I must go to have a meeting with them to let them know what we can do and what we can’t – then have an agreement with them to get it arranged – very time consuming to attend these meetings

Some of the agencies do not much about our professional area or the surveying field – sometimes we can introduce our involvement and can do more; sometimes, the agencies overestimate our ability and I have to bring them down to what’s manageable

Normally, we ask the agencies to treat the students like they are part of a professional design agency rather than like students

Explain a bit more about their organization, mission, objectives – would be beneficial for the students to have this information

They usually have a supervisor assigned for the project at the agencies, so I usually do a programme review with them and see if they’re satisfied. All CSL projects if they last for 6 months or more, should have regular meetings between parties to review progress on the work and how students are doing. They are a little bit humble because students are not getting paid, so they don’t say much. Would like them to treat it as a more professional project and apply those standards to give feedback.

Better for the NGOs if they would provide students with a certificate/artifact of service to recognize them and promote CSL to others.

They (agencies) don’t know exactly what they want from us

Need to know the management’s perspective to know how to help, but they don’t know how to ask for what they need and tell us what we need to know

Know more about the needs, strength & limitation of students & staff. Be more flexible in their expectations of services provided by us

Provide on the job training or supervision to students carrying community services especially in understanding client’s needs, communication skills, agency’s services etc.

10. What CSL learning materials / support did you provide to help students get the most out of their experience?
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- Briefing – video clips to USA and local students
- Information about previous/former trips
- Used to involve both second and third year students to add experience to the team
- USA must do journals because it’s credit bearing, but our students don’t do them
- One student kept a blog (voluntary)
- No
- Reflective learning journals
- Group / peer evaluation of project
- Pre & post surveys
- For the professional stuff, I showed them some design issues, data sheets, conduct briefing session to cover some theory – like a seminar or lecture
- Can’t remember if I gave them a booklet (student handbook) – maybe some of them got it and some didn’t – there’s no systematic material given to them; covered only in a meeting
- Voluntary orientation, so not everyone came along
- Different projects and groups, so not everyone may have got the same information
- No
- For the final year project, there is support – but nothing to do with CSL
- Agencies come in to deliver a communications workshop
- 2-3 reflective learning journals in total (one for every 2 visits) – gave them some writing guides and due dates – open ended and topical (some choose own topics; other topics may be introduced on which they can focus their writing)
- Assessment criteria
- Meet with them before and after the CSL experience, students always feel free to contact their project facilitators if further support is needed
- Focused interviews
- Information sheets to let them know what they will have to commit to this project
- Briefing and meetings
- Consent form for them to sign (statement of understanding) as it is regarded as optional involvement in this teaching project
- Guidelines of writing the project paper and problem based writing, highlighting the critical incidents as they adopt in the PBL
class can also be the option
- Pre CSL briefings
- Projects
- Questionnaires
- Reflective questions
- Debriefing
- Meetings with students
- Short lab report / assignment
- Consultations to help them out
- No specific learning materials
- Log book
- Briefing session – former students presented their experience and shared their feelings about the project
- No materials provided
- They had to do a report about the project – academic stuff
- Invited AVS to hold workshop on how to be a good volunteer – gave them some materials
- Some guidelines on how to plan a good activity
- Some meetings, social gatherings
- Briefing – an introduction about the project, their duties & responsibilities, requirements, briefing about local conditions, information about what they will / won’t get out of it (marks/money/travel/hygiene/travel issues)
- Reflective journals during the process
- Before the process, we give them training – invite supporting/collaborating partners to come in and give them orientation on what to expect and how to behave
- We also monitor and debrief our students throughout the projects
- After the project, they write a project report and we provide a debriefing session for them after the CSL project experience is finished
- Professors of the Day – people who had experience with CSL presenting to them
- Previous experience sharing with the students
- In the classroom, brainstorming about the types of needs people would have
- Materials provided by the service users (e.g. posters, pictures) and by PolyU (departmental)
- Discussions in their first language – to aid understanding and facilitate discussion
| Encouraged to go online and find service providers of any other kind to give information |
| Materials on the target group – relates to what they are going to do |
| Agency information |
| Theoretical background knowledge on helping people with disability |
| Learn one model of helping: person-centred planning model |
| Self-initiated group: loaded with assignments from course work, so CSL assignments are not appropriate – meet with them instead – encourage them to think about things and write them down |
| An orientation with them, and because the students are very busy, there is limited time to do the preparation part – cover the project requirements, what they need, and the actual activities need to be explained in detail – need to know what to do about their role, their identity and their commitment |
| After the activity, then survey them about their opinions about the activity or do some followup action through discussions – depends upon the student group – if the student want to do it, we may be able to evaluate more; others are quite busy and just want to do the service |
| Do peer discussions with students – application forms for the CSL awards – they fill out the questions on it; not just for getting the award; it’s a good opportunity for them to summarise what they have done in CSL; can pass on their experience to students who will follow them the next year – can know more about the hard skills and the soft skills |
| Also provide some student submission – note & log sheets, maps information, et. al. |
| Ask them to consult with the senior form students; one mentors the other (sr./jr.) |
| The agencies give a briefing before the students start the project (a design brief to get the organisation’s input), an interim presentation and a final presentation |
| Involve the organizations in a different timeframe – ask them for a design brief, schedule for presentations – before the students get involved |
| Briefing of the projects |
| Tutor for the projects |
| Final report – include some self-evaluation – they are aware that |
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they have to capture the learning experience, but they only do the writing at the end
No, because this project was a final year project – just told them to do well and apply for the CSL award and I would recommend them.
Briefing first
Interviewed the supervisor several times to do preparation for the students
During the course of their interviews with the agency, I was available if they needed help
Written report required (re objectives set)
They (students) designed the questionnaires for the end users of the equipment (was it helpful? We don’t know.)
People selling these assistive devises – had to ascertain how much impact this project made on them and their distribution of the devices (financially) – underemployed / unemployed status (sellers)
Learning/ reflective journal, training, pre-trip meeting, role model & guidance from staff, debriefing

