



香港樹仁大學

HONG KONG SHUE YAN UNIVERSITY

# DEPARTMENT OF SOCIOLOGY

## SERVICE LEARNING STUDENT HANDBOOK





# **DEPARTMENT OF SOCIOLOGY**

SERVICE LEARNING  
STUDENT HANDBOOK

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# SECTION 1: GENERAL INFORMATION



## 1.1 Introduction

Service Learning is an experiential course that combines stated learning goals with meaningful community service in ways that enhance both student growth and the common good. It combines social service with sociological study and reflection to broaden students' social horizon and knowledge. Learning occurs through a cycle of engagement and reflection to connect what students have learned in the classroom with real life lessons learned through service to the community.

Service Learning is a 3-credit elective course for Year 3 Sociology students. As part of this course students must successfully complete an internship of 120 hours in a NGO under co-supervision from a Workplace Supervisor and an Academic Supervisor. Credits will be awarded to students who demonstrate that they have been able to apply their sociological knowledge and analytical skills successfully to achieve the intended learning outcomes. This course will enrich students' learning experience, teach civic responsibility, and advance the culture of care for others in the society at large.

## 1.2 Course Aims (CAs)

The course aims to maximise the learning opportunities for students:

No.	CAs
1	To enhance the knowledge, theories and skills for applied sociology through social participation;
2	To understand and possibly improve the delivery of social services in the community;
3	To acquire both confidence and capacity for engaging civic activities and community development.

## 1.3 Course Intended Learning Outcomes (CILOs)

Upon successful completion of Service Learning, students should be able to:

No.	CILOs
1	Demonstrate civic activities and community experiences in social service with sociological theories and concepts;
2	Apply sociological knowledge and analytical skills in identifying civic issues and community needs;
3	Formulate effective ideas and services for civic issues and community needs with a strong sense of social responsibility;
4	Follows instructions, play the assigned roles, and perform personal and group tasks and projects with appropriate attitudes and approaches in de-livering social services for people;
5	Present views, exchange ideas with others, and write reports effectively to facilitate the delivery of social service;
6	Evaluate own performance in study and the delivery of social service through regular reflection for improvement.

## 1.4 Teaching and Learning Activities (TLAs)

The Service Learning incorporates a range of strategic TLAs and ATs in line with the three major stages of preparation, action and reflection.

### I. Preparation

At a first stage, students will take SOC 100 Introduction to Sociology and SOC 221 Social Research Methods. The courses offer students the sociological knowledge and strategies for operationalising abstract theories and concepts into concrete analytical practice, collecting a body of data and materials for generating new ideas, making evidence-based judgment or formulating solutions to problems. See the course outlines at Appendix 1-2. The TLAs include lectures, tutorials, presentations, workshops, assignments and examinations. Students will also participate in a suite of pre-internship trainings to enhance their work readiness and practical skills to meet with the job expectations from the workplace. The Office of Student Affairs will be responsible for the provision of these pre-internship training including job preparation workshops and sharing sessions.



## II. Action

After the preparation stage, students start their internship in a NGO. Students are expected to learn actively through direct participation in the delivery of social service. The TLAs for students at this stage consist of all the roles, tasks and projects assigned by the NGO. The Workplace Supervisor guides students to acquire the competence, practical knowledge and skills, as well as proper attitudes and behaviours in delivering social services for people. Varying learning opportunities will be given to students to integrate their academic study from class with their internship encounter in delivery of social service.

## III. Reflection

In order to successfully complete Service Learning, students must finish stages 1 and 2 and then integrate their real-life experience from social service with their academic learning. Active reflection in the pursuit of self-improvement is expected. The TLAs for this purpose include writing a reflective journal for self-evaluation, participating in roundtable discussions moderated by the Academic Supervisor, and completing an overall report that consists of a theoretically informed analysis of their internship experience in connection with appropriate academic discourse. The Academic Supervisor guides students to conduct their reflection, provides a reading list, and offers them intellectual stimulus on a regular basis. See the templates for reflective journal and internship report at Appendix 3-4.

## IV. Summary Chart on the TLFAs in Service Learning

Preparation Stage	Pre-internship Learning
TLAs: 1 <sup>st</sup> Set	Lectures, tutorials, presentations, assignments, examination, pre-internship training workshops and sharing sessions
	
Action Stage	Internship in NGO
TLAs: 2 <sup>nd</sup> Set	All roles, tasks, projects assigned to the students during the internship period
	
Reflection Stage	Academic Supervision
TLAs: 3 <sup>rd</sup> Set	Reflective journal, roundtable discussions, and final report on Service Learning

## 1.5 Assessment Tasks (ATs)

The course will be entirely assessed through continuous assessment by the Workplace Supervisor and the Academic Supervisor.

<b>Basic Performance</b> <ul style="list-style-type: none"> <li>AT1: Reflective Journal (10%)</li> <li>AT2: Roundtable Discussion (10%)</li> </ul>	<b>Subtotal: 20%</b>
<b>Working Performance</b> <ul style="list-style-type: none"> <li>AT3: Agency Evaluation (40%)</li> </ul>	<b>Subtotal: 40%</b>
<b>Academic Performance</b> <ul style="list-style-type: none"> <li>AT4: Final Report (40%)</li> </ul>	<b>Subtotal: 40%</b>
<b>Total: 100%</b>	

All assessment tasks adopt standard rubrics to evaluate students' performance in achieving the course intended learning outcomes. See the rubrics in Section 4.

## 1.6 Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1	3 <sup>rd</sup> set	1, 2, 4
2	2 <sup>nd</sup> set, 3 <sup>rd</sup> set	3
3	1 <sup>st</sup> set, 2 <sup>nd</sup> set	3
4	1 <sup>st</sup> set, 2 <sup>nd</sup> set	3
5	2 <sup>nd</sup> set, 3 <sup>rd</sup> set	1, 2, 4
6	3 <sup>rd</sup> set	1, 2, 4

# 1.7 Reading Lists

## Main Readings

- Jamrozik, Adam and Luisa Nocella. 1998. *The Sociology of Social Problems: Theoretical Perspectives and Methods of intervention*. Cambridge: Cambridge University Press.
- Langton, P. Ann and Dianne A. Kammerer. 2005. *Practicing sociology in the community: A student's guide*. Upper Saddle River: Pearson.
- Steele, Stephen and Jammie F. Price. 2004. *Applied sociology: Terms, topics, tools, and tasks*. Belmont: Wadsworth.

