

THE QUEST FOR QUALITY EDUCATION: Curriculum Reforms and Student Learning in Hong Kong

*The role of Service-Learning in Curriculum Reforms:
Use Lingnan University as an example*

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Agenda

1. What is Quality Education
2. Year 2012 – NEW Era, NEW Education in Hong Kong
3. Curriculum and Student Learning: Service-Learning
4. Service-Learning at Lingnan University
5. Successful factor for enhancing student learning through Service-Learning at Lingnan University

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"EDUCATION"

(Oxford Advanced Learner's Dictionary)

1. *training and instruction (esp of children and young people in schools, colleges, etc) designed to give knowledge and develop skills*
2. *knowledge, abilities and the development of **character** and **mental powers** that result from such training*

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1. Quality Education includes:

(UNICEF paper at the meeting of The International Working Group on Education Florence, Italy, June 2000)

► **Learners** who are *healthy, well-nourished and ready to participate and learn*, supported in learning by their families and communities;

► **Environment** that are *healthy, safe, protective and gender-sensitive*, and provide *adequate resources and facilities*

► **Content** that is reflected in relevant curricula and materials for the acquisition of *basic skills*, especially in the *areas of literacy, numeracy and skills for life*, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace

► **Process** through which trained teachers use *student-centered* teaching approaches in *well-managed classrooms and schools* and *skilful assessment* to facilitate learning and reduce disparities

► **Outcomes** that encompass *knowledge, skills and attitudes*, and are linked to national goals for education and *positive participation* in society

Students receive quality education is critical to their genuine learning and human development

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Quality Education should possess

Whole Person Development

- Personal Competences
- Generic Skills
 - General knowledge / Subject-related knowledge
 - Communication skills
 - Social competence
 - Organizational skills
 - Problem-solving skills
 - Research skills
- Civic Engagement
- Moral Responsibility
- Academic Knowledge

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Service-Learning as one of the ways to achieve Quality education

► **Need for a Whole Person (Reasons):** Individuals → Self-centered, Self focused and emphasis individual rights without taking any responsibilities → Lacking in collective sense, lacking in a giving culture and a sense of self-responsibility

► **Quality education:** Education is no longer only training for the professional, but also training students with liberal art education elements → with general knowledge & have whole person development



► **Whole Person Development:**

Nowadays, students are required to not only have academic excellence in classroom (individual level), but also know how to apply the knowledge in the reality for the community (Community level)

Service-Learning (S-L) is:

A teaching methodology which utilizes a community involvement component as a means for students to gain a deeper understanding of a) disciplinary course objectives and b) civic life and participation through structured reflection (Cernol-McCann, 2009 United Board)

- ▶ a linkage of curriculum and service
- ▶ a pedagogy that is manifested first and foremost in providing tangible assistance to others
- ▶ emphasizes reflection and University-community link
- ▶ not the same as community service
- ▶ reflect a whole-person approach to education
- ▶ promote student learning and development in a real-life environment

2.Year 2012 – NEW Era, NEW Education in Hong Kong

Education Reform in 2012:

3 years (Junior Secondary School) + 3 years (Senior Secondary School) + 4 years (University) = 3+3+4 Education

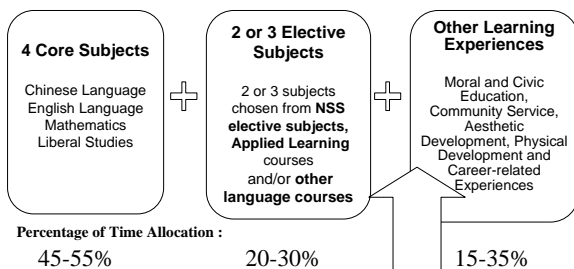
- ▶ **New Secondary Curriculum** is a foundation education and connects to the University Education for training the future leader

- New Secondary Curriculum: Other Learning Experience
- University Education: (whole Person Development) Using Lingnan University as an example (Liberal Art Education: A-Adaptability; B-Brain Power; C-Creativity)

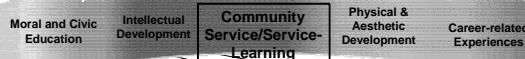
Using Service-Learning to enhance Students' learning and create giving culture → Always ask what can I do for others?

