

Part B Project Summary

Project Title: Promoting Positive Youth Development through School-University-Elderly Learning Community	Project Number 2015/0298 (revised)
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Name of Organization: Department of Education Studies, Hong Kong Baptist University

- (1) **Goals:** To enhance positive youth development of secondary school students through their active participation in a tri-party intergenerational learning community
- Objectives:**
- (i) To develop secondary school students' knowledge and skills embedded in action learning process as members of a learning community involving university students and staff, secondary school teachers and elderly in the community.
 - (ii) To cultivate secondary school students' sense of belonging and positive social values rooted in service learning within the community.
 - (iii) To promote secondary school students' development of both cognitive and affective learning necessary for their positive development through shared engagement in issues of healthy living and well-being with members of the learning community
- (2) **Targets:** Secondary School Students, Secondary School Teachers
- (3) **Expected Number of Beneficiaries:** 140-175 Secondary School Students, and 14-21 Secondary School Teachers of 7 Secondary Schools; 40 University Students and 120-160 Older Adults in 3 Community Service Centers
- (4) **Implementation Plan:**
- (i) Duration: 2 years between November 2016 - October 2018
 - (ii) Process/Schedule: The process involve preparatory work (Nov-Dec 2016), two action learning cycles (Cycle 1: Jan 2016 - Aug 2017; Cycle 2: Sep 2017-Aug 2018) and consolidation and dissemination (Sep - Oct 2018)
 - (iii) Collaboration with other parties/partners: 7 Secondary Schools and 3-4 Community Service Centers
- (5) **Products:**
- (i) Deliverables/outcomes: Teacher Manual; Project website; Tri-Party Learning Community Framework as a new pedagogical model; and School-school and School-University Partnership
 - (ii) Dissemination of deliverables/outcomes: Closing and consolidation event; Distribution of the Teacher Manual to secondary schools; and project website linked to participating schools and HKEdCity
- (6) **Budget:** HK\$ 1,973,380
(a) Staff cost: HK \$1,787,568; (b) Equipment: HK \$8,600; (c) General Expenses: HK \$156,800; (d) Contingency (3% of non-staff cost): HK \$5,412; (e) Audit fee: HK \$15,000
- (7) **Evaluation:**
- (i) Performance indicators: (a) Positive youth development; (b) Knowledge and skills for service learning and learning community; (c) Program activity evaluation
 - (ii) Outcome measurement: Pre and Post-evaluation on positive youth development of secondary school students before and after completing an action learning cycle; Pre-post questionnaire / open-ended questions on learning community; Reflective journals completed by secondary school and HKBU students; Milestone interviews with secondary school students and HKBU students; follow-up evaluation for participating teachers; Program evaluation questionnaire of intergenerational learning activities; and, Qualitative analysis of data collected through reflective journals, reflection sessions and focus group interviews.

Title:

Promoting Positive Youth Development through School-University-Elderly Learning Community

Topical Areas and Activities:

The topical areas and activities of the project are:

1. Trying out new pedagogy
2. Organizing life-wide learning activities for students, including extra-curricular activities/educational visits

Project Themes:

The project themes are:

1. Healthy Lifestyle and Positive Development of Students
2. Values Education

Needs Assessment and Applicants' Capability:

1. ***The compatibility between applicant organization's mission, government education priorities and school development plan***

Hong Kong Baptist University (HKBU) is committed to the development of whole person. This mission is operationalized into Graduate Attributes (GAs) that include Citizenship, Knowledge, Learning, Skills, Creativity, Communication and Teamwork (Centre for Holistic Teaching and Learning, HKBU), around which our curricula and pedagogies are designed and implemented. In this proposed project we would like to carry forward the philosophy of whole person development to support positive development of secondary school students through a tri-party learning community framework. HKBU students will serve as trained mentors to collaborate with secondary schools students and teachers to develop school-based service learning program for engaging older adults in learning communities.

The proposed project involves a university-school-community partnership that offers invaluable opportunity for secondary school students to engage in intergenerational learning community activities on healthy living and well-being. The service learning approach adopted in this project aligns with the enhancement of life planning experiences in secondary schools highlighted as one of the government policy priorities for positive youth development in the 2015 Policy Address (Hong Kong Special Administration Region, 2015). Furthermore, the participating schools, which highly support HKBU's mission of whole person development, find the service learning approach and learning community model compatible with their school development plans and have shown enthusiasm to engage in the partnership with the university and the community.