## Supplementary Readings

- Alessio, John. 2011. *Social Problems and Inequality: Social Responsibility Through Progressive Sociology*. Farnham: Routledge.
- Baker, Chris, Donald Edward Davis, and Corey Dolgon, 2014. "Toward a Participatory Imagination: Lessons on Engagement from Popular Education and Participatory Action Research." Treviño, A. Javier, and Karen M. McCormack, eds. *Service Sociology and Academic Engagement in Social Problems*, pp. 144-158, Farnham: Routledge.
- Du Bois, William D. 2007. *Politics in the Human Interest: Applying Sociology in the Real World*. Lanham: Lexington Books.
- Fleck, Christian, and Andreas Hess. 2013. *Knowledge for Whom? Public Sociology in the Making*. Farnham: Ashgate.
- Hacker, Karen. 2013. *Community-based Participatory Research*. Thousand Oaks: Sage.
- Jason, A. Leonard and David S. Glenwick. (eds). 2016. *Handbook of methodological approaches to community-based research: Qualitative, quantitative, and mixed methods*. Oxford: Oxford University press.
- Jeffries, Vincent. (ed). 2009. *Handbook of Public Sociology*. Blue Ridge Summit: Rowman & Littlefield Publishers.
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- Lengermann, Patricia and Gillian Niebrugge. 2014. "Debating Service Sociology: The Settlements, the Academy and the Social Work Profession." Treviño, A. Javier, and Karen M. McCormack, eds. *Service Sociology and Academic Engagement in Social Problems*, pp. 27-44, Farnham: Routledge.
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- Shen Yuan. 2008. "Strong and Weak Intervention." *Current Sociology*, Vol.56 (3):399-404.

- Simon, David R. 1995. *Social Problems and the Sociological Imagination: A Paradigm for Analysis*. New York: McGraw-Hill.
- Snyder, Zoann K. and Jean C. Karlen. 2014. "The Impact of Action and Engagement on Sociology In and Out of the Classroom." Treviño, A. Javier, and Karen M. McCormack, eds. *Service Sociology and Academic Engagement in Social Problems*, pp. 85-90, Farnham: Routledge.
- Stolley, Kathy. 2011. "An On-Campus Homeless Shelter: The Sociological Imagination, Service-Learning, and Applied Sociology." *Theory in Action*, 4(2): 31-46.
- Thio, Alex. 2012. *Social Problems*. Sudbury: Jones & Bartlett Learning.
- Treviño, A. Javier, and Karen M. McCormack, 2014. "What is Service Sociology?" Treviño, A. Javier, and Karen M. McCormack, eds. *Service Sociology and Academic Engagement in Social Problems*, pp. 1-24, Farnham: Routledge.

# SECTION 2: APPLICATION AND REQUIREMENTS

## 2.1 Recruitment

The recruitment for Service Learning usually starts in the second semester of Year 2. The Industrial Attachment Coordinator in the Department of Sociology oversees the recruitment process and contacts the potential internship agencies for the provision of internship. In identifying the potential internship agencies, the Coordinator will visit the agencies and consider their suitability in fulfilling the roles and responsibilities for the provision of internships (see Section 3). Once the provision of internship is confirmed, students receive a list of potential internship opportunities in NGOs for their consideration. A workshop will be launched to brief students about this course and to answer their questions. Students will be encouraged to reflect upon their career interest, familiarise themselves with the internship expectations, and identify their own intended learning outcomes from the internship. The Coordinator provides students special hours for additional consultations and advices.

## 2.2 Application Procedure

If students intend to apply for the Service Learning, they should take the steps below:

- Student applicants submit a completed application form with a learning record and a curriculum vitae to the Industrial Attachment Coordinator for consideration before the deadline;
- Student applicants receive an interview by the agency to assess their aptitude for the post they have applied for;
- Successful student applicants start their Service Learning during one of the semester periods from the summer time of Year 2 to the first semester of Year 3.

## 2.3 Requirements

Student applicant must meet with the following requirements when applying a Service Learning.

- Student must attain an accumulated GPA at 2.5 or above.
- Student must complete the SOC 100 and SOC 221 with an overall grade in C category or above.
- Student must at least attend two pre-internship training workshops and one pre-internship sharing session/forum provided by the Office of Student Affairs. If students have completed more than the minimum requirement, their additional participation will be taken into account in their application to the course..



Successful student applicants must fulfill two further requirements below to be awarded the 3 credits from Service Learning.

Internship Requirement	Academic Requirement
<ul style="list-style-type: none"> <li>• Student must fulfill the job expectations of the internship agency throughout the internship period.</li> <li>• The total number of hours required to complete the internship is 120. The student is expected to participate in the work of the internship agency during the internship period as required by the Workplace Supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must meet the academic expectations from the course throughout the internship period.</li> </ul>

The overall expected effort for this course includes the additional time from students' self-study on a regular basis for reading, attending pre-internship training workshops and sharing session, participating in roundtable discussions with the Academic Supervisor, writing a reflective journal and final report.

# SECTION 3: ROLES AND RESPONSIBILITIES

# Introduction

Successful implementation of a Service Learning depends on mutual understanding and transparent collaboration among different parties including students, internship agencies, and Department of Sociology. This section specifies their major roles and responsibilities for this course.

## 3.1 Student

Students should do their best for their Service Learning under the instruction and supervision from the Industrial Attachment Coordinator, Workplace Supervisor, and Academic Supervisor. The major roles and responsibilities of students are:

- To engage fully throughout the whole teaching and learning process of Service Learning;
- To commit strongly to the given guidelines and meet with Workplace Supervisors' expectations in completing the internship tasks;
- To behave in an appropriate manner and comply with the policies and regulations in the internship agency;
- To respect the internship agency's values, their staff and practice with an appropriate working attitude and teamwork spirit;
- To engage actively in conducting academic study and achieve the intended course learning outcomes;
- To reflect regularly on individual service and academic performance for self-improvement throughout the internship process;
- To critically analyse matters of concern from internship encounters in connection with sociological discourse during the roundtable discussion;
- To maintain a reflective journal and write a final report as required by the Academic Supervisor.

## 3.2 Internship Agency

The internship agency should offer orientation and guidance to the student for his/her Service Learning. The major roles and responsibilities of the internship agency are:

- To orient students to the background, culture and practice of the NGO;
- To provide a Workplace Supervisor to guide students onsite for the implementation of the roles, tasks and projects assigned to them throughout the internship period;

- To make available a range of valuable opportunities for students to learn through working in the NGO;
- To give professional and constructive feedback on student's performance and help them to improve;
- To monitor students' behaviour and attitude to ensure that they behave in an ethical and courteous manner;
- To communicate with the Industrial Attachment Coordinator to discuss students' performance, behaviour and attitudes;
- To support the Industrial Attachment Coordinator to run the course effectively;
- To complete and return the Agency Evaluation Form to the Industrial Attachment Coordinator upon the completion of the internship.