Too late in U-Ed? → opportunity in 3-3-4 Education

NEW SENIOR SECONDARY CURRICULUM



FIVE ESSENTIAL LEARNING EXPERIENCES



Lingnan University Curriculum

A Curriculum with a Balance between Breadth and Depth

The general framework for the new 4-year university curriculum (120 credits) is as follows:

Core Curriculum*	33	credits
Major Discipline	48	credits (maximum)
English Language	12	credits
Chinese Language/Putonghua	6	Credits
Free Electives	21	Credits
Total	120	Credits

* common for all students irrespective of their Majors

^ BBA students will graduate with a total of 123 credits, of which 51 credits for (54 crAccounting Stream) will be in Major Discipline and 21 credits (18 credits for Accounting Stream) in Free Electives

Lingnan University: Core Curriculum

- ▶ provide students with a **broad and balanced** foundation and **exposure** to the necessary range of subjects under the new academic structure
- ▶ a **cohesive and all-round education** is emphasized

The Core Curriculum is made up of a **Common Core** and **5 Clusters**. All students are required to take all 4 courses in the Common Core and at least one course from each of the 5 clusters (**Service-Learning and Research Scheme (SLRS) as the Graduation requirement in 2012**)

Common Core (4 compulsory courses)
Logic and Critical Thinking The Making of Hong Kong Understanding Morality World History and Civilizations
5 clusters (7 courses in total, at least 1 course from each cluster)
Creativity and Innovation Humanities and the Arts Management and Society Science, Technology and Society Values, Cultures and Societies

3. Curriculum and Student Learning: Service-Learning

- ▶ As a platform to enhance students' learning
 - Out of classroom learning and care for the community帶領學生走出課室，走進社區，活學活用
 - Emphasis Active Learning提倡主動學習，加強記憶
 - Integrate Service elements into different subjects for inter-disciplinary studies把不同的科目融合，達致跨學科學習，協助學生將知識融會貫通
 - Secondary Level: Integrate the 5 different elements under the OLE and train the students to have the whole person development將五個其他學習經歷的範疇聯繫在一起，提升「其他學習經歷」的整合性

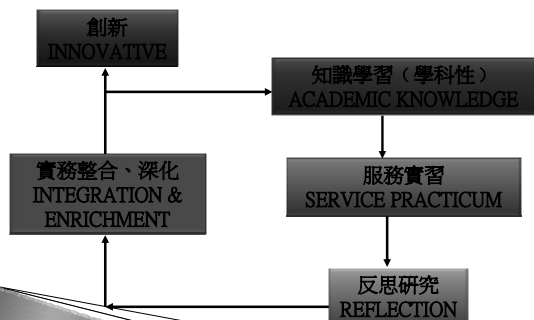
3. Curriculum and Student Learning: Service-Learning

- ▶ Provide practicum opportunity → encourage students from self understanding to understand to others and then to understand the community :
 - Understand the needs from different groups 了解社會上不同群體的不同需要
 - Care about the community and care about the needy; become a proactive and responsible citizen 促使學生面向社群，關注社會，藉以培育他們成為積極和負責任的公民
 - Re-affirm the role and value of the students 使學生肯定自己在社會上的角色和價值

Service-Learning: way forward in HK new era

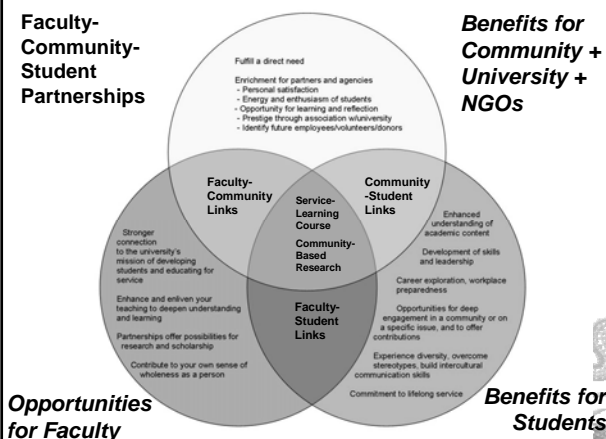
- ▶ Mission: teach students to care about the society and re-emphasize the citizen responsibility
- ▶ Equip our students not only with academic knowledge (hard skills) but also with interpersonal and communication skill (soft skills) to cope with the ever changing global environment

