

Subject Description Form

Subject Code	LSGI 2S03
Subject Title	Land and Resource Management for Sustainable Development in Rural Area
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. Introduce to students the concept and practice of service learning 2. Raise students' awareness of global issues and educate them on the challenges and needs of underprivileged communities in rural areas 3. Provide an understanding of the principle of rural development and settlement 4. Explore issues related to sustainable development and learn possible strategies for improvement 5. Provide an understanding of the basic knowledge of Geo-Information and field data collection method 6. Enable students to apply the concepts of rural development, settlement, sustainable development and Geo-information for land and resource management in rural area 7. Enhance students' generic competencies of innovative problem solving, communication and teamwork 8. Nurture students' sense of social awareness, responsibility and engagement
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Link their service learning activities and experiences with the academic content of the subject b. Identify the major problems in rural development by close interaction with the local community and surveys c. explore possible development strategies with the local community d. Empower the local community to achieve sustainable development e. Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service settings f. Work effectively in teams to solve problems encountered in planning and delivering the service g. Communicate effectively with clients and/or other stakeholders h. Demonstrate empathy for people in need and a sense of civic responsibility i. Reflect on their roles and responsibilities both as a professional in their chosen disciplines and/or as a responsible citizen

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The topics in the course syllabus cover three major areas:</p> <p>Concept and Practice of Service Learning:</p> <ul style="list-style-type: none"> • Principles, concepts and myths of service learning • Benefits of service learning to students and the community • Ethical issues in service learning • Social responsibilities of global citizens as intellectuals and professionals • Proper attitudes and behaviours in service delivery • Developing a service project proposal/plan • Effective team work and problem solving skills in service-learning projects • Reflection as a tool for learning <p>Discipline-Specific Concepts, Issues and Skills:</p> <ul style="list-style-type: none"> • Sustainable development in rural areas- economic sustainability, green development, education, health, water supply, cultural diversity, mixed farming, community needs and limitation of environment’s ability • Land and resource management- Land ownership, land boundary record system, cadastral map, natural resource allocation, soil conservation, forestry plantation and water supply <p>Project-Specific Concepts, Issues and Skills:</p> <ul style="list-style-type: none"> • Understanding the historical, cultural, and socio-political background of the targeted clients/underprivileged communities • Health, safety and other issues relevant to the service project • Moral and ethical concerns specific to the project and beneficiaries • Understanding factors affecting rural development and settlement in local- Quality of life, economic activities, local community, global market, urbanization, tourism, education and infrastructure • Geographical data versus type of thematic maps- The nature of data, classification of thematic maps and data classification schemes. • Field data collection of Geo-information for resource management. • Operation of GIS software.
<p>Teaching/Learning Methodology</p>	<p>This is a 2-semester subject (such as Semester 2 and Summer Term) that includes:-</p> <p>1. e-Learning Module</p> <p>The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concepts and practice of service learning.</p> <p>Students are required to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject.</p> <p>2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops</p> <p>These lectures, seminars, tutorials and/or workshops are designed and conducted by the subject offering department to equip students with the discipline-specific knowledge and skills required for planning and conducting the service learning project.</p>

3. Project-Specific Seminars, Tutorials and/or Workshops

The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students' understanding of the targeted clients/ underprivileged community, as well as other issues relating to the service learning project, (b) provide training for students in generic skills in planning and delivering the service project. Experts and speakers from outside the subject-offering department (e.g. Service-Learning and Leadership Office, academic staff from other departments, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used.

Students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete all of the required assignments/learning tasks prior to participation in the service learning project.

4. Service Learning Projects

The service learning projects are designed to develop students' generic competencies of innovative problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement.

Students are required to interact with the local community for learning their local wisdoms and recognizing their needs.

They will be facilitated to establish a long term strategic plan which is aimed for empowering the local community for sustainable development.

Students need to teach and promote their suggested solutions in developing plan to the local community and officials.

PolyU students from different disciplines are expected to illustrate inter-discipline cooperation and personal development in this subject with other students for the project objectives.

Geomatics students will cooperate together with students from different disciplines when interviewing the local community and collecting information. They will work together for land information presentation in their development plan. This aims to facilitate the communication and teamwork skills of students from different learning disciplines and widen their learning scopes through peer interactions for development plan mission.

