THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All undergraduate Programmes
Programme QF Level	: 5
Course Title	: Understanding Social Disadvantages Through Services
	體驗學習：認識弱勢社群
Course Code	: GEM1006
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: **9** hours (Classroom sessions)
	28-36 hours (Out-of-classroom service-based learning)
	6 hours (Reflection and group sharing sessions)
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This course provides community participation experience and enhances understanding about the provisions of disadvantaged studentsin Hong Kong. Through experiential learning activities and school visits, this course aims at cultivating students' civic awareness on the respective social

sector's challenges. Students will visit the school with missions on providing services to disadvantaged students. Students will be able to link up knowledge and practices through participating in small-scale projects. In broader perspective, this course hopes to widen students' horizon on educational aspects in Hong Kong and develop a mentality that is willing to take possible actions to address the educational problems and challenges.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ construct knowledge of the basic theories and practices of social services provisions in Hong Kong;

CILO2 develop analytical skills in analyzing the problems and challenges faced by theschools in Hong Kong;

CILO3 experience experiential learning through field visits and small-scale participation projects in local school setting;

CILO$_4$ develop a concerning and critical thinking attitude on educational issues in Hong Kong; and

CILO$_5$ cultivate a positive sense of community participation on matters of society-wide concern.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities	Remarks
Part A: Pre-service learning class sessions			
Introduction on socially disadvantages groups in Hong Kong local schools	CILO$_1$ CILO$_2$ CILO$_4$	Discussions / lectures / seminars/ training / tutorials / workshops, web and literature research;	Approximate 9 hours
Part B: Service-based learning			
Implementation and evaluation	CILO$_2$ CILO$_3$ CILO$_4$ CILO$_5$	Field-based learning and social services exposures through participation in small-scale social service projects;	approximate 28-36 hours
Part C: Reflection and Group Sharing			
Group presentation	CILO$_1$ CILO$_2$	Reporting, discussing	Approximate 6 hours

	CILO$_3$ CILO$_4$ CILO$_5$	and appraising on the experiences of participation in service activities in groups and share with classmates.	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Activity/Lesson Plan	20%	CILO$_1$ CILO$_2$ CILO$_3$ CILO$_4$ CILO$_5$
(b) Service Delivery Performance Evaluation	40%	CILO$_3$ CILO$_4$ CILO$_5$
(c) Group presentation	30%	CILO$_1$ CILO$_2$ CILO$_3$ CILO$_4$ CILO$_5$
(d) Attendance	10%	CILO$_4$

5. Required Text(s)
Nil

6. Recommended Readings

Butin, D.(2008). *Service-learning and social justice education: strengthening justice-oriented community based models of teaching and learning*. London: Routledge.

Census and Statistics Department, The Government of the Hong Kong Special Administrative Region. (2002) The Characteristics of Children from the Mainland Newly Admitted to Schools in Hong Kong.

Retrieved from https://www.statistics.gov.hk/pub/B70207FD2002XXXXB0100.pdf

Cervantes, W. D., & Hernández, D. J. (2011, March). Children in Immigrant Families: Ensuring Opportunity for Every Child in America. First Focus and Foundation for Child Development.

Retrieved from https://firstfocus.org/wp-content/uploads/2014/06/Children-in-Immigrant-Families-Ensuring-Opportunity-for-Every-Child-in-America.pdf

Chan, Kaili Z and Law, Cynthia MT. (2011) The Education of New Chinese Immigrant Children in Hong Kong: Challenges and Opportunities.*Support for Learning, 2011, Vol.26(2),* 49-55.

Chan, S., Mantak, Y., & Lau, P. (2003). The Effects of a Group Guidance Programme on the Self Esteem of Newly Arrived Children from the Chinese Mainland to Hong Kong. *Asia Pacific Journal of Education, 23(2),* 171-182.

Chiu, Stpehen WK and Wong Siu-lun. (2012).*Hong Kong Divided: Structures of Social Inequality in the Twentieth-First Century.* Hong Kong: Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong.

Hudson, J.(2008). *The short guide to social policy*. Bristol: Policy Press.

