

## Subject Description Form

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

<b>