

Application of Quality Education Fund (2010-2012)

Project Number: 2009/0364 (Revised)

Project Title: Service Learning for Positive Youth Development: Learning, Leading and Life Changing

Part C (Project Details)

Item i

(a) Background

Service-Learning is new trend of learning, and is increasingly practiced by educators in USA, Canada, Austria and Britain. Service-Learning is **more than community service or volunteering service, which is of much pedagogical concerns**. When well-planned, Service-Learning project is intended to enhance students' to apply academic, personal and social skills to the development of their communities. In addition, it fosters students' engagement of views, beliefs and values in the communities that are not fully touched in the classroom setting.¹

To date, research shows that Service-Learning is of significance to students' learning, personal and social growth.² Students who have involved in well-planned Service-Learning projects show motivation to learn, and increase academic performance.³ Also, these students **undergo positive changes** in personal and social development, such as increasing a sense of personal and social responsibility, learning to trust and be trusted by others, and contributing their performance as part of a team. Besides, they see their ability to give contributions to their community and feel that they can "make a bit change." In addition, research shows that **planned learning activities** are a crucial element for successful enhancement of students' skills, confidence, connections and ideals that shape the ways they relate to the world through Service-Learning project.⁴

Education Bureau of Hong Kong (EDB, HK) has noticed the importance of students' wholistic development, and the new trend of obtaining knowledge, attitudes, and skills through the process of experiential learning. In the New Senior Secondary (NSS) Curriculum S.4 - S.6 implemented in 2009, "Other Learning Experiences" (OLE) has become essential component of the Curriculum. Students are required to spend at least fifteen percent of the lesson time, alongside their subject learning, to participate five areas of learning experiences such as (1) Moral and Civic Education; (2) Aesthetic Development; (3) Physical Development; (4) Community Service; (5) Career-Related Experiences. These experiences aim at promoting students' whole-person development and facilitating students' lifelong learning capacities.

According to our interviews with the secondary school principals, most of them welcomed Community Service to be added in the NSS, but did not have enough resource to the development of teaching and learning materials for the area. The majority of them showed welcome for the development of teaching and learning materials that help in **integrating students' service experiences with existing curriculum** (e.g. Liberal Studies, Life Education, Moral and Civic Education), **structuring personal reflections, and personal growth**. Further, the principals expected the sustainability of the Project. They believed that research would be a significant evaluation tool that could help to carry out evaluation of the design, development and implementation processes. The research data would be effective to reflect upon their existing practices and facilitate transformative learning and teaching

¹ Over the last several years, increased attention has been paid to "Service Learning" in international education communities. More international conferences have been held to include global participants to explore the innovative implementation of Service Learning. For information about this, see <http://nslc.nylc.org/>; http://www.researchslce.org/_Files/Conference_Sites/2009Conference/Call_Proposals.html

² The Impacts of Service-Learning on Youth, Schools and Communities: Research on K-12 School-Based Service-Learning, 1990-1999; <http://www.learningindeed.org/research/slresearch/slrsrchsy.html>

³ P. C. Scales, D. A. Blyth, T. H. Berkas, & J. C. Kielsmeier, "The effects of service-learning on middle school students' social responsibility and academic success." *Journal of Early Adolescence*, 20 (2000), 332-358.

⁴ J. S. Leming, "Integrating a structured ethical reflection curriculum into high school community service experiences: Impact on sociomoral development." *Adolescence*, 36 (2001), 33-45.



practices. Based on the research, and the interview data we have got, it makes sense to say that the proposed Project can be an intervention Project which initiates a new mode of teaching and learning in Community Service, and facilitates youth's positive life growth.

To provide "hands on" opportunities to reinforce classroom learning, this proposed Project will arrange students to participate in a wide variety of service learning projects which are related to the existing curriculum content such as Liberal Studies, Life Education, and Moral and Civic Education. Particular attention will be paid to: (1) Personal Development and Interpersonal Relationships; (2) Public Health; and (3) Society and Culture. Student participants will be facilitated to incorporate their academic knowledge to participate a community service such as setting (1) a community youth club; (2) a community health fair; (3) an environmental protection fair; or (4) publishing community newsletters and etc. Related organizations, for example (1) Chinese YMCA of Hong Kong, (2) the St. John's Cathedral HIV Education Centre, (3) Green Peace, and (4) Hong Kong Public Libraries will be invited to be community partners to implement the Project (see the table below).⁵

	Area 1	Area 2	Area 3
Related Knowledge	Personal Development and Interpersonal Relationships	Public Health	Society and Culture
Related Community Service	Setting a community youth club	Setting a community health fair/ setting an environmental protection fair	Publishing community newsletters
Related Organizations	Chinese YMCA of Hong Kong	the St. John's Cathedral HIV Education Centre; Green Peace	Hong Kong Public Libraries

(b) Objectives

The inter-woven cycle of service and learning will benefit students as well as the related stakeholders of the proposed Project while they build interaction with educators and communities. The objectives of proposed Project become three-folded:

It enables youth to:

- Make classroom learning be relevant to them
- Develop analytical thinking and problem solving skills
- Develop teamwork, leadership and collaboration skills
- Enhance personal and social development
- Actualize their defined talents
- Form mutual respect between them and adults
- Voice out their ideas
- Make a difference in the lives of others
- Respond to community-identified needs and assets
- Cultivate civic responsibility
- Gain career exploration

⁵ Some of community organizations are recruiting youth volunteers. This may lay the foundation of cooperation among schools, students, community organizations, and the Centre.

