

A Report on Labour Education in Tunghai University and Proposal for the University of Macau



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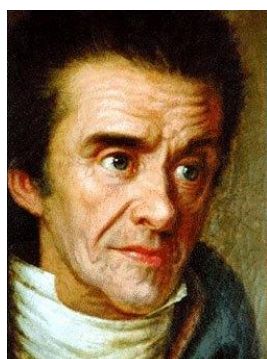
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1. Introduction

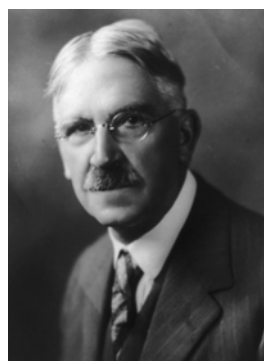
The notion of education through labour may be traced back to two prominent educators of the West -- one is the Swiss educator Johann Heinrich Pestalozzi (1746 ~ 1827), who is famed for being the Father of Elementary Education, as well as for his advocacy of learning through daily life. He puts equal emphasis on conceptual as well as empirical learning with a coordinated involvement of a person's senses, in pursuit of a holistic and balanced development of the person's heart, mind and hands. The other is Friedrich Wilhelm August Fröbel (1782~1852), a distinguished German and one of the most important educators in the 19-century Europe. He is well-recognized for the theory that manual work such as gardening, plays an important part in one's process of education. This notion is popularly adopted in kindergarten education and deeply influential on handicraft education in Germany. It can thus be seen that labour education is therefore deeply rooted in German educational thoughts.



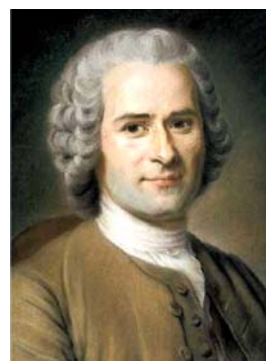
Pestalozzi



Fröbel



Dewey



Rousseau

Their notions were continued by the iconic figure of pragmatism in the 20th century -- John Dewey (1859 ~ 1952) who put forward two important theories about education: continuity and learning by doing. Dewey put a premium on manual labour, and put forward the motto that education is life itself, and schools are societies. Dewey's influences reached far and wide thanks to his lecture tours to countries including China and India, with a positive impact on Chinese educational and philosophical circles in the first half of the 20th century, because many of the thinkers such as Hu Shih, T'ao Hsing-chih, Chang Po-ling, Chiang Monlin, studied in Columbia University as Dewey's students.

Dewey's philosophy affirms Jean-Jacques Rousseau's (1712~1778) conviction that the ultimate goal of education should be to strengthen people's physical and mental capabilities: to use their hands as dexterously as a farmer does his and think as probingly as a philosopher (Li Huafang, 1969, *The History of Ideas on Education through Labour*).

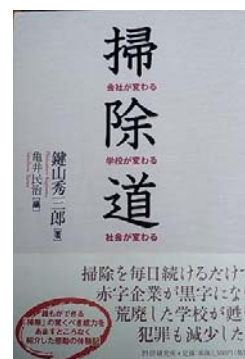
This concept gave rise to the philosophy of pragmatism in the last century, with lasting influences on democratic politics, societal reform and educational philosophy. However, due to the exponential growth of knowledge and the rapid information flow, people acquired “fast-food” knowledge from books at the expense of empirical learning.

2. Enterprise and business ethics

All enterprises operate to profit. However, profit seeking may pose a challenge to its core values that are vital for its sustainable growth and survival. While enterprises may vary in terms of core values, the most recognized age-old values are integrity, responsibility, respect and care.

2.1 Business and cleaning

In 1953, Japan was in its devastated state in the wake of WWII. In that year, a Hidesaburou Kagiya, then 20 years old and newly graduated from a high school, set out for Tokyo where he was a total stranger and found himself a job with a car-supplies dealer. In those days, shops of those dealers were dirty and messy, and their workers were rough and agitated because they were deeply concerned how they could survive all these bad and hostile conditions. Nobody cared to keep their surroundings clean. Hidesaburou Kagiya, however, had grown up with the habit of cleaning his quarters every morning, as instructed by his parents. He found the shop, and its toilets in particular, intolerably dirty. So he took it on himself the task of cleaning the shop, especially the toilets. He did the cleaning day in and day out for four years. His patience and meticulousness eventually paid off by turning the work place refreshingly clean and pleasant for his colleagues to work in. As a result, they gradually changed their attitude towards their work.



His workmates were no longer obsessed with sales, instead, they began to pay attention to details and each step of their work. They began to take note of the things they ought to do. They began to pay attention to details, not just of themselves but also of their surroundings, and began to improve the quality of their products. Because of his efforts in transforming the work environment, Hidesaburou Kagiya was promoted to a manager.

In 1961, eight years after he became manager, he set up his business Yellow Hat. Short of money and lack of staff notwithstanding, he pressed ahead with his cleaning crusade and did it alone not without the mockery of his employees. But he kept on being that way for 10 years and eventually, his meticulousness about details once again moved his colleagues and changed their attitudes, which in turn enhanced the quality of his business' products, and thus established the good will of his company.

Today, Yellow Hat is a company with 300 franchises in Japan with a sales volume of JPY90 billion in car appliances.



2.2 Hidesaburou Kagiya's business principles

- (1) Be thorough: This is an approach to making fine products;
- (2) Be grateful and economical: no wastage, love our planet and maintains its sustainability;
- (3) Be honest: this mean integrity of our character;
- (4) Be in line with social norms. What's the point of having a company which fails to follow those norms?
- (5) No lay off: society will have to pay much more the price of laying off staff of a company than money that the company can say from such lay offs.

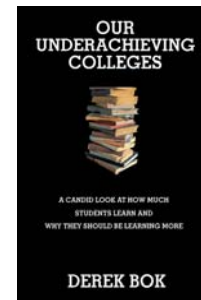
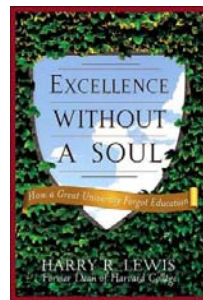
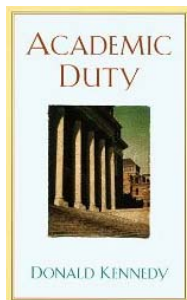
It is his integrity and principles that helped sustain his business. Enterprises that thrive on integrity and sound principles are essential to our society. The financial crisis triggered by the Enron fiasco in 2001 and the bankruptcy of Lehman Brothers in 2008 are but two examples showing how these enterprises lost their integrity and principles that led to their demise.

3. The notion

3.1 University education and character cultivation

The word 'university' comes from Latin, meaning a society of teachers and students. From the Middle Ages to the early 20th century, university education was almost all for the elite, with the pursuit of knowledge having a higher priority over professional training. In the course of learning, teachers also serve as role models for students. In this age of the internet where interpersonal interaction and book reading are no longer the main sources of knowledge, people have begun to ask, over the past 20 years, what should we learn in college? These reflections have yielded a repertoire of important works, many by presidents or deans of famous universities. For example, *Academic Duty* by Donald Kennedy, who was president of Stanford University between 1980 and 1992, and *Excellence Without a Soul: How a Great University Forgot Education* by Harry R. Lewis, who was dean of Harvard College during 1995-2003, are two works that spell out changes in American higher education over the past 30 years. The authors shed light on an educational crisis in which professional and career-led teaching was over-emphasized at the expense of character cultivation. It was just assumed that character nurturing was something that students could take care of themselves. The overlook of character cultivation would, as the authors predicted, eventually bring disaster to society in the next 30 years when there are only people with a high level of

professional knowledge but low moral standards. Who would have thought that this came sooner than prophesied when the collapse of Lehman Brothers triggered the global financial crisis in 2008?



In a reflection on what and how universities should teach in recent years, Derek Bok, the former president of Harvard University, laid down in his *Our Underachieving Colleges* eight education objectives, including the ability to express oneself (written as well as spoken), critical thinking, moral reasoning, civic mindedness, living a diversified life, braving of globalization, development of wide-ranging interests, and increase one's employability. Students are expected to acquire not only knowledge, but also wisdom for their future life. This is, in other words, the education notion of 'learn to be the right person before learning to be an expert of a trade'.

