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| **THE EDUCATION UNIVERSITY OF HONG KONG**Revised 10 May 2019**Course Outline****Part I**

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| **Programme Title** | **:** All Full-time Undergraduate Programmes |
| **Programme QF Level** | **:** 5 |
| **Course Title**  | **:** Intercultural Sensitivity and Social Innovation/ Intercultural Sensitivity and Community Service Provision |
| **Course Code** | **:** CSL1048/ GEM1016/ CSL1003 |
| **Department** | **:** Education Policy and Leadership |
| **Credit Points**  | **:** 3 |
| **Contact Hours** | **:** 39 |
|  | **:** Lectures: 9 hours |
|  | Visit, Sharing /Consultation and Group Presentation: 9 hours |
|  |  Service-Based Activities: 32 hours (counted as 21 contact hours) |
| **Pre-requisite(s)** | **:** Nil |
| **Medium of Instruction** | **:** EMI |
| **Course Level**  | **:** 1 |

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2. **E**thical **R**esponsibility; **&**
3. **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:

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| 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 aims to help students explore the possibilities of social innovative services for people from diverse cultural backgrounds in Hong Kong. Students will be provided with the theoretical basis of intercultural awareness and sensitivity, policies formulation and evaluation, and engagement opportunities in 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 groups like ethnic minorities, new arrivals and cross-boundary students in Hong Kong in the light of theories and concepts. Problems and shortfalls with the current social/educational settings will also be studied critically, with possible social innovative solutions, which concern social justice, being identified. The roles of the government, non-governmental organizations (NGOs), schools and other involved institutions will also be examined. 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 develop their perspective on interculturalism, ethnicity and community service. 1. **Course Intended Learning Outcomes** (CILOs)

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

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| CILO1 | Demonstrate an understanding of key definitions, concepts and theories of interculturalism,ethnicity, and social innovation 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 Hong Kong in particular.  |
| CILO3 | Appraise the effectiveness of the rationale, policies and modes of social services for diverse cultural groups provided by the Hong Kong government, NGOs and schools with reference to the key theories and concepts of interculturalism, ethnicity and social innovation. |
| CILO4 | Try out an adapted framework and principles of social service delivery in a selected field-based project. |
| CILO5 | Reflect on personal perspectives on different theories and personal beliefs in promoting social integration and social innovation. |

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

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| **Course Content**  | **CILOs**  | **Suggested Teaching & Learning Activities** |
| * Understand key definitions, concepts and theories of diversity and social innovation
 | CILO1 | * Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references
* Experiential learning exercises - role play and simulation games
* Invited individuals from diverse cultural backgrounds to share their experiences in Hong Kong
* Videos clip analysis
* Group project: Based on a selected theory to analyse a case with reference to assigned readings; comment on the presentations; and discuss views on chosen subject areas
* Experiential & service-based learning: Participate in a real life context (NGOs, etc.) and try out some effective strategies in serving the diverse cultural groups for not less than 32 service hours
* Reflection and summary
* Independent learning – library and media search
* Reading lecture notes and key references
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| * Analyse demographic features and issues of Chinese immigrants ethnic minorities in Hong Kong
 | CILO1,2  |
| * Understand the rationale and process of policies formulation for evaluating the effectiveness of the measures
 | CILO1,2,3 |
| * Appraise the current policies, rationale, modes of social services for diverse cultural groups in Hong Kong
 | CILO1,2,3  |
| * Try out an adapted intercultural sensitivity framework and principles of innovative service delivery in a selected project
 | CILO3,4,5 |
| * Evaluate and communicate personal observations and reflections on service provisions for diverse cultural groups in Hong Kong
 | CILO4, 5 |

1. **Assessment**

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| **Assessment Tasks**  | **Weighting (%)** | **CILOs** |
| **Class Discussion and Participation**Students are expected to read the assigned readings before they attend the seminars and must participate actively in the discussion. | 10 | CILO1-5 |
| **Placement**Every student will be required to commit not less than 32 hours experiential & service-based learning placement in an approved social/educational setting.The agency supervisors will record students’ attendance on a service attendance sheet and provide feedback to course lecturers. | 40 | CILO1-5 |
| **Group Presentation**A group of 4 - 6 students will construct a 20-minute presentation for presenting what they have learned from the implementation of the social innovation in the community and also preparing questions to stimulate class discussion. | 20 | CILO1-5 |
| **Reflective Journal**After the placement, each student will be required to submit a reflective paper with reference to key concepts learned. Content may include the followings: records of field work of intercultural experiences, interactions with target groups and reflections on personal perspectives on the issues in promoting social integration and social innovation in Hong Kong. (about 900 English words) | 30 | CILOs1,2,5 |

