

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	APSS2S06														
Subject Title	Striving for a Sustainable Livelihood in Guangdong														
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> <p style="padding-left: 40px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 40px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 40px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 40px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 40px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	NIL														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individuals Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Performance in community service learning project and final report</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>2. Reflective Journals</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</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	Individuals Assessment	Group Assessment	1. Performance in community service learning project and final report	20%	30%	2. Reflective Journals	30%	--	3. Group presentation	--	20%
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Objectives	<p>The objectives of the subject are to:</p> <p>1. enhance students' understanding on the basic conditions for sustainable</p>														

	<p>livelihood and their relation with the socio-economic structure;</p> <ol style="list-style-type: none"> 2. facilitate students' empathetic understanding on the life of the peasants in rural village and peasant workers in urban area in Guangdong region; 3. foster students' cross-cultural interpersonal communication skills through community services; 4. motivate students to become an active life-long learner and responsible civic citizen through building close relationships with serving community members; 5. help students to reflect the value of their knowledge learnt in the University in building a sustainable livelihood for the poor and disadvantaged;
<p>Intended Learning Outcomes <i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Have deeper understanding on the issues of sustainable livelihood and the factors contributing to sustainability and unsustainability of the livelihood of the poor in mainland China; b. Build up the capacity to communicate and work with the poor in different social and political system; c. Apply the knowledge and skills they have acquired to deal with complex issues in the service setting; d. Demonstrate empathy for people in need and a strong sense of civic responsibility; e. Formulate modes of assistance for helping marginalized people with diversities for empowering them; f. Demonstrate an understanding of the linkage between service-learning and the academic content of the subject; g. Reflect on their role and responsibilities both as a professional in their chosen discipline and as a responsible citizen.
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<p>The subject is designed to encourage students to embrace knowledge and practices through community service and social learning from partnership with community organizations serving various disadvantaged groups in Guangdong.</p> <ol style="list-style-type: none"> 1. Service Learning and University Education 2. Poverty in the fast developing mainland China: situations, reasons and trends 3. Unsustainable vs sustainable livelihood for peasants and peasant workers in mainland China 4. Poverty alleviation and development practices: different efforts by local and international NGOs 5. Program planning for service learning 6. Skills in delivering service learning 7. Moral and ethical considerations for the community/social development practitioner and the services recipients 8. Critical reflections <ul style="list-style-type: none"> • Experiencing marginalization in a fast developing province • Visions of equality and social justice: value clarification • Professional training and social responsibility • Professional knowledge: contribution for sustainable livelihood for the poor

<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>This subject aims to enable students to learn more about sustainable livelihood issues through community service learning.</p> <p>Before students are assigned to their community service-learning project, they are expected to attend a series of lectures aiming at providing them with an understanding of development issues in mainland China. 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 expected to perform before they are fully engaged in their service learning project. Furthermore, during their community service, reflective seminars will be organized so that students can share with their colleagues and supervisors their learning experiences and progress, and discuss their service delivery as well as learning strategies when necessary. The three broad aspects in service-learning, i.e., attitude change, skills enhancement and knowledge consolidation, will be emphasized throughout the service-learning experience.</p> <p>The student will visit a rural village and an urban community centre in Guangzhou for twelve days at the summer semester to deliver services. Expense for the trip will be shared by the student. Actual cost will be announced in the interview.</p> <p>18 hours will be allocated for altogether six lectures in the beginning of semester. Three two hours seminars will be arranged for sharing experience and reflection. Students are expected using 12 hours to plan and prepare the community services. Suggested servicing activities include:</p> <ul style="list-style-type: none"> ○ Home visits for needs assessment of peasants and peasant workers ○ Consumers' opinion survey on services/trading provided by social enterprises ○ Web/pamphlet design for social enterprises ○ Minor improvement works in the Village ○ Impact/evaluative study for NGO 																																									
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;">e</th> <th style="width: 5%;">f</th> <th style="width: 5%;">g</th> </tr> </thead> <tbody> <tr> <td style="height: 100px; vertical-align: top;">1. Performance in community service learning project and final report (team work, awareness/ attitude change, skills and knowledge consolidation)</td> <td style="text-align: center;">50%</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td style="height: 100px; vertical-align: top;">2. Reflective journals (appreciation of relationships between diversities and inequality, understanding of civic responsibility and social justice)</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Performance in community service learning project and final report (team work, awareness/ attitude change, skills and knowledge consolidation)	50%		✓	✓	✓	✓	✓		2. Reflective journals (appreciation of relationships between diversities and inequality, understanding of civic responsibility and social justice)	30%	✓	✓	✓	✓	✓	✓	✓
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	3. Group presentation (communicating progress and commitment to service learning)	20%	✓	✓	✓	✓	✓	✓	✓	✓
	Total	100%								
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are expected to engage in 12 days of community 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.</p> <p>In addition, students are required to submit two pieces of reflective journals at different times throughout the service-learning project to indicate how they understand 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.</p> <p>Other than written work, students will participate in three seminars to account for their progress, performance and commitment to service learning. Feedbacks from partner representatives will be sought, and these will serve as supplementary information for assessment.</p>										
Student Study Effort Expected	Class contact:									
	<ul style="list-style-type: none"> Lectures, preparatory workshops, and reflective seminars 		30Hrs.							
	Other student study effort:									
	<ul style="list-style-type: none"> Community Service in Guangzhou 12 days in summer semester 		100Hrs.							
	<ul style="list-style-type: none"> Preparation for reflective reports 		20Hrs.							
	<ul style="list-style-type: none"> Self-directed study 		20Hrs.							
	Total student study effort		170Hrs.							
Medium of Instruction	English									
Medium of Assessment	English									
Reading List and References	<p>Healy, G., Kirton, G. and Noon, M. (Eds.) (2011). <i>Equality, inequalities and diversity: Contemporary challenges and strategies</i>. Basingstoke: Palgrave Macmillan.</p> <p>Oxfam. (2004). <i>Not Utopian: Theories and Practices in Community Economy</i>.</p>									

	<p>Hong Kong: Oxfam. (in Chinese)</p> <p>Slavick, Madeleine Marie. (Ed) (2007). <i>The Possible – 30 Stories</i>. Hong Kong: Oxfam.</p> <p>Yeung, Sik Chung (1999). Poverty Eradication and Social Work. In Ho, K.W & Yuen Tsang, W.K. (ed). <i>Approaching New Century: the new trend of social work theories and practices</i>. Hong Kong: Bafun Books</p> <p>Yeung Sik Chung (2011). “Rethinking Rural-urban Co-operation, Fair Trade, Ecologism and Sustainable Livelihood” in Zhang, Heqing, et al.(ed) <i>Social Work in Diaster: Practice and Critically Review in China Mainland</i>. Beijing: Social Sciecn Literature Press. (in Chinese)</p> <p>Zhang, Heqing (ed)(2013) <i>Rural Social Work</i>. Beijing: Higher Education Press. (in Chinese)</p>
Notes to student	<ol style="list-style-type: none"> 1) This is a 2-semester subject to be conducted in Semester Two and Summer Term. 2) This subject requires students to travel to Guangzhou in summer term for around 12 days to conduct field visits. 3) Despite the financial support from the University, students are required to pay HKD\$1,000 to cover part of the expenses. 4) Students are expected to deliver services in Putonghua and Cantonese effectively, hence elementary level of Putonghua and Cantonese are expected before enrolling the subject. 5) Talks offered by the collaborating organization are in Chinese.

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.