

Co-curricular SLMap (Student Life Map) in the Residences - Outcome 1

PolyU U/G Degree Level Learning Outcome:

Competent Professional: Graduates should be able to integrate and apply in practice the fundamental knowledge and skills required for functioning effectively as an entry-level professional *

Experience of Choice **

Isolated Stages

Comprehensive Stages

Stages	Denial	Defense	Minimization	Acceptance	Adaptation	Integration
<ul style="list-style-type: none"> ResEd Whole Person Sub-category: Personal Wellness and University Involvement 	<ul style="list-style-type: none"> Refusal to articulate importance of managing one's engagement with both academic, professional, and personal wellness 	<ul style="list-style-type: none"> Can begin to articulate importance of one's engagement in academic, professional, and personal life but without exploring relationship between them 	<ul style="list-style-type: none"> Can articulate importance of one's engagement in academic, professional, and personal life, and can articulate their relationship, but has not yet begun to manage them 	<ul style="list-style-type: none"> Begins to demonstrate through small activities engagement in academic, professional, and personal life but without integration; is beginning to learn how to process frequent setbacks and regressions 	<ul style="list-style-type: none"> Articulates, begins to manage various facets of academic, professional and personal life, and acknowledges their relationship as well as paradoxes 	<ul style="list-style-type: none"> Clearly articulates and increasingly manages one's engagement in academic and professional facets of university life, while demonstrating their relationship to personal wellness

Action Plan, Scope, Variety of Activities

- Green sustainability
 - Energy/water saving, recycle, re-using campaigns and projects
- Individual coaching and mentorship
 - Lifestyle/habit formation; time management
- Physical fitness
 - Beginning hiking, step, aerobics workshops
- Healthy cooking
 - Competitions and veggie workshops; understanding healthy eating
- Sports
 - Organising competitions and practices, e-sports, gaming, and virtual learning
- Arts and dance
 - Organising competitions and practices
- Emotional health
 - Workshops/seminars/mentorship of moderate to high support towards self-awareness

- Green sustainability
 - Organising upcycling activities; urban farming workshops and vegetable cultivation
- Individual coaching and mentorship
 - Identifying and overcoming barriers; integrating with community
- Physical fitness
 - Disciplined regimens, resistance training, flexibility, cardiovascular workouts
- Healthy cooking
 - Integrating urban farming, cultivation and strategies for healthy food preparation
- Sports
 - Integrating sport, teamwork, life issues, discipline, and sportsmanship, and social issues
- Arts and dance
 - Integrating arts and dance, teamwork, life issues, discipline, and social issues
- Emotional health
 - Workshops of moderate to high challenge towards commitment and healthy identity construction

New Homantin Slope Residential Themes (explained below)

1. Creativity and innovation, 2. Health and wellness, 3. Green living, 4. Engaging the larger community

*from: http://www.polyu.edu.hk/obe/institutional_policies/Learning_Outcomes_for_PolyU_Graduates_at_Undergraduate_Degree_Level.pdf

**Derived from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in R. Michael Paige, Ed. Education for the Intercultural Experience. Yarmouth, ME: Intercultural Press, 1993.

