

### Subject Description Form

<b>Subject Code</b>	ABCT 2S01
<b>Subject Title</b>	Educating Rural Farmers on Healthier Food Production
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	NIL
<b>Objectives</b>	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> <li>1. Introduce to students the concept and practice of service learning</li> <li>2. Raise students' awareness of agricultural issues in China and/or Hong Kong and educate them on the challenges and needs of underprivileged communities</li> <li>3. Get the students be educated on the basic concept and practice on modern agriculture and aquaculture</li> <li>4. Raise students' awareness of agricultural and food supply chain issues and educate them the technological feasible alternatives and challenges</li> <li>5. Allow students to have hands-on experience of the inadequacy and limitations of current agricultural operations and the need for better, more efficient and safer agricultural processes.</li> <li>6. Enhance students' generic competencies of innovative problem solving, communication and teamwork and develop their soft skills for working with people with less education and/or intellectual disabilities.</li> <li>7. Nurture students' sense of social awareness, responsibility and engagement.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Link their service learning activities and experiences with the academic content of the subject</li> <li>b. Understand the environmental damages and impact of different forms of agriculture and aquaculture practices</li> <li>c. Apply knowledge and skills on responsible agriculture and modern agricultural practices to deal with complex issues in the service setting</li> <li>d. Work effectively in teams to solve problems encountered in planning and delivering the service</li> <li>e. Communicate effectively with clients from different backgrounds and/or other stakeholders</li> <li>f. Demonstrate empathy for people in need and a sense of civic responsibility</li> <li>g. Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>The topics in the course syllabus cover three major areas:</p> <ol style="list-style-type: none"> <li>1. Concept and Practice of Service Learning: <ul style="list-style-type: none"> <li>• Principles, concepts and myths of service learning</li> <li>• Benefits of service learning to students, the university and the community</li> <li>• Ethical issues in service learning</li> <li>• Basic concepts and theories of social problems, developments and justice</li> <li>• Social responsibilities of global citizens as intellectuals and professionals</li> <li>• Proper attitudes and behaviours in service delivery</li> <li>• Developing a service project proposal/plan</li> <li>• Effective team work and problem solving skills in service-learning projects</li> <li>• Reflection as a tool for learning</li> </ul> </li> <li>2. Discipline-Specific Concepts, Issues and Skills <ul style="list-style-type: none"> <li>• Introduction to modern agricultural good practices: general knowledge to crop science and plant breeding; basic concept of soil management and fertilization; introduction to sustainable water management;</li> <li>• Introduction to modern agricultural technology and concept of integrated pest management:</li> <li>• Introduction to responsible agriculture: a model for responsible use of plant protection products and learn how to use them in a responsible way in order to increase economic results, avoid risks to human health (farmers and consumers) and reduce negative impacts to the environment</li> <li>• Chinese food culture: knowing the general history on food supply in China, provincial and racial differences, common diet and traditional medicine, and typical food supply chains.</li> </ul> </li> <li>3. Project-Specific Concepts, Issues and Skills <ul style="list-style-type: none"> <li>• Understanding the historical, cultural, and socio-political background of the targeted clients/underprivileged communities</li> <li>• Health, safety and other issues relevant to the service project</li> <li>• Moral and ethical concerns specific to the project and beneficiaries</li> <li>• Basic Food hygiene training: To learn the general principles of food hygiene as described by CODEX, and to understand specific codes of hygienic practice for relevant production sectors</li> <li>• Introduction to Hazard Analysis and Critical Control Point (HACCP) and Good Agricultural Practices (GAP).</li> </ul> </li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p>As the service clients are Putonghua/Cantonese-speaking people, students who can communicate in Putonghua and/or Cantonese will have an advantage.</p>