It enables educators to:

- Broaden the curriculum into a richer context for learning
- Revise the curriculum so that learning is experiential
- Establishes relationship with community organizations to support classroom learning
- Help improve students' analytical thinking and problem solving skills
- Help improve students' leadership and collaboration skills
- Respect students' voices and experiences
- Develop new roles as mentors and facilitators
- Support teaching objectives in Moral and Civic Education
- Conduct curriculum and pedagogical research
- Develop innovative pedagogies by empirical research data

It enables community organizations to:

- Build opportunities for increasing volunteers
- Revitalize community organizations' mission
- Receive creativity from participating youth which contributes to the organization development
- Understand real community needs
- Enhance communicative skills
- Develop social responsibility

(c) Targets and Expected Number of Beneficiaries

As this Project aims at channelling the youth to apply academic knowledge, social and personal skills to their community through meaningful services, the stakeholders of the Project will be the potential beneficiaries. Students, teachers, the participant school population as a whole, other secondary schools in Hong Kong and the communities served by students will benefit from this well-designed Project.

Participant Students and Teachers: In existing practice, some schools have strongly encouraged the students in S4 to start community service, one of the learning components in OLE. Hence, the proposed Project with the nature similar to community service in OLE, but with more emphasis on enhancing "Learning" through service, is not add-on project. It will not increase students' study-load, and will easily prompt students' willingness and motivation to involve in the proposed Project. More importantly, though the Project is an "Action" project, but it requires youth's cognitive, social and emotional involvement when they are engaged in information gathering, problem solving, implementation and reflection. Hence, the proposal Project with sequential well-planned activities will definitely benefit to students' whole-person development.

In addition, we expect that teachers will benefit from the exchange of enthusiasm, knowledge, skills and resources with other part-school teachers in the Project. This exchange will provide a valuable pathway for teacher to re-think how the existing curriculum, pedagogy, and understanding of civic responsibility can be directly related to / deal with community challenges.

For the time being, 10 core secondary school principals have promised to nominate 20-30 students and 1-2 teachers to participate this Project. The number of beneficiaries in student group at the start of Project, conservatively estimated, is 200-300; in teacher group; is 10-20. In addition, 5 associate secondary schools, totally



including 50 students and 5-10 teachers, have showed interests to participate in some training seminars of this Project. However, there should be inflation effect. At the end of the Project, the whole school population will benefit from the input of the participant students' reports, journals, photos and artworks, as well as teachers' feedbacks and sharing's. If estimated number of full-time students in each participant school is 1000 and teaching staff is 50, the total number of beneficiaries at the end of the Project will be 10, 000 students, and 500 teachers. The inflation rate raises 3000% in the student group, 900% in the teacher group after the completion of the Project.

Other Secondary Schools in Hong Kong and in other countries: Because all pedagogical materials, photos, artworks and etc produced in this Project will be published on the website and can be widely reached by all the secondary schools in Hong Kong, the expected beneficiaries will definitely far more than the participant school population. In 2008-09 school year, 500 secondary schools of various types (including government schools, grant schools, direct subsidy and private schools, etc.) were in the territory. Over 330,000 students and 16,000 teachers are currently studying and working in the secondary schools. Hence, they will be the expected beneficiaries of the Project. In addition, the Chinese speaking secondary schools in Mainland, Macau, Taiwan and Singapore may also benefit from the materials we share in the website.

Community partners: Community partners are also equal beneficiaries. Community partners benefit from partnerships in some ways. The agencies may provide more new services because they get some new inputs from students. Another benefit is that agencies that building a relationship with a secondary school or a university can lead to growth potential for the agencies.

International Educators: Researches and the seminars in this Project serve as a networking platform (both face-to-face and online) for major stakeholders to attract scholars, teacher educators and researchers from all over the world to engage in exchanging of professional learning ideas and practices of this field.

(d) Activities to be Organized and the Details

The proposed Project at least includes 5 core components, which are (1) Investigation; (2) Planning; (3) Action; (4) Reflection; and (5) Demonstration and Celebration (see the figure below).⁶ These components aim at facilitating youth's active participation and allowing them to make meaningful difference in the community.

Phase 1 (Jun-Aug., 2010) – Mapping and Building Community: Service-Learning is not worked in vacuums. They require partnerships between educators, non-profitable organizations, and youth. The relationships between all these groups will be cemented by common goals and shared visions. The Project coordinator will contact some local schools and non-profitable organizations to explain them our Project. If the schools and the non-profitable organizations determine to join the Project, the Project coordinator will give guidelines and procedures to help nurture partnerships.

