Co-Curricular Learning (COC) / Co-curricular and Service Learning (CSL) Course Outline

Part I

Programme Title : All Undergraduate Programmes
Course Title : Intergenerational Learning through Service with the Elderly
Course Code : COC1004 / CSL1004
Department : International Education and Lifelong Learning
Partnering Unit : Student Affairs Office
Credit Points : 3
Contact Hours : Lecture: 6
                Experienced-based Activities: 54 (counted as 27 contact hours)
                Individual Consultation and Group Discussion: 2
                Group Presentation: 4
Pre-requisite(s) : NA
Medium of Instruction: Cantonese
Level : 1

Part II

1. Synopsis:

Service learning is regarded as a method whereby students learn and develop through active participation in thoughtfully organized service that is conducted in, and meets the needs of, communities. Service learning is integrated into this course with an aim to promote the sharing of skills, knowledge, or experience between old and young and result in intergenerational learning and interactions that are mutually beneficial. The benefits of intergenerational learning are well-known. While elders can mentor individuals from the younger generation, they can also learn from the younger generation. Intergenerational contact creates an opportunity for reciprocal learning, as well as improving the cognitive functioning and capability of older learners.

The understanding and promotion of intergenerational learning remains the focus and rationale of this course. To this end, students will first receive two lectures (6 contact hours) on concepts and pedagogies drawn from Educational Gerontology to acquire an understanding of elder learning, including the needs, motivations, learning styles and
preferences, as well as the barriers to participation as experienced by the elderly in late-life learning. The theoretical part is then followed by 54 contact hours of community service in NGOs such as elderly community centres, for students to engage in teaching and learning activities or courses that involve the participation of elders. Through the coordination of SAO and the NGO professional staff as Field Instructors, our students will be arranged to teach a small group of elders on a topic or subject that they have knowledge about and is needed by the elders in the community centre. Or students may provide a course and instruction for elderly tutors/instructors to acquire the needed teaching skills and methodologies as part of a train-the-trainer programme. Examples may include teaching the elders education-related courses including teaching skills, learning strategies; and other general courses on computer usage, basic English/Putonghua communication, health-promoting physical exercise, dancing, singing, pop and youth culture, etc.

To evaluate if intergenerational learning is achieved, our students will participate in a research component that is built in towards the end of the course to evaluate what they and the elderly have learned and gained from their interactions. The evaluative research will take the form of a questionnaire and interviews with elder learners, as well as an evaluation by the younger students themselves about the experience and outcomes of learning between generations.

2. Course Intended Learning Outcomes (CILOs)

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

- **CILO1** acquire a basic understanding of the concepts of service learning, educational gerontology, active ageing and late-life learning.
- **CILO2** work on an intergenerational learning project to develop courses/activities that meet the needs and interests of the elderly people in the attached service organization.
- **CILO3** acquire the knowledge, understanding and skills essential for intergenerational learning through the service provided and the consolidation of their first-hand service experience.
- **CILO4** write critically and reflectively on their own learning and efficacy of service provided with an aim to evaluate what they and the elders have gained from such interactions.
### 3. Content, CILOs and Teaching & Learning Activities

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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Experiential Education and Service Learning</td>
<td>CILO₁,₃</td>
<td>Lecture and Lecturer-led Discussions:</td>
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<td>- A 2-hour lecture to introduce the concepts of service learning and experiential education which aims at promoting student learning and development through active participation in thoughtfully organized service that is coordinated in, and meets the needs of, communities.</td>
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<td>Topics include:</td>
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<td>- Definition of service learning</td>
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<td></td>
<td></td>
<td>- Service learning as a kind of experiential education</td>
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<td></td>
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<td>- Service learning and community service</td>
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<td>- 4Rs in service learning</td>
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<tr>
<td>Educational Gerontology, Elder Learning and Pedagogy</td>
<td>CILO₁,₂</td>
<td>Lecture and Lecturer-led Discussions:</td>
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<td>- 4 hours of lecture (2x2) on concepts and pedagogies drawn from Educational Gerontology for students to acquire an understanding of elder learning, including the needs, motivations, learning styles and preferences, as well as barriers to participation as experienced by the elderly in late-life learning.</td>
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<td></td>
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<td>Topics include:</td>
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<td>- The ageing population</td>
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<td>- Active ageing, active learning</td>
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<td></td>
<td>- Concepts of elder learning</td>
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<td></td>
<td></td>
<td>- Needs for elder learning</td>
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<tr>
<td></td>
<td></td>
<td>- What is gerogogy?</td>
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<td></td>
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<td>- Andragogy vs gerogogy</td>
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<td></td>
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<td>- Older learners’ characteristics</td>
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<tr>
<td>Community Service and Experiences in Service Organization</td>
<td>CILO₃,₄</td>
<td>Service-Learning Experiences in Service Organizations; Meetings with Field Instructor (SAO Staff) and Service Organization Supervisor; Group/Individual Presentation:</td>
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<td>- Before doing the service, students will be given a briefing by SAO staff about the do’s</td>
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and don’ts, the requirements and expectations of their performance and learning from the community service to be provided.