2. ***Tri-party intergenerational learning community in support of school-based Positive Youth Development initiatives in secondary schools***

This project entails the engagement of secondary school students and teachers, HKBU students, academics and staff, and community non-government agencies in a tri-party, intergenerational learning community. This school-based model of learning community, through recognizing unique student characteristics as well as needs, resources and general practices of individual schools, endeavors to build personal, interpersonal, and organizational capacity for enhancement of positive youth development of secondary school students.

3. ***Applicants' Capability: Successful experiences and exemplar practice – Ongoing SDF project at HKBU***

The leader of the proposed project, Prof. Atara Sivan, is Associate Dean of the Faculty of Social Sciences and

Professor in the Department of Education Studies at HKBU. Prof. Vicky Tam, another leader of the proposed project, is the Associate Head and Professor of the same Department. Both of them possess the expertise and the professional experiences in orchestrating program initiatives in positive youth development.

In 2012-2015, Prof. Sivan and Prof. Tam led a team of six HKBU academics from the disciplines of Social Work, Sociology and Physical Education, three project staff as well as social workers and teachers in designing and implementing a 3-year project "Building Learning Community through a Transdisciplinary Multi-layered Approach" which was supported by HKBU University Strategic Development Fund (HKD 1,978,400) to create opportunities for personal growth and community development for 50 secondary school students, 33 HKBU students, and 120 older adults. The active and extended engagement of members of the multi-generational learning community in this exemplar project led to the initiation, planning and implementation of a series of 21 intergenerational learning activities. Results of program evaluation showed that participating secondary school students had gained competence and capability to plan, organize, implement and evaluate intergenerational learning activities after participating in the project (Sivan & Tam, 2015). They were empowered to engage problems and issues and worked collaboratively with other parties to bring about changes to the community.

This project received the HKBU Knowledge Transfer Award in 2015 as it has created social impact by establishing a platform for knowledge transfer across generations and to the community sector, promoting whole person development and engagement in civic and community service, and expanding the transdisciplinary collaboration to the society. Another achievement of the project was the award of Caring Organization under the Caring Company Scheme 2014-2015. This award was nominated by a collaborating non-government organization in recognition of the project's commitment in caring for the community. Furthermore, the project received international recognition through the attainment of finalist status of the MacJannet Award granted by the Tallories Network. The USA-based organization is a network of 344 higher education institutions in 75 countries and the award aims at recognizing exceptional student community engagement initiatives. The profiles of 2015 prize recipients and finalists were listed on the official website (<http://talloiresnetwork.tufts.edu/about-the-macjannet-prize/finalist-nominations/primarily-studentmanaged-community-engagement-organizations/>)

4. Applicants' Capability: Added-value - Parallel Development of General Education Course at HKBU

To support the operation of this proposed project, Prof Atara Sivan and Prof Vicky Tam have designed a General Education Course at HKBU named "Service Leadership in Learning Communities" which will be launched in Academic Year 2016-2017 for undergraduate students in different disciplines. The course will employ experiential and action learning approaches to train undergraduate students with theories and practices on mentoring, leadership, service learning and learning community. Students who have completed this course will be deployed as trained mentors in the proposed project to lead and collaborate with the secondary school students in learning communities. This resource could be regarded as an added-value for the QEF project.

Goals and Objectives:

Goals: To enhance positive youth development of secondary school students through their active participation in a tri-party intergenerational learning community.

Objectives:

1. To develop secondary school students' knowledge and skills embedded in action learning process as members of a learning community involving university students and staff, secondary school teachers and elderly in the community.

2. To cultivate secondary school students' sense of belonging and positive social values rooted in service learning within the community.
3. To promote secondary school students' development of both cognitive and affective learning necessary for their positive development through shared engagement in issues of healthy living and well-being with members of the learning community.

Short Term (Those attainable within the project period):

1. Audience (The major target beneficiary group):

Secondary school students will be the major beneficiaries of this project. As active members of the learning community, secondary school teachers, older adults in the community and HKBU students will also benefit from participating in this project.

2. Behavior (The target performance (or learning outcomes) or behavioral changes):

Through their engagement in a guided action learning process within a tri-party, intergenerational learning community, secondary school students will acquire the knowledge and skills embedded in service leadership and community service. By collaborating with and learning from other community members, students will become aware of personal and community improvements around the themes of healthy living and well-being and develop an appreciation towards community members. As such, the project will contribute to students' development of both cognitive and affective learning necessary for their positive development.

