

Introduction:

CHCH101 Rebuilding Christchurch – An Introduction to Community Engagement in Tertiary Studies (ICETS) is a course incorporating a service learning component, which gives students the chance to connect with the recovery and rebuilding of Christchurch.

Building on the great community spirit of the Student Volunteer Army, a voluntary organisation of students formed to help the community immediately following the Canterbury earthquakes in 2011, this course combines service efforts with academic content about community engagement. Students will become connected with several whole-class service projects related to earthquake recovery. In addition, there will be several sessions featuring local leaders in the renewal of Christchurch.

As well as providing students with a course experience not available anywhere else in the world, CHCH101 is a great opportunity to get to know New Zealand and community members, and learn in an international setting.

The ICETS and in partnership CCEL summer course is designed for Peking University students who have a passion for engagement within the community and have at least an intermediate knowledge of English, as well as a desire to improve their academic skills, and who want to learn how to incorporate service learning into their tertiary studies. Via the ICETS, participants will be exposed to New Zealand culture and experience as well as working on projects within Christchurch. Participants will come to understand how to adapt to the needs of a community and the role tertiary education can help in mitigating and improving life in an area after a natural disaster.

The ICETS will teach participants through a series of classes, workshops and field activities how to accomplish these goals, while also improving each participants' academic skills. Participants will be encouraged to immerse themselves in the engagement projects and academic work as the group strives towards a common goal in a group project for CHCH101.

About Christchurch:

The University of Canterbury is located in Christchurch, New Zealand's second largest city and the gateway to the South Island. The city, located on the coast of the South Pacific Ocean, features the lush Botanical Gardens, surf beaches, vibrant cosmopolitan cafes and restaurants, and is only one hour from the Southern Alps, the largest mountain range in New Zealand. Christchurch's urban Hagley Park is the third largest city park in the world. The city, known locally as the Garden City, features many local night spots, shopping and cosmopolitan dining options and the city is navigable via its public transport system.

About the University of Canterbury:

Established in 1873, the University of Canterbury (UC) is New Zealand's second oldest university. It is a comprehensive university with a strong research focus. Located in the suburb of Ilam, Christchurch, UC is home to almost 16,000 undergraduate and postgraduate students, and is ranked the 19th most international university in the world by *Times Higher Education*. Quacquarelli Symonds (QS) ranks UC in the top 250 universities in the world and has given UC New Zealand's first 5-Star ranking, noted especially for its research, teaching and internationalisation.

UC has five Colleges: Education, Engineering, Arts (Humanities), Business & Law, and Science. As the capstone tertiary institution in Christchurch, UC offers a world-class education based centred on biculturalism, community, internationalism and employment.

UC has many high-quality academic programmes and the Department of Civil and Natural Resources Engineering is ranked 19th in the world by QS. UC also distinguishes itself in other disciplines as well, with the programmes in History, Geography, Law and Education all ranked in the top 100 in the world

and the programmes in Linguistics, Computer Science and Information Systems, Chemical Engineering, Mechanical Engineering, Psychology, Communication, Statistics and Operational Research, Modern Languages, Earth and Marine Sciences, Environmental Sciences, and Sociology all ranked in the top 200 worldwide by QS.

Introduction to Community Engagement in Tertiary Studies Summer Course 2015 Programme Outline:

This proposal is for the provision of a 3-week academically-oriented programme with two components:

- 1) Introduction to Community Engagement in Tertiary Studies covering themes of resilience, service learning and the role of a tertiary student in the wider community, particularly after a natural disaster.
- 2) Skills in academic writing, presentation skills, research skills, note taking and other academic-centred skills focused on achievement in an academic setting.

Participants are normally expected to have good knowledge of English (the equivalent to a minimum IELTS 6.0 / TOEFL 550), a strong academic record and interest in community engagement.

The purpose of the ICETS programme is:

- a) to introduce participants to community engagement;
- b) to promote a wider understanding of how tertiary students throughout the world can engage in their respective communities, especially when there is need following times of crisis, such as a natural disaster;
- c) to develop understanding of the role each individual citizen can play in working in the community;
- d) to encourage students to share their experiences and ideas with others in an academic and social environment;
- e) to engage participants with University of Canterbury academic staff and others on community engagement topics;
- f) to promote cross cultural understanding between New Zealand and Chinese students, especially with regards to community engagement.