3.2 Student Labour Education in Tunghai University (THU)

In 1952, when the United Board for Christian Colleges in China decided to found THU in Taiwan, Dr. William P. Fenn (as seen on the left), the then general secretary of the Board, wrote in the *Memorandum to the Trustees, on the Kind of Christian College I would like to see on Formosa*:



Boys and girls would learn to use their hands while in college so that they would not be afraid to soil them when they graduated. This would involve a simple life for students and faculty, with a minimum of servants and clerks. It would also involve practical service to the community beyond the campus. (Fenn 1952:8)

Labour is not classroom learning; rather, it is to do things with one's own hands, and not to be afraid of getting them dirty. Through labour, one can learn to assume one's own responsibility and demand the least service from others. A simple life is made possible when one is free from excessive demands. On the foundation of self-cultivation, the scope of responsibility is then extended to community

service beyond the campus.

Nowadays, 'service' usually refers only to the last stage of 'providing practical community service beyond the campus'. However, the original meaning of 'service' in the Chinese language is to take responsibility and do what one is supposed to do. It is a

process of humble learning to take on one's responsibility, which is quite different from the notion of more capable people help the less capable ones. If one is not self-disciplined while only doing community service as a formality, his/her attitude would easily turn the service into that kind of 'help'. Some people who are enthusiastic about service are not willing to do small yet important and basic things, because they think such things are too trivial to show the effect of their service. But too much attention paid to the effect of one's service will result in an out-of-focus attitude: caring too much about his/her pride and forgetting that service should equal to responsibility. One will easily become accustomed to praises, and even expect or ask for it. Therefore, to foster in oneself the willingness to serve, it is necessary for one to start with small things so that he/she may learn to be humble.

The Bible says, 'I have the mind but not the power to do what is right.' (Romans 7:18) Now that we are aware of the importance of starting with small things, the problem is its lack of appeal to people. Without appeal, a serving heart will only be a pipe dream.

But how to stimulate people's willingness to serve?

The willingness to serve comes from 'care', which is the product of 'relation'. Relations form a community, where a sense of belonging comes into being. Ultimately, people are willing to serve because they have a sense of belonging to a community. With the care and sense of belonging achieved through 'contact', along with a comprehensive understanding of the community's members, culture, land, property and scenery, one's recognition of and responsibility for the community will naturally be strengthened. Altruism stems from self-interest; a community is the expansion of one's 'self'.

A more important issue is how to make service a lifelong attitude instead of a passing whim. Attitude is a form of habit which is developed through physical learning and long-term repetition instead of lectures or courses. The training pressure should be moderate, neither too much to persist nor too little to be meaningful.

Therefore, the training activities should meet the following requirements:

- (1) Physical work – to form an attitude;
- (2) A small thing relevant to the student – cultivation of relation and sense of belonging, development of humility;
- (3) Availability to all – everyone should receive such training, so it must be fair and easy;
- (4) Cooperation – developing the ability to work with others;
- (5) Repeatability and sustainability – to build up endurance;
- (6) Light load – to ensure sustainability;
- (7) Some pressure – to develop anti-pressure ability.

Under the aforesaid principles, students are divided into groups every day and are asked to clean areas closely related to them. The aim of such training is not the cleaning, but the act and process of it. Each student leader of the 150 groups would also introduce the people, culture, land, property and landscape of their own areas in order to develop group members' relationship with and care for human and the land, as well as their sense of belonging.

An element worth mentioning is the ‘low-tech’ way of doing things. For example, on the day before the first day of school, group leaders should telephone or go to the dorms of the students assigned to his/her groups; students asking for leave from labour activities were required to go the Office of Student Labour in person, and communicate with the staff there. The rationale behind the seemingly ‘effort-consuming’ measures has to do with the focus of labour education: people, instead of efficiency. Another feature is the joint participation of instructors, team leaders, troop leaders, group leaders and members, as labour education is by nature ‘community’ education.

The clean and tidy campus is the greatest pride of THU. It’s all attributed to the students. Nevertheless, the cleanness is just a natural result, not our objective.



Since the establishment of THU on 2 November 1955, its labour education model of practical and experiential learning has set an alternative example for the educational world in Taiwan. However, it takes a long time for labour education to have effects, which can only be shown through participants’ habits. On the one hand, it perfectly illustrates the educational philosophy of ‘spending a hundred years cultivating people’. On the other hand, labour education faces the difficulty of how to persuade teachers and students to better understand and value it, especially in this era of utilitarianism when effectiveness is evaluated solely by facts and figures.

In 1975, with the changing environment and significant increase in the number of students, the duration of basic labour participation was shortened from two years to one year. Such direct link between working hours and working load makes people forget the educational significance behind ‘work’. Without theoretical support, THU Labour Education is increasingly viewed as a ‘job’.

In 1996 and 1997, educational training of basic labour group and work-study group leaders was introduced to improve their leadership skills and labour efficiency.

In 2005, THU once again ran into the mismatch between working load and manpower needs, but this time, it was quite the opposite of the previous one. The work load exploded with the construction of the Second Teaching Area. It left us reflecting on

what exactly labour was educating. What kind of ‘work’ should ‘labour’ involve to achieve the educational ideals?

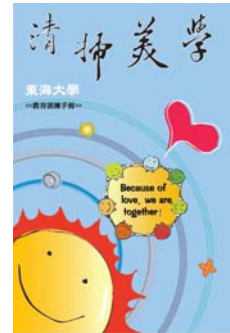
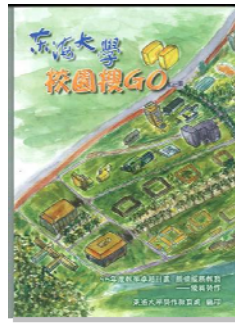
In 2006, THU launched the Quality Labour Programme in order to make students truly understand the meaning of labour, and also make educators aware of the significance of practice. This programme ushered in a period of reform after over half a century’s labour education practice, and started to present the ideal of labour education, deepen and verbalise its educational significance and effects via innovative means, such as Labour Development Postcards, Labour Course Day, and Labour Education Documentary etc. Under the guidance of their seniors or invited members, students could get in touch with the people, culture, land, property and scenery of THU, and learn to know about the university and its stories, and therefore naturally develop a sense of belonging to it.



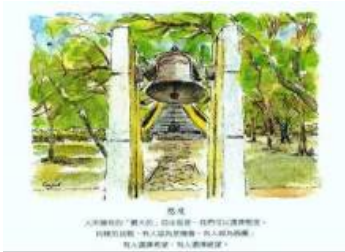
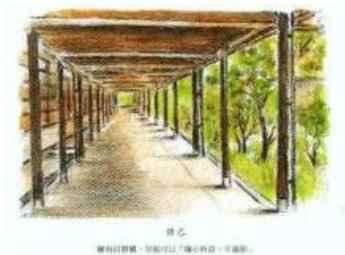
In 2007, Project Adventure was initiated. Through this project, students were expected to discover themselves, encounter themselves and even challenge themselves through, physical learning, community education and self-exploration. They could learn to face and challenge difficulties with others, think about their relationship with others, enhance their self-concept, improve their interpersonal skills and find something new and colourful in their repetitive labour work.

Labour Education is a training programme aiming at developing students’ spirit of social practice, i.e. the spirit of service in the students. Through training, students can carry forward the spirit in activities held by departments, institutes and societies, and serve the community.





Training manuals and documentaries



A set of Labour Development Postcards specially designed to fit the eight themes of Labour Education

On each postcard is a short maxim. Students can examine their labour performance, record their growth or write down greetings and sent them to friends.

3.3. History of Labour Education in THU

Year	Event
1952	On April 2, Dr William P. Fenn submits a report, <i>Memorandum to the Trustees, on the Kind of Christian College I would like to see on Formosa</i> , to the United Board for Christian Colleges in China. The fifth point in the memo reads: It would not be a white-collar institution. Boys and girls would learn to use their hands while in college so that they would not be afraid to soil them when they graduated. This would involve a simple life for students and faculty, with a minimum of servants and clerks. It would also involve practical service to the community beyond the campus. (1952:8)
1953	<i>The Aims and Purposes of Tunghai University</i> defines the Student Labour Programme as one of the basic educational methods of THU.
1955	
Oct. 26	Dr. Yang Shu-chia becomes the director of the Labour Office; Dr Charles N. Shutt from Berea College is invited to be the consultant for the Labour Office.
Nov. 2	1. The Ground Breaking Ceremony of THU is held, followed by the cleaning activities of students and staff. 2. The duration of basic labour for each student is two years (freshman and sophomore years), with five hours per week. 3. The Labour Voucher System is devised. Each working hour carries 8, 7, 6, or 5 point based on different natures of labour. A working hour consists of 50 minutes.
Nov. 14	The establishment of THU is reported by the US <i>Time</i> magazine with the caption <i>The Pioneers</i> . The article stresses that ‘Students’ engagement with labour is a ground-breaking idea in the East, since intellectuals tend to view manual labour as degrading and indecent.’ Toward the end of the article, the founding president of THU’s ambition is quoted: ‘Pioneering is our motto.’
1956	The weekly time of labour is shortened to four hours. The Labour Instruction Office becomes under the direct command of the university president.
1957	
Mar. 28	The Ministry of Education’s No. 3978 Order of 1957 approves the trial implementation of the <i>Labour System of Tunghai University</i>
May 15	<i>Interim Procedures of the Student Labour Record in Tunghai University</i> is published.
Aug. 1	Dr Fenton Babcock becomes director of the Labour Office.
Sep. 22	The 35 th Administrative Meeting passes the <i>Labour Rules of the Private Tunghai University</i> .
1958	On 27 June, Dr James A. Hunter from the Department of Sociology becomes chief instructor.
1961	
May 25	THU celebrates Labour Day and holds the Dormitory Cleaning Competition, which is the predecessor of the University Labour Day today.
Aug. 1	Prof. Johnson T. F. Chen is appointed chief instructor of the Labour