3. Conditions (Situation under which the behavioral changes are expected to occur):

Secondary school students' active involvement in reflection, design and implementation of activities within the learning community and under the guidance of HKBU students and academic staff will provide the platform for behavioral changes to occur.

4. Degree (the criteria for measuring success):

Students' learning and development throughout the project will be assessed by employing the following measures:

- Pre and post-questionnaire on youth development and learning community to be conducted before and after each action learning cycle;
- Reflective journals to be completed by secondary school and HKBU students throughout the project;
- Interviews and reflection sessions to be held at several milestones of the project; and,
- Data solicited from the above measures will be analyzed and reflected upon in light of the projects objectives.

Long Term (Those attainable beyond the project period):

1. Audience (the target beneficiary group):

The target beneficiary group will include students and teachers of secondary schools.

2. Behavior (the target performance (or learning outcomes) or behavioral changes):

The new pedagogical model will be utilized by universities, schools and elderly centers to enhance students' learning and positive personal development.

3. Conditions (situation under which the behavioral changes are expected to occur):

Collaboration between universities, schools and the community with ongoing support funding will be the conditions for the expected behavioral change.

4. Degree (the criteria for measuring success):

The extent of model adoption across different universities, schools and communities bodies will be monitored through logging related contacts and consultations.

Targets and Expected Number of Beneficiaries:**Direct Beneficiaries:**

140-175 Secondary School Students and 14-21 Secondary School Teachers of 7 Secondary Schools.

Participation in the project is open to secondary 4 students. No requirements on background and academic performance. The project team wishes to have an inclusive participation.

Indirect Beneficiaries:

40 University Students and 120-160 older adults in 3-4 Community Service Centers.

Innovations:

This project builds upon a new pedagogical model for positive youth development that incorporates two elements:

1. Intergenerational Learning Community

The project will establish a learning community consisting of secondary schools students and teachers, university students, academic staff and professionals, and older adults in the community. Members of this intergenerational learning community will engage collaboratively in authentic issues and work together to bring about personal and community improvements around the themes of healthy living and well-being while facilitated with academic and professional knowledge. This collaborative process will provide golden opportunities for secondary school students to enhance their connections, and to develop their competence, sense of belonging and positive social values in a safe environment. The collaborative civic engagement will also narrow down the generation gap and empower all members to play an active role in personal growth and community improvement.

2. Learning through cycles of action and reflection

Reflection and reciprocity will be key features of this project to ensure students' optimal learning and development. Students will assume leadership roles in service learning activities with community members which will best utilize their potential to learn while serving. The project will incorporate activities that facilitate students' collaborative and personal reflection by adopting an action learning approach and utilizing reflective journals. Students will be involved in (a) group sharing and reflections on their actions and (b) a guided personal reflection process to help them make meaning and connections of their experiences. Both processes will enhance their personal growth and development.

The new model is further described in the following section.

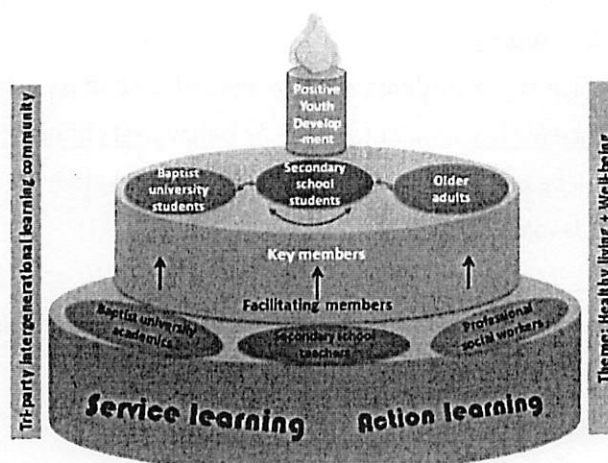
Conceptual Framework:

Figure 1: The Project Model

This project is framed by three concepts: learning community, service learning and action learning. To optimize positive youth development among participating secondary school students, the project will integrate practices based on these concepts. The concepts with their practical implementation and potential contribution are described below:

1. Learning Community

Building schools as learning communities has been widely advocated for enhancement of student learning and development. Learning community is characterized with a culture of collaboration and collective responsibility for learning within the school with the involvement of all members of the education community. The aim is to contribute to the learning and knowledge base of the school and its community (Hord, 2004).

