United College, The Chinese University of Hong Kong
General Education Course
GEUC 2211A Social Service in action: Participation and Reflection
1st Term, 2025/26

Instructor:	(TBC)
Email:	(TBC)
Tel. No. :	(TBC)
Language:	Cantonese (with English materials)
Course Unit:	2 (For 2024-25 and onwards admission cohort)
Class Dates:	Lectures: **Monday 6:30pm-9:15pm**
	15, 22, 29 September; 10, 17 November 2025
	Two Compulsory Service-Learning Activities:(TBC)
Class Venue:	UCC C5
Teaching Asst.:	(TBC)
Leave Request Form:	https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13710159
	(Please submit the webform with proof before 3pm on the class date or 1 day in advance for the date of service-learning activities)

Course Overview:

The objective of this course is to foster students to become positive and responsible citizens through participating in service-learning activity to community. Based on the principles of service-learning, social enterprisingness, and theories of experiential learning, the students are required to plan and implement a series of direct services, or other modes of service-learning for selected socially disadvantaged groups. Through self-reflection, small group discussion, and project presentation, students will be able to understand the needs of vulnerable groups, develop positive attitude to service-learning and community social services.

The purpose of this course is to facilitate students' self-development and long-term interest in caring of the community for sustainable development.

SDG#11: Sustainable Cities and Communities Social service addresses the needs of vulnerable or disadvantaged groups within our community. By providing support and resources, our service-learning activities help to develop sustainable supporting networks and ensure all members of the community have access to it.

Grade Descriptors:

P	(All learning outcomes/assessment criteria have been met)
	The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:
	• Adequate to good understanding and exploration • No significant inaccuracies, misunderstandings or errors • The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to • Appropriate contextualisation, including relevant theory/ literature / artefacts / performance • Adequate self-evaluation, with proper records • Participate in service-learning activities up to required hours • Positive attitude towards the course and service
F	(One or more key learning outcome/assessment criterion has/have not been met)
	The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by any of the followings:
	• Poor understanding and exploration of ideas • Some significant inaccuracies, misunderstandings or errors • Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task • No evidence of analysis, synthesis, reflection and critical appraisal • Fail to complete the required classroom activities, including group presentations • Fail to complete the required service hours for service-learning activities

Learning Objectives and Outcomes:

After completion of this course, students will be able to:
1. Understand the theory and practice of service-learning and social enterprise
2. Integrate community service or other service-learning modes with the related principles
3. Relate their service-learning experience with the concepts of civic responsibility and sustainable development (SDG#11)
4. Critically appraise their personal development in relation to their service-learning experience
5. Develop an awareness towards populations in need and identify ways to serve them
6. Initiate long-term interest to serve the community and society
7. Practice constant self-reflection in order to achieve self-discovery and self-expression

Students will achieve the following desirable learning outcomes of the College General Education Programme:
1. Understand the College motto and develop positive attitudes and values
2. Recognise the common concerns of the contemporary world
3. Demonstrate social enterprise in protecting the environment and serving the community
4. Develop life-long learning habits for expanding interest and improving life-style

SDG#11: Sustainable Cities and Communities:
1. Engage with local communities and contribute to initiatives that promote sustainable community development

Course Schedule and Arrangements of Learning Activities:

Date & Time (2025)	Venue	Themes of Learning Activities
15 Sep 6:30 – 9:00pm *(2.5 hrs)*	UCC C5	**Basic Knowledge about Service Learning**
22 Sep 6:30 – 9:00pm *(2.5 hrs)*	UCC C5	**Pre-service briefing and training 2**
29 Sep 6:30 – 9:00pm *(2.5 hrs)*	UCC C5	**Pre-service briefing and training 2**
(TBC)	(TBC)	**Service-Learning Activity 1**
(TBC)	(TBC)	**Service-Learning Activity 2**
10 Nov 6:30 – 9:30pm *(3 hrs)*	UCC C5	**Post-service presentation and evaluation** Form teams with the max. capacity of 5. Each team will take turn to make a 15 mins presentation followed by 5 mins Q&A/discussion. The presentation is about an idea of a further action at any scale, included but not limited to direct service / community education / online campaign / advocacy / business proposal / product…, utilizing students' own knowledge and skills trained in their major discipline, to improve the livelihood of the target served.
17 Nov 6:30 – 9:30pm *(3 hrs)*	UCC C5	**Post-service presentation and evaluation** Form teams with the max. capacity of 5. Each team will take turn to make a 15 mins presentation followed by 5 mins Q&A/discussion. The presentation is about an idea of a further action at any scale, included but not limited to direct service / community education / online campaign / advocacy / business proposal / product…, utilizing students' own knowledge and skills trained in their major discipline, to improve the livelihood of the target served.

Remarks:
1. This course is for United College students to take in their second year or third year of study.
2. This course will invite students to participate in experiential learning/activities for personal growth. For those who are overwhelmed or with signs of psychological/emotional impact, they are encouraged to speak with the Course Instructor and to seek professional help for appropriate support.

Written Assignment:

Each student is required to submit an individual reflection report (Limit: Max.1,000 words in Chinese or English):

1. To consolidate the *feedback* from other classmates during the presentation, and to *revise* their further action ideas presented. They may brainstorm possible *solutions* to the potential pitfalls of their project idea.

2. To elaborate the *insights* gained from the multi-disciplinary discussion during the presentation.

3. To conclude their *future contributions* to the targets served or boarder society as university students with the perspective from their own professional discipline.

Deadline: **24 Nov 2025, 23:59**

Submission Method:

1. Each student must upload a soft copy of the completed assignment to the VeriGuide: http://www.cuhk.edu.hk/veriguide

2. The system will issue a receipt which also contains a declaration of honesty. The declaration should be signed by the student, and the signed receipt in pdf format should be uploaded together with the paper in docx format via the "Assignment box" of Blackboard Learn of this course. Assignments without the receipt will not be graded by teacher.

Course Assessment Scheme:

1. Participation (Attendance of the lectures and services is COMPLUSORY)   30%
2. Group Presentation cum discussion   35%
3. Personal Reflection Journal   35%

Students are required to attend all the classes, including pre-service lectures, post-service presentation and all service-learning activities. **If students are unable to attend due to special circumstances, student should submit leave request on or before 3pm on the lecture date, or 1 day in advance for the date of service-learning activities. Student should provide detailed information regarding their absence and submit the necessary supporting documents along with their leave application via webform:** https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13710159 . If you fail to attend all classes and service-learning activities, you might fail the course.

The students will be assessed according to a check-list covering such areas as their attendance, participation, proposal and implementation in their community services, group presentation, and written assignment. They will then be given an overall Pass/Fail grade.

Channel for Course Announcement: Details of Course Website
Follow the following step to access the course website:
1. Log in to Blackboard Learn: https://elearn.cuhk.edu.hk
2. Choose the course: 2025R1-GEUC2211A
3. Choose the functions that you want to use or materials to download, e.g. discussion, mail or course slides.
4. Please visit the course website regularly to get information, announcement, give opinions and for communication with instructor, tutors and classmates.

Feedback for Evaluation:
1. Students are encouraged to put forth their viewpoints and opinions regarding the course on the Blackboard Learn discussion forum. The lecturer will log on the discussion forum and give feedback to opinions posted by students.
2. An evaluation questionnaire will also be conducted at the end of the course to collect students' opinions on the course.