	Office, and Prof. James A. Hunter consultant.
1966-1980	Prof. Johnson T. F. Chen and Dr Paul Alexander are appointed consultant of the Labour Office; the directorship is assumed by Chen Chia-Hui, Ku Shao-Chang, Chen Jui-Chou and Lin Tsung-Kuei successively.
1975	On August 1, the duration of the Basic Labour Programme is shortened from two years to one year due to the huge increase in the number of students.
1977	On May 2, labour performance is listed in the student conduct evaluation system.
1980-1991	The Office of Labour Instruction is under the command of the Student Affairs Office. Chang Kuang-Fu becomes the director and then consultant of the Office of Labour Instruction. Chu Shu-yen becomes chief instructor.
1985	Starting from March, labour vouchers are cashed into students' bank accounts.
1991	The Office of Labour Instruction is upgraded to Office of Labour Education Instruction, and Prof. Chiang Cheng-Hsiang is appointed its Chief Instructor.
1993	Prof. Chien Chun-An becomes Chief Instructor of Labour Education. The Office of Labour Education Instruction is renamed as the Office of Labour Education.
1994-95	Prof. Chen Tan and Prof. Tseng Hua-Yuan become the Chief Instructor of the Office of Labour Education successively.
1996	
Jan. 28-29	A training camp aimed at exploring labour group leaders' potentials is held. It is the earliest training programme for labour group leaders.
Mar. 10	The First Group and the Second Group are renamed 'Basic Labour Group' and 'Work-Study Group' respectively. Group director is renamed group leader.
Sep. 18	A batch of labour group leaders led by Director Tseng Hua-Yuan go to provide social service for the Taichung Christian Herald Children's Home, which is THU's first off-campus social service activity.
Oct. 29	As part of the 41 st Anniversary of THU, the Labour Education Retrospective is held, and 'The Good Neighbour' programme is promoted in Tunghai Village.
1997	
Jan. 26	The 1 st Labour Group Trainee Leaders Camp is held.
Feb. 1	Prof. Lu Tsung-Lin is appointed Chief Instructor of Labour Education.
June 26-27	The 1 st Cleaning Assistant Development Camp is held.
Aug. 1	1. The work-study section adopts a hierarchical system, consisting of four classes: A+, A, B and C. 2. The evaluation form of work-study students is refined. 3. The labour affairs system is fully computerised.
1999	
May 7	The Cross-Century National Forum on the Theory and Practice of Labour Education is held.
Dec.	The Full Attendance and Good Performance Scholarship for Basic

	Labour Students is established to award 33 students per semester with NT\$ 3000 each.
2000	Prof. Liang Pi-Feng becomes Chief Instructor of Labour Education on August 1.
2001	The Full Attendance and Good Performance Scholarship for Work-Study Students is established. <i>Labour Culture in THU</i> compiled by Chief Instructor Liang Pi-Feng is published.
2003	<i>Labour Management in THU</i> compiled by Chief Instructor Liang Pi-Feng is published.
2004	Dr Haydn Chen becomes the seventh president of THU.
2005	
Feb. 20	<i>Labour Style in THU</i> compiled by Chief Instructor Liang Pi-Feng is published.
June	Labour Education Certificate integrates work-study students' labour performance, work-study performance, education training record, as well as awards and achievements.
Aug. 1	Associate Professor Huang Shu-Yen is appointed Chief Instructor of Labour Education.
Sep.	<i>Fifty Years of Labour Education in THU</i> compiled by Prof. Liang Pi-Feng is published.
Nov. 1	The Cleaning Day for Alumni is held in celebration of the 50 th Anniversary of THU.
Nov. 6	The Welcome Home Activity: labour group leaders and cleaning assistants come back to celebrate THU's 50 th Anniversary.
2006	
Sep.	<p>The Quality Labour Programme is launched in order to make students truly understand the meaning of labour, and also make educators aware of the significance and importance of labour practice. Quality Labour Programme presents the notion of labour education in more ways, and deepens and verbalises its educational significance and effects.</p> <ol style="list-style-type: none"> 1. Labour Course Day. With core courses and additional courses, it provides illustrations to labour practice, and opened up new growth opportunities of labour education. 2. <i>A Guide to Quality Labour</i>, the core course textbook for labour group leaders is compiled and printed. 3. A set of eight Labour Development Postcards are produced to help students examine their progress.
2007	
Mar.	To strengthen students' sense of belonging to their group, <i>THU Campus Roaming</i> , is published as a reference material for the additional courses of labour group leaders.
July	<i>March of the Labour Education in THU</i> , a 26-minute documentary is released. It records the pioneering efforts and continuous exploration of the notion of labour education.
Aug.	Project Adventure is launched, through which students are expected to discover themselves, encounter themselves and even challenge themselves through, physical learning, community education and self-exploration. They could learn to face and challenge difficulties with others, think about their relationship with others, enhance their

	self-concept, improve their interpersonal skills and find something new and colourful in their repetitive labour work.
Oct. 13	THU pro-actively expands its connection with the industry to boost the self-esteem of students cleaning toilets, and build up their confidence. The Tunghai Branch of Taiwan Cleaning Society is set up, and an alliance with President Chain Store Corporation is formed.
<hr/>	
2008	
Mar.	THU develops activities that could implement Project Adventure on the labour site. The training manual, <i>Labour is Fun!</i> is released.
Aug.	<ol style="list-style-type: none"> 1. The Good Character Formed through Playing Programme is included in the 2008 Teaching Excellence Programme, under the category of Environment and Service Education. 2. The Seeded Team of Project Adventure is set up to explore the project implementation on the site of labour.
Oct.-Nov.	For the first time, THU promotes labour education during the freshmen military training period. Eleven labour lectures are held, covering the notion of labour education, documentary showing and case sharing etc.
Dec. 17	The Chinese name of the Work-Study Group is changed.
<hr/>	
2009	
Jan.	The Work-Study Information System is officially launched.
Aug.	Prof. Lin Hui-Chen becomes the Chief Instructor of Labour Education, and his <i>The Aesthetics of Cleaning</i> is published.
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2010	
May	Cleaning exchange with students from National Chengchi University. http://osa.nccu.edu.tw/epaper/04/epaper04i.htm
May	Taichung Environmental Protection Seminar and Cleaning Learning Activity: discussion with chiefs of villages about energy-saving and water-saving cleaning, and environmental education. https://record.niet.gov.tw/Epaper/09938/1-1.html
July	Community Care Activity: Education camp of learning ecology and cleaning at Mt. Dadu (Ruei Fong Elementary School) http://poyalife.thu.edu.tw/chinese/02_result/02_detail01.php?sid=7
July	THU works with the Ministry of Education to implement service learning for financially vulnerable students.
<hr/>	
2011	
May	Disciplinary-specific service learning is promoted. Teachers are encouraged to incorporate service learning into their teaching.
Aug.	THU wins an excellent award in the Taichung Public Toilets Evaluation.
Oct.	THU is awarded Tourist Spot with Clean Environment by Taichung City.
Nov.	Community Care Activity: THU students clean Dacheng Wetlands, the reserved land for Kuo Kuang Petrochemical to voice their opinion in civil issues. The community residents actively participate in the cleaning. After this activity, the Shi Gang Volunteer Team takes over the cleaning of that area.
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2012	
Mar.	Community Cleaning Activity: street cleaning of Dajia (Dadu Village and Dingxin Village in Dadu District)

June	Labour Education Promotion: Environmental education course in Taichung Municipal Hui-Wen High School.
July	2012 Environmental Education Activities funded by the Ministry of Education: Clean the Coast, Embrace Science (Shi Gang Elementary School).
Aug.	Associate Professor Huang Shen-Kuei from the Department of Social Work becomes Chief Instructor of Labour Education.
Sep.	The self-evaluation scheme for basic labour students is implemented, through which students are expected to develop self-discipline.
Oct.	The tradition assignment submitted in paper is replaced by the Basic Labour Online Grading System, where labour group leaders can grade group members' performance
Nov.	THU is awarded Recreational Area with Clean Environment by Taichung City.
2013	Starting from 2013, THU sets its primary goal as the establishment of the service learning platform to integrate the service resources and energy in the university, expand its scope of service, and investigate community needs.
Nov.	THU wins the Excellent Group Award in the Social Education Public Service Award held by the Ministry of Education as the only prize-winner in Taiwan higher education institutes.

