CW Chu College
Guidance Notes on Service Learning
for GECW4022/ 4030

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I.   Introduction

1. PREAMBLE

Service learning (SL) is promoted by CUHK and will become a *requirement* for students entering in 2024 and thereafter, to be satisfied under the umbrella of College GE (CGE) within a framework specified by the University. The *Guidance Notes* here (2024 edition) incorporate enhancement based on the experience of the pilot offering in 2022–23 and 2023–24.

These *Notes*, issued jointly by the Service Committee and the GE Committee, focus on conceptual underpinning and overall arrangements; details on project timelines, application procedure and definitive rules applicable to each cycle will be announced at the time of formal registration.

2. OVERALL FRAMEWORK

2.1 University SL requirement

Students entering in 2024 or thereafter[1] will be subject to a University-level SL requirement to be satisfied in one of two ways:

- Option A: by taking an approved SL course carrying 1, 2 or 3 credit units. GECW4022 (3 units) is designed for this option, and at the same time also fulfils CGE requirements beyond GECW1010.
- Option B: by completing a 1-unit online course offered by Social Work (not part of CGE); then taking part in at least 13 hours of SL activities and engaging in some reflection (no credit units). SOWK2100 (1 unit) and GECW4030 (0 units) are designed for this route.

2.2 College GE requirement

College GE (CGE) requirement consists of 6 units, as follows,[2] plus SL requirements as specified by the University.

3 units	GECW1010 University & Society
3 units	GECW4021 College Project *or*
	GECW4022 College Project (Service)

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[1] Thus, for most students in the initial cohort to which this requirement applies, SL must be completed before summer 2027, with formal registration by September 2027.

[2] The course GECW4010 has been withdrawn starting from 2022–23, but students in the pipeline who have already taken this course will not have to take GECW4021 or GECW4022.

2.3 The two requirements together

Thus, after taking GECW1010 in Y1, students have two options to satisfy the two requirements (SL and CGE). Students must plan early which route to take.

Option		Units	SL	CGE
A	GECW4022 College Project (Service)[3]	3	Y	Y
B	GECW4021 College Project	3		Y
	SOWK2100 Service Learning Online Course (pre-requisite course for registering for GECW4030)	1	Y	
	GECW4030 Service	0		

II. Broad Principles

3. APPROACH

3.1 Student initiative

CWC believes in student initiative in service projects, for several reasons:

- Diversity. Students are different, and diversity should be celebrated.
- Capabilities and skills. Effective service should leverage upon unique capabilities and skills of different students.
- Autonomy. Student autonomy and the consequent enthusiasm are important; being 'forced' into prescribed projects can hardly be called 'service'.
- Learning outcome. The thinking process leading up to a service activity contributes to intended learning outcomes.

Therefore, the course design aims at maximum flexibility within a broad framework. The choice between a 'larger' SL project (Option A) and a 'smaller' one (Option B) is part of the flexibility afforded.

3.2 Core service projects

The College will work with students to develop a few core service projects that are sustainable from year to year, for better long-term impact and to reduce the need to continually source new projects. The annual summer camp organised by the Service Team, with some enhancements, could serve this role, and other core projects can be developed with the help of the Service Committee and other teachers contributing to SL.

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[3] Students can also take the online course as an additional elective.

4. SERVICE LEARNING (SL)

A theoretical discussion of SL can be found in Furco (1996).pdf

4.1 Two dimensions

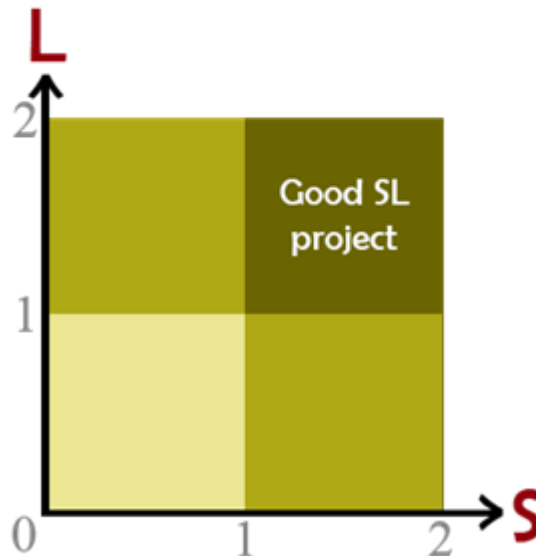SL must comprise two dimensions: service (*S*) and learning (*L*).

Figure 1

- Service means effort to address an issue or need on the part of somebody else, in a voluntary manner without compensation.
- Learning means the attainment of educational outcomes, in knowledge, skills or values.

A good SL project should demonstrate both a high level of service outcome *S*, and a high level of learning outcome *L* (Figure 1). Too often, the latter is forgotten or downplayed.

In principle, either component can be the principal driver.

- Learning comes first. 'I want to acquire certain knowledge, skills or values, and the best way to do so is hands-on engagement in a real-world situation.'; or
- Service comes first. 'I want to contribute to solving this problem, and in the course of that I expect to acquire certain knowledge, skills or values.'

Either attitude is acceptable (also hybrids); however, students should have the logic clear in their own minds. Nevertheless, learning activities with a service component that are designed to satisfy major requirements (e.g., professional requirements) would not qualify *for the present purpose*.

4.2 Intended and actual outcomes

The intended outcomes (*S* and *L*) should be *articulated* in the planning process, and the actual outcomes (*S* and *L*) should be *documented* during the project or upon its conclusion. Comparison of the latter against the former is key to project evaluation (by the team itself) and assessment (by the teachers). Reflecting on the difference between the intended and actual outcomes contributes to student learning.

The general intended learning outcomes for GECW4022/ 4030 are in **Appendix A**. There may be additions and modifications for your particular project. The assessment rubrics are in **Appendix B**.

5. SERVICE

5.1 What is service?

The service project can target needs faced by individuals, groups, organisations, or the environment, for example. The following three criteria are necessary, with some flexibility on the third.

- The needs are not adequately met by 'normal' providers.
- The service is provided on a voluntary basis, without compensation.
- There is direct hands-on contact with the service recipients/ beneficiary or problem, such that the project has an experiential dimension.

