Part I

Programme Title: All Undergraduate Programmes
Course Title: Intercultural Sensitivity and Community Service Provision
Course Code: COC1005
Department: Education Policy and Leadership
Partnering Unit: Student Affairs Office with potential NGOs and schools
Credit Points: 3
Contact Hours: 39
   Lecture hours: 18
   Experiential-based activities: 42 (counted as 21 contact hours)

Number of participants: Between 25 and 35*
Pre-requisite(s): NA
Medium of Instruction: CMI/EMI
Level: N/A
Pilot Run: 2nd Semester of 2011/12

Remark: In response to the concern of the Work Group that this is a labor intensive course, the number of target participants is thus modified to make it manageable.

Part II

1. Synopsis:
   This course aims to prepare students for providing effective services for people from diverse cultural backgrounds in Hong Kong. They will engage both in theoretical understanding and placement activities in a range of local social and educational contexts. Students will be required to examine the rationale and policies and modes of social service provisions for ethnic minorities, new arrivals and cross-boundary students in Hong Kong in the light of the theories and concepts. Problems and shortfalls with the current educational setting will also be studied critically, with possible solutions being identified. The roles of the government, non-governmental organizations (NGOs), schools and other involved institutions will also be examined. Examples will be drawn from other societies, primarily from Asia, to provide a basis for critical analysis for the situation in Hong Kong.
A wide range of interactive activities such as group presentation, site-based observation and services will be employed to sharpen the students’ intercultural awareness and sensitivity and to develop their personal perspective on interculturalism, ethnicity and community service.

2. **Course Intended Learning Outcomes (CILOs)**

   Upon successful completion of this course, students should be able to:

   - **CILO1** Understand key definitions, concepts and theories of interculturalism and ethnicity, with special reference to the range of Hong Kong social contexts;
   - **CILO2** Critically examine the issues in promoting social integration in pluralistic societies in general and in Hong Kong in particular;
   - **CILO3** Appraise the effectiveness of the rationale, policies and modes of service delivery for diverse cultural groups provided by the Hong Kong government, NGOs and schools with reference to the key theories and concepts of interculturalism and ethnicity;
   - **CILO4** Try out an adapted framework and principles of service delivery in a selected field-based project;
   - **CILO5** Reflect on personal perspectives on different theories and personal beliefs in promoting social integration

3. **Content, CILOs and Teaching & Learning Activities**

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<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Understand key definitions, concepts and theories of ethnicity</td>
<td><strong>CILO1</strong></td>
<td>• Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references</td>
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<tr>
<td>Analyse demographic features and issues of ethnic minorities in Hong Kong</td>
<td><strong>CILO1, CILO2</strong></td>
<td>• Experiential learning exercises - role play and simulation games</td>
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<tr>
<td>Appraise the current policies, rationale, modes of social services for diverse cultural groups in Hong Kong</td>
<td><strong>CILO1, CILO2, CILO3</strong></td>
<td>• Invited individuals from diverse cultural backgrounds to share their experiences in Hong Kong</td>
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<tr>
<td>Try out an adapted intercultural sensitivity framework and principles of service delivery in a selected project</td>
<td><strong>CILO3, CILO4, CILO5</strong></td>
<td>• Videos clip analysis</td>
</tr>
<tr>
<td>Effectively evaluate and communicate personal observations and reflections on service provisions for diverse cultural groups in Hong Kong</td>
<td><strong>CILO4, CILO5</strong></td>
<td>• Group Project: based on a selected theory to analyse a case with reference to assigned readings; comment on the presentations; discuss their</td>
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</table>
views on chosen subject areas
- Placement exercise: conduct a fieldwork group project in trying out the identified effective strategies in serving the diverse needs of diverse cultural groups for not less than 20 hours
- Reflection and summary
- Independent learning – library and media search
- Reading lecture notes and key references

4. Assessment

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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<tbody>
<tr>
<td>a. Class discussion and participation:</td>
<td>20%</td>
<td>CILO1, 2, 3, 4, 5</td>
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<td>Students are expected to read the assigned readings before they attend the seminars and must participate actively in the discussion</td>
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<td>b. Group Project:</td>
<td>20%</td>
<td>CILO1, 2, 3, 4, 5</td>
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<td>A group of 4 students will construct a 20-minute presentation for one assigned reading and also prepare questions to stimulate class discussion</td>
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<tr>
<td>c. Placement:</td>
<td>60%</td>
<td>CILO1, 2, 3, 4, 5</td>
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<td>Every student will be required to commit not less than 20 hours social service placement in an approved social/educational setting (suitability interview may be applied to maximize the effect of placement services). After the placement, each student will be required to submit a 6-page reflective paper with reference to key concepts learned. Contents may include the following: records of field work of intercultural experiences, interactions with target groups, and reflections on personal perspectives on the issues in promoting social integration in Hong Kong. (<em>All students must complete the required placement hours or equivalent in order to pass the course</em>)</td>
<td>(30% will be contributed by placement performance)</td>
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5. **Role of Collaborative Units**

This co-curricular learning course is jointly delivered by the Department of Education Policy and Leadership and Student Affairs Office to create synergy between academic and student affairs for the best interest of students’ total learning experience. For the sake of resource distribution, the proportion of student engagement hours shared between both units is listed below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contact Hours</th>
<th>EPL Contribution</th>
<th>SAO Contribution</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>18</td>
<td>75% (15 hours)</td>
<td>25% (3 hours)</td>
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<tr>
<td>Experiential-based Activities</td>
<td>42 (counted as 21 contact hours)</td>
<td>67% (28 hours counted as 14 contact hours)</td>
<td>33% (14 hours counted as 7 contact hours)</td>
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</table>

*Remarks: Both units will work closely throughout the course period; the distribution is a general reference only.*

6. **Required Text(s)**

Nil

7. **Recommended Reading**


Loper, K. (2004). *Race and equality: a study of ethnic minorities in Hong Kong’s education system*, Hong Kong: Centre for Comparative and Public Law, Faculty of Law, The University of Hong Kong.


The Hong Kong Council of Social Service (HKCSS) (2005). *Social inclusion practice: fostering social integration of ethnic minorities*, Hong Kong: HKCSS.


8. Related Web Resources


International Social Services Hong Kong Branch
(http://cisani.org/iss.html)
Hong Kong Christian Service, Ethnic Minority Services
(http://www.hkcs.org/gcb/ems/ems.html).
Hong Kong Unison (http://www.unison.org.hk/).

9. Related Journals
   Asian Ethnicity. Taylor & Francis.
   The Pacific Review. Taylor & Francis.

10. Others
    Policy papers, documents, newspaper articles and video-clips on relevant issues.