3.4 Student Labour Programme in THU

The Student Labour Programme is a unique feature of THU's education model, which has been in practice since the founding of the university. It is also an example of Tunghai's taking the lead in introducing a pioneering and innovative educational system in Taiwan. There are two main purposes of the Student Labour Programme: (1) to enable students to develop their self-discipline, sense of responsibility, cooperation and a caring attitude; and (2) to assist students in need to complete their studies successfully through financial aids. The first president of THU, Prof. Beauson Tseng, was of the view that the Student Labour Programme and the curriculum would complement each other in the educational system. He thought that learning to how to live as a person and scholarly pursuit were of equal importance. Having been practised for half a century, this educational mode has been refined to not only guide students to learn how to be a 'person', but also make them motivated to serve society and become professionals in the future. Operationally, the programme is divided into two aspects: Basic Labour Programme and Work-Study Programme.

3.4.1 Basic Labour Programme

The Basic Labour Programme has been in practice since the founding of THU. It helps students to learn about how to get along well with other people as well as understand themselves better, and how to take care of the environment through enaging in daily basic maintenance of the campus. This programme emphasizes teamwork, self-discipline, and industriousness, which are the most important qualities



of today's enterprise culture.

All year-one and transferred students, regardless of department, nationality and gender, have to take one-year basic programme which bears 0 credit. Such a requirement makes the labour programme a collective memory of all Tunghai students. They should spend half an hour a day, five days a week on their labour duties, including cleaning the whole campus area, dorms, classrooms, and other service work. This one-year labour programme is divided into 8 sessions. In each session, students are assigned to serve at different areas so that they can understand better the environment of their campus, and they also work with students from different departments and of different personalities so as to improve their interpersonal communication skills.

Student Labour Programme puts an emphasis on self-reflection. In each session of the programme, core course and supplementary course will be introduced by the group leader to guide the students to understand and experience the meaning and value of labour education. There are eight themes, namely self-cultivation, learning, attitudes, caring, skills, teamwork, sense of belonging, and growth. The first four themes are introduced in the first semester while the other four in the second semester. Each student is given a handout with contents closely related to the principles of the labour programme and civic education. The handouts are informative with theories, practices, stories, characters, and current affairs. They are designed to guide students to reflect what they have learnt from the programme, apply it to practical situations, and to help students think from different perspectives. The content of the supplementary course is about the university history, people, architectures, landscape and environment etc., through which students learn more about the campus and develop a sense of belonging.

The passing mark for the Basic Labour Programme is 60. Students will retake the course if they fail. They can only graduate if they have completed and passed both semesters of the one-year Basic Labour Programme. The programme has nothing to do with students' intellectual performance but is highly concerned with their attitudes; therefore, the results of the labour work is considered as a very important criterion for applying for scholarships, financial aids, teacher education programmes, exchange programmes, and TA positions. These programmes are only open to applications of students who have met a certain requirement of grades in the Student Labour Programme.

The group leaders (prefects) of the labour programme play a key leading role in this programme. They have to work with their juniors to finish the daily tasks, demonstrate good discipline and attitude. Meanwhile, they have to promote teamwork, guide the students to interact with their team members from different departments, help them learn to respect one another, accommodate the differences and to work together. Furthermore, prefects are reliable counsellors for the students. They share information about the campus, study and life in the university etc.

Since prefects are important role models for year-one students, they must go through rigorous selection and training process before they serve in the position, which include interview, trainee camp, supervised training, internship etc. The training provided to prefects not only helps build a team of disciplined students, but also set up a platform for leadership learning through practice.

The Basic Labour Programme serves as a foundation in professional learning for students. Through the process of this programme, students first learn how to ‘behave’ and then learn to be ‘professional’. It helps enhance their civic awareness and develop their potential to be useful to the society.

3.4.2 Work-Study Programme

The goal of the Work-Study Programme is to assist students who are in need of financial aids. The on-campus Work-Study Programme provides students with stipends to solve their financial problem so they can focus on their studies. This programme was set up in 1955, started with professors’ sympathy and love for the students. At the first meeting of the Executive Council of THU, the resolution was to help students who could not afford the tuition fee to complete their studies. Despite all the changes in the higher education environment and the diversification of society over the past half century, THU still upholds the spirit of Christianity of helping students in need.



Every year, nearly NT\$40 million is used to support this system, and the number of students who have applied for this programme is more than 2,000. Applications can be made online (http://tlabor.thu.edu.tw/00v2_loginA.php). The programme is divided into four periods: summer break, the first semester, winter break, and the second semester. Students have to send their resume through the website, and will be interviewed, matched and selected. Students will be assigned to work in 8 colleges, including 34 departments and 17 administrative units. Their jobs are related to secretary, reception, network management, and campus eco-friendly projects. Stipend is decided by the number of working hours and the nature of the job. The amount of stipend is calculated in four rates according to the tasks. The first rate is the statutory hourly wage rate; the higher the rate, the more the amount.

Students can plan their working hours according to their time and study, so they can learn to manage their time wisely. Also, the work attitude and ethics are important. Therefore, during the Work-Study Programme, students are also trained to improve their employability and global perspective. These training and activities are very important experience in students’ life. They learn to be diligent, responsible and confident, and to provide high quality work. Moreover, students also understand the importance of being trustworthy by following rules, understanding correctly the value of money, and developing the ability to deal with different situations and authorities in society.



In addition, tutors are assigned to guide the students in learning more about their working fields. The tutors help the students learn and change themselves, and to be prepared for their future career. In each session, the tutors will assess students’ performance based on their punctuality, reliability, interpersonal relationship, working knowledge etc. If their evaluation fails to reach 70, they will be disqualified to apply for

the programme in the next semester (the relevant information may be referred to in the *Labour Programme Rules and Regulations*).

The enforcement of the Work-Study Programme is an educational goal of THU. The programme is able to continue because of the donations from the alumni and other community leaders. By providing paid services, students can study without having to worry about their financial situation and thus learn to be grateful. Gratitude and giving back are important values the Work-Study Programme brings about. Take the THU Work-Study Hygiene Assistants Team for example. It has contributed to the community through cleaning the environment, child adoption around the world, and donation to the AIDS organizations etc. Over the past five years since 2008, more than 100 thousand NT\$ has been donated. It is the best proof of the benefit of implementing THU's Work-Study Programme. Because of these outcomes, THU was awarded the '2013 National Social Education Community Award'.



THU service-learning camp of ecology exploring and cleaning at Mt. Dadu.

3.4.3 Assessment of year-one students in Basic Labour Programme

- (1) Grade: the passing mark for Basic Labour Programme in each semester is 60. Students who fail will have to retake some or all of the sessions depending on their situations.
- (2) Assessment of each session: the Basic Labour Programme in each semester is divided into four sessions. There will be assessment for each session. The average marks of the four sessions will be the semester grade.
- (3) Absence:
 - a. Three marks will be deducted if the students are absent without any reasons (absence without permission). If absences are half the number of days when students should attend, the grade for that semester will be 0.
 - b. If the grade of any session is 0, the semester grade will be considered as failed.
- (4) Assessor: the group leader will be the one to assess the students.
- (5) Criteria for assessment:
 - a. There are six items: responsibility (25%), teamwork (15%), punctuality (15%), efficiency (15%), pro-activeness (10%), care for public property (10%), and others (10%).
 - b. Detailed comments should be provided for each item.
- (6) In order to standardize the assessment criteria and to prevent absenteeism, “number of days of absence (T)” will be the basis of upper limit of grading for each session.