The above refers to the nature of the activity; separately, there will be requirements on the scale of the activity (e.g., in terms of service hours) to qualify under GECW4022/ 4030.

Some parties adopt a narrower definition: service to an underprivileged sector (or individuals) in society. No doubt many projects will be (and should be) of this type. However, our wider definition allows more scope for student initiative and creativity. Some examples are given below.

- Half a century ago, when the new library in Chung Chi was opened, a human chain of students passed the books from the old library to the new one, shelf-to-shelf and maintaining the sequence, without the need for sorting again.
  https://www.lib.cuhk.edu.hk/en/libraries/ccl/ccl50/gallery-human-chain-book-moving
- In 2020, a team in GECW4010 (the predecessor to GECW4022) built an app for pre-ordering food from the CWC canteen.[4]

In both cases, the service target was not 'underprivileged', but the needs would not have been addressed (as effectively and creatively) through conventional channels.

More examples (both real and hypothetical) are given in **Appendix C**. Not all examples are necessarily suitable for GECW4022/ 4030; rather, the list is meant to stimulate thinking.

5.2 Different levels of service

In assessing the level of service, one may look at a variety of factors. Does the service go beyond the contribution of labour ('a pair of hands')? Could the service be delivered by almost anybody (uniqueness)? Does it draw on your special skills/ abilities? Are there elements of creativity? Is the student involved in planning and leading, or only in helping?[5] Any project to be considered for GECW4022 should demonstrate an element of creativity/

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[4] The success or otherwise of the deployment is a separate matter.
[5] This distinction should be familiar to student organisations. For example, in the College O' Camp, or the College Service Team, there is usually an executive committee, who are joined by a (much) larger body of other students who help on the day(s) of the activity.

planning/ leadership, or else the project would be considered only for GECW4030.[6] What is the scale of the service, e.g., in terms of service hours and the number of beneficiaries? Are the service outcomes sustainable?

5.3 What is not accepted/ recommended

Service means deploying *your own* time, effort and resources to help solve a problem; it does not mean using other peoples' resources to solve a problem. Although it is hard to draw a line in the abstract, the following two types of activities (valuable as they may sometimes be) are not accepted/ recommended for GECW4022/ 4030.[7]

- Relying on external[8] resources, whether from or through the College/ University, to provide material benefits to service recipients. Such assistance can only be called service on the part of the funding source. This objection would not apply if funds were raised directly by the students themselves for this purpose, especially if done in a creative way, or if the material benefits are (a) modest and (b) an integral part of a meaningful project.[9] Also see Section 10 on budgets.
- Pressuring a third party to solve a problem. Ultimately it would be the third party, rather than you, who provides the service. Thus, advocacy in this sense is not recommended for GECW4022/ 4030. Exceptions could be made for objective studies that provide evidence-based argument, not hitherto available, for persuasion. However, a purely (or largely) intellectual exercise may lack the experiential dimension.

5.4 Service starts with the here and now

At the same time as the College promotes global vision and engagement, there is something to be said for starting one's commitment to service with the here and now, because of the stronger feeling of empathy and the more tangible sense of making a difference — and as the base upon which to scaffold service with a wider reach.

There is the English saying 'Charity begins at home.' This is also one way to read a famous passage in Mencius: 'Treat with the reverence due to age the elders in your own family, so that the elders in the families of others shall be similarly treated; treat with the kindness due to youth the young in your own family, so that the young in the families of others shall be similarly treated' 老吾老，以及人之老；幼吾幼，以及人之幼.[10] In counterpoint, one

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[6] For example, if medical students help a professor run a clinical trial, that alone could qualify for GECW4030 and thereby satisfy SL requirements. If they propose new ideas to, say, extend the trial to another group of patients needing treatment, in a way that has not occurred to others, the students would also be involved in planning and leading, and could qualify for GECW4022.

[7] The condition is stated with some flexibility, and in marginal cases, proposals can be put forward for scrutiny by the College.

[8] External to the team of students.

[9] One can think about token gifts to draw participants to an activity.

[10] Liang Hui Wang I, 7. " 《孟子・梁惠王上》 Translation by James Legge. Admittedly, the usual Confucian context is not so much to advocate charity at home (for a Confucian, that goes without saying); rather, it is an exhortation to then extend the spirit further afield.

would not wish to witness the odd spectacle of young people who do not help with chores at home, in school or in the neighbourhood, but are eager to join service trips to Timbuktu.[11]

5.5 SDGs

Everyday decisions and actions can impact the wider economy, society and the environment, and most SL projects can contribute towards the 17 Sustainable Development Goals (SDGs) of the UN. Articulation of such connections and adoption of sustainability thinking foster global citizenship and shared stewardship of worldwide challenges. To be specific, students are expected to

- in the Project Proposal articulate the connection or at least resonance with the SDGs; and
- in the final Project Report document the thinking about these connections.

6. LEARNING

6.1 What is learning in the context of SL?

Learning outcomes can be categorised in three domains:

- Knowledge about the subject domain (e.g., housing policy and the economy if the project serves the homeless), gained through first-hand contact and literature review.
- Skills necessary for the conduct of the service: planning; teamwork (including management of different working styles and even conflicts); record-keeping and proficient use of relevant tools and software platforms (e.g., for sharing data, scheduling, virtual meetings); budgeting and book-keeping; communication with agencies, service targets and supervisors; presentation; evaluation; report-writing.
- Values including empathy, social responsibility, sense of justice and concern about a wider community, and consciousness about sustainability.