11. What changes to the CSL project would you recommend to make it better?

Need to have initiative to motivate people how to get involved – staff and students
My project is quite good, but is staff initiated – would like to have projects the students would like to join – should be some policy from the department – very few initiatives in the department. Very much staff driven – by interested staff only – personal motivation – very few academic staff involved – they want to get rid of it actually and avoid getting involved.
Hope that more teachers would be willing to be involved.
Would like SAOs to involve staff as well as students – encourage them to get involved and plan things for them to engage them.
Have students choose whether to join CSL or not
Had a contract set up at the beginning – choose the type of project they wanted or not – they signed because they had no choice – was an elective subject and I had 140 students rather than 40 – used this as a screening tool but everyone signed because they wanted the course but not necessarily to do this
project – this was way of communicating expectations to the students – always some students who don’t attend class and only show up for the tests and exams and they hate this type of involvement – they just want to attend a regular class and that is not what this all about

We must have a regular, more formal and organized introduction / package of supporting materials to give to them – or we must require them to attend the scheduled orientation session rather than let it be voluntary

Resources available – hope that either the university or the department can provide resources to make this better – need technical support to help deliver the product within the timelines with quality results – someone to help the students; balance should be handled carefully – just to help and support the students, but still let the students learn and do the work.

The staff participation should be encouraged more – different departments handle it differently – voluntary involvement – not like teaching a subject when working with CSL – looked as “nice, but not necessary” – the weight of the CSL should be more

We might consider CSL as part of the curriculum as secondary schools are doing under the 3+3+4 reform – we should consider the same approach – value for learning in CSL – ideal time to look at this but nobody’s talking about it now (CSL has been lost) – how to do this?

Developing the whole person – head, hands and heart – equally important – if we treasure this principle, then we must do something about it to ensure it happens – either through the curriculum or through other means

Doing a final year project with CSL in nature – must be geared to a target group of people (e.g. assistive tools for the handicapped or elderly) – matching of project & appropriate groups.

SAOs have some content, but don’t know how good it is at this stage.

Assessment is done on technical content rather than CSL content – not sure if this is practical because of the diversity of projects and HKIE accreditation requirements (e.g. continuity and fairness).