Phase 2 (Oct-Nov., 2010) – Understanding the Service-Learning Process: Service-Learning is different from volunteer work. It involves specific learning objectives and the acquisition of specific skills in planning, analysis, teamwork, and leadership. Research indicates that well-understanding of service learning can produce a quality Project with positive outcomes. The Project coordinator and researchers will launch at least 1 teacher-seminar (3hrs)

⁶ Alliance for Service-Learning in Education Reform, Standards for Quality for School-based and Community-based Service-Learning (Alexandria, VA: Author, 1995). See <http://www.servicelearning.org/filemanager/download/12/asler95.pdf>

to explain: (1) What is service learning? (2) How is it contributed to quality youth development in existing research findings? (3) How can teen's experience in service learning be connected to existing curriculum?

In addition, 2 workshops (2hrs each) for students will be arranged. Focus will be put on facilitating the youth to understand the goals and the process of service learning, including choosing service Project, implementing the Project, evaluating success, reflecting on the meanings derived from the service experiences.

Phase 3 (Dec-Feb., 2010) – Preparation and Investigation: Project coordinator, researchers and teachers will facilitate the youth to form the Service-Learning group, identify an organization/ a community of focus by website research or interviews, complete a community assessment through **strengthen-based perspective**, identify a community need, and to develop empathy and understand about the need. Generate ideas and make a list of Project based on newspaper articles, or from websites.

Phase 4 (Mar-Aug., 2011) – Select, Plan and Implement the Project: Project coordinator, researchers, and teachers will facilitate the youth to select the Projects, design an action plan, define the tasks, decide roles and resources needed, make reflection on the process, and develop skills to complete the Service-Learning Project.

Phase 5 (Sep-Dec., 2011) – Reflection: Project coordinator, researchers, and teachers will enable the youth to analyze their service impact on the community or the recipients, make connections to academic learning, and assess their personal growth. Reflection activities can take in form of journal writing, artwork, peer interviews, and future planning exercises.

Phase 6 (Jan-Feb., 2011) – Demonstration and Celebration: At the end of the Project, Project coordinator will organize all the participants, including the youth, parents, community partners, educators, and Project beneficiaries to celebrate and thank for the youth's efforts. The celebration affirms the importance of the parties' contributions and encourages continued collaborations in the future. Celebration will be incorporated the time of demonstration of the youth's journal writing and artwork produced in the reflection stage, sharing of their challenges and successes, and certificate and award presentations.

Phase 7 (Mar-July, 2012) – Research Report and Seminar: The Project researchers will analyze, interpret, and explain the quantitative and qualitative data collected throughout phase 2 to 7, and write report for publication in international referred journal. A seminar will be launched to report the research results and which will be open to public.

(e) Action Plan with Time-line

The schedule for the activities listed in the above are arranged as follows:

Year	Phase	Date	Activities	Minimal no. of Beneficiaries in Core Schools	Minimal no. of Beneficiaries in Associate Schools
1	1	Jul-Aug, 2010	Mapping and Building Community Fifteen visits for participating schools Five visits for organizing communities	<ul style="list-style-type: none"> • 10 principals • 10-20 teachers • 5 organization leaders 	<ul style="list-style-type: none"> • 5 principals • 5-10 teachers • 5 organization leader
	2	Oct-Nov, 2010	Understanding the Service Learning Process <ul style="list-style-type: none"> • One 3-hr training seminar for teachers (in early Oct) • Two 2-hr training seminars and workshops for students (in Oct -Nov) 	<ul style="list-style-type: none"> • 10-20 teachers • 200-300 students (x 2) 	<ul style="list-style-type: none"> • 5-10 teachers • 50 students (x 2)
	3	Dec-Feb,	Preparation and Investigation	<ul style="list-style-type: none"> • 200-300 students 	



		2010	<ul style="list-style-type: none"> One training course for students (in Dec-Feb) 	<ul style="list-style-type: none"> 20 teachers 	
	4	Mar-Aug, 2011	Select, Plan and Implement the Project <ul style="list-style-type: none"> One training course for students (in early Mar) One Community Service by Students during long holiday (in April/July/Dec) One Community Service by Students after final examination (in June-Aug) 	<ul style="list-style-type: none"> 200-300 students (x 3) 10-20 teachers 	
2	5	Sep-Dec, 2011	Reflection <ul style="list-style-type: none"> One training course for students (in Oct) 	<ul style="list-style-type: none"> 200-300 students 10-20 teachers 	
	6	Jan-Feb, 2011	Demonstration and Celebration <ul style="list-style-type: none"> Two-month demonstration in participating schools (Jan-Feb) One half-day celebration ceremony (in Feb) 	<ul style="list-style-type: none"> whole school population (1000 students x 10) 10 principals (x 2) 10-20 teachers (x 2) 200-300 students (x 2) 	<ul style="list-style-type: none"> 5 principals (x 2) 5-10 teachers (x 2) 50 students (x 2)
	7	Mar-July 2012	Research Report and Seminar <ul style="list-style-type: none"> One half-day research report and seminar (in July/Sept) 	<ul style="list-style-type: none"> 10 principals 10-20 teachers 200-300 students 	<ul style="list-style-type: none"> 5 principals 5-10 teachers 50 students

