The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS2S11
Subject Title	Social Poverty in Developing Countries
Credit Value	3
Level	2
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s): ☐ **Healthy Lifestyle** ☐ **AI and Data Analytics (AIDA)** ☐ **Innovation and Entrepreneurship (IE)** ☐ **Languages and Communication Requirement (LCR)** ☐ **Leadership Education and Development (LEAD)** ☒ **Service-Learning (SL)** ☐ **Cluster-Area Requirements (CAR)** 　☐ Human Nature, Relations and Development [CAR A] 　☐ Science, Technology and Environment [CAR D] 　☐ Chinese History and Culture [CAR M] 　☐ Cultures, Organizations, Societies and Globalization [CAR N] ☐ **China-Study Requirement** 　☐ Yes or ☐ No ☐ **Writing and Reading Requirements** 　☐ English or ☐ Chinese
Pre-requisite / Co-requisite/ Exclusion	While there will be no pre-requisite, students will be selected by an application and an interview process concerning their interests, financial situation, availability and readiness in participating in community services in a developing country. Exclusion : GEC2S01 Social Poverty in Developing Countries

Objectives	The objectives of this subject is to:

	• INTRODUCE the nature and the different concepts of poverty
	    The Controversy between the World Bank's use of Purchasing Power Parity (PPP) and Thomas Pogge's re-definition
	
	• EXPLAIN different causes of world poverty
	    Personal, familial, gender-related, educational, cultural, social, and political causes, Karelis' theory of the persistence of poverty
	
	• ANALYSE the interconnection of the different aspects of poverty
	    The Eight Millennium Development Goals and the evaluation of its prospect of eradicating the world poverty by 2030
	
	• ENHANCE the students' higher-order thinking on poverty problem
	    Problem-solve on-site questions put forward by site supervisors and subject teachers when providing services, and engage in analytic understanding of the practical challenges to strategy implementation by the local NGO's and government officials
	
	• CULTIVATE students' awareness of civic responsibility and compassion for the poor
	    The importance of learning through community service and first-hand experience

Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. LINK service learning activities and experience with the academic content of the subject b. ACQUIRE understanding of the different conceptions of poverty c. COMPREHND the complexity of the phenomena of world poverty by its interconnections and interplay among different factors as represented by the United Nations and the World Bank's Millennium Development Goals d. APPLY the analytic tools of examining different aspects of poverty and evaluating the possible impact of adopting one solution as compared to other possible solutions e. FOSTER a compassion and caring attitude towards the poor around the world by contributing knowledge in the service learning activities f. CULTIVATE a strong sense of civic responsibility and world citizenship g. COMMUNICATE effectively with different clients and different stake-holders

Subject Synopsis/ Indicative Syllabus *(Note 2)*	The syllabus will cover the following themes: **1. Concept and Practice of Service Learning** • Difference between classroom learning and service learning • Importance of unifying theory and practice • Power of combing knowledge and sense of mission • Ethical issues of service learning • The integral relationship between university and community • Social responsibilities of global citizens • Challenges to the delivery of service learning and ways of overcoming them • Importance of the use of reflections as a way of life-long learning tool **2. Discipline-specific concepts, issues and skills** • Basic concepts of poverty • Importance of understanding the standards used for approaching poverty • The adverse effect of poverty as more than mere material deprivation • Interconnection of different aspects of poverty • Poverty-related concepts such as human dignity, justice, human rights, gender equality, health environment, education and environmental sustainability • Moral consciousness for collaboration with the communities of the developing countries • Identification of a solution to an aspect of poverty and assessment of its impact of other interconnected aspects • Designing and planning activities for the disadvantageous and the poor in the developing countries • Reflecting and reviewing activities adopted • Exploring the sustainability of communication with the poor in the developing countries • Developing life-long sense of mission in helping the poor **3. Project-specific concepts, issues and skills** • Understanding how to situate the world poverty of the developing countries against the background of the international institutions composed of the affluent developed countries • Comprehending the general and the unique historical, cultural and socio-political backgrounds of the developing countries • Mastering generic critical and creative problem-solving skills to be applied on-site when providing services with limited resources • Identifying specific problems and the characteristics of the local government's policies in tackling the issues of poverty • Skills of conducting a SWOT analysis are introduced as part of the critical and creative problem-solving skills • Health, safety and other personal risk-management relevant to the service project • Skills of grasping the interconnection of the different aspects of poverty and integrating them into a holistic understanding of

	world poverty
Teaching/Learning Methodology *(Note 3)*	**1. E-learning Component** The e-learning component is developed by the Service-Learning and Leadership Office (SLLO) at PolyU. Students are required to complete the e-learning component within the first four weeks of the semester in which they start their study of the subject. **2. Discipline-specific lectures, tutorials, seminars and/or workshops** The component equips the students with the essential background information and useful concepts and theories of world poverty. In addition, analytic skills of evaluating the importance of different aspects of poverty will be introduced. In particular, the skills of evaluating and collaborating peers' project works will also be elaborated. Case-studies of possible project works for discussion and assessment in terms of their pros and cons, advantages and disadvantages will be used to foster a more sophisticated understanding and higher-order thinking skills before the students are engaged in their own service projects. **3. Project-specific seminars, tutorials and/or workshops** Useful skills in effective communicating with potential clients and practical observation of on-site environment will be introduced. Experienced speakers (e.g., SLLO, NGO's) will be invited as guest speakers for hands-on experience and tips for providing community service in overseas environment. **4. Service Learning Projects** The service learning projects are one of the key elements in the teaching and learning of the subject. Generic skills in conceiving, analyzing, researching, integrating, preparing and completing team work and group projects will be emphasized. How to write an academic critical, reflective report will also be introduced, whereby students will conduct a SWOT-style in assessing and addressing the strengths and possible improvements of the community service they provide in the developing country. Students are required to: (a) participate in the lectures/seminars/workshops and exploring the case-studies as preparatory for their own design of their projects (b) conduct research (c) equip themselves with the skills of interviews and observation (d) review examples of possible project proposals (e) learn how to design service activities (f) write mock planning and proposals in response to different case-studies of developing countries provided in class (g) evaluate peers' mock project proposals, looking for improvement and consolidation of academic rigour and personal risk-management (h) familiarize themselves with the MDG's and explore the areas where the individual students might find more important in initiating the mitigation of the problem of poverty