Co-curricular SLMap (Student Life Map) in the Residences - Outcome 5

<p>PolyU U/G Degree Level Learning Outcome:</p>	<p>Lifelong Learner: Graduates should recognise the need for continual learning and self- development, and be able to plan, manage and improve their own learning in pursuit of self- determined development goals*</p>					
<p>Stages</p> <p>•ResEd Whole Person Sub-category:</p> <p>• Life Goals</p>	<p>Experience of Choice **</p> <p style="text-align: center;"> Comprehensive Stages Isolated Stages </p>					
<p style="text-align: center; font-weight: bold;">Action Plan, Scope, Variety of Activities</p>	<p style="text-align: center;">Denial</p> <ul style="list-style-type: none"> •Inability and ignoring to construct academic, personal, and professional goals 	<p style="text-align: center;">Defense</p> <ul style="list-style-type: none"> •Notices some connections between academic, professional, and personal habits, but still thinks one’s current habits are acceptable 	<p style="text-align: center;">Minimization</p> <ul style="list-style-type: none"> •Sees the critical linkage between academic, professional, and personal goals, but without much action towards creating them 	<p style="text-align: center;">Acceptance</p> <ul style="list-style-type: none"> •Begins to demonstrate ability to create academic, professional, and personal goals but without integration. Begins the first few steps towards achieving them 	<p style="text-align: center;">Adaptation</p> <ul style="list-style-type: none"> •Begins to work through possible setbacks and regressions, and demonstrates persistence in engagement in academic, professional, and personal life; can begin to critically think through integration 	<p style="text-align: center;">Integration</p> <ul style="list-style-type: none"> •Displays the ability to construct academic, personal, and professional goals and how they intersect, while beginning to achieve those goals
	<p style="background-color: #e6f2ff; padding: 2px;">Green sustainability</p> <ul style="list-style-type: none"> •Energy/water saving, recycle, re-using campaigns and projects; setting and meeting entry-level goals <p style="background-color: #e6f2ff; padding: 2px;">Individual coaching and mentorship</p> <ul style="list-style-type: none"> •Lifestyle/habit formation; time management and goal-setting <p style="background-color: #e6f2ff; padding: 2px;">Physical fitness</p> <ul style="list-style-type: none"> •Beginning hiking, step, aerobics workshops – setting and meeting entry-level goals <p style="background-color: #e6f2ff; padding: 2px;">Healthy cooking</p> <ul style="list-style-type: none"> •Tutor mentorship and modeling; competitions and veggie workshops; understanding healthy eating <p style="background-color: #e6f2ff; padding: 2px;">Sports</p> <ul style="list-style-type: none"> •Tug-Of-War Workshop and training; organising competitions and practices <p style="background-color: #e6f2ff; padding: 2px;">Arts and dance</p> <ul style="list-style-type: none"> •Talent Quest; display of skills; photography; organising competitions and practices <p style="background-color: #e6f2ff; padding: 2px;">Emotional health</p> <ul style="list-style-type: none"> •Workshops on “Emotional Jug”; Workshops on “Coping with Stress”; coaching with high support 	<p style="background-color: #e6f2ff; padding: 2px;">Green sustainability</p> <ul style="list-style-type: none"> •Organising and leading upcycling activities; urban farming workshops and vegetable cultivation <p style="background-color: #e6f2ff; padding: 2px;">Individual coaching and mentorship</p> <ul style="list-style-type: none"> •Identifying and overcoming barriers; integrating with community <p style="background-color: #e6f2ff; padding: 2px;">Physical fitness</p> <ul style="list-style-type: none"> •Disciplined and goal-setting regimens, resistance training, flexibility, cardiovascular workouts <p style="background-color: #e6f2ff; padding: 2px;">Healthy cooking</p> <ul style="list-style-type: none"> •Intersecting studies with physical health; Integrating urban farming, cultivation and strategies for healthy food preparation <p style="background-color: #e6f2ff; padding: 2px;">Sports</p> <ul style="list-style-type: none"> •Integrating sport, goal and skills building, teamwork, life issues, discipline, and sportsmanship, and social issues <p style="background-color: #e6f2ff; padding: 2px;">Arts and dance</p> <ul style="list-style-type: none"> •Integrating arts and dance, teamwork, life issues, discipline, and social issues <p style="background-color: #e6f2ff; padding: 2px;">Emotional health</p> <ul style="list-style-type: none"> •“Be Your Best Self” Workshops; Game of Tone Workshops; HILL student-led communities 				
<p>New Homantin Slope Residential Themes (explained below)</p>	<p>1. Creativity and innovation, 2. Health and wellness, 3. Green living, 4. Engaging the larger community</p>					

*from: http://www.polyu.edu.hk/obe/institutional_policies/Learning_Outcomes_for_PolyU_Graduates_at_Undergraduate_Degree_Level.pdf

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Co-curricular SLMap (Student Life Map) in the Residences - Outcome 2

PolyU U/G Degree Level Learning Outcome:

Critical Thinker: Graduates should be able to examine and critique the validity of information, arguments, and different viewpoints, and reach a sound judgment on the basis of credible evidence and logical reasoning *