(f) Expected Products/Deliverables

At the end of the Project, 3 types of products/deliverables will be produced:

1. At pedagogical level: Teachers' Guide and Students' worksheets produced in the course of Project will be assembled and published on the website. Other schools of interest in this Project can get the teaching and learning materials from the web.
2. At school/community development level: Sharings from students (including, journals, reports, photos, artworks, and reflection essay), teachers, administrators, parents, recipients of the service, community representatives, and/or others will be displayed at individual participating school and at joint-school celebration. Students' sharings will be particularly published in print and on the website. The website can be accessible locally and internationally.
3. At international research level: the research findings on the effect of Service-Learning Project on Quality Youth Development will be sent to the international referred journal. The brief report will be published on the website, which can also be accessible locally and internationally.

(g) Evaluation Methods

1. One 3-hr teacher seminar in Service Learning, Curriculum Development and Quality Youth Development will be launched. Evaluation forms will be completed by the participants.
2. One of the aims of this proposed Project is to study if Service-Learning Project can facilitate quality youth development. Thus, before the Project, the students will be asked to complete the pre-test self-administered questionnaire across the five development domains across five development domains: (1) academic

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- achievement; (2) social development; (3) personal development; (4) civic participation; and (5) ethical development.
3. Two 2-hr student workshops will be organized for students to the knowledge and skills in Service-Learning. Evaluation forms will be delivered to the participants.
 4. During the Project, qualitative methods will be used for gaining a deep understanding of Project participants' experiences, motivation, opinions, concerns, and so on. The tools for qualitative research will be: (1) focus groups interviews (moderated group discussions); (2) personal interviews (one-on-one interactive discussions, not simple question and answer sessions); and (3) observation (in-class or field observations are used for capturing information on what is actually done and generating a qualitative sense of the experience).
 5. Also, during the Project, evaluation forms will be delivered to measure progress toward the learning and service goals of the Project.
 6. At the end of the Project, the students will be asked to complete the post-test questionnaire. Also, each participant will be asked to write an individual reflection essay about his/her learning, challenge, changing and growth experienced in the Project. Students' other forms of sharing such as journals, photos, artworks, and so on will be displayed at joint-school celebration. Advices and feedbacks will be collected from students, teachers, administrators, parents, recipients of the service, community representatives, and/or others.
 7. All the qualitative and quantitative data collected in the above will be written in research report and sent to international referred journals. Feedbacks and comments from international journal editors will be collected.

(h) Budget

First Year (Oct2010-Sept 2011)

(a) Staff Cost (Including MPF: 5% contribution portion of salary)

Items	Remarks (HK\$) & type of cost	Costing (HK\$)	Contributions from the Organization (HK\$)	Application for QE Fund (HK\$)
1 Project Coordinator (Research design and implementation; Design and develop teaching and learning materials)	\$20,065 x 12 + MPF [Staff cost]	252,780	0	252,780
1 Research Assistant (Data collection; Proof-reading teaching and learning materials;	\$16,000 x12 + MPF [Staff cost]	201,600	100,000	101,600



1 Project Coordinator (School/community organization communications, Promotion of the projects, Logistics of seminars,	\$16,500 x 12+ MPF [Staff cost]	207,900	207,900	0
Other Personnel Expenses	End-of-Contract gratuity (x 10%) [Staff Cost]	66,228	66,228	0
Total:		728,508	374,128	354,380

(b) Deliverables / Services

Items	Remarks (HK\$)	Costing (HK\$)	Contributions from the Organization (HK\$)	Application for QE Fund (HK\$)
Teacher and learning materials (3 Packs)	Study, Planning, Writing (\$30,000 x 3) [General expenses]	90,000	20,000	70,000
4 Training courses for students	Honorarium for 4 guest speakers from the universities (\$800/ hr x 10 hrs)[Services]	8,000	4,000	4,000
Core school: (200-300 students +	Transportation (around trip) (\$3,000 x 4) [Services]	12,000	6,000	6,000
Associate School: (50 students + 5 teachers) x 4	Printing of training materials[Services]	6,000	2,000	4,000
Total Learning hrs: 10 hrs	Venue Charges [General expenses]	20,000	15,000	5,000
	Student Helpers [Services]	5,000	2,500	2,500
2 Community Services	Transportation (around trip) (\$3,000 x 2) [Services]	6,000	0	6,000
(Participants: 200-300 students + 20 teachers) x 2	Meals (\$40 x 300 x 2) [Services]	24,000	24,000	0