### 3.3 Department of Sociology

The Department of Sociology will host the offerings for Service Learning for students, and delegate an Industrial Attachment Coordinator from the academic staff to oversee the course and ensure its smooth implementation. The major roles and responsibilities of the Industrial Attachment Coordinator are:

- To keep in touch with all parties on a regular basis for the purpose of coordinating and implementing the course;
- To identify appropriate NGOs and develop collaboration with them for the course;
- To oversee the recruitment process and the selection of the appropriate candidates for the course;
- To support students to overcome difficulties encountered during the course of their internship;
- To supervise students as their Academic Supervisor in groups of 5 to 10 once every two to three weeks through the regular roundtable discussion;
- To provide reading lists to students and intellectual stimulus to enable them to connect their internship experiences with the appropriate academic discourse;
- To assess students' academic performance during the internship period in line with the course intended learning outcomes;
- To ensure the quality of the course by conducting regular review and collecting feedback for improvement to the course.

# SECTION 4: RUBRICS FOR ASSESSMENTS

## 4.1 Rubric for Reflective Journal (10%)

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DEPARTMENT OF SOCIOLOGY

### Service Learning Reflective Journal Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
<b>I. Academic Connection</b>	Theories and concepts are consistently correctly applied to the discussion of real cases.  Thoughts and ideas are expressed very clearly and easy to follow with a very clear focus theme or focus.	Theories and concepts are often correctly applied to the discussion of real cases.  Thoughts and ideas are expressed adequately and basically clear and logical with a generally clear focus theme or focus.	Theories and concepts are rarely correctly applied to the discussion of real cases.  Thoughts and ideas are expressed woolly and hard to follow without a clear focus theme or focus.	
<b>II. Level of Reflection</b>	Self-reviews are specific and detailed and demonstrate deep learning and thinking.  Ideas and insights from self-reviews are consistently applied for improving performance.  Materials for demonstrations are very strong with well-written descriptions and well-organised presentations.	Self-reviews are adequate and demonstrate moderate learning and thinking.  Ideas and insights from self-reviews are often applied for improving performance.  Materials for demonstrations are fair with understandable descriptions and adequately organised presentations.	Self-reviews are too few and fail to demonstrate underpinning learning and thinking.  The application of ideas and insights from self-reviews for improving performance is limited.  Materials for demonstrations are few lack appropriate descriptions and include poorly organised presentations.	
Total Scores (I+II):				

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## 4.2 Rubric for Roundtable Discussion (10%)

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DEPARTMENT OF SOCIOLOGY

### Service Learning Roundtable Discussion Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
<b>I. Level of participation</b>	Demonstrates a very active, self-motivated involvement in the discussion process.  Joins the discussion with very careful listening and openness to other ideas, and demonstrates excellent communication skills in offering personal points of view.	Demonstrates a consistent involvement in the discussion process.  Joins the discussion with careful listening and basic openness to other ideas, and demonstrates considerable communication skills in offering personal points of view.	Lacks involvement in the discussion process.  Joins the discussion but does not listen to others and is not open to other ideas. Cannot communicate effectively in offering personal points of view.	
<b>II. Level of contribution</b>	Many important observations, materials and feelings are effectively shared throughout the discussion.  Comments always advance and stimulate the standard and progression of the discussion.  Personal inputs for the discussion always correctly relate to academic knowledge, concepts and theories.	Some important observations, materials and feelings are properly shared throughout the discussion.  Comments often advance and stimulate the standard and progression of the discussion.  Personal inputs for the discussion often correctly relate to academic knowledge, concepts and theories.	Few observations, materials and feelings are shared throughout the discussion.  Comments rarely advance and stimulate the standard and progression of the discussion.  Personal inputs for the discussion rarely correctly relate to academic knowledge, concepts and theories.	
Total Scores (I+II):				

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## 4.3 Rubric for Agency Evaluation (40%)

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF SOCIOLOGY

Confidential

### Service Learning Student Evaluation Form

*Thank you for your collaborating with Hong Kong Shue Yan University in Service Learning. Your feedback and comments will be indispensable in helping us to evaluate students' performance from the agency's perspective. Please have this form completed by the Workplace Supervisor and return the completed form to the Industrial Attachment Coordinator. Feel free to contact the Industrial Attachment Coordinator if you have any problems.*

Name of Agency: \_\_\_\_\_  
Internship Period: \_\_\_\_\_  
Name of Student: \_\_\_\_\_

Please rate his/her performance. Circle the number in the box

	Very Good	Good	Fair	Poor	Very Bad
1. Attitude	4	3	2	1	0
2. Behaviour	4	3	2	1	0
3. Sense of Responsibility	4	3	2	1	0
4. Reliability	4	3	2	1	0
5. Efficiency	4	3	2	1	0
6. Teamwork	4	3	2	1	0
7. Ideas for work	4	3	2	1	0
8. Problem-solving skills	4	3	2	1	0
9. Communication skills	4	3	2	1	0
10. Overall performance	4	3	2	1	0

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Workplace Supervisor

Date: \_\_\_\_\_



## 4.4 Rubric for Final Report (40%)

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF SOCIOLOGY

### Service Learning Final Report Evaluation Form

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

	Excellent (8-7)	Satisfactory (6-4)	Unsatisfactory (3-0)	Score
<b>I. Topic</b>	Clearly articulated with substantial originality and background information.	Basically articulated with modest originality and background information.	Woolly descriptions without originality and lacking background information.	
<b>II. Conceptual Framework</b>	Fully developed with a wide range of theoretical ideas and an insightful theme for analysis.	Properly developed with a range of theoretical ideas and an appropriate theme for analysis.	Badly developed with limited theoretical ideas and lack of a clear theme for analysis.	
<b>III. Data Analysis</b>	Substantially provided, very convincingly demonstrated with a clear and comprehensible flow of ideas and arguments.	Adequately provided, basically demonstrated with a generally comprehensible flow of ideas and arguments.	Marginally provided, badly demonstrated with a barely comprehensible flow of ideas and arguments.	
<b>IV Organization</b>	Very well-structured, logical sequence, clear evidence of planning.	Well-structured, reasonably logical sequence, some evidence of planning.	Poorly structured, illogical sequence, little evidence of planning.	
<b>V. Style</b>	Consistently in proper academic style with very concise and precise use of grammar and syntax, and substantial references all in proper format.	Generally in proper academic style with reasonable use of grammar and syntax, and adequate references generally in proper format.	Not written in recognisable academic style, poor command of grammar and syntax, few references, not in proper format.	
<b>Total Scores (I+II+III+IV+V):</b>				

