

THE CHINESE UNIVERSITY OF HONG KONG**Funding Scheme for Development of the Credit-bearing Service Learning Programme
Supported by Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: WeServe Community Scheme

Principal supervisor and unit: Dr. LUK Sau Ha Sarah, Lee Woo Sing College

Project objectives

The “WeServe Community Scheme” is a pilot for the cohort of Year 1 local students (GEWS1011 “College Induction Course”) which facilitate the College to identify the success and failure factors when Credit-bearing Service Learning Programme (CSLP) becomes a compulsory component of the undergraduate curriculum in 2023-24. With the supervision of teacher-advisors, a total of 32 service groups had to design, implement and present their service projects in Term 1, 2021-22. Through this scheme, students are expected to

1. recognize problems and gaps in resources and propose solutions for the future
2. develop leadership and teamwork skills needed for effective community engagement
3. develop sustained interest for community involvement or contributions

Activities, process and outcomes

Students attended lecture and workshops which equipped them with a concept of design thinking to design, execute and evaluate service-learning project. Students met their Teacher-Advisors regularly to ensure the quality of service activity and the project objectives. Finally, students consolidated their learning experience through reflection journal and showcase of 32 service-learning projects.

Deliverables and evaluation

- Initial framework with manual/handbook was established which could cater up almost 300 students. The handbook consists of guidelines, templates and rubrics which guides a large group of students to design and execute the service-learning project. It can be duplicated in the development of CSLP with the minimal guidance from teachers or supervisors.
- Evaluation survey and sharing indicated that students were satisfied with the curriculum design, requirements and arrangement of service-learning. Also, Pre and pro survey showed positive changes on students’ learning attitudes and capacities.

Dissemination, diffusion and sharing of good practices

Although manual/handbook was initially developed, as a pilot scheme, it should be modified and revised when the scheme is re-run in next academic year.

Impact on teaching and learning

- It is possible that Year 1 students were experiencing transition from high school to university, so they expected more guidance or advice on proposal writing and service activity design. The consultation session was helpful that they could identify the weakness and limitation of their project.
- Regarding marking scheme, despite that administrative staff would randomly join some service activities for the monitoring purpose, both teachers and students proposed that the implementation of service activity should be marked in the future.

THE CHINESE UNIVERSITY OF HONG KONG

**Funding Scheme for Development of the Credit-bearing Service Learning Programme
Supported by Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: Service-learning Programs for Training Students to Serve Individuals with Autism

Principal supervisor and unit: Professor SO Wing Chee Catherine, Department of Educational Psychology

Project objectives

The project aimed to offer 40 senior undergraduate students in these two faculties, respectively, in each semester in AY2021-22, service-learning opportunities, where they assisted the existing service providers to provide tutoring / medical treatment to children with autism.

Activities, process and outcomes

Activities: Briefing and training sessions, 5-week service-learning (online / face-to-face)

Processes: Enhanced curriculum design and professional development of teachers and Chinese Medicine Practitioners (CMP)

Outcomes: High Participation and engagement of all students; improved self-efficacy after service-learning programs; Outstanding performance in their reflection essays

Deliverables and evaluation

No.	Expected key activities/ deliverables/ outcomes	Key performance indicators (KPIs)
1	Participation and engagement	32 senior undergraduate students participated in one-hour briefing session, 2-hour training session, 2-hour weekly service-learning session for 5 weeks; over 95% attendance; 9.84 out of 10 in engagement
2	Professional/generic skills enhanced	Scored 9.8 out of 10 in each evaluation in each service-learning session.
3	Change in attitudes and values	7% increase in self-efficacy in the post-service-learning survey compared to the pre-service learning survey.
4	Participating students' reflection essays to be handed in the last week of the semester	B+ High performance on the application of acquired knowledge and skills in facilitating teaching / treatment for children with autism and provision of insightful reflection

Dissemination, diffusion and sharing of good practices

2-min video: <https://drive.google.com/file/d/1aT5ML-kZCo59Pqkm9d6mjLPn9yp0Dpfh/view?usp=sharing>

Impact on teaching and learning

Most of the students did not have relevant experiences in treating / educating children with autism before joining this service-learning programme and they all appreciated the exposure to this population in this programme. After completion of the service-learning programme, they shared that they got more prepared for teaching / treating autistic children in their workplace. Their self-efficacy has also increased after joining the programme.