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	Student Helpers (\$50 x 10 x 10) [Services]	5,000	2,500	2,500
1 Training Course for Teachers	Honorarium for 1 guest speaker from the university [Services]	2,400	1,200	1,200
Core schools: 20-30 teachers	Transportation (around trip) (\$3,000 x 1) [Services]	3,000	3,000	0
Associate schools: 5-10 teachers	Printing of training materials (\$20 x 40) [Services]	800	300	500
Total Learning hrs: 3 hrs	Venue Charges (\$5,000 x 1) [General Expenses]	5,000	5,000	0
Total:		187,200	85,500	101,700

(c) IT Equipment

Items	Remarks (HK\$)	Costing (HK\$)	Contributions from the Organization (HK\$)	Application for QE Fund (HK\$)
Basic computer set	[equipment]	8,000	4,000	4,000
Portable computer	[equipment]	13,000	4,500	8,500
Digital camera	[equipment]	5,500	5,500	0
Digital video recorder	[equipment]	7,500	7,500	0
Server system	[equipment]	23,000	10,000	13,000
Software	SPSS + AMOS[equipment]	7,200	0	7,200
Multimedia projector	[equipment]	15,000	15,000	0
International journals and reference books	[General Expenses]	30,000	25,000	5,000
Total		109,200	71,500	37,700

(d) General Expenses

Items	Remarks (HK\$)	Costing (HK\$)	Contributions from the Organization (HK\$)	Application for QE Fund (HK\$)



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Promotion	Posters /leaflets for the promotion of seminars, teaching and learning materials, books and CDs. [General Expenses]	50,000	40,000	10,000
University management fees	Accounting and Auditing (Funding x 15%) [General Expenses]	133,095	133,095	0
Miscellaneous	Postage, photocopying, stationary, transportation and etc. [General Expenses]	20,000	10,000	10,000
Total		203,095	183,095	20,000
Sum of all above items		Costing (HK\$)	Contributions from the Organization (HK\$)	Application for QE Fund (HK\$)
Total		1,228,003	714,223	513,780

Second Year (Oct 2011-July 2012)

(a) Staff Cost (Including MPF: 5% contribution portion of salary)

Items	Remarks (HK\$)	Costing (HK\$)	Contributions from the Organization (HK\$)	Application for QE Fund (HK\$)
1 Project Coordinator (Data analysis; Research report; Research publication)	\$20,065 x 10 + MPF [Staff]	210,650	0	210,650
1 Research Associate (Input data; Proof-read teaching and learning materials for publication; Proof-read students' reports and sharing for	\$16,000 x 10 + MPF [Staff]	168,000	100,000	68,000

1 Project Coordinator (School/ community organization communications, Promotion of the projects, Logistics of seminars, talks and community	\$8250 x 10 + MPF [Staff]	86,625	86,625	0
Other Personnel Expenses	End-of-Contact gratuity (x 10%) [Staff]	45,515	45,515	0
Total:		510,790	232,140	278,650

(b) Deliverables / Services

Items	Remarks (HK\$)	Costing (HK\$)	Contributions from the Organization (HK\$)	Application for QE Fund (HK\$)
Teacher and learning materials (3 Packs)	Design and publications in print and on web(\$15,000 x 3)[Services]	45,000	10,000	35,000
Publication of students' experiences and life changes	Design and publications in print and on web (\$100 x 1000 copies)[Services]	10,000	0	10,000
Publication of research report	Design and publications in print and on web (\$100 x 1000 copies) [Services]	10,000	10,000	0
1-Training Courses for Student: Core school: 200-300 students + 20 teachers Associate schools: 5-10 teachers Total learning hrs: 3 hrs	Honorarium for 1-guest speaker from the university[Services]	2,400	1,200	1,200
	Transportation (around trip) (\$3,000 x 1)[Services]	3,000	3,000	0
	Printing of training materials [Services]	6,000	2,000	4,000
	Venue Charges (\$5,000 x 1) [General Expenses]	5,000	5,000	0



	Student Helpers (\$50 x 10 x 10) [Services]	5,000	2,500	2,500
Demonstration and Celebration	Transportation (around trip) (\$3,000 x 1) [General Expenses]	3,000	0	3,000
Whole school population of 10 core schools and 5 associate Students: 1000 x (10 + 5) x 2; Teachers: 40 x (10 + 5) x 2	Meals [Services]	24,000	24,000	0
	Student Helpers (\$50 x 10 x 10) [Services]	5,000	2,500	2,500
Research Report and Seminar Core schools: 20-30 teachers Associate schools: 5-10 teachers	Honorarium for 4 guest speaker from the universities (\$800 /hr x 3 hrs) [Services]	9,600	8,000	1,600
	Transportation (around trip) (\$3,000 x 1) [Services]	3,000	3,000	0
	Venue Charges (\$5,000 x 1) [General Expenses]	5,000	5,000	0
Total:		136,000	76,200	59,800