- 54 contact hours of community service in NGOs such as elderly community centres, for students to engage in intergenerational learning activities or projects that involve the participation of elders.

- Students will be assigned to groups of 4-6 to work at a service organization on an intergenerational learning project or activity in consultation with the Centre Supervisor to meet the needs and interests of the elderly participants.

- Examples of projects may include teaching a small group of elders on a topic or subject that our students have knowledge about and is needed by the elders in the community centre. Or students may provide a course and instruction for elderly tutors/instructors to acquire the needed teaching skills and methodology as part of a train-the-trainer programme.

- Further examples may include teaching the elders education-related courses including teaching skills and strategies; and other general education courses on computer usage, ICT, basic English/Putonghua communication, health-promoting exercises, dancing, singing, pop and youth culture, etc.

- Towards the end of the course, students are required to give presentations on what they and the elderly have learned and gained from the experience and outcomes of intergenerational learning.

- At the end of the course, students are required to develop and present an individual Teaching Portfolio about the community service that they have provided for the elders and their own learning and development through interactions with the elderly. The emphasis is for them to reflect critically on their own learning, efficacy of service provided and what they and the elders have gained from such intergenerational interactions.
4. **Assessment**

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<td>(a) Individual Teaching Portfolio (not more than 1,000 words) that documents the learning activity/course they have provided for the elders, including the planning process, course outline, objectives and content, lesson plans, and most importantly, their reflections of the learning experience.</td>
<td>40%</td>
<td>CILO₁,₂,₃,₄</td>
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<td>(b) Student Performance Evaluation Form (completed by SAO Field Instructor and Service Organization Supervisor)</td>
<td>30%</td>
<td>CILO₂,₃,₄</td>
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<td>(c) Group/Individual Presentation and Discussion on learning from service and reflections of experience (with video/audio clips)</td>
<td>30%</td>
<td>CILO₃,₄</td>
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5. **Required Text(s)**

Nil

6. **Recommended Readings**


朱楠賢 et al. (2008) 高齡教育政策與實踐. 台北市：五南圖書出版股份有限公司.
7. **Recommended Journal Articles**


8. **Local Reports on Elderly Matters**


Census and Statistics Department of Hong Kong Special Administrative Region (2007). *Thematic Household Survey Report No. 30: Health Status of Hong Kong Residents; Doctor Consultation; Hospitalization; Dental Consultation; Provision of Medical Benefits by Employers/Companies and Coverage of Medical Insurance Purchased by Individuals; Health Status of Institutional Residents and their Utilization of Medical Services.* Hong Kong: Government Logistics Department.

9. Related Web Sites and Resources
The Elderly Commission of Hong Kong
http://www.elderlycommission.gov.hk
World Health Organization
http://www.who.int
HKIEd SAO Service-Learning Web
http://www.ied.edu.hk/sao/csp/
圓我大學夢 [videorecording] / 電視廣播有限公司新聞及資訊部公共事務科製作.

10. Related Journals
International Journal of Lifelong Education
Educational Gerontology
Gerontologist
Journal of Women and Aging
Gerontology and Geriatrics Education
老年教育(長者家園) (http://cjn.lib.hku.hk/)

Remarks: This course outline was further revised on 2 April, 17 April and 26 April 2012 with changes highlighted in red and yellow.