A framework upon which some structure can be made for guidelines for student achievement, course delivery and planning for learning outcomes
Also some guidelines to facilitate student reflective writing – teachers also need to learn this – what are the standards we should expect and what assessment criteria should we use for assessment

Would like to know how to guide students to see some progressive writing and information in the reflective learning journals

Maybe a 2-semester project to give more time – involves some curriculum change – lecturer can’t control this – students will say that time is of real concern, because they have other subject workloads – and CSL involves planning time and “doing” time and talking time

We want health-related service experiences – we expect students to do pre-reading of the client group to prepare themselves

If they can do things that meet their personal objectives and use their own methods, it is more appealing

Integrate the subject knowledge within the 5-months’ project – have more structure to handle this – use CSL as a teaching and learning strategy – not sure if this is too ambitious or it can be integrated

For the students, they want more

For the staff, it’s time cost

Recognition from university to help them do more

Complaints about travel

Staff needs more support

SFQ – doesn’t reflect what they’re doing on CSL

Any recognition demands more work (submit for reward)

Co-curricular mandate – CSL related to their professions – make it mandatory at a point in their course before they can continue

Across all subject disciplines – at least once a year

Take students out of class time – need extended periods to do CSL and must fit agency’s time schedule

Flexibility to deliver courses for varied times

Students need CSL – could be mandated – to apply skill and explore career

If someone is going to organize a speaker, it should be mandatory for the students to go and listen

Maybe SAOs could provide some talks/prep for CSL as they do on WIE
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When I listened to the presentations at the meetings, I saw that the students only did things that linked professional knowledge to the project without considering the needs of the agency first – still unsure if the project really met the needs of the agency – should observe the community first, see if there is a need first in that community, then design a project to fit rather than just try to think of something (a casual idea) to fit the program requirements.

If everyone could join this program, it would be great – to increase the participation rate – not sure if this is possible because of the student workload.

CSL teaches things students can’t learn from lectures – different types of students in clinical observation – one type of student just wants to graduate and get a job, and the other cares about the client – want all students to have that element of caring – that would benefit the whole profession to have caring professionals.

To set up something to make CSL impact more effective – more promotion.

Recruit more colleagues and more support from the department in preparation.

Set up a long term sustainable volunteer system – database, record of students’ participation / contribution.

Promote more about what the students can learn in the CSL.

After finishing the first CSL job, we decided to join the CSL competition.

University should recognize the workload – staff actually has a penalty for participating – so most avoid it – only lower level staff is encouraged to go & it’s not counted – would like to see it be counted through timetabling allowance or departmental administrative workload reduction.

Provide some logistical support – booking tickets and buses for travel.

Insurance coverage – rider for CSL students – to ensure coverage – have someone in PolyU who can answer our questions and deal with it – give some advice.

Give the kids credit.

Financial support for the projects beyond what the department provides.

The planning stage – the students should be made aware of the CSL content before enrolling for the CSL component – over time, they can lose interest – once they know it’s part of their subject.
then the students have to learn to deal with it allowing more time for discussion in the class
A few side visits would be good, depending on the subject
Perhaps have an industry leader involved as well – as examples of being good corporate citizens; or other individuals who make it part of their life to serve the community (e.g. a successful high profile model)
To look at a CSL programme for our school which is ongoing – have been some discussions within SHTM but have not come to a decision
If you want to make an ongoing commitment, it has to be top-down driven and then have it imbedded into the subjects so that all lecturers have the information and get a package of CSL information to make the event happen and so they don’t have to start from scratch
How CSL is celebrated and recognized is good
PolyU should look at ways of making those willing able. Maybe there’s a trade-off – maybe CSL involvement should be considered in lieu of publications which gather dust on the shelf – or at least a balance of duties (e.g. CSL, committee, writing/publications, etc.)
It depends on the recognition – up to now, all the students in CSL may apply for the CSL award, but the competition is keen and harder to get an award – the students may think that the purpose in doing the service is for the award, but we have to let them know the benefits of CSL is much more about their development rather than the award – very difficult for them to share this with others when it demands their time out of their regular social life to give so much
There is an existing practice that SAO but more and more people are getting involved but they don’t want to do it or be the outside party – need to submit their things to a work group and don’t want to do it – we need to build up a culture of CSL and the need to do CSL for our students
Have done a pretty good job, but it’s just the time. It’s not mandatory, it’s voluntary – the key is the staff. If they don’t do it, then it’s very difficult to make it happen. Can’t force them to do it. To some people, it comes naturally to help. Others may not be interested.
Better to leave it as it is because you must do it with your heart, or
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| it’s meaningless. Just causes problems – the result is not what you want. It’s not an indicator of how well the university is doing to make it mandatory. |
| If I can ask the organization staff to come on campus (all 10) to share with the students, it would be better for all the students – but not good for clients because not all students are interested in the project and they don’t pay attention to the presenters |
| Plan ahead – the time to be spent on this project – to monitor their time investment and advise on what’s reasonable |
| SAO, being the project coordinator, to create more meeting or discussing channels for NGOs and PolyU staff to circulate their needs, ideas and mission to seek further collaboration. E.g. collaboration gathering, project-based tri parties meeting |
| Extend & sustain students participation after project finished if resource allow to |