Lavalette, M. and Pratt, A.(2006).*Social policy: theories, concepts and issues*. London: SAGE.

McLeskey, J., Rosenberg, M. S., &Westling, D. L. (Eds.). (2010). *Inclusion: Effective practices for all students.* Upper Saddle, NJ: Pearson.

Nisbet, J. and Hagner, D. (Eds.) (2000). *Part of the community: Strategies for including everyone*. Baltimore, Md.: Paul Brookes Publishing.

Phillion, J. (2008). Multicultural and cross-cultural narrative inquiry into understanding immigrant students' educational experience in Hong Kong. Compare: *A Journal of Comparative and International Education,* 38(3), 281-293.

Rao, N., & Yuen, M. (2001). Accommodations for assimilation: Supporting newly arrived children from the Chinese mainland to Hong Kong. *Childhood Education*, 77(5), 313-318.

Suet-ling Pong, , Wing Kwong Tsang, (2010), The educational progress of Mainland Chinese immigrant students in Hong Kong, in Emily Hannum, Hyunjoon Park, Yuko Goto Butler (ed.) *Globalization, Changing Demographics, and Educational Challenges in East Asia (Research in the Sociology of Education, Volume 17)* Emerald Group Publishing Limited, pp.201 – 230

Retrieved from: https://www.emeraldinsight.com/doi/full/10.1108/S1479-3539%282010%290000017010

Yuen, Celeste Yuet-Mui. (2011). Towards Inclusion of Cross-Boundary Students from Mainland China in Educational Policies and Practices in Hong Kong. *Education, Citizenship and Social Justice*, 6(3), 251-264.

《本是同根生：新來港人士議題教材套》(2011)：香港，香港基督徒學會，香港天主教正義和平委員會，關注跨境兒童權益聯席。

李榮安, 袁月梅編(2003)：《新來港學童教育支援計劃總結報告》香港，香港教育學院。《以家為本新來港定居人士服務：工作經驗分享手冊》

秦安琪(2005)：香港，香港家庭福利會。秦安琪(2005)：《新來港人士的充權與成功移居研究報告》= An exploratory study on the empowerment of new arrivals and their successful immigration. 香港，香港家庭福利會。

《新到港學童的教育：策略與經驗, 教師資料冊》(2002) ：香港，新到港學童跨文化適應研究小組。

葉建源編(2001) ：《新來港學童的教與學》，香港，香港教育學院。

趙永佳、葉仲茵、李鏗（編）。(2016)《噪動青春: 香港新世代處境觀察》，香港：中華書局。

王卓祺, 鄧廣良, 魏雁濱編(2007)。《兩岸三地社會政策：理論與實務》。香港：中文大學出版社。

李健正、趙維生、梁麗清、陳錦華(編)(2004)：《新社會政策》。香港：中文大學出版社。

香港社會服務聯會(2010)：《社區發展服務 – 承傳、探索、蛻變》。香港：香港社會服務聯會。

7. Related Web Resources

Experiential learning in higher education: linking classroom and community
http://www.ntlf.com/html/lib/bib/95-7dig.htm

Education Bureau, HKSAR: linking education and support services for newly-arrived children

https://www.edb.gov.hk/en/student-parents/newly-arrived-children/overview/index.html

Education Bureau, HKSAR: linking special educational needs

https://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/special-educational-needs/index.html

Hong Kong Education City: linking inclusion pavilion

https://www.hkedcity.net/sen/

教育大同
https://www.ediversity.org/

社會福利署
http://www.swd.gov.hk/tc/index/index.html

香港青年協會青年研究中心
http://yrc.hkfyg.org.hk/chi/index.html

香港新移民服務協會
http://www.hknisa.org.hk/

香港社會服務聯會
http://hkcss.org.hk/

8. **Related Journals**

Childhood Education

Community Development Journal

The Journal of Experiential Education

The Hong Kong Journal of Social Work

9. **Academic Honesty**
The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (https://www.eduhk.hk/re/uploads/docs/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Others**
Nil

November 2023