Service-Learning Manual

For Course Instructors

Centre for Innovative Service-Learning
Hong Kong Baptist University

香 港 浸 會 大 學
HONG KONG BAPTIST UNIVERSITY

創 意 研 究 院
Institute of Creativity

CENTRE FOR INNOVATIVE SERVICE-LEARNING
創新服務學習中心

CONTENTS

1. INTRODUCTION

1.1. WHAT IS SERVICE-LEARNING?

Service-Learning (SL) has been identified as a high-impact educational practice that can effectively prepare students for citizenship, work, and life (Kuh, 2008)[1]. It differs from other forms of experiential learning in that it integrates community service with academic learning, and places equal emphasis on providing benefits to students and their community (Furco, 1996)[2]. It engages students in activities that address human and community needs, together with structured opportunities for students to reflect on their intended learning outcomes (Jacoby, 1996)[3].

The following diagrams show the components and objectives of an academic SL course.
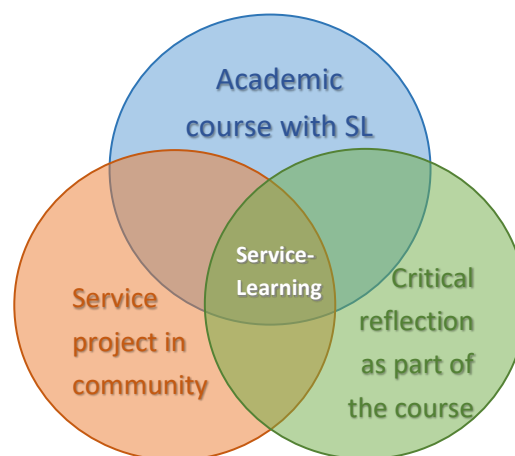
Figure 1: Components of SL
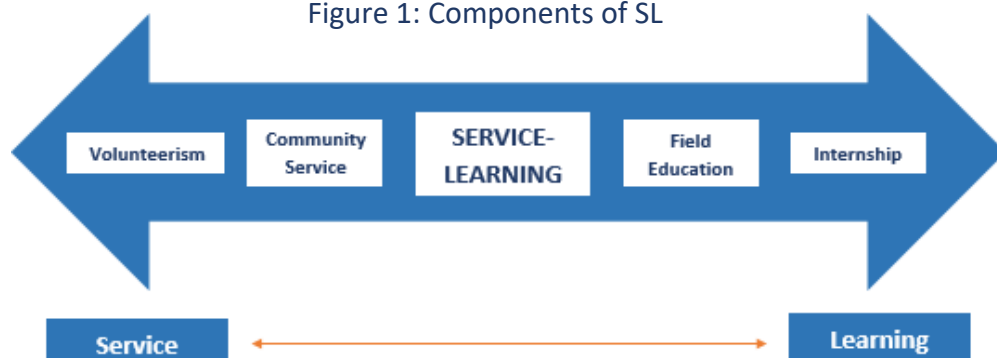
Figure 2: Distinguishing SL from other forms of service and learning

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[1] Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. *Association of American Colleges and Universities*.

[2] Furco, A. (1996). Service-learning: A balanced approach to experiential education.

[3] Jacoby, B. (1996). *Service-Learning in Higher Education: Concepts and Practices. The Jossey-Bass Higher and Adult Education Series.* Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104.

1.2. HKBU DEFINITION AND GUIDELINES

At Hong Kong Baptist University (HKBU), Service-Learning constitutes a key component of academic learning. By means of fostering innovation, students and faculty apply their academic knowledge and skills to address community needs off-campus. Meaningful service projects anchored in a specific curriculum are developed to contribute to the common good of humankind in the effort to enrich students' academic learning and personal growth. Structured Service-Learning opportunities are built into academic curricula directly, allowing students to reflect better upon their experience as citizens and whole persons and to conceptualise and enact effective relationships between their academic learning and community service locally, nationally, and globally.

Common Learning Outcomes:

In addition to the academic learning outcomes prescribed in the syllabus, courses with service-learning components will include additional common learning outcomes. Students will

  i. apply their cumulative learning gained from their discipline knowledge/course and beyond to address specific community issues by means of innovation;
  ii. demonstrate deep self-understanding, empathy and caring for others and great sense of commitment to the common good of humankind;
  iii. develop a habit of critical reflection for life-long and life-wide learning, personal and professional development, and
  iv. identify ways to strengthen generic competencies and professional skills.

Essential Elements:

A course with SL components should include:

  i. A service project that is meaningful to the community partner and relevant to the subject;
  ii. Pre-service briefing/training, and
  iii. Structured student reflection.

Types of Service Projects:

The service projects could be:

- Direct - engaging in face-to-face service projects in which students directly impact individuals who use the service;
- Indirect - working on issues and projects that have clear benefits to the community but not necessarily to people with whom students work with;
- Research-based - engaging in research with the purpose of solving a community issue or affecting social change, or
- Advocacy - educating others about specific problems and projects that aim at creating awareness and actions.