(c) General Expenses

Items	Remarks	Costing (HK\$)	Contributions from the Organization	Application for QE Fund (HK\$)
Promotion	Posters /leaflets for the promotion of seminars, teaching and learning materials, books and CDs. [General Expenses]	50,000	25,000	25,000
Miscellaneous	Postage, photocopying, stationary, transportation and etc. [General Expenses]	20,000	10,000	10,070
Total		70,000	35,000	35,070
Sum of all above items		Costing	Contributions from the	Application for QE Fund
Total		716,790	343,340	373,520

Breakdown of the Budget:

	Expenses (HK\$)	Contributions of the Organization (HK\$)	Application for QEF (HK\$)
1 st year	HK\$ 1,228,003	HK\$ 714,223	HK\$ 513,780
2 nd year	HK\$ 716,860	HK\$ 343,340	HK\$ 373,520

[The breakdown of grant from QEF: \$633,030 (staff cost), \$86,500(services), \$32,700 (equipment), \$135,070(General Expenses)]



Category (in alphabetical order)	Item / Description	No. of Units	Total Cost HKS	Proposed Plan for Deployment <i>(Note)</i> <i>Organization:</i> Divinity School of Chung Chi College
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Asset Usage Plan

audio and video equipment	NIL	NIL	NIL	NIL
book & VCD	International journals and reference books on Service Learning	~ 30	5,000	<ul style="list-style-type: none"> ♦ For design teaching and learning materials ♦ To conduct research ♦ after the completion project, open to public circulation
computer hardware	Desktop Portable	1/2 1	4,000 85,00	<ul style="list-style-type: none"> ♦ For design teaching and learning materials ♦ To conduct research ♦ For presentation use in teacher and student seminars ♦ after the completion project, open to public circulation
computer software	SPSS + Amos	1	7,200	<ul style="list-style-type: none"> ♦ to conduct quantitative research on the relation between Social Service and Youth's Positive Development ♦ after the completion of project, will use them to conduct educational research
musical instrument	NIL	NIL	NIL	NIL
office equipment	Server System	1	13,000	<ul style="list-style-type: none"> ♦ for sharing the teaching, learning and research materials for teachers, students and the public ♦ after the completion project, open to public circulation
office furniture	NIL	NIL	NIL	NIL
sports equipment	NIL	NIL	NIL	NIL
Others	NIL	NIL	NIL	NIL

Note: for use by school / organization / in other projects (please provide details of the department / centre to which the asset will be deployed and the planned usage of the asset in activities upon project completion).

Report Submission Schedule

My organization commits to submit proper reports in strict accordance with the following 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 1/10/2010 - 31/3/2011	30/4/2011	Interim Financial Report 1/10/2010 - 31/3/2011	30/4/2011
Progress Report 1/4/2011 - 30/9/2011	31/10/2011	Interim Financial Report 1/4/2011 - 30/9/2011	31/10/2011
Progress Report 1/10/2011 - 31/3/2012	30/4/2012	Interim Financial Report 1/10/2011 - 31/3/2012	30/4/2012
Final Report 1/10/2010 - 31/7/2012	31/10/2012	Final Financial Report 1/4/2012 - 31/7/2012	31/10/2012

Item ii

(a) Long-term Significance of the Project, and Contributions to Teachers' Professional Enhancement and the Applicant Organization

Long Term Significance of Project: Service-Learning project has been increasing attention by educators and researchers in some countries such as United States, Canada, Austria, and Britain. Some educators think that Service-Learning Project, in the long run, transforms teaching and learning in the classroom, and some research findings support that Service-Learning project can nurture youth's positive values and interpersonal skills. However, this area of teaching and research are under-developed in Hong Kong. To develop an understanding of the long term effect/significance of Service-Learning project, pre-test and post-test should be administrated. Hence, our team members have planned to conduct a longitude test to study the lasting effect of Service-Learning project on youth's positive changes one year after the Project ended. If the longitude test shows a significant lasting effect, we have supporting data to encourage other secondary school teachers and students in Hong Kong to implement the



Project. In the long run, the Project can encourage innovative teaching and learning strategies on developing youth's civic, moral, cross-cultural, career or personal learning goals through integrating classroom and community learning, which is an un-touching issue in Hong Kong educational context.

Contributions to Teachers' Professional Enhancement: Service-Learning project is different from volunteering service, which is an instructional strategy. It can be used to meet youth's developmental needs, learning goals and learning contents. Hence, the Project prompts an opportunity for teachers to develop the curriculum components on a wider scale. It is important that the implementation of curriculum should focus on the whole young person in their community context instead of narrowing the focus to the fragment of the whole whom are 'school students'. In addition, the curriculum should facilitate youth to develop deep thinking and analysis about oneself, and one's relationship to society. Hence, the Project will tap teachers to think about the concepts of knowledge, wholisite learning, civic education, value education or character formation in more new terms and new ways in the 21st century.