Additional Comments (Attach additional pages if needed.):

Signature: \_\_\_\_\_  
Academic Supervisor

Date: \_\_\_\_\_

## 4.5 Overall Evaluation Sheet

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF SOCIOLOGY

### Service Learning Overall Evaluation Sheet

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

Agency: \_\_\_\_\_ Internship Period: \_\_\_\_\_

Academic Supervisor: \_\_\_\_\_ Workplace Supervisor: \_\_\_\_\_

Reflective Journal (10%)	
Roundtable Discussion (10%)	
Agency Evaluation (40%)	
Final Report on Service Learning (40%)	
<b>Total:</b>	

Outstanding		Above Average			Satisfactory			Below Average		Unsatisfactory	
100-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-0
A	A-	B+	B	B-	C+	C	C-	D+	D	E	F
The student's performance is excellent. He/she meets all or nearly all required/ expected standard in academic and work dimension with regard to all or nearly all of the course intended learning outcomes.		The student's performance is good. He/she meets most required/ expected standard in academic and work dimension with regard to most of the course intended learning outcomes.			The student's performance is adequate. He/she meets a number of required/ expected standard in academic and work dimension with regard to a number of the course intended learning outcomes.			The student's performance is barely adequate. He/she barely meets the required/ expected standard in academic and work dimension with regard to the course intended learning outcomes.		The student's performance is inadequate. He/she fails to meet most required/ expected standard in academic and work dimension with regard to the course intended learning outcomes.	

Signature: \_\_\_\_\_  
Industrial Attachment Coordinator

Date: \_\_\_\_\_

# SECTION 5: OTHER GUIDELINES

## 5.1 Time Schedule

The table below shows an indicative timeline of the internship arrangement and academic trainings of the course:

### Semester II

Application Procedure	Month	Pre-internship Training
-	January	-
Briefing students about the course	February	Attending pre-internship workshops and sharing sessions
Starting the recruitment process	March	
Confirming with agencies the list of successful students	April	
-	May	-

### Summer

Employment Mode	Month	Academic Training
Part-time: 15 hours per week Duration in Weeks: 8	June	Writing reflective journal
	July	Participating in roundtable discussions
-	August	Completing the Final Report

### Semester I

Employment Mode	Month	Academic Training
Part-time: 10 hours per week Duration in Weeks: 12	September	Writing reflective journal Participating in roundtable discussions
	October	
	November	
	December	Completing the Final Report

## 5.2 Academic Honesty

Any dishonest or unethical practice in fulfilling any assignment is prohibited. No mark will be given to the assignment in question and disciplinary actions against the violator will be taken. Examples of dishonest or unethical practices include, but not limit to, plagiarism, fabrication, falsification, cheating, and submitting an assignment that has been previously submitted for another course or that is not one's own work. To comply the University's policy, students are obliged to upload written assignments to the Veriguide for academic honesty check (<http://www.hksyu.edu/veriguide>).

## 5.3 Resources for Self-preparation

Students should have full preparation before taking the internship in line with their career goal. The following online supports and direct services will be provided for students to conduct self-assessment and self-preparation for their career planning. For details see <https://www.hksyu.edu/osa/>

- Online Self-Directed Search
- Online Myers-Briggs Type Indicator
- Mock interview services
- CV Clinic services

## 5.4 Insurance Coverage

Hong Kong Shue Yan University has a Group Personal Accident Policy Schedule that covers all students and includes their work internship outside campus. For Further information on the insurance policy can be obtained from the University's Industrial Attachment Office.

## 5.5 Sexual Harassment

Hong Kong Shue Yan University is committed to eliminate all forms of sexual harassment against staff and students. A University Panel Against Sexual Harassment is formed to handle all reported sexual harassment complaints in the University community and to give recommendations to the University on disciplinary actions as may be appropriate. For details see webpage of University Panel Against Sexual Harassment at [https://www.hksyu.edu/Info/university\\_committees.html](https://www.hksyu.edu/Info/university_committees.html)

# SECTION 6: SIGNIFICANCE

Service Learning is an integrative course that is unique in tertiary level Sociology in Hong Kong. The course is introduced in support of the University's strategic development goals in relation to embedding more flexible learning and practical experience into the existing curriculum that:

- Offers innovative pedagogy in delivering sociological knowledge;
- Demonstrates the applied aspects of sociology for advancing the culture of care for others in the community;
- Fosters active and ideal citizenship for the society with a strong sense of responsibility and an energetic passion for volunteerism;
- Equips students with the generic knowledge and competencies to pursue a career and become a potential community leader in the sector of social service;
- Enhance students' whole-person development and benefits the betterment of society in general.

## 6.1 Alignment with Programme Aims

The offering of Service Learning for year 2/3 Sociology students would enable them to achieve the Department's overall programme aims and programme intended learning outcome as shown below:

PAs	Contributing to the PAs		
	Major	Significant	Some
Fostering critical and creative thinking as well as effective oral and written communication skills		✓	
Providing students with the scientific techniques for the study of groups and social institutions, with special emphasis on Chinese culture			✓
Introducing students to a broad spectrum of sociological knowledge, including its history, theories, concepts, methods, and uses for understanding social institutions and social relations	✓		
Enhancing students' competence in arriving at a deeper understanding of the social issues in Hong Kong and when appropriate proposing logical solutions to them		✓	
Laying a broad and solid foundation for pursuing a career in a wide variety of possible fields by enhancing students' occupational flexibility required in rapidly changing labour market	✓		

## 6.2 Alignment with Programme Intended Learning Outcomes

PILOs	Contributing to the PILOs		
	Major	Significant	Some
Synthesise theories and research findings of other disciplines in the Social Sciences with those of sociology			✓
Command a wide range of sociological knowledge including its perspective, history, theories, methods, and uses		✓	
Utilise the analytical and conceptual skills necessary to critically evaluate the complex social forces that shape the contemporary world	✓		
Analyse the social problems affecting society and propose a logical formulation of solutions to them	✓		
Construct individual and group research projects using research methods and techniques necessary for the systematic study of social groups, institutions and practices	✓		
Apply Information Technology in the construction of research projects and demonstrate research findings effectively and creatively		✓	
Present views and arguments effectively in both Chinese and English in spoken and written form	✓		