6.2 Experiential learning

In a service project (in contrast to say a course in mathematics or philosophy), experiential learning is often more effective, more powerful, and more enduring. However, the result will be much better imprinted if team members are *conscious* of the learning dimension as the project progresses, and are constantly *reflective* of what is being learnt. Here is one reference about reflective learning: https://effectiviology.com/reflective-learning/

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[11] 'Mrs Jellyby is a philanthropist and is obsessed with a project she has developed to build links to the coffee trade with a remote region in Africa. Mrs Jellyby is so distracted by this project that she neglects her family … Mrs Jellyby represents both the frantic efforts of middle-class Victorians to contribute to social causes (even at the expense of their own homes and regardless of whether these causes really help the poor) …. Dickens uses Mrs Jellyby to suggest the idea that charity should begin at home.' From a summary of the character Mrs Jellyby in the novel *Bleak House* by C Dickens.
https://www.litcharts.com/lit/bleak-house/characters/mrs-jellyby

III. Approach to SL Course(s)

7. DESIGNING/ CHOOSING A PROJECT

Although the formal requirement can be satisfied as late as Term 1 of the final year, students should plan early, by first learning about the options available and then allowing ideas about possible projects to germinate.

7.1 Two options and the decision point

The University-level SL requirement (for cohorts entering in 2024 or thereafter) can be satisfied in one of two ways, as described in Section 2. Attention is drawn to the following.

- Option B allows a 'lighter' route for SL: students need not be (prominently) engaged in project planning and can focus on implementation.
- Inevitably, some proposals put forward for GECW4022 will be judged[12] as not meeting its higher expectations and have to be channelled to GECW4030.
- However, GECW4030 within Option B (with no credit units) will not satisfy the CGE requirement of CWC. Students must additionally complete GECW4021 with a College project of the non-service type. Therefore, students must plan and consult early, *not later than Y2*, to allow time for GECW4021 in Y3 (and the following summer) if necessary. This alert does not apply until the cohort that enters in 2024.
- Groups of students may put in parallel proposals: for members of an Executive Committee of a project (possibly including some coordinators of specific sub-sectors) to aim for GECW4022 and for the helpers[13] to aim for GECW4030. For instance, the organisers of the Service Team summer project could put forward the project to satisfy Option A (GECW4022) (in advance for the College's approval in the beginning of Term 2 preceding that summer, in accordance with specified course schedule and process); whilst the helpers merely participating in the summer project (~three whole days) would gain enough service hours to satisfy Option B. The College is aware of the potential for conflicts; however, given the long-established tradition for such a two-tier division,[14] it is hoped that difficulties can be managed amicably and with maturity.[15] Justification for the award of *academic* credit units in GECW4022 must rest on the *intellectual* element and also the scale of the service contribution.

The recommended process can be found in the flowchart after Section 13. Any need for exceptional arrangements due to special circumstances should be brought up *as early as possible*. The College will try its best to accommodate, emphasising coherence with the *spirit* of the SL requirement as well as general educational principles.

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[12] In either the initial proposal stage or the full proposal stage.

[13] Who are involved only on the days of actual service delivery.

[14] This two-tier structure is adopted by student organisations for the O' Camp, for the Service Team and for running the CWC Festival.

[15] Students may wish to know that teachers often have to navigate similar waters: as to whether everyone involved in a research project is listed as co-authors, or whether some are only recognised in the acknowledgement.

7.2 Designing your own project

Students are encouraged to brainstorm and then design their own service projects, based on their own interest and passion. The process may encounter more unexpected challenges and take more rounds of iteration to firm up.[16] Nevertheless, the process would also be very educational.

Even if you decide to design your own project, it is advisable to make reference to past projects and the list of available projects for the current cycle.

7.3 Reference to list of available projects

Appendix D (to be updated in each cycle) shows a list of projects that are available, in the sense that they are, to varying degrees, 'ready-made' for you: projects led by or known to teachers, projects involving NGOs with which partnerships have been established (formally or informally), continuations of projects in previous cycles, ideas developed by the Service Team. The College also intends to organise an annual Service Learning Fest, probably in November, in which the current cycle of SL projects will be exhibited through posters.

However, students are encouraged to adapt and enhance these suggested projects.

7.4 Service related to major subject

Because the use of students' own expertise would be positive, projects related to the major subject are not only allowed, but encouraged — provided the activities are not already a part of the requirement in the major subject or for accreditation by the relevant professional body. Thus, the stipulation on drawing team members from different disciplines applies to GECW4021 but not to GECW4022/ 4030.

Students (especially but not limited to say Medicine, Nursing, Public Health, Environmental Science and Social Work) who wish to pursue such a service project should (a) look to their major departments for opportunities and guidance, (b) on their own seek a supervisor in the relevant profession, and (c) alert the College at an early stage so that liaison can be established. However, such projects would not be accepted for GECW4022 if they also earn credit units in the major programme, but could possibly be registered under GECW4030 to satisfy SL requirements.

7.5 Opportunities for students in the Faculty of Medicine

Some students in the Faculty of Medicine (through student bodies typically involving both medical schools, and with the tradition passed on from year to year) plan and implement medically related service projects, typically in the summer after Y1. These activities can be rolled into GECW4022 or GECW4030 given sufficient advance planning. Senior students in the Faculty of Medicine should be consulted for the opportunities.

7.6 Non-local students

Non-local students[17] may face difficulties because of an inevitably weaker connection to the local community and a possible language barrier. Non-local students are encouraged to

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[16] The process is also likely to involve more work on the part of teachers and College staff.
[17] Also a small number of local students belonging to ethnic minorities.

develop their own service projects, or to join local students in teams.[18] In that case, non-local students do not need separate administrative treatment. They may also think about service projects in their own native communities, provided adequate connections and supervision can be arranged. As a final option, the University through ELTU has organised ELTU2008 *Service Learning: The Spirit of Hong Kong* (3 units, taught in English) for this purpose, and CWC will recognise that effort as satisfying the relevant requirement. Details may be found in **Appendix E**.

7.7 Special Education Needs

Students with special education needs (SEN) who are unable to join SL in the usual way should alert the College early. Arrangements will be made through a centrally organised University scheme. Of course, SEN students, especially those with only a mild handicap, can contribute uniquely to projects addressing those same needs in the wider community.

8. TEAMS

Although individual projects are allowed, team projects are encouraged. Students will learn from one another and gain experience in teamwork. Therefore, one of the first steps should be informal discussion and brainstorming with potential teammates – given the circumstances of the College, this should be done in person, through relaxed face-to-face meetings. Such discussions take time to crystallise into a concrete plan. So students are encouraged to start these conversations early, perhaps in Y1, to be ready with at least an initial plan in the early months of Y2.

