The Hong Kong Polytechnic University
<u>Subject Description Form</u>

Subject Code	CBS3S01
Subject Title	**Service Learning through helping primary students with specific reading difficulties**
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	The subject is open to students from the Faculty of Humanities, and Faculty of Health & Social Sciences
Objectives	The objectives of this subject are to: 1. Introduce students to the concept and practice of service learning 2. Provide students with a general overview of the key theories related to specific reading difficulties (developmental dyslexia) 3. Provide students with hands-on experience in implementing a well-designed and theory-driven educational programme to primary students with reading difficulties, in collaboration with professional speech therapists and social workers. 4. Provide a therapeutic context for students to learn the process through which theories can be transformed into an educational programme for children with special need. 5. Raise students' awareness of social issues in Hong Kong and educate them on the challenges and needs faced by children with specific learning difficulties and their families and teachers. 6. Enhance students' generic competencies of innovative problem solving, communication and teamwork 7. Nurture students' sense of social awareness, responsibility and engagement
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. Link their service learning activities and experiences with the academic content of the subject b. Understand and identify the characteristics of children with specific reading difficulties c. Understand the basic concepts behind the design and implementation of a theory-driven educational programme d. Understand and apply theories about specific reading difficulties to select teaching materials for children with specific reading difficulties. e. Articulate and empathize with the challenges faced by children with specific reading difficulties, as well as those faced by parents and teachers of these children. f. Work effectively in teams to solve problems encountered in planning and delivering the service

	g. Be able to communicate effectively with children with specific learning difficulties, their parents, social workers, speech therapists and/or other stakeholders. h. Reflect on their social responsibilities as a citizen and a professional in the society.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	The topics in the course syllabus cover three major areas: 1. **Concept and Practice of Service Learning:** • Principles, concepts and myths of service learning • Benefits of service learning to students, the university and the community • Ethical issues in service learning • Basic concepts and theories of social problems, developments and justice • Social responsibilities of global citizens as intellectuals and professionals • Proper attitudes and behaviours in service delivery • Developing a service project proposal/plan • Effective team work and problem solving skills in service-learning projects • Reflection as a tool for learning 2. **Discipline-Specific Concepts, Issues and Skills** • The introduction of major theories of developmental reading difficulties • The challenges specific to students with reading difficulties in local schools • The challenges for teachers, schools and the government to help students with reading difficulties • The generation a theory-driven educational programme • The construction of a continuous assessment to capture the effect of treatment sessions • The role of speech therapist, different professionals as well as parents and layman helpers in dealing with developmental reading difficulties • The role of NGO in helping children with specific reading difficulties in the community 3. **Project-Specific Concepts, Issues and Skills** • Ethical and Moral concerns specific to working with children with special needs and their families. • Health, safety and other issues relevant to working with children with special needs and their families. • Communication with children with special needs and their families.

Teaching/Learning Methodology *(Note 3)*	**1. e-Learning Module for service learning**

1. e-Learning Module for service learning

The e-learning module delivered by the Office of Service Learning at PolyU will be used. It consists of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service learning.

Students are required to successfully complete the e-learning module within the first four weeks of the semester in which they are taking the subject.

2.   Discipline-Specific Lectures, Tutorials and e-learning

These lectures, tutorials and e-learning are designed and conducted to equip students with the discipline-specific knowledge and skills required for planning and conducting the service learning project.

Two 3-hour lectures are designed and conducted to equip students with the discipline-specific knowledge and skills required for planning and conducting the service learning project.

The content of lectures, e-learning and tutorials are as follow:

Lesson	Topic / Content	Duration
1	• Introduction to theories of reading difficulties (developmental dyslexia) • Challenges faced by students with reading difficulties, and by teachers, schools and the government to help students with reading difficulties • Impact of reading difficulties on children's education, self-esteem and social skills. • Impact of having a child with reading difficulties on the families' financial and economic burden. • The role of professionals, NGOs, families and laypeople in helping children with specific reading difficulties.	3-hour
2	• Introduction to theory-driven education including concepts and theory • Introduction to a well-established theory-driven educational programme – Accelerating Reading Ability (ARA) Programme for children with reading difficulties • Details of ARA programme which includes video demonstration and role-play on implementation of the educational programme under the supervision of experienced speech therapists of the Speech Therapy Unit • Exercise on designing both individual and group activities for children with specific reading difficulty. The underlying theories of activities will be highlighted. • Introduction to the post-treatment probe-tests conducted after each training session. Data analysis and interpretation will also be discussed.	3-hour

3.   E-learning Module on Specific Reading Difficulties

A self-paced E-learning module designed by us is also employed to allow students to revise their knowledge and skills, as well as to assess their understanding of course materials. Powerpoint presentation, audio- and visual materials, and case studies are available online to provide reference for students to complete the E-learning module.

