

## Subject Description Form

<b>Subject Code</b>	APSS2S07															
<b>Subject Title</b>	You Can Make a Difference to Our Planet															
<b>Credit Value</b>	3															
<b>Level</b>	2															
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s):</p> <div style="margin-left: 20px;"> <input type="checkbox"/> <b>Healthy Lifestyle</b>  <input type="checkbox"/> <b>Freshman Seminar</b>  <input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b>  <input type="checkbox"/> <b>Leadership and Intra-Personal Development</b>  <input checked="" type="checkbox"/> <b>Service-Learning</b>  <input type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b> <div style="margin-left: 20px;"> <input type="checkbox"/> Human Nature, Relations and Development  <input type="checkbox"/> Community, Organization and Globalization  <input type="checkbox"/> History, Cultures and World Views  <input type="checkbox"/> Science, Technology and Environment </div> <input type="checkbox"/> <b>China-Study Requirement</b> <div style="margin-left: 20px;"> <input type="checkbox"/> Yes or <input type="checkbox"/> No </div> <input type="checkbox"/> <b>Writing and Reading Requirements</b> <div style="margin-left: 20px;"> <input type="checkbox"/> English or <input type="checkbox"/> Chinese </div> </div>															
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil															
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th><th style="width: 30%;">Individual Assessment</th><th style="width: 30%;">Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Group project proposal</td><td style="text-align: center;">--</td><td style="text-align: center;">20%</td></tr> <tr> <td>2. Performance in service-learning project</td><td style="text-align: center;">30%</td><td></td></tr> <tr> <td>3. Reflective journals</td><td style="text-align: center;">30%</td><td style="text-align: center;">--</td></tr> <tr> <td>4. Group project presentation</td><td style="text-align: center;">--</td><td style="text-align: center;">20%</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> <li>Student must obtain Grade D or above (based on the aggregate score of all assessment components) if he/she is to pass the subject.</li> </ul>	100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group project proposal	--	20%	2. Performance in service-learning project	30%		3. Reflective journals	30%	--	4. Group project presentation	--	20%
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<b>Objectives</b>	<p>The subject aims to:</p> <ol style="list-style-type: none"> <li>1. introduce the students the concepts and practice of service learning;</li> <li>2. educate students on environmental challenges in Hong Kong and its impacts on people's lives;</li> <li>3. provide experiential learning opportunity for students to understand how environmental issues can be addressed through alternative and innovative solutions;</li> <li>4. cultivate a sense of social awareness, empathy and civic responsibility by serving the needy in the society; and</li> <li>5. encourage team work and stimulate creativity in problem-solving by connecting them to role models of change makers who contribute to a sustainable environment.</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) show understanding of local environmental issues and the concept of environmental sustainability</li> <li>b) demonstrate empathy and appreciate how environmental protection endeavors benefits low-income individuals and families in the society</li> <li>c) demonstrate the ability of problem-solving, creativity, as well as critical self-reflection on their service-learning experience</li> <li>d) communicate and work effectively in teams to plan and deliver activities which address environmental issues</li> <li>e) Identify themselves as conscientious professionals who are willing to assume responsibility in building a sustainable environment</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The proposed service-learning subject is an active response to the mission of the university to nurture graduates who are critical thinkers, effective communicators, innovative problem solvers, as well as commitment to serve mankind. This service-learning subject aims at cultivating civic responsibility, social awareness and innovation among PolyU students through inspiration, reflection and direct participation in environmental protection services and activities.</p> <p>Indicative syllabus</p> <p>Part I- concept and practice of service learning – cover the principles, concepts, ethical issues, and benefits of service learning; social responsibility of a global citizen, intellectual and professional</p> <ol style="list-style-type: none"> <li>1. Principles, concepts and myths of service learning</li> <li>2. Benefits of service learning to students and the community</li> <li>3. Ethical issues in service learning</li> <li>4. Social responsibilities of global citizens as intellectuals and professionals</li> <li>5. Proper attitudes and behaviors in service delivery</li> <li>6. Developing a service project proposal/plan</li> <li>7. Reflection as a tool for learning</li> </ol>