The services project may be conducted in Hong Kong, overseas or Chinese mainland. The service project in Hong Kong will take place at a time slot to be compromised among supervising staffs, students and collaborating NGO.

Reflective journal/report (Individual)	30%	✓	✓	✓	✓	✓				✓	✓
Total	100%										

Students must obtain a pass in all of the components in order to pass the subject.

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The e-Learning Module and Project-specific seminars and workshops will include assignments and learning tasks that are designed to assess students' ability to link service learning with the academic content of the subject (ILO a), their empathy for the underprivileged community (ILO h) as well as their understanding of their role and responsibilities in society (ILO i).

Students will be asked to write proposals or plans for the service projects in the preparatory stage. These proposals will demonstrate their abilities to apply their discipline-specific as well as other knowledge and skills to deal with issues and problems in the service settings (ILO b, c, d and e).

The students' attitude and performance in the rendering of service, their degree of engagement with the service recipients, their collaboration with other students, and interactions with the service recipients and/or collaborating NGOs are obviously indicators of their ability to communicate effectively with clients and stakeholders (ILO g), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO h and i), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service settings (ILO b, c, d, e and f).

Students' reflective journals and report, and their presentations and discussions during the reflection and review sessions and tutorials, will testify to the students' reflection on their learning experience, and the breadth and depth of their learning. This assesses their abilities to link service learning and the academic content of the subject (ILO a), their ability to apply their knowledge to the service project (ILO b, c, d and e), their empathy for the less fortunate people in the society (ILO h), and their abilities to reflect on their roles and responsibilities in the society (ILO i).

Student Study Effort Expected	e-Learning Module	10 hours
	Class Contact	
	• Discipline-related Lectures, Tutorials, Seminars and/or Workshops (6*2 hours)	12 hours
	• Project-Specific Seminars, Tutorials and/or Workshops (5*2 hours)	10 hours
	• Reflection and review tutorials and sessions(2*2 hours)	4 hours

	Other student study effort:	
	• Readings, self-study, and planning and preparation for the service project	30 hours
	• Direct rendering of service	43 hours
	• Reflection and review	26 hours
	Total student study effort	135 hours
Reading List and References	<ol style="list-style-type: none"> 1. Cress, C.M., P.J. Collier, & V. L. Reitenauer. (2005) <i>Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines</i>. Stylus Publishing, 224 pp. 2. Adams, M., W. Blumenfeld, C. R. Castañeda, H.W. Hackman, M. L. Peters, X. Zúñiga. (Ed.) (2010) <i>Readings for Diversity and Social Justice</i>, 2nd ed., UK: Routledge. 3. Johnson, A. G. (2005). <i>Privilege, Power, and Difference</i>. McGraw-Hill. 197pp. 4. Sen, A.K. (2009). <i>The Idea of Justice</i>. Harvard University Press, 496pp. 5. Sandel, M.J. (2009). <i>Justice: What's the Right Thing to Do?</i> Farrar, Straus and Giroux, 320pp. 6. Berman, S. (2006) <i>Service learning: a guide to planning, implementing, and assessing student projects</i>, 2nd ed., Thousand Oaks, Calif.: Corwin Press, 232pp. 7. Kaye, C. B. (2003) <i>The complete guide to service learning: proven, practical ways to engage students in civic responsibility, academic curriculum, & social action</i>. Minneapolis, MN: Free Spirit Pub., 240pp. 8. Jacoby, B. (2003) <i>Building partnerships for service-learning</i>, (Ed.), San Francisco, CA: Jossey-Bass, 400pp. 9. Moseley, M. (2003), <i>Rural Development: Principles and Practice</i>, Sage Publications Ltd., 240pp. 10. Slocum, T, R. B. McMaster, F. C. Kessler, H. H. Howard. (2004). <i>Thematic Cartography and Geographic Visualization</i>, 2nd Ed., Jul 2004, Pearson Hall, 528pp. 11. LSGI and SAO. (2011) <i>A community service journey from PolyU to Huaxi, Guizhou for children in remote areas- Gui with you 2011</i>. Department of Land Surveying and Geo-informatics (LSGI), Student Affairs Office (SAO), The Hong Kong Polytechnic University, 2011. 	