

# The Hong Kong Polytechnic University

## Subject Description Form

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

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| <b>Subject Code</b>                                  | BSE3S03   |
| <b>Subject Title</b>                                 | Living Environment for Low-income Communities   |
| <b>Credit Value</b>                                  | 3   |
| <b>Level</b>   | 3   |
| <b>Pre-requisite / Co-requisite/ Exclusion</b>       | Exclusion: BSE3S02  |
| <b>Objectives</b>                                    | <ul style="list-style-type: none"> <li>(a) To introduce the concepts and practices of service-learning;</li> <li>(b) To raise students' awareness and knowledge about basic human rights issues concerning indoor living environments and indoor living quality;</li> <li>(c) To raise students' awareness about the reality of living environments of the underprivileged in low-income communities;</li> <li>(d) To educate students on significant issues related to the impact of poor living conditions, including psychological and physiological impact on low-income communities and individuals</li> <li>(e) To acquaint students with knowledge and skills to carry out basic indoor environmental assessments and perform basic environmental improvements</li> <li>(f) To nurture a sense of civic responsibility and engagement in our students through application of their knowledge in improving living conditions of low-income communities.</li> </ul>                                |
| <b>Intended Learning Outcomes</b><br><i>(Note 1)</i> | <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) Link their service-learning activities and experiences with the academic content of the subject;</li> <li>(b) Demonstrate an understanding about the importance and impact of a healthy indoor living environment, and the linkage with basic human rights issues</li> <li>(c) Articulate the specific challenges related to unsustainable and/or unhealthy living environments faced by low-income communities and individuals;</li> <li>(d) Apply the knowledge and skills they have acquired to carry out basic indoor environmental / living assessments, and recommend / implement basic indoor environmental improvement solutions;</li> <li>(e) Demonstrate empathy for individual in poor living conditions and a strong sense of civic responsibility, and</li> <li>(f) Reflect on their role and responsibilities both as a professional and as a responsible citizen.</li> </ul> |

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| <p><b>Subject Synopsis/<br/>Indicative Syllabus</b><br/><i>(Note 2)</i></p> | <p>The lectures and workshops are designed to broaden the knowledge of students in regard to the service learning and indoor environmental / living quality, especially those faced by the service recipients. The syllabus covers:</p> <p><b>Concept and Practice of Service-Learning:</b></p> <ul style="list-style-type: none"> <li>• Principles, concepts and myths of service learning</li> <li>• Benefits of service learning to students and the community</li> <li>• Ethical issues in service learning</li> <li>• Social responsibilities of global citizens as intellectuals and professionals</li> <li>• Proper attitudes and behaviours in service delivery</li> <li>• Reflection as a tool for learning</li> </ul> <p><b>Discipline-specific Concepts, Issues and Skills</b></p> <p>(a) Basic needs, human rights and indoor environmental / living quality and assessments: Historic perspective of indoor living quality (ILQ) and its health impacts. Linkages between fundamental human rights and living standards. Factors affecting living environment, quality of life, human psychological and physiological aspects for people.</p> <p>(b) Survey methods and questionnaire designs: Instrumentations and principle of IEQ measurement techniques; Data collection including objective and subjective response; Basic data analysis and presentation; Descriptive and inferential statistics; t-Tests for correlations.</p> <p>(c) Principles and skills of cost-effective ways of improving indoor living environments. Examples include the evaluation and improvement of thermal environment, ventilation, indoor air quality and visual environment of subdivided flats.</p> <p><b>Project-specific Concepts, Issues and Skills</b></p> <p>(a) Specific historical, cultural and political/economic background for low-income communities</p> <p>(b) Specific technical topics and skills relevant to the projects</p> <p>(c) Health, safety and other issues related to the execution of the service project</p> <p>(d) Moral and ethical concerns specific to the project and the community, including cultural sensitivity and handling of personal data</p> |
| <p><b>Teaching/Learning<br/>Methodology</b><br/><i>(Note 3)</i></p>         | <p><b>1. e-Learning Module</b></p> <p>The e-learning module, which is developed and delivered by the Service-Learning and Leadership Office at PolyU, consists of readings, exercises and assessments that are designed to introduce students to the basic concepts and practices of service-learning. Students are required to successfully complete the module <u>within the first two weeks</u> of the semester in which they are taking the subject.</p>   |