To achieve this, the programme will provide participants with:

- 1) Classes on:
 - Applying theory critically to analyse community engagement;
 - Evaluating the impact of their own community engagement;
 - Demonstrating an understanding of Principle Three of the Treaty of Waitangi with regard to community participation;
 - Using a self-reflective approach to devising, developing and presenting personally relevant assessment products.
- 2) Field work in Christchurch implementing the methods learned from classes on community engagement.
- 3) CCEL classes on
 - Study skills
 - Academic writing skills
 - Presentation skills
 - Essay drafting
 - Academic research
 - Working in a group work setting.
- 4) A programme of activities and visits to local institutions outside of the University of Canterbury.

- 5) Weekend excursion to an international tourist destination:
- Queenstown and Arrowtown – South Island: Travel by plane to Queenstown (ZQN), nicknamed as the ‘Outdoor Adventure Capital of the World’ and visit Arrowtown, home of the Chinese Arrowtown Settlement.

CHCH101 seminars will be held in the mornings of the first and third week of the programme. During the second week, students will take part in all-day field seminars within Christchurch’s wider community. Following lunch on the first and third weeks of the programme, students will take CCEL’s academic preparation course, designed to improve presentation skills, academic writing, self-confidence in using English. In the evenings students will have the opportunity to explore Christchurch and take advantage of a variety of summer events hosted throughout the city. A draft schedule is outlined in Table 1.

CHCH101 Programme content:

Students taking this course will critically examine the concept of community engagement within tertiary studies and how this concept is being implemented in Australian, Canadian, New Zealand, U.K., and U.S. tertiary institutions. This course will integrate academic content on community engagement with students’ previous field experiences in response to the Christchurch earthquakes. This will provide students with an overview of how many different fields are contributing to our understanding of, response to, and mitigation of earthquake hazards in the Christchurch area.

In CHCH101 students will integrate 30 hours of community service related to the Christchurch earthquakes, relevant academic content about post-disaster response and volunteerism, and guided reflection.

Learning Outcomes:

Upon successful completion of CHCH101, students will be able to:

- Apply theory critically to analyse community engagement.
- Evaluate the impact of their own community engagement.
- Demonstrate an understanding of Principle Three of the Treaty of Waitangi with regard to community participation.
- Use a self-reflective approach to devising, developing and presenting personally relevant assessment products.

A course coordinator from the University of Canterbury will oversee all aspects of the programme.

CCEL Programme content:

Course Aims:

The aims for the programme are to support the Peking University students who are doing CHCH 101, Introduction to Community Engagement in Tertiary Studies Summer School, specifically to:

- Introduce and provide practise in academic language and skills that will enable them to participate in and succeed in the course
- Introduce and train them in the skills needed in the university context of the course
- Prepare them for the university environment of the course and expectations they will meet, for both study practices, and cultural and attitudinal matters,

There is a strong emphasis, in a task-based context, of “learning by doing.”

Aims are achieved as follows:

Aims	Reflected in the programme as follows:
Academic skills	The syllabus has a strong focus on integrating academic language in realistic and authentic texts relevant to CHCH101 that learners use both receptively and productively through listening and reading, writing and speaking. Preparation for oral presentations and written assignments required by CHCH101 is included.
Study skills	Learning about and using study skills are integrated into the programme. Self-directed learning is included.
Expectations and standards	The course delivery programme introduces, demonstrates and models the expectations that students will meet in CHCH101. This is done in a supportive way to lead students to an understanding of the expectations
Cultural and personal beliefs aims	Course content, material and delivery are cross-cultural and comparative in nature and therefore explore cultural and personal beliefs, practices and understandings

Proposed Programme Timetable (to be aligned with content and delivery of CHCH101)

