

<b>Subject Code</b>	COMP 2S01, COMP2S01S
<b>Subject Title</b>	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The objectives of this subject are:</p> <ol style="list-style-type: none"> <li>1. To introduce the concept and practice of learning through community service to our students.</li> <li>2. To increase our students' awareness and knowledge of communities that are culturally, ethnically or socially distinct from their own.</li> <li>3. To acquaint students with significant issues of social needs, justice and ethics related to the information age, such as the concept of the information divide and how technology may be used to meet these needs.</li> <li>4. To cultivate an awareness of information ethics and professional responsibility in our students.</li> <li>5. To nurture a sense of civic responsibility and engagement in our students.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an awareness of the impact of the information/digital divide, and the linkage between social disadvantages and the availability of appropriate technology.</li> <li>b. Demonstrate an awareness of the impact of social status, culture and/or ethnicity, and empathy for the preconceptions, concerns and needs faced by disadvantaged individuals or community groups.</li> <li>c. Articulate the needs of the underprivileged in society, analyze complex issues in the service setting and design, implement or deploy appropriate and ethical technological solutions to meet the needs of the target recipients.</li> <li>d. Work effectively in teams to solve problems encountered in planning and delivering the service</li> <li>e. Communicate effectively with clients and/or other stakeholders</li> <li>f. Reflect on the relationship between their service learning activities and experiences with the academic content of the subject, in particular the needs of the underprivileged in society and their own discipline and sense of civic responsibility, especially pertaining to use and deployment of technological solutions.</li> </ol>

**Subject Synopsis/  
Indicative Syllabus**

The topics in the course syllabus cover major issues relevant to community involvement involving individuals from other cultures, ethnicities, or social groups through the application of technological solutions:

**Concept and Practice of Service Learning:**

- Principles, concepts and myths of service learning
- Benefits of service learning to students, the university and the community
- Ethical issues in service learning
- Basic concepts and theories of social problems, developments and justice
- Social responsibilities of global citizens as intellectuals and professionals
- Proper attitudes and behaviours in service delivery
- Developing a service project proposal/plan
- Effective team work and problem solving skills in service-learning projects
- Reflection as a tool for learning

**Discipline-Specific Concepts, Issues and Skills**

- The digital divide. Who are the ones that have, and the ones that do not? Possible solutions, global and local, to the digital divide. Global and local solutions. Significant efforts such as the One Laptop Per Child (OLPC), open source software movement, Creative Commons, etc.
- Impact of social factors, culture, religion and ethnicity on the community. Issues of cultural understanding and misunderstanding. The nature of prejudice, stereotyping, and discrimination, including more modern, subtle, and perhaps unintentional forms.
- Impact of technology on societal needs and perceptions. Sustainable technology and impact of the lack of access to technology on society: economical, cultural, ethnic, political. Possible solutions to societal needs through technology.
- Potential ethical, environmental and societal impacts of technology. Proper use of technology. When does technology create harm? What are the ethical and moral concerns raised by technology?
- Potential factors impacting the effective use or deployment of technology for underprivileged communities. Usability, interaction and accessible technology.

