

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	APSS3S02														
Subject Title	Engaging with Diversity														
Credit Value	3														
Level	3														
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input checked="" type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	NIL														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Performance in community service learning project</td> <td style="text-align: center;">45%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Reflection reports</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Project presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> </tbody> </table> <p>Note:</p> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Performance in community service learning project	45%	--	2. Reflection reports	30%	--	3. Project presentation	--	25%
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2. Reflection reports	30%	--													
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	<ul style="list-style-type: none"> • Student must pass all components at 50% or grade D if he/she is to pass the subject.
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. enhance students' understanding of the discrimination, disadvantages and structured inequalities faced by people with diverse backgrounds in their lifeworld and identities in Hong Kong; 2. foster students' appreciation of the significance of diversity, involving ethnicity, gender, religion and disability and to encourage them to develop cross-cultural communication skills through community services; 3. reflect on the how best to become an active life-long learner through building close relationships with and serving community members .
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe and identify the complex issues confronted and unfair treatments received by people who are from a diverse background; b. demonstrate empathy and a strong sense of civic responsibility towards people from a diverse background; c. formulate modes of assistance for helping marginalized people with diversities for empowering them; d. examine issues of privilege critically in Hong Kong society and make commitment to upholding social justice and egalitarian democracy.
Subject Synopsis/ Indicative Syllabus	<p>The subject is designed to encourage students to embrace critical diversity knowledge and practices through community service and social learning from partnership with community organizations serving various groups disadvantaged by their diversities.</p> <ol style="list-style-type: none"> 1. Diversity and discrimination <ul style="list-style-type: none"> • Addressing race, ethnicity and culture • Gender and sexuality diversities • Religious diversities • Physical diversity: disability and aging • Class, culture, locality and the diversity question

	<p>2. Diversity, multiculturalism and leadership</p> <ul style="list-style-type: none"> • Beyond tolerance: democratic equality and leadership • Transformative education and social learning • Social inclusion, community building and social justice <p>3. Engaging with diversity and community service learning</p> <ul style="list-style-type: none"> • Community service project and activities <p>4. Critical reflections</p> <ul style="list-style-type: none"> • Experiencing ‘otherness’ and discrimination • Deconstructing normalcy • Confronting ‘ableism’ • Visions of multiculturalism, equality and social inclusion
<p>Teaching/Learning Methodology</p>	<p>This subject aims to enable students to learn more about diversity issues through community service learning. Before students are assigned to their community service learning project, they are expected to attend a series of lectures focused on providing them with a critical understanding of diversity issues. They will also be given opportunities to meet representatives from the partnering community organizations to find out in greater details the work and community services they are expected to perform before they are fully engaged in their service learning project. Furthermore, during their community service, project sharing will be organized so that students can share with their colleagues and supervisors their learning experiences and progress, and discuss their service delivery as well as learning strategies when necessary.</p> <p>Students are expected to devote 40 hours of community service learning. They will be monitored on their teamwork performance and community involvement. In assessing this, their skills in planning, implementing activities, communication and problems solving, as well as their commitments in service learning will be carefully considered on the basis of their performance assessed by supervisors from the community service organization and feedback from service recipients.</p> <p>In addition, students are required to submit two pieces of reflective reports at different intervals throughout the service-learning project to indicate how they interpret their service-learning experience, particularly in terms of their critical appreciation of the relations between diversities and social inequality, as well as their understanding of civic responsibility and social justice. Students can also reflect on how theoretical concepts involving diversity and discrimination are interpreted by their service-learning experience.</p>

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. Performance in community service learning project	45%	✓	✓	✓	✓		
2. Reflection reports	30%	✓	✓	✓	✓		
3. Project presentation	25%	✓	✓	✓	✓		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The students' teamwork performance and community involvement as well as their skills in planning, implementing activities, communication, problems solving, and their commitments in service-learning, will be carefully considered on the basis of their performance assessed by supervisors from the community service organization and feedback from service recipients.

