

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS2S04																	
Subject Title	Understanding Children in Poverty in Hong Kong																	
Credit Value	3																	
Level	2																	
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input checked="" type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <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> <p><input type="checkbox"/> China-Study Requirement</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Yes or <input type="checkbox"/> No </div> <p><input type="checkbox"/> Writing and Reading Requirements</p> <div style="margin-left: 20px;"> <input type="checkbox"/> English or <input type="checkbox"/> Chinese </div>																	
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: 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. Class Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Performance in community service learning project</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</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. Final Report and Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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 all the components (acquire more than half of the percentage assigned) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	10%	--	2. Performance in community service learning project	30%	--	3. Reflective Journals	30%	--	4. Final Report and Presentation	30%	--
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Objectives	The objectives of the proposed project are to:																	

	<p>a) foster students' understanding on poverty issues and to encourage them to develop interpersonal communication skills through participating in community services;</p> <p>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;</p> <p>c) understand the present social service provisions, identify their inadequacies, and make recommendations for policy and services change if needed;</p> <p>d) support poor families children facing learning difficulties and personal and social integration problems through direct engagement and volunteer activities;</p>
<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the proposed project, students will be able to:</p> <p>a. understand issues and social theories related to the poverty in Hong Kong, and demonstrate ability in investigating the root causes and the effectiveness of the encountering measures in poverty alleviation;</p> <p>b. describe and identify the issues of discrimination, consequences of social exclusion and other impacts of the structured inequality encountered by poor families in Hong Kong;</p> <p>c. demonstrate empathy towards people in poverty and a strong sense of civic responsibility, and make commitment to social equality and inclusive society;</p> <p>d. formulate modes of assistance for helping marginalized poor families, especially those children in poverty for empowerment and social inclusion.</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<p>The subject is designed to integrate knowledge with practices through lectures and community service and social learning from serving poverty groups disadvantaged by their socio-economic status.</p> <ol style="list-style-type: none"> 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 and Engaging with Poverty 6. Program Planning and Engagement Skills for Service Learning 7. Critical reflections <ul style="list-style-type: none"> • Experiencing marginalization in a fast growing city • Visions of equality and social justice • Learning from the poor families
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>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 the Hong Kong and the Globe context. They will also be given opportunities to meet representatives from the partnering community organizations to find out in greater details the work and community services they are providing before they are engaged in their service learning project. Furthermore, during their 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, and discuss their service delivery as well as learning strategies when necessary. The</p>

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 limit 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 in a collective

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 has 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 and aim at providing the children in need some substantial help and effort for social changes in a mutual, respectful and engaged manner.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Class Participation	10%	✓	✓	✓	✓
2. Performance in community service learning project (team work, awareness/attitude change, skills and knowledge consolidation)	30%	✓	✓	✓	✓
3. Reflective Journals (appreciation of relationships between diversities and inequality, understanding of civic responsibility and social	30%	✓	✓	✓	✓

	justice)					
	4. Final Report and Presentation(communicating progress and commitment to service learning)	30%		✓	✓	✓
	Total	100%				
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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 assessed not only by instructors, but also by staff from the community service organization and feedback from service recipients.</p> <p>In addition, students are required to submit three 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 class and social inequality, 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.</p> <p>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.</p>						
Student Study Effort Expected	Class contact:					
	<ul style="list-style-type: none"> ▪ Lectures, preparatory workshops, and reflective seminars (3 hours per week for 10 Sessions) 		30 Hrs			
	Other student study effort:					
	<ul style="list-style-type: none"> ▪ Community Service in old urban areas or new towns in New Territory (Six 4 hours and Two 8 hours servicing activities) 		40 Hrs			
	<ul style="list-style-type: none"> ▪ Preparation for reflective reports 		20Hrs.			
	<ul style="list-style-type: none"> ▪ Self-directed study 		30 Hrs.			
	Total student study effort		120 Hrs.			
Medium of Instruction	English supplemented with Chinese					
Medium of	English					