* In all four types of service projects, students should spend a minimum of ten hours, including preparation and direct service provided to the target population.

1.3. ABOUT CENTRE OF INNOVATIVE SERVICE-LEARNING (CISL)

HKBU endeavours to further develop SL and provide at least one opportunity for every willing student to participate by 2023. To realise this plan, the University has established the Centre for Innovative Service-Learning (CISL) in December 2017 to connect academic departments to community partners, facilitate the formation of interdisciplinary teams, and provide appropriate training and support for students and staff.

CISL is committed to supporting the development of SL opportunities that meet community needs and foster social changes. Through planning, executing, and reflecting on service experience, we endeavour to deliver the best student experience to enhance whole-person development, promote civic engagement and ethics, and instil in students a sense of purpose.

1.4. RESOURCES AND SUPPORT

CISL supports innovative academic activities with a focus on SL. CISL acts as a hub for students, faculty, and staff interested in the pedagogy of SL and serves as a bridge to community partners. We help faculty members to

- Develop project ideas and syllabi from a variety of subjects
- Identify potential community partners and facilitate meetings with community organisations
- Recruit expertise as voluntary advisors to provide support on service implementation
- Facilitate pre-service training and post-service reflection
- Source external funding and donations

Cross-institutional Capacity Building Project

Under the UGC-funded project "Cross-institutional Capacity Building for Service-Learning in Hong Kong Higher Education Institutions" (2016-2019), CISL will also be able to offer the following support in phases in collaboration with the Education University of Hong Kong (EdUHK), Lingnan University (LU) and the Hong Kong Polytechnic University (PolyU):

i.   Mixed-mode teacher training programme
      This programme provides a modular and flexible professional development opportunities to enhance teachers' expertise in designing, offering and assessing SL subjects and projects.

ii.   SL e-resource platform
      This platform comprises (a) a modular, customisable, platform-neutral e-learning course for students that is designed to complement classroom learning and prepare them to learn the most from the SL experience; (b) a bank of tools for teachers to assess student learning from SL and the impact of SL on the community; (c) a database of exemplars of good practice that focuses on various themes such as curriculum, reflection, and project execution in SL.

iii. Collaborative SL subjects/projects
      This is a pilot scheme to leverage on the complementary skills and disciplines from participating institutions to facilitate peer learning and collaboration between colleagues.

iv.   Improvement-oriented Action Research Project Scheme (the Scheme)
      To promote an evidence-based, critically reflective approach to teaching, the Scheme invites interested colleagues at the collaborating institutions to conduct action researches that will lead to improvement in their SL subjects. Financial, advisory and research supports together with workshops and seminars on methodologies are available for interested colleagues.

v.   Cross-institutional Community of Practice (CoP) on SL
      The goal of this CoP is to facilitate sharing of experiences among SL practitioners and interested staff from all UGC-funded institutions and to promote collective learning and the scholarship of teaching and learning in SL.

2. INTEGRATING SERVICE-LEARNING INTO A COURSE

2.1. STARTING A SERVICE-LEARNING COURSE

Course instructors have the following options:

i.   A GE Level 3 Capstone Course targeting Year 3 or 4 students from any disciplines - Capstone courses allow students to draw upon the knowledge they have obtained throughout their studies and combine it with relevant service work in the community.

ii. A course offered by a department to students majoring/minoring in the programme or as a free elective – These courses intend to target students with certain academic backgrounds or more in-depth knowledge of a particular subject.

Courses with SL components are part of the regular curricular offerings of academic departments, i.e. no additional approval is required.

2.2. DEVELOPING A COURSE PLAN WITH SERVICE-LEARNING ELEMENTS

As in other courses, instructors should first consider the Intended Learning Outcomes (ILOs) and the best pedagogy in achieving them. They should design the course according to the Outcomes-Based Teaching and Learning (OBTL) framework.

Instructors are advised to refer to Section 1.2. "Common Learning Outcomes" and "Essential Elements" and consider both academic and civic learning outcomes.

Integrating SL into an existing course entails redesigning the course syllabus, developing new learning activities and seeking opportunities for the students to get involved in the community. Instructors should always bear in mind that both academic and service components are equally important in an SL course. Sufficient time should be given for students to fulfill the service components and ample opportunities should be provided for students to reflect on and learn from the service experience.

Although a smaller class size may work better for SL courses, the optimal class size should be determined by the pedagogical practices adopted.

Added values of SL Components

Course instructors can consider what could be the added values of SL components:

- What do I want my students to understand, be able to do or value as a result of the course?
- What new awareness, knowledge, or skills do I want them to gain?
- What changes would I expect to see in my students by incorporating SL components?
- What positive changes would I expect to bring to the community?

The following example shows the differences in Teaching and Learning Activities between a course with SL components and a course without SL components.

