**THE EDUCATION UNIVERSITY OF HONG KONG**

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| **Course Outline** |

**Part I**

**Programme Title :** All Undergraduate Programmes

**Programme QF Level :** 5

**Course Title :** Service Learning in International Schools

**Course Code :** CSL1051/GEM1041

**Department :** International Education

**Partnering Unit :** Nil

**Credit Points :** 3 cps

**Contact Hours :** Lectures: 6 hours

Service Activities: 36 hours

Briefing on Service: 3 hours

Group Sharing and Discussion: 3 hours

Group Presentations: 3 hours

**Pre-requisite(s) :** Nil

**Medium of Instruction :** EMI

**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 Undergraduate, Taught Postgraduate 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**

Service learning has become a key component of international school programmes. In this course, students will be introduced to the development and principles of service learning in education, its purposes and outcomes, and the characteristics of service learning programmes in the context of international schools. Particular emphasis is placed on how the International Baccalaureate (IB) understands and enacts service learning throughout the IB continuum. Students will consider criteria and evidence for the effectiveness of service learning through different conceptual frames. For example, students will consider the ways in which service learning impacts individual development, personal and social identity, the development of civic awareness and practice, intercultural understanding, and power relationships in society.

Students will attend two lectures (six contact hours) and a three hour briefing session, covering the purposes of service learning in the context of international schools with a particular focus on the implementation of Service Learning in the Primary Years Programme (PYP) and Middle Years Programme (MYP) of the IB, and its relationship to constructivist pedagogy. Service learning in other IB programmes will be briefly considered. Following the lectures, students will gain experience in designing and implementing service learning through collaboration with an international school. Students will develop a proposal for their service learning, based on what they have learned from the literature as well as the needs and context of their particular school of choice. After the proposal has been approved by the school supervisor, the students will engage in their service learning experience, thereby guided by their school-based supervisor as well as course lecturer. The students will engage in ongoing reflection on the appropriateness and effectiveness of the service activities. They will make judgements during the service learning experience, respond to comments and advice from their supervisor and course lecturer and seek to solve problems identified through their reflection.

Students are assessed based on their direct engagement in the service learning activities, as well as through reflective activities, including the development of an individual service learning portfolio and a group presentation, in which they will describe and critically analyse the purposes, structure, implementation, effectiveness, and impact of their service learning experiences. Through engagement with the course literature, it is expected that students will also reflect on their learning about the purposes and nature of service learning, and the issues and problems associated with its implementation in international schools.  
   
**2. Course Intended Learning Outcomes (CILOs)**

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

CILO1 acquire an understanding of the purposes of service learning in the context of international education, with a focus on the IB programmes.

CILO2 identify and critically analyse theoretical and practical issues in implementing service learning in international schools.

CILO3 design and implement service learning in the context of and in collaboration with an international school.

CILO4 critically reflect on their own learning and evaluate the effectiveness and impact of the service learning they have designed and implemented.

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

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| **Course Content** | **CILOs** | **Teaching & Learning Activities** |
| **The purposes, characteristics and outcomes of service learning in international schools**  This section introduces students to the (stated and implicit) purposes and characteristics of service learning in the context of international schools. Different ways of conceptualising service learning and its (intended and unintended) consequences are considered.  Key questions:  1. What are the purposes of service learning from different conceptual perspectives?  2. For whom should service learning be impactful?  3. What constitutes effective service learning, and what is ‘best practice’ for its development and implementation?  4. How should service learning be assessed, and what is the evidence that service learning is effective?  5. What kinds of ethical and practical issues arise in the context of service learning? | CILO1,2 | Lecture and lecturer-led activities  Group activities  Analysis of case studies |
| **Service learning in the IB**  This section introduces students to the enactment of service learning in the IB, through the curriculum as a form of ‘action,’ and through specific components of the programmes such as the PYP exhibition and the MYP community project. Students consider the benefits and pitfalls of service learning programmes in the context of the IB.  Key questions:   1. How is service learning conceptualised and enacted in the IB? 2. How does service learning relate to the principles and practices of the IB? 3. What are the philosophical and practical challenges of implementing service learning in the IB, and how do schools address them? | CILO1,2 | Lecture and lecturer-led activities  Group activities  Analysis of case studies |
| **Designing and implementing service learning in an international school**  With the guidance of lecturers and school representatives, students work in groups to design and implement an appropriate service learning in an international school.  The service learning offer in international schools is diverse and can happen within the school community as well as elsewhere. Some examples of service learning activities are: community literacy projects, care for the elderly, environmental protection projects in collaboration with NGO’s, sports training, etc.  Examples of potential service learning experiences are:   * In collaboration with and guided by in-service teachers and the course lecturer, (co-)designing and (co-)implementing service learning activities * In collaboration with and guided by in-service teachers and the course lecturer, critically analysing and revising service learning activities, thereby applying their understanding of the impact of service learning.   The lecturer provides ongoing support to the students and liaises with the school (and the school supervisor) when questions, concerns or unforeseen matters arise (e.g. safety, planning, behaviour, etc…), including setting up appropriate arrangements in the case of unforeseen school closures.  Students keep a reflective individual service portfolio throughout the process and are required to present their portfolio as part of the assessment for this course.  Key questions:   1. What are the practical considerations in implementing service learning? 2. What ‘service’ and what ‘learning’ have taken place, and what is the evidence for this? 3. What has the impact of the service learning been, and for whom? 4. What were the personal challenges you experienced in designing and implementing the service learning? | CILO3,4 | Briefing on planning a Service Learning programme, school requirements, etc. |