Case	Range of marks
$T \leq 1$	0-99
$2 \leq T \leq 3$	0-89
$4 \leq T \leq 5$	0-79
$6 \leq T < 1/2 \text{ no. of days}$	0-69
$T \geq 1/2 \text{ no. of days, and the actual no. of days of absence} \geq 1/2 \text{ no. of days}$	0
$T \geq 1/2 \text{ no. of days, but the actual no. of days of absence} < 1/2 \text{ no. of days}$	0-69

The online assessment for the Basic Labour Programme has been implemented to assess the participants since October 2012, which replaced the traditional paper work. The content of the form is provided below.

Office of Student Labour of Tunghai University
Monthly Assessment Form for Basic Labour Programme in XX semester of
Academic Year XXXX

Group Leader:

Work location:

No. of People:

Period for assessment:

from dd/mm/yyyy to dd/mm/yyyy

Student no. Class Name	Comments	Total Mark	⌂ value	Others 10%	Care for Public Property 10%	Activeness 10%	Efficiency 15%	Punctuality 15%	Teamwork 15%	Responsibility 25%

The group Leader has to submit a report for student whose total mark is 90 or above, or lower than 60.

Remarks:

Signature of Group Leader: _____

Date:

3.4.4 Students' Feedback on the Student Labour Programme

Studies on the effectiveness of the Student Labour Programme were carried out and some of the results are shown in the following table, which is a summary of the results of a survey on the students' self-assessment of the Programme in 2012. It can be seen that the majority of students have positive feedback on their perception of or experience in the Programme. Therefore, it can be said that the Programme has a positive influence on developing students' attitude.

Theme	Topic	Result	
1 st session Self-cultivation	1. Through the programme, I learnt to understand the hard work of the sweepers.	Yes 95.5%	No 4.5%
	2. Through the programme, I learnt to remind myself not to litter on campus.	Yes 94.8%	No 5.2%
	3. Through the programme, I learnt to pay attention to my lifestyle.	Yes 83.1%	No 16.9%
2 nd session Learning	1. This programme provided an opportunity for self-training.	Yes 94.5%	No 5.5%
	2. I tried to use different ways to deal with the difficulties I encountered throughout the programme.	Yes 95.1%	No 4.9%
	3. Through the programme, I think my problem-solving skills have improved.	Yes 81.8%	No 18.2%
3 rd session Attitudes	1. It is very important to have a serious working attitude.	Yes 99.4%	No 0.6%
	2. I carried out with the tasks seriously assigned by my group leader.	Yes 97.7%	No 2.3%
	3. Through the programme, my working attitude has improved.	Yes 88.1%	No 11.9%
4 th session Caring	1. My teammates are important to me in the programme.	Yes 95.6%	No 4.4%
	2. I cared for my teammates with practical actions.	Yes 80.7%	No 19.3%
	3. Through the programme, I learnt to get along better with my teammates.	Yes 93.0%	No 7.0%

1. 2 nd semester of academic year 2012			
Theme	Topic	Result	
5 th session Skills	1. I want to improve my abilities during my college time.	Yes 98.6%	No 1.4%
	2. Through the programme, I learnt better of my strengths and weaknesses.	Yes 76.3%	No 23.7%
6 th session Teamwork	1. I think teamwork is important.	Yes 99.6%	No 0.4%
	2. Through the programme, I learnt the importance of teamwork.	Yes 97.0%	No 3.0%
	3. Through the programme, my teamwork skill is improved.	Yes 92.6%	No 7.4%
7 th session Sense of belonging	1. Through the programme, I learnt better of the campus.	Yes 90.2%	No 9.8%
	2. Through the programme, I learnt to love and care more for the campus.	Yes 88.4%	No 11.6%
	3. I am proud of Tunghai University.	Yes 93.0%	No 7.0%
8 th session Growth	1. Through the programme, I learnt to remind myself not to litter on campus.	Yes 91.8%	No 8.2%
	2. Through the programme, I think my problem-solving skills have improved.	Yes 80.3%	No 19.7%
	3. Through the programme, my working attitude has improved.	Yes 84.7%	No 15.3%
	4. Through the programme, I learnt to get along better with others.	Yes 89.8%	No 10.2%
	5. Through the programme, I understood my strengths and weaknesses better.	Yes 71.4%	No 28.6%
	6. Through the programme, my teamwork skill has improved.	Yes 90.4%	No 9.6%
	7. Through the programme, I learnt to love and care the campus more.	Yes 92.2%	No 7.8%

4. Macao and the University of Macau

4.1 Foreign investment vs. failure of the first industry

Since the liberalization of the gaming industry in 2002, Macao has seen a rapid economic growth. In terms of GDP, it ranked the third in Asia in 2006, surpassing Hong Kong and Taiwan. It went up second in Asia in 2008, followed by Singapore. As the only Chinese territory where gaming is legalized, Macao has enjoyed unprecedented prosperity. Construction of large casinos and exhibition venues wholly invested by foreign capital is in full swing. But what does all this tell about Macao's future?

The variety of jobs in Macao is limited, and the jobs are highly replaceable in terms of industry or the job nature. Since investment in Macao mainly comes from foreign capital, most of the Macao people can only be the employees of foreign companies. Once these corporations see more opportunities of seeking profits in other places, they would quickly withdraw from Macao, leaving behind the Macao people who generally lack professional training and are unable to upgrade themselves. Macao is a densely-populated area. Moreover, much of the land, already scarce in itself, has been used to develop large casinos and exhibition venues owned by foreign capital. As a result, the first industry in Macao has turned out to be a total failure. Macao heavily relies on the import of household supplies, even including the daily necessities such as water, vegetables, fruits and food. Even its fisheries which Macao used to be proud of, are declining.

It's not likely that the current situation of Macao's land and environmental exploitation is going to change over a short period of time. At the same time, the Macao people can never adapt themselves to the first industry in terms of their work habit. Therefore, how will Macao be able to, with scarcity of natural resources, to take advantage of its present economic affluence?

It seems that nurturing talents is the only way out.

4.2 Nurturing talents

The graduates of the University of Macau, the academic institution of highest status in Macao, form the future backbone of the community. Therefore, the University plays a pivotal role in nurturing talents for the Macao community.

The teachers of UM are aware of such weighty responsibility upon them. What concerns them is that students generally lack passion, ambition, team spirit as well as sense of belonging and responsibility. Even if they feel some sense of belonging, it's more about a sense of ease and comfort without too much awareness of responsibility. It is also the teachers' concern that most of students do not have global vision, sense of competition and empathy. Even if students have great ambitions, they may easily be frustrated by the reality of Macao. Such concerns are closely due to the dependence on foreign capital, as well as how they look at the prospect of Macao.

To nurture quality talents who would be firmly rooted in Macao and proud of Macao, the first thing is to foster students' sense of belonging to Macao. However, students should also be nurtured with humanistic care and a sense of crisis for Macao so that they

can feel responsible for this piece of land. They will then be able to develop a passion for it. With the passion comes the commitment.

To build a sense of belonging and responsibility, the first step is for students to establish a close and interactive relationship with the surroundings. The residential college system that the University of Macau is implementing is perhaps the best way towards this end.

With a collective sense of 'home' the residential college system is able to develop, students should and are willing to work out how to share the responsibility of taking care of their home among themselves. And with proper commendations if they have done the job well, this will enhance their sense of belonging and team spirit. What is notable is that the team spirit, once formed, may be extended beyond the college itself. As long as the pressure on them is not too great, they should appreciate that despite the responsibilities imposed on them, it may not be all that difficult as they would have thought as long as they work hard together. With team spirit, they will be more than ever determined to chase their dream despite all the difficulties and despite the fact that they may not be able to overcome them on their own. Through the guidance of mentors and peers learning, it will also train their various work and interpersonal skills so that they may develop empathy.



5. Feasible plans

5.1 Initiation and passing on

5.1.1 A review of UM's visit to THU

In order for UM's staff and students to learn from the Student Labour Programme practiced by THU, a study trip to THU was organized by UM from the 4th to 9th of August, 2013, with the purpose of practicing service learning, training students' work and interpersonal skills, and fostering their cognitive and ability development through cross-cultural interactions. The 21 members of UM (16 students and 5 teachers) and the 15 members of the THU service learning group spent six days of an intensive program together. They were all inspired by the power of making a difference and the desire of broadening their global vision through a new and challenging experience. Most of the students said that they had gained deeper understanding of service learning through their shared experience of manual labour with their overseas peers from different cultural backgrounds. They felt more confident about implementing the Student Labour Programme and applying its philosophy to their daily lives. Through the international service learning sub-program under the Student Labour Programme, they achieved positive outcomes of labour, and they experienced self-transformation as well in that they wanted to change their lives by starting with small things, and that they were willing to initiate the culture of labour in their home university so that environmental education and the serving spirit can be passed on.