Example 2.2.1

Course Name: Understanding Low Income Families and their Children

Course Intended Learning Outcomes (CILO):
CILO1 Identify the causes of Hong Kong poverty
CILO2 Be aware of the needs of low income families
CILO3 Understand how poverty affects children's growth
CILO4 Enhance communication skills with parents and children of low income families
CILO5 Develop empathy for the challenges faced by low income families and their children

CILO	Teaching and Learning Activities Without SL components	Teaching and Learning Activities With SL components
CILO 1	Lectures and class discussions	Mainly lectures and class discussions
CILO 2	Case studies and class presentations	Lectures, case studies and a service project which requires students to work in teams to carry out need assessments and to design activities or services to enhance the personal growth of children of low income families.
CILO 3	Sharing by NGOs	
CILO 4	Role-plays	
CILO 5	Case studies	

2.3. FINDING THE RIGHT COMMUNITY PARTNERS

A suitable community partner is an important factor that will impact the success of an SL course. It is crucial to ensure that the organisation has needs that relate to your course and match with your intended course learning outcomes.

Types of Community Partners

An SL community partner can be

i.   A non-profit or public sector organisation, agency, or institution, e.g.:
      Tung Wah Groups of Hospital
      Hong Kong Trade Development Council
      Greenpeace
ii.   A social enterprise, e.g.:
      iBakery
      Green Little of St. James' Settlement
      Food Angel
iii. A non-profit making arm/initiative of a business organisation, e.g.:
      The Hong Kong Jockey Club Charitable Trust
      Microsoft for Nonprofits

Community partners with the following qualities are likely to produce positive learning outcomes:

• Be willing to collaborate and communicate
• Recognise academic knowledge, youth power and merits in SL
• Able to mentor and advise students
• Provide a safe learning environment

Should you require support in finding a community partner, please feel free to contact CISL (cisl@hkbu.edu.hk).

Apart from the above approaches, instructors can also have students find their own community partners that meet the established criteria and project scopes. Instructors are reminded that it usually takes students longer for them to find community partners and get started with their service projects, and the quality of the experience will vary among agencies.

Tips to Work with Community Partners

i. Communicate early and often

Initiate communication early to ensure sufficient time for your community partner to plan and prepare for the service project. Also, make sure both you and your community partner understand the role and responsibilities.

ii. Meet community needs

Community needs are central to the course. Involve the community partners throughout the course to identify and assess community needs and opportunities.

iii. Discuss learning outcome and expectation

It is necessary to discuss both expectation in detail in terms of student learning and service nature to prevent misunderstanding. Come up with evaluation strategies to be implemented upon service completion.

iv. Provide course syllabus and timeline

Allowing community partner to understand the course syllabus can better align the service and course content. Involve the community partner in the design of the service project.

v. Invite community partner to class

Invite your partner to give a presentation on their background, service project, and the function of their organisation, so students can contribute to the organisation effectively.

vi. Keep in touch and maintain long-term partnership

Continued communication during the course can better understand students' progress, and adjustment can be made once problem arises. A long term partnership can bring larger positive impact to both the community and students.

2.4. MAKING A DIFFERENCE: BE INNOVATIVE

SL provides an excellent platform for students to think outside of the box. To bring about innovation in service projects, needs assessment is highly essential. Students should be encouraged to identify the issues of concern to the community as well as the solutions and resources that already exist to address the identified issues. With the support and guidance of the instructors and community partners, students then integrate strong elements of creativity and innovation into issues that are unmet or not fully addressed. Such solutions may take the form of an invention, creation or implementation of a new method, system or procedure to bring about more effective and better results.

For example, offering tutorial classes to the under-resourced children is a meaningful service project. Innovative SL does not mean abandoning tutorial classes but to introduce a new procedure/method to help improve children's learning after careful examination, assessment, research and observation.

2.5. SERVICE-LEARNING PROJECT OPTIONS

The SL course can last for one to two semesters and the service can take place during or outside lecture hours either individually or in group.

Individual Project

Students can select any service projects provided by the instructor, and then conduct the project in the assigned organisation throughout the course. Students can relate their academic course content to personal service experience by individual work or discussion with the instructor and/or community partner.

Group Project

The class is divided into teams to work on a service project with the assigned community partner. Grouping of students depends on the size of the class, the needs of service users and the nature of the service. Working in groups provides an opportunity for students to strengthen their team-work and communicative skills, and encourages creativity and critical thinking through vigorous discussion with teammates.

Below is an example of an SL Group Project.

> Example 2.5.1 Service design in a Nutrition SL Course "Community Nutrition"
>
> Students work in groups to design a suitable programme for a local school on promoting Healthy Eating Diet among primary school students. Based on the nutrition survey on specific health issues of aged 6-10 children, students identify obesity as the key area of healthy diet promotion. With guidance from instructor and community partners, students work in group to write proposals in preventing obesity and implement the different programmes in the school.

