

United College, The Chinese University of Hong Kong

General Education Course

GEUC2213 SOCIAL INNOVATION: SOCIAL ENTREPRENEURSHIP AND SERVICE

1st Term, 2025/26

Course Instructor: Dr. Tracy NG, Chief Executive, Fullness Social Enterprises Society
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Language: Cantonese

Course Unit: 2 (For 2024-25 and onwards admission cohort)

Class Dates: Friday, 3:30pm - 6:15pm
19/9, 3/10, 10/10, (11/10-13/11), 31/10, 14/11, 21/11

Class Venue: UCC C3

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)

Remarks: GEUC2213 is the pre-requisite course of GEUC4012

Course Overview:

This course is designed to equip students with a basic understanding of social entrepreneurship through experiential learning, not just the actual academics. Social entrepreneurship education is about collaboration, multi-disciplinary learning, learning-by-doing, problem-solving, and tackling the “real” problems. Through self-reflection, small group discussion, experiential learning by participating in social enterprise workshops and project presentations, students will be able to understand more the needs of underprivileged groups and the challenges of social enterprises.

The purpose of this course is to facilitate students to learn more about the societal needs of the community and develop an innovative mindset to solve social issues. Service-learning activities are added to strengthen students' first-hand experience in real social enterprise situations.

SDG#8: Decent Work and Economic Growth

SDG#10: Reduced Inequalities

SDG#11: Sustainable Cities and Communities

Social enterprises serve various beneficiaries/disadvantaged groups. They solve different social issues through sustainable social innovation projects, reduce inequalities in our community and promote inclusive and sustainable economic growth by business operations.

Grade Descriptors:

P	<p>(All learning outcomes/assessment criteria have been met)</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> <ul style="list-style-type: none">• 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	<p>(One or more key learning outcome/assessment criterion has/have not been met)</p> <p>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:</p> <ul style="list-style-type: none">• 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:

Upon completion of this course, student should be able to:

1. Get a basic understanding about the nature and types of social enterprises
2. Identify the societal needs of underprivileged groups in Hong Kong
3. Understand the strategic positions of social enterprises in social betterment
4. Understand the advantages of social enterprises in response to social needs
5. Plan to solve a real challenge that social enterprise is facing

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. Recognize the common concerns of contemporary world
3. Understand the meaning of service-learning and reflect on the experience learnt through different types of community service
4. Develop life-long learning habits for expanding interest and improving lifestyle

SDG#8: Decent Work and Economic Growth:

1. Understand how social enterprises maintain sustainable economic growth by business operations
2. Recognize social enterprises' practices to provide decent work

SDG#10: Reduced Inequalities:

1. Recognize social enterprises or other business practices to embrace social inclusion and reduce inequalities

SDG#11: Sustainable Cities and Communities:

1. Engage with local communities and contribute to initiatives that promote sustainable community development

Teaching and Learning Method:

The course will be presented by lectures with guest speakers from social enterprises, discussion, interactive social enterprise workshops, on site visit to social enterprises, if needed. Real case sharing, videotapes and exercise will be used to convey the concepts and principles of social entrepreneurship and underprivileged groups. Recommended readings are set for further reflection and understanding of the topics. The class will be divided into small groups with no more than 5 students in 1 group, each group is required to give a final presentation. Students' active participation in social enterprise workshop and in class are highly encouraged. Discussion board on Blackboard is set to provide for discussion beyond classroom.

Course Schedule:

Class	Lecture Themes	Date	Time	Venue
1.	What is Social Innovation/ Social Enterprise? Social Enterprises in Hong Kong and World Basic Knowledge about Service Learning	19/9/2025	3:30 pm – 6:15 pm	UCC C3
2.	Innovative Mindset – Turning Problems into Innovative Ideas Contextualise with Service Learning social enterprises	3/10/2025	3:30 pm – 6:15 pm	UCC C3
3.	Service-Learning Activity 1 - Compulsory visit to social enterprises founder / front-line staff (Inside campus) - Service-Learning Content Co-creation	10/10/2025	3:30 pm – 6:15 pm	UCA 104 UCA 102 UCA 103
4.	Service-Learning Activity 2 - Learning through service. Participate in social project onsite with social enterprises' colleagues (outside campus) - Service learning debriefing with social enterprise colleagues	11/10- 13/11/2025	3-hour preparation+ 6-hour service delivery+ 1 hours Debriefing	(TBC)
5.	Essential Social Entrepreneurship knowledge & Service Learning tutorial (by group)	31/10/2025	3:30 pm – 6:15 pm	UCC C3
6.	From Social to Sustainability: the art and science of social enterprise	14/11/2025	3:30 pm – 6:15 pm	UCC C3