**4. Assessment**

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| **Assessment Tasks** | **Weighting (%)** | **CILO** |
| 1. Individual Service Portfolio (1,200 words in English) covering the development and implementation of the service learning programme in an international school. Following the framework of developing, experiencing, and reflecting on their service learning, students’ portfolios will include including the following components:  * objectives of the programme * planning process * programme outline and content * reflections on the ‘service’ and ‘learning’ which have occurred * reflections on problems encountered during the service experience and what was done in response * impact of the experience on the student and the community * reflection on the integration of theoretical and experiential learning. | 50% | CILO1,2,3,4 |
| 1. Student Service Evaluation Form: Students will be observed and given formative feedback by both a school representative and lecturer-supervisor over the course of the service learning. An additional formal 10 minute observation of the student implementing the service learning will also be conducted as part of this summative assessment. Descriptive feedback from the school representative and lecturer-supervisor will be combined for the final evaluation. | 30% | CILO2, 3, 4 |
| 1. Group presentation (each member of the group will present for 10 minutes) | 20% | CILO2, 3, 4 |

**5. Required Text(s)**

Nil

**6. Recommended Readings**

Altinok, A., & Keles, H. (2020). The Impact of Service Learning Approach on Students’ Perception of Good Citizens. *International Journal Of Eurasia Social Sciences*, *11*(39), 23–52. https://doi.org/10.35826/ijoess.2596

Bongiorni, K. (2020). Globalized Learning Through Service: Study Abroad and Service Learning. *Currents in Teaching & Learning*, *11*(2).

Chapman, D. D. (2018). The ethics of international service learning as a pedagogical development practice: A Canadian study. *Third World Quarterly*, *39*(10), 1899–1922.

Cox, T., Murray, L. I., & Plante, J. D. (2014). Undergraduate Student Diversity Paradigm Expansion: The Role of International Service Learning. *International Forum of Teaching and Studies*, *10*(1), 3–13.

Dowell, S., Vickers, C., & House, S. (2018). Implementing a Successful Student-Led International Service-Learning Experience. *AURCO Journal*, *24*, 71–82.

Garbe, K. (2018, Nov/Dec). Partnerships With Schools: Establishing internships and service-learning. *The Journal on Active Aging*, 66–71.

Liu, R. L., & Lee, H. H. (2011). Exploring the Cross-Cultural Experiences of College Students with Diverse Backgrounds Performing International Service-Learning in Myanmar. *New Horizons in Education*, *59*(2), 38–50.

Palpacuer-Lee, C., & Curtis, J. H. (2017). “Into the Realm of the Politically Incorrect”: Intercultural Encounters in a Service-Learning Program. *International Journal of Multicultural Education*, *19*(2), 163–181.

Stewart, T., & Webster, N. (2011). *Problematizing service-learning: Critical reflections for development and action*. Charlotte, NC: Information Age Pub.

Tam, M. (2014). Intergenerational service learning between the old and young: What, why and how. *Educational Gerontology*, *40*(6), 401–413.

Wang, X. (2011). Exploring the Effects of a Cross-Cultural Service-Learning Program on Intercultural Competence of Participants. *New Horizons in Education*, *59*(3), 41–50.

Wasner, V. (2016). Critical service learning: A participatory pedagogical approach to global citizenship and international mindedness. *Journal of Research in International Education*, *15*(3), 238–252.

Westheimer, J. (2015). *What kind of citizen?: Educating our children for the common good*. Teachers College Press.

Yang, M., & Luk, Y. Y. (2017). The role of international service learning in leadership development among students in higher education. *Journal of Youth Studies*, *20*(1), 156–171.

**7. Related Journal Articles**

Jackson, J., & Chen, X. (2018). Discussion-based pedagogy through the eyes of Chinese international exchange students. *Pedagogies: An International Journal*, *13*(4), 289–307.

Mannion, G., Biesta, G., Priestley, M., & Ross, H. (2011). The global dimension in education and education for global citizenship: Genealogy and critique. *Globalisation, Societies and Education: The Political Economy of Global Citizenship Education,* *9*(3-4), 443–456.

Pais, A., & Costa, M. (2020). An ideology critique of global citizenship education. *Critical Studies in Education,* *61*(1), 1–16.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American educational research journal*, *41*(2), 237–269.

Wright, E., & Lee, M. (2014). Developing skills for youth in the 21st century: The role of elite International Baccalaureate Diploma Programme schools in China. *International Review of Education*, *60*(2), 199–216.

**8. Related Web Resources**

Clancy, S. (2020, April 13). Developing service learning throughout the IB.<https://blogs.ibo.org/blog/2020/04/13/developing-service-learning-throughout-the-ib/>

International Baccalaureate Organization (IBO) (n.d.). *CAS projects: Summary*. <https://www.ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/cas-projects/>

**9. Related Journals**

Nil

**10.** **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.

**11. Others**

Nil