	<p><b>1. e-Learning Module</b></p> <ul style="list-style-type: none"> <li>• Students are required to attend the 10 hours e-learning module offered by the Office of Service Learning at PolyU to gain a basic understanding in the concepts and practices of service learning.</li> <li>• Students are requested to complete the e-learning module within the first four weeks of the semester.</li> </ul> <p><b>2. Discipline-Specific and Project-specific Lectures, Seminars and Discussion groups</b></p> <p>Discipline-Specific and Project specific topics will be delivered through the following medium:</p> <ul style="list-style-type: none"> <li>• Lectures, Seminars and laboratory Lectures are provided to equip students with discipline-specific knowledge, including concepts on modern agricultural good practices, new developments of modern agricultural technology to facilitate student’s basic understanding of modern agricultural practices. In addition, knowledge of Chinese food culture and concepts and models for responsible agricultural will be illustrated, so that student’s will gain an general background on the issues and problems faced by farmers in China, and help them identify possible gaps for improvements in their current practices.</li> </ul> <p>Introduction and background knowledge on the service site, the farmers, their crops and their imminent issues faced will be presented and discussed.</p> <p>Guest Lecturer will be invited to give seminar related to recent issues of food production in China</p> <ul style="list-style-type: none"> <li>• Workshop and Group Discussions Students are to be divided into small work groups with various assigned tasks to tackle problems and issues that can make improvements to the production of healthier food for rural farmers;</li> </ul> <p>Students are required to utilize the knowledge and skills of this subject in their service planning. Throughout the planning process, the students learn to collaborate with each other, resolve conflicts, solve problems, make decisions, as well as take up initiatives and responsibility.</p> <p><b>3. Service Learning Projects</b></p> <p>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.</p>
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	<p>The objective of the service project is to help rural farmers to improve their livelihood, by introducing new concept of agricultural practice and safe and healthier food production.</p> <p>Students will be taken to a selected rural farming community, and will be required to use their knowledge and skills acquired in class to help to raise the crop growing standards, aiming to enhance their efficient use of resources, raise productivity level, reduce default rate, enhance crop quality.</p> <p>Students collectively will build model farms/units/fields on modern agricultural process and to use it to help other rural farmers in the area.</p> <p>Preliminary, for the first few years of implementation (but aim to expand to other locations where there is a need for improvement in agricultural practices), the service project will be conducted in one of the following areas:</p> <ul style="list-style-type: none"> <li>- Heyuan, Guangdong (general crop i.e. vegetable and fruit)</li> <li>- Shifang, Sichuan (mushroom farming (Jew's ear))</li> <li>- Mingyue Shan, Jiangxi (paddy Rice)</li> </ul> <p>The selection of service site will be affected by weather and other factors affecting the crop season of the local area.</p> <p>For service in China, the subject is planned to be delivered as a Semester 1(+2) and Semester 2(+3) format [i.e. Semester 1 extended into Winter Break or Semester 2 extended into Summer break] in which all discipline and project specific components are to be completed during the first / second semester and while service delivery will be conducted during the break (winter/summer) soon after the semester examination period. Each visit will last for seven consecutive days (the first and the last day on travelling).</p> <p>For service in Hong Kong farms, students have to complete the service within the registered semester.</p> <p>Some projects may necessitate specific selection requirements on participating students. The teaching team will make the final decisions on project allocation, but efforts will be made to accommodate student preferences on their choice of projects.</p> <p>Students are expected to bear part or all of the costs of the service learning trip.</p>
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	<p><b>4. Reflective Journals &amp; Report and Review Sessions</b></p> <p>Students will be required to write a proposal before and a reflective journals after the service learning project to demonstrate their ability to: (a) link their service learning experiences with the academic focus/discipline-specific content of the subject, (b) reflect on their service learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities.</p> <p>To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both <u>during</u> and <u>after</u> the service learning project. Experts and facilitators from outside the subject-offering department (e.g. Office of Service Learning, NGOs) may be invited to contribute to some of these sessions as appropriate.</p>																																																													
