The Hong Kong Polytechnic University

**Subject Description Form**

*Please read the notes at the end of the table carefully before completing the form.*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>LSGI 2S02</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Navigating Ethnic Minorities</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Objectives**
The objectives of this subject are to:

1. Introduce to students the concept and practice of service learning
2. Raise students’ awareness and needs of underprivileged communities in Hong Kong
3. Recognize the impacts of geographical information in underprivileged communities in Hong Kong
4. Provide an understanding of the principle of map design
5. Enable students to become proficient in use of conventional and modern cartographic techniques for map production
6. Enable students to apply contemporary spatial products so as to facilitate the ethnic minorities to integrate into Hong Kong society
7. Enhance students’ generic competencies of innovative problem solving, communication and teamwork
8. Nurture students’ senses of social awareness, responsibility and engagement

**Intended Learning Outcomes** *(Note 1)*

Upon completion of the subject, students will be able to:

a. Align their service learning activities and experiences with the academic content of the subject
b. Understand the impacts of geographical information on the behavioral preferences and characteristics in underprivileged and minority communities so as to identify the major difficulties and hindrances faced by the ethnic minorities in integrating into the Hong Kong society
c. Confidently design and execute a cartographic project according to client’s needs
d. Help the needy group to decode and use thematic map for enhancing their social integration
e. Apply the knowledge and skills they have acquired in university education to deal with complex issues in the service settings
f. Work effectively in teams to solve problems encountered in planning and delivering the service
g. Communicate effectively with clients and/or other stakeholders  
h. Demonstrate empathy for people in need and the sense of civic responsibility  
i. Reflect on their roles and responsibilities both as a professional in their chosen disciplines and/or as a responsible citizen

| Subject Synopsis/Indicative Syllabus (Note 2) | The topics in the course syllabus cover three major areas:  
1. 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  
2. Discipline-Specific Concepts, Issues and Skills:  
   - Map Concepts- The reduction of the real world to the symbolic data sources used to create maps, classification of maps, scale, grid, direction, elevation, raster, vector, hard copy and digital maps.  
   - The concept of map scale- The problem of scale, limitation of spatial data representation, influence of scale on map details, generalization and information for majority and minority.  
   - Geographical data versus type of thematic maps- The nature of data, classification of thematic maps and data classification schemes.  
   - Map information collection and map production.  
   - Impacts of geographical information on behavioral preferences and characteristics in underprivileged and ethnic minority communities  
   - Identifying the difficulties faced by the ethnic minorities in integrating into society  
3. Project-Specific Concepts, Issues and Skills:  
   - Understanding the historical, cultural, and socio-political backgrounds of the targeted clients/underprivileged communities  
   - Health, safety and other issues relevant to the service project  
   - Moral and ethical concerns specific to the project and beneficiaries |

| Teaching/Learning Methodology (Note 3) | This is a 2-semester subject (Semester 1 & 2 / Semester 2 & 3) that includes:-  
1. e-Learning Module  
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.  
Students are required to successfully complete the e-learning module within the first four weeks of the semester in which they are taking the subject.  
2. Discipline-Specific Lectures, Tutorials, Seminars and/or Workshops |
These lectures, seminars, tutorials and/or workshops are designed and conducted by the subject offering department to equip students with the discipline-specific knowledge and skills required for planning and conducting the service learning project.

3. Project-Specific Seminars, Tutorials and/or Workshops
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. Experts and speakers from outside the subject-offering department (e.g. Office of Service Learning, NGOs) will be invited to contribute to some of these sessions as appropriate. Where possible, a hands-on interactive format will be used.

Students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete all of the required assignments/learning tasks prior to participation in the service learning project.

4. Service Learning Projects
The service learning projects are designed to develop students’ generic competencies of innovative problem-solving, teamwork and communication, and enhance students’ sense of social awareness, responsibilities and engagement.

Students are required to interact with the ethnic minority (such as south Asian children or cross border school students etc.) to understand the difficulties faced by the ethnic minorities in integrating into society.

They will be facilitated to create maps of particular themes (such as shopping preference, reaching of community facilities) that the needy group is interested in.

Students will teach the needy group to use these newly created maps during map reading workshop with needy. The goal is to empower ethnic minorities through minimizing the information divide with respect to geographical information – in other words, to help extend their integration and understanding beyond their own ethnic community and geographical area.