	<p><b>Project-Specific Concepts, Issues and Skills</b></p> <ul style="list-style-type: none"> <li>• Specific historical, cultural, and political background for off-shore sites (e.g., mainland China, Cambodia), or targeted local communities (e.g., refugees, new immigrants from mainland China, ethnic minorities from South Asia).</li> <li>• Health, safety and other issues relevant to the service project</li> <li>• Specific technical topics relevant to the projects.</li> <li>• Moral and ethical concerns specific to the project and beneficiaries.</li> <li>• Project planning, health, safety and other issues relevant to the projects</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p><b>e-Learning Module</b></p> <p>The e-learning module is developed and delivered by the Office of Service Learning at PolyU, consisting of readings, exercises and assessments that are designed to introduce students to the basic concept and practice of service learning.</p> <p>Students are <u>required</u> to successfully complete the e-learning module <u>within the first four weeks</u> of the semester in which they are taking the subject (for subjects beginning in Semester 1 or Semester 2) or (for subjects beginning in Semester 3). <u>A grade penalty will be incurred for non-completion.</u></p> <p><b>Discipline-Specific Lectures and Seminars</b></p> <p>The lectures and seminars are designed to introduce the students to the relevant academic topics and issues. They also provide a forum for the students to discuss these issues. There will be opportunities for small group discussions, assignments, and presentations – to explore these issues in greater depth.</p> <p>Assessment tasks (class exercises, reflective essays) will be designed to assess the learning outcomes as well as to encourage participation.</p> <p><b>Project-Specific Seminars, Tutorials and/or Workshops</b></p> <p>The project-specific seminars, tutorials and/or workshops are designed to: (a) develop students’ understanding of the targeted clients/ underprivileged community, as well as other issues relating to the service learning project, (b) provide training for students in generic skills in planning and delivering the service project. Guest experts and speakers will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format</p>

	<p>will be used.</p> <p>Students are required to attend <u>all</u> of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete <u>all</u> of the required assignments/learning tasks prior to participation in the service learning project.</p> <p><b>Service Learning Projects</b></p> <p>The service learning projects are designed to develop students' <i>creativity, problem-solving, teamwork</i> and <i>communication</i> abilities. Projects will emphasize <i>hands-on</i> tasks and involve team as well as individual work. Students will be encouraged to research on specific problems. They will also be challenged to design and implement solutions, applying their discipline-specific knowledge to meet community needs.</p> <p>These projects may either be local or offshore and the nature of the projects may vary. They can involve the rendering of direct service to recipients, development of practical solutions to community and societal needs, etc. In all cases, the students will be required to interact with the service recipients to understand their needs.</p> <p>Examples of projects are:</p> <ul style="list-style-type: none"> <li>• <i>Teaching-based Projects</i>. In these projects, students will plan, coordinate and teach short courses on digital literacy or STEM (science, engineering, technology and mathematics)-related topics.</li> <li>• <i>Development Projects</i>. In these projects, students will design and develop a technology-based solution that addresses some aspect of the digital divide for a target community. Examples are assistive technology for disabled individuals, or renewable energy for rural households.</li> </ul> <p>The projects will involve around 40 hours of frontline service and will be designed to be comparable in difficulty. For two-semester offerings of this subject (e.g. COMP2S01), they will be held during the second semester, or, at the earliest, commence mid-way during the first of the two semesters. For single semester offerings of this subject (e.g. COMP2S01S), they may commence during the middle of the semester, and extend over the semester break. Overseas projects will involve approximately 10-14 days of intensive frontline service, while local projects may be conducted during evenings and weekends.</p> <p>Some projects (such as some particularly challenging or off-shore projects) may necessitate specific selection requirements on participating students. The teaching team</p>
