**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

**Programme Title :** All Full-time Undergraduate Programmes

**Programme QF Level :** 5

**Course Title :** Service-based learning in a life-wide education programme on nature

**Course Code :** CSL1017 & GEM1028

**Department/Unit :** Science and Environmental Studies

**Credit Points :** 3

**Contact Hours :** 39

Classroom/lecture session(s): 9 hours

Out-of-classroom service-based learning activities: 36 hours (counted as 24 contact hours) Reflection and group sharing sessions: 6 hours

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

**Medium of Instruction :** EMI

**Course Level :** 1

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**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”):

**1. P**rofessional **E**xcellence;

**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:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

1. Social Interaction Skills
2. Ethical Decision Making
3. Global Perspectives

# 1. Course Synopsis

The course provides an action-based and service-based learning platform to undergraduates for learning knowledge of the nature and conservation, and developing practical skills of education, coordination and collaboration through an education programme - Development of an Education Programme to Primary School Children using Life-wide Learning Approach in a Coastal Environment (programme). The programme is co-developed by SES of EdUHK and the Agriculture, Fisheries and Conservation Department (AFCD) of HKSAR government for primary school students on the basis of real contexts and authentic environments in the coastal region of Ting Kok and associated natural habitats. A life-wide learning approach is adopted in the programme to generate authentic learning experiences through on-site exploring activities to the local primary schools. Our undergraduates provide educational and coordinating services to facilitate the implementation of the programme. The programme is designed for facilitating the whole-person development of primary school students, whereas the course consolidates the development of our undergraduate facilitators through the service experiences. By completing the tasks assigned, both parties will gain not only the necessary knowledge and skills of nature conservation, but also develop their positive attitude towards the environmental sustainability through the appreciation of the vivid nature.

# 2. Course Intended Learning Outcomes (CILOs)

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

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| --- | --- |
| CILO1  | describe the principles of ecological principles and environmental conservation;  |
| CILO2  | develop the knowledge and skills for planning, managing, collaborating and implementing the life-wide education programme through the servicebased learning experience;  |
| CILO3  | critically analyze the effectiveness and challenges of the programme through the evaluation;  |
| CILO4  | propose an enhancement plan to assure and improve the quality of the lifewide education programme;  |
| CILO5  | demonstrate positive attitude towards the nature and environmental sustainability as a part of whole-person development.  |

# 3. Content, CILOs and Teaching & Learning Activities

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| --- | --- | --- |
| **Course Content**  | **CILOs**  | **Suggested Teaching &** **Learning Activities**  |
| Phase 1: Preparation Phase Theories and principles - Ecological principles of a natural environment (e.g. local mangrove habitats * Basic concepts and importance about environmental conservation;
* Biotic and abiotic components of a sustainable ecosystem in the habitats;
* Significance and challenges of the nature.

- Life-wide education programme (the service to be provided) for primary school students * Understanding the background of the programme development and its structure;
* Introduction of the educational principles and theoretical foundations;
* Organization and management of the programme.
 | CILO1,2  | Lectures, case study, video and group discussion  |
| Phase 2: Service Phase Programme design and planning * Review of the previous years’ feedback (or improvement plan);
* Collaboration meeting with AFCD and EdUHK on conducting the programme;
* Establishment of the timeframe of delivery and programme plan

Implementation of the life-wide education programme  | CILO1,2,5  | Service learning, work organization, class workshops and fieldbased activities  |
| * Organization and coordination of participating schools;
* Resource management and logistic arrangement;
* Facilitating
	+ school workshops and school teaching;
	+ field-based activities established in the problem solving approach and field tour guidance.
	+ Reflection of the in-classroom lesson.
 |  |  |
| Phase 3: Evaluation Phase Programme review and evaluation * Assessments of the effectiveness and limitation of the programme;
* Establishment of an improvement plan for the programme.
 | CILO3,4,5  | Lecture, group discussion, surveys, literature reviews and presentation  |

# 4. Assessment

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| **Assessment Tasks**  | **Weighting (%)**  | **CILO**  |
| A. Group Assessment  A1 Group presentation of the service-learning experience and the improvement plan on the life-wide education programme * Each group presents in the class the gain and loss from the service-learning experiences, observations on the students’ performance, and criticizes the achievements and the challenges of the programme for attaining the learning objectives of the programme.
* Each group needs to propose an improvement plan aligning to the observations and the programme
 | 50  (20)              | CILO1,2,3,4  |
| objectives as the reference for the next year course participants.  A2 Final written group report on the life-wide education programme and reflection of the services * Observations
* Assessments
* Improvement plan
* Self-reflection of the service-learning experiences
 |    |    (30)  |  |
| B. Individual assessment on *in situ* performances during the service provision, i.e. class workshops and field activities (these activities may be conducted on Saturday and Sunday) * Peer assessment
* Collaborator assessment (e.g. AFCD)
* Supervisor assessment
 |  | 30 | CILO1,2,3,4,5  |
| C. Individual reflection on the course. Self-evaluation of the students for their course performance, improvement on environmental awareness and limitation in implementation of the planning for the programme.  |  | 20 | CILO1,2,3,4,5 |
| Note: For the above assessments A, B, C, students may work with other green groups such as World Wide Fund (WWF) for Nature and; Eco-Education and Resources Centre (ERC) for conducting out-ofclassroom service-based learning activities.  |  |  |   |

**5. Required Text(s)**

Nil

# 6. Recommended Readings

Butin, D.W. (2010) *Service-Learning in Theory and Practice*. The Future of Community ngagement in Higher Education. New York: Palgrave Macmillan.

Chen, Z.R. & Wong, M.H. (2016). Integrated wetlands for food production.

Environmental Research, 148, 429-442.

Cress, C.M., Collier P.J. & Reitenauer V.L. (2005) *Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines*. Virginia: Stylus Publishing.

Dyke, F.V. (2008). *Conservation Biology: Foundations, Concepts, Applications.(2nd ed.).* *Dordrecht,* Netherland: Springer

Hunter Jr. M.L., Gibbs, J.P. (2006). Fundamentals of Conservation Biology (3rd ed.). Oxford, UK: Wiley-Blackwell.

Lim, P. (2002). *Discovering Hong Kong's Cultural Heritage: Hong Kong and Kowloon.* New York, USA: Oxford University Press.

Lim, P. (2002). *Discovering Hong Kong's Cultural Heritage: The New Territories (revised ed.).* New York, USA: Oxford University Press.

Lovejoy, T.E., & Hannah, L. (2005) *Climate Change and Biodiversity*. New Haven, USA: Yale University Press.

Primack, R.B. (2010). *Essentials of Conservation Biology (5th ed.)*. Sunderland,

USA: Sinauer Associates

# 7. Related Web Resources

Agriculture, Fisheries and Conservation Department, HKSAR <http://www.afcd.gov.hk/>

# 8. Related Journals

Biodiversity and Conservation (Publisher: Springer)

Biological Conservation (Publisher: Elsevier)

Tourism Management (Publisher: Elsevier)

# 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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

# 10. Others

Nil