SERVICE-LEARNING AS A METHODOLOGY



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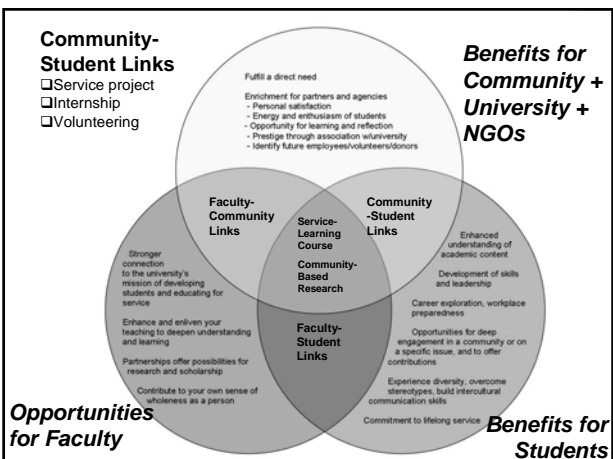
Faculty-Community-Student Partnerships



Community-Student Links

- Service project
- Internship
- Volunteering

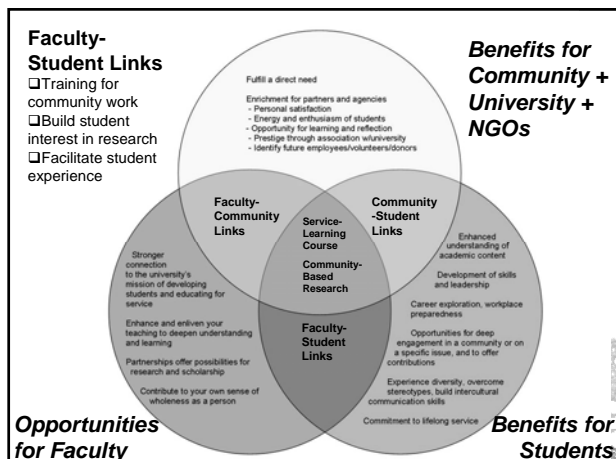
Benefits for Community + University + NGOs

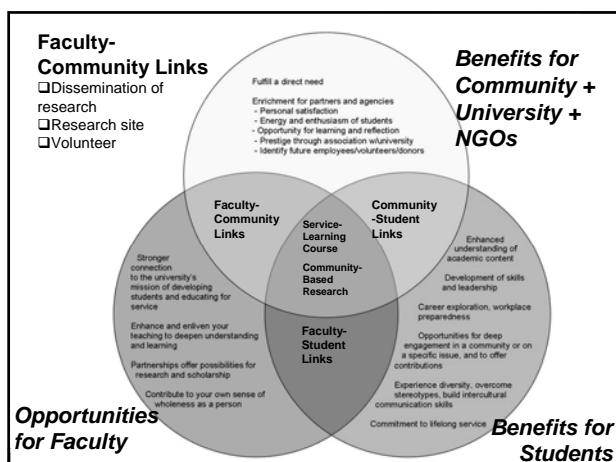


Faculty-Student Links

- Training for community work
- Build student interest in research
- Facilitate student experience

Benefits for Community + University + NGOs





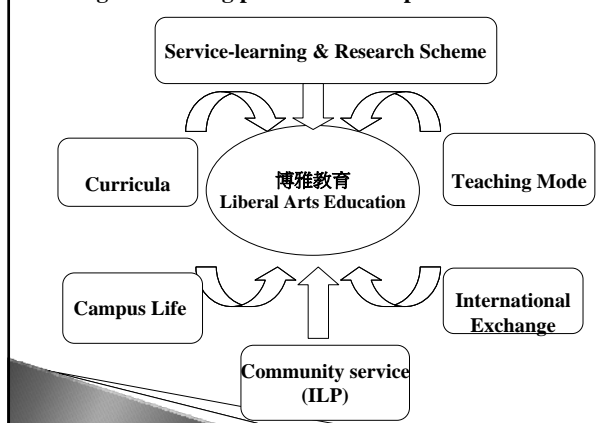
4. Service-Learning at Lingnan University

