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| **THE EDUCATION UNIVERSITY OF HONG KONG**  **Course Outline**  **Part I**  **Programme Title :** 4-year/5-year undergraduate programmes  **Programme QF Level :** 5  **Course Title :** Cultivating an Attitude of Gratitude through Practicing Thankfulness in Service Learning  **Course Code :** CSL1025/GEM1024  **Department :** Department of Early Childhood Education  **Credit Points :** 3  **Contact Hours :** 9 hours for lecture and group presentation  25 hours for direct service  6 hours for group presentation and sharing  **Pre-requisite(s) :** Nil  **Medium of Instruction :** Chinese  **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**This course introduces students the conception of Gratitude which is a feeling of thankfulness for benefits we have received. The course will look at the theoretical integration of gratitude and well-being from different perspectives. It has the specific focus on how gratitude can be cultivated deliberately to increase well-being and happiness along the pathway self, family and community. Students will practice the proven strategies of ‘feeling thankful’ and ‘giving thanks’ in different service learning activities which invite students to focus on the unique ‘gift’ they have received; (2) model gratitude by showing thanks to others; (3) acknowledge gratitude by interviewing resilient people; (4) express gratitude by serving old people with health problems or in unfavorable conditions. At the end of the course, students will reflect on the roots of a happy and meaningful life. 2. **Course Intended Learning Outcomes** (CILOs)   *Upon completion of this course, students will be able to:*  CILO1 Identify the major themes of well-being and gratitude by studying the recent researches from different perspectives ;  CILO2 Describe what they are grateful for;  CILO3  Reflect on what significant attitude changes after service learning experience;  CILO4  Construct ways to practice gratitude in service learning.   1. **Content, CILOs and Teaching & Learning Activities**  |  |  |  | | --- | --- | --- | | **Course Content** | **CILOs** | **Suggested Teaching & Learning Activities** | | 1. **Gratitude and self-worth** 2. **The science of well-being**  * Bring in a collection of famous researchers’ findings considering the scientific basis of happiness and well-being from different and integrated perspectives (psychology, social, spiritual and healthiness) * Introducing the conception of authentic happiness with an emphasis on the underlying principles and mechanisms.  1. **The psychology of gratitude**  * Examining the theoretical integration of gratitude and well-being * Reviewing recent researches on the benefits of practicing gratitude  1. **Gratitude as thankfulness**  * Understanding the cognitive- emotion process of thankfulness * Building a habit of keeping a gratitude journal.Reflection on gratitude journaling  1. **Gratitude and narrative of life stories**  * Reflection on family, life experiences, values and beliefs, personal goals/dream/ relationship/achievement. * Using narrative approach on life story to change one’s gratitude mindset. | *CILO1,2* | * On-line forum on Journal reading * In-class group discussion on different perspectives on gratitude and well- being. * Sharing and analyzing life experience on gratitude * Experiencing writing gratitude journal writing | | **B. Gratitude for family**   1. **Understanding family systems theory**  * Growing awareness of what we have from the crucial impact of past and present families  1. **Acquiring ways to create a family tree**  * Promoting a feeling of identity and connectedness.  1. **Evaluating ways to express gratitude for family members**  * Creating ways to express thankfulness to family members with respecting the family culture forms of family relations | *CILO2,3* | * Gathering oral history from the oldest relatives * Creating and sharing the characteristics of the family trees. * Practicing gratitude for families * Experiences sharing | | **C. Gratitude for the community**   * To express gratitude by giving back to the community * Serving old people can enhance students’ capacity to empathize’ with others and enable students to feel the richness they have * All activities are carried out in groups over a period of time in order to sustain gratitude by social bonds | *CILO3,4* | Collaboration with the Christian & Missionary Alliance Church Union Hong Kong Ltd. to serve old people with health problems or in unfavorable conditions (e.g. Alzheimer's disease, low income). Students will work with the center social workers to:   1. design activities for the seniors and to create a gratitude life journal for them with the consent and support from seniors’ families. A gratitude life journal documenting the senior memory occasions, anniversaries or milestones from his/her decades of experience. 