

TRƯỜNG ĐẠI HỌC VĂN LANG  
BAN PHÁT TRIỂN CHƯƠNG TRÌNH ĐÀO TẠO ĐẶC BIỆT

ĐỀ THI/ĐỀ BÀI, RUBRIC VÀ THANG ĐIỂM  
THI KẾT THÚC HỌC PHẦN  
Học kỳ 1, năm học 2023-2024

I. Thông tin chung

Tên học phần:	Học thông qua phục vụ cộng đồng		
Mã học phần:	72HSER10053	Số tín chỉ:	3
Mã nhóm lớp học phần:	231_72HSER10053_01,02,03,04,05		
Hình thức thi: <b>Tiểu luận</b>	Thời gian làm bài:	14	ngày
<input checked="" type="checkbox"/> Cá nhân	<input type="checkbox"/> Nhóm		
<i>Quy cách đặt tên file</i>	<i>Mã SV_Ho va ten SV_.....</i>		

II. Các yêu cầu của đề thi nhằm đáp ứng CLO

(Phần này phải phối hợp với thông tin từ đề cương chi tiết của học phần)

Ký hiệu CLO	Nội dung CLO	Hình thức đánh giá	Trọng số CLO trong thành phần đánh giá (%)	Câu hỏi thi số	Điểm số tối đa	Lấy dữ liệu đo lường mức đạt PLO/PI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
CLO1	Students will be able explain key concepts of SL and other skills and competencies necessary for interacting with diverse groups of people for effective collaboration.	Tự luận	20%	1	2	PLO 1,6
CLO2	Students will be able to integrate different theories such as Service-Learning design, Maslow's needs, stakeholder analysis and team skills in designing and performing their service activities	Tự luận	20%	2	2	PLO 6

CLO3	Students will be able to demonstrate how to work effective in team and to create interdisciplinary collaboration to solve problems encountered in planning and delivering the service.	Tự luận	60%	3	6	PLO 2,5
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### III. Nội dung đề bài

#### 1. Đề bài

In your individual reflective essay, please:

1. Service-Learning course (2 points)
  - 1.1: Distinguish “Service learning” from other concepts “Educational activity”, “Volunteer work” or “Charity work”. Give and analyze examples (1 points)
  - 1.2: In your opinion, why we need to take the course “Service Learning” in curriculum of the university? Give examples. (1 point)
  
2. Partnerships (2 points)
  - 2.1: Present your understanding of the role of partnership in Service Learning (1 point)
  - 2.2: What can we contribute to expanding and tightening the relationship between Van Lang University and communities in a way that benefits the most to students, university, and communities (Following the instructions of the textbook by Barbara Jacoby (2014), Service-Learning essentials, Questions, answers, and lessons learned) (1points).
  
3. Fieldwork (6 points)
  - 3.1: Reflect what you have learnt and done from the fieldwork (pre, during and post)? (4 points)
  - 3.2 How can you make your projects to meet the needs of the communities? (In order to get supports of the community) (1 point)
  - 3.3. What attributes do you think the most necessary to help your fieldwork succeed? (1 point)

Total: 10 points.

#### 2. Hướng dẫn thể thức trình bày đề bài

- This is an **individual assignment**.
- The submission format is in the form of a **reflective essay**.
- The assignment should have a cover page that includes the course code and name, assignment number and title, assessors’ names and full name(s) of student(s) and ID.
- Ensure that authenticity declaration has been signed.



- Include a content sheet with a list of all headings and page numbers (*table of content*).
- Plagiarism is **unacceptable**. Students must cite all sources, and input the information by paraphrasing, summarizing or using direct quotes. A Failed Grade is given when Plagiarism is identified in your work. There are **no exceptions**.
  - Your evidence/findings must be cited using **APA Referencing Style**.
  - It is highly recommended to include **photos, sketches, posters, and materials** from the project in your reflection.
  - This assignment should be written in a concise, formal business style using font Times New Roman, font size 13, and spacing 1.5.

**No word limitation. However, the reflection should consist of a minimum of five A4 pages (excluding the title page, content sheet) or a word count of at least 1500 words.**

### 3. Rubric và thang điểm

Criterion	8-10 Outstanding	6-7.9 Good	5-5.9 Satisfactory	<5 Inadequate
<b>Content</b>				
<b>Linkage of Academic Content to Service-Learning (20%)</b>	The student demonstrated a thorough understanding of the academic concepts and correctly extrapolated beyond them. He/she was able to identify the social issues pertinent to the service project, apply the academic concepts to analyze their relevance to the project and the society, and to develop his/her own perspective based on both theories and service.	The student was able to identify the major links between the academic content and his/her experiences and observations in the service setting.	The student was able to express some connections between the academic content and the service experiences.	The student was not able to connect the academic content with his/her experiences in the service setting.

<p><b>Reflectiveness</b> s (20%)</p>	<p>The student demonstrated an ability to question one's preconceptions, stereotypes, biases and/or assumptions, and develop a transformed personal perspective. He/she showed a highly logical and critical analysis of self, others and/or subject concepts, and examined the learning process to show what learning occurred, how it occurred, and how new awareness was acquired.</p>	<p>The student demonstrated an ability to question one's preconceptions, stereotypes, biases and/or assumptions. There was some evidence of critical self-reflections, new insights or understanding.</p>	<p>The student made some attempt to question one's preconceptions, stereotypes, biases and/or assumptions. However, conclusions reached were rather superficial or clichéd some of the time.</p>	<p>The student showed no attempt to question one's preconceptions, stereotypes, biases and/or assumptions. Mostly stayed on the descriptive level.</p>
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<p><b>Evidence-based</b> <b>(20%)</b></p>	<p>The student used specific and convincing examples from the SL experience to explain and support claims in writing. He/she moved far beyond description to make insightful and applicable connections.</p>	<p>The student used relevant examples from the SL experience to support claims in writing. He/she moved beyond a descriptive level to make applicable connections.</p>	<p>The student used some examples to support claims in writing. Connections and development were vague or forced.</p>	<p>No examples or poorly formed examples were used to support claims in writing. No or incorrect connections were made with the academic content.</p>
<p><b>Social Responsibility</b> <b>(30%)</b></p>	<p>The student acknowledged that he/she had a responsibility to the community, and expressed a commitment to working towards the betterment of the community, and getting other people involved.</p>	<p>The student acknowledged his/her responsibility to the community, and indicated a willingness to work towards the betterment of the community.</p>	<p>The student demonstrated an awareness of the notion of personal responsibility to community, and acknowledged the need for being involved in service.</p>	<p>The student demonstrated little awareness of personal responsibility to community and hardly gave any thought about it.</p>

<b>Writing/ Presenting (10%)</b>  <b>(Structure &amp; Organization )</b>	Fully effective, very clear overall structure with no obvious English mistakes. Coherent within the piece of writing and the incidents being described. Used appropriate style and tone.	Clear overall structure with only minor English mistakes. Coherent within the piece of writing and the incidents being described. Used appropriate style and tone.	Overall structure understandable, but with obvious English mistakes and/or incoherencies. Style and tone were acceptable.	Overall structure incoherent or barely understandable. Multiple and obvious English mistakes and/or incoherencies. Used inappropriate style and tone.
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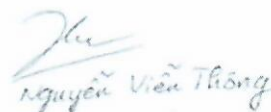
TP. Hồ Chí Minh, ngày 08 tháng 11 năm 2023

Người duyệt đề

Giảng viên ra đề



*Đoàn Duy Chí Lâm*



TS. Nguyễn Viễn Thông