a. Background of Lingnan University

- The only Liberal Arts University in Hong Kong
- Lingnan has been subscribing to students doing community services as part of their university life e.g., Integrated Learning Programmes (ILPs)
- Scholastic Excellence & Whole person development
- S-L Pioneer in Hong Kong
- Distinctive Teaching and Learning Processes and Environment Through liberal arts Education & Service-Learning:
 - 6 pillars, 4Is (Individualization of students; Interdisciplinary approach; Intra-curricular activities; International exchange)
 - & 3 Es (Experience, Exposure, Excitement)

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Teaching & Learning processes: the 6 pillars of liberal arts



Service-Learning Development at Lingnan University

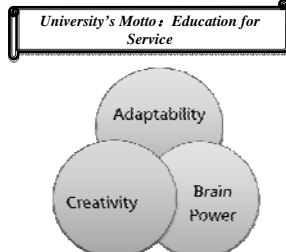
- A strong background of Community Services (traditional to nowadays), echo to our education motto 'Education for Service'
- S-L Conference in Chiang Mai 2004 → pilot for academic/service integration
- SLRS (2004-2006) → Service-Learning Products
- Establishment of the office of Service-Learning (2006): 10 millions for 10 years-development → The 1st University set up an Office of Service-Learning in Hong Kong
- The 1st University has organized 2 international Service-Learning Conference (2006 & 2009)
- In 2009, The University received another 11 millions from the University Grant Committee for developing SL program at Lingnan in preparing the education reform in 2012
- The University is committed to have 100% service-learning as a graduation criteria for students in 2012 (4 years education)

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GUIDING PRINCIPALS FOR S-L MODEL IN LINGNAN UNIVERSITY

- **Adaptability**
 - Communication Skills
 - Social Competence
- **Brain Power**
 - Subject-related Knowledge
 - Organization Skills
- **Creativity**
 - Problem-solving skills
 - Research Skills

→ Outcomes of our Liberal Arts Graduates



INDICATORS



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SERVICE-LEARNING AT LINGNAN

Academic Study and Research

+

Community Service

=

Service-Learning and Research Scheme

- ▶ **Experiential Learning**
 - ❖ Instruction & Reflection
- ▶ **Focus the Whole Person development and Student's learning**
 - ❖ Academic knowledge, Personal qualities & competences, Civil responsibility and engagement, Well-being of individuals & communities
- **Cross field cooperation**
 - ❖ Students, Course instructors, Agency supervisors, OSF staff

SERVICE-LEARNING & RESEARCH SCHEME

Types of SLRS programs

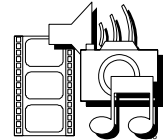
Health Care Program

Community Care Program

Service-Learning Evaluation Program

Features:

- Identify the needs from the communities
- Service Practicum in NGOs, Social Enterprises, Corporate firms, Governmental bodies, Primary & Secondary schools
- S-L built in courses from different faculties, i.e. Social Science, BBA, Philosophy, Cultural Studies, Visual Studies
- Link up learning experience and observation with subject matters
- Feedback and advice from agency supervisors and course instructors / tutors



