

Subject Description Form

Subject Offering Department	Department of Management and Marketing
Subject Code	MM3S01E
Subject Title	Service-Learning: Building Green Communities with Environmental NGOs
GUR Requirements	<input type="checkbox"/> Cluster Area Requirements (CAR) <input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalisation <input type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment <input type="checkbox"/> Freshman Seminar <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> Leadership & Intra-Personal Development (LIPD) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input checked="" type="checkbox"/> Service-Learning
Reading/Writing Requirements in English/Chinese	<input type="checkbox"/> China-Study Requirement (CSR) More than 60% CSR-related content <input type="checkbox"/> Eligible for “English Writing” (EW) designation Include an extensive piece of writing (2,500 words) <input type="checkbox"/> Eligible for “Chinese Writing” (CW) designation Include an extensive piece of writing (3,000 characters) <input type="checkbox"/> Eligible for “English Reading” (ER) designation Include a reading of an extensive text (100,000 words or 200 pages) <input type="checkbox"/> Eligible for “Chinese Reading” (CR) designation Include a reading of an extensive text (100,000 characters or 200 pages) <input checked="" type="checkbox"/> None
Medium of Instruction	English
Credit Value	3
Level	3
Normal Duration	MM3S01E: two semesters (Semester 2 and Summer Term)
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	This course aims to provide the students with an understanding of the theories and practices of green communities. It equips students with the conceptual and practical issues related to environmental policy and management, civil society and NGOs, business environmental responsibility, collaborative environmental governance, etc. On this basis, it will directly connect students with environmental NGOs and affected communities by arranging them to serve in an extended period of time with the objective of enhancing their awareness of civic duty and community needs.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: Academic Learning Outcomes: a. Identify the challenges in environmental protection and the practices of building green community from a global perspective; b. integrate their knowledge in science, technology, policy and management to provide a green solution for the affected communities;

	<p>c. enhance their sense of empathy for people and communities affected by environmental degradation and challenges, and enhance their awareness of the difficulty in consensus building in the real world setting and the dangers and limitations of one-sided thinking.</p> <p>Service-Learning Outcomes:</p> <p>d. identify the problems and constraints of environmental protection and improve their skills in stakeholder management;</p> <p>e. acquire a higher level of awareness of civic duty and community needs;</p> <p>f. reflect on their role and responsibilities both as a professional and as a citizen.</p> <p>g. Demonstrate a sense of civic responsibility;</p> <p>h. Link the service-learning activities and experiences with the academic content of the subject.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Lectures and seminars</p> <p>The lectures and seminars of this course will cover main topics of service-learning, environmental protection, and civil society organizations. It will review the key ethical, political, economic, and policy principles needed to understand environmental issues faced by communities. Below is a list of major topics that will be covered in the lectures:</p> <ul style="list-style-type: none"> • Concept and Practice of Service-Learning: <ul style="list-style-type: none"> ○ Principles, concepts and myths of service-learning ○ Benefits of service-learning to students and the community ○ Ethical issues in service-learning ○ Social responsibilities of global citizens as intellectuals and professionals ○ Proper attitudes and behaviors in service delivery ○ Developing a service project proposal/plan ○ Reflection as a tool for learning • Environmental Protection Movement and Environmental NGOs in a Global Perspective • Building a Green Community and Stakeholder Engagement • Green Project Management, reporting and presentation
<p>Teaching/Learning Methodology</p>	<p>The e-Learning Module</p> <p>The e-learning module is developed and delivered by the Service-Learning and Leadership Office at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service-learning.</p> <p>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.</p> <p>Discipline-Specific Lectures and Project-Specific Lectures</p> <p>Lectures will be the primary instrument in teaching. Students are expected to read assigned materials and actively participate in class discussion and the preparation of service projects. Case study will be widely used throughout the course. Emphasis will be on the application of knowledge to address the needs in building green communities in the designated project location.</p> <p>The project-specific lecture sessions 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. Service-Learning and Leadership Office, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used.</p>

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

Service-Learning Projects

Service-learning will be based on group projects. Each group will comprise of students from multiple disciplines and work with an environmental NGO, working on specific environmental issues faced by affected communities in the designated project location. Based on field study of specific communities, each group will propose and deliver a project with the objectives of community service and service-learning. The project must have a clearly defined community, and students can choose from a wide array of community services, including conducting voluntary environmental education in a community, providing solutions to an environmental issue faced by the community concerned, working with NGOs to advocate policy changes to address specific environmental challenges faced by the community concerned, or partnering with both NGOs and business firms to design corporate environmental initiatives to serve specific communities, etc.

The service project will take place in an assigned site upon both the agreement with a selected NGO (e.g. FoEHK, Greenpeace, Conservancy Association, Green Power) and the approval of the instructor. For one-semester offerings of this subject, the 40 hours of services will be conducted between the 6th and the 13th week of the semester, either during weekends or on consecutive dates during long holidays, on weekday evenings or at a time selected by the students themselves. For two-semester offerings of this subject, services will be conducted over approximately two weeks in the designated location during the second semester.