1. **Required Text(s)**

**Nil**1. **Recommended Readings**

Bawn, Y. (2008). *Hong Kong education system and its impacts on social integration and mobility of South East Asian ethnic minorities*. Hong Kong: Department of Applied Social Science, The Hong Kong Polytechnic University.Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-71). Yarmouth, ME: Intercultural Press.Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. New York: Oxford University Press.Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. New York: Oxford University Press.Census and Statistics Department. (2007). *Hong Kong 2006 population by-census thematic report – Ethnic minorities*. Hong Kong: HKSAR Government.Census and Statistics Department. (2009). *Thematic household survey report no. 39 – Racial acceptance*. Hong Kong: HKSAR Government.Cushner, K., & Brislin, R. (1996). *Intercultural interactions* (2nd ed.). London: SAGE Publications, Inc.Gao, F. (2012). Teacher identity, teaching vision, and Chinese language education for South Asian students in Hong Kong. *Teachers and Teaching: Theory and Practice*, *18*(1), 89-99.Hammer, M., Bennett, M., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*. *27*(4), 421-443.**Ku, H. B., Chan, K. W., & Sandhu, K. K. (2005). *A research report on the education of South Asian ethnic minority groups in Hong Kong.* Hong Kong:** Unison.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.Sautman, B. (2006). Hong Kong as a semi-ethnocracy: Race, migration and citizenship in a globalized region. In A.S. Ku and N. Pun (Eds.), *Remaking citizenship in Hong Kong* (pp. 103-124). London: Routledge.**Shum S. K., Gao F., Tsung, L., & Ki, W. W. (2013). South Asian students’ Chinese language learning in Hong Kong: Motivations and strategies. *Journal of Multilingual and Multicultural Development*, *32*(3), 285-297.****Tam, M., Ku, H. B., & Kong, T. (2005). *Rethinking and recasting citizenship: Social exclusion and marginality in Chinese societies*. Hong Kong:** Centre for Social Policy Studies, Department of Applied Social Sciences, Polytechnic University of Hong Kong.**Hong Kong Council of Social Service (HKCSS) (2005). *Social inclusion practice: Fostering social integration of ethnic minorities*. Hong Kong: HKCSS.**Yuen, Y. M. C. (2009). *The eighteen students.* Hong Kong: Current Literatures Press.Yuen, Y. M. C. (2012). Caught between two cultures: Everyday civic life of cross-boundary youth. *Journal of Youth Studies*, *15*(2), 75-81. Yuen, Y. M. C. (2014). School engagement and civic engagement as predictors for the future political participation of ethnic Chinese and South Asian adolescents in Hong Kong. *Migration and Ethnic Themes, 29*(3), 317-342. Yuen, Y. M. C. (2015). Gender difference in life satisfaction and spiritual health among the junior immigrant and local Hong Kong secondary students. *International Journal of Children’s Spirituality*, *20*(2), 155-157. doi: 10.1080/1364436X.2015.1061485Yuen, Y. M. C. (2015). Enhancing early childhood schooling of South Asian children in Hong Kong: Beliefs and perceptions of kindergarten teachers and principals. *Early Child Development and Care, 186*(3), 403-418. doi.10.1080/03004430.2015.1036420Yuen, Y. M. C., & Grossman, D. (2009). The intercultural sensitivity of student teachers in three cities. *Compare*. *39*(3), 349 - 365.袁月梅(2014)：少數族裔中文教育和「中文作為第二語言」的政策配合，輯於王惠芬和葉皓羚編《無酵餅：「中文為第二語言」教與學初探》，(頁 178-190)，香港，香港融樂會。**7. Related Web Resources**Christian Action, Integrated Service Centre for Ethnic Minority<http://www.christian-action.org.hk/cdp/index.html>Education Bureau, the HKSAR, Education services for non-Chinese speaking students <http://www.edb.gov.hk/index.aspx?nodeID=4211&langno=1>Ethnic Minorities Forum, Race Relations Unit, The HKSAR<http://www.cmab.gov.hk/rru/english/aboutus/aboutus_forum.html>Equal Opportunities Commission, Race Discrimination<http://www.eoc.org.hk/eoc/GraphicsFolder/showcontent.aspx?content=Race%20Discrimination%20Ordinance%20And%20I> Hong Kong Christian Service, Ethnic Minority Services http://www.hkcs.org/gcb/ems/ems.htmlHong Kong Unison <http://www.unison.org.hk/>International Social Services Hong Kong Branch<http://cisani.org/iss.html>1. **Related Journals**

*Asian Ethnicity*. Taylor & Francis.*Asian Survey*. University of California Press.*Education, Citizenship and Social Justice*. Sage.*Journal of Contemporary Asia.* Taylor & Francis.*Sociology Review*. Wiley-Blackwell.*The Pacific Review.* Taylor & Francis.1. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.1. **Others**

**Nil** |