

Capstone Project:

**Strengthening community integration between Queen's Hill students and Lung
Yeuk Tau community via Place-based Learning**

Student Name: Kwan Wai Lam

Supervisor: Dr. Li Yuet Man Benjamin

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Declaration

I, *Kwan Wai Lam* declare that this is the Capstone Project submitted to the Education University of Hong Kong for the degree of Bachelor of Social Sciences (Honours) in Sociology and Community Studies. This work has not been submitted previously for examination to any tertiary institution.

Kwan Wai Lam

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1. Introduction

1.1 Project Objective

The objective of the capstone project was to strengthen the connection between Queen's Hill students and the Lung Yeuk Tau community through a historical exploration of the Lung Yeuk Tau community held in The Salvation Army Centaline Charity Fund Queen's Hill School. The project aims to deepen primary students' understanding of the community's history, expand their knowledge of Chinese culture, strengthen their sense of belonging to the community and integrate the Queen's Hill community and the Lung Yeuk Tau community.

1.2 Project Scope

The target participants were 20 primary students from the Salvation Army Centaline Charity Fund Queen's Hill School in grades four and six. The project held a total of twelve sessions spanning over six months. It consists of two stages. The initial stage focused on gaining an understanding of Lung Yeuk Tau through art creation, while the subsequent stage involved guided tour training and organized the showcase exhibition. Throughout the project, five of us from the Education University of Hong Kong will become mentors, leading students to understand the history and culture of the Lung Yeuk Tau Heritage Trail.

2. A review and evaluation of project initiatives

The capstone project involved a series of activities designed to motivate students' understanding of the nearby Lung Yeuk Tau community. It encompassed history workshops, field trips, guided tour training, art creation sessions and showcase exhibition. The project provided a place-based learning package for the primary students. Place-based learning (PBL) refers to teaching methods that use the local

environment as the context for teaching and learning (Smith, 2002). The project mainly used Lung Yeuk Tau as the teaching theme throughout the activities. These activities combine historical learning and community exploration for students to promote connection to the nearby community. It will review and evaluate the effectiveness of project objectives in the following.

Firstly, our project can deepen primary students' understanding of the community's history. Each component of the project like history workshop and field trips provided opportunities for students to obtain community historical knowledge. At the beginning of the project, many students may not be familiar with the history of the Lung Yeuk Tau community. However, through a series of activities, students can visit different historical attractions firsthand on the field trip. By exploring the historical stories and knowledge by themselves, it stimulates students' learning motivation on community history. The student reflected the field trip allowed him to increase his understanding of the Lung Yeuk Tau community during the interview, especially in historical stories knowledge. For example, during the field trip, he saw a rooster on the mural of Tin Hau Temple, which impressed him deeply by the mural and the historical story. It showed that our project can enhance students' understanding of the history of the Lung Yeuk Tau community.

Besides, our project can expand students' knowledge of Chinese culture successfully. In the art creation session, we mainly focus on specific themes related to Chinese culture and traditions such as traditional Chinese food, architecture and customs. We used artwork as an entry point to motivate students' interest in learning Chinese culture. For example, students can use light clay to imitate walled village food to understand its features. By designing Fai Chun and paper cutting, students can

recognize the Chinese culture, especially those that were considered to symbolize good luck. Therefore, it helped students learn about and incorporate these symbolic elements into their artwork. This goal is well-achieved since most students are keen on making artworks process and artwork introducers performed well in the showcase exhibition. They were able to deliver the cultural significance and interpretations behind the artworks to the visitors, which indicated the expansion of their knowledge of Chinese culture in our project.

While our project can achieve some objectives, they are still unachieved in strengthening their sense of belonging to the community and integrating the Queen's Hill community and the Lung Yeuk Tau community. We aimed to achieve these goals throughout twelve sessions but they could not be fully achieved. One of the reasons is time constraints. Our project's limited duration may limit the extent to which a sense of belonging is fostered and community integration is achieved. Building a strong sense of belonging and community integration requires sustained effort over the long term. Moreover, there are insufficient opportunities for deep engagement and personal connections with the community. Developing a sense of belonging requires meaningful interactions, relationships, and experiences that extend beyond program activities. Without these deeper connections, students may not fully develop a sense of belonging and community inclusion. Therefore, our project cannot fully accomplish all objectives.

3.Reflection

The above evaluates the effectiveness of the initiatives we have taken in the project, it will explain how the study integrates sociological imagination, community development and stakeholder engagement from three aspects in the following.

3.1 Sociological Imagination

Our project can integrate sociological imagination through various activities such as history workshops, guided tour training and a showcase exhibition. Sociological imagination is the ability to understand and analyze personal experiences and problems within a wider social context. It includes recognizing the linkages between personal experiences and larger social structures and the forces that shape them (Johnson, 1997). In history workshops, students can explore the historical background of the Lung Yeuk Tau and its significance within the broader social and cultural landscape. For example, Lung Yeuk Tau's ancestral halls and clan houses. Students can understand the social customs, traditions, and values that are important in the formation of communities. By studying historical stories and architectural features, students can learn how the past shaped the communities currently. It encourages them to think critically about the historical forces that have shaped the development of the Lung Yeuk Tau community.