(i) learn how to argue for the importance of chosen aspects of poverty as crucial for initiating impact on the stake-holders of world poverty after studying the policies and the strategies of the local government and related local NGO's

(j) plan itineraries for different clients

(k) familiarize themselves with basic knowledge of providing community service to the developing countries: food safety and hygiene, care for possible minor injury, ways of being alert to possible hazards and methods of avoiding them

The service project will take place in

(a) The summer semester

(b) The whole period of staying in a chosen site of the developing country will be 12 days, of which around two thirds of the period is designed for the students to provide service and the remaining time for conducting reviews, reports, brainstorming ideas, sharing experience with NGO's and local government representatives, and giving feedbacks in connection with the writing and planning the service project.

(c) The targeted clients include families from the cities and the villages, childcare centres, schools, hospitals and elderly homes. It is important to emphasize that students will take the initiative to problem-solve any questions put forward by their on-site supervisors from the NGO representatives and subject teachers in order to exercise their critical and creative thinking skills cultivated prior to their trip.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

		a	b	c	d	e	f	g
1. e-Learning component and project-specific seminars and workshops (assessed on individual basis)	10%	✓						✓
2. Plans/proposals for service (assessed on individual basis)	10%	✓	✓	✓	✓	✓	✓	
3. Performance in rendering service (assessed on individual basis)	40%	✓	✓	✓	✓	✓	✓	✓
4. Group Presentation	20%	✓		✓	✓	✓	✓	✓
5. Reflective journal/reports (assessed on individual basis)	20%	✓	✓	✓	✓	✓	✓	
Total	100 %							

	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
	E-learning and Project-specific seminars and workshops are crucial for students to develop and display their understanding of the requisite knowledge.
	The writing of the plans and proposals for service constitutes an initial demonstration of their ability to apply their discipline-specific and other essential skills in the issue of poverty.
	Performance in rendering service is important in assessing the students in that their attitudes, problem-solving skills, group collaboration, engagement with the clients are all important indicators of their understanding and success of application of what they have learnt. For this reason, a substantial portion of 40% is adopted for the assessment of this aspect.
	Group Presentation is used mainly to assess students' knowledge on academic ideas of poverty and service learning as well as the special nature of poverty specific to the site visited. Students will be required to document their findings and write a group report of their observation of the nature of the local poverty problems and the experience of implementing policies and strategies from the representatives of the NGO's and the local government, as well as possible ways of alleviating poverty in their presentations. Their reports will be sent back to the NGO's and government representatives for their reference.
	Finally, the individual reflective journal is a good evaluation tool incorporating all the ILOs and allows students to make a deeper reflection of what they have learnt in the whole course. It could also measure how well they understand the nature of the services they have provided as well as to provide them a chance to further internalize all the knowledge and skills they have come across in the subject.

Student Study Effort Expected	**e-learning module**	10 hours	
	Class Contact		
	• Discipline-related lectures, tutorials, seminars and/or workshops	14 hours	
	• Project-specific seminars, tutorials, and/or workshops	6 hours	
	• Reflection and review tutorials and sessions	6 hours	
	Other student study effort		
	• Readings, self study, planning and preparation for the service project	30 hours	
	• Direct rendering of service	45 hours	
	• Reflection, reviews and report	20 hours	
	Total student study effort	131 hours	

Reading List and	1. Adresen, Sabine et al. (2017). Well-being, Poverty and Justice from a Child's Perspective: 3rd World Vision Children Study.

References	London: Springer.
	2. Banerjee, Abhijit & Duflo, Esther (2012). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*, Reprinted ed., PublicAffairs
	3. Butin, Dan W. (2010). *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education*, New York: Palgrave Macmillan.
	4. Chisholm, Linda A. (ed.) (2005). *Knowing and Doing: The Theory and Practice of Service Learning.* International Partnership for Service Learning and Leadership.
	5. Cippolle, Susan Benigni. (2010). *Service-Learning and Social Justice: Engaging Students in Social Change*. Lanham, Maryland: Rowman & Littlefield.
	6. Collier, Paul (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford University Press.
	7. Cress, C. M., Collier, P. J. & Reitenauer, V. L. (2005). *Learning Through Service: A Student Guidebook for Service-Learning Across the Disciplines*, Stylus Publishing.
	8. Fernandez, Elizabeth et al. (2015). Theoretical and Empirical Insights into Child and Family Poverty. London: Springer.
	9. Payne, Ruby K. (2013). *A Framework for Understanding Poverty*, 5th ed., Aha! Process, Inc.
	10. Platt, Lucinda (2005). Discovering Child Poverty. Bristol: The Policy Press.
	11. Polak, Paul (2009). *Out of Poverty: What Works When Traditional Approaches Fail*, Berrett-Koehler Publishers.
	12. Sachs, Jeffrey (2006). *The End of Poverty: Economic Possibilities for Our Time*, Penguin Books.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.