7.	Final Presentation and Evaluation Present the service learning content, the learning and suggested proposal to social enterprise	21/11/2025	3:30 pm – 6:15 pm	UCC C3
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1. Conceptualization and training lectures: 11 hours
2. Service-learning activities: 13 hours
(All students are required to participate in the activities, in order to get an opportunity to interact with the underprivileged groups and understand more about the social mission and challenges those social enterprises are facing.)
3. Project presentation and evaluation in classroom: 2.75 hours
4. Online sharing on Blackboard

Course Requirement & Assignment:

Students will be assessed according to the following

1. Attendance:
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.
2. Participation:
Students are expected to participate actively in class activities. They are expected to explore related information with initiatives and read recommended readings, as well as prepare for and participate in discussions.
3. Social Enterprise Workshop cum Presentation:
The class will be divided into small groups with no more than 5 students in 1 group, each group is required to give a short presentation in regards to the designated social enterprise or selected underprivileged group. The presentation is expected to provide an idea to enhance the well-being of this designated social enterprise or selected underprivileged group.
4. Personal Reflection Writing:
Each student will submit a reflection writing between 500-1000 words individually, the required reference is either at least 1 chapter among the recommended book list or an interview with a social enterprise founder/leader.

Course Assessment Scheme

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| 1. Participation | 20% |
| 2. Peer Review | 10% |
| 3. Group Presentation cum Discussion | 35%* |
| 4. Personal Reflection Journal | 35% |

*Social Enterprise Performance (15%) + Final presentation (15%)+course lecturer evaluation (10%).

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' opinion on the course.

Recommended Book Lists:

1. Dr Kan Chung Kan Clara, Dr Kee Chi Hing, MH, JP, Mr Lawrence Lui Wai-ching (2024), "Social Enterprise Marketing – Enhancing Effectiveness of Social Business", Fullness Social Enterprises Society
2. Dr. Kee Chi Hing, Dr. Clara Kan, Ms. Eva Wong (2018), "Applying Design Thinking to Create Social Impacts: A win-win for SE & CSR", (pp. 5-61). Fullness Social Enterprises Society
3. Dr. Kee Chi Hing, Dr. Clara Kan (2016), "Hong Kong: Frontier in Social Entrepreneurship", (pp. 4-59). Fullness Social Enterprises Society
4. Dr. Kee Chi Hing, Mr. Ted Kwan, Dr. Clara Kan (2016), "Comparing the Key Performance Indicators of the Social Enterprise Sectors Among Hong Kong, United Kingdom and Korea", (pp. 6-73). Fullness Social Enterprises Society

(Remarks: all can be downloaded from the link: <https://www.fses.hk/publication>)

Other Reference Readings:

1. Hong Kong Social Entrepreneurship Forum (2024). Business for Good – Building the New Normal with Stakeholders.
2. Hill S., Ionescu-Somers A, and Coduras A. (2024). Global Entrepreneurship Monitor: GEM 2023/24 global report 25 years and growing. Global Entrepreneurship Monitor
3. The British Council. (2020). The state of social enterprise in Hong Kong.
4. Hong Kong Social Entrepreneurship Forum, Ernst & Young, InnoFoco Limited & Social Innovation Exchange. (2020). Business for Good - Understanding the Motivations for Business to Create Shared Value.
5. Catherall, R., & Richardson, M. (2017). Social entrepreneurship in education: Empowering the next generation to address society's needs. The British Council.
6. Martin Lackéus. (2015). Entrepreneurship in education - What, why, when, how. Retrieved from https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf
7. Janus, K.K. (2015 June 15). Bringing social entrepreneurship into the classroom. Stanford Social Innovation Review.