The following table is a summary of what the members' views and feelings after participating in the Student Labour Programme International Service Learning.

1. Describe how you understand 'labour education (service learning)' in one sentence.
The UM students
I learn from doing the daily chores that we need to be down-to-earth in order to see things in a better perspective.
Take the job seriously so that others will believe you.
Labour is part of learning.
Great wisdom lies in small things.
Do not leave things unattended to just because they are small things.
Through our own efforts in keeping the environment clean and tidy, it is to foster in us a good attitude towards people and things, and to make it a good habit and tradition.
Protect the environment.
An adult education is complementary to academic learning.
Learn to serve without asking for rewards.
Do it for others and do it for myself.
To understand myself in new light and help self-development.
Help me understand the realities of life.
An essential part of an all-round education.
Students can learn moral lessons from ordinary physical work.
It is rewarding.
To experience life and happiness in manual labour.
The UM staff
Help others and help oneself; learn the wisdom from trivial things.
Service + education/learning (the latter is more important)
Teamwork and self-actualization.
Learning is the right attitude to people and things.
The THU service learning group
Labour is the self-practice of patience.
It's about empathy: we washed the terrazzo floor of the corridor at Hui Ming School for the Blind, and we made it clean, dry and non-slippery.
It's all about the smiling faces. Everybody felt very happy when doing the cleaning together.
I've been sweeping floors since my first year and now I understand that there is great learning in the manual labour.
It is only in humbleness and gratefulness can we see the real needs.
Doing manual labour teaches us not to ignore things, no matter how trivial and insignificant they may seem to be.
Brushing toilet is labour work which is all about perseverance, which is good.
It's learning of empathy.

It's the philosophy of practice in making our life and environment better.
It can help one keep improving oneself.
It's a good remedy for depression.
Environmental friendly: three buckets of water to wash the tools.
It's about teamwork and division of work.
It's something that any group of people can do together ... to make the world better.
Be humble and see it from different perspectives.
2. Is the outcome of this program in line with your expectation, and why?
The UM students
It's more than what I expected; the Tunghai staff and students had made sufficient preparation for us.
I gained more than what I had thought, because I didn't expect that I could learn so much from it, which was so inspiring to me.
Yes, because the Tunghai teachers and students were very hospitable and thoughtful.
No. I think what I gained is far more than what I had expected, because every activity we did was so meaningful, but at the beginning I had thought that we were just going to wash the toilets.
It was more than what I had expected. The visit to the Hui Ming School made me feel that I'm so blessed to be physically sound; the trip to Qing Jing Farm was fun; and we enjoyed good food as well.
Before joining this programme, I had thought that it was just for us to learn to endure hardships, but after the programme, I found that I had learnt more.
No. I was too exhausted.
It was more than what I had expected, and I made new friends.
Yes, I not only learnt some details in organizing activities, but also understood the meaning of labour.
It was a tight and full schedule. It was more than what I had expected, and I learnt a great deal of things.
Yes.
The schedule was too tight; it should be adjusted properly.
I made many Taiwanese friends, and I learnt the essence of labour education. It was more pleasant than I had thought, because the Tunghai students were very hospitable, and getting along with them was very happy.
Yes, I gained a lot from this program. I learnt the essence of education, tasted different foods, and made a lot of new friends.
It's what I had expected. I discovered the meaning of life and I made new friends as well.
It's basically what I had expected, because I had done some research before I came, and I experienced the meaning of labour during the past few days.
The UM staff
It was a fruitful experience, for example during the cleaning, I learnt to be humble, and so I saw things differently. For the blind students, what they have lost does not necessarily mean misfortune; sometimes it may give them more.
It was far more fruitful than I had expected because of the whole-hearted service, guidance and hospitality of the Tunghai staff and students.
Yes, I appreciate the meaning of manual labour.

I gained more than I expected.
The THU service learning group
More than what I expected. As the hosts of this program, we wanted to give a good impression to our guests, so we always smiled. In the end we learnt to overcome the distrust between each other, and open ourselves up, and that's where we started to make new friends.
Through this experience, I understood the spirit of labour education.
The UM students are good speakers. Through sharing with them, I discovered the value of labour.
Though exhausted, I tried to keep myself spirited. I think the spirit of labour is best exemplified in the Taiwanese cows, and I feel more and more confident about myself.
As long as we found the courage to talk to each other, we would feel closer. I've become more courageous.
The UM students treated the manual labour from a different perspective and it made me appreciate what it means to 'never ignore the ordinary'.
It was the first time that I had put such effort into manual labour over such a long period of time. That really made me understand the meaning of labour.
Through service learning, we felt the charm of labour education.
The UM students who were inexperienced in the program became very serious about it, which made me become more serious about it.
That's the charm of small things -- if you take them seriously, other people will take you seriously as well.
I thought it was just for making new friends, but I've gained hands-on experience of doing labour together with the UM peers.
This experience has really enlightened me on life attitude.
I've gained much from it. I will continue to promote labour education.
I didn't feel it this way when I did the manual labour every day, but I started to miss it when I stop doing it.
The labour education and service learning experience over the six days and five nights went well beyond the original objective of the labour education programme. I have gained more than what I thought.
3. Do you think there is any correlation between labour education (service learning) and a happy life? Why?
The UM students
Yes. Labour leads to personal growth, and, there is a sense of achievement. I guess that's happiness.
Yes, because I think that serving others makes them happy, which also makes me happy.
They are correlated, because labour is a noble act.
Labour education is not necessarily the only way to make a happy life, but it does make it happier.
Yes. Meticulousness, perseverance and righteousness will definitely change our lives.
Only when one is single-minded in the pursuit of one's goal will one be able to achieve happiness. So it plays a guiding role.
Doing labour is happy, but happiness is not labour.
Yes. Practice by oneself, master one's own life and lead a happy life.
You got to learn to give so that you will get rewards.

Yes, it's relevant. It's about creating a good environment, learning to give, and making more friends.
Yes, it's about attitude and value.
Yes, a good environment will make us happier.
Yes, the labour education changed our attitude towards serving others. People who don't care about personal losses and gains, and who are easy to satisfy will feel happy.
Yes. There are a lot of small things in it that teach you how to be a better person. As long as you want to serve, you will feel rewarded.
It's relevant, because life starts with small things and practice.
Yes. Because labour makes life more colourful, and makes us cherish more what we have now.
The UM staff
When you love someone you will give them anything without asking for rewards; You can see that from our students who did manual work.
Yes. It's about taking an active part in practice, teamwork, and serving spirit.
Yes. It feels happier to give than to receive.
Start with oneself, influence the people around you, and contribute to community service.
The THU service learning group
It feels good to do the cleaning. Manual labour gives you positive energy.
It's that sense of tidiness that gives you happiness.
Learn to do things and to get along with others.
Happiness is with you if you can always be grateful.
You need to be patient when doing labour work, which makes me become good-tempered when getting along with the opposite sex.
My mum loves me more, because I'm now in charge of the toilet at home.
Happiness is sweeping floor together with friends and making the environment clean and pretty.
Only when you are able to see the details will you know how to do it – and do it well.
To be happy is to be humble.
When you are angry, sweep the floor; when you are depressed, sweep the floor. Just treat it as working out and health and happiness will come to you.
Manual labour teaches you how to treat people and things.
Happiness is about leaving aside your self-interest and doing good for yourself and the others.
Teamwork, sharing, and labour...these are happiness.
Every time we cleaned, we felt the happiness of starting a new journey.
Labour education is environmental-oriented and it will make our Earth a better place.

5.1.2 Proposed training scheme for UM residential college student leaders (Prefects)

The proposed training scheme for RC student leaders may be composed of three stages: selection, supervised training, and internship.

(1) Selection

a. Application and interview

- i. Selection should be made through application, and criteria for selection should be based on, e.g., academic results and results of fundamental learning.
- ii. Qualified applicants would then be interviewed to assess their motivation, attitude and character, etc.
- iii. Applications and interviews should be administered by each RC separately. The training quota should be determined by the number of student leaders in demand. However, the selection criteria and the timing of selection procedures should be unified across the RCs.

b. Training camp for future leaders

- i. Qualified candidates who have successfully passed the interview would join a one-day 'training camp for future leaders' together.
- ii. The purpose of the camp is to for the students to understand the educational philosophy, and to further assess their motivation, attitude and character through team interaction to see whether they are qualified for leadership.
- iii. Students who have passed the assessment of the training camp should proceed to the next stage: supervised training.