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	<p>will make the final decisions on project allocation, but efforts will be made to accommodate student preferences on their choice of project. For overseas projects, students may also be asked to shoulder a portion of their incurred costs.</p> <p>Note: For single-semester offerings of this subject (i.e. COMP2S01S), part of the service project may be held in the break between the semesters. Students will be given a grade of “I” (incomplete) after the offering semester. This grade will be revised to the final grade by the end of the following semester.</p> <p><b>Review Sessions, Reflective Journals and Report</b></p> <p>Students will be required to write reflective journals and reports both <u>during</u> and <u>after</u> the service learning project to demonstrate their ability to: (a) link their service learning experiences with the academic focus/discipline-specific content of the subject, (b) reflect on their service learning experience to identify their learning gains as well as areas for future improvements, (c) reflect on their roles and social responsibilities. Class presentations of their reflections and activities may also be required.</p> <p>To guide students in using reflection as a tool for learning, and to assess their ability in achieving the above learning objectives, reflection and review sessions will also be held both <u>during</u> and <u>after</u> the service learning project.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<p>Students’ performance in this subject will be assessed using a letter-grading system in accordance with the University’s convention from grade F (failure) to A+. The relative weighting of the different assessment components are as follows:</p> <table border="1" data-bbox="564 1435 1362 1989"> <thead> <tr> <th rowspan="2">Specific assessment methods/ tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>e-Learning module</td> <td>Pass/fail</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Class discussions, assignments, plans/proposals for service.</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Performance in rendering service.</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Reflective journal/report.</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/ tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	e-Learning module	Pass/fail		✓				✓	Class discussions, assignments, plans/proposals for service.	30%	✓	✓	✓	✓			Performance in rendering service.	40%	✓	✓	✓	✓	✓	✓	Reflective journal/report.	30%	✓	✓	✓			✓	Total	100%						
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	<p><i>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</i></p> <p>The e-Learning Module includes <u>assignments and learning tasks</u> that are designed to assess students' ability to link service learning with the academic content of the subject, and their understanding of their role and responsibilities in society (ILO f), as well as their empathy for disadvantaged individuals or community groups (ILO b).</p> <p>The <u>class discussions</u> and <u>assignments</u> are designed to measure the students' understanding of the issues discussed and to aid their learning process. The students will be asked to write <u>proposals and plans</u> for the projects as preparation for service. These proposals will <del>also</del> assess their understanding of social needs and demonstrate their ability to apply their discipline-specific as well as other knowledge and skills to deal with issues and problems in the service settings (ILO b and c).</p> <p>The students' <u>attitude and performance</u> in the rendering of service, their degree of <u>engagement</u> with service recipients, their <u>collaboration</u> with other students, and <u>relationship</u> with collaborating NGOs are obviously indicators of their ability to communicate effectively with clients and stakeholders (ILO e), their empathy for people in need, sense of ethics and civic responsibility (ILOs b, c, f and g), and their ability to work collaboratively to apply their knowledge and skills to deal with complex problems in the service setting (ILO c, d and e).</p> <p>The reflective journals and reflective reports assess students' understanding of the academic content of the subject and their ability to link their service learning experiences with these topics (ILO a, b and f), their ability to apply their knowledge to the service project (ILO c), their empathy for the less fortunate people in the society (ILO b), and their ability to reflect on their role and responsibilities in the society (ILO f).</p>	
<b>Student study effort expected</b>	E-Learning Module	10 hours
	Class Contact:	
	<ul style="list-style-type: none"> <li>• Discipline-related Lectures, Tutorials, Seminars and/or Workshops</li> </ul>	10 hours
	<ul style="list-style-type: none"> <li>• Project-Specific Seminars, Tutorials and/or Workshops</li> </ul>	15 hours
	<ul style="list-style-type: none"> <li>• Reflection and review tutorials and sessions</li> </ul>	10 hours
	Other student study effort:	
	Planning and preparation of project	30 hours

	Rendering of service	40 hours
	Reflection and review	20 hours
	Total student study effort	135 hours
<b>Reading list and references</b>	<ol style="list-style-type: none"> <li>1. Barbara Jacoby and Associates, Civic Engagement in Higher Education, Jossey-Bass, 2009.</li> <li>2. Mark Warschauer, Technology and Social Inclusion – Rethinking the Digital Divide, The MIT Press, 2003.</li> <li>3. Cathryn Berger Kaye, The Complete Guide to Service Learning, Free Spirit Publishing, 2004.</li> <li>4. Adams, M., et al. (Eds) Readings for Diversity and Social Justice, Routledge (2010)</li> <li>5. Allan Johnson, Privilege, Power, and Difference, McGraw-Hill, 2005</li> <li>6. Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer and Associates, Learning Through Serving – A Student Guidebook for Service-Learning Across the Disciplines, Sterling, Virginia, 2005.</li> <li>7. Dan Butin, Service-Learning in Theory and Practice – The Future of Community Engagement in Higher Education, Palgrave Macmillan, 2010.</li> </ol>	