Proposed Service-Learning Projects must fulfill the following requirements: (a) They must benefit both the students' learning as well as the service recipients. (b) The services carried out should be coherent, both within the project, as well as with the theme of the subject. (c) The work should be hands-on and involve team as well as individual work. (d) Students are encouraged to research on specific problems, and to design and implement solutions, applying their discipline-specific knowledge to meet community needs. (e) They should involve around 40 hours of direct service/frontline civic engagement activities in which students will be required to interact directly with the service recipients to understand their needs. (f) In all cases, projects will be supervised and student performance assessed by staff members.

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	e	f	g	h
Continuous Assessment	100%								
1. E-Learning Module on Service-Learning	10%					✓	✓		
2. Preparation	25%					✓	✓		
3. Progress Reports	20%			✓	✓	✓	✓	✓	✓
4. Performance During Service Delivery	25%			✓	✓	✓	✓	✓	✓
5. Group Presentation & Report	20%	✓	✓	✓	✓	✓	✓	✓	✓

	Total	100 %								
	<p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in the Continuous Assessment components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The above methods are designed to ensure that all students –</p> <ol style="list-style-type: none"> 1. Class participation, regular update on the project progress and an individual progress presentation will be able to assess students’ understanding of the course’s content in an interactive way. 2. Students’ <u>attitude</u> and <u>performance</u> in the rendering of service, their degree of <u>engagement</u> with the service recipients, their <u>collaboration</u> with other students, and <u>interactions</u> with the service recipients and/or collaborating NGOs will be assessed on-site by teaching staff, who will supervise and monitor individual groups working on their SL project in the field. At the same time, progress reports, submitted in the three stages of preparation, delivery and conclusion, will allow students to learn how to organize and manage their service project, enable an objective assessment of students’ performance in working with the NGO in building a green community. 3. Students will be required to prepare a final report of their group project and present it 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. Experts and facilitators from outside the subject-offering department (e.g. Service-Learning and Leadership Office, NGOs) may be invited to contribute to some of these sessions as appropriate. Peer evaluation allows students to assess the quality of their classmates’ presentation. Each student will be individually assessed in the presentation and their contribution to the final report. 									
Student Study Effort Required	Class contact:									
	▪ E-Learning Module		10 Hrs.							
	▪ Lectures		20 Hrs.							
	▪ Discussion		6 Hrs.							
	Other student study effort:									
	▪ Self-study, preparation and planning		30 Hrs.							
	▪ Service Delivery		40 Hrs.							
▪ Preparation/essay writing		20 Hrs.								
	Total student study effort		126 Hrs.							
Reading List and References	Required Readings									
	<p><u>Books</u></p> <p>Cress, C.M., Collier, P.J. & Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing</p> <p>Maltzman, R. and Shirley, D. 2010. Green Project Management. CRC Press, Economy, Elizabeth C., 2004, <i>The River Runs Black: the Environmental Challenge to China’s Future</i>, Ithaca, NY: Cornell University Press.</p> <p>Butin, Dan W. 2010, Service-Learning in Theory and Practice: <i>The Future of Community Engagement in Higher Education</i>. Palgrave Macmillan, New York.</p>									

	<p>Xing, Jun and Carol Hok Ka Ma. 2010. <i>Service-learning in Asia: Curricular Models and Practices</i>. Hong Kong University Press.</p> <p><u>Journal Articles</u></p> <p>Ho, Peter (2001), Greening Without Conflict? Environmentalism, NGOs and Civil Society in China, <i>Development and Change</i>, Vol. 32, 893-921.</p> <p>Hills, P. and Welford, R. 2002. 'Ecological Modernization as a Weak Form of Sustainable Development in Hong Kong'. <i>International Journal of Sustainable Development and World Ecology</i>.</p> <p>Lo, C.W.H. and Chung, S.S. 2004. The Responses and Prospects of Sustainable Development for Guangzhou and Hong Kong, <i>The International Journal of Sustainable Development and World Ecology</i>, Vol. 11, No. 2, June, pp. 151-167.</p> <p>Mottershead, T. 2004. Ed. Sustainable Development in Hong Kong, pp. 13-42. Hong Kong: University of Hong Kong Press.</p> <p>Tang, Shui-Yan, & Xueyong Zhan (2008), Civic Environmental NGOs, Civil Society and Democratization in China, <i>Journal of Development Studies</i>, 44(3), 425-448.</p> <p>Yang, Guobin (2005), Environmental NGOs and Institutional Dynamics in China, <i>China Quarterly</i>, Vol. 181, No.1, pp. 46-66.</p> <p>Zhan, Xueyong, and Shui-Yan Tang (2013), Political Opportunities, Resource Constraints, and Policy Advocacy of Environmental NGOs in China, <i>Public Administration</i>.</p> <p><u>Supplementary Materials</u></p> <p><u>Journals</u></p> <p style="padding-left: 40px;"><i>China Quarterly</i></p> <p style="padding-left: 40px;"><i>Nonprofit and Voluntary Sector Quarterly</i></p> <p style="padding-left: 40px;"><i>Environment and Planning A</i></p>
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September 2023