Contributions to the Applicant Organization: Through this Project, firstly, the Centre will serve as a resource centre (teaching and learning resources for educators, experts for technical assistance and as resource persons, articles and technical reports of teacher education Projects, and for supporting professional learning Projects in the Hong Kong and even in Asia-Pacific region. This is supported by an online/print journal written by teachers for teachers about their profession and practices within their own context. Second, the Centre specializes in intervention Projects where a set of mechanisms is constructed to support teachers and leaders in schools as they reflect upon their existing practices and policies and adopt transformative teaching and learning practices. Last but not least, by the concrete knowledge, practices, and research data of this field, the Centre can attract scholars, teacher educators and researchers from all over the world to engage in professional learning ideas and practices of this field; and serve as a networking platform (both face-to-face and online) for major stakeholders of teacher education and innovations in the Asia-Pacific region.

(b) Favourable Factors, Facilitates and Readiness for Implementing the Project

The team Project members have visited, and explained the Project to 10 secondary schools in Hong Kong. The principal and the teachers taking care of the subjects in Liberal Studies, Moral and Civic Education, Other Learning Experience (OLE), Life Education or Religious Education are interested to the Project. They have given verbal or written reply to nominate 20-30 F.4 students in their schools, i.e totally 200-300 students, to join this Project (see the Appendix 1).

Some other favourable factors this Project is that as the team members, as the university staff, are easily to access useful references/materials in the university library, they can develop web-based teacher-development teams/teacher-learning communities by supporting e-journal reading or online discussion forum. Also, the applicant organization has established the web-site to support wireless communication networks, solutions and resources (see <http://www.cuhk.edu.hk/theology/cqle/>). Besides, lecture theatres in university, accommodating around 800 persons, can be rated in low price for the applicant organization. This particularly helps the applicant organization to facilitate an exchange of knowledge, information, experience, and resources among the stakeholders of Projects. This exchange, in turn, helps the team forging at the very start of the Project, and the team development during the Project.

Last but not least, this Project has recruited six members from the Chinese University of Hong Kong and City University of Hong Kong. They are respectively working in the Centre for Quality Life Education, Department of Cultural and Religious Studies, Divinity School of Chung Chi College, Faculty of Education, and Department of Applied Social Studies. Three of them are executive Project members; another three, advisory board members. They are professionals in this field, and have **concrete experiences** in giving talk for teachers and students, publishing teaching and learning material for NSS curriculum, and evaluating youth Project. They are ready to assist in carrying out different components of the Project. Details of Details of the curriculum vitae of the Project members are listed in the below:

Appendix

Teachers' Training Course (3 hours seminar): Understanding Service Learning

1. Service Learning Defined
2. Social Changes and Problems
 - ♦ The Changing Family Structure
 - ♦ Social Changes and their effects on Schools
 - ♦ Exceptional Children
 - ♦ Community Needs
3. Service Learning as Education Reform
 - ♦ Youth as Resources, Not Problems
 - ♦ Learning includes other segments of Society
 - ♦ Role of Teachers/ Responsibilities of the Teachers
4. Positive Contributions for Youth in Service Learning
 - ♦ Qualitative Data
5. Implementing a Service Project
6. Introducing Service Learning In the Curriculum

Rating Scale

School Name: _____

Teaching Skills Workshop

(Low)

(High)

	1	2	3	4	5
The Objective of today's workshop was clear.					
The Objective was accomplished.					
I can use or adapt what I learned in my own classroom.					
The presenters communicated the concepts and examples clearly.					
There was adequate individual and/or gp participation in the workshop.					
Materials were made available.					
Overall appraisal of this presentation					

Source: G. Keith Dolan. *Communication: A Practical Guide to School and Community Relations*. Balmont, Wadsworth Publishing Company, 1996.



Students' Training Course Contents

Date	Duration	Course Contents
Oct-Nov	2 hrs	<p>Understanding the Service-Learning Process</p> <ul style="list-style-type: none"> ♦ Active Citizenship Today ♦ Learning about Community Service Act ♦ Students' Role in Service Learning: The Collaborative Model (Student Partnerships with team members, with teachers, with school, with organization, with community) ♦ Communication Skills/ Interpersonal Relationships
Dec-Feb	2 hrs	<p>Preparation and Investigation</p> <ul style="list-style-type: none"> ♦ Determine the Learning / Serving Objectives: What specific skills or attitudes will I gain in Service Learning? How does it provide a career experience? ♦ Identify Personal Outcomes: How can the project foster me a more cooperative skills and attitudes? How can the project strengthen students' sense of worth by enabling them to contribute to others? How can the project foster me an understanding of and respect for the recipients. ♦ Conduct a Community Survey: Students are asked to scan the newspaper for ideas. A school social worker, or teacher may be invited to class to discuss community needs. ♦ A Response to Community Needs: What should be improved? What actions can they take will make a difference?
Mar-Aug	2 hrs	<p>Select, Plan and Implement the Project</p> <ul style="list-style-type: none"> ♦ Select the Project: Students present their research and formulate their recommendations, learn the criteria for an effective program ♦ Plan the Project: Learn to contact with the sites; writing the proposals (objectives; service to be offered; number and description of students including their skills and strengths; description of site population; a projected budget; who will be in charge of the project ♦ Implement the Project: The world of work (how to work as a part of team; description of placement; service to be performed; meeting with the organization supervisor; meeting with and serve their recipients)
Sep-Dec	2 hrs	<p>Reflection</p> <ul style="list-style-type: none"> ♦ Keep journal writing (e.g. what have you learned any insights into the problems of the recipients, into their status in society? What do you admire more about the people at the center? Have you learned about any careers? New skills?)