Experience of Difference **

Stages	Ethnocentric Stages			Ethnorelative Stages		
<ul style="list-style-type: none"> ResEd Intercultural Sub-category: Cultural Schemas 	<p>Denial</p> <ul style="list-style-type: none"> Inability to construct healthy differentiated cultural categories, but rather resort to broad generalizations with little motivation to understand complexities 	<p>Defense</p> <ul style="list-style-type: none"> Cognitively understands some complexities within various cultures. But the more differences are encountered, the more negative the evaluation of cultural variation 	<p>Minimization</p> <ul style="list-style-type: none"> Resists engaging in complex cultural aspects (i.e. values, histories, communication styles, beliefs, social structures, etc.) in favor for emphasis on cultural similarities (“...in the end, we’re all the same...”) 	<p>Acceptance</p> <ul style="list-style-type: none"> Begins to demonstrate ability to construct meaning in increasing complexity as cultural relativism increases and as one begins to interpret phenomena in context 	<p>Adaptation</p> <ul style="list-style-type: none"> Internalizes more than one cultural worldview, and moves within the cultural complexities with greater fluidity and ease, while able to articulate those elements well 	<p>Integration</p> <ul style="list-style-type: none"> Articulates with increasing complexity the understanding of the values of various cultures, and their histories, politics, communication styles, beliefs, economics, practices, and social structures
<p>Action Plan, Scope, Variety of Activities</p>	<p>Cultural exchange</p> <ul style="list-style-type: none"> "Survival Cantonese Workshop and Amazing Race"; coaching; cultural documentaries and discussions; CNY gatherings; AfricaNight; OSD events <p>Orientation</p> <ul style="list-style-type: none"> Welcome receptions; hall-specific welcoming dinners; tutor intercultural groups; large group motivational speeches <p>Intercultural and community integration</p> <ul style="list-style-type: none"> Workshops; Trainings for residential communities <p>Engagement with the differently abled</p> <ul style="list-style-type: none"> Participation and observers of stories; celebrations of unity <p>Intercultural Mentorship</p> <ul style="list-style-type: none"> Organising competitions and practices 			<p>Cultural exchange</p> <ul style="list-style-type: none"> Coaching; Dialogue on differing worldviews; core beliefs sharing <p>Orientation</p> <ul style="list-style-type: none"> Identifying and overcoming barriers; integrating with community <p>Intercultural and community integration</p> <ul style="list-style-type: none"> Workshops; museum visits; understanding histories and dialogical process <p>Engagement with the differently abled</p> <ul style="list-style-type: none"> Active teaching and learning; discussions; celebrations of diversity; action plans for physical access and justice initiatives <p>Intercultural Mentorship</p> <ul style="list-style-type: none"> Tutor trainings and meetings; HILL student-led communities 		

New Homantin Slope Residential Themes (explained below)

1. Creativity and innovation, 2. Health and wellness, 3. Green living, 4. Engaging the larger community

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Co-curricular SLMap (Student Life Map) in the Residences - Outcome 3