At the core of a learning community in schools lies interplay among three categories of capacity namely: personal, interpersonal and organizational, which mutually influence each other leading to a subsequent growth. The personal capacity involves the process of reflection and analysis on existing knowledge and practices, seeking out new networks and experimenting with new ideas which generate the foundation for improvement in practices. The interpersonal capacity occurs when members of the school work collaboratively with supporting colleagues within a culture of collegial relations. This culture entails both affective and cognitive domains with the former built on trust, respect, inclusion, care and support and the latter on collaboration, collective reflection and professional dialogue. Organizational capacity is concerned with building structures within the school and school related contexts that create and maintain sustainable organizational processes. These include collaborative processes that facilitate connection, inclusion and empowerment for undertaking changes and bringing about improvements (Mitchell, & Sackey, 2011).

The proposed project will establish a tri-party intergenerational learning community involving secondary school students, HKBU students and older adults in the community and will be facilitated by secondary school teachers, academics and professionals. This community will engage in issues of mutual concern and collaboratively plan and implement activities to bring about personal and community improvement. Secondary schools students will be empowered to undertake leadership roles with the support and facilitation of university students. They will also be involved in a process of guided reflection which will promote their awareness and understanding of their own learning and development. This learning community will serve as a safe environment for secondary school students to enhance their connections and competence, develop their sense of belonging and positive social values - all are important components of positive youth development. The community will be an excellent context for positive youth development since it will provide opportunities for development of supportive relationships, sense of belonging, positive social norms, empowerment practices that support autonomy, development of skills and integration and synergy among all parties involved inside and outside the school (Eccles & Gootman, 2002). Furthermore, through their cooperation and collaboration, all members of the community will get to know each other and build the necessary trust and respect which are at the core of interpersonal and organizational capacities.

2. Service learning

Service learning, also known as community-based learning, is a broader concept of experiential learning with the focus on the community (Howard, 2012). As pedagogy it has been grounded in experience as the basis of learning with an intentional reflection to facilitate students' learning (Jacoby et al., 1995). The underlying idea is to involve the community in one form or another so as to strengthen student learning, civic commitment and social responsibility. The unique contribution of service learning lies in its focus on (a) authentic issues in the community rather than on specific discipline, (b) on collaboration rather than on individual learning, and (c) their intention to benefit both the provider and the recipient and to ensure equal focus on service that is provided and the occurrence of learning (Furco, 2011; Hackar-Cam & Schmidt, 2014).

Studies on service learning programs among school students have indicated positive outcomes across a variety of

domains including: cognitive development, academic engagement, civic development, social development, moral and ethical development and personal and affective development including self-esteem, self-confidence and resiliency (William, 1991; Furco, 2002; Yats & Youniss 1996; Billing, 2000). Recent studies further showed that school students who participated in service learning scored higher on leadership measures (Richards, Cornelli, Celio, Grant, Choi, George & Deane, 2013) and that such participation provided the best context for their development of self-determination and identity by supporting feelings of autonomy, competence and relatedness resulting in increased motivation to continue this involvement in the future (Hacker-Cam & Schmidt, 2014). All the above positive outcomes of service learning are important qualities for positive youth development (Eccles & Gootman, 2002; Lerner, 2004).

To best utilize service learning for students' development, it was highly recommended to ensure their participation in activities that include direct contact with other community members, allow their input in the planning, implementation and assessment of the project and incorporate reflection process with higher level thinking skills. Recommendations were also made to collaborate with other community bodies (Lockely, 2009) and provide professional support in the design and implementation of activities for all parties involved (Billing, 2005; Hacker-Cam & Schmidt, 2014).

The proposed project will employ the service learning approach by building a partnership between the school, university and elderly in the community. Secondary school students will be trained to undertake leadership roles together with the other parties of the learning community in order to serve and learn with reflection and reciprocity as the key features of such a process. To create an optimal experience for student learning and development, activities will involve direct interaction with older adults in the community. Activities will be centered on themes related to healthy living and well-being and skills and creativity. For example: healthy exercises and diet, sharing of living and eating habits, reminiscence and reflection. All the activities will use a range of experiential experiences and a variety of pedagogies including games, quizzes, handicraft design, role and simulation games and interactive presentation. This community service will be integrative and will relate to co-curricular activities Other Learning Experiences (OLE) and Career and Life Planning. Reflective journals will be used to engage students in the process of thinking about their experiences, examining their thoughts and reflecting on their roles and actions and their related outcomes. References will be made to a successful reflective journal framework developed by the project leaders in their previous aforementioned project involving secondary school students as members of a learning community.