Courses with Service-Learning Elements

Business	Social Sciences	Cultural Studies	Philosophy
BUS 101 Introduction to Business <ol style="list-style-type: none"> 1. Business Management for elderly products (長者用品市場推廣計劃) 2. Fund Raising for Chinese Villages (山區扶貧籌募) BUS 301 Strategic Management <ol style="list-style-type: none"> 1. Youth Discovery (從井野山出發 - 地區青年中心策劃) 2. Ethnic Minority Group in Yun Nan - Your Proposal (山區少數民族在雲南: 交流與籌劃) HRM 352 Leadership and Teamwork <ol style="list-style-type: none"> 1. Create Era (創造新天地) 2. Musical & Voluntary Performance (才藝大匯演) 3. Promotion for Chinese Village (山區扶貧推廣) 4. Ethnic Minority Group in Yun Nan - Exhibition (山區少數民族在雲南: 交流與籌劃) 	SOC 203 Social Gerontology <ol style="list-style-type: none"> 1. Life Education in schools (學校生命教育) 2. Life Education for ageing groups (長者生活生命教育) 3. Elderly Dream (願我一個夢) 4. Life story album (生命故事錄) SOC 204 Society and Social Change <ol style="list-style-type: none"> 1. Learning Program - Art (長者藝術學習計劃) 2. Learning Program - Language / Music (長者語文學習計劃) 3. Thematic Travel Learning Program (遊歷學習之樂) 4. Healthy Tai Chi (長者健康太極新時代) 5. Learning Program (長者學習計劃) 	CUS / GEC 317 Narrating Hong Kong <ol style="list-style-type: none"> 1. Oral History of Pro-China Old Army (追擊老戰士) 2. Visual Art Program (視覺藝術新時代) 3. Teaching Assistant Program (範個小老師) SOC 330 Crime and Delinquency <ol style="list-style-type: none"> 1. Befriending Family Scheme (Marginal Youth Program) (心連心家庭聯和行動) 2. Elderly Learning Program - Cyber Crime Prevention (科技罪行預防) 3. Drama - Elderly abuse, knowledge about the society (長者虐待與社會知識) 	PHI 114 Doing Philosophy <ol style="list-style-type: none"> 1. 45th Anniversary Celebration (四十五周年活動誌慶籌備) SOC 321 Social Justice <ol style="list-style-type: none"> 1. Sports Day (無障礙運動會) 2. Community Integration Program (社區樂融融) 3. Disadvantage Youth Education Program (青少年教育活動)

EXAMPLE OF SERVICE-LEARNING PROGRAM: BUS101 INTRODUCTION TO BUSINESS

Course Learning Objectives:

- ▶ understand and apply ethics and social responsibilities in business operation and decisions
- ▶ evaluate the opportunities and problems of small businesses and entrepreneurship and apply related concepts to a real life business

Projects:

- ▶ Mega Sale Campaign for Care & Share – Health Shop (關懷合康健用品專門店愛心賣物行動)
- ▶ Lingnan Community Care Program – Social Enterprise Program

Purposes:

- ▶ Promote public awareness and support to social enterprise
- ▶ Assist in the mega sales and raise public awareness for Care & Share – Health Shop



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SERVICE-LEARNING AND WHOLE PERSON DEVELOPMENT

- Provide practicum opportunity → encourage students from Understanding yourself to Understand others and then to Understand the community
- Understand the needs from different groups
- Care about the community and care about the needy;
- Re-affirm the role and value of the students
- Become a proactive and responsible citizen

SERVICE-LEARNING AND WHOLE PERSON DEVELOPMENT

Five Core Values:

- ▶ Determination 堅毅
- ▶ Respect 尊重他人
- ▶ Responsibility 責任感
- ▶ National Identity 國民身份認同
- ▶ Commitment 承擔精神

Capabilities (ABC):

- Communication skills 溝通能力
- Creativity 創造力
- Critical Thinking 批判性思考能力
- Organization skills 協作能力

Through doing Service-Learning, students can actualize whole person development, build communication skills and nurture positive value and attitude

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5. Successful factors for enhancing student's learning through doing Service-Learning

- ❖ Good understanding of academic material
- ❖ Goal setting
- ❖ Matching between students and S-L Program
 - ☞ Suitable matching
 - ☞ Win-win situation
- ❖ Effective support from the faculty and service agencies
- ❖ Allow difficult, challenging and creative service tasks
- ❖ Reflection

} Social benefits
as a whole

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Service-Learning Outcome Indicators (ABC)

- ▶ Actively involved in service → Enhance Adaptability (Adaptability)
 - Communication Skills
 - Competitiveness
- ▶ Continuous reflection and challenge tradition → Enhance Critical Thinking (Brainpower)
 - Academic Knowledge
 - Organization Skills
- ▶ Cultivate creative thinking → Enhance Creativity (Creativity)
 - Problem-solving Skills
 - Research Skills

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Q & A

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