## 6.3 Alignment with Qualifications Framework

Under the governmental policy for higher education, all Bachelor's degree programmes in Hong Kong are required to deliver learning outcomes that are aligned with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework. The alignment of Service Learning with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework is shown in the following table:

QF GLDs at Level 5		Contributing to the GLDs		
		Major	Significant	Some
Knowledge & Intellectual Skills	Generate ideas through the analysis of abstract information and concepts.		✓	
	Command wide ranging, specialised technical, creative and/or conceptual skills.		✓	
	Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses.	✓		
	Analyse, reformat and evaluate a wide range of information.		✓	
	Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues.	✓		
	Draw on a range of sources in making judgments.	✓		
Processes	Utilise diagnostic and creative skills in a range of technical, professional or management functions.	✓		
	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	✓		
Autonomy & Accountability	Perform tasks involving planning, design, and technical skills, and involving some management functions.	✓		
	Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes.	✓		
	Work under the mentoring of senior qualified practitioners.	✓		
	Deal with ethical issues, seeking guidance of others where appropriate.	✓		
Communication, ICT and Numeracy	Strategically use communication skills, adapting context and purpose to a range of audiences.	✓		
	Communicate at the standard of published academic work and/or critical dialogue.		✓	
	Monitor, review and reflect on own work and skill development, and change and adapt in the light of new demands.	✓		
	Use a range of software and specify software requirements to enhance work, anticipating future requirements.		✓	
	Critically evaluate numerical and graphical data, and employ such data extensively.		✓	

# APPENDICES

1. SOC 100 Introduction to Sociology
2. SOC 221 Social Research Methods
3. Template for Reflective Journal
4. Template for Final Report
5. Recruitment Notice
6. Application Form
7. Student Feedback Survey
8. Student Focus Group Interview Schedule

# Appendix 1: A Sample of SOC 100

## Introduction to Sociology

### HONG KONG SHUE YAN UNIVERSITY Department of Sociology

<b>Course Title:</b>	Introduction to Sociology
<b>Course Code:</b>	SOC100
<b>Course Credits:</b>	3 credits
<b>Duration in Weeks:</b>	15 weeks
<b>Contact Hours Per Week:</b>	Lecture (2 hours) Tutorial (1 hour)

#### Course Aims

This course provides a concise introduction to sociology which enables students to acquire a better understanding to the essence of sociological inquiry. The course content covers key paradigms in sociology, the importance of culture and socialisation, the dynamics of social interactions in everyday life, and various essential institutions of modern society.

#### Course Intended Learning Outcomes (CILOs)

Upon successfully completing this course, students should be able to:

No.	CILOs
1	State and explain the basic sociological concepts, principles, and paradigms
2	Analyse social actions in everyday life context
3	Apply the basic sociological concepts and principles to analysing current social issues and problems
4	Describe the inter-relations between individuals, culture, and society

#### Teaching and Learning Activities (TLAs)

##### TLA1: Lectures

Basic sociological concepts and principles will be introduced in the lectures.

##### TLA2: Tutorials and Group Discussions

Tutorials provide students with opportunities to exchange their views through discussions. Reading materials will be assigned to students to facilitate their studies. Each student has to lead discussion with their groupmates for once.

##### TLA3: Individual Presentation

Each student will be required to give an individual presentation on a selected topic.

#### TLA4: Term paper

Students are required to submit a term paper in which they should attempt to consolidate what they have learned in lectures and tutorials. They are also encouraged to formulate appropriate judgments based on theoretical reflections and/or reasoned analysis of empirical facts.

#### TLA5: Final Examination

The final examination is designed to assess the students' familiarity with the basic sociological concepts and principles.

#### Alignment of TLAs with CILOs

	CILO1	CILO2	CILO3	CILO4
TLA1	*	*		*
TLA2		*	*	*
TLA3		*	*	
TLA4	*	*	*	*
TLA5	*	*	*	*

#### Assessment Tasks (ATs)

Course assessment is based on 60% continuous assessment and 40% final examination, with the following percentage distribution:

AT1: Performance in tutorials	(20%)
AT2: Individual Presentation	(20%)
AT3: Term paper	(20%)
AT4: Final examination	(40%)

#### Alignment of ATs with CILOs

	CILO1	CILO2	CILO3	CILO4
AT1		*	*	*
AT2		*	*	
AT3	*	*	*	*
AT4	*	*	*	

**Course Schedule and Readings**

Week	Topics	
1	Introduction	Part 1 Foundation of Sociological Inquiry
2	Classical Western Sociology	
3	Sociology as a Way of Seeing	
4	Becoming a Member of Society	
5	Social Construction of Reality	
6	Doing Sociology / Inequality and Social Mobility	Part 2 Key Topics in Sociology
7	Tutorial (1)	
8	Marriage and Family	
9	Tutorial (2)	
10	Education and Schooling	
11	Tutorial (3)	
12	Work and Organisation	
13	Individual Presentation (1)	
14	Individual Presentation (2)	

**Main Readings:**

- Ferrante, Joan. 2011. *Sociology: a Global Perspective* (Enhanced 7<sup>th</sup> edition). Belmont, CA: Wadsworth Cengage Learning. [Call number 301 FER 2011]
- Giddens, Anthony, et al. 2012. *Introduction to Sociology* (Seagull 8<sup>th</sup> edition). New York: W.W. Norton. [Call number 301 INT 2012]
- Nehring, Daniel. 2013. *Sociology: an Introductory Textbook and Reader*. New York: Routledge. [Online version at our library]
- Charon Joel. 2010. *Ten Questions: A Sociological Perspective*. CA : Wadsworth Cengage Learning

**Weekly Readings****PART 1: FOUNDATION OF SOCIOLOGICAL INQUIRY****Introduction**

Nehring [Chapter 1: Sociology: A Panorama]

**Classical Western Sociology**

Ferrante [Chapter 1: The Sociological Imagination]

**Sociology as a Way of Seeing**

Ferrante [Chapter 2: Theoretical Perspectives and Methods of Social Research]

**Becoming a Member of Society**

Giddens [Chapter 4: Socialization and the Life Cycle]

Nehring [Section 4.5: Self and social interaction, pp. 198 – 200]

**Social Construction of Reality**

Ferrante [Chapter 3: Culture]

Nehring [Section 4.4: Culture, pp. 190 – 192]

### **Doing Sociology**

Giddens [Chapter 2: Asking and Answering Sociological Questions]

Nehring [Chapter 2]

## **PART 2: KEY TOPICS IN SOCIOLOGY**

### **Inequality and Social Mobility**

Giddens [Chapter 8: Stratification, Class, and Inequality]

Nehring [Section 6.3: Social class and socio-economic stratification, pp. 405 – 406]

### **Marriage and Family**

Ferrante [Chapter 12: Family]

Nehring [Section 4.10: Families and personal life, pp. 246 – 248]

### **Education and Schooling**

Ferrante [Chapter 13: Education]

### **Work and Organization**

Giddens [Chapter 14: Work and Economic Life]

## **READINGS FOR TUTORIAL**

Charon Joel. 2010. *Ten Questions: A Sociological Perspective*. CA : Wadsworth Cengage Learning.

