**Subject Description Form**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS2S04</th>
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<tbody>
<tr>
<td><strong>Subject Title</strong></td>
<td>Understanding Children in Poverty in Hong Kong</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>3</td>
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<tr>
<td><strong>Level</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Pre-requisite / Co-requisite/ Exclusion</strong></td>
<td>NIL</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance in community service learning project</td>
<td></td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>2. Reflection reports</td>
<td></td>
<td>30%</td>
<td></td>
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<tr>
<td>3. Seminar presentations</td>
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<td>30%</td>
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**Objectives**

The objectives of the proposed project are to:

a) foster students’ understanding on poverty issues and to encourage them to develop interpersonal communication skills through participating in community services;

b) enhance students’ understanding of the discrimination, disadvantages and structured inequalities faced by poor people in Hong Kong, especially on their social identities, self-perception and personal aspiration;

c) understand the present social service provisions, identify their inadequacies, and make recommendations for policy and services change if needed;

d) support poor families’ children facing learning difficulties and personal as well as social integration problems through direct engagement and volunteer activities;

**Intended Learning Outcomes**

(***Note 1***)

Upon completion of the proposed project, students will be able to:

1. understand issues and social theories related to poverty and demonstrate ability in investigating the root causes of poverty in Hong Kong and the effectiveness of the encountering measures in poverty alleviation;

2. describe and identify the issues of discrimination, consequences of social exclusion and other impacts of structured inequality encountered by poor families in Hong Kong;

3. demonstrate empathy towards people in poverty and a strong sense of civic responsibility and make commitment to social equality and inclusive society;

4. formulate modes of assistance for helping marginalized poor families, especially those children in poverty for empowerment and social inclusion.
Subject Synopsis/Indicative Syllabus

The subject is designed to integrate knowledge with practices through lectures, community service and social learning with poverty groups disadvantaged by their socio-economic status.

1. Service Learning and University Education
2. Professional ethic and social justice
3. Poverty and Poor Children in Hong Kong and the world
4. Poverty Alleviation and Income Maintenance Measures in HK
5. Cultural Sensitivity in Engaging Poor People
6. Program Planning and Engagement Skills for Service Learning
7. Critical reflections
   - Experiencing marginalization in a fast growing city
   - Visions of equality and social justice
   - Learning from the poor families

Teaching/Learning Methodology

This subject aims to enable students to learn more about the poverty issues through community service learning. Before students are assigned to their community service learning project, they are expected to attend a series of lectures focusing on providing them with a critical understanding of poverty problems in general and the poor children’s difficulties in particular in Hong Kong and the Global context. They will also be given opportunities to meet representatives from the partnering community organizations to find out in greater details the work and services they are providing before students are engaged in their service learning project. Furthermore, during students’ community service, reflective seminars and preparatory workshops will be organized so that they can share with the NGO colleagues and school tutors for their learning experiences and progress as well as discuss their service delivery as well as learning strategies when necessary. The three broad aspects in service learning, including the attitude change, skills enhancement and knowledge consolidation will be emphasized throughout the service-learning experience in serving children living in the poor families.

The concrete experiences learnt and the practical help for the children living in the poor families can be included (but not limited to the followings):

1) making home visit to the attached poor family
2) tutoring the poor children both individually and in group
3) co-organizing recreational activity for the selected poor families
4) co-organizing social educational event for the poor families with children

Through attaching to a poor family with children, the students can first rethink what poverty is and its impact on individuals, family and community. The service learning project in the 2nd stage (including the home visit, tutoring, recreational activity and social educational event) can help transforming students’ understanding on the needs of the children living in the poor families to deeper reflection on the importance of social equality and justice.

In sum, the service learning tasks added together have facilitated the students to assess (home visit), engage (tutoring), serve (recreational activity) and organize (the social educational event) the target group both internally for the community and externally for the general public who aim at providing the children in need some substantial help and effort for social changes in a mutual, respectful and engaged manner.
<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
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<tbody>
<tr>
<td></td>
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<td>1 2 3 4</td>
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<tr>
<td>1. Performance and commitment in community service learning (team work, awareness/attitude change, skills and knowledge as well as consolidation commitment to service learning)</td>
<td>40%</td>
<td>✓ ✓ ✓</td>
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<tr>
<td>2. Reflection reports (appreciation of relationships between diversities and inequality, understanding of civic responsibility and social justice)</td>
<td>30%</td>
<td>✓ ✓ ✓</td>
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<tr>
<td>3. Seminar and Final presentations (articulation of problem, comprehension of academic discussion and presentation of learning outcomes and professional contribution)</td>
<td>30%</td>
<td>✓ ✓ ✓ ✓</td>
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Total 100 %

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students are expected to complete 40 hours of community service learning. They will be monitored and supervised by subject lecturers and representatives of partnering organizations in planning and delivering the services. On-going feedback will be given to the students to improve their performance and learning. Their skills in planning, effectiveness in implementing activities, ability in communication and problems solving, as well as their commitments in service learning will be carefully considered on the basis of their performance. They will
be assessed not only by the instructors/tutors, but also by staff from the NGO and feedback from service recipients.

In addition, students are required to submit two pieces of reflective reports at two 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 class, social inequality and social mobility as well as their understanding of civic responsibility and social justice. One final group report session will be required at the end of the subject too.

Students will altogether participate in three exploratory lectures, three preparatory workshop, three reflective seminars and one concluding seminar to account for their learning, progress, performance and commitment to service-learning.

- the grade is calculated according to the percentage assigned;
- the completion and submission of all component assignments are required for passing the subject; and
- student must pass the specific component(s) : community service if he/she is to pass the subject.

<table>
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<tr>
<th>Class contact:</th>
<th>24Hrs</th>
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<tr>
<td>Lectures, preparatory workshops, and reflective seminars</td>
<td>(3 hrs per week for 8 sessions)</td>
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<tr>
<th>Other student study effort:</th>
<th>40Hrs</th>
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<tr>
<td>Community Service and home visits in old urban areas or new towns in New Territory</td>
<td>(small group and large group servicing activities starting from the third week)</td>
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<table>
<thead>
<tr>
<th></th>
<th>20Hrs.</th>
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<tbody>
<tr>
<td>Preparation for reflective reports</td>
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<tr>
<th></th>
<th>30Hrs.</th>
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<tr>
<td>Self-directed study</td>
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</table>

Total student study effort 120Hrs.

**Medium of Instruction**

- English supplemented with Cantonese/Putonghua

**Medium of Assessment**

- English

**Reading List and References**

References:


- Chan, Tak Wing. (2005). *Intergenerational Social Mobility in Hong Kong*. HK: HK Institute of Asia-Pacific Studies CUHK


prosperity. HK: Hong Kong University Press.


Kretzmann, J. P (1993). *Building Communities from the inside out: a path toward finding and mobilizing a community's asset*. USA: ACTA Publications.


Xue, J. (ed.) (2013) *Growth with Inequality: An International Comparison on*
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.