2.6. PREPARING STUDENTS FOR SERVICES

Unlike traditional courses, students need to be prepared for the additional dynamics and challenges in SL courses. It is important to orient students to the service and take steps to manage the process.

i. Orientation

During the beginning of the semester, an orientation session should be given to students. It is highly recommended to involve your community partners in the orientation to make it more effective, and to allow students to clarify any questions or concerns they have.

ii. The following points should be included in the orientation:
- The purpose and goals of service-learning
- Deliverables and assessment method
- The role of students, instructor and community partner
- Background information of the community partner and their expectations
- The needs of the target population
- Related social issues
- Proper attitude and behaviour e.g. preventing stereotype, showing respect to people using the service
- The dos and don'ts (e.g. do not take photos of the service users without their consent)

iii. Managing students' SL experience
- Prepare a timeline to remind students on the progress, e.g. what to do and when to fulfill certain tasks
- Have a backup plan for students with special needs
- Contact or visit the community partner to seek feedback
- Query students occasionally about problems or obstacles at their service site

2.7. REFLECTION

Reflection is a critical process to transform service experience into learning. Structured reflection opportunities are built into the course to help students reflect on their experience critically and conceptualise the relationships between their academic learning and service.

At its best, reflection can be the process through which students actively create knowledge of themselves and transform received knowledge as part of their practice of everyday life.

Model of Reflection

Kolb's Experiential Learning Cycle is a commonly-used model of reflection. In the process, students describe the service experience, examine the learning objectives, and eventually articulate the learning. Reflection questions can be found in Appendix 3.1.

Concrete Experience
doing / having an experience

Active Experimentation
planning / trying out
what you have learned

Reflective Observation
reviewing / reflecting on
the experience

Abstract Conceptualisation
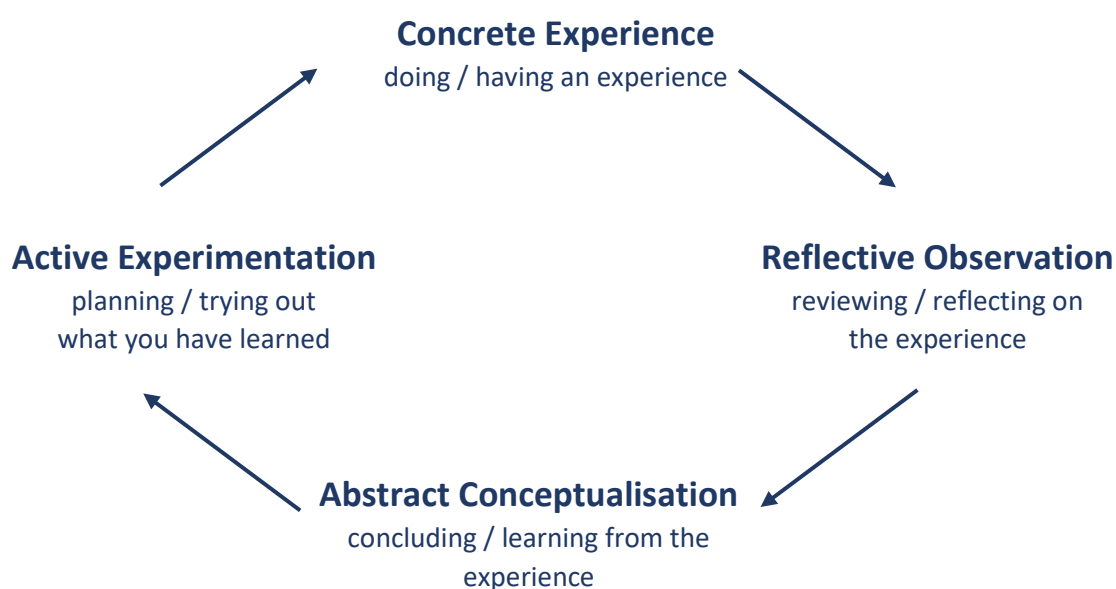concluding / learning from the
experience

Figure 3: Kolb's Experiential Learning Cycle[4]

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[4] Kolb, D. (1984). Experiential learning: Experience as the source of learning and development (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Formats of Reflection

Reflection can be done in the following formats:

- Reflective journal, service log
- In-class discussion
- Online discussion forum
- Case studies
- Presentation

* If service photos are used in students' reflective journals and presentations, please make sure that students have the consent of the service users to use their likeness.

The following example shows possible ways of reflection

Example 2.7.1 Reflection of a Sociology SL course "Understanding Homelessness"

Academic Learning: History, theories, causes and demographics on homelessness

Service Project: Students take reference from sociological theories, such as social capital and social network, to design pilot services and support for homeless people to regain self-sufficiency in six weeks' time.

Reflection is conducted in two ways:

1. Critical Incident Journal: Students are asked to analyse a particular incident that occurred in the service during the week. Students examine their thoughts and responses of the incident; and envision the future actions to be taken.

2. In-class presentations: Students need to connect their overall experience with the course content, and examine the application of sociological concepts in real-life situation, and discuss social structural factors affecting the homeless people whom they have served.