12. **What is the best way(s) to market CSL to students?**

| Staff can demonstrate that they have a role and they enjoy CSL – otherwise, how will the students join those activities unless they already have some experience – staff needs to do something to get students involved – get involved and share what they have done and tell students why they are involved. |
| Some video clips on the monitor, big banners and posters – don’t think it’s very effective. |
| Staff need to get involved in CSL – university doesn’t recognize these things |
| Promotion across the campus – essential. Information seminar and sharing sessions from students involved in CSL in the past – newcomers can hear what other students did – way to encourage newcomers. |
| Lunch time and classroom presentations are a good place to promote CSL – depends on the teachers, whether they let SAOs talk – impact would be greater if they did. Teacher is also there and could further emphasise the benefits of getting involved in CSL, they could encourage the student to take part. |
| Tell them that they are not just learning from textbooks, but from real life and hands-on experience, will meet a lot of people and will contribute to the community |
| Haven’t marketed it – has been by word of mouth and students will come along voluntarily |
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- Formal marketing may entice students who don’t have a passion for volunteering their time as needed
- Up to now, have 50 students, which is enough
- If I wanted to do it formally, would show them what students have done in the past: showcases like the campus CSLP (not many students have visited the booth) – should be designed to reach more students; comments from the NGOs; awareness of CSL in department & why they should join
- Don’t actively do this now; if planning to expand the programme, then we need to think about this carefully – if we get too many students in the group, we may not be able to cope with the workload without the necessary resources and manpower – we have to think about the scale we want and can handle before we act
- If we want to make our achievement known to students, they may like to know what’s been done, then maybe a newsletter or email or website about the activities students are involved in to build their pride in the programme and in CSL contributions would be appropriate – that might increase student enrolment, as a by-product of information sharing
- It’s related to their course and assignments – if it’s their final project, or their homework, they will do it. Otherwise, it doesn’t seem to be very successful. Have to see which subjects you can integrate this CSL into.
- By actual involvement – once they’ve experienced it, they treasure it – difficult to get them into the first trial
- Those who enter into nursing, they already like to serve people as they said, outcome of CSL involvement in nurturing hearts of serving and community care should not be the main purpose. It may be difficult to get them into CSL quickly especially when the project outcome does not match with students’ perceived learning needs or affect academic performance as it involves more time and effort
- Some sharing sessions as to what others do, so students are exposed to different types of service experiences – that might stimulate them to think about what they can do and motivate them to join
- The awards help to attract and motivate students – but just for some
- The peer image is very important – not sure if it’s motivating or
### Community Service Learning With a Heart