Team size should not exceed four students. Very large projects should be divided into discrete sub-projects, each to be handled by one team for the purpose of course logistics in GECW4022/ 4030.

Students need careful thinking before committing to a team project. Withdrawal after a formal proposal is submitted would be unfair to the remaining teammates. Once you have signed on as a member of a team, you have obligations to your team members. See **Appendix F** for the expectations as a member of a team.

9. PARTNER ORGANISATIONS

Some service projects involve a partner organisation, e.g., an NGO. Subject-specific projects offered by a CUHK academic unit (see Section 7.4) also fall under this category.

Students are advised to check the status of any partner organisation outside CUHK before committing to collaboration: track record as a service provider, governance, reputation. The College should be consulted early if there are any doubts at all. Tips on interaction with partner organisations are in **Appendix G-1**.

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[18] CWC is pleased that its Service Team had included non-local students, who, through that activity, had learnt much more about Hong Kong society.

There should be clarity about the role of each party, recorded in writing. Is the student project part of a larger umbrella project by the partner organisation? What is the division of labour and responsibility? What is the financial arrangement, and does the partner organisation charge a fee (also see Section 10 on budgets)? If the project involves vulnerable service recipients, is the partner organisation responsible for professional due diligence?[19] Is the partner organisation aware that students are from CW Chu College of CUHK and that the work is part of a course? Has the partner been informed about the contact in the College Office?

Partner organisations cannot be expected to document these arrangements in writing to the satisfaction of the College. Therefore, after reaching an understanding and having that proposed arrangement approved by the College, the students should write to the partner organisation, copied to the College, laying down courteously[20] what has been agreed and asking that corrections be pointed out. A sample is provided in **Appendix G-2** for reference.

In general, projects should not become burdens to the partner organisation; on the contrary, in a good project, students bring their talents to the partner organisation and benefit the partner as well. Responsible performance will redound to the credit of CUHK and CWC.

The College does not seek to regulate (or even needs to be informed) about service provided *as individuals* to outside organisations — indeed such is to be encouraged in the overall spirit of promoting SL. However, unless and until such service activities and the relationship with the partner organisation are approved by the College as described above, the involvement must be regarded as an initiative by the student(s) on an *individual basis*; any connection with the College or GECW4022/ 4030 should not be assumed or allowed to be erroneously portrayed. The logo of CUHK and/or CWC should not be displayed even in approved projects; however, plans are underway to develop a logo for CWC student service projects.

10.   BUDGET AND FINANCE

Many projects would not involve any expenditure; in that case, the Project Proposal can so state, and this Section can be ignored. However, if funding is sought form the College/ University or an external party, then the expectations are spelt out below.

10.1 Budget

The proposal must contain a budget of income and expenditure; the income side should indicate (a) the proposed funding source, (b) whether the funding has already been secured, and (c) a fall-back plan in case funding is not secured. Note that *approval of the project and/or the budget does not by itself imply that the College will provide the funding* — that will be a separate decision based on a separate application.

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[19] In general, the College will not approve a project that may impact the vulnerable, unless it is convinced that adequate supervision is provided. For example, a perfectly well-intentioned effort to counsel the mentally disturbed could backfire.

[20] In other words, not in the tone of a legal-sounding agreement, but in a tone of thanking the external party for taking on certain responsibilities.

10.2 Funding application

For funding from or through the College, a separate application must be submitted; an interview may also be required. *Do not assume that funding will be provided.*

While the College will try its best to provide some support based on project needs (and the overall situation of College finances), the following will apply.

- Provision of material benefits to the service recipients will in general not be supported. However, a modest level of provision as an integral part of a service project can be considered. See Section 5.3.
- Any fees charged by an external organisation should be limited to direct costs incurred. Items judged to defray salary and rental costs will not be considered — the external organisation should be a *partner*, also engaged in service, and not running projects on a full cost recovery basis.[21]
- Normal travel costs within Hong Kong are not covered. Meals and refreshments are covered only within limits, and only if shared with service recipients as an integral part of the project.
- Extra costs for projects outside Hong Kong will need special approval, and are subject to availability of funds.

However, teams can try to raise their own funds beyond the boundaries here specified.

10.3 Accounts

Accounts should be kept, and receipts retained. Except for trivial sums, care should be exercised in comparing prices and a reasonable attempt is made to minimise costs.[22] Expenditure must conform to the approved budget. At the end of the project, the completed account statement, signed by all team members or the one member designated as the project treasurer, should be submitted to the College by the specified deadline.

10.4 Reimbursement

If (and only if) funding has been approved from or through the College, reimbursement of expenses will be made at the conclusion of the project, upon submission of accounts and receipts satisfactory to the College and to the Finance Office, showing that expenditure conforms to the approved budget.

Exceptionally, students who are unable to advance the cash flow may apply for early (partial) reimbursement, or direct payment to a third party against invoice. Such arrangements impose extra work on the College Office, and should be avoided if possible.

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[21] As an example in the opposite direction, when CWC hosts visiting student delegations from outside Hong Kong, we charge for hostel rooms and meals in the canteen, but do not charge for staff time in arrangements, or in giving talks.

[22] It should also be a learning outcome to develop the attitude of thrift and prudence in the use of public funds or funds provided by others — to a level over and above that for personal finances.

11.   THE PROCESS

11.1 Not just providing the service

The SL project consists of the following steps (all important in the eventual assessment), which may be conveniently organised into three blocks.

- Planning. Initial conceptualisation; initial proposal and discussion with (interim) supervisor assigned by the College; full proposal including literature review, work plan and schedule, budget and (if applicable) statement of collaboration with external organisation; optional funding application, which may involve a separate interview.
- Execution. Service delivery; retention of records; possibly keeping a learning journal throughout.
- Post-service wrap-up. Rendering of accounts; post-project reflection or evaluation[23] (which may in some cases require the determination of a pre-project baseline);[24] oral and poster presentation of the project; submission of project report; arrangements (if any) for sustainability.

The actual service delivery is only one step out of three.

The College will try to provide briefing and advisory workshops, and/ or point students to relevant resources, including the present *Notes*. The Department of Social Work (SWK) will be offering a 1-unit online course called SOWK2100 *Service Learning Online Course*. This course will focus on the planning and theoretical foundation of SL.