Students are required to successfully complete this e-learning module before semester in which they are taking the subject ends.

4.   Project-Specific Lectures and Tutorials

The project-specific lectures and tutorials are designed to: (a) develop students' understanding of the targeted clients/ underprivileged community, as well as other issues relating to the service learning project, (b) provide training for students in generic skills in planning and delivering the service project. Experts and speakers from outside the subject-offering department (e.g. Office of Service Learning, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used.

Students are required to attend <u>all</u> of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete <u>all</u> of the required assignments/learning tasks prior to participation in the service learning project.

Details of lectures and tutorials are as follow:

Lesson	Topic / Content	Duration
1	• Pre-treatment briefing by speech therapists before each training session • Students will also present their designed activities in the educational program to the whole group	0.5 hours x 9 weeks
2	• Lectures and tutorials with speech therapists and social workers from NGO to evaluate children's performance and make recommendation for next session, based on the data collected in the probe test of each session. • Students' own performance and skill will also be reviewed through supervisors' feedback and students' own reflection. The activities designed by students will also be evaluated.	1 hour x 9 weeks + 1 hour x 5 weeks (review sessions) + 1 hour (final review sessions)
3	Interpretation of post treatment probe-test and evaluation data with speech therapists to make recommendations for participating children in the coming sessions	2 hour

5. Service Learning Projects

The service learning projects are designed to develop students' generic competencies of innovative problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement.

Students will spend a total of 37 hours in the service learning project, which includes training of children with reading difficulties and telephone contact with their caregivers.

The breakdown of the time allocation for different activities is listed as follows:

Lesson	Topic / Content	Duration
1	• Assisting speech therapists in conducting a 3-hour pre-treatment evaluation session and data analysis. • The session will take place in weekend	3 hours
2	• Implementing the ARA educational programme through leading various group activities and conducting post –treatment probe test for each children under the supervision of STU's speech therapists and social workers from NGO • The sessions will take place in weekends	2 hours x 9 weeks
3	• Conducting revision exercise of the educational programme with the children with reading difficulties • The sessions will take place in weekdays evening and students can choose the time themselves.	1 hour x 9 weeks
4	• Assisting speech therapists in post-treatment evaluation • The session will take place in weekend	2 hours
5	Having phone contacts with caregivers twice per week to monitor children's progress and their home practice. Students are required to report to speech therapists and social workers about their contacts during the tutorial of each training session.	15 minutes x 2 x 9 weeks
6	Having phone report to parents about the progress of each of the children across the 10 weekly treatment sessions, their post-treatment evaluation results and recommendation	30 minutes

6. Reflective Journals & Report and Review Sessions

Students will be required to write reflective journals and reports both <u>during</u> (five journals – one per two treatment sessions), and <u>after</u> (one journal) the service learning project to demonstrate their ability to: (a) link their service learning experiences with the academic focus/discipline-

specific content of the subject, (b) reflect on their service learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities.

To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, there will be 5 reflection and review sessions (one every two treatment sessions) during the service learning project, and a final summative reflection session after the project.

Experts and facilitators from outside the subject-offering department (e.g. Office of Service Learning, NGOs) may be invited to contribute to some of these sessions as appropriate.

Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	

Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows:

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							
		a	b	c	d	e	f	g	h
1. e-Learning Module for service learning	10	✓				✓			✓
2. Performance during service delivery	50		✓	✓	✓	✓	✓	✓	✓
3. Structured reflective journals	30	✓				✓			✓
4. Completion of the discipline-specific E-learning module	10	✓	✓	✓	✓				
Total	100 %								

Students must obtain a pass in all of the components in order to pass the subject.

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

The E-Learning Module on Service Learning will include learning tasks that are designed to assess students' ability to link service learning with the academic content of the subject (ILO a), their empathy for the underprivileged community (ILO e) as well as their understanding of their role and responsibilities in society (ILO g).
The e-learning on Discipline-related concepts allows students to revise

their knowledge and skills through viewing the lecture powerpoint, audio and visual materials online. Their understanding of the materials and course content will then be assessed through answering multiple choice questions designed in different level. Students will only be able to proceed to upper level of questions once they correctly answer all the questions in previous level to make sure they have grasped the prerequisite knowledge. Completion of the whole E-learning exercise and case studies ensures that students are equipped with the knowledge in carrying out the educational programme (ILOs a, b & c).

Students' performance during service delivery will be assessed by the teaching team, with feedback from NGO and speech therapist partners. Their performance is an indicator of how well they can identify the characteristics of children with reading difficulties (ILO b), and their abilities to propose, based on theory and experience, the specific teaching materials/method to address those difficulties (ILO d), as well as their ability to work effectively in teams to solve problems faced during planning and delivering the service (ILO f), and their ability to communicate with their own teammates and the children, their parents and professionals in the field (ILO g). Attendance and punctuality are important as every lecture and training session is indispensable for the proper execution of treatment session. This will also be evaluated as part of the students' performance during service delivery.

