

### Subject Description Form

<b>Subject Code</b>	CSE2S02
<b>Subject Title</b>	Serving Disadvantaged Communities Suffering from Urban Decay
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Open for students from the Faculty of Construction and Environment or the Faculty of Engineering, excluding students from BRE and COMP
<b>Objectives</b>	<p>The objectives of this subject are:</p> <ol style="list-style-type: none"><li>1. To introduce students to the concept and practice of service-learning</li><li>2. To enable students to acquire academic and project-specific knowledge in relation to urban decay</li><li>3. To foster the application of their knowledge in solving the real-life problems and helping the people in need through serving the community</li><li>4. To enable students to develop an increased understanding and empathy for disadvantaged people and groups suffering from urban decay</li><li>5. To enhance students' generic competence of communication, teamwork and problem solving, and enrich their sense of civic responsibility as well as engagement as a professional and a responsible citizen</li></ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"><li>(a) Apply the academic and project-specific knowledge in relation to aged buildings in urban districts to improve the living environment of the disadvantaged groups in the service setting with reference to relevant policies, current standards and guidelines</li><li>(b) Reflect on their roles and responsibilities both as engineers and as responsible citizens</li><li>(c) Demonstrate a strong sense of social responsibility and empathy for people suffering from urban decay</li><li>(d) Link their service-learning activities and experiences with engineering contents of the subject</li></ol>

	<p>(e) Work effectively in multidisciplinary teams to solve problems encountered in planning and delivering the service, and communicate effectively with clients and/or other stakeholders</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>The topics in the subject syllabus comprise three major areas:</p> <ol style="list-style-type: none"> <li>1. Concept and practice of service-learning <ul style="list-style-type: none"> <li>• Principles, concepts and myths of service-learning</li> <li>• Benefits of service-learning to students and the community</li> <li>• Ethical issues in service-learning</li> <li>• Social responsibilities of global citizens as intellectuals and professionals</li> <li>• Proper attitudes and behaviours in service delivery</li> <li>• Reflection as a tool for learning</li> </ul> </li> <li>2. Discipline-specific contents <ul style="list-style-type: none"> <li>• Addressing the problems of urban decay and the living conditions of disadvantaged groups in dilapidated urban areas</li> <li>• The roles of the government, statutory bodies and non-government organizations in tackling the problems</li> <li>• Redevelopment, rehabilitation, revitalization and heritage preservation as a comprehensive and holistic approach for rejuvenating older urban areas</li> <li>• Identification of structural and non-structural elements, and causes of concrete deterioration in aged buildings</li> <li>• Standards, statutory, universal design guidebooks and international guidelines relevant to the living environment</li> <li>• Planning and public engagement: Government, stakeholders and the public. Public engagement approach</li> <li>• Economic, environmental, social and sustainability considerations related to the problem and suggested solutions. Social impact assessment</li> </ul> </li> <li>3. Project-specific contents <ul style="list-style-type: none"> <li>• Understanding the background of the community partner(s) and the disadvantaged groups, and acquiring interaction skills such as listening, questioning, reflecting, explaining, informing and summarizing skills for understanding and communication</li> <li>• Concepts of age-friendly city and ageing in place. Measuring the age-friendliness of the living environment</li> <li>• Risk management, health, safety and other issues relevant to the service delivery</li> <li>• Empathy, moral and ethical concerns specific to the project and the disadvantaged groups</li> </ul> </li> </ol>

<p><b>Teaching/Learning Methodology</b></p>	<p>1. E-Learning Module The e-learning module is developed and delivered by the Service-Learning and Leadership Office of PolyU, consisting of reading, exercises and assessment tasks that are designed to introduce students to the basic concept and practice of service-learning.</p> <p>Students are required to successfully complete the e-learning module within the first <b>four</b> weeks of the semester in which they are taking the subject.</p> <p>2. Discipline-specific sessions These lectures, seminars and/or workshops are designed and conducted by the CEE staff. Experts and speakers will also be invited to equip students with the discipline-specific knowledge and skills required for planning and conducting the service-learning project.</p> <p>3. Project-specific sessions The project-specific sessions are designed to (a) develop students' understanding of the community partner(s), service recipients as well as other issues relating to the service-learning project, (b) provide training for students in generic skills in planning and delivering the service project. CEE staff members and speakers from outside the subject-offering department (e.g. Service-Learning and Leadership Office, collaborating organizations, NGOs) will be invited to contribute to some of these sessions as appropriate. Project-specific workshops and guided visits to exploration centre and elderly resources centre are arranged for an in-depth understanding of the problem and the service recipients.</p> <p>Students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete all of the required assessment tasks prior to participation in the service-learning project.</p> <p>4. Service-Learning project (Weeks 5-12) The service-learning project is designed to develop students' generic competencies of problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement. With the aid of the collaborating organizations, disadvantaged groups will be identified. Students will work in groups of 3 or 4, interact constantly with the service recipients to gain in-depth understanding of their concerns, develop empathy for the service recipients and establish a long-term, trusted and caring relationship with them.</p> <p><u>4.1 Project proposal</u> Students will work in groups to formulate a project proposal for subsequent delivery of service. They will formally submit the revised proposal online after discussing the draft proposal with CEE teaching staff in the 1<sup>st</sup> group project meeting.</p>
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4.2 Delivery of service (duration: 6 weeks; frequency: once/twice a week; service hours: 6-7 hours per week)

Students will conduct home visits, condition surveys, data collection and assessment. They will, based on the concept of universal design, advise the disadvantaged groups such as the elderly and low-income families/individuals living in private buildings on how to enhance home safety and improve home environment. With the service recipients' consent, students will also carry out minor improvement works/small renovations such as hand drilling, fixing, plastering and painting to bring immediate benefits to them. Students will also introduce the available building rehabilitation assistance schemes for medium-scale renovation and maintenance works.