2.8. ASSESSMENT AND GRADING METHOD

Given the diversified nature of subject contents and service projects, course instructors can use any forms of assessment that fit the Intended Learning Outcomes (ILOs) of the course. Students should be graded on their performance in meeting the academic demands of the course by employing the criterion-referenced assessment. The assessment should be aligned with the appropriate ILOs, including both subject-specific and Common Intended Learning Outcomes, to ensure there is sufficient evidence to show whether or not students have achieved the ILOs at the end of the course.

Usually, there are three major areas[5] to be assessed in a course with SL components: students' learning, students' service, and students' experience/reflection.

i. **Students' learning** – what they have learned from the lecture, tutorial and their understanding of the community issue. Similar to traditional courses, academic knowledge can be assessed by tests, assignments, presentations and projects.

ii. **Students' service** – students can be graded on how well they apply and demonstrate their academic knowledge and professional skills in the service project. Course instructors may consider a certain percentage of marks on service participation and feedback from community partners.

iii. **Students' reflection** – the depth and quality of students' reflection of the linkage between service experience and academic knowledge.

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[5] Jacoby, B. (2015). Service-learning essentials: Questions, answers and lessons learned. San Francisco, CA: Jossey-Bass.

The following example shows possible ways of assessment

Example 2.8.1 Assessment in a Nutrition SL Course "Community Nutrition"

Service Project: Promoting healthy eating diet in underprivileged primary school

1. Assessment on Students' Learning
   - Examination on nutrition survey research skills and promotion strategies on disease prevention
   - Report on existing nutritional campaign driven by the HK government
   - Discussion of the reasons of malnutrition among the underprivileged
2. Assessment on Students' Service
   - Research proposal on conducting nutrition survey
   - Nutrition promotion plan in local schools in Tin Shui Wai
   - Programme materials (PowerPoint, worksheet prepared by students)
3. Assessment on Students' Reflection
   - Reliability of conducting nutrition survey in HK
   - Challenges of applying health promotion theories in real-life situation
   - Conditions of malnutrition among the underprivileged

The HKBU's Graduate Attributes rubrics are good references for developing assessment rubrics. Some relevant ones are extracted for easy reference (Appendix 3.2.).

2.9. EVALUATION

Evaluation is used for determining the effectiveness of an SL course. It helps identify and make adjustments to the course to improve the experience for faculty, students and community partners.

Ways of evaluation vary depending on course learning objectives, project goals, and other factors. Survey with students and community partners can be done before the course to understand their expectations, and after the course to assess how much the course has fulfilled their expectations.

A sample of pre and post questionnaires to understand students' learning can be found in Appendix 3.3.

In addition, students' performance (e.g. perceptions of their willingness to participate and extent to which they met the expectations) can also be assessed by information from the community partner.

1. **What is the purpose of evaluation?**	• **Internal: for identifying achievements and areas for improvement** • **External: scholarship of research publications and promotion recognition**
2. **What will be measured?**	• Achievement of Course Intended Learning Outcomes • Students' demonstration of generated knowledge, improved skills and changed attitudes • Quality of students' work and service • Satisfaction levels of students, community partners, service users and instructor
3. **Who will conduct the evaluations?**	Students, Community Partner, Service Users, Instructor
4. **How will data be collected?**	• Course evaluations • Survey/questionnaires • Class Discussions • Interviews • Class Assignments • Service Debriefing Meetings

Table 2.9.1: Guiding Questions for Developing SL Evaluation

2.10. RISK FACTORS AND RISK MANAGEMENT

As SL courses involve out-of-classroom activities, there may be possible risks for students and service users. Instructors need to pay attention to possible risks and take preventive measures in the beginning of the course to avoid any undesirable issues.

Risk factors can include but are not limited to: natural hazard, accidents, hygiene issues, student physical and mental health, political instability, terrorism, illegal acts, cultural differences, etc.

During planning, the following questions could be considered:

- Is the hygienic condition of the place of SL activities acceptable? Are there any logistic arrangements to prevent illness (e.g. providing drinking water/ avoiding street food)?
- How am I going to assess whether my students are eligible to participate in the SL activities?
- Are there any precautions to prevent accidents in SL activities?
- How should I prepare students for cultural differences?
- What should I do if there is a natural hazard during the service?
- Are there any guidelines for students to prevent unintended outcomes to service users?
- Do I have a backup plan (alternate activities or location) if there is political instability or Outbound Travel Alert on scheduled overseas SL programme?

Insurance for HKBU Students

The University has a Group Personal Accident Policy for all students against bodily injuries arising from accidents while engaging in activities organised or arranged by the University and/or student organisations. For more details, please refer to the website of the Finance Office: http://www.hkbu.edu.hk/~fohome/new/students/ins.htm

Enquiries: 34115894

Overseas Emergency Assistance

HKBU has appointed Inter Partner Assistance Hong Kong Limited (IPA) as the provider of emergency assistance service, namely Global Secure, to our undergraduate students during their overseas trips which are organised/arranged by the University. Apart from pre-trip information and advices, Global Secure also provides security assistance and consultancy services like crisis response. With its 7 x 24 service and close connection with the University Insurance Provider, Zurich Insurance, students would definitely enjoy a more comprehensive coverage and protection during their overseas trips. Please check out details at http://sa.hkbu.edu.hk (under the Welfare and Services tab).