Structured reflective journals testify to the students' <u>reflection</u> on their learning experience, and the breadth and depth of their learning. They measure the degree to which the students can articulate and empathize with the needs and challenges of children with reading difficulties and the concerns and issues facing families and teachers of these children (ILO e), their ability to link service learning and the academic content of the subject (ILO a), and their ability to reflect on their role and responsibilities in the society as a responsible citizen and professional (ILO h).

Student Study Effort Expected	e-Learning Module for service learning	10 hours
	e-Learning Module on Specific Reading Difficulties	3 hours
	Class contact:	
	▪ Discipline-related Lectures	6 Hrs.
	▪ Project-Specific Seminars, Tutorials and/or Workshops	15.5 Hrs
	▪ Reflection and review tutorials and sessions	6 Hrs
	Other student study effort:	
	▪ Readings, self study, and planning and preparation for the service project	30 Hrs
	▪ Direct rendering of service	37 Hrs
	▪ Reflection and review	25 Hrs
	Total student study effort	132.5 Hrs.

Reading List and References	**Core Readings**
	<u>Definition of Dyslexia</u>
	1) Snowling, M. J. (2001). *Dyslexia*. (2nd ed.) Oxford: Blackwell Publishers Ltd. (Chapter 2: The definition of dyslexia, pp.14-28).
	<u>Chinese Reading and Writing System</u>
	2) Shu, H. (2003). Chinese writing system and learning to read. *International Journal of Psychology*, 38(5), 274-285.
	3) Shu, H. & Anderson, R.C. (1999). Learning to reading Chinese: the development of metalinguistic awareness. In J. Wang, A.W. Inhoff, & H.C. Chen (Eds). *Reading Chinese Script: A cognitive analysis*. New Jersey: LEA. (Chapter 1, pp.1-18)
	<u>Dyslexia treatment</u>
	4) Snowling, M. J. (2001). *Dyslexia*. (2nd ed.). Oxford: Blackwell Publishers Ltd. (Chapter 10: Helping to overcome dyslexia, pp.177-197).
	Supplementary Readings (only if students want to have a more in-depth understanding of the theories.)
	<u>Theories of developmental dyslexia</u>
	5) Snowling, M. J. (2001). *Dyslexia*. (2nd ed.). Oxford: Blackwell Publishers Ltd. (Chapter 3: The phonological representations hypothesis, pp.29-61).
	6) Share, D.L. (2004). Orthographic learning at a glance: On the time course and developmental onset of self-teaching. *Journal of Experimental child Psychology, 87*, 267-298.
	7) Ziegler, J.C., & Goswami, U. (2005). Reading acquisition, developmental dyslexia and skilled reading across languages: a psycholinguistic grain size theory. *Psychological Bulletin, 131(1),* 3-39.
	<u>The incidence of dyslexia.</u>
	8) Symthe, I., & Everatt, J. (2004). Dyslexia: a cross-linguistic framework. In I. Smythe, J.Everatt, & R.Salter (Eds). *International Book of Dyslexia: A cross language comparison and practice guide.* Sussex: Wiley.

(Chapter 1: Dyslexia: A cross-linguistic framework, pp.1-29).

<u>Dyslexia in Chinese and Chinese characters</u>

9) Chen, M. J. (1996). An overview of the characteristics of the Chinese writing system. *Asia Pacific Journal of Speech, Language and Hearing, 1*, 43-54.

10) Yin, W., & Weekes, B. (2004). Dyslexia in Chinese. In I. Smythe, J. Everatt, & R. Salter (Eds). *International Book of Dyslexia: A cross language comparison and practice guide.* Sussex: Wiley. (Chapter 3: Dyslexia in Chinese: pp.39-45).

11) Zhou, X., & Marslen-Wilson, W., Taft, M., & Shu. H. (1999). Morphology, orthography, and phonology in reading Chinese compound words. *Language and Cognitive Processes, 14(5/6)*, 525-565.

<u>Dyslexia Treatment</u>

12) Ho, C.S.H., Lam, E.Y.C., & Au, A. (2001). The effectiveness of multi-sensory training in improving reading and writing skills of Chinese dyslexic children. *Psychologia, 44*, 269-280.

13) Ho, C.S.H., & Ma, R.N.L. (1999). Training in phonological strategies improves Chinese dyslexic children's character reading skills. *Journal of Research in Reading, 22*(2), 131-142.

14) Chung, F. H-K. & Leung, M-T., (2006). A theory-driven treatment for Chinese developmental dyslexic children: Preliminary results on the training of metalinguistic awareness, *Hong Kong Special Education Forum*, 8: 1-20.