8. Chan, Kam-Tong. (23 January 2015). Presentation: Development and outlook of social enterprises in Hong Kong: From an academic perspective.
9. Au, Kevin. (2014). Research study on social enterprise sector in Hong Kong.
10. Choi Young-Chool and Jang Ji-Hyun. (March 2014). Analysis of current conditions facing social enterprise in Korea: Policy issues regarding the sustainability development. *International Journal of Business and Social Research*, vol. 1, no. 3.
11. Lee, Chaephil. (2014). Strategy of Korea for vitalization of social enterprises. *Social Enterprise World Forum DVD*.
12. Santos, Filipe. (2012). A positive theory of social entrepreneurship. *Journal of Business Ethics*, vol. 111, 335–351.
13. Social Enterprise London. (2011). *Transition*. Tukey, John. (1962). The future of data analysis. *Annals of Mathematical Statistics*, vol. 33, no. 1. Yoo, Jungkyu. Corporate governance for social innovation. 2014 Social Enterprise World Forum DVD.
14. Brock, D.D., & Kim, M. (2011). Social entrepreneurship education resource handbook. SSRN Electronic Journal.
15. Social Enterprise Coalition. (2010). No more business as usual: A manifesto of social enterprise.
16. Bosma, Niels; Jones, Kent; Autio, Erkkö; and Levie, Jonathan. (2008). *Global Entrepreneurship Monitor: 2007 executive report*.
17. Kirkpatrick, Donald. (2005). *Transferring learning to behavior*. Barrett-Koehler Publishers.
18. Rogers, Everett. (1962, 2003). *Diffusion of innovations*. 5th ed. New York: Free Press.
19. DTI. (2002). *Social enterprise: A strategy for success*. Kang, Daesung. New model of social enterprise innovation and expansion. *Social Enterprise World Forum DVD*.
20. Drucker, Peter. (1990). *Managing the nonprofit organization*.
21. Miller, David, ed. (1985). *Popper selections*. Princeton University Press.
22. 趙立基 (2023) , 無名氏看世界：社會企業七講，香港新華書城出版有限公司出版。
23. 吳木欣及伍詠欣 (2023) , 《集合吧！香港青年踐行 社企新理想》，香港。紅出版。
24. 徐沛然 (2018) , 社企是門好生意？社會企業的批判與反思，台北。時報出版。

Useful Websites:

1. The Fullness Social Enterprises Society
<https://www.fses.hk/>
2. Social Enterprise Business Centre – Hong Kong Council of Social Service (HKCSS)
<https://socialenterprise.org.hk/>

3. The Hong Kong General Chamber of Social Enterprises (HKGCE)
<https://sechamber.hk/>
4. Home Affairs Department, HKSAR Government
<https://www.sehk.gov.hk/>
5. Social Innovation and Entrepreneurship Development Fund
<https://www.sie.gov.hk/>
6. Social Enterprise Summit
<https://www.ses.org.hk/>
7. **The Division for Sustainable Development Goals (DSDG) in the United Nations (UN)**
<https://sdgs.un.org/>
8. **Sustainability Development Matters, CUHK**
<https://sdmatters.cuhk.edu.hk/>

Facility for Posting Course Announcements

Details on assignments and feedback will be given through the *Blackboard Learn* in due course. Questions with regard to the course could also be posted on the discussion forum within the Blackboard Learn.

Academic Honesty and Plagiarism

Students must submit their written assignments via **VeriGuide** <http://veriguide1.cse.cuhk.edu.hk/portal/page/index.jsp> and attach a signed Academic Honesty Declaration Statement at the end of your Assignment.

Relevant information on academic honesty and plagiarism can be allocated via:
<http://www.cuhk.edu.hk/policy/academichonesty>

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](#).

Use of AI tools is allowed with explicit acknowledgement and proper citation

Students may use some AI tools in some learning activities and/or assessments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool/language model (ChatGPT):"

[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"

[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

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*.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.