11.2 Service hours

A minimum of 13 service hours (actual contact) is required for both GECW4022 and GECW4030. The former will, of course, have higher expectations in planning, leadership, creativity, as well as post-service reflection and formal reporting.

11.3 Key points in planning

The online course SOWK2100 frames the planning, execution and evaluation of the service project in the language of Design Thinking, which has become a faddish term in some quarters. Here we emphasise two elements most relevant to the present context.

- Find out about the needs of the intended service recipients and try to think from their perspective ('empathise'). Do not make subjective assumptions about needs and feasibility. If possible, carry out a brief site visit before plans are finalised.
- You may not get it right the first time; ideally some iterations with small-scale pilots would be useful ('prototype', 'test'). However, the limitations of the service project may not allow serious iterations. At the very least, try to make provisions for altering course slightly as the project proceeds, and expect surprises.

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[23] Reflection and evaluation should be not merely retrospective, but also prospective — thinking of lessons for the future.

[24] In other words, if the claimed service outcome is that the beneficiaries have improved in a certain domain, then the improvement must be compared to the situation *before* the project — and that has to be ascertained.

12.   L<small>EARNING</small> O<small>UTCOMES</small>, D<small>ELIVERABLES AND</small> A<small>SSESSMENT</small>

12.1 Intended learning outcomes

The intended learning outcomes are tabulated in **Appendix A**, for convenient use by students as a checklist in planning. Students should include a suitably modified copy of this list[25] in their Project Proposal, and on it state, *in the context of their specific project*, how each learning outcome is to be achieved and how it is to be evaluated.

12.2 Deliverables

Project Proposal
The Proposal should present the background, the plan (with timelines and budget), any external partners and the expected project outcomes. Iterations may be necessary and the project should not commence until the Proposal is approved.

Progress Report
A brief Progress Report is expected during the summer, typically end of July, to ensure that the project is on track.

Oral Presentation
Each team will make an oral presentation (45 minutes) in Term 1. Students should also participate in the audience for the other presentations in the same half-day.

Poster Session
A Service Learning Fest will be organised during Term 1 (most likely November). Each team is expected to present a poster on their own project and to view the other posters.

Project Report
A written Project Report should be submitted at the end of the term.

12.3 Assessment

Since GECW4022 is a regular GE course, carrying academic units, formal assessment is necessary, leading to a letter grade. The overall expectations should be apparent from the foregoing sections, and are tabulated in **Appendix B**, for easy reference by students and as a scoring template for teachers.[26] A simpler set of rubrics is also provided for GECW4030, which will be graded on a P/F basis.

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[25] Which need not contain every item in Appendix A.
[26] Depending on the nature of the project, not every item in Appendix B is applicable.

IV. Implementation and Logistics

13. INITIAL IMPLEMENTATION PLAN

The implementation plan will evolve as the College and its students gain experience in SL. There will also be a transition in 2024 — until then SL is only an alternative within CGE and not a requirement under University policy. The flowchart on the next page summarises the recommended process adopted since 2023–24.

A possible flowchart

The year of attendance shown in blue in the first column is the recommended pattern.

Y1	Sep	Initial briefing as part of Extended Orientation and also in GECW1010	
Y2	Sep/Oct	Briefing on service opportunities and CUHK SL requirement Open to Y1, Y2, Y3 Encourage to attend in Y1 or Y2, must attend latest by Y3	
Y1/Y2	Nov	Service Learning Fest (SL Fest) with exhibition of current projects Encourage to attend in Y1 or Y2, must attend latest by Y3	
Y2	Jan	Submit initial proposal Encourage to complete in Y2; latest must complete in Y3	
Y2	Feb	College to vet initial proposal Outcomes: return to iterate, or channel to one of the two Options below. Only Option A is allowed for those in Y3	
		Option A	**Option B**
		Students in Y1, Y2, Y3	Students in Y1 or Y2
Y2	Mar	Formal project proposal (Different templates for Option A and Option B)	
Y2/Y3	Jun–Aug	Carry out project	
Y3	Aug	Formally register for GECW4022[27]	Formally register for GECW4030
Y3	Oct/Nov	Oral Presentation[28]	
Y3	Nov	Poster Presentation in SL Fest	Poster Presentation in SL Fest
Y3	Dec	Project report (substantial)[29]	Reflection (brief)
Y3	Feb/Mar		Start GECW4021 in next cycle
Y3/Y4	Jun–Aug		Carry out project
Y4	Sep–Dec		Formally register for GECW4021
		Satisfying requirements	
	College	GECW4022	GECW4021
	SL		SOWK2100 + GECW4030

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[27] For those definitely going for Option A, this part can be pushed to one year later, if strictly necessary.

[28] The College will try to combine the presentation sessions with GECW4021, to benchmark the assessment between the two courses.

[29] Those who find it difficult to complete by December can alternately register for GECW4022 in Term 2. However, this route is not recommended, because of (a) more administrative work on the part of the College, and (b) not having an adequate audience for the presentation. Such applications must be submitted to the College for consideration well in advance, will be assessed on a case-by-case basis, and will only be approved subject to strong and valid grounds.

Intended Learning Outcomes

In line with the Vision Statement of the College to be 'involved', students will be encouraged to participate in social and community services that reflect their interests and engage their passions; they may also make use of their own skills and aptitudes in the service of others. Through such service opportunities, students will learn and grow, and develop responsibility and leadership. The course is also meant to satisfy University requirements on Service Learning.

The intended learning outcomes are as follows.

(1) An appreciation of some of the wider issues in society (either local, regional, national or global), and an interest and ability to engage with these issues in a mature and scholarly manner (V, K)

(2) A rudimentary ability to plan, organise and evaluate service projects, and through that experience the ability to engage with broader issues not related to the major subject, and basic knowledge of research methodology (S, K)

(3) The willingness and ability to work in a team with members drawn from different backgrounds (V, S)

(4) An appreciation of plural values and conflicting choices in society, and a recognition that all choices involve consequences; an appreciation of the value of personal contributions to issue in society (V)

(5) The ability to collect and analyse data, to reflect on service experience, to synthesise ideas and to present arguments in both oral and written forms, at a level appropriate to a university graduate (S)

K = knowledge; S = skill; V = value

Assessment Rubrics for GECW4022

Items shown in blue may not be applicable to every project.

