Using technology to support a major university initiative:

A case study with Service-Learning
Agenda

- Service-Learning Aims & Intended Learning Outcomes
- Service-Learning Website
- Design Concepts for Teacher & Student eLearning Modules
- Implementation and Course Structure
Service-Learning Aims and Intended Learning Outcomes

Presented by Ms. Jessie Kar
(Office of Service Learning)

30 May 2013
Aims of Service-Learning

• To integrate academic study and meaningful community service

• To nurture and develop students with abilities / attributes that will prepare them to be responsible global citizens in the 21st century
Intended Learning Outcomes

Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service setting.

Work effectively in teams to solve problems encountered in planning and delivering the service.

Demonstrate empathy for people in need and a sense of civic responsibility.

Reflect on their role and responsibilities both as a professional in their chosen discipline and/or as a responsible citizen.
PolyU has a long-standing commitment to providing quality education and has pledged itself to promote the all-round development of its students.

Under the 4-year curriculum, Service-Learning becomes a compulsory part of the PolyU education.

It is estimated that around 2,800 4YUG students will have to take SL and around 70 SL subjects will be offered each year.
Web-based Tools for Full Implementation

- Service-Learning Official Website
  *(for information)*

- E-learning Short Course on Service-Learning
  *(for staff development)*

- E-learning Module on Service-Learning
  *(for students’ learning)*
Service-Learning Official Website for Information

- A Service-Learning official website has been established since 2011 to provide a platform to document and share the valuable resources of service-learning for PolyU staff, students and community partners.
E-learning Short Course on Service-Learning for Teachers

- A 3-hour+ web-based e-learning short course has been formally launched in September 2012 to provide staff development on Service-Learning for teachers who are interested in teaching and/or developing credit-bearing academic subjects on Service-Learning.
E-learning Module on Service-Learning for Students

- A 10-hour+ web-based e-learning module has been developed and has been formally launched in Semester 2 2012/13.
- It is designed for 4-year undergraduate students to introduce basic concepts and practices of Service-Learning in their credit-bearing Service-Learning subject.
Index Page
Site Structure
Content Page

Service-Learning Requirement

The Senate-approved overall curriculum framework for the 4-year undergraduate degree structure (December 2010) stipulates that all students qualifying for the degree from 2012/13 onwards must successfully complete one 3-credit subject designated to meet the Service-Learning Requirement.

Definition of Service-Learning at PolyU

In the context of subject development and approval for meeting the Service-Learning Requirement, PolyU adopts a broad definition of service-learning which entails both activities that directly serve people in need (e.g. tutoring children in poverty, building bridges for remote villages, health education for under-developed communities), and civic engagement activities that indirectly serve the community or an underprivileged group (e.g. field study on sustainable development, advocacy for social justice, etc.). Both local and offshore service activities can be included.
Workshop Details

Resources for Staff: Seminars & Workshops

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<thead>
<tr>
<th>Date</th>
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<td>19 Apr 2013</td>
<td>&quot;Service Learning – Teaching Chinese as a 2nd Language in Local Schools: Experience sharing by teacher and students&quot;, by David Yuen and Students</td>
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<td>8 Feb 2013</td>
<td>&quot;Assessing Student Reflection in Service-Learning Subjects&quot;, by Kevin Chan and Eddie Ng</td>
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<td>&quot;Developing Proposals for Service-Learning Subjects: An Alternative Model (Re-run)&quot;, by Stephen Chan, Grace Ngai and Josie Csete</td>
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Teacher Module

- Clear and simple interface design
- Graphics and colour for explanation

Some images and different colours to explain planning of a SL course for students
Teacher Module

- Page editing for displaying plenty of case studies and examples

Put the highlight photos and information of the case

Provide a link for reading a full version of the case

Button
- Divide different sections

Scrolling bar
- Display different cases within the section
Many interactive elements:

• stimulate students thinking & raise students interest for study.

Service Learning maintains a balance between meaningful learning goals and service outcomes. Service Learning occurs only when both learning and service components are of equal weight and importance, and both the service providers and recipients benefit from the activities. When the balance is lost, and more emphasis is placed on service, the activity becomes more like community service, and if more emphasis is placed on the learning, it becomes more like experiential education. In addition, learning and service components are purposely integrated together in the curriculum; otherwise, the service activity may interest students, but leaves the learning connections to be made by students themselves. Thus, Service Learning is particular about how to balance tangible service outcomes with meaningful learning outcomes.
Student Module

Many interactive elements:

• enhance the students’ involvement
• strengthen the students' impression of the content

Characteristics:
• Expressing his / her anger easily and being resistant to change
• Having negative expectations about the effectiveness of the group

Reasons:
• Being forced to join the group

Influences:
• Affecting the smoothness of a group’s working progress

Strategies to handle:
• Allow him / her to share feelings in group setting
• Get him into a duel with a more positive member
Student Module

Design various presentation styles in case studies to engage students’ attention

Use comic to Illustrate a case study
Student Module

- Different styles of case studies videos

Use photos and characters to talk about the story

Use pixel art

Use 3D cartoons
Implementation and Course Structure

Two Access Modes:

- **Progressive Access**
  - Ensure users go through all important theories / cases