3. Action learning

The project will adopt an action learning approach which refers to "learning from action or concrete experience and taking action as a result of this learning" (Zuber- Skerritt, 2001). At the core of this approach lies the belief that learning results from active experience and improvement to existing situations can be brought through involvement in a cyclical of critical reflection and action (Kember, 2000; Zuber- Skerritt & Teare, 2013). This approach involves active learning, searching, problem solving and systematic inquiry into issues through ongoing reflection so as to bring about changes and improvements. It employs collaborative inquiry and ongoing reflection with the aim to learn, understand and improve particular social situations for the benefit of those who participants in the inquiry and who are also affected by its results (Zuber- Skerritt, 2001). Action learning approach has been successfully employed among academics and schools teachers in Hong Kong and brought about pedagogical improvements resulting in the enhancement of students' learning (Kember, 2000; Sivan & Chan, 2014).

In the proposed project, students will be actively engaged together with other members of the learning community in two cycles of action learning. Each cycle involves four stages of planning, action, observation and reflection. Going through these stages, students will not only examine significant issues but also develop leadership, problem solving and collaborative skills necessary for acting on these issues. . Specifically, students will learn about older adults in the community and share issues related to healthy living and well-being. Going through the process of

guided reflection on action (Schön, 1987) facilitated with reflective journals, students will make meaning and connections of their activities, a process which will contribute to their personal growth and development.

Implementation Plan with Timeline:

The implementation of the project will be through two action learning cycles. Each cycle will comprise four stages of *Planning, Action, Observation and Reflection*. The project will start with preparatory work and conclude with consolidation. Figure 2 below portrays the spiral nature of the project implementation in which the end of the first cycle serves as the beginning of the second cycle. The figure is followed with a table showing the schedule and related activities of each cycle and stage.

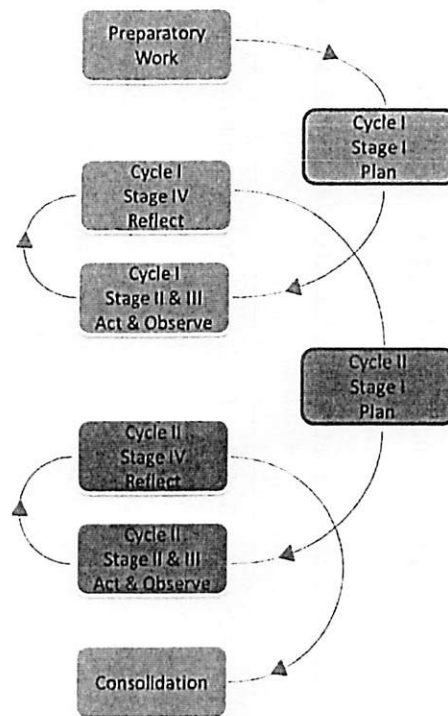


Figure 2: The Action Learning Spiral of the Project Implementation

Project Schedule and Activities

Cycle I

Phase	Dates	Activities	Related Visits & Meetings
Preparatory Work	Nov 2016 – Dec 2016	<ul style="list-style-type: none"> Recruit team members and formulate roles, job allocation and administrative setting for the project Secondary school students and HKBU Students meet and team up Introduction, coordination, developing context and logistic arrangement with community partners 	<ul style="list-style-type: none"> 3 visits - 1 visit to each community center (total 3 community centers) The focus of the visits will be on recruitment and formulation of relations with the collaborating center. 14 meetings – 1-2 meetings with each secondary school (total 7 secondary schools) <p>The focus of the meetings will be on setting up understanding of the action learning process and establishing the base for the learning community and service learning engagement. University students will serve as mentors and school teachers will serve as facilitators for secondary school students while they engage in guided learning.</p>
Cycle I Stage I – Plan	Jan 2017 – Feb 2017	<ul style="list-style-type: none"> Assess personal and community needs Identify the needs to be addressed Establish a time frame and baseline Develop a plan of action 	<ul style="list-style-type: none"> 3 visits - 1 visit to each community center (total 3 community centers) <p>The learning focus of the visits will be on enquiry and formulation of relations for building the learning community and undertaking service learning. During the visit, students will become familiar with the center’s aims and activities and with the older adults. Students will build up the learning community through interaction, collaboration and engagement in service learning.</p> <ul style="list-style-type: none"> 14 meetings -1-2 meetings with each secondary school (total 7 secondary schools) <p>The learning focus of the meetings will be on promoting secondary school students’ cognitive and affective learning development within the context of service learning and the utilization of action learning. During the meetings students will identify the needs and come up with an action plan to address them. University students will serve as trained mentors and “critical friends” for secondary school students</p>