**2. Lectures, Seminars, Tutorials and/or Workshops**

This subject aims to enable students to realize their role and responsibilities being a professional and a civil citizen through community service learning of providing services of addressing basic indoor environmental / living issues of low-income communities. The lectures are focused on providing them with a basic understanding of service-learning, basic indoor environmental / living quality and impact on service recipients' quality of life.

Workshops will be used to give students hands-on learning and practice in using instrumentations, conducting surveys, performing basic data analysis techniques and to equip them with necessary skills for renovating / constructing / developing basic facilities to improve living environments.

Where appropriate or necessary, guest speakers will be invited to contribute to some of these sessions.

**3. Service-Learning Projects**

Students will learn about the basic challenges faced by low-income communities and prepare an integrated project using social survey and basic indoor living assessment to address the expected indoor environmental / living problems. Where possible, 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 that they are expected to perform before they are fully engaged in their service-learning project.

In general, students will be asked to prepare an interview survey and conduct basic indoor environmental / living assessment. They will have to consolidate and analyse the information to identify the specific needs of low-income areas, and match these needs with recommendations for the improvements of these areas. Finally, they will also carry out construction / renovation / development of engineering systems (e.g. energy usage or other resources) to realize some improvements in living quality.

Some projects may necessitate specific selection requirements on participating students. The teaching team will make the final decisions on project allocation.

**4. Review Sessions, Reflective Journals and Report**

Periodic reflective seminars will be organized to allow students to share with their peers and supervisors their learning experiences, service delivery and learning strategies. The focus of these reflective seminars is to educate students and give them practice in using reflection and observations as a tool for learning. In addition, students are required to submit reflective journals at specific intervals throughout the service learning project to indicate how they interpret their service-learning experience. Particular emphases on critical appreciation of the associations between indoor environmental / living conditions and the relationship between people's subjective feelings and the objective measurements and statistical analysis. Students can also reflect on recommended solutions of indoor environmental control in the low-income communities by their service-learning experience.

|  | <p>Upon completion of the project, their findings and recommendations will be disseminated in form of oral presentation and an improvement in which students can reflect not only their learning experience, their empathy for the poor living environmental conditions, and their role and responsibilities being a professional and a responsible citizen, in particular, the intended learning outcomes achieved.</p> <p>Students are expected to devote 40 hours of community service learning. They will be monitored and assessed on their teamwork performance and community involvement by the teaching team. 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. The feedback from the community service organization and service recipients will be taken as reference.</p>   |                                   |             |  |   |   |   |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |
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| <p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b><br/>(Note 4)</p> | <p>Students' performance in this subject will be assessed using a letter-grading system in accordance with the University's convention from grade F to A+.</p> <p>The relative weighting of the different assessment components are as follows:</p> <table border="1" data-bbox="523 925 1505 1760"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. e-Learning Module (individual)</td> <td>Pass-fail for completion, 5% of total grade</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>2. Plans/proposals for service (group)</td> <td>25</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>3. Performance in rendering service (individual)</td> <td>40</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>4. Reflective journal/report/final presentation (10% individual &amp; 20% group)</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> <li>The e-learning module and events include assignments and learning tasks that are designed to assess students' ability to link Service-Learning with the academic content of the subject (ILO a) and their understanding of their roles and responsibilities in society (ILO f).</li> <li>In the service project preparatory stage, students are required to write project proposals or plans to substantiate their understanding of relevant science concepts in relation to assess living environment and</li> </ul> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |  |  | a | b | c | d | e | f | 1. e-Learning Module (individual) | Pass-fail for completion, 5% of total grade | √ |  |  |  |  | √ | 2. Plans/proposals for service (group) | 25 | √ | √ | √ | √ |  | √ | 3. Performance in rendering service (individual) | 40 |  | √ | √ | √ | √ |  | 4. Reflective journal/report/final presentation (10% individual & 20% group) | 30 | √ | √ | √ | √ |  | √ | <b>Total</b> | <b>100 %</b> |  |  |  |  |  |  |
| Specific assessment methods/tasks  | % weighting  |                                   |             | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |   |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |
|  |  | a                                 | b           | c  | d | e | f |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |
| 1. e-Learning Module (individual)  | Pass-fail for completion, 5% of total grade  | √                                 |             |  |   |   | √ |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |
| 2. Plans/proposals for service (group)   | 25   | √                                 | √           | √  | √ |   | √ |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |
| 3. Performance in rendering service (individual)   | 40   |                                   | √           | √  | √ | √ |   |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |
| 4. Reflective journal/report/final presentation (10% individual & 20% group)               | 30   | √                                 | √           | √  | √ |   | √ |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |
| <b>Total</b>   | <b>100 %</b>   |                                   |             |  |   |   |   |  |  |   |   |   |   |   |   |                                   |   |   |  |  |  |  |   |  |    |   |   |   |   |  |   |  |    |  |   |   |   |   |  |  |    |   |   |   |   |  |   |              |              |  |  |  |  |  |  |