Assessment	
Reading List and References	<p>References:</p> <p>Bhalla, A. S. and Peter McCormick. (2009). <i>Poverty among Immigrant Children in Europe</i>. Basingstoke: Palgrave Macmillan</p> <p>Chow, Wing Sun. (1982). <i>The Extent and Nature of Poverty in Hong Kong</i>. HK: Department of Social Work of HKU</p> <p>Jones, Nicola and Andy Summer. (2011). <i>Child Poverty, Evidence and Policy: Maintaining children in the International Development</i>. Portland: International Specialized Books, Services</p> <p>Lui Tak Loi and Chiu W.K. (2005). <i>Global City, Dual City? Globalization and Social Polarization in Hong Kong since the 1990s</i>. HK: Institute of Asia-Pacific Studies of CUHK</p> <p>Lindsey, Duncan. (2009). <i>Child Poverty and Inequality: Securing a Better Future for American's Children</i>. New York: Oxford University Press</p> <p>Lindsey, Barbara. (2000). <i>Women, Children and Poverty: Values and Vision</i>. London: Centre for Reform</p> <p>Levine B. Phillip and David J. Zimmerman. (2010). <i>Targeting Investments in Children</i>. Chicago: University of Chicago Press.</p> <p>Pantazis, Christina, David Gordon and Ruth Levitas. (2006). <i>Poverty and Social Exclusion in Britain: the Millennium Survey</i>. Bristol: Policy Press</p> <p>李健正等編. (1999). <i>新社會政策</i>. 香港: 香港中文大學出版社</p> <p>史文鴻, 吳俊雄. (1997). <i>香港貧窮不同面貌研究</i>. 香港: 香港明愛青少年及社區服務</p> <p>周永新. (1982). <i>富裕城市中的貧窮: 香港貧窮現象剖析</i>, 香港: 天地圖書有限公司</p> <p>黃洪等. (2003). <i>不是烏托邦</i>. 香港: 樂施會</p> <p>莫泰基. (1999). <i>香港減貧政策探索</i>. 香港: 三聯書局</p> <p>香港社會保障學會, 香港亞洲專訊研究中心. (2000). <i>貧窮與社會發展</i>. 香港: 香港社會保障學會, 香港亞洲專訊研究中心</p> <p>黃洪. (2007). <i>貧窮與社會歧視研究計劃之二: 偏遠地區婦女貧窮及工作處境</i>. 香港: 立法會湯家驊議員辦事處.</p> <p>黃洪及蔡海偉. (1996). <i>香港低收入住戶開支模式研究</i>. 香港: 社會服務聯會及樂施會</p> <p>黃洪. (2000). <i>香港邊緣勞工近年的發展</i>. 香港: 樂施會</p> <p>黃洪及李昺偉. (2006). <i>貧窮, 歧視與排斥: 邊遠地區青年的處境</i>. 香港: 湯家驊議員辦事處</p> <p>孫堂. (2005). <i>貧窮的傳遞質與遏制: 城市低保家庭第二代問題研究</i>. 北京: 社會科學文獻出版社</p> <p>樂施會. (2002). <i>香港邊緣勞工口述史</i>. 香港: 樂施會</p> <p>樂施會. (2007). <i>綜援 nization</i>. 香港: 樂施會</p> <p>關注貧窮問題工作小組. (2005). <i>深水土步區貧窮問題及扶窮現況: 以'需要為</i></p>

本’及’資產為本’的分析. 香港: 深水埗區議會

Websites:

In-media <http://www.inmediahk.net>
社會運動資源中心 <http://www.smrc8a.org>
香港社會服務聯會 <http://www.hkcss.org.hk>
扶貧委員會 <http://www.cop.gov.hk>
社會福利署 <http://www.swd.gov.hk>
香港脫貧網 <http://hkpoverty.oxfam.org.hk>
關注綜援聯盟
<http://www.hkswgu.org.hk/web/viewthread.php?tid=66&fpage=1>
福利事務委員會 <http://www.legco.gov.hk/chinese/index.htm>

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.