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<table>
<thead>
<tr>
<th>Demotivating</th>
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<tbody>
<tr>
<td>Give them ownership in the project – they own their programme and they can learn by trial and error in their own way</td>
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<tr>
<td>We share with them our experience – teachers &amp; students share their ideas and experiences</td>
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<tr>
<td>Make it related to learning how to use their knowledge in the professions</td>
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<tr>
<td>Students have different interests which can easily fall into subthemes within the course – be exposed to different work settings</td>
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<tr>
<td>Organize a talk and force the students to go</td>
</tr>
<tr>
<td>If we really want to get them involved in this program, first thing is they are very money-minded. They want compensation – cash rewards motivate them. Second thing is to tell them about the real needs of our society rather than second-guess what the real needs are – show the needs to the students.</td>
</tr>
<tr>
<td>For our department it is not an easy task to do it – try to tell them the real needs of our society and see if they can meet those needs</td>
</tr>
<tr>
<td>Project comes first, needs second – should be the other way around. Get students to think about things that are useful – most ideas may be useless</td>
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<tr>
<td>Start to mention CSL in the first day of the meeting – once they step into year 3, I start to promote it</td>
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<tr>
<td>Talk about it the labs – students’ experiences</td>
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<tr>
<td>Sharing sessions</td>
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<tr>
<td>Haven’t got a formal marketing strategy</td>
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<tr>
<td>Recognition and acknowledgement – some are quite concerned about their total service hours and what they will get at the end of it – awards (bronze, silver, gold)</td>
</tr>
<tr>
<td>Also concerned to participate in activities that allow them to explore more and get more exposure to different groups and get some variety in gatherings – they are quite concerned about the nature of the service – they want to enjoy the activities rather than just serve without having fun – activities need to have some attraction for them to give up their friends and time for CSL</td>
</tr>
<tr>
<td>Some credit for the activities would attract them (record with SAO, credit hours)</td>
</tr>
<tr>
<td>Might invite the student alumni to share what they’ve learned in CSL</td>
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</tbody>
</table>
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Would be good if there were some financial incentive for them – daily allowance, spare money for them
Tell them they can broaden their horizon, make contact with the real world, certificate of merit for their future employment applications – more incentive because it’s outside the curriculum and they get no marks, but they want a high grade
Personal relationships with the students
Promote the achievers, which we already do, and give them credit for participation
CSL office & programme – multi-disciplinary approach – combine engineers with SHTM management, etc. – look for suitable matches
Have a forum for students to develop their generic skills to prepare them for CSL – combine different faculties as a PolyU community – has to come in first year. We use this in interviews to select students, but it is then forgotten.
There have to be ‘carrots’ – (rewards) – for their CSL involvement
Also has to be driven by staff – they need rewards and carrots, too
Their experience sharing – they share what they get, how they mature, how they apply their finding, the job interview – find this activity very useful because they can apply some findings in their job interview and appreciate
Some students have some idea about this – to gain some benefit into getting into a degree class if they are studying in a sub-degree class; try to earn a bonus through CSL to get their bonus – may not be a very positive approach
Some students may find that the record from SAO about their CSL involvement – deliver a record to them when they graduate, the student can add up the number of hours they did during 4th year for CSL – may not be a very good way because the student may be concerned more about the hours (quantity) rather than the service (quality)
Some case study – like student sharing sessions – what tutors, organizers and students have to say about their experiences
The exhibition showcase should continue
Through senior management – they should get an appreciation – doesn’t mean much to bosses – no point in asking for help, because you know the answers.
The top support it, but it gets lost at the middle and working level.
Bottom up is left to do it on their own volition – need more support. Don’t claim for anything – don’t bother.

They should encourage us to share with others – not the lost child. Students who have prior volunteer experience, might notice. Payment for service / honorarium might help. Others would do it for free. Industrial projects get money from the company, but NGOs can’t afford it. SAOs have some funding, but it’s small and we don’t bother about it.

Course-based work but still need to explain it and how to tackle the issues

Provide support for students to participate (e.g. transportation)

Through support by departments\Word of mouth or peer group promotion

Further promote CSL as option of WIE

Help students understand its core values and how they would develop and grow through community services

13. Would you like to tell us anything else about your CSL experience?

I think CSL is very beneficial to students, even if there is no formal evaluation or structure – feedback from the students is good – after joining the project, they think about their career and how to do more community work – even students in USA, they go to their profession because they find the work rewarding – they tell their classmates and more want to get involved – every year they come and 2 groups from the USA come (U of Washington & U of Pennsylvania).

Students are very happy when they find they can help people. After CSL, you are more close to your students.

For the professional part, students can more appreciate what they have learned and contributed to society.