Planning		
	Initial proposal: Thoughtful choice of project, regard for benefit to service recipients, cognisance of learning dimension, feasibility, awareness of course expectations, timeliness	
	Full proposal: Consultation with interim supervisor, good specification of service and learning outcomes, clear and feasible timeline, literature review, awareness of how the project fits into the wider context, consideration of sustainability, creative approach, recognition of difficulties, liaison with partner organisations and proper documentation thereof, clear budget plan, well-justified funding application and fall-back plan in case funding not available	
	Attendance at relevant briefings and workshops	
Service delivery		
	Keeping supervisor and College office informed of progress, implementation according to planned timeline, agility in handling unexpected situations, good intra-team working relationship, good relationship with partner organisation, cost control, good documentation on process and financial accounts	
	Demonstrates self-reflection in the service delivery and the progress towards learning goals	
	Adequate service hours	
Post-service wrap-up		
	Collation of records, submission of accounts	
	Self-evaluation	
	Oral Presentation	
	Poster Presentation	
	Written report	
	Plans for sustainability	
Overall		
	Positive attitude towards the course and towards service	

Assessment Rubrics for GECW4030

This course will be graded P/F.

Planning		
	Completion of SOWK2100	
	Initial proposal: Adequate choice of project, regard for benefit to service recipients, cognisance of learning dimension, feasibility, awareness of course expectations, timeliness	
	Full proposal: Consultation with supervisor, specification of service and learning outcomes, feasible timeline, budget plan	
Service delivery		
	Keeping supervisor and College office informed of progress, documentation on process and financial accounts	
	Demonstrates self-reflection in the service delivery and the progress towards learning goals	
	Adequate service hours	
Post-service wrap-up		
	Collation of records, submission of accounts	
	Brief self-evaluation	
Overall		
	Positive attitude towards the course and towards service	

Examples of Service Projects

This Appendix lists examples of service projects, both real and hypothetical. Not all examples are necessarily suitable for GECW4022/ 4030; rather, the list deliberately stretches the boundaries, to stimulate thinking. More 'obvious' examples are left out.

Indeed, a good exercise for each prospective team is to debate the merits of (some of) these projects as SL, and whether they would meet the expectations of GECW4022/ 4030 as outlined in these *Notes* — and why. Evaluate both in terms of service, and in terms of learning. If you think some of these do not qualify, would the incorporation of additional elements make them acceptable?

These examples might also prompt students to think about factors (including external factors) that might impact the ultimate success.

Example 1

Half a century ago, when the new Library in Chung Chi was opened, a human chain of students passed the books from the old library to the new one, shelf-to-shelf and maintaining the sequence, without the need for sorting again.

https://www.lib.cuhk.edu.hk/en/libraries/ccl/ccl50/gallery-human-chain-book-moving

Would those who initiated and planned the activity (assuming they were students) qualify if they put forward this project for GECW4022? Would the helpers, i.e., the students forming the chain, likewise qualify?

Example 2

In 2019–20, a team in GECW4010 (the predecessor to GECW4022) built an app for pre-ordering food from the CWC canteen, for collection upon arrival say ten minutes later. The app was deployed and worked. However, (a) the 'marketing' was weak, so adoption was low; (b) there was a change of caterer; (c) external factors caused the closure of the canteen for an extended period; (d) the project expired after the students graduated. Both (b) and (c) were outside the students' control.

Example 3

In 2021–22, a team in GECW4010 (the predecessor to GECW4022) built an online system for students to buy and sell second-hand textbooks, initially limited to those for UGFH and UGFN. The system worked well, and about 20 transactions were recorded. However, (a) by the time the project was finished (Sep/Oct), the peak time had passed for students to acquire textbooks; (b) the project was left in limbo after the students graduated.

Example 4

A single student who became a devout Buddhist decided to serve a monastery by sweeping the grounds every week, for one year. The activity was tied to meditation and intellectual reflection about the purpose of life, possibly about a life of service.

Example 5

A group of nursing students spent ten weekends going to residential care homes for the aged and helping with health assessment.

Example 6

Prof Charles Kao, former Vice-Chancellor, invented optical fibers (which enabled the internet), and thereby *served* humanity in a profound way. Would similar research activities (though necessarily at a lower level) be acceptable in GECW4022? You can think about many projects in engineering that have an applicable dimension, and therefore by definition *serve* the users, e.g., development of text-to-speech technology. But how about developing text-to-speech technology to address the specific learning needs of visually impaired students in Hong Kong, after learning about those needs at first hand?

List of Available Projects for 2024

Service learning covers many domains. Students starting to think about possible projects may consider common social issues (for example, SDG and environment, poverty and social inequality, cultures and sub-cultures, healthcare, entrepreneurship and social enterprises — not an exhaustive list but only for *illustration*) in the process of narrowing down interests for further developing into a feasible proposal.

A list of service projects available for the next cycle (proposal in early 2024, implementation in summer 2024, formal registration in September 2024) will be presented later. In the meantime, purely for *illustration*, the projects in the current cycle (formal registration in September 2023) are shown below.

All interested students can contact the team representatives and also attend the SL Fest to learn more about these projects, with the prospect that some projects may be passed on and sustained from year to year.