- **“Free” Access**
  - Extend flexibilities for different teachers to use in different courses
Progressive Access

- Divides content into several parts by learning exercises / quizzes in each unit
- Can only open a new unit after users have completed preceding units
- A minimum passing grade can be required
- View progress in “My Course Progress”
Implementation and Course Structure

Click to do the assessment

Next unit appears
Implementation and Course Structure

Unit 2 - 1b :: Background of Service-Learning at PolyU
Click here to download the file if it does not open

Basic Concepts of Service-Learning

2.1 Background of Service-Learning at PolyU
The Hong Kong Polytechnic University has a long-standing commitment to providing quality education to the all-round development of its students. The Service Learning Programmes Office is one of the main initiatives aimed at achieving these goals and is the starting point for students to engage in real-world service and community development from an early stage. From the academic departments to the service-learning programmes office, the Faculty of Social Welfare and the Faculty of Business Administration, students are encouraged to serve the community and contribute to the social and economic development of Hong Kong.

Exercise 2.1
Click here to download the exercise if it does not open

Preview Test: [Unit 2 - Exercise 2.1] What is Service-Learning? What is Volunteering?

Question 1
A teaching method integrates meaningful service into the academic curriculum.
Service-Learning Volunteering

Question 2
Structured time is provided for thoughtful planning of student’s actions and guided reflection on the service experience and learning.
Service-Learning Volunteering

Question 3
It places strong emphasis on providing service that is primarily intended to benefit the recipient of the service activity.
Service-Learning Volunteering

Question 4
The service projects are intended to develop the habits and skills of volunteers.
Service-Learning Volunteering

Question 5
It aims to improve students’ understanding of the discipline while also developing their sense of civic responsibility and engagement.
Service-Learning Volunteering

Question 6
The programmes are beneficial to the students, the University as well as the community.
Service-Learning Volunteering

Question 7
The programmes are typically noted in formal courses.
Service-Learning Volunteering

Save and Submit
Click Save and Submit to save and submit. Click Save All Answers to save all answers.
Note: Unit 2 has been completed. You may access Unit 3 from the left menu or go back to My course Progress to start unit 3.
Implementation and Course Structure

My Course Progress

Note: You cannot open a new unit until you have completed preceding units.

Unit 1 - Introduction

Unit 2 - Basic Concepts of Service-Learning

Unit 3 - Myths and Positive Attitudes towards Service-Learning

Unit 4 - Benefits of Service-Learning

Unit 5 - Ethical Responsibilities and Social Issues

Unit 6 - Skills in Participating in a Service-Learning Project (Part 1)

Unit 7 - Skills in Participating in a Service-Learning Project (Part 2)

Unit 8 - Exemplary Service-Learning Projects in PolyU

Unit 9 - Exemplary Service-Learning Projects outside PolyU

Unit 10 - Conclusion
“Free” Access

• Totally open, free to access any part of content

• Use as Custom Content:
  – Use any part of content to integrate with teachers own teaching materials
Conclusion

As of May 2013

- 86 Teachers have accessed teacher module
- 7 Subjects have used student module
- 196 Students have accessed students module
- And information is regularly updated

- It takes a team of content experts, instructional designers, web designers & programmers to put together a coordinated suite of resources

- It is important to collect and act on user feedback.
Thank You
E-learning Short Course on Service-Learning for Teachers

Feedback from 20 teaching staff after trial

Do you think this e-learning short course can assist you to develop / hold a Service-Learning subject at PolyU?

- Yes: 19 responses
- No: 1 response
E-learning Short Course on Service-Learning for Teachers

- Feedback from 20 teaching staff after trial

Would you recommend this e-learning short course as a useful resource to your colleagues for studying Service-Learning?

Number of Response

<table>
<thead>
<tr>
<th>Yes</th>
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<td>20</td>
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E-learning Short Course on Service-Learning for Teachers

- Feedback from 20 teaching staff after trial

Overall Rating of Satisfaction

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<th>Category</th>
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<tr>
<td>Very Dissatisfied</td>
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<tr>
<td>Dissatisfied</td>
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</tr>
<tr>
<td>Neutral</td>
<td>2</td>
</tr>
<tr>
<td>Satisfied</td>
<td>16</td>
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<tr>
<td>Very Satisfied</td>
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E-learning Module on Service-Learning for Students

- Feedback from 10 students after trial

Average Rating of Satisfaction

- Overall Satisfaction: 1
- Attractiveness of Module Design: 1.2
- Practicability of Contents: 1.4
- Deepness of Contents: 1.4
- Level of difficulty: 1.3

Rating

(-2.5 = Very Dissatisfied, 2.5 = Very Satisfied)
E-learning Module on Service-Learning for Students

Feedback from 10 students after trial

Do you prefer taking this e-learning module or 10 hours of lecture?

- 9 students prefer the e-learning module
- 1 student prefers the 10-hour lecture

Key feedback:
- Flexible to manage time
- Coverage of a wide range of useful information
- Easy to check back the information
E-learning Module on Service-Learning for Students

Comparison of the Knowledge Scales in Pre- and Post-Evaluations

Students' understanding of Service-Learning has an obvious improvement.

Scores

Subject

Pre-test Post-test