We will read chapter 1, 2, 3, 4, 5, and 8 of *Ten Questions: A Sociological Perspective*.

## Appendix: Assessment Rubrics

### AT1 Rubrics for Performance in tutorials

Criteria	Grade
<ul style="list-style-type: none"> <li>- Extremely well prepared for class discussion;</li> <li>- Very active in sharing views;</li> <li>- Raises heuristic questions and offers critical evaluation of materials or viewpoints that takes the class discussions further;</li> <li>- Contributes to discussions in a meaningful, insightful and logical way, e.g. offers thoughtful clarification of views and ideas and responds thoughtfully and critically to other participants' views and ideas.</li> </ul>	A
<ul style="list-style-type: none"> <li>- Partially prepared for class discussion;</li> <li>- Quite active in sharing views;</li> <li>- Raises relevant questions and offers relevant comments on materials or viewpoints. Both questions and comments are expressed in a clear and succinct way;</li> <li>- Contributes to discussions in a constructive way, e.g. helps clarify the views and ideas of other participants, actively responds to other participants' views and ideas.</li> </ul>	B
<ul style="list-style-type: none"> <li>- Not well-prepared for class discussion;</li> <li>- Occasionally share views;</li> <li>- Raise relevant questions and offer relevant comments on materials and viewpoints but questions and comments are not clearly expressed;</li> <li>- Fails to contribute to discussions in a constructive way but keeps speaking up at appropriate times.</li> </ul>	C
<ul style="list-style-type: none"> <li>- Unprepared for class discussion and infrequently share views;</li> <li>- Raises irrelevant questions and comments;</li> <li>- Does not contribute to discussions and speaks at inappropriate times. Sometimes sidetracks the discussions.</li> </ul>	D
<ul style="list-style-type: none"> <li>- Always being silent in class and never speaks up in discussion;</li> <li>- Demonstrates antagonistic and uncooperative attitudes towards other participants without any logical and sensible reason.</li> </ul>	E/F

**AT2 Rubrics for Individual Presentation**

Criteria	Grade
<ul style="list-style-type: none"><li>- The presentation is very clear; content is well covered; the points are very well connected;</li><li>- Clearly demonstrates reflection and undertakes critical evaluations of knowledge;</li><li>- Critically reviews and consolidates a systematic and coherent body of knowledge in presentation;</li><li>- Speaks confidently in a vivid way with enthusiasm, eye contact is used to gauge reactions and understanding;</li><li>- Finishes the presentation within a given period of time.</li></ul>	A
<ul style="list-style-type: none"><li>- The presentation is clear; content is well covered;</li><li>- Demonstrates reflection in presentation;</li><li>- Reviews and consolidates a systematic body of knowledge in presentation;</li><li>- Speaks with a clear voice; occasionally promotes interest through eye contact;</li><li>- Exceeds the time allowed for the presentation.</li></ul>	B
<ul style="list-style-type: none"><li>- The presentation is somewhat clear, content is by and large covered; the structure is understandable;</li><li>- Reviews and consolidates a body of knowledge in presentation;</li><li>- Speaks with a clear voice;</li><li>- Exceeds the time allowed for the presentation or finishes it significantly early.</li></ul>	C
<ul style="list-style-type: none"><li>- The presentation is poorly organised;</li><li>- Evidence is presented in an inconsistent way;</li><li>- Presents a body of knowledge but the content is loosely connected and incomplete;</li><li>- Speaks with a clear voice;</li><li>- Finishes the presentation significantly early or exceeds the time limit.</li></ul>	D
<ul style="list-style-type: none"><li>- The structure and content of the presentation is extremely poor;</li><li>- Very unclearly focused;</li><li>- Lacks evidence to support ideas;</li><li>- Audience finds it very hard to understand the presentation.</li></ul>	E/F



**AT3 Rubrics for Term Paper**

Criteria	Grade
<ul style="list-style-type: none"> <li>- The paper is very well structured and the writing is very clear with very good use of language;</li> <li>- The content is well covered and the points are well connected;</li> <li>- Appropriate empirical evidences / examples are used;</li> <li>- References are very sufficient and well formatted.</li> </ul>	A
<ul style="list-style-type: none"> <li>- The paper is well structured and the writing is clear with good use of language;</li> <li>- The content is sufficiently covered and there are connections among the points;</li> <li>- Some appropriate empirical evidences/ examples are used;</li> <li>- References are sufficient with reasonably good formats.</li> </ul>	B
<ul style="list-style-type: none"> <li>- The writing is reasonably proper;</li> <li>- The content is by and large covered; but does not connect well with the essay title;</li> <li>- Little empirical evidences/ examples are given;</li> <li>- Organisation of ideas is somewhat unclear.</li> </ul>	C
<ul style="list-style-type: none"> <li>- The writing standards, content and structure of essay are below average;</li> <li>- Weak and unclear structure, and being too descriptive (rather than making analysis);</li> <li>- Insufficient evidences/ examples.</li> </ul>	D
<ul style="list-style-type: none"> <li>- The essay is poorly structured and the writing is unclear;</li> <li>- Almost unreadable due to major problems with structure, analysis, and mechanics, e.g. grammatical mistakes, and poor citation of sources;</li> <li>- Commits plagiarism.</li> </ul>	E/F

# Appendix 2: A Sample of SOC 221 Social Research Methods

## HONG KONG SHUE YAN UNIVERSITY Department of Sociology

<b>Course Title:</b>	Social Research Methods
<b>Course Code:</b>	SOC 221
<b>Course Credits:</b>	3 credits
<b>Duration in Weeks:</b>	15 weeks
<b>Contact Hours Per Week:</b>	Lecture (2 hours) Tutorial (1 hour)

### Course Aims

The course introduces students to the basic steps in social research, including problem formulation, problem conceptualisation, measurement, sampling, data analysis, and data interpretation. It also examines both principles and techniques of research designs commonly used in sociology, such as survey research, field research, and experimental/quasi-experimental designs.