3. APPENDICES

3.1 GUIDING QUESTIONS FOR STUDENTS' REFLECTION

	About Myself and Academic Studies	About the Service and the Community
Before	• What am I good at and how can I contribute to the service project? • What do I fear about concerning the service? • What are my perceptions and beliefs about the social issue and population I will be serving? • How am I going to relate my class materials, knowledge and previous experience to the service?	• What issue is being addressed and population is being served? • What role does the service organisation play in the community? • What are the support and solutions available locally or globally? Which one is the most innovative? Why? • What impacts/changes do I expect to bring to the community?
During	• What are my observations? How do I feel about them? • What are the most challenging or satisfying parts of my work so far? Why is that so? • How are the course materials helping me overcome obstacles or dilemmas in the service experience? • What specific skills and academic knowledge am I using? Are they enough? Why or why not? • What innovative solutions am I introducing?	• What is happening at the community site? • How is the experience different from my expectations? • How does this service project address community needs? • In what way is it different from other solutions? • What is working and what is not? Why? • What process, service or product at the community site that I find innovative?
After	• What impacted the way I view the situation/experience? • What are the new insights for myself in terms of values, opinions, beliefs, strengths, interests and role as a global citizen? • What would I like to learn more about the subject and myself? • How does the experience contradict or reinforce class materials? • How does this service-learning experience relate to my personal development?	• What have I learnt about the people, community and social issue? • What are the feedback and suggestions from service-users, community partners and course instructors? • Do I think their feedback is valid? Why or why not? • How can the service be done differently to achieve better results? Why? • What can I and others do to support this social issue in the short-term and long-term?

3.2. HKBU's GRADUATE ATTRIBUTES

The full version of the 17 Graduate Attributes Rubrics can be found in (http://chtl.hkbu.edu.hk/main/ga-rubrics/)

Social Responsibility Rubric

	4	3	2	1
Multicultural Awareness	Student demonstrates involvement with people different from self and seeks opportunities to learn about other cultures, belief systems, and/or perspectives.	Student is aware of viewpoints other than own and is able to adequately distinguishes between and examine other cultures, belief systems, and/or perspectives.	Student shows partial understanding of different cultural perspectives, existences of persons beyond own group and is not fully accepting of diverse cultures, belief systems, and/or perspectives.	Student shows minimal understanding of different cultural perspectives, existences of persons beyond own group and un-accepting of diverse cultures, belief
Citizenship & Civic Engagement	Student demonstrates a high understanding of the citizen's historical or current role in society by valuing participation in citizenry or the political process and valuing contribution to one's community AND/OR demonstrates a clear inclination to support and contribute to the community.	Student demonstrates some awareness of the citizen's historical or current role in society, but the student is struggling with how important that role might be and the importance of one person within the system. Is open to further learning and improvement AND/OR demonstrates some inclination to support the community and is open to further learning and improvement.	Student demonstrates elementary level of awareness of the citizen's historical or current role in society. Does not give adequate consideration to the importance or impact of the individual in society AND/OR demonstrates some reluctance to support and contribute to the community but displays some openness to further learning and improvement.	Student demonstrates a limited understanding and / or clear misunderstanding of the citizen's historical or current role in society AND/OR ignores any responsibility to support and contribute to the community. Reluctant to learn and improve in this area.

Self-Development / Spirituality Rubric

	4	3	2	1
Ethic of Caring	Regularly and consistently demonstrates care or concern about the welfare of others through helping others who are troubled or takes action to alleviate suffering at some level.	Sometimes demonstrates care or concern about the welfare of others by helping or taking action to alleviate suffering	Rarely demonstrates care of concern about the welfare of others; when he/she does help others does so on a conditional basis.	Never demonstrates care or concern about the welfare of others; never helps others.
Charitable Involvement	Regularly works with, contributes to, or otherwise supports organizations that improve the quality of human lives.	Sometimes works with, contributes to, or otherwise supports organizations that improve the quality of human lives.	Rarely works with, contributes to or otherwise supports organizations that improve the quality of human lives.	Never works with, contributes to or otherwise supports organizations that improve the quality of human lives.