Required Readings:

On Service-Learning

- 東華大學教學卓越中心社會參與教師社群 (編) (2012)。教育小革命--大學生的十堂社會參與課。台北：心靈工坊文化事業。

- 香港青年協會 (2009) 。社會服務學習經歷--青年服務長者專集。香港：香港青年協會。

- 馬學嘉、陳章明、劉誠、麥梅芳 (主編) (2014) 。高等教育新思維：中國特式的服務學習。

- 北京：社會科學文獻出版社。黃玉 (總校閱) (2009)。從服務中學習--跨領域服務-學習理論與實務(第二版)。台北：洪葉文化事業。

- 嶺南大學服務研習處 (2008)。服務學習計劃：嶺南模式。香港：嶺南大學服務研習處。

- Boyte, H. C., & Farr, J. (1997). The work of citizenship and the problem of service-learning. In R. M. Battistoni & W. E. Hudson (Eds.), Experiencing citizenship: Concepts and models for service-learning in political science (pp. 35–48). American Association for Higher Education.

- Butin, D.W. (2010).Service-learning in theory and practice: the future of community engagement in higher

edcuation.NY: Palgrave Macmillan. Chapter 1.Deeley, S.J. (2015),

- Compare, C., & Albanesi, C. (2023). *Belief, attitude and critical understanding: A systematic review of social justice in Service-Learning experiences*. *Journal of Community & Applied Social Psychology*, *33*(2), 332–355. https://doi.org/10.1002/casp.2639

- Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2013). *Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities* (2nd ed.). Stylus Publishing.

- Critical Perspectives on Service-Learning in Higher Education,UK: Palgrave Macmillan Xing, J. & Ma, H. K. (2010).

- Service-Learning in Asia: Curricular Models and Practices. HK: Hong Kong University Press. On Volunteerism and Personal Development

- 香港青年協會 (2008) 。「青年志願者領袖培訓計劃」彙編。香港：香港青年協會。

- Haldar, U.K. (2010). Leadership and team building. India: Oxford University Press. Liu S.C., Holosko, M. & Lo, T.W. (Ed.) (2008)

- Youth Empowerment and Volunteerism: Principles, Policies and Practices. City University of Hong Kong Press. 298-306. Wong, L. P., Chui, W. H., & Kwok, Y. Y. (2010).

- The Volunteers Satisfaction Index: A Validation Study in the Chinese Cultural Context. Journal of Social Indicators Research. DOI 10.1007/s11205-010-9715-3.

On Understanding the Social Disadvantaged Groups and Social Welfare Services in Hong Kong

- 周永新 (2013) 。社會政策的觀念和制度。香港：中華書局。

- 黃洪 (2013) 。「無窮」的盼望--香港貧窮問題探析。香港：中華書局。

- 陳啟芳、黃昌榮、邵家臻 (編) (2012) 。會說話的社會福利。

- 香港：圓桌文化。Altschuld, J.W. & White, J.L. (2010).

- Needs Assessment, analysis and prioritization. LA: Sage.Batson, C.D., Admad, N. & Tsang, J.A. (2002). Four motives for community involvement.Journal of Social Issues,58(3), 429 – 445.

- Hughes, C., Steinhorn, R., Davis, B. Beckrest, S., Boyd, E. & Cashen, K. (2012).University-Based Service Learning:Relating Mentoring Experiences to Issues of Poverty.Journal of College Student Development 53(6). 767-782.

- <u>On Program Planning, Implementation and Evaluation</u>

- 甘炳光 (2009) 。小组遊戲帶領技巧--從概念到實踐。香港：香港城市大學出版社。

- 黃幹知、梁玉麒 (編著) (2011) 。舉一玩十--一種物質帶領多個遊戲。香港：策馬文創。

- 蔡炳綱、吳漢明 (2001) 。72 個體驗活動。香港：匯智。

<u>On Experiential Learning and Reflective Thinking</u>
- Brockbank, A. & McGill, I. (2007). Facilitating reflective learning in higher education. (2nd ed.) NY: Open UniversityPress.

- Ngai, S. Y. (2009). The Effects of Program Characteristics and Psychological Engagement on Service-Learning Outcomes: A Study of University Students in Hong Kong.Adolescence. 44(174). 375-389.