2. Decorate the living environment of the homes for the elderly by using photos, artwork or artefacts 3. Construct a new postitive memories and appreciations from family members through narrative, that feeling a grateful of their life. 4. Discover old people’s dreams and work with social workers to make their dreams come true.   Through interviewing the seniors clients and their families, students will learn to appreciate various life lessons, recognize how people turn ungrateful thought into grateful and how they face difficulties. |  1. **Assessment**  |  |  |  | | --- | --- | --- | | **Assessment Tasks** | **Weighting (%)** | **CILO** | | (a) Gratitude reflective journals: the purpose of the journals is to record what students have experienced, and express their feelings of gratitude in the courses and fieldwork. By means of this first hand original source of materials, students are guided by the reflective questions to think about how their perceptions about  gratitude have been transformed. | 40 | *CILO2,3,4* | | (b) Students’ fieldwork participation is assessed by the course lecturer and agency supervisors in charge of the centers. | 40 | | (c) Group Presentation: sharing service learning experiences among peers | 20 | *CILO1,3* |  1. **Required Text(s)** Nil 2. **Recommended Readings**  * Haidt, J. (2006). The happiness hypothesis: Finding modern truth in ancient wisdom. Basic Books. (BJ1481 .H35 2006/BJ1481 .H35 2006 c.2) * Heider, K., & SpringerLink. (2017). Service learning as pedagogy in early childhood education : Theory, research, and practice (Educating the Young Child, Advances in Theory and Research, Implications for Practice ; 11). * Jackson, M., & Bowles, D. (2011). Who's in my family tree? London: Evans Publishing Group (Q163 .I98 2011 v.10) * Lopez, S. J., & Snyder, C. R. (2009). Oxford handbook of positive psychology. Oxford University Press, USA. (BF204.6 .O95 2009) * McAuley, C., & Rose, W. (2010). Child well-being: understanding children's lives. London: Jessica Kingsley Publishers. (HV713 .C38284 2010) * Ramsey, M., ProQuest Information Learning Co, & West Virginia University. Eberly College of Arts & Sciences. (2015). Promoting Parents' and Children's Well-Being through Parent-Child Gratitude Interventions. * Snyder, C. R., & Lopez, S. J. (2009). Oxford handbook of positive psychology. Oxford:Oxford University Press (BF204.6 .O95 2009) * Tudge, J., & Freitas, L. (2018). Developing gratitude in children and adolescents.  1. **Related Web Resources** <http://greatergood.berkeley.edu/expandinggratitude> 2. **Related Journals**  * 常雅珍，毛國楠(2006)。以正向心理學建構情意教育之行動研究。 師大學報: 教育類，51(2)，121-146。檢自<http://blog.yuntech.edu.tw/userfilev4/4551/%E6%AD%A3%E5%90%91%E5%BF%83%E7%90%86%E5%AD%B8.pdf> * 方曉義,，徐潔，孫莉，張錦濤 (2004).。家庭功能: 理論、影響因素及其與青少年社會適應的關係。心理科學進展，12(4)，544-553。檢自http://www.lsxx.cn/upfiles/resource/%E5%B0%8F%E5%AD%A6/%E6%89%80%E6%9C%89/%E5%BF%83%E7%90%86/%E6%95%99%E6%A1%88/b%E5%BF%83%E7% 90%86b%E7%A7%91%E5%AD%A6%E8%BF%9B%E5%B1%95(2).pdf * Compton, W.C., Hoffman, E., & Compton, W. C. (2013). Positive psychology: the science of happiness and flourishing. Belmont, Calif.: Wadsworth, Cengage Learning. * Emmons, Robert A., and Cheryl A. Crumpler. (2000). Gratitude as a Human Strength: Appraising the Evidence. Journal of Social and Clinical Psychology, 19(1), 56-69. * Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology?. Review of general psychology, 9(2), 103. Retrieved from [http://uws.edu.au/data/assets/pdf\_file/0018/510921/gable.haidt.what-is- positive-psychology.pdf](http://uws.edu.au/data/assets/pdf_file/0018/510921/gable.haidt.what-is-%20positive-psychology.pdf) * Lau, R. W., & Cheng, S. T. (2011). Gratitude lessens death anxiety. European Journal of Ageing, 8(3), 169-175. * Lock, S. (2016). The tree of life: A review of the collective narrative approach. Educational Psychology Research and Practice, 2(1), 2-20 * McCullough, M. E., Kilpatrick, S. D., Emmons, R. A., & Larson, D. B. (2001). Is gratitude a moral affect?. Psychological bulletin, 127(2), 249. * McCullough, M.E., Emmons, R.A., & Tsang, J. (2002). The grateful disposition: A conceptual and empirical topography. Journal of Personality and Social Psychology, 83, 112-127 * Nordenfelt, L. (2003). Dignity and the care of the elderly. Medicine, Health Care and Philosophy, 6(2), 103-110. * Ramírez, E., Ortega, A. R., Chamorro, A., & Colmenero, J. M. (2014). A program of positive intervention in the elderly: Memories, gratitude and forgiveness. Aging & mental health, 18(4), 463-470. * Wood, A. M., Maltby, J., Stewart, N., Linley, P. A., & Joseph, S. (2008). A social- cognitive model of trait and state levels of gratitude. Emotion, 8, 281-290.  1. **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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.   1. **Others**   Nil |