(2) Supervised training

- a. The purpose of the supervised training is for the trainees to familiarize themselves with the work of a prefect as well as the relevant regulations and rules. Key elements of assessment include: willingness to learn, work attitude, learning abilities, etc.
- b. Duration of supervised training may be two weeks. Supervision and assessment would be undertaken by two senior prefects respectively.
- c. Students who have successfully passed the assessment should then proceed to the next stage: internship.
- d. Supervised training should be administered by each RC separately. The training quota should be determined by actual needs. However, the training materials and assessment criteria should be unified across the RCs.

(3) Internship

- a. The purpose of the internship is to train the trainees' practical work abilities, e.g. work planning, communication, interpersonal interaction, cooperation, etc.
- b. Duration of the internship may be four weeks. A prefect would be assigned to the internship area that he would be involved in and assessment would be jointly conducted by the prefect who hands over the job and a senior prefect.
- c. Those who have successfully passed the internship assessment would officially become student leaders.

- d. Internship should be administered by each RC separately. The internship quota should be determined by the actual needs. However, the training materials and assessment criteria should be unified across the RCs.
- (4) It is recommended that training be conducted by way of apprenticeship so that experience can be passed on.

5.2 Proposal

5.2.1 Option One

(1) Rationale

- a. Working with the roommate: each student, new or old, would on average be assigned for 2 months each term to take care of the public spaces [of their residential college]. Two from each four-person dorm would be chosen for the job (There are enough college students to go round for allocation). The shift would change over at the mid-term exam. The main advantage of such an arrangement is that it is simple, clear and avoids mistakes.
- b. Participation by all; passing it on: in order to let them appreciate the meaning of 'our place, our management', all college students - new or old - would be jointly responsible for taking care of their college surroundings for one year.

(2) How it works

- a. Places covered:
 - i. Public spaces (indoor and outdoor) accessible to students such as classrooms, canteens, kitchenettes, study rooms, hallways, staircases, piazzas, activity rooms, discussion rooms, clothes sun-dry area and road surfaces.
 - ii. Dorms are private spaces. Different planning would be needed if they were used for learning purposes.
- b. Time:
 - i. No cleaning work during mid-term and end-of-term exams so that students will have more time for study. Such an arrangement can also highlight the difference it would make to the spaces before and after the cleaning.
 - ii. Two cleaning sessions each term with 30 minutes at a fixed time slot from Monday to Friday (e.g. before breakfast or after supper, say, 19:00 to 19:30, as there are usually no other activities designed by the university around that time).
 - iii. Garbage disposal and classification should take place within the time of communal cleaning. In doing so, we can make the place litter-free and encourage cooperation between garbage thrower and collector, and make the place litter free.
- c. Student arrangement:
 - i. A duty roster would be posted at the turn of staircase at each floor or on the notice board. This can boost students' sense of responsibility and pride.
 - ii. Each student is assigned for the communal job for two months: as there are sufficient students to go round for the allocation of the job, 2 students from

each four-person dorm would be assigned at any time during the term while the communal cleaning job is going on. It is desirable to engage all the rooms continuously this way rather than, say, keeping those odd numbered rooms busy while leaving the even numbered ones idle. Moreover, doing the job with the roommate will provide more topics of conversation between students. Shift would change over at mid-term exam. Such an arrangement is clear and relatively error-proof.

- iii. To optimize the benefit of peer learning, students would be assigned randomly in each term to different spots for fundamental learning.
- iv. Old students would still need to participate in this scheme. For the rest of the term when they do not need to be on shift to do the cleaning job, they would be required to plan and execute a feature activity on or off campus, and join a public presentation on the activity outcome afterwards.

d. Themes:

- i. There are eight sessions to fundamental learning in a term. Each session has a learning theme. By setting a learning objective, it is hoped that students can learn through having something to do.
- ii. Those eight themes are of various depth and scope graduating all the way up, from individual self (explore the relations between one and oneself) through social self (between oneself and the community) and to the self of nature (between oneself and the environment)
- iii. For each period, students would be given notes that elaborate the theme of the activity further.
- iv. Student leaders (prefects) would lead sharing sessions which could be organized in different ways: e.g. films, group activities etc. Besides, the effects of fundamental learning can be optimized through reflections done in a structured fashion.

(3) Feature activities

- a. With the themes centering around the objectives of the University or the residential colleges, these activities can be of different kinds and for various purposes, such as exploring and experiencing (e.g. reaching-out), community service and paying visit to other residential colleges etc.
- b. College tutors can help plan and implement them.
- c. Build a 'torch-relay' system for sustainable development where old students pass their knowledge on to the juniors.
- d. Organize public presentations and upload the contents of winners' activities on to the university's website.

(4) Assessment

- a. New students could earn one credit in each of the two terms for one academic year.
- b. Old students would be assessed 'pass' or 'fail'. The results would be filed with their residential colleges and used as a testimony for future continuation of RC accommodation, further activities, exchange programmes and scholarship.

- c. Students would take care of their private spaces. Competition among dorms by vote would be held from time to time. Winners would be commended.

(5) RC staff and students

- a. Tutors: hold monthly review meeting.
- b. Fellows: hold monthly review meeting.
- c. College masters: clean their RC courtyards with students once a month.

5.2.2 Option Two

(1) Rationale

- a. New students would be put in groups for two types of activity: (1) fundamental learning on a daily basis from Monday to Friday (tentative), and (2) 'feature' activities to be held four times a term.
- b. To encourage participation by all and cultivate a 'passing-on' spirit, all RC students, old and new alike would need to participate. However, old and new students should have different learning roles and objectives. Besides, a 'passing-on' system should be devised to make sustainable development possible.

(2) How it works

- a. Places covered:
 - i. Public spaces (indoor and outdoor) such as classrooms, restaurants, kitchenettes, study rooms, hallways, staircases, piazzas and road surfaces
 - ii. Dorms are private domains and should not be included for the purpose of this scheme. If there is really any need to include them for learning purposes, a separate planning for them is necessary.
- b. Time:
 - i. No activity during mid-term and end-of-term exams so that students have more time for study.
 - ii. Each term would be divided into four sessions with a fixed slot of 30 minutes a day (e.g. before breakfast) from Monday to Friday.
- c. Student arrangement:
 - i. As the RC public spaces are hardly large enough to involve all of the year one students on a daily basis for the assignment, it is proposed that students be divided into four groups. In each period, three groups (about 150 students) would be assigned for 'fundamental learning' from Monday to Friday while the other group (about 50 students) would take part in the feature activity held once in a period during term.
 - ii. The public spaces of RC could be divided into six to seven spots. In each spot, a prefect, as in the case of THU, would lead 20 odd new students to do the manual work.
 - iii. To optimize the effects of peer learning, students would be randomly assigned in each period to different spots to receive fundamental learning.

- iv. Old students would still be required to take part in this programme. They would be mainly responsible for planning and implementing ‘special’ activities.

d. Themes:

- i. There are 8 sessions to fundamental learning in a term. Each session has a learning theme. By setting a learning objective, it is hoped that students can learn through having something to do.
- ii. Those eight themes are of various depth and scope graduating all the way up, from individual self (explore the relations between one and oneself) through social self (between oneself and the community) and to the self of nature (between oneself and the environment)
- iii. For each period, students would be given notes that elaborate the theme of the activity further.
- iv. Prefects would lead sharing sessions which could be organized in different ways: e.g. films, group activities etc. Besides, the effects of fundamental learning can be optimized through reflections done in a structured fashion.

(3) Feature activities

- a. With the themes centering around the objectives of the University or the residential colleges, these activities (about three to four hours in length each) may be conducted in more than one way, such as exploring and experiencing (e.g. reaching-out), community service and paying visit to other residential colleges etc.
- b. Old students would, under the guidance of college tutors, take turns to plan, implement and participate in group activities.
- c. Devise a ‘passing-on’ system from old to new students to make sustainable development possible.

(4) Assessment

- a. Assessment would be objective-oriented.
- b. Abstract assessment criteria should be made concrete or applied with the *Behaviorally Anchored Rating Scale*, or BARS. Take 'work efficiency'. Apart from giving it a definition, BARS should also be applied as tabulated below:

Work efficiency <u>15%</u>	Good work skills. Can always finish jobs quickly.	11~15
	Room for improvement in work skills. Occasional failure to finish jobs in time.	6~10
	Leave much to be desired in work skills. Repeated failure to finish jobs in time.	0~5

(5) Prefects

- a. As prefects would be responsible for shepherding new students for ‘fundamental learning’, they should be chosen from senior students. The training and management of them are very important as their leadership will have an impact on the operation of the whole scheme.