<u>On Social Entrepreneurship</u>

- Au, K. & Birtch, T.A. (2010). Social enterprise as an interactive process between entrepreneurs and the community: asocial capital perspective. In S.H. Ng, S.Y.L. Cheung & B. Prakash (Eds.), Social capital in Hong Kong: Connectivities and social enterprise (pp. 279-301). Hong Kong: City University of Hong Kong Press.

- Chan, K.T., Kuan, Y.Y. and Wang, S.T. (2011), "Similarities and divergences: comparison of social enterprises in Hong Kong and Taiwan",Social Enterprise Journal,Vol. 7 No. 1, pp. 33-49.Centre for Entrepreneurship. 2014.

- Defourny, J. and Kim, S.Y. (2011), "Emerging models of social enterprise in Eastern Asia: a cross-country analysis",Social Enterprise Journal,Vol. 7 No. 1, pp. 86-111.Ko, S. (2012), "Viability of social enterprises: the spillover effect",Social Enterprise Journal, Vol. 8 No. 3, pp. 251-263.

- Mortensen, D. H. (2021). Stage 1 in the design thinking process: Empathise with your users. The Interaction Design Foundation.

- Plattner, H.(2017). An introduction to design thinking: Process guide. Institute of Design at Stanford University.

- Research Study on the Social Enterprise sector in Hong Kong:to Capture the Existing Landscape of the Social Enterprises in Hong Kong.The Chinese University of Hong Kong. (Chapter 2: Examine Social Value Creation in Social Enterprises,p.9 – 20)http://entrepreneurship.bschool.cuhk.edu.hk/SEresearch

- Ridley-Duff, R. & Bull, M. (2011). Understanding social enterprise: theory & practice (pp. 56-81).London: ThousandOaks, Calif.: SAGE. (Chapter 3: Defining Social Enterprise, p.56-81)社企流 (2014) 。

- 《社企力》。臺灣：果力文化。

- 張瑞霖(2011)．《黑暗中對話：經營社會企業的體悟》．香港：商務印書館．

- 李美儀、陸人龍主編．(2010)．《社會創新：香港社企發展研究 (第一版)》．香港：商務印書館．

- 謝家駒主編 (2007)．《新愚公移山：十個社會企業創業者的故事》．香港：社會創業論壇．

- 香港(中國)．社會福利署．(2006)．《企業匯眾，社會共融：復康 - 社會企業》．香港：社會福利署．

Recommended Readings:
Useful Websites:

- The Hong Kong Council of Social Service
- http://www.hkcss.org.hk/

- HKSAR Government Official Site – Social Enterprise
- http://www.social-enterprises.gov.hk/

- Social Enterprise Summit
  http://www.social-enterprise.org.hk/

- Hong Kong Social Entrepreneurship Forum
  http://www.hksef.org/

- Hong Kong Social Enterprise Incubation Centre Ltd.
  http://www.seic.hk/

- Social Ventures Hong Kong
  http://www.sv-hk.org/

- Wofoo Social Enterprises
  www.wse.hk

- Commission on Poverty
  http://www.cop.gov.hk/

- Social Enterprise Directory
  http://sebc.org.hk/sebc/eng/node/64

Academic Honesty and Plagiarism

Honesty in academic work: In writing their papers, students must refer to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details can be found at http://www.cuhk.edu.hk/policy/academichonesty/.

Declaration to be included in assignments
Every assignment handed in should be accompanied by a signed declaration as below. For group projects, all students of the same group should be asked to sign the declaration. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of assignment should be submitted via VeriGuide.

The use of AI tools
Please refer to the guideline for Use of Artificial Intelligence Tools in Teaching, Learning and Assessments of the University. The guideline can be found at A-guide-for-students_use-of-AI-tools.pdf.

The course will adopt "Approach 1" – Students are not allowed to use any AI tools in any kind of learning activity or

assessment that will be counted towards students' final grade of the course, or used for evaluating students' attainment of the desired learning outcomes. Students are expected to produce their own work independently without any collaboration or use of AI tools. Such information will be spelt out clearly in the course outline or learning activity/assessment guide. Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's Procedures for Handling Cases of Academic Dishonesty