THE CHINESE UNIVERSITY OF HONG KONG**Funding Scheme for Development of the Credit-bearing Service Learning Programme
Supported by Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: Community Service Partnerships: A Coordinated Service-learning for Gerontology Students

Principal supervisor and unit: Dr. LO Wai Sze Sally, The Nethersole School of Nursing

Project objectives

The project is aimed to a) promote social engagement of local communities, and (b) provide students with opportunities to learn from and interact with older adults.

Activities, process and outcomes

3 micro-modules have been developed using voiceover and short videos. Each micro-module lasted for approximately 10 minutes and was built to include practical information about the skills on Communication skills; How to conduct home/ phone visits; and Using different assessment tools.

In term 1, 28 students were paired-up and assigned to a dyad of caregiver-care recipient. All student groups completed their initial visit with the dyads and provided basic health assessment. Prior to the engagement, the logistics and tasks of the service-learning programme were introduced and explained by our project team to ensure effective communication and understand of the intended learning outcomes.

In term 2, the 6th wave of COVID outbreak in HK had impound strict social distancing measures. We therefore partnered with another community project, who facilitated our students to conduct 2 extra phone-visits with 28 older people living in Sha Tin and Tai Po.

Deliverables and evaluation

The overall access rate to the Micro-Modules are >90% and it was considered satisfactory. To assess students' experiences, a 9-item survey was created using an online webform. All students were invited to complete data collection. The data will be further analyzed after completion of the individual interviews for data triangulation.

Dissemination, diffusion and sharing of good practices

The micro-modules produced were made available on the CUHK Blackboard and project website. To disseminate the good practices, we planned to present the project aim and overall implementation plan at an international conference on healthcare education.

Impact on teaching and learning

The impact of the project is deemed to be examined upon project completion. Yet, the favorable responses from preliminary evaluation suggested that the service-learning approach were welcomed and have prepared students to look at practical issues related to care of older people. Similar approach may be further extended to other related undergraduate programme so as to accommodate the emerging trends of university graduates becoming global citizens.

THE CHINESE UNIVERSITY OF HONG KONG**Funding Scheme for Development of the Credit-bearing Service Learning Programme
Supported by Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: Development of a Service-learning Course to Enhance Learning Experience in Science Classroom Teaching

Principal supervisor and unit: Dr. CHAN Ka Long Donald, Department of Chemistry

Project objectives

- To equip students with both knowledge and experience in science education during their undergraduate study.
- To maintain a close relationship with the local education sector through continuous partnership.

Activities, process and outcomes

- Design and implementation of the service-learning course.
- Collaborations with secondary schools were established. Students will serve as interns.
- A series of pre-service training activities were developed to equip students with knowledge and experience before the internship.

Deliverables and evaluation

- 1 Chemistry elective course was established. Students are assessed based on (i) internship performance and (ii) reflection reports.
- 3 types of pre-service training activities are developed for implementation in each year: (i) sharing session given by an experienced educator; (ii) teaching workshop held by frontline teachers; (iii) student-oriented design and implementation of STEM workshop.

Dissemination, diffusion and sharing of good practices

- Course information are available in Department webpage to enhance the dissemination to other units and to students.
- Experience of engagement of Students as Partners in the design and implementation of teaching activities could be shared through workshops or informal communication.

Impact on teaching and learning

- This project explored and evaluated the possibility of including non-formal teaching activities in a credit-bearing course, where the activities can be led by professionals other than CUHK staff, for example, experienced teachers from the local education sector.
- Non-formal teaching activities could be good add-ons to provide an opportunity for students to develop general skills not covered by the major curriculum.

THE CHINESE UNIVERSITY OF HONG KONG**Funding Scheme for Development of the Credit-bearing Service Learning Programme
Supported by Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: Development of a Service Learning Course to Meet the Need of Science Education

Principal supervisor and unit: Dr. LEUNG Po Kin, Department of Physics

Project objectives

The project aims to develop a new Physics service-learning course in which students can serve the needs of schools for students to learn Science within and outside of the standard curriculum, and the needs of schools and organizations to promote Science. Partners from schools and organizations are expected to play an active role in supervising the students.