Students from different disciplines are expected to illustrate inter-discipline cooperation and personal development in this subject through encoding information to map and help the needy to decode the map information for enhancing social integration for the needy.

Geomatics students will cooperate together with students from different disciplines when interviewing, collecting information and producing maps for the needy. This aims to facilitate the communication and teamwork skills of PolyU students from different learning disciplines and to widen their learning scope through peer interactions.

The service project will take place at a time slot to be compromised among supervising staffs, students and collaborating NGO. It will normally take place
either in weekday evenings or Saturday afternoons.
Students are required to attend classes and workshops before the service project and to participate in a series of post project workshops for consolidation of learning, outcome evaluation and report writing.

5. Reflective Journals & Report and Review Sessions
Students will be required to write reflective journals and reports both during and after the service learning project to demonstrate their ability to: (a) align 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.
To guide students using reflection as a tool for learning, and to assess their abilities in achieving the above learning objectives, reflection and review sessions will also be held both during and after the service learning project. Experts and facilitators from outside the subject-offering department (e.g. Office of Service Learning, NGOs) may be invited to contribute to some of these sessions as appropriate.
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:

<table>
<thead>
<tr>
<th>Specific assessment methods/ tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Learning Module and Project-specific seminars and workshops</td>
<td>20%</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Plans/proposals for service</td>
<td>20%</td>
<td>✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Performance in rendering service</td>
<td>30%</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Reflective journal/report</td>
<td>30%</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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</table>

Students must obtain a pass in all of the components in order to pass the subject.

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

The e-Learning Module and Project-specific seminars and workshops will include assignments and learning tasks that are designed to assess students’ abilities to link service learning with the academic content of the subject (ILO a), their empathy for the underprivileged community (ILO h) as well as their understanding of their role and responsibilities in society (ILO i).

Students will be asked to write proposals or plans for the service projects in the preparation stage. These proposals will demonstrate their abilities to apply their specific disciplines as well as other knowledge and skills to deal with issues and problems in the service settings (ILO b, c, d and e).

The students’ attitude and performance in the rendering of service, their degree of engagement with the service recipients, their collaborations with other students, and interactions with the service recipients and/or collaborating NGOs are obvious indicators of their abilities to communicate effectively with clients and stakeholders (ILO g), their sense of civic responsibility, professional ethics and their empathy for people in need (ILO h and i), and their ability to work collaboratively to apply their knowledge and skills to deal with real problems in the service settings (ILO b, c, d, e and f).

Students’ reflective journals and report, and their presentations and discussions during the reflection and review sessions and tutorials, will testify to the
students’ reflection on their learning experience, and the breadth and depth of their learning. This assesses their abilities to link service learning and the academic content of the subject (ILO a), their abilities to apply their knowledge to the service project (ILO b, c, d and e), their empathy for the less fortunate people in the society (ILO h), and their abilities to reflect on their roles and responsibilities in the society (ILO i).

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>e-Learning Module</th>
<th>10 hours</th>
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<tbody>
<tr>
<td>Class Contact</td>
<td></td>
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<tr>
<td>• Discipline-related Lectures, Tutorials, Seminars and/or Workshops(6*2 hours)</td>
<td>12 hours</td>
<td></td>
</tr>
<tr>
<td>• Project-Specific Seminars, Tutorials and/or Workshops(5*2 hours)</td>
<td>10 hours</td>
<td></td>
</tr>
<tr>
<td>• Reflection and review tutorials and sessions(2*2 hours)</td>
<td>4 hours</td>
<td></td>
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Other student study effort:

| • Readings, self study, and planning and preparation for the service project | 30 hours |
| • Direct rendering of service# | 40 hours |
| • Reflection and review# | 26 hours |

Total student study effort 132 hours

# Direct rendering of service and submission of reflection reports will be extended to the next semester.
<table>
<thead>
<tr>
<th>Reading List and References</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. LSGI and SAO. (2011) <em>A community service journey from PolyU to Huaxi, Guizhou for children in remote areas- Gui with you 2011</em>. Department of Land Surveying and Geo-informatics (LSGI), Student Affairs Office (SAO), The Hong Kong Polytechnic University, 2011.</td>
</tr>
</tbody>
</table>

**Note 1: Intended Learning Outcomes**

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/ Indicative Syllabus**

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Last updated in Mar. 2014 for the academic year 2014/15