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<p>Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows:</p> <table border="1" data-bbox="549 898 1469 1509"> <thead> <tr> <th rowspan="2">Specific assessment methods/ tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>e-Learning Module and Project-specific seminars and workshops</td> <td>20%</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Plans/proposals for service</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Performance in rendering service</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Reflective journal/report</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Students must obtain a pass in all of the components in order to pass the subject.</u></p> <p><i>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</i></p> <p>The e-Learning Module and Project-specific seminars and workshops will include <u>assignments and learning tasks</u> 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 f) as well as their understanding of their role and responsibilities in society (ILO g).</p> <p>Students will be asked to write <u>proposals or plans</u> for the service projects as preparation for service. These proposals will demonstrate their ability to</p>	Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed							a	b	c	d	e	f	g	e-Learning Module and Project-specific seminars and workshops	20%	✓					✓		Plans/proposals for service	20%		✓	✓	✓	✓	✓	✓	Performance in rendering service	30%		✓	✓	✓	✓	✓	✓	Reflective journal/report	30%		✓	✓			✓	✓	Total	100%							
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	<p>apply their discipline-specific as well as other knowledge and skills to deal with issues and problems in the service settings (ILO b and c).</p> <p>The students' <u>attitude</u> and <u>performance</u> in the rendering of service, their degree of <u>engagement</u> with the service recipients, their <u>collaboration</u> with other students, and <u>interactions</u> with the service recipients and/or collaborating NGOs are obviously indicators of their ability to communicate effectively with clients and stakeholders (ILO e), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO f and g), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service setting (ILO b, c and d).</p> <p>Students' reflective journals and report, and their presentations and discussions during the reflection and review sessions and tutorials, will testify to the students' <u>reflection</u> on their learning experience, and the breadth and depth of their learning. This assesses their ability 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 and c), their empathy for the less fortunate people in the society (ILO f), and their ability to reflect on their role and responsibilities in the society (ILO g).</p>	
<b>Student study effort expected</b>	<b>e-Learning Module</b>	10 hours
	<b>Class Contact</b>	
	<ul style="list-style-type: none"> <li>• Discipline-related Lectures, Tutorials, Seminars and/or Workshops and Seminars</li> </ul>	10 hours
	<ul style="list-style-type: none"> <li>• Project-Specific Seminars, Tutorials, Practical work and/or Workshops and Discussion groups (4 hours in the first semester, 4 hours in the next semester)</li> </ul>	8 hours
	<b>Other student study effort:</b>	
	<ul style="list-style-type: none"> <li>• Readings, self study, and planning and preparation for the service project</li> </ul>	30 hours
	<ul style="list-style-type: none"> <li>• Direct rendering of service</li> </ul>	40 hours
	<ul style="list-style-type: none"> <li>• Travelling</li> </ul>	16 hours
	<ul style="list-style-type: none"> <li>• Reflection and review</li> </ul>	20 hours
	Total student study effort	134 hours
<b>Reading list and references</b>	<ol style="list-style-type: none"> <li>1. Cress, C.M., Collier, P.J. &amp; Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing</li> <li>2. Adams, M., Blumenfeld, W., Castañeda, C.R., Hackman, H.W., Peters, M.L., Zúñiga, X. (Ed.) (2010). Readings for Diversity and Social Justice. Routledge</li> </ol>	

	<ol style="list-style-type: none"> <li>3. Johnson, A. (2005). Privilege, Power, and Difference. McGraw-Hill</li> <li>4. Sen, A. (2011). The Idea of Justice. Belknap Press of Harvard University Press</li> <li>5. Sandel, M.J. (2010). Justice: What's the Right Thing to Do?, Farrar, Straus and Giroux</li> <li>6. 陈玉成, 萧述 (2013) 健康水知道 180 pp. ISBN: 978-7-5359-5768-9.</li> <li>7. Gale F, Buzby J (2009) Imports from China and Food Safety Issues, Diane Publishing.</li> <li>8. Zhou J, Jin S S (2013) Food Safety Management in China, A perspective from Food Quality Control System. ISBN: 978-981-4447-75-1.</li> <li>9. An Inconvenient Truth (Documentary), directed by Davis Guggenheim, distributed by Paramount Classics, USA.</li> </ol>
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