Activities, process and outcomes

7 university students took totally 9 courses in two semesters, and worked on projects, under the co-supervision of outside Science educator (from high school, the Hong Kong Space Museum, etc.) and staff in the university. The projects include the design and creation of teaching materials, the organization of public event about Science, and also other topics.

Deliverables and evaluation

The participating university student produced 50 short videos, several sets of materials and plans for activities, numerous lecture notes, tests, and teaching materials. The students did presentation and wrote reports about the experience.

The co-supervisors reported satisfaction of the students' performance. The students' responses to the program were generally positive.

Dissemination, diffusion and sharing of good practices

Some talks and workshop were planned in the semester, but they were postponed with the new wave of pandemic. We are considering to share our experience at the Teaching and Learning Innovation Expo of CUHK.

Impact on teaching and learning

The test run was deemed successful, at least on the current small scale. By re-running the model in the future, possibly with slowly increasing number of students, we are positive that the format can result in a new way of learning for Physics students.

THE CHINESE UNIVERSITY OF HONG KONG**Funding Scheme for Development of the Credit-bearing Service Learning Programme (supported by the Teaching Development and Language Enhancement Grant for 2019-22)**

Project title: **Bringing Opportunities and Development to Service-learning in CUHK (BOND)**

Principal supervisor and unit: **Professor LEE Wing Yan Vivian, Centre for Learning Enhancement And Research**

Project objectives

The objectives of this project included 1) preparation of a service-learning (SL) handbook, and 2) develop an interactive and informative SL platform.

Activities, process and outcomes

We have completed the first version of SL handbook and prepared a website framework. It will be one of the categories within “Learning Enhancement” section in CLEAR’s website.

We collaborated with Department of Social Work and co-organize a series of 4 workshops in June 2022, covering topics of pedagogic design and community needs. We have invited CUHK teaching staff and staff from other universities who might be interested in SL.

Deliverables and evaluation

We have prepared the first version of SL handbook and framework of interactive website, as well as 4 workshops as planned. Due to the pandemic, we were not able to disseminate the quantitative survey in campus before February 2022 as we planned. We decided to invite our workshop participants to conduct the survey and evaluate the workshop outcome and their attitude change towards SL after the workshop instead.

Dissemination, diffusion and sharing of good practices

We have collaborated with Department of Social Work for preparation of SL handbook and co-organized the SL workshops. We worked closely with the team of Mr Wong Kon-chi and we are grateful to develop a cross department collaboration relationship through this project. The SL platform developed would also serve a channel to disseminate SL information to colleagues.

Impact on teaching and learning

Service-learning is one of the key strategic goals of *CUHK 2025*. We believe the SL platform, workshops and handbook will provide insightful content and are important in addressing concerns of teachers on SL.

THE CHINESE UNIVERSITY OF HONG KONG**Funding Scheme for Development of the Credit-bearing Service Learning Programme
Supported by Teaching Development and Language Enhancement Grant for the 2019-22 Triennium**

Project title: A Theme-based Service Learning Programme for Enhancing Biochemistry Education and Promoting Sustainable Development Goals

Principal supervisor and unit: Professor CHAN Ho Yin Edwin, School of Life Sciences

Project objectives

This project aims to (i) develop a service-learning programme for enhancing biochemistry education; (ii) help students acquire problem-solving skills and generic skills in a real-life setting; (iii) and to promote deep learning by building a reflective and reciprocal relationship with students in local secondary schools.

Activities, process and outcomes

The activities of this project include the development of learning materials, provision of tutorial classes and dissemination of good practices in implementing a service learning programme for life science students. This project engaged nine final year undergraduate students and a group of senior forms students from two local secondary schools. The major outcomes include enriched learning experience for undergraduate students through community service, and an innovative pedagogy through collaborative learning with students from secondary schools.

Deliverables and evaluation

This project has developed a pilot service learning programme for undergraduate students and a set of eLearning materials related to some neurological diseases prevalent in Hong Kong. The implementation of the service learning programme and students' learning were constantly evaluated through questionnaire survey and various types of assessments.

Dissemination, diffusion and sharing of good practices

The learning materials and good practices of service learning materials were shared among students and teachers via internal meetings and eLearning platforms.

Impact on teaching and learning

This project provides an exemplary service learning programme in the School of Life Sciences with a focus on neurological diseases and a vision to help students achieve the intended Sustainable Development Goals of the United Nations.