We are planning to do a team-teaching approach to do a joint CSL project within the department (3 teachers within the department)

Also thinking about doing a real project within PolyU for students’ project – e.g. students managing a conference for PolyU

Learned a lot to improve my teaching through doing this project

It’s really important to motivate the students and sustain their motivation – I have tried really hard to do this: outings in the
evening, certificates (they like that very much) – reward them by finding ways to make them proud of what they are doing, not because of credits / marks / money / job prospects – long term ideal

- CSL is very different than curriculum training or any subject in the curriculum because it has a very different nature – should not be talking about reward, but more of a natural response of human nature (e.g. love parents not because they give me candy)

- How can the CSL be integrated into the Engineer and the Society subject? All the engineering students in the Engineering Faculty have to take this subject.

- This is a project we want to work on, but refining it to tailor make it within the discipline to come up with a learning package within the discipline & facilitate the project supervisors if we involve more than one

- Funding is essential for a comprehensive evaluation and to translate the project findings to a publication

- Some coordination is necessary – logistics to liaise with agencies – a lot is involved – to relieve some of the workload on this

- Some team teaching would help us to deliver this, although it can create some conflicts – need for a common framework to help in a big project

- As we come to 4-yr. programmes (2012), help build their professional competencies – generic, first-yr. subjects – some programme to run these services; exposure to work settings (CSL as part of course work, or SAOs to support (right people in the right place, via UGC $ for self-development)

- Could use CSL exposure as part of interview to select candidates for course – reflect on their career choice

- We don’t even know about the existence of this project (e.g. “Community Service Learning With a Heart”)

- Recommendations: collaboration; discussion – ongoing; liaison – SAOs with all subject disciplines – year 1, CSL with co-curricular programme and year 2, CSL every year afterwards; springboard to: mentoring, portfolios, outcome-based professional and generic competencies

- It is a difficult task and would like to try to find some ways to help persuade the students to participate in the CSL rather than just be money-minded

- Most of our students still do not know the real spirit of CSL – they
still think they are contributing rather than being satisfied with helping people – they still think their time is quite precious and it is our department’s honour to have them help rather than see / cherish it as an opportunity – want to know how to inspire them to let them know how they can be a happy person after participating – they will not know if they are not willing to try – “Contributing is more precious than getting from others” – I think it is equal – team spirit within the activity is quite difficult to find elsewhere
Pre-training is quite important so they know how to relate to their service group (background of clientele) – some time before instead of last minute
On the level of the staff, the rewards go far beyond what is immediately tangible – the university doesn’t give much recognition for their efforts – students get awards – but staff gets no tangible recognition – autonomy and flexibility and trust go a long way to support staff to get involved and to continue in CSL efforts
CSL involvement takes away from staff duties and expectations, so staff only get involved who “must” or who “want to”. At the management level, they should just simply staff members that they will be accountable for the resources that are given to them. There are no rewards for staff advancement for their involvement – it’s invisible, with no direct reward (e.g. not like research papers)
If course credit were given to students, it would be reflected in staff teaching load, which would be fair to staff workload and recognition. The number of students involved are as many as some of our courses (e.g. 70 students) – others may be less.
The value of measuring student learning, getting programme data via pre/post surveys, etc. is questionable in the light of why should staff do it if there is no formal support for doing so – there must be a reason “why"
We don’t want an additional burden or work, but we can share a part of our life with others, so we should have a system in place that CSL is ongoing rather than an events once in awhile (e.g. empty flower beds – maybe our students/student hall could offer help or need help)
Student experimentation on a micro level doesn’t cost a great deal for them to learn about life and skills and do things that are
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- local and practical – entrepreneurship + CSL model
- One should think about how to include CSL naturally into a subject – long term. I guess I should ask the students.
- It’s quite difficult to do CSL in the existing situation because our students are quite busy – they need to have a part-time job for funding their studies, do a placement during the summer period, have a social life in their spare time and have a foreign country tour during their break – it’s very difficult to persuade the student to get involved in CSL with so many other activities from which to choose how to spend their time
- We need to promote or motivate their involvement through positive values – a good window for them to know the reality and learning to appreciate what they have – need to have more service in mind – giving something rather than getting something – a difficult road for one person and one department to do it – needs to be a culture within the university to get the students involved in CSL and we need to cope with the poor people – our students may not like to touch them (e.g. homeless & elderly) – prefer a “nicer” experience – have a diverse type of activities to let them have more and let them learn to know the world
- Enjoy giving my own reflection. If everybody does a little, then it should be a very powerful effort to move forward.
- Don’t underestimate your individual effort.
- Administering the course – is already over – it’s a special job
- No compensation, no recognition, no thanks, no reduced workload
- Safety issues (insurance) re CSL situations need to be addressed
- WIE is easier because there is adequate insurance coverage – could it be worked out between university and CSL organizations?
- We wished to seek more opportunities to work with academic depts and to solicit more support from students and staff in doing community services in HK, the mainland China and even overseas.