Projects for 2023

Team [Representative]	Title	Project Description
1 [MA Hei Jun Lance]	Common Language	To organise musical performances for the mentally and/or physically handicapped and to connect them through music, in partnership with Tung Wah Group of Hospitals Jockey Club Rehabilitation Complex and The D. H. Chen Foundation
2 [TAM How Yee]	A Pawsitive Impact: Volunteering with Villa Kunterbunt Lantau	To raise awareness of animal welfare and pet ownership through volunteer activities and promotion at the NGO Villa Kunterbunt Lantau
3 [WU Hi Tung (Yana)]	Stay with, Spread awareness of and Send helping hands to Stray Animals	To raise awareness of stray animals through a series of volunteer activities and promotion at the NGO House of Joy and Mercy
4 [TANG Yan Tung Abbie]	Bringing Hong Kong's History to Life: A Hands-On Learning Experience	To introduce and to promote HK culture to students of an international school, and to non-local and incoming exchange students of CW Chu College
5 [CHENG Hon Ming (Thomas)]	Golden Years Gathering: Education, Bonding and Socialization	To provide direct services to the elderly at the NGO Aberdeen Kai-Fong Welfare Association Social Service Centre - Jockey Club Wong Chi Keung District Elderly Community Centre and raise the community's awareness of the knowledge gap and lack of support towards the elderly population

Team [Representative]	Title	Project Description
6 [FU Ka Yan (Yannis)]	Revitalising Hong Kong's Countryside: Preserving Kuk Po Villages for Future Generations	To assist the Countryside Research Team, School of Architecture, CUHK, on the promotion and education of Kuk Po's cultural heritage; to capture collective memories and folk wisdom of Kuk Po villagers based on different themes, and to explore methods for promoting awareness of conserving historical values and rural villages
7 [CHAN Lok Yan (Hannah)]	Rediscovering Hakka cultural heritage in Kuk Po Ng To through artefact excavation, documentation and storytelling in a rural setting	To assist the Countryside Research Team, School of Architecture, CUHK, to investigate and provide assistance to the conservation work in Kuk Po Ng To, and to record the findings and share with the community and the public
8 [YANG Yahui]	Xiang Restaurant: a mini program for online booking of limited dishes, real-time ordering, and commentary	To propose and implement a solution that improves canteen's communication, ordering methods and feedback collection in Wu Yee Sun College Student Canteen at CUHK
10 [LEUNG Lok Tung (Miko)]	'Chinese Cultural Month Workshop' for South Asians primary students – Improve Chinese language & learn Chinese Culture	To reduce South Asian students' language barriers in HK and provide knowledge on Chinese culture and values through workshops, in partnership with the NGO HKSKH Lady MacLehose Centre
11 [LAU Pui Yue (Natalie)]	Involved and Integration – Fused Cantonese Education for South Asian Children	To provide South Asian children in Hong Kong with support to integrate into our community, in partnership with the NGO Yuen Long Town Hall
12 [YUEN Pui Ho (Jason)]	Building Skills, Building Futures: Voluntary Services for Low-Income Families	To provide extra-curricular activities for students from low-income families that offer broader insights into university life and future development, in partnership with The Hong Kong Council of Social Service (HKCSS)
13 [LAM Oi Kwan (Jessie)]	Mental Health Project – Volunteering in Cancer Rehabilitation Centre for Patients under Palliative Care and Hospice Care	To organise activities for improving mental conditions and coping skills of patients under palliative care in HK, in partnership with The Hong Kong Anti-Cancer Society (HKACS)
14 [CHOI Hoi Tung Selina]	Mongolia Service Trip	To provide basic medical examinations and to raise health awareness in rural districts of Mongolia, as part of a public health project under the auspices of Doctor of Excellence

An Option for Non-Local Students

ELTU2008 *Service-learning: The Spirit of Hong Kong*

1. Most SL projects will understandably involve service targets in the local community, presenting possible difficulties for non-local students, especially international students. Accordingly, the University has arranged with ELTU to offer the 3-unit course ELTU2008 *Service-learning: The Spirit of Hong Kong*, conducted in English, which will satisfy the University SL requirement. The course will be available from 2023–24, with priority 'given to non-local students and those who do not speak Cantonese'. There should be significant demand only from 2024–25, for cohorts for which SL is mandatory.

2. In addition to introducing this alternate route to our students and helping them register, as appropriate, the College needs to develop policy in relation to equivalence/ exemption. The following has been endorsed by the GE Committee, the Service Committee, and the Assembly of Fellows for the 2024 intake onwards.

   (a) Non-local students[30] can still take GECW4022 or GECW4030, i.e., complete SL within the College framework; indeed this standard option has the advantage of integrating students from different origins.[31]

   (b) They may however take ELTU2008 if they prefer, but must inform the College well ahead of time, so that quota can be sought from ELTU.

   (c) Completion of ELTU2008 will be regarded as equivalent to GECW4022, provided the students still do a project presentation to a GECW4022 class (ungraded) and a poster presentation in the SL Fest.

   (d) Students opting for this route would complete only 3 units of College GE courses (i.e., GECW1010 *University and Society*, offered to and compulsory for CWC freshmen), rather than the standard 6 units. It is agreed that blanket exceptions be granted for the remaining 3 units. In other words, with the proviso as in (c) above, these students would be regarded, in all respects, as if they have taken GECW4022. The credits earned can be applied to count towards both CGE and SL requirements.

3. Details about ELTU2008 can be found at the following web page:
   https://eltu.cuhk.edu.hk/courses/eltu2008/

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[30] And exceptionally any local students who do not speak Cantonese. Note that CWC has in the past enrolled local students of Indian and Korean ethnicity, who have no or limited Chinese.

[31] For example, in 2023–24, there is one project that offers service to ethnic minorities, in a community centre that caters especially to Pakistani families. This project could have usefully included a Pakistani student from CWC.

Expectations on Individual Members of a Project Team

To conduct the Service-Learning (SL) projects for GECW4022 (and also GECW4030), students are expected to work with teams of their choice. It is imperative that students understand their responsibilities and the expectations as members of a team.

Commitment

By signing the team formation form, students commit to working on an SL project with their team members. This includes the responsibilities of working together on: searching for and liaising with partner organisations (if any), managing project logistics, and adhering to ethical principles and practices. Students should be aware that they would often be seen as representatives of the University and the College, and that their decisions and actions could have implications, positive or negative, for the community and for their personal development.

Teamwork

Teamwork is essential for the success of the project. Students should communicate effectively with their team members, project supervisor, and the person(s)-in-charge of the project in the partner organisation. Students should establish clear roles and responsibilities for all members to follow, and should resolve differences constructively and with mutual respect. Students are encouraged to keep a log of personal contributions throughout the project period.