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|                                      | <p>their ability to apply their knowledge in living environment for poor families (ILO a, b, c, d). These proposals or plans may include activity designs, case study and visit, sample deliverables, lesson plans, worksheets, suggested answers, etc. It is required that students work in groups from this stage on to demonstrate their ability to work collaboratively with others (ILO c, d). As project involves making choices that take resource use and energy efficiency into account, students should plan ways that are environmentally responsible (ILO b).</p> <ul style="list-style-type: none"> <li>• During project execution, students will be exposed to issues and challenges facing the low-income communities with whom they are going to work (ILO b, c). In addition to applying basic indoor environmental assessments, students need to be able to communicate effectively with the service recipients to understand their needs (ILO d). Students will demonstrate suitable means for environmental improvement (ILO e). Students will be assessed based on their: attitudes and performance in the rendering of service; and degrees of engagement with respect to participation, interaction and cognition.</li> <li>• All journals, reports, presentations and discussions will be used to assess students' abilities to link Service-Learning with the academic content of the subject (ILO a, b, c), to reflect upon the challenges related to poor living environment faced by the underprivileged community (ILO d), reflect upon the challenges facing the service recipients (ILO f).</li> </ul> |         |
| <b>Student Study Effort Expected</b> | <b>e-Learning Module</b>  | 10 Hrs. |
|                                      | <b>Class contact:</b>   |         |
|                                      | <ul style="list-style-type: none"> <li>▪ Lectures, Seminars, Tutorials and/or Workshops</li> </ul>  | 14 Hrs. |
|                                      | <ul style="list-style-type: none"> <li>▪ Reflection and review tutorials and session</li> </ul>   | 15Hrs.  |
|                                      | <b>Other student study effort:</b>  |         |
|                                      | <ul style="list-style-type: none"> <li>• Readings, self-study, and planning and preparation for the service project</li> </ul>  | 25 Hrs. |
|                                      | <ul style="list-style-type: none"> <li>• Direct rendering of service</li> </ul>   | 40 Hrs. |
|                                      | <ul style="list-style-type: none"> <li>• Reflection and review</li> </ul>   | 25 Hrs. |
| Total student study effort           | 129 Hrs.  |         |
| <b>Reading List and References</b>   | <ol style="list-style-type: none"> <li>1. Cress, C.M., Collier, P.J. &amp; Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing.</li> <li>2. Halliday, S. (2008). Sustainable construction. Butterworth-Heinemann.</li> <li>3. <a href="http://www.euro.who.int/_data/assets/pdf_file/0019/117316/E69828.pdf">http://www.euro.who.int/_data/assets/pdf_file/0019/117316/E69828.pdf</a></li> </ol>  |         |

*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.