<p>PolyU U/G Degree Level Learning Outcome:</p>	<p>Effective Communicator: Graduates should be able to comprehend and communicate effectively in English and Chinese, orally and in writing, in professional and daily contexts (updated with Strategic Plan 2019/20 – 2024/25, Domain 4, Strategic Priority 1, Strategic Action e., pg. 33 – “...promote English as a main medium of communication on campus”)*</p>					
<p>Experience of Difference **</p>						
<p>Ethnocentric Stages</p>			<p>Ethnorelative Stages</p>			
<p>Stages</p> <p>• ResEd Intercultural Sub-category:</p> <p>• Intercultural Communication</p>	<p>Denial</p> <ul style="list-style-type: none"> • Very little or no motivation for communicating in ways outside the familiar 	<p>Defense</p> <ul style="list-style-type: none"> • Cognitively understands some categories for cultural difference, but seeks to only preserve original worldview when encountering new categories 	<p>Minimization</p> <ul style="list-style-type: none"> • Communicates in insistently “nice” terms without acknowledging complexities of cultural differences, and overemphasizing commonalities 	<p>Acceptance</p> <ul style="list-style-type: none"> • Begins to respect cultural differentiation of categories, and explores non-verbal as well as verbal differences, while seeking to improve meaningfulness 	<p>Adaptation</p> <ul style="list-style-type: none"> • Able to consciously shift perspective into alternative cultural worldview elements and communicate in cultural appropriate ways in those areas 	<p>Integration</p> <ul style="list-style-type: none"> • Honorably negotiates shared meaning in the midst of complex cultural differences of verbal and non-verbal communication that can be increasingly articulated and interpreted
<p>Action Plan, Scope, Variety of Activities</p>	<p>Cultural exchange</p> <ul style="list-style-type: none"> • "Survival Cantonese Workshop and Amazing Race"; cultural celebrations; coaching; cultural documentaries and discussions; CNY gatherings; AfricaNight; int'l country night events 			<p>Cultural exchange</p> <ul style="list-style-type: none"> • Coaching on intercultural communication; Dialogue on differing communication and cultural elements; core beliefs sharing 		
	<p>Orientation</p> <ul style="list-style-type: none"> • Welcome receptions; friendship-building and networking; hall-specific welcoming dinners; tutor intercultural groups; large group motivational speeches 	<p>Orientation</p> <ul style="list-style-type: none"> • Identifying and overcoming barriers; integrating with community 				
<p>Intercultural and community integration</p> <ul style="list-style-type: none"> • Workshops; Trainings for residential communities 	<p>Intercultural and community integration</p> <ul style="list-style-type: none"> • Workshops; museum visits; understanding histories and dialogical process; understanding conflict; peace- and justice-building 					
<p>Engagement with the differently abled</p> <ul style="list-style-type: none"> • Participation and observers of stories; celebrations of unity 	<p>Engagement with the differently abled</p> <ul style="list-style-type: none"> • Active teaching and learning; discussions; celebrations of diversity; action plans for physical access and justice initiatives 					
<p>Intercultural Mentorship</p> <ul style="list-style-type: none"> • Organising competitions and practices 	<p>Intercultural Mentorship</p> <ul style="list-style-type: none"> • Listening workshops; tutor trainings and meetings; HILL student-led communities 					
<p>New Homantin Slope Residential Themes (explained below)</p>	<p>1. Creativity and innovation, 2. Health and wellness, 3. Green living, 4. Engaging the larger community</p>					

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Co-curricular SLMap (Student Life Map) in the Residences - Outcome 4

PolyU U/G Degree Level Learning Outcome:

Innovative Problem Solver: Graduates should be able to identify and define problems in professional and daily contexts, and produce creative and workable solutions to the problems*

Experience of Value **

Ego-centric Stages

Communal-centric Stages

Stages

- ResEd Servant-Leader Sub-category:
- **Creative Civic/Social Responsibility and Identity**

Denial

- Resistant to engage in, and persistently ignores needs in the public square, as well as social/environmental challenges in local/global systems

Defense

- Begins to consider new information concerning public issues and the common good, but has tendency to remain in one's perspective only while criticizing "underdeveloped" systems

Minimization

- Begins to understand a variety of local/global issues in the public sphere, but tends to over-simplify issues, and therefore over-simplify solutions at the cost of healthy creativity and reflection; desires to be responsible for aspects of the common good, yet over-generalizes

Acceptance

- Recognizes and demonstrates appreciation of complex issues in the public sphere; accepts that part of servant-leadership is to serve the common good. Begins to articulate social and environmental challenges

Adaptation

- Ability to shift perspectives in order to understand complex issues, needs, and challenges in the public sphere, and in local and global systems, while beginning to respond responsibly to meet those challenges

Integration

- Ability to articulate complex issues and needs in the public sphere along with articulated sense of servant-leadership, and demonstrates commitment to holistically meet the needs of social and environmental challenges in local/global systems, having analyzed diversity of possibilities

Action Plan, Scope, Variety of Activities

- Gender, social integration and justice
 - Awareness events and exposure to challenges; stories and sharing
- Forums on community-building
 - Formalizing handling of student concerns and residential communities
- Societal Change
 - Awareness artwork, competitions, activities, and events
- Implementing and organizing teams
 - Mobilising for competitions and events; organizing for residential projects
- Servant-leader opportunities
 - Social equity observations and discussion groups; speaking at gala and high table dinners towards various civic responsibilities;