		♦ Evaluating the Project (reviewing the original objectives of the program and the anticipated outcomes. Collect qualitative data based on reports from the community sites or recipients, evaluate the effects on those served.)
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Reference:

Lillian S. Stephens. *The Complete Guide to Learning through Community Service*. Allyn & Bacon: A Simon & Schuster Company, 1995.



Worksheet 1 Understanding the Service Learning Process

Service-learning in relation to academic, civic, and other learning goals

<i>Purpose of the Project.</i>		
<i>Academic Goals:</i>		
Subject Area	Knowledge Content	Benchmark or Indicator
	1.	
	2.	
	3.	
Subject Area	Knowledge Content	Benchmark or Indicator
	1.	
	2.	
	3.	
Subject Area	Knowledge Content	Benchmark or Indicator
	1.	
	2.	
	3.	

<i>Civic Goals</i>	Civic Knowledge	1.
		2.
		3.
	Civic Attitudes	1.
		2.
		3.
	Civic Attitudes and Values	1.

		2.
		3.

Other Goals (e.g., social skills, career preparation)

1.
2.
3.
4.
5.

Reference:

RMC Research for Corporation for Learn and Serve American's National Service-Learning Clearinghouse



Worksheet 2 Preparation and Investigation

Part A

MEDIA	What media (newspapers, TV stations, websites) might help you to get the information about your community needs?
INTERVIEWS	Think of a person who is knowledgeable about the topic you chose. Write 3-5 questions you would ask this person in an interview to get the information about the community needs, or the topic that your group has chosen.
OBSERVATION & EXPERIENCE	What ways will you gather the information through your observations and participations? What aspects would you concentrate there? How would you Keep record of what you find out?
SURVEYS	A survey can help you find out what people know about your study topic. By what ways you will conduct your survey, through a printed questionnaire, over the phone, by mail, or by e-mail. Who could you survey – students, family members, neighbors? How many surveys would you want to have completed?

Source:

[http://www.girlscoutsofwesternohio.org/Forms/program/0909018-001%20\(cg%2030-1\)%20WCSP%20What%20does%20your%20Community%20Need%20JCSA.pdf](http://www.girlscoutsofwesternohio.org/Forms/program/0909018-001%20(cg%2030-1)%20WCSP%20What%20does%20your%20Community%20Need%20JCSA.pdf)

Part B

Our Community Needs?

What I learned from.....

MEDIA:

INTERVIEWS:

SURVEYS:

OBSERVATIONS:

By your investigation, what do you think are the most important needs in your community?

Which method of gathering information did you like most? Why?

Source:

[http://www.girlscoutsofwesternohio.org/Forms/program/0909018-001%20\(cg%2030-1\)%20WCSP%20What%20does%20your%20Community%20Need%20JCSA.pdf](http://www.girlscoutsofwesternohio.org/Forms/program/0909018-001%20(cg%2030-1)%20WCSP%20What%20does%20your%20Community%20Need%20JCSA.pdf)



Worksheet 3: Select, Plan and Implement the Project

Project title: _____

Time frame for the service activity: _____

Activity Plans

Create an activity plans for the project implementation.

<p>Step One: Researching the problem</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>	<p>Step Two: Selecting a solution</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>
<p>Step Three: Writing an Action Plan</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>	<p>Step Four: Orientation and Training #1</p> <p>Dates: _____</p> <p>Goals:</p> <p>Materials and Resources:</p> <p>Activities:</p> <p>Assessment Plan:</p>
<p>Step Five: Orientation and Training #2 and introducing reflection assignment during service</p> <p>Dates: _____</p>	<p>Step Six: Students begin their service project</p> <p>Dates: _____</p>

Goals:	Goals:
Materials and Resources:	Materials and Resources:
Activities:	Activities:
Assessment Plan:	Assessment Plan:

Source:

RMC Research for Corporation for Learn and Serve American's National Service-Learning Clearinghouse



Worksheet 4 Reflection

Student Name: _____

Placement: _____

Period of Service: _____

1. Describe your activities:
2. What did you like best about this placement?
3. Was there anything you did not like?
4. What would you have done differently?
5. Do you believe your program could be improved, if so, how?
6. Have you learned anything yourself? About others?
7. What do you believe is your major contribution?
8. Have any people affected by your service?
9. Have you been given more responsibility since you started?
10. Which aspects of the service experience have been most meaningful?
11. What is the hardest part of participating?
12. Have you learned about any careers? New skills?

Source: RMC Research for Corporation for Learn and Serve American's National Service-Learning Clearinghouse