

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS3S02																	
Subject Title	Engaging with Diversity																	
Credit Value	3																	
Level	3																	
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ Healthy Lifestyle ☐ Freshman Seminar ☐ Languages and Communication Requirement (LCR) ☐ Leadership and Intra-Personal Development ☒ Service-Learning ☐ Cluster-Area Requirement (CAR) ☐ Human Nature, Relations and Development ☐ Community, Organization and Globalization ☐ History, Cultures and World Views ☐ Science, Technology and Environment ☐ China-Study Requirement ☐ Yes or ☐ No ☐ Writing and Reading Requirements ☐ English or ☐ Chinese																	
Pre-requisite / Co-requisite/ Exclusion	NIL																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th><th style="width: 20%;">Individual Assessment</th><th style="width: 20%;">Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Performance in community service-learning project</td><td style="text-align: center;">45%</td><td style="text-align: center;">--</td></tr> <tr> <td>2. Reflection reports</td><td style="text-align: center;">30%</td><td style="text-align: center;">--</td></tr> <tr> <td>3. Project presentation</td><td style="text-align: center;">--</td><td style="text-align: center;">25%</td></tr> <tr> <td>4. E-learning module</td><td style="text-align: center;">Pass/Fail</td><td style="text-align: center;">--</td></tr> </tbody> </table> Note: The grade is calculated according to the percentage assigned;			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Performance in community service-learning project	45%	--	2. Reflection reports	30%	--	3. Project presentation	--	25%	4. E-learning module	Pass/Fail	--
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	• The completion and submission of all component assignments are required for passing the subject; and • Student must pass all components at 50% or grade D if he/she is to pass the subject. • Student must successfully complete and pass the e-learning module in order to pass the subject.
Objectives	The objectives of this subject are to: 1. enhance students' understanding of the discrimination, disadvantages and structured inequalities faced by people with diverse backgrounds in their lifeworld and identities in Hong Kong; 2. foster students' appreciation of the significance of diversity, involving ethnicity, gender, religion and disability and to encourage them to develop cross-cultural communication skills through community services; 3. reflect on the how best to become an active life-long learner through building close relationships with and serving community members.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. describe and identify the complex issues confronted and unfair treatments received by people who are from a diverse background; b. demonstrate empathy and a strong sense of civic responsibility towards people from a diverse background; c. formulate modes of assistance for helping marginalized people with diversities for empowering them; d. examine issues of privilege critically in Hong Kong society and make commitment to upholding social justice and egalitarian democracy.
Subject Synopsis/ Indicative Syllabus	The subject is designed to encourage students to embrace critical diversity knowledge and practices through service-learning project and partnership with NGOs serving various groups disadvantaged by their diversities. 1. Diversity and discrimination • Addressing race, ethnicity and culture • Gender and sexuality diversities • Religious diversities • Physical diversity: disability and aging • Class, culture, locality and the diversity question

	2. Diversity, multiculturalism and leadership • Beyond tolerance: democratic equality and leadership • Transformative education and social learning • Social inclusion, community building and social justice 3. Engaging with diversity and community service learning • Community service project and activities 4. Critical reflections • Experiencing ‘otherness’ and discrimination • Deconstructing normalcy • Confronting ‘ableism’ • Visions of multiculturalism, equality and social inclusion
Teaching/Learning Methodology	Lectures and Workshops The lectures will cover the content specified in the above indicative syllabus. 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. Attendance to the lectures and the training workshops is crucial for all students. e-Learning Module 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. Service-learning Project This subject aims to enable students to learn more about diversity issues through service learning project. Students are expected to devote 40 hours of service-learning. They will be monitored on their teamwork performance and community involvement. In assessing this, their skills in planning, implementing activities, communication and problems solving, as well as their commitments in service-learning will be carefully considered on the basis of their performance assessed by supervisors from the community service organization and feedback from service recipients. Reflective Journals In addition, students are required to submit two pieces of reflective reports at different intervals throughout the service-learning project to indicate how they interpret their service-learning experience, particularly in terms of their critical appreciation of the relations between diversities and social inequality, as well as their understanding of civic responsibility and social