Flexibility and reflective attitude

Students should be flexible and adaptable, willing to adjust their plans and strategies as needed to meet the evolving needs of the project and its partners. At the same time, students should document and reflect on the project's challenges and successes to inform future SL projects.

Skills Required

The following list shows some of the skills required for successful SL projects:

- Leadership
- Problem-solving
- Communication
- Collaboration
- Interpersonal skills
- Proper manner and attitude
- Social skills
- Time management
- Creative thinking

The SL project is an excellent opportunity for students to serve the community while also developing these valuable skills. Students should take their responsibilities seriously and work diligently to deliver a successful project.

Tips on Interaction with Partner Organisations

Research

Students should be prepared and should do research to identify potential partner organisations that align with the goals of the SL project. Look for organisations that have a track record of community service and social responsibility. Identify the appropriate contact person who can provide you with the necessary information and support. This could be a community engagement manager, a programme director, or a volunteer coordinator.

Initial contact

Clearly explain the purpose and goals of your SL project and how these align with the mission and objectives of the organisation. Highlight the potential benefits of the partnership, including the positive impact on the community and the opportunity for the organisation to engage with students and the University. After the initial contact, follow up with the organisation to ensure that they have all the necessary information and to address any questions or concerns they may have. Maintain regular communication throughout the project to ensure a successful partnership.

Collaboration

To ensure a successful SL project, students must avoid imposing any burden or extra workload on partner organisations. A good partnership enhances the experience for all parties, including students, service targets, and organisations. It is essential that students identify and utilise their specialised talents, knowledge, and skills to contribute towards the needs of the organisation and service targets. Throughout the project, students should seek feedback from the partner organisation to ensure that the project is meeting their needs and expectations.

Preparation

Before presenting any ideas or plans to the organisation, students should adequately prepare themselves, including a detailed project plan, timeline, scope and resources required. If time permits, students should seek advice from their project supervisor. Additionally, students should maintain a proper manner and attitude, showing respect and gratitude for the assistance and opportunities provided, and be open to feedback and suggestions from the organisation. By doing so, students can establish a positive relationship with the organisation and increase the chances of successful project outcomes.

Professionalism

Students should conduct themselves in a professional manner, showing respect and consideration for other team members, project partners, and community members. This includes being punctual, dressing appropriately, using appropriate language, and maintaining a positive attitude. Students should also establish clear timelines and deadlines for the project in collaboration with the partner organisation. This will ensure that everyone is on the same page and that the project stays on track.

Communication

To ensure effective communication throughout the project, it is important for students to establish a method for communicating emergencies or other critical information with the partner organisation. This could include exchanging phone numbers or email addresses that can be used to reach each other outside of regular communication channels. It is also important for students to politely obtain communication contact(s) from the partner organisation or person(s)-in-charge to ensure that they can be reached in case of any urgent matters. By establishing clear communication protocols, students and partner organisations can work together more efficiently and effectively to achieve their project goals.

Although many people now encourage informality, it is always better to err on the more formal side at least to start with. Thus, when interacting with those older and/ or more experienced than yourselves, address them as 'Mr Chan', 'Ms Lee' rather than just by their given names — until they say 'call me John' / 'call me Mary'. Likewise, in your written communications (including informal emails) sign with your full name, e.g., 'CHAN Tai Man Peter' rather than just 'Peter'. (This also applies when interacting with your teachers, who would need to correlate with records in CUSIS, for example.)

Roles and responsibilities

Students should work with the partner organisation to establish clear roles and responsibilities for all parties involved in the project, as well as consensus on items such as project promotion, participant recruitment, insurance. This will help ensure that everyone understands his/ her role and is able to contribute effectively.

Record-keeping

Students should keep detailed records of all project-related activities, including meetings, communications, and other interactions with the partner organisation. This will help ensure that the project stays on track and that any concerns can be addressed in a timely manner.

Confidentiality

If the project involves sensitive or confidential information, students should work with the partner organisation to establish appropriate confidentiality protocols. This could include signing a confidentiality agreement or establishing secure communication channels. Names and personal particulars of service targets are by default confidential; also such information should not be used outside the project unless explicit permission is given. Activity photos should not show the faces of the participants, unless explicit agreement is given.

Gratitude and acknowledgement

After the completion of the SL project, students should express their gratitude to the partner organisation and any other individuals or groups who have contributed to the project's success, for their time, support, and collaboration. This could include a formal letter of thanks and acknowledgment. By expressing thanks and acknowledgment, students can strengthen the relationship with the partner organisation and demonstrate their commitment to community service.

A Sample Letter to a Partner Organisation

Please let the College approve before issue. This sample is meant to illustrate a suitable tone, and additional elements of the arrangements (which may vary from case to case) should be added.

<Date>

Mr/Ms XXX
<Organisation>
<Address>

Dear Mr/Ms XXX

Thank you for meeting with us and offering us the valuable opportunity to engage in a service project with your organisation. We intend that the project should become part of a Service Learning course at CW Chu College of The Chinese University of Hong Kong (CUHK). This letter is meant to set down our understanding of the arrangements, and to report these arrangements to the College. Please let us know (copied to the College) if our understanding is incorrect or incomplete in any way.

Who are we?

We are students of CW Chu College in CUHK.

<Name, Year, Major, email, phone>

Project description and duration

<xxxx>

College contact

The service experience will become part of the Service Learning course GECW40xx, with formal registration in <month, year>. The College has asked us to convey its gratitude for the help offered. The contacts at the College are as follows.

- On administrative matters: Mr/Ms xxx, email, 3943 xxxx
- On supervision of the project: Prof xxx, email, 3943 xxxx
- On overall policy matters: Prof xxx, Chair, Service Committee, email, 3943 xxxx

Financial arrangements

The collaboration is voluntary on both sides, with no transfer of funds.

We also understand that we will not in any sense become employees of your organisation, and that this arrangement is not a contract for service.

We are keenly aware of our inexperience, and working with and learning from well-organised entities is part of the learning activities, in addition to the service itself. We treasure any advice you can give.

With gratitude and warm regards

Yours sincerely

<all your names & signatures>

Cc:
Mr/Ms XXX, CW Chu College