### Course Intended Learning Outcomes (CILOs)

Upon successfully completing this course, students should be able to:

No.	CILOs
1	explain the basic principles and methods of social research
2	compare the strengths and weaknesses of major research designs
3	analyse the reliability and validity of empirical research findings
4	apply appropriate research strategies to address specific questions
5	reflect on the ethical implications of conducting social research

### Teaching and Learning Activities (TLAs)

This course will use a combination of lectures, tutorials, and written assignments as teaching and learning activities.

#### TLA1: Lectures

Lectures introduce students to a range of research methods and techniques used by sociologists. Some general principles and practices of social research are examined. Audio-

visual materials are used to supplement lecture and provide the basis for class discussion of related topics.

#### TLA2: Tutorials

Tutorials are designed to consolidate what students have learned in the lectures. Students are expected to read all required readings in advance of the tutorial. They are also encouraged to provide critical and reflective analysis of the information discussed in the tutorial.

#### TLA3: Written Assignments

Students are required to complete problem-solving assignments, which are designed to enhance students' competence in examining major methodological and practical issues in conducting social research. They are also expected to apply the knowledge and skills learned in class to address the relevant problems.

#### Alignment of TLAs with CILOs

	CILO1	CILO2	CILO3	CILO4	CILO5
<b>TLA1</b>	*	*	*		*
<b>TLA2</b>	*	*	*	*	
<b>TLA3</b>	*	*	*		*

#### Assessment Tasks (ATs)

The course will be assessed by continuous assessments for 60% and a final examination for 40%.

AT1: Tutorial discussion	(20 %)
AT2: Written assignments	(40 %)
AT3: Final examination	(40 %)

#### Alignment of ATs with CILOs

	CILO1	CILO2	CILO3	CILO4	CILO5
<b>AT1</b>	*	*	*	*	
<b>AT2</b>	*	*	*		*
<b>AT3</b>	*	*	*	*	

### Topics and Schedule

Topics	Week
Scientific Approach and Research Strategies	1
Formulation of Research Problems	1
Dimensions of Social Research	1
Elements of Research Proposal	1
Conceptualisation and Operationalisation	1
Index and Scale Construction	1
Reliability and Validity	1
Probability Sampling Designs	1
Non-probability Sampling Designs	1
Experimental and Quasi-experimental Research	1
Field Research	1
Survey Research	1
Data Collecting and Processing	1
Data Analysis and Interpretation	1
Research Ethics and Politics	1

### Main Readings:

Babbie, E. (2015) *The practice of social research*. California: Wadsworth.

Seale, C. (ed.) (2008) *Social research methods: A reader*. London: Routledge.

### Supplementary Readings:

Alasuutari, P., Bickman, L. & Brannen, J. (eds.) (2008) *The SAGE handbook of social research methods*. Los Angeles: SAGE.

Alder, E. S. (2008) *How it's done: An invitation to social research*. Wadsworth: Thomson Learning.

Berg, B. L. (2008) *Qualitative research methods for the social sciences*. London: Allyn & Bacon.

Blaikie, N. (2010) *Designing social research: The logic of anticipation*. Malden, MA: Polity.

Bryman, A. (2008) *Social research methods*. Oxford: Oxford University.

Creswell, J. W. (2009) *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2007) *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, Calif: Sage.

- Flick, U. (2009) *An introduction to qualitative research*. London: Sage.
- Gomm, R. (2008) *Social research methodology: A critical introduction*. New York: Palgrave McMillan.
- Henn, M., Weinstein, M. & Foard, N. (2006) *A short introduction to social research*. London: SAGE.
- McNeill, P. & Chapman, S. (2005) *Research methods*. London: Routledge.
- Nachmias, D. (2007) *Research methods in the social sciences*. London: Arnold.
- Neuman, W. L. (2010) *Social research methods: Qualitative and quantitative approaches*. Boston: Allyn & Bacon.
- Payne, G. & Payne, J. (2009) *Key concepts in social research*. London: Sage Publications.
- Walter, M. (ed.) (2010) *Social research methods*. South Melbourne: Oxford University Press.
- Wysocki, D. K. (ed.) (2008) *Readings in social research methods*. Belmont, CA: Wadsworth/Thomson Learning.

### Rubric for Tutorial Discussion

Criteria	Poor (1 point)	Satisfactory (2 points)	Good (3 points)	Excellent (4 points)
<b>Participation</b>	Rarely works with others to contribute to the success of the group discussion	Occasionally works with others to contribute to the success of the group discussion	Frequently works with others to contribute to the success of the group discussion	Consistently works with others to ensure a successful outcome of the group discussion
<b>Analysis</b>	Raises irrelevant questions or offers simplistic evaluation of the materials	Raises relevant questions and offers straightforward evaluation of the materials	Raises vital questions and offers comprehensive evaluation of the materials	Raises insightful questions and offers critical evaluation of the materials
<b>Understanding</b>	Demonstrates little knowledge or inappropriate application of relevant concepts	Demonstrates some knowledge and simple application of relevant concepts	Demonstrates adequate knowledge and appropriate application of relevant concepts	Demonstrates thorough knowledge and exceptional application of relevant concepts
<b>Explanation</b>	Provides little supporting details in the discussion	Provides some supporting details in the discussion	Provides adequate supporting details in the discussion	Provides remarkable supporting details in the discussion
<b>Response</b>	Gives little or inappropriate responses to other participants' views or ideas	Gives active and proper responses to other participants' views or ideas	Gives effective and respectful responses to other participants' views or ideas	Gives thoughtful and intelligent responses to other participants' views or ideas
<b>Total (20)</b>				
<b>Very Poor</b>	<b>Poor/Fair</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
0 - 4	5 - 9	10 - 14	15 - 17	18 - 20