	<p>Part II - concepts and basic knowledge and skills of environmental protection and sustainable development</p> <ol style="list-style-type: none"> <li>1. Environmental sustainability and environmental protection</li> <li>2. Environmental issue in Hong Kong and its impacts on the community and under-privileged groups. E.g. Paradox of excessive consumption and deprivation of food and daily necessities for the poor</li> <li>3. Effectiveness of Government's environmental policy and strategies</li> <li>4. Contribution of social innovation and social entrepreneurship to a sustainable environment</li> <li>5. Moral and ethical concerns; citizens' responsibilities</li> </ol>
<b>Teaching/Learning Methodology</b>	<p><b>Short lectures and Training Workshops</b></p> <p>The lectures will cover the content specified in the above indicative syllabus. Training workshops will be organized to equip students with the essential knowledge and skills before the commencement of the community services. Training in service planning, team work and service delivery skills will be provided.</p> <p>Attendance to the lectures and the training workshops is crucial for all students.</p> <p><b>e-Learning Module</b></p> <p>Students are required to complete 10 hours of e-Learning activities related to the basic concept and practice in service learning (developed by the Service-Learning and Leadership Office). The contents of the e-Learning module include readings, exercises and assessments. Students are required to complete this module within the first four weeks of the semester in which they are taking the course.</p> <p><b>Service-Learning projects</b></p> <p>Nature of community services – students will plan and deliver community service projects suggested by the community partner in small teams.</p> <p>Coaching and supervision – students will receive guidance and supervision from project tutors from APSS.</p> <p>Time and locations of service delivery - Students will spend a total of 40 hours to implement community service projects in the local community. The location of the project is in Kowloon East.</p> <p><b>Reflective journals, seminars and evaluation session</b> –In connection with the above teaching and learning strategies, the following structural reflection opportunities are provided for students:</p> <p>Students are required to write 2 short reflective journals on their service-learning experience at the beginning and final stages of their projects. They are encouraged to reflect on their feelings and thoughts on the service sessions.</p> <p>Seminars will be held in which students will share and discuss their observations, reflections on their experience of service learning, as well as role and responsibilities. There will be presentation session to solidate students' learning. Tutors and mentors from the partner organization will provide continuous feedback and guidance to the students throughout the entire process of the course.</p> <p>The subject also pays special attention to the moral and ethical aspects of the service learning; all students enrolled in this subject are taught to be sensitive to the feelings and needs of the service recipients.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	
	1. Group project proposal	20%	x		x	x		
	2. Performance in service-learning project	30%		x		x		
	3. Reflective journals	30%		x	x		x	
	4. Group project presentation	20%	x		x	x		
	Total	100%						
	Students must obtain a pass in all the components in order to pass the subject.							
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:							
	Students will be asked to write a Project Proposal for the services and activities to be delivered. These assignments will demonstrate students’ understanding of environmental issues and how the issues can be handled with creativity as well as their service planning and problem-solving abilities (ILO a, c & d)							
	Students’ performance in the service-learning projects will be assessed by the subject instructor and subject tutors and collaborative community partner’s comments will be taken into consideration. Assessment criteria include the degree of participation, attitudes towards the service recipients, teamwork with fellow students, effective communication and collaboration with project workers to address environment issues (ILO b & d)							
	Students’ reflective journals and their sharing during reflective seminars will show their ability to review their service-learning experience critically (ILO c), show appreciation of how the service projects benefits the service users (ILO b), and demonstrate understanding of their responsibility as citizens and to-be professionals in maintaining a sustainable environment (ILO e)							
	Students will be asked to do a group project presentation at the end of the semester. The presentation will demonstrate students’ understanding of environmental issues and how the issues can be handled with creative solutions, as well as their service planning and problem-solving abilities (ILO a, c & d)							
<b>Student Study Effort Expected</b>	Class contact:							
	▪ E-Learning Module				10 Hrs			
	▪ Lectures and training workshops				15 Hrs			
	▪ Reflective seminars and review session				24 Hrs			
	Other student study effort:							

	<ul style="list-style-type: none"> <li>• Reading, planning and preparing community service</li> </ul>	20 Hrs
	<ul style="list-style-type: none"> <li>▪ Service-Learning Project</li> </ul>	40 Hrs
	<ul style="list-style-type: none"> <li>▪ Preparation for reflective reports and seminar presentation</li> </ul>	20 Hrs
	Total student study effort	129 Hrs
<b>Reading List and References</b>	<p>Buckles, Jeff. (2018). <i>Education, sustainability and the ecological social imaginary: connective education and global change</i>. Cham, Switzerland: Palgrave Macmillan.</p> <p>Duckworth, Angela (2016). <i>Grit: The Power of Passion and Perseverance</i>. New York: Scribner.</p> <p>Kent, Jennifer. (2016). <i>Community action and climate change</i>. London: Routledge.</p> <p>Popescu, Cristina Raluca Gh., (Eds.) (2023). <i>Positive and constructive contributions for sustainable development goals</i>. Hershey PA: Engineering Science Reference</p> <p>Shek, Daniel T.L., (Eds.) (2021). <i>Service leadership education in an era of service economy</i>. New York: NOVA Science Publishers.</p> <p>Shek, Daniel T. L., (Eds.) (2021). <i>Service leadership theory: origin and nature</i>. New York: Nova Science Publishers.</p>	