- Gender, social integration and justice
 - HILL student initiated projects (i.e. staff appreciation, etc.); gender equality initiatives; implementing ideas concerning issues of poverty
- Forums on community-building
 - Identifying and overcoming barriers; integrating with community
- Societal Change
 - Partnership with hallmates and tutors for implementing projects
- Implementing and organizing teams
 - Trainings with professional organisations on workplace leadership; organizing various residential events and tutor mentorship
- Servant-leader opportunities
 - Integrating service and leadership; building community rapport by serving and learning with whole communities; residential services

New Homantin Slope Residential Themes (explained below)

1. Creativity and innovation, 2. Health and wellness, 3. Green living, 4. Engaging the larger community

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Co-curricular SLMap (Student Life Map) in the Residences - Outcome 6

<p>PolyU U/G Degree Level Learning Outcome:</p>	<p>Ethical Leader: Graduates should have an understanding of leadership and be prepared to lead a team, and should acknowledge their responsibilities as professionals and citizens to the society and their own nation, and be able to demonstrate ethical reasoning in professional and daily contexts*</p>					
<p>Experience of Value **</p>						
<p>Stages</p>	<p>Ego-centric Stages</p>			<p>Communal-centric Stages</p>		
<p>• ResEd Servant-Leader Sub-category: • Ethical Servant-Leadership</p>	<p style="text-align: center;">Denial</p> <ul style="list-style-type: none"> • Intentionally and consistently ignores ethical questions and situations 	<p style="text-align: center;">Defense</p> <ul style="list-style-type: none"> • Existing ethical constructs are protected by exaggerating its positive aspects, with little regard for assessing ethical perspectives holistically 	<p style="text-align: center;">Minimization</p> <ul style="list-style-type: none"> • Sees the value of addressing ethical questions and situations but without much application or in-depth assessment 	<p style="text-align: center;">Acceptance</p> <ul style="list-style-type: none"> • Accepts ethical questions and issues as a critical developmental element of servant-leadership, and begins to apply ethical perspectives in limited situations 	<p style="text-align: center;">Adaptation</p> <ul style="list-style-type: none"> • Ponders and internalizes ethical issues, situations, and questions in order to apply ethical perspectives holistically, through both service and leadership 	<p style="text-align: center;">Integration</p> <ul style="list-style-type: none"> • Ability to assess ethical situations and questions, and apply ethical perspectives holistically, individually, and for communities
<p>Action Plan, Scope, Variety of Activities</p>	<p style="text-align: center;">Gender, social integration and justice</p> <ul style="list-style-type: none"> • Beginning and entry-level opportunities to gain exposure/awareness; discussions <p style="text-align: center;">Forums on community-building</p> <ul style="list-style-type: none"> • Living and Learning Communities trainings and retreats; mentorship of residential communities <p style="text-align: center;">Societal Change</p> <ul style="list-style-type: none"> • Awareness artwork, competitions, activities, and events <p style="text-align: center;">Implementing and organizing teams</p> <ul style="list-style-type: none"> • Mobilising for competitions and events; organizing for residential projects <p style="text-align: center;">Servant-leader opportunities</p> <ul style="list-style-type: none"> • Social equity observations and discussion groups; speaking at gala and high table dinners towards various civic responsibilities; 			<p style="text-align: center;">Gender, social integration and justice</p> <ul style="list-style-type: none"> • HILL student initiated projects (i.e. intercultural and integration projects, etc.); gender equality initiatives; implementing ideas concerning issues of poverty <p style="text-align: center;">Forums on community-building</p> <ul style="list-style-type: none"> • Tutor retreats and trainings; deep learning via stories and inquiry; high challenge to embrace differences of various communities <p style="text-align: center;">Societal Change</p> <ul style="list-style-type: none"> • Mediation and reconciliation with hallmates and tutors during conflicts <p style="text-align: center;">Implementing and organizing teams</p> <ul style="list-style-type: none"> • Trainings with professional organisations on workplace leadership; organizing various residential events and tutor mentorship <p style="text-align: center;">Servant-leader opportunities</p> <ul style="list-style-type: none"> • Integrating service and leadership; building community rapport by serving and learning with whole communities; residential services 		
<p>New Homantin Slope Residential Themes (explained below)</p>	<p>1. Creativity and innovation, 2. Health and wellness, 3. Green living, 4. Engaging the larger community</p>					

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