- b. There should be a head prefect taking care of the prefect team of each college under the supervision of college tutors.
- c. To promote interflow and learning, the head prefect and their teams should hold sharing sessions from time to time and organize educational activities.

5.2.3 Option Three

(1) Objectives

- a. Develop a sense of belonging: Run and enjoy the college spaces where your activities take place (public and private). As college belongs to each and every student living there, participation by all is required.
- b. Build the team spirit.
- c. Nourish humility and empathy. Take the cleaning job for example. If you don't do it, the dirtiness makes it feel unpleasant to us. However, if you do it, the effect may well not be as noticeable as it is intended to be. The moral lesson: the 'obscure' nature of the job itself makes us feel humble; we should therefore learn to be more understanding to others as there can be things that you don't notice may be meaningful too.
- d. Cultivate good habits over a year during which new students do their assigned jobs from Monday to Friday such as cleaning the public spaces or other jobs as may be assigned.
- e. Learn how to be deferential to the seniors. Junior and senior students would be assigned different tasks. Some of the senior students would lead the cleaning groups while some would serve as tutors and fellows to plan and run activities. Some others would take charge of the cleaning of some dorms, pantry at each floor, activity rooms, study rooms, and all those public spaces (excluding hallways). This arrangement can engage old students in such a way as to give them a sense of importance.
- f. Strengthen the leadership skills of students through planning and running activities.

Note: Cleaning is only a means to attaining educational benefits.

(2) Places covered

- a. Courtyard of the ground floor. College masters and all staff would lead by example by doing the cleaning job in this area twice a week: Monday and Wednesday.
- b. Other areas of the first floor: restaurant, classrooms, hallways, lobby, meeting rooms, the sale booth, laundry room, gym, aerobics room, cargo loading bay, the outdoor sports field. (The indoor spaces include windows, blackboards, chairs and tables, and the floor). The job would include garbage classification and disposal.
- c. Other floors: hallways, clothes drying areas, staircases, lift lobbies, social rooms, meeting rooms, kitchenettes (balcony included at the first floor). The job would include garbage classification and disposal.
- d. Clean all dorms and toilets, as well as garbage classification and disposal.

Note: Attending to lifts can be hazardous and should be left to qualified technicians.

(3) Time: a fixed slot of 15 to 20 minutes from Monday to Friday (preferably before breakfast) to be followed by breakfast taken by all college staff and students.

(4) Scope of job: cleaning and management of spaces used by students

Principles:

- a. All college students should have something to be responsible for. Therefore it is necessary for them to find out their own needs.
- b. All those senior students who have not been assigned as fellows or tutors should act as prefects of labour education. They fall into two types: those leading creative planning group and those implementation group.

Preparations:

- a. After being trained by prefects and under the supervision of teachers or staff, the senior students (team P) would sort out what principles to apply and what work to assign to new students based on the learning objectives of the programme. Next, they would compile the 'who does what' list according to work needs. These principles are, for example, to clean and manage i) daily ii) all the public spaces used by college students and do the job as a iii) team
- b. Senior students of various floors form groups: groups F(floor) 2 to F(floor) 6. Their members will not repeat those of the P team. Under the supervision and guidance of teachers or other members of staff, they would a) make a plan of cleaning and managing public spaces of each floor and b) devise assessment criteria or competition method of the tidiness of dorms.

Implementation:

All the teams mentioned above (i.e. the F groups and the P team) would carry out various tasks, review them regularly (e.g. monthly), and make improvement if necessary.

(5) Assessment: the assessment items in assessment grids can be revised after being reviewed by teachers, staff, group leaders, tutors and fellows. Assessment grids would be posted publicly for students' reference.

- a. The assessment grid for new students (example)

	Has more than reached the target	Has reached the target	More effort desired	Much room for improvement	No comment
Attendance and punctuality	Arrived early or on time every day. Present in all the activity	Late sometimes, absent for less than 3 times	Absent from 1/3 of the activity days	Absent from 1/3 to 1/2 of the activity days	Absent from more than 1/2 of the activity days

	days 20 · 18 ·	16 · 14 ·	12 · 10 ·	8 · 7 ·	5 · 3 · · 0
Co-operation	Considerate, eager to help 20 · 18 ·	Co-operative, could finish all the assignments. 16 · 14 ·	Not eager to cooperate 12 · 10 ·	Not enthusiastic to help 8 · 7 ·	Uncooperative 5 · 3 · · 0
Work attitude	Caring, responsible and paid attention to detail 20 · 18 ·	Could finish all the assignments. 16 · 14 ·	Did not show full sense of responsibility. 12 · 10	Inattentive to the job 8 · 7 ·	Complete lack of responsibility 5 · 3 · · 0
Communication	Willing to listen and could always express him/herself well 20 · 18 ·	Willing to listen and in general able to express him/herself clearly 16 · 14 ·	Willing to listen and sometimes could express him/herself well 12 · 10 ·	Impatient to listen and could not express him/herself well 8 · 7 ·	Unwilling to listen and unwilling to express him/herself 5 · 3 · · 0
Attitude	Caring, active and polite 20 · 18 ·	Responsible 16 · 14 ·	Not serious enough, did the job half-heartedly 12 · 10 ·	Irresponsible and evasive 8 · 7 ·	Irresponsible and impolite 5 · 3 · · 0

b. Assessment grid for group leader, tutor, fellow....etc. (example)

Group leader, tutor and fellow absent 3 times or late for 1/3 of the activity days with no justification will be disqualified from their positions.

	Has more than reached the target	Has reached the target	More effort desired	Much room for improvement	No comment
Planning	Creative, able to foresee problems 20 · 18 ·	Meticulous planning 16 · 14 ·	Some mistakes in planning 12 · 10 ·	Unimaginative, not able to foresee problems 8 · 7 ·	Passive 5 · 3 · · 0
Willingness to listen	Good listener, empathetic and responsive 20 · 18 ·	Understood other people's perspectives and responsive 16 · 14 ·	Incommunicative , lack of verbal response or facial expression 12 · 10 ·	Only attended to his/her own business during discussion. 8 · 7 ·	Only talked something irrelevant during discussion. 5 · 3 · · 0
Articulation	Elaborated his/her view clearly and logically 20 · 18 ·	Stated his/her view clearly and was willing to engage in discussion with other people. 16 · 14 ·	Repetitious, expression of ideas not logical enough 12 · 10 ·	Not to the point 8 · 7 ·	Confusing in stating his/her view; fail to be understood 5 · 3 · · 0
Leadership	Caring and proactive in	Able to lead the team to	Give more instructions than	Fail to treat teammates	Poor in organizing

and team participation	leading and helping 20 · 18 ·	finish task 16 · 14 ·	actually getting down to working with the team 12 · 10 ·	equally; lack of flexibility 8 · 7 ·	5 · 3 · · 0
Attitude	Firm, polite and thoughtful 20 · 18 ·	Easy going and firm 16 · 14 ·	self-opinionated 12 · 10 ·	harsh and self-opinionated 8 · 7 ·	Half-hearted and careless 5 · 3 · · 0

Planning (example)

Theme: learning through daily life		Happy cleaning together (Monday to Friday)	
Participants		all college students (450) 200 new students (about 30-50 for each floor) 150 prefects from senior students (about 20-40 for each floor); 100 students taking up other jobs such as being tutors	
Time		30 minutes before breakfast (i.e. time for garbage disposal* ¹)	Breakfast provided from Monday to Friday * ²
Places	1 st Floor	About 10 prefects from senior students, 60 new students (2 senior students and 12 new students for each floor)	
	All public spaces at various floors	About 28 new students and 6 prefects from senior students	
	All dormitory toilets	Cleaning jobs planned by 10 prefects in the form of competition	Should be dorm based* ³
Brainstorming group for new ideas e.g. designing a breakfast menu		9 prefects	
		Week based: design a nice breakfast of balanced nutrition within a budget; to be planned by senior students. * ⁴	

*1 Promote a litter-free environment, discourage use of litter bin, and vigorously implement garbage classification

*2 Work first, eat next: In order for the participants to learn how to make the best use of the start of day, the participants would have breakfast with college staff such as masters and teachers only after finishing the cleaning work, (The original 15 suppers would be reduced for more breakfasts if budget didn't allow).

*3 As dorms are the focal point of students' college life, cleaning them can give students more involvement and increase their sense of belonging. It will also make them feel proud of what they do to their places. Competition is the best way to motivate everybody to try their best to clean their places.

*4 Learn how to love our planet by not wasting food while going for healthy diet. It would make college life more appealing to senior students.