	justice. Students can also reflect on how theoretical concepts involving diversity and discrimination are interpreted by their service-learning experience. Service-Learning Project Presentation Service project sharing will be organized so that students can share with their peers and supervisors the learning experiences and progress, and discuss their service delivery as well as learning strategies when necessary.							
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		
	1. Performance in community service-learning project	45%	✓	✓	✓	✓		
	2. Reflection reports	30%	✓	✓	✓	✓		
	3. Project presentation	25%	✓	✓	✓	✓		
	4. E-learning module	Pass/Fail	✓	✓	✓	✓		
	Total	100 %						
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The students’ teamwork performance and community involvement as well as their skills in planning, implementing activities, communication, problems solving, and their commitments in service-learning, will be carefully considered on the basis of their performance assessed by supervisors from the NGO and feedback from service recipients. In doing this, students are required to submit two pieces of reflective reports, each no less than 1,000 words, at different intervals throughout the service-learning project to indicate how they interpret their service-learning experience, particularly in terms of their critical appreciation of the relations between diversities and social inequality, as well as their understanding of civic responsibility and social justice. Students can also reflect on how theoretical concepts involving diversity and social exclusion are interpreted by their service-learning experience. In addition to written work, students will participate in certain project presentations to share their progress, performance and commitment to service-learning. Feedbacks from supervisors in the partner organization							

	will be sought, and these may serve as supplementary information for assessment.	
Student Study Effort Expected	Class contact:	
	Lectures, preparatory workshops, and project presentations	39 Hrs.
	Other student study effort:	
	Community Service	40 Hrs.
	Preparation for reflective reports and community service	30 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<u>Essential</u> Adams, M., et al. (Eds.) (2026). <i>Readings for diversity and social justice (5th Ed)</i>. New York; London: Routledge. https://doi.org/10.4324/9781003296645 Bucher, R. D. (2015). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities (4th Ed)</i>. Upper Saddle River, NJ: Prentice Hall. Healy, G., Kirton, G. and Noon, M. (Eds.) (2011). <i>Equality, inequalities and diversity: Contemporary challenges and strategies</i>. Basingstoke: Palgrave Macmillan. Kennis, A.T. (2010). <i>An adventure in service-learning: Developing knowledge, values and responsibility</i>. Farnham : Gower. Kronick, R.F., Cunningham, R.B. and Gourley, M. (2011). <i>Experiencing service-learning</i>. Knoxville : University of Tennessee Press <u>Supplementary</u> Alleyne, M.D. (2011). <i>Anti-racism & multiculturalism: Studies in international communication</i>. New Brunswick, NJ: Transaction Publishers. Bagilhole, B. (2009). <i>Understanding equal opportunities and diversity: The social differentiations and intersections of inequality</i>. Bristol: Policy Press. Curtis, C. (2018). Facilitating youth development through service-learning: Social justice implications for underserved youth. <i>Education, Citizenship and Social Justice</i>, 2018, 1-11 https://doi.org/10.1177/1746197918789404. Diller, J. V., Austin, J. A., & Austin, J. T. (2019). <i>Cultural diversity : a primer for the human services (Sixth edition.)</i>. CA: Cengage. Hue, M. T., and Kennedy, K. J. (2014). The challenge of promoting ethnic minority education and cultural diversity in Hong Kong schools: From policy to practice. <i>Revista Española De Educación Comparada</i>, (23), 117-134.	

	Kerwin, L.B. (2010). <i>Cultural diversity: Issues, challenges and perspectives</i>. New York: Nova Science Publishers. Lambert, J. and Myers, S. (2009). <i>The diversity training activity book: 50 activities for promoting communication and understanding at work</i>. New York: AMACOM, American Management Association. Lawson, J. E., Cruz, R. A., and Knollman, G. A. (2017). Increasing positive attitudes toward individuals with disabilities through community service learning. <i>Research in Developmental Disabilities</i>, 69, 1-7. Mehrotra, C., & Wagner, L. S. (2019). <i>Aging and diversity: an active learning experience (Third edition)</i>. NY: Routledge. Olivia ; Setyobudi, R.H ; Ma, C ; Carthy, F. Mc ; Smith, D ; Natadjaja, L. (2018). Bridging ethnic diversity through Service-Learning on teaching Chinese characters for Surabaya-Indonesia toddler. <i>SHS Web of Conferences</i>, 59, SHS Web of Conferences, Vol.59. Plante, R.F, and Maurer, L.M. (2010). <i>Doing gender diversity: Readings in theory and real-world experience</i>. Boulder, CO: Westview Press. Tierney, S. (Ed.) (2007). <i>Accommodating cultural diversity</i>. Aldershot: Ashgate.
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