Part I

Programme Title : All Undergraduate Programmes
Course Title : Developing Leadership through Service Learning
Course Code : COC1009
Department : Curriculum and Instruction
Partnering Unit : Student Affairs Office
Credit Points : 3
Contact Hours :
  Lecture: 9 contact hours
  Experienced-based Activities: 30-32 service hours
  Reflection and Group Discussions: 12 contact hours
  Group Presentation: 3 contact hours
  Total: 39 contact hours
Pre-requisite(s) : NA
Medium of Instruction: Cantonese
Level : 1

Part II

1. Synopsis:
This course provides a platform for integrating the knowledge of concepts and models of leadership development and community engagement through a service-learning process and involvement in experience-based educational activities. Students are expected to broaden their horizons on the understanding of leadership concepts such as leadership and organizational culture, leadership traits and styles, emotional intelligence, understanding and leading individuals, strategic leadership, distributed leadership etc. Besides, students have opportunities to gain hands-on experience and knowledge about leadership in local communities through organizing and participating service activities in responding to social issues, and coping with challenging community needs. Student’ leadership abilities and civic mindedness will be developed and cultivated as well. Service projects include those for the mentally and physically handicapped, marginal youth, senior citizens, deprived students, ethnic minority children and so on. In order to gain a rich and intensive learning experience in the course, a block mode and project-based learning approach will be adopted, that is, students will immerse themselves in an agency for a period and design,

1 Please refer to PDC paper on “Proposal for Co-curricular Learning courses in the new Undergraduate Curriculum”, p.6 footnote, “Calculations based on the formula: 2 hours out-of-classroom activities = 1 classroom contact hour”.

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develop, and implement a project to help the agency or NGO extend their service and meet the genuine needs of the community.

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

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

   - **CILO1** Demonstrate a basic understanding of conceptions of leadership
   - **CILO2** Develop personal leadership potential and skills through service learning activities and reflect critically on their own leadership development
   - **CILO3** Apply distributed leadership principles to assess community needs, develop plans and implement tasks that echo the goals and genuine needs of attached service agency and serve the needy people
   - **CILO4** Critically examine and reflect on leadership theories through hands-on experience

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

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part A: Pre-service-learning class sessions</strong></td>
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<tr>
<td>A1. Leadership Theories Review</td>
<td>CILO1, CILO4</td>
<td>Lecture</td>
<td>Week one</td>
</tr>
<tr>
<td>A2. Strategic Leadership and Distributed Leadership</td>
<td>CILO1, CILO4</td>
<td>Lecture, Case Studies, Service activities</td>
<td>Week two</td>
</tr>
<tr>
<td>A3. Knowing Yourself as A Leader and Leading People, topics such as Leadership traits and styles, Self-assessment approaches, Emotional intelligence, Creating and leading teams, etc.</td>
<td>CILO1, CILO2</td>
<td>Lecture, case studies, Service activities</td>
<td>Week three</td>
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<tr>
<td><strong>Part B: Intensive service-learning experience</strong></td>
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<tr>
<td>B1. Meeting the genuine needs of a community (Needs analysis)</td>
<td>CILO3</td>
<td>experiential learning in attachment period such as meetings with Service Agency Supervisor,</td>
<td>Block period 2</td>
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</table>

2 The arrangement of a block period is depended on the discussion with individual agency, it might be in the form of 5 hrs one day and total 6 days, 4 hours one day and total 8 days, etc. In order to provide students sufficient time to work on the design of a task or project, an interval might be arranged between two successive service days.
B2. Design a task or a project for a community

<table>
<thead>
<tr>
<th>Task</th>
<th>CILOs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO2, CILO3</td>
<td></td>
<td>Experiential learning in attachment period, for instance meetings with Service Agency Supervisor and SAO staff, group work, etc.</td>
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</tbody>
</table>

B3. Implement a task or a project

<table>
<thead>
<tr>
<th>Task</th>
<th>CILOs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO2, CILO3</td>
<td></td>
<td>Independent work</td>
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</tbody>
</table>

B4. Reflection on the design and implementation of the task or project

<table>
<thead>
<tr>
<th>Task</th>
<th>CILOs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO2, CILO3</td>
<td></td>
<td>Two reflection meetings for each group with Service Agency Supervisors, SAO Staff, and course instructor</td>
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</tbody>
</table>

B5. Reflection on the leadership theories and students’ leadership development

<table>
<thead>
<tr>
<th>Task</th>
<th>CILOs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO2, CILO4</td>
<td></td>
<td>Two group meetings for each group, with course instructors and SAO staff</td>
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Part C: Class Presentation

<table>
<thead>
<tr>
<th>Task</th>
<th>CILOs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CILO1, CILO2, CILO4</td>
<td></td>
<td>Group presentation, group discussion</td>
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4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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</thead>
<tbody>
<tr>
<td>(a) Learning Journal (individual work)</td>
<td>20%</td>
<td>CILO2</td>
</tr>
<tr>
<td>(b) Student Performance Evaluation Form (completed by service agency supervisor) (evaluation on group work)</td>
<td>20%</td>
<td>CILO2, 3, 4</td>
</tr>
<tr>
<td>(c) Participation in Reflection Meetings (evaluation on individual performance) Note: meetings will be conducted at campus or agency’s office, course lecturer will lead the discussion, students, SAO staff, and service agency supervisors will participate in the meetings.</td>
<td>20%</td>
<td>CILO2,3,4</td>
</tr>
<tr>
<td>(d) Group Presentation (evaluation on group work)</td>
<td>15%</td>
<td>CILO1, 2, 4</td>
</tr>
<tr>
<td>(e) Reflective Essay (not more than 1000 words) (individual work)</td>
<td>25%</td>
<td>CILO1, 2, 4</td>
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3 As the academic rigor is concerned, we would like to involve into the process of facilitating students to reflect, adjust the project design, consolidate learning experience during the block period etc., and provide prompt feedback to students’ questions and concerns.
5. Required Text(s)
Nil

6. Recommended Readings


### 7. Related Web Resources

National Service-Learning Clearinghouse  

Office of Service-Learning, Lingnan University  
[www.ln.edu.hk/osl](http://www.ln.edu.hk/osl)

HKIEd SAO Service-Learning Web  

全方位學習資料庫（Life-wide Learning Activity Data Bank）  
[http://cd1.edb.hkedcity.net/cd/lwl/activity](http://cd1.edb.hkedcity.net/cd/lwl/activity)  
此互動資料庫由香港教育局設立，目的是推動全方位學習，讓舉辦活動的機構能夠透過此平台提供有關消息。教育界人士、家長、學生可以利用資料庫的「搜尋功能」獲得社區最新有關服務學習的活動資料。

香港教育局服務學習網（Service Learning, Hong Kong Education Bureau）  
[http://cd1.edb.hkedcity.net/cd/mce/servicelearning](http://cd1.edb.hkedcity.net/cd/mce/servicelearning)

國立台灣大學服務學習網（Service Learning, National Taiwan University）  
[http://service.osa.ntu.edu.tw](http://service.osa.ntu.edu.tw)
8. Related Journals

*Michigan Journal of Community Service Learning*
*Journal of Higher Education Outreach and Engagement*
*Gateways: International Journal of Community Research and Engagement*
*Journal of Community Scholarship and Engagement*
*Florida Journal of Service-Learning in Teacher Education*
*Journal of Public Scholarship in Higher Education*

9. Other