Moreover, guided tour training also plays a significant role in cultivating students' sociological imagination by allowing them to communicate and introduce information about the Lung Yeuk Tau community to others. Guide tour training encourages students to reflect on their own position as a tour guide. Students will face different scenarios, for example, the visitors who may ask you questions about the history of historical attractions, and they need to learn how to answer them based on their understanding and knowledge. It shows how to present a balanced and inclusive community narrative to their audiences. This reflection promotes their empathy and critical thinking and deepens their understanding of diverse perspectives and experiences within the community. Therefore, our project can integrate sociological imagination through various activities.

3.2 Community development

Our project aims to strengthen community integration between Queen's Hill students and the Lung Yeuk Tau community. We strive to promote community development and creating a cohesive community. Community development is the process by which community members adopt collective action on issues crucial to them. Children and families directly involved in community development programs may experience increased social inclusion and community connectedness (Kenny & Connors, 2017). Queen's Hill is a newly developed community where new residents lack connections to others and the community. The project involved a series of activities designed to motivate students' understanding of the nearby Lung Yeuk Tau community. For example, field trip to Lung Yeuk Tau Heritage Trail. This activity combines historical learning and community exploration, providing students with an opportunity to visit the historical attractions of the Lung Yeuk Tau community firsthand while fostering a connection to the nearby residents and environment. By participating in these activities, students gain a deeper understanding of their community's history, culture, and significance, which helps build bridges and foster a shared sense of identity. Some historical attractions in the Lung Yeuk Tau Heritage Trail such as Tin Hau Temple. The seated statue of Tin Hau is used for daily worship or celebration parades. Many residents came to Tin Hau Temple to pray for blessings. It is also commonly associated with traditional festivals in the community. Therefore, students can recognize its history and culture during the field trip and find similarities between the Lung Yeuk Tau community and their own community, which motivates the integration of community development toward our project.

3.3 Stakeholder engagement

Our capstone project mainly targets primary students as stakeholders. Stakeholder engagement refers to practices that the organization adopts to include stakeholders in organizational projects or activities (Greenwood, 2007). Throughout a total of twelve sessions, primary students' engagement is crucial and also implies the success of the project. For example, we held a history workshop session. We divided students into groups to participate and joined one of the groups to lead students. One of the links was a quiz competition. Each group needs to choose the correct answer according to the multiple-choice questions. We invited each group to select one student to be the group leader, who would be responsible for leading other members of the group to discuss and finally share the answer in class. According to Hart (1992), the ladder of children's participation features eight "rungs" that represent a continuum of power from no involvement (no agency) to some degree of involvement (increasing levels of agency). Among them, child-initiated, shared decisions with adults is the highest level of participation. Through empowerment, it provided students with increasing levels of agency and decision-making authority. Students realized the importance of teamwork and willingness to put in the effort for the team, which showed students' engagement during the process. While some students are responsible for the role of group leader during the activity, our intervention helps students understand that they need to respect everyone's opinions and jointly decide the answer. This level of participation fosters teamwork and collaboration among the students. By engaging in shared decision-making, they develop a sense of ownership and responsibility for their group's performance. At the same time, everyone must be a listener. During the discussion, students can learn how to communicate and cooperate with other classmates. Therefore, it motivated the integration of students' engagement toward our project.

4. Lessons for community development and social cohesion

By incorporating history workshops, field trips, guided tour training, art creation sessions, and a showcase exhibition, our project brings some implications for community development and social cohesion. Social cohesion refers to collective behaviors characterized by positive social interactions, a sense of identity or belonging, and a focus on the common good (Moustakas, 2023). For example, our showcase exhibition provided an opportunity to share the outcomes of the project with the larger community. Especially it highlighted students' collective efforts and achievements in the previous lessons. We invite other classes in the school and parents to come to visit the exhibition, so this sharing of knowledge, experience and creativity fosters community development and dialogue, enhancing social cohesion in the long term. By visiting the exhibition, parents can engage in conversation with students, educators and other parents, strengthening social connections and promoting mutual understanding. Therefore, the showcase exhibition also allows community members to learn about the history and culture of their nearby Lung Yeuk Tau communities, enhancing a sense of belonging and unity.

Moreover, through guided tour training, students learn how to effectively deliver the history, culture and social issues of the community to others. By emphasizing the interconnections among different aspects of a community, such as history, architectural features and social dynamics, students understand of how community development and social cohesion are connected. Therefore, it shows that our project has some implications for community development and social cohesion.

5. Conclusion

To conclude, our capstone project aimed to strengthen the connection between Queen's Hill students and the Lung Yeuk Tau community through a historical exploration of the Lung Yeuk Tau community held in The Salvation Army Centaline Charity Fund Queen's Hill School. The objectives of the project were to deepen primary students' understanding of the community history, expand their knowledge of Chinese culture, strengthen their sense of belonging to the community and integrate the Queen's Hill community and the Lung Yeuk Tau community. Our project incorporated various initiatives to engage students in recognizing the nearby Lung Yeuk Tau community. For example, history workshops, field trips, guided tour training, art creation sessions, and the showcase exhibition were organized to achieve the project's objectives. While our project cannot fully accomplish all objectives, it can help students enhance their understanding of the Lung Yeuk Tau history and knowledge of Chinese culture. It also brings some implications for community development and social cohesion. Allowing community members to learn about the history and culture of their nearby Lung Yeuk Tau communities enhances their sense of belonging and unity. Therefore, we hope that the community integration of Queen's Hill students and the Lung Yeuk Tau community can be fully realized in the not too distant future.

6. Bibliography

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