Students need to discuss with the collaborating organizations and the service recipients on the exact schedule of the activities involved in the service-learning project, such as home visits. Students may need to render daytime services on weekdays and/or during weekends.

To further address the problem of urban decay, other potential projects may include but are not limited to measuring the age-friendliness of urban districts with elderly and enhancing pedestrian facilities to improve accessibility for the elderly.

The 2<sup>nd</sup> group meeting will be arranged in week 8 to review the progress of students' delivery of service. Further advice from the teaching staff can be sought for a timely completion of the service, monitoring purpose and quality assurance. The 3<sup>rd</sup> group meeting will be held to discuss the draft project report in week 11. Group presentation on the project will be held in week 12. Group project report will be submitted by the end of week 12.

**5. Reflective Journals and debriefing session**

Students will be required to write reflective journals both during and after the service-learning project to demonstrate their ability to: (a) link their service-learning experience with the academic focus / discipline-specific content of the subject, (b) reflect on their service-learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities both as engineers and as responsible citizens.

Moreover, a wrap-up session will be arranged in week 13 to enable students to share the service-learning experience among different student groups.

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	e
	1. Coursework in e-learning module, discipline-specific and project-specific sessions (individual)	10%		√	√	√	
	2. Reflective Journals (individual)	30%		√	√	√	
	3. Project proposal, report and presentation (group)	30%	√		√	√	√
	4. Performance in rendering service (individual 20% & group 10%)	30%	√		√	√	√
	Total	100 %					

**Students must attain at least grade D in both coursework and final examination (whenever applicable) in order to attain a passing grade in the overall result.**

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

1. The e-learning module and discipline-/ project-specific sessions will include assignments and learning tasks that are designed to assess students' ability to link service-learning with the engineering contents of the subject (ILO d), their understanding of their role and responsibilities in society (ILO b) as well as their empathy for the disadvantaged groups (ILO c).

2. Students will write reflective journals during and after the service project to reflect on their learning experience. This assesses their ability to link service-learning and the engineering contents of the subject (ILO d), their empathy for the disadvantaged groups (ILO c), and their ability to reflect on their roles and responsibilities in the society (ILO b).

3. Students will compile a project proposal and a project report as key deliverables of the service-learning project. The project report comprises the findings of the condition survey, data collection and in-home assessment. Students will advise the disadvantaged groups on ways to enhance home safety and improve home environment; will conduct minor

	<p>improvement works/small renovation for the service recipients; and will introduce to them the assistance schemes for medium-scale renovation and maintenance works (ILO d). Students will directly apply the academic knowledge in compiling the project report (ILO a). Students' empathy for the people in need will be assessed through group work and engagement (ILOs c &amp; e).</p> <p>4. During the service delivery, students will have close interaction with the collaborating organizations as well as the service recipients. Students will conduct home visits, surveys and in-home assessment, and make suggestions, and present their findings to the collaborating organizations and the service recipients. Students' attitude/performance during the service delivery and their level of engagement with the service recipients will be good indications of whether students can apply their knowledge and skills in the service setting (ILO a), demonstrate empathy to the disadvantaged groups (ILO c), link their service-learning activities and experiences with engineering contents (ILO d) and work effectively with various parties (ILO e). This part of assessment of students' performance in rendering service involves instructors' observation and collection of feedbacks from the collaborating organizations and the service recipients.</p>	
<b>Student Study Effort Expected</b>	e-learning Module	10 Hrs.
	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Discipline-related lectures, project-specific seminars, workshops and meetings</li> </ul>	20 Hrs.
	<ul style="list-style-type: none"> <li>• Project presentation and wrap-up session</li> </ul>	6 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Direct rendering of service</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Readings, self study, and planning and preparation for the service project</li> </ul>	25 Hrs.
	<ul style="list-style-type: none"> <li>▪ Reflection and review</li> </ul>	25 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Cress, C.M., Collier, P.J. &amp; Reitenauer, V.L. (2005). Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Stylus Publishing</li> <li>2. Adams, M., Blumenfeld, W., Castaneda, C.R., Hackman, H.W., Peters, M.L., Zuniga, X. (Ed.) (2010). Readings for Diversity and Social Justice. Routledge</li> <li>3. Johnson, A. (2005). Privilege, Power, and Difference. McGraw-Hill</li> </ol>	

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5. Sandel, M.J. (2010). Justice: What's the Right Thing to Do?, Farrar, Straus and Giroux
6. Brammer, L.M. (2003). The helping relationship: Process and skills. Boston: Allyn & Bacon.
7. Hargie, O. (2006). The handbook of communication skills (2<sup>nd</sup> ed.). London: Routledge.
8. Lee, E.W.Y., Chan, E.Y.M., & Chan, J.C.W. (2013) Public Policymaking in Hong Kong: Civic Engagement and State-society Relations in a Semi-democracy.
9. D. Lenihan (2012) Rescuing Policy. The Case for Public Engagement. Ottawa: Public Policy Forum.
10. Building Department (2002). Building Maintenance Guidebook.
11. Hong Kong Housing Society (2005) Universal Design Guidebook for Residential Development in Hong Kong
12. World Health Organisation. (2007). Global age-friendly cities: A guide. Geneva: World
13. World Health Organisation. (2015). Measuring the age-friendliness of cities: a guide to using core indicators. Geneva: World Health Organisation.