In doing this, students are required to submit two pieces of reflective reports, each no less than 1,000 words, at different intervals throughout the service-learning project to indicate how they interpret their service-learning experience, particularly in terms of their critical appreciation of the relations between diversities and social inequality, as well as their understanding of civic responsibility and social justice. Students can also reflect on how theoretical concepts involving diversity and social exclusion are interpreted by their service-learning experience.

In addition to written work, students will participate in a number of project presentations to share their progress, performance and commitment to service-learning. Feedbacks from supervisors in the partner organization will be sought, and these may serve as supplementary information for assessment.

Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures, preparatory workshops, and project presentations 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Community Service 	40 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for reflective reports and community service 	30 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Adams, M., et al. (Eds.) (2018). <i>Readings for diversity and social justice (4th Ed)</i>. New York; London: Routledge.</p> <p>Bucher, R. D. (2015). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities (4th Ed)</i>. Upper Saddle River, NJ: Prentice Hall.</p> <p>Healy, G., Kirton, G. and Noon, M. (Eds.) (2011). <i>Equality, inequalities and diversity: Contemporary challenges and strategies</i>. Basingstoke: Palgrave Macmillan.</p> <p>Kennis, A.T. (2010). <i>An adventure in service-learning: Developing knowledge, values and responsibility</i>. Farnham : Gower.</p> <p>Kronick, R.F., Cunningham, R.B. and Gourley, M. (2011). <i>Experiencing service-learning</i>. Knoxville : University of Tennessee Press</p> <p><u>Supplementary</u></p> <p>Alleyne, M.D. (2011). <i>Anti-racism & multiculturalism: Studies in international communication</i>. New Brunswick, NJ: Transaction Publishers.</p> <p>Bagilhole, B. (2009). <i>Understanding equal opportunities and diversity: The social differentiations and intersections of inequality</i>. Bristol: Policy Press.</p> <p>Curtis, C. (2018). Facilitating youth development through service-learning: Social justice implications for underserved youth. <i>Education, Citizenship and Social Justice</i>, 2018, 1-11 https://doi.org/10.1177/1746197918789404.</p> <p>Diller, J.V. (2011). <i>Cultural diversity: A primer for the human services</i>. (4th Edition.) Belmont, CA: Brooks/Cole/Cengage Learning.</p> <p>Hue, M. T., and Kennedy, K. J. (2014). The challenge of promoting ethnic minority education and cultural diversity in Hong Kong schools:</p>	

	<p>From policy to practice. <i>Revista Española De Educación Comparada</i>, (23), 117-134.</p> <p>Kerwin, L.B. (2010). <i>Cultural diversity: Issues, challenges and perspectives</i>. New York: Nova Science Publishers.</p> <p>Lambert, J. and Myers, S. (2009). <i>The diversity training activity book: 50 activities for promoting communication and understanding at work</i>. New York: AMACOM, American Management Association.</p> <p>Lawson, J. E., Cruz, R. A., and Knollman, G. A. (2017). Increasing positive attitudes toward individuals with disabilities through community service learning. <i>Research in Developmental Disabilities</i>, 69, 1-7.</p> <p>Mehrotra, C.M., and Wagner, L.S. (2009). <i>Aging and diversity: An active learning experience</i>. (2ns Edition). New York, NY: Routledge.</p> <p>Olivia ; Setyobudi, R.H ; Ma, C ; Carthy, F. Mc ; Smith, D ; Natadjaja, L. (2018). Bridging ethnic diversity through Service-Learning on teaching Chinese characters for Surabaya-Indonesia toddler. <i>SHS Web of Conferences</i>, 59, SHS Web of Conferences, Vol.59.</p> <p>Plante, R.F, and Maurer, L.M. (2010). <i>Doing gender diversity: Readings in theory and real-world experience</i>. Boulder, CO: Westview Press.</p> <p>Tierney, S. (Ed.) (2007). <i>Accommodating cultural diversity</i>. Aldershot: Ashgate.</p>
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