Day 1	Day 2	Day 3	Day 4	Day 5
Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> CHCH101 - Course themes & components Expectations & standards Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> Study skills Personal beliefs & aims Course reading 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Note taking Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> Course reading & listening Skimming & scanning Gist & detail 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Taking part in discussions Asking questions Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> Course reading Agreeing & disagreeing 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Research skills Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> Course reading Independent research 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Academic Writing Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> Course reading Writing workshop Paragraph topic sentences
Day 6	Day 7	Day 8	Day 9	Day 10
Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Presentations 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Academic Writing 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Aspects of research, 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Aspects of research, 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> Aspects of research,

		drafting and delivery (according to need)	drafting and delivery (according to need)	drafting and delivery (according to need)
Session 2 (90 minutes) Skills-based tasks:	Session 2 (90 minutes) Skills-based tasks:	Session 2 (90 minutes) Skills-based tasks:	Session 2 (90 minutes) Skills-based tasks:	Session 2 (90 minutes) Skills-based tasks:
<ul style="list-style-type: none"> • Signposting & delivery • Course reading 	<ul style="list-style-type: none"> • Drafting and planning • Course reading 	<ul style="list-style-type: none"> • Guided task work 	<ul style="list-style-type: none"> • Guided task work 	<ul style="list-style-type: none"> • Guided task work

Certificates and Course Evaluation:

A certificate of attendance is presented to each student at the end of the course. Students will also be sent a score report once the marking of their assessments is completed.

At the end of the course, students are asked to provide short evaluations in order to provide valuable feedback for Peking University, teachers and course planners.

Accommodation and meals:

Students will be placed in accommodation at Sonada Apartments, located on the University's Dovedale campus (<http://www.canterbury.ac.nz/accom/halls/sonoda.shtml>).

- Each participant will be placed in a fully furnished, single bedroom. Linens and towels are provided. Rooms are non-smoking.
- There are separate communal bathrooms for men and women.
- Three meals are provided daily on the weekends (including Saturday and Sunday). Meals are served at University Hall, a short walk from the Dovedale campus. Vegetarian options are available.
- Electricity and local phone calls are included. Ethernet Internet Access costs \$10.00 per five (5) Gigabytes of data. Wifi access will be provided free of charge by UC.

Dates:

The suggested dates of the 2015 programme would be Monday 26 January – Friday 13 February. Participants would depart China on Saturday 24 January and arrive in Christchurch on Sunday 25 January morning / afternoon / evening. The programme would begin on Monday 26 January. The final day of the programme would be 13 February. Participants would depart Christchurch on Saturday 14 February in the evening and arrive in Peking on Sunday morning.

Programme costs:

The costs of a 3-week programme for 2015 are outlined below (in \$NZ):

Accommodation & Food	\$1015.00
Programme and Activities*	\$1400.00
Queenstown/Arrowtown Excursion**	\$785.00
TOTAL costs per person*	\$3,200.00

*Includes medical and travel insurance (Studentsafe package), airport transfers, programme materials, community engagement component, local sightseeing and activities. Note these fees are current at the time of issue of this agreement but any increases are beyond the control of the University of Canterbury and will be passed on directly to students.

**Queenstown excursion includes travel from Christchurch to Queenstown return, accommodation, breakfast, group travel to Arrowtown return. Lunch and dinner, as well as optional activities such as Lake Wakatipu lake cruise and Skyline Gondola ride are not included in the set price.

Information on the Studentsafe insurance policy can be found on the following website:
http://www.studentassist.co.nz/sf_university.asp

Exclusions:

- public transport in and around Christchurch = approximately \$25 per week
- entertainment = approximately \$40 per week
- personal spending (snacks, toiletries, international phone calls, etc) = approximately \$30 per week

Table 1: Draft Schedule:

	Morning	Afternoon / Evening
Week 1		
Saturday 24 January	Depart PEK	
Sunday 25 January	Arrive CHC, transfer to accommodation	
Monday 26 January	Face-to-Face Meeting (UC) <ul style="list-style-type: none"> • Introduction • Spontaneous Service & Reflections on Previous Service • Frameworks for Reflection • Brief reading(s) assigned for next day 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • CHCH101 - Course themes & components • Expectations & standards Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Study skills • Personal beliefs & aims • Course reading
Tuesday 27 January	Face-to-Face Meeting (UC) <ul style="list-style-type: none"> • Design Thinking Workshop. We will take a community problem/challenge and use the workshop to approach it. I will emphasize to the students that this is a way of reflecting on and thinking about community challenges by taking multiple points of view on it. • Brief reading(s) assigned for next day 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • Note taking Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Course reading & listening • Skimming & scanning • Gist & detail
Wednesday 28 January	Face-to-Face Meeting (UC & Dovedale Community Garden) <ul style="list-style-type: none"> • Service experience in the garden • Reflection Session using <i>Seedfolks</i> • Brief reading(s) assigned for next day 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • Taking part in discussions • Asking questions Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Course reading • Agreeing & disagreeing
Thursday 29 January	Face-to-Face Meeting (UC) <ul style="list-style-type: none"> • Guest lecture by Sgt. Steve Jones with Neighbourhood Policing Team about Community Development Leadership • Brief reading(s) assigned for next day 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • Research skills Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Course reading • Independent research
Friday 30 January	Face-to-Face Meeting (CBD Field Trip: Gapfiller, Dance-o-Mat, Cathedral Square, Cardboard Cathedral) <ul style="list-style-type: none"> • Meet with Sally from Gap Filler at the former site of the Pallet Pavilion to learn about Community Development Leadership • Brief reading(s) assigned 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • Academic Writing Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Course reading • Writing workshop • Paragraph topic sentences

