

## 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> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input checked="" type="checkbox"/> <b>Service-Learning</b></p> <p><input type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="margin-left: 40px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 40px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 40px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="margin-left: 40px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="margin-left: 40px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																						
<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: 10%;"></th> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Group project proposal</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Performance in service learning project</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Reflective journals</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: center;">4.</td> <td>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>
<p><b>Teaching/Learning Methodology</b></p>	<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. Project officers of the community partners and young role models will be invited to meet and share their successful experience with the students, focusing on why and how they were able to offer creative solutions to address environmental issues. Visits to social enterprise and non-government organizations will also be arranged to maximize students' exposure to innovative solutions in addressing the environmental issues.</p> <p>Attendance to the lectures and the training workshops is compulsory for all students. Students are also required to submit one reflective journal prior to the implementation of the service learning projects.</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. These projects include the collecting and re-distributing of consumable food for low income families/individuals; conducting survey to see how the services met their needs and engaging in community programs which educate the public on the benefits of reducing and recycling food wastes, etc.</p> <p>Coaching and supervision – students will receive supervision from project tutors from APSS. Mentors from our partner organization will work closely with the students and the project tutors on the delivery of the service learning projects.</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. Students are expected to spend an average of 3 hours per week on the services. Very often, students have to carry out the community services during weekday evenings, weekends and public holidays. The location of the project is Kowloon district.</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>

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 environmental problems and to make critical comments on different ways to tackle the problems, as well as their role and responsibility.

Reflective seminars will be conducted throughout the service delivery period (week 6 to 11) during which students may share and discuss their observations, reflections on their experience of service learning, as well as role and responsibilities. Two project evaluation and presentation sessions (week 12 & 13) will also be arranged to consolidate their learning experience through presentation and sharing. Tutors and mentors from the partner organizations will provide continuous feedback and guidance to the students throughout the entire process of the course.

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, and their choice to accept the service and willingness to be contacted.

**Assessment Methods in Alignment with Intended Learning Outcomes**

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		
<b>Total</b>	<b>100%</b>						

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 (particularly the consequences of excessive consumption and municipal waste management) and how the issues can be handled with creative solutions which benefit the low-income families, 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)

	<p>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 low income individuals and families (ILO b), and demonstrate understanding of their responsibility as citizens and to-be professionals in maintaining a sustainable environment (ILO e)</p> <p>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 which benefit the low-income families, as well as their service planning and problem-solving abilities (ILO a, c &amp; d)</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ E-Learning Module</li> </ul>	10 Hrs
	<ul style="list-style-type: none"> <li>▪ Lectures and training workshops</li> </ul>	15 Hrs
	<ul style="list-style-type: none"> <li>▪ Reflective seminars and review session</li> </ul>	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>Butin, D.W. Service-learning in theory and practice – the future of community engagement in higher education. New York: Palgrave Macmillan.</p> <p>Duckworth, Angela (2016). Grit: The Power of Passion and Perseverance. New York: Scribner.</p> <p>Giannella, Valentina (2019). We Are All Greta – Be Inspired to Save the World. London: Laurence King Publishing Ltd.</p> <p>Hutchinson and the New Zealand Social Entrepreneur Fellowship (2011). How Communities Heal – Stories of Social Innovation and Social Change. Hong Kong: the Hong Kong Social Entrepreneurship Forum and the SE Book Hub.</p> <p>Julian Groves, Kaxton Siu and Wai-Ip Ho, ‘The “Post-80s Generation,” “Young Night Drifters,” and the Construction of “Generic” Youth Subject in Hong Kong.’ <i>Journal of Youth Studies</i>, Vol. 17, No. 6, pp. 829-46, 2014.</p> <p>Julian Groves, Wai-Ip Ho and Kaxton Siu, “Youth Studies and Timescape: Insights from an Ethnographic Study of ‘Young Night Drifters’ in Hong</p>	

	<p>Kong's Public Housing Estates.” <i>Youth and Society</i>, Vol. 44, No. 4, December 2012, pp. 548-66.</p> <p>Lafferty, W.M. &amp; Langhelle. O.(ed). 1999. <i>Toward Sustainable Development: on the goals of development- and the conditions of sustainability</i>. Hampshire: Macmillan Press. HD75.6.T695 1999</p> <p>Light, P.C. (2011). <i>Driving Social Change – How to solve the world’s toughest problems?</i>. New Jersey: Johh Wiley &amp; Sons Inc.</p> <p>Stabler, M.J. (Eds.) (1997). <i>Tourism and Sustainability: principle to practice</i>. U.K., Wallingford: CAB International.</p> <p>World Commission on Environment and Development. 1987. <i>Our Common Future</i>. New York: Oxford Press.</p>
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