			<p>throughout the process. School teachers will serve as facilitators for students' learning while relating their activities to their school context.</p>
<p>Cycle I Stage II & III – Act & Observe</p>	<p>Mar 2017 – May 2017</p>	<ul style="list-style-type: none"> • Implement the planned activities • Observe the results of the action 	<ul style="list-style-type: none"> • 21 activities - 3 activities with each school (total 7 secondary schools) <p>The learning focus of the activities will be on cultivating secondary school students' sense of belonging and positive social values through shared engagement in issues of healthy living and well-being with members of the learning community. While undertaking the planned activities, secondary school students will be supported and mentored by university students. School teachers will facilitate students' learning in undertaking the activities in line with the plan and in relation to their school context.</p> <ul style="list-style-type: none"> • 42 meetings - 6 planning meetings with each school (total 7 secondary schools) <p>The learning focus of the meetings will be on promoting secondary school students' cognitive and affective development through shared engagement in action and service learning. Two meetings will be attached to each activity. The first one will focus on planning and the second one will consolidate and reflect on the activity. Secondary school students will be mentored by university students in their guided learning process and school teachers will serve as facilitators while relating the activities to their school context.</p>
<p>Cycle I Stage IV – Reflect</p>	<p>Jun 2017 – Aug 2017</p>	<ul style="list-style-type: none"> • Reflect on activities through reflective journals and focus group interviews and seek improvement • Undertake qualitative analysis of reflective journals • Administer program evaluation questionnaire 	<ul style="list-style-type: none"> • 7 reflection sessions with secondary school students • 3 reflection sessions with older adults together with secondary school students • 2 reflection sessions with BU students together with secondary school students

Cycle II

Phase	Dates	Activities	Related Visits & Meetings
Cycle II Stage I – Plan	Sep 2017 – Nov 2017	<ul style="list-style-type: none"> Carry out a consolidation event of Action Learning Cycle I Establish inter-school collaborative circle (2-3 secondary schools will form a circle to jointly plan and undertake the activities) Assess personal and community needs, identify the needs to be addressed, establish a time frame and baseline, develop a plan of action 	<ul style="list-style-type: none"> 1 consolidation event 3 visits - 1 visit to each community center (total 3 community centers). <p>The focus of the visit will be on reinforcing and deepening the formulation of relations with the collaborating center.</p> <ul style="list-style-type: none"> 18 meetings - 6 meetings with each inter-school collaborative circle (Total 3 circles) <p>The learning focus of the meetings will be on action learning, learning community and service learning. During the meetings, students from the 2-3 schools will share the activities they undertook in Cycle I and collaboratively reflect on them and come up with a plan for the next cycle of action, observation and reflection. University students will serve as trained mentors and “critical friends” for secondary school students throughout the process. School teachers will serve as facilitators for students’ learning while relating their activities to their school context.</p>
Cycle II Stage II & III – Act & Observe	Dec 2017 – May 2018	<ul style="list-style-type: none"> Develop the plan of action Implement the planned activities Observe the results of the action 	<ul style="list-style-type: none"> 15 activities - 5 activities with each circle (total 3 circles) <p>The learning focus of the activities will be on cultivating secondary school students’ sense of belonging and positive social values through shared engagement in issues of healthy living and well-being with members of the learning community. While undertaking the planned activities, secondary school students will be supported and mentored by university students. School teachers will facilitate students’ learning</p>

		<p>through assistance in their undertaking their activities in line with the plan and in relation to their school context.</p> <ul style="list-style-type: none"> • 30 meetings - 10 planning meetings with each circle (total 3 circles) <p>The learning focus of the meeting will be on further promotion of secondary school students' cognitive and affective learning development within a collaborative circle with students from other schools. During the meeting the learning community aspect will be further reinforced within the context of service learning and the utilization of action learning. Through a collaborative inquiry students will sharpen the needs and come up with a plan to address them. University students will serve as trained mentors and "critical friends" for secondary school students throughout the process. School teachers will serve as facilitators for students' learning while relating their activities to their school context.</p>
Cycle II Stage IV – Reflect	Jun 2018 – Aug 2018	<ul style="list-style-type: none"> • Reflect on activities through reflective journals and focus group interviews and seek improvements • Undertake qualitative analysis of reflective journals • Administer program evaluation questionnaire <ul style="list-style-type: none"> • 7 reflection sessions with secondary school students • 3 reflection sessions with older adults together with secondary school students • 2 reflection sessions with BU students together with secondary school students
Consolidation and Dissemination	Sep 2018 – Oct 2018	<ul style="list-style-type: none"> • Wrap-up and reflection • Carry out a closing and consolidation event • Undertake analysis of various data • Publish the Teacher Manual • Manage and collate project website • Conduct sharing and dissemination workshop to schools in Hong Kong <ul style="list-style-type: none"> • 1 consolidation event • 1 workshop