Problem Solving Rubric

	4	3	2	1
Research	The problem is thoroughly researched; appropriate sources of relevant information are identified.	The problem is researched sufficiently to address the main issue; most sources of information are relevant and appropriate.	The problem is not sufficiently researched to address the main issue; sources of information are not relevant or appropriate.	Research is absent or predominantly irrelevant and inappropriate.
Apply Knowledge	Previous knowledge is applied effectively to the current problem and effectively integrated with new information.	Most previous knowledge is applied to the current problem; integration with new knowledge can be occasionally disjointed or incomplete.	Previous knowledge is applied in a limited way to the current problem; new knowledge is substantially not integrated.	Previous knowledge is not applied; there is no integration with new knowledge.
Develop Plan/Solution	A well-defined written plan of action is prepared that accounts for all tasks and decision-making points; tasks are arranged logically; ability to adjust the plan as new information is obtained and is built into the design.	A plan of action is prepared that accounts for key tasks but may lack clarity or some key component; sequencing of tasks is appropriate; ability to adjust the plan as new information is obtained may present but in a limited manner.	A plan of action is present but vague, or incomplete; tasks are not organized logically or prioritized; ability to adjust the plan as new information is obtained may be absent.	A plan of action is incoherent or inappropriate for the problem; tasks are inappropriate or missing; ability to adjust the plan as new information is obtained is absent.

Teamwork Rubric

	4	3	2	1
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work ability to accomplish it. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.

Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/ opinions.

3.3. PRE AND POST QUESTIONNAIRE TO MEASURE STUDENTS' LEARNING

About the Questionnaire
The purpose of this questionnaire is to find out the development of students in Service-Learning. Your personal response will be kept confidential and all results will be reported as collective data only.

Name:

Student ID:

Instruction
Please read the following statements, and circle the number that best describes your experience, action and opinion, from 1=strongly disagree, to 10=strongly agree.

Date:

1.	I am aware of my personal strengths and weaknesses.	1 2 3 4 5 6 7 8 9 10
2.	I am open to new experiences and willing to take risks and accept challenges.	1 2 3 4 5 6 7 8 9 10
3.	I often seek out challenging opportunities that test my skills and abilities.	1 2 3 4 5 6 7 8 9 10
4.	I am confident in my abilities.	1 2 3 4 5 6 7 8 9 10
5.	I feel comfortable to present my ideas in front of others.	1 2 3 4 5 6 7 8 9 10
6.	I know how to communicate my ideas in a situation that is new to me.	1 2 3 4 5 6 7 8 9 10
7.	I understand the importance of participating in group discussion with others.	1 2 3 4 5 6 7 8 9 10
8.	I feel confident in communicating ideas precisely with people.	1 2 3 4 5 6 7 8 9 10
9.	I feel confident in identifying a problem.	1 2 3 4 5 6 7 8 9 10
10.	I feel confident in tackling a problem.	1 2 3 4 5 6 7 8 9 10
11.	Before I solve a problem, I gather as many facts about the problem as I can.	1 2 3 4 5 6 7 8 9 10
12.	I go through the problem-solving process again when my first option fails.	1 2 3 4 5 6 7 8 9 10
13.	I am aware of the important needs in the community.	1 2 3 4 5 6 7 8 9 10
14.	I am or plan to become actively involved in issues that positively affect the community.	1 2 3 4 5 6 7 8 9 10
15.	I feel a personal obligation to contribute in some way to the community.	1 2 3 4 5 6 7 8 9 10
16.	It is my responsibility to help improve the community.	1 2 3 4 5 6 7 8 9 10
17.	I am able to remain calm and reasonable even when conflict among the group arises.	1 2 3 4 5 6 7 8 9 10
18.	I cooperate successfully with other students in a variety of situations.	1 2 3 4 5 6 7 8 9 10
19.	I notice and compliment accomplishments of others.	1 2 3 4 5 6 7 8 9 10
20.	I participate effectively in group discussions and activities.	1 2 3 4 5 6 7 8 9 10
21.	I am assertive and independent.	1 2 3 4 5 6 7 8 9 10
22.	I am motivated to learn, participate and achieve in school.	1 2 3 4 5 6 7 8 9 10
23.	I believe that self-reflection can improve myself.	1 2 3 4 5 6 7 8 9 10
24.	I will evaluate myself after completing a task.	1 2 3 4 5 6 7 8 9 10

25. I am aware of the importance of evaluation and outcome with knowledge learned in class.	1 2 3 4 5 6 7 8 9 10
26. I feel confident in applying knowledge in my areas of study.	1 2 3 4 5 6 7 8 9 10
27. I understand the needs to adopt my theoretical knowledge in various real-life situations.	1 2 3 4 5 6 7 8 9 10
28. I learn course content better when connections to real-life situations are made.	1 2 3 4 5 6 7 8 9 10
29. I am aware of the thoughts and feelings of other people.	1 2 3 4 5 6 7 8 9 10
30. I believe that the world would be a better place if prejudices no longer exist.	1 2 3 4 5 6 7 8 9 10
31. I feel comfortable building relationship with people from different backgrounds.	1 2 3 4 5 6 7 8 9 10
32. I believe that taking care of people who are in need is everyone's responsibility.	1 2 3 4 5 6 7 8 9 10
33. I am keen to learn more about people from other cultures.	1 2 3 4 5 6 7 8 9 10
34. When I interact with people from other cultures, I try to understand their behaviours, perceptions or feelings in the context of their cultures.	1 2 3 4 5 6 7 8 9 10
35. I believe that paying attention to the body language of those from other cultures would allow me to understand more about them.	1 2 3 4 5 6 7 8 9 10
36. I am not interested in making friends with people of different cultural background.	1 2 3 4 5 6 7 8 9 10

Remarks: Question 33 to 36 are designed for overseas projects.