	for next day	
Sat 31 January	FREE WEEKEND	
Sunday 1 February	FREE WEEKEND	
Week 2		
Monday 2 February	Face-to-Face Meeting (Gap Filler Service Project at Pallet Pavilion site) <ul style="list-style-type: none"> • Service project for Gap Filler • Brief reading(s) assigned for next day 	
Tuesday 3 February	Face-to-Face Meeting (UC) <ul style="list-style-type: none"> • Guest lecture by Canterbury District Health Board representative about the role of public health and community development • Brief reading(s) assigned for next day 	
Wednesday 4 February	Face-to-Face Meeting (UC or Lyttleton) <ul style="list-style-type: none"> • Guest lecture by Adam Mcgrath of The Eastern musical band about Community Development Leadership • Guest lecture by Sam Johnson, Founder of the Student Volunteer Army about Community Development Leadership • Brief reading(s) assigned for next day 	
Thursday 5 February	Face-to-Face Meeting (Christchurch City Council and CERA) <ul style="list-style-type: none"> • Meet with City Council and CERA employees about Governmental Leadership in Community Development • Brief reading(s) assigned for next class 	Depart CHC for ZQN Queenstown
Friday 6 February	Public Holiday – Waitangi Day	
Saturday 7 February	CHCH101 Visit Historic Arrowtown Chinese Settlement	
Sunday 8 February		Depart ZQN for CHC Christchurch
Week 3		
Monday 9 February	Face-to-Face Meeting (Service Project on site) <ul style="list-style-type: none"> • Day 1 of service project in Riccarton West or Heathcote or Residential Red Zone • Reflection about service and leadership 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • Presentations Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Signposting & delivery • Course reading
Tuesday 10 February	Face-to-Face Meeting (Service Project on site) <ul style="list-style-type: none"> • Day 2 of service project in Riccarton West or Heathcote or Residential Red Zone • Reflection about service and leadership 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • Academic Writing Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Drafting and planning • Course reading
Wednesday 11 February	Face-to-Face Meeting (Service Project on site) <ul style="list-style-type: none"> • Day 3 of service project in Riccarton West or Heathcote or Residential Red Zone • Reflection about service and leadership 	Session 1 (90 mins) Learner Training: <ul style="list-style-type: none"> • Aspects of research, drafting and delivery (according to need) Session 2 (90 minutes) Skills-based tasks: <ul style="list-style-type: none"> • Guided task work
Thursday 12 February	Face-to-Face Meeting (Service Project on site)	Session 1 (90 mins) Learner Training:

	<ul style="list-style-type: none"> • Day 4 of service project in Riccarton West or Heathcote or Residential Red Zone • Reflection about service and leadership 	<ul style="list-style-type: none"> • Aspects of research, drafting and delivery (according to need) <p>Session 2 (90 minutes) Skills-based tasks:</p> <ul style="list-style-type: none"> • Guided task work
Friday 13 February	<p>Celebration of Service</p> <ul style="list-style-type: none"> • Student presentations about lesson learned • Shared meal 	<p>Session 1 (90 mins) Learner Training:</p> <ul style="list-style-type: none"> • Aspects of research, drafting and delivery (according to need) <p>Session 2 (90 minutes) Skills-based tasks:</p> <ul style="list-style-type: none"> • Guided task work
Saturday 14 February	Depart CHC	
Sunday 15 February	Arrive PEK	