Teachers' and Principals' Involvement in the Project:

The principals of seven schools have confirmed their participation and have highly supported the project's goals, objectives, framework and implementation plan. Principals and teachers will have an induction for establishing their facilitator role to enable and support students' service learning and relate it to their school context. The induction will include a full training on the use of action learning, the learning community model and its implementation in schools in Hong Kong for students' development. To further increase the utilization of the service learning approach, teachers and principals will support in the planning, design and implementation stages through knowledge transfer activities conducted by university academics and professionals. Teachers are expected to professionally engage in the sessions to ensure their own learning.

Brief curriculum vitae of the Project Leader:

Prof Atara Sivan, is Associate Dean of the Faculty of Social Sciences and Professor in the Department of Education Studies at HKBU. Her research includes teaching and learning approaches and methods, adolescents' leisure and education, learning environments, and action learning in education, on which she publishes extensively through books, book chapters and journal articles. She is teaching in various teacher education and professional development programs for teachers and principals. She has been successfully leading several learning community and community of practice projects involving secondary school students, university students and staff and older adults in the community. She has also obtained several local and international awards for her contribution to the field of knowledge and practice, including 2014 Geroge Torikildsen Literary Award and HKBU 2015 Knowledge Transfer Award.

Budget

	Year 1 Nov 2016 - Oct 2017	Year 2 Nov 2017 - Oct 2018	Sub Total (HK\$)
(i) Staff Cost (Monthly salary x No. x Months)			
1 Project Coordinator (As the rank of Lecturer (\$37,522) x 1 x 24 months (with \$1,500 MPF)	450,264	450,264	900,528
1 Senior Research Assistant (\$22,050) x 1 x 24 months (with 5% MPF)	264,600	264,600	529,200
1 Project assistant (\$14,910) x 1 x 24 months (with 5% MPF)	178,920	178,920	357,840
Sub-total	893,784	893,784	1,787,568
(ii) Equipment			
2 Digital Camera (For recording and dissemination) (\$1,500 x 2)	3,000		3,000
1 Digital Video Camera (For recording and dissemination) (\$4,200 x 1)	4,200		4,200
2 Computer Storage Accessories (2T Portable Hard Disks - for filing and storage) (\$700 x 2)	1,400		1,400
Sub-total	8,600		8,600
(iii) General Expenses			
Expenses for each activity (\$1000 x 21 activities in 1st year + 15 activities in 2nd year)		15,000	36,000
Transportation for visits, meetings and activities		51,000	51,000
- Transportation fee for students and teachers: \$500 x 45 large-scale visits/activities			
- Transportation fee for project staff: \$150 x 190 visits/meetings/activities			
Consolidation event of action Learning Cycle I at the beginning of 2nd year		5,000	5,000

iii. General Expenses

As per the experiences of organizing similar activities, the expenses for each activity will be around HKD 1000 to cover program materials and venue rental. The transportation fee for bringing participants to and from the activity venues and the activity expenses activity will be around HKD 500. Based on the experience of organizing similar events, HKD 5,000 and HKD 10,000 will be expected to be spent on the consolidation and closing events respectively. The dissemination expenses refer to the production cost of a publication (600 copies) deriving from the project (\$50 per copy,).

Based on the experience of implementing a 2-year project, it takes around 6000 pages daily photocopy and 6000 pages daily printing per year and the total cost is HKD 4,800 for 2 years.

Based on a previous a 2-year project, miscellaneous for daily operation will cost around \$10,000 each year.

iv. Audit Fee

As per QEF's instruction, it will cost \$ 15000.

Expected Project Outcomes:***Tangible Deliverables:***

1. Publications

- Teacher Manual: The objectives of publishing the Teacher Manual are to disseminate and promote the use of the intergenerational learning community framework in the local education sector. The manual will include the framework, the model and process of action learning, and the program activity plans related to positive youth development.