The Common Outcome Measurement Questionnaire (COM) is developed by "Higher Education Service-Learning Network" (HESLN).

3.4. SERVICE-LEARNING TIMELINE

Before the Course	During the Course	End of the Course

1. Develop a Course Plan

- Set Intended Learning Outcomes
- Decide content, assignment, learning activities and service projects

2. Find the Right Community Partners

- Contact community partners
- Arrange site visit
- Discuss learning outcomes & expectations
- Communicate on project timeline

3. Needs and Capacity Assessment

- Get in touch with service users to understand the needs
- Communicate with community partners on their strengths and weaknesses
- Assess service users' capacity and how students can empower them

4. Finalise course syllabus

1. Orientation

- Give orientation on SL, the project, and the organisation
- Present ideas on the social problems faced by the target population
- Provide opportunities for students to get in touch with service users
- Conduct pre-service training

2. Pre-test of students' knowledge, attitude and behaviours

3. Service Implementation

- Approve service plans proposed by students
- Instructor and community partners check and ensure service hours are fulfilled
- Maintain ongoing communication with community partners

4. Reflection

- Interim reflection

1. Reflection and Presentation

- Overall reflection
- Service presentation/ project demonstration

2. Post-test of students' knowledge, attitude and behaviours

3. Assessment & Evaluation

- Invite community partners to students' presentation
- Collect feedback on students' performance from community partners
- Grade students base on Intended Learning Outcomes and rubrics

4. Records

- Collect time sheets and expense reimbursement forms from students

3.5. AN EXAMPLE OF A SERVICE-LEARNING COURSE IN HKBU

CHEM4085 Food Analysis is a 3-unit, major elective course offered by the Department of Chemistry. This course outline demonstrates how service-learning elements are incorporated into the formal curriculum by involving an NGO (Foodlink Foundation) and enabling students to use and apply their skillsets in real-life settings to develop empathy. For further details about incorporating service-learning into your course, please feel free to contact us.

CHEM4085 Food Analysis (3,3,0)

Course Aims: This course aims to introduce the basic principles, procedures, instrumentations, and application of food analysis. Emphasis will be placed on the chemical, physical, and microbial analysis of the major components and harmful substances in foods.

Course instructors: Dr Gray Ho

Course Intended Learning Outcomes (CILOs):
Upon successful completion of this course, students should be able to :

No.	Course Intended Learning Outcomes (CILOs)
1	Explain the principles, procedures, advantages, limitations, and application of various food analysis techniques.
2	Apply various analytical techniques to characterize the chemical and physical properties of foods.
3	Design a proper sampling, sample pretreatment, and analysis protocol for the determination of a particular food component in a real-life food sample.
4	Describe and explain the principles and approaches for food safety analysis.
5	Work effectively in a team.
6	Synthesize personal view, evaluate claims in scientific articles, and critique the topics discussed in class.

Assessment:

No.	Assessment Methods	Weighting	Remarks
1	Group Project	30%	Service-Learning
2	Continuous Assessment	20%	One 1 hour midterm test on materials taught in the course
3	Final Examination	50%	One 2 hours written examination on materials taught in the course

4. USEFUL FORMS

4.1. STUDENT SERVICE HOUR LOG SHEET

Student Name: _____ Term: _____

Student ID: _____ Email: _____

Course Name: _____ Instructor: _____

Organisation Name: _____

Organisation Contact Person: _____

Phone: _____ Email: _____

Date	Time	Hours	Brief Description	Verified

Total Service Hours: _____

I certify that the service hours indicated above are accurate.

Student's Signature: _____ Date:_____

Supervisor's Signature: _____ Date:_____

Course Instructor's Signature: _____Date:_____

4.2. COMMUNITY PARTNER SERVICE-LEARNING EVALUATION FORM[7]

Student Name:_____ Term:_____

Student ID:_____ Email:_____

Course Name:_____ Instructor:_____

Organisation Name:_____

Organisation Contact Person:_____

Phone:_____ Email: _____

Students are evaluated on a 1-5 scale, using the following approximate values:

1 – Unacceptable, 2 – Below Average, 3 – Average, 4 – Above Average, 5 – Excellent

Categories (examples only)*	Score:	Comments:
Attendance		
Teamwork		
Responsibility		
Problem-solving Skills		
Communication Skills		
Enthusiasm		
Professionalism		
Overall		

Signature:_____ Date:_____

* Categories to be amended according to the Course Intended Learning Outcomes

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[7] Adapted from Center for Service-Learning and Civic Engagement, Michigan State University. Service-Learning Toolkit – A guide for MSU Faculty and Instructor. Retrieved from https://servicelearning.msu.edu/upload/Service-Learning-Toolkit.pdf