### Rubric for Written Assignment

Criteria	Poor (1 point)	Satisfactory (2 points)	Good (3 points)	Excellent (4 points)
<b>Content</b>	Provides incomplete or inaccurate discussion of the elements in the assignment	Provides basic and general discussion of the elements in the assignment	Provides complete and specific discussion of the elements in the assignment	Provides thorough and comprehensive discussion of the elements in the assignment
<b>Understanding</b>	Demonstrates superficial or inadequate understanding of relevant knowledge and its application to the assignment	Demonstrates basic understanding of relevant knowledge and its application to the assignment	Demonstrates solid understanding of relevant knowledge and its application to the assignment	Demonstrates insightful understanding of relevant knowledge and its application to the assignment
<b>Analysis</b>	Offers simplistic or minimal critical analysis of the materials	Offers straight-forward and conventional critical analysis of the materials	Offers thoughtful and sound critical analysis of the materials	Offers sophisticated and thorough analysis of the materials
<b>Organisation</b>	Presents ideas and information in an imprecise or inconsistent way	Presents ideas and information in a clear and precise way	Presents ideas and information in a systematic and consistent way	Presents ideas and information in a logical and effective way
<b>Readability</b>	Shows inadequate paragraph development or inconsistent flow of ideas	Shows proper paragraph development with clear flow of ideas	Shows effective paragraph development with logical flow of ideas	Shows sophisticated paragraph development with creative flow of ideas
<b>Total (20)</b>				
<b>Very Poor</b>	<b>Poor/Fair</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
0 - 4	5 - 9	10 - 14	15 - 17	18 - 20

## Appendix 3: A Template of Reflective Journal

### Service Learning Reflective Journal

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Internship Date: \_\_\_\_\_

1. *Describe what happened in the agency.*

2. *What you did for internship agency? How you worked with others?*

3. *What you learnt from the jobs? Were you able to apply any knowledge and skill in dealing with the jobs? Evaluate your performance, collaboration with others and outcomes?*

4. *Think about the sociological implication of the issues or problems you encountered in your working experience.*



## Appendix 4: A Template of Final Report

### Service Learning Final Report

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Submission Date: \_\_\_\_\_

#### Part I: Basic Information

Name of Internship Agency: \_\_\_\_\_

Internship Post: \_\_\_\_\_

Internship Period: \_\_\_\_\_

Workplace Supervisor: \_\_\_\_\_

Academic Supervisor: \_\_\_\_\_

#### Part II: Sociological Reflection (3000-4000 words)

1. *An overall review of the internship experiences.*

2. *Research questions identified from the internship experiences.*

3. *Existing sociological literatures used for answering the research questions.*

4. <i>Data collected through documentary research, interviews, and/or observations for discussion.</i>
5. <i>Analytical findings from the internship experiences.</i>
6. <i>The overall lessons from the internship experiences in relation to the research questions.</i>
7. <i>References.</i>
8. <i>Appendix: The Reflective Journal.</i>

## Appendix 5: A Sample of Recruitment Notice

### HONG KONG SHUE YAN UNIVERSITY

#### Placement for Service Learning

##### Placement Post

Institution: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Number of Post: \_\_\_\_\_  
Working Place: \_\_\_\_\_  
Placement Period: \_\_\_\_\_  
Hours per Week: \_\_\_\_\_

##### Supervision

Academic Supervisor: \_\_\_\_\_  
Workplace Supervisor: \_\_\_\_\_

##### Job Description

##### Application Procedure

Please complete and submit the Industrial Attachment Application Form to xxxx with your resume through email and in hard copy.

##### Deadline

////////

##### For inquiry

////////

Industrial Attachment Coordinator

Email: //////////

# Appendix 6: A Sample of Application Form

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF SOCIOLOGY

**Service Learning  
Application Form**

**Part 1: General Information**

Student Name (English):	
Student Name (Chinese):	Student Number:
Correspondence Address:	Phone Number (mobile):
	Phone Number (home):
	Email:
	Fax:

**Part 2: Agency Applied for Service Learning**

<u>First Choice</u> Name of Agency: _____ Post: _____ Internship Period: _____
<u>Second Choice</u> Name of Agency: _____ Post: _____ Internship Period: _____
<u>Third Choice</u> Name of Agency: _____ Post: _____ Internship Period: _____

### Part 3: Self-Intended Learning Outcomes

(Up to five that you want to have achieved by the end of your Service Learning):

1.
2.
3.
4.
5.

*\*Please submit your completed Application Form to Administrative Assistant of Department of Sociology with your curriculum vitae through email and in hard copy.*

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 7: A Sample of Student Feedback Survey

HONG KONG SHUE YAN UNIVERSITY  
DEPARTMENT OF SOCIOLOGY

## Service Learning Student Feedback Survey

*The aim of this survey is to gather student's feedback to the credit-bearing internship/placement after the completion of the course. Please select the answer that best represents your views and complete this survey. Select your answer in the boxes provided. Your feedback is essential for us in reviewing and improving the course. The information collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.*

### Feedback to Internship/Placement

	Very Agree	Agree	Neutral	Disagree	Very Disagree	N/A
	(5)	(4)	(3)	(2)	(1)	(0)
<b>Internship/Placement Arrangement</b>						
1. The placement recruitment procedure is efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I was given adequate support from the placement agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I was given adequate feedback on my performance from my workplace supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received support from the Industrial Attachment coordinator when I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Enhancement in Transferable Competency and Skills

5. My sense of responsibility is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have improved my time management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My competence to work independently is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have a greater capacity to deal with challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am more capable of conducting data analysis for facilitating tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have improved my organisation and planning skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My problem solving ability is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |  |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. My presentation skills for<br>expressing personal views have<br>improved.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I can collaborate better with others<br>to pursue team goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I am able to engage in discussions<br>with other parties so that I can<br>reach an agreement that is in the<br>best interests of the organisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Overall Internship/Placement Outcomes**

- |   |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. I know how to apply what I have<br>learned from lectures in the<br>workplace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I have improved my employability.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

--Thank you for completing this questionnaire. --

# Appendix 8: A Sample of Student Focus Group Interview Schedule

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HONG KONG SHUE YAN UNIVERSITY  
Industrial Attachment Office

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## Student Focus Group Interview Schedule

### Introduction

Thank you for your coming!

At this focus group discussion, we aim to collect your opinions and suggestions on the credit-bearing internship/placement. Your feedback, whether it is positive or negative, is a valuable tool for us to review and improve the course. You should feel free to agree or disagree with what are being discussed. The data collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.

### Opening Question

Please introduce yourself.

### Basic Question

What was your overall learning experience in the placement?

### Key Questions

1. Please discuss whether the placement can help to improve your employment prospects? Why or why not?
2. What additional support and resources would you have liked to receive from the University?
3. What extra support would you have liked to receive from the placement agency?
4. Could you make any suggestions for the improvement in the IA course? What aspects related to the placement arrangement need improvement? (Feedback related to the duration and location of placement, the diversity of the nature and number of placement agencies, and subsidy of the placement is welcome)

### Ending Question

Anything that you would like to add but did not get the chance to? Anything you feel may be important and relevant, please feel free to comment.

Thank you!









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