2. Project Website

A project website will be developed and hosted under the domain of Department of Education Studies at HKBU. The website will serve both as internal working platform as well as means for external dissemination. It will be linked to the websites of all participating schools and NGOs for reporting project updates as well as facilitating ongoing online interaction and discussion among members of the learning community. It will also be linked to HKEdCity (www.hkedcity.net) for dissemination, of the project's objectives, content and experiences.

Intangible Deliverables:

1. The Tri-party Learning Community Framework as a new pedagogical model

Through this project, the tri-party learning community framework will be established as a new pedagogical model. It draws upon principles of learning community, service learning, and action learning for enhancing secondary school students' positive youth development. The project and its experiences will serve as an exemplar for further development of the framework as well as for the reference of other secondary schools in Hong Kong and elsewhere in the world for curriculum innovation.

2. School-School and School-University Partnership

The tri-party learning community is the most valuable and sustainable output of this project. After two years of intensive collaboration and mutual-learning on the project, strong partnerships between school-school and school-university are expected to form. The partnerships have the potential to evolve into sustained learning communities beyond this project, thus enhancing personal, interpersonal and organizational capacities of the schools.

Project Evaluation:

The expected positive youth development (PYD) which is relevant to the focus of this project relates to caring, connection and leadership. A questionnaire will be used to measure these aspects while relating to the Five Cs model (Conway, Heary & Hogan, 2015, Geldhof et al., 2014). As for the participating teachers, there will be a follow-up evaluation which will involve interviews and reflection sessions.

1. Progressive Assessment

- Pre-post evaluation on positive youth development of secondary school students before and after completing an action learning cycle
- Pre-post questionnaire / open-ended questions on learning community
- Reflective journals completed by secondary school and HKBU students
- Milestone interviews with secondary school students and HKBU students

Secondary school students are expected to show positive changes on action and observation undertaking in the community. Those changes will be recorded and evidenced through qualitative analysis of their reflective journals and interviews.

2. Final Assessment

- Evaluation of positive youth development of secondary school students
- Program evaluation questionnaire of intergenerational learning activities
- Qualitative analysis of data collected through reflective journals, reflection sessions and focus group interviews.

Sustainability of Project Outcomes:

The project will be sustained through dissemination of its framework among schools, universities and elderly centers in Hong Kong. The offering of the General Education course by the University demonstrates its commitment to continue its involvement in this tri-party intergenerational learning community and funding will be further sought from the university and other community sources such as CIIF to facilitate the continuation of the project.

Dissemination/Promotion of Project Outcomes:

The project will be disseminated and promoted through the following activities:

1. A closing and consolidation event which will be held in Sept - Oct 2018 will serve as a platform for disseminating and promoting the project outcomes to schools and community bodies. During this event the project framework and its pedagogical model for promotion of positive youth development and healthy living and well-being will be shared alongside participants' accounts of their experiences.
2. The Teacher Manual will be distributed to secondary schools. The project website which will be hosted under the domain of Department of Education Studies at HKBU will also be linked to all participating schools' websites and to HKEdCity (www.hkedcity.net) for dissemination.
3. Sharing and dissemination workshop will be conducted to 200 secondary school teachers and principals. The objectives of the workshop are experience sharing, disseminating the project framework to schools and partners and promoting alternative pedagogy for facilitating positive youth development and service learning in Hong Kong secondary schools.

Report Submission Schedule

Project Management		Financial Management	
Type of Report and covering period	Report due day	Type of Report and covering period	Report due day
Progress Report 01/11/2016 - 30/04/2017	31/05/2017	Interim Financial Report 01/11/2016 - 30/04/2017	31/05/2017
Progress Report 01/05/2017 - 31/10/2017	30/11/2017	Interim Financial Report 01/05/2017 - 31/10/2017	30/11/2017
Progress Report 01/11/2017 - 30/04/2018	31/05/2018	Interim Financial Report 01/11/2017 - 30/04/2018	31/05/2018
Final Report 01/11/2016 - 31/10/2018	31/01/2019	Final Financial Report 01/05/2018 - 31/10/2018	31/01/2019

Asset Usage Plan

Item / Description	No. of Units	Total Cost	Proposed Plan for Deployment	Justification(s)
Digital Camera	2	3,000	To be used by grantee for project learning activities, research in education and teacher training	To sustain the project impact
Digital Video Camera	1	4,200	To be used by the grantee for project learning activities, research in education and teacher training	To sustain the project impact
Computer Storage Accessories	2	1,400	To be used by the grantee for project learning activities, research in education and teacher training	To sustain the project impact

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