Follow-up Requested and Action Taken:

- Send soft copies of CSL pre & post surveys
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- Draft CSL Staff Handbook
- Pre & Post CSL tests to be sent
- WIE resource bank site: http://www.polyu.edu.hk/wie
- Reflective Learning Journals
- Draft CSL Staff Handbook
- Student information package on CSL for orientation – small booklet
- CK Leung to give information to them
- Pre & post tests for consideration
- CSL Staff Handbook
  - http://www.polyu.edu.hk/wie
- Health Subject Revision
- PLP
- Investigative Interview
- Reflective Learning Journals – guidelines, assessment issues
- Orientation Package
- Student Handbook
- Portfolios – ability to self assess and evaluate their evidence
- Mapping generic skills within subject curricula
- Modes of delivery within the subject curricula
- Aligning learning outcomes for setting and evaluating outcomes
- Programme evaluation tools and methods of reporting
- Team teaching learning package
- SAO – career info liaison possibilities – collaboration between faculties & SAOs
- Pre & post test CSL surveys
- WIE resource bank link: http://www.polyu.edu.hk/wie/
- Service Learning Staff Handbook (DRAFT)
- Staff handbook (rec’d)
- Contact for funding: info re Lawrence Nutting
- Ask Amiya and Carrie to contact Patrick re student focused interviews
- Pre & post CSL survey forms
- Look forward to getting the collated staff survey responses
- Soft copies of this form & of pre & post tests & form for meeting with the agency for the first time & reflection journals (staff & students) & WIE resource bank forms
- CSL Staff Handbook (done)
- Carrie to contact Margaret re focus interviews
- Pre & post test surveys copies
- Portfolio information
- Pre & post CSL surveys
- “The Parking Lot"
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- Want a copy of this interview back
- Classroom management issues resources
- Soft copy of group evaluation sheet
- Project management
- Resources on:
  1. Student handbook
  2. Student Orientation powerpoint
<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
</tr>
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<tbody>
<tr>
<td>1. What did you enjoy most about your CSL experience?</td>
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<tr>
<td>2. What advice would you give to next year’s/semester’s staff who are interested in participating in a CSL project?</td>
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<tr>
<td>3. What do you think would improve students’ CSL experiences?</td>
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<tr>
<td>4. Did you conduct a pre or post CSL survey with your students? If yes, which instrument did you use? May I have a copy of the instrument? If no, would you be willing to give your CSL students an opportunity to provide some information for the CSL project using our pre &amp; post tests? Would you like to have alumni focused interviews in lieu of post test missed?</td>
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<tr>
<td>5. What professional and generic skills do you want students to develop through their CSL project?</td>
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<tr>
<td>6. Were there any skills you feel they developed/strengthened as a result of their CSL experience?</td>
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## Community Service Learning
### Post CSL Focused Interview Template – Staff

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<tr>
<th>#</th>
<th>Questions</th>
<th>Responses</th>
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<tbody>
<tr>
<td>7</td>
<td>What learning objectives did you set for students in CSL? How were they determined?</td>
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<tr>
<td>8</td>
<td>What challenges / issues did you face in CSL?</td>
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<tr>
<td>9</td>
<td>What would you like the agencies to know/do to help make students’ CSL project better?</td>
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<tr>
<td>10</td>
<td>What CSL learning materials / support did you provide to help students get the most out of their experience?</td>
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<tr>
<td>11</td>
<td>What changes to the CSL project would you recommend to make it better?</td>
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<tr>
<td>12</td>
<td>What is the best way(s) to market CSL to students?</td>
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</tr>
<tr>
<td>13</td>
<td>Would you like to tell us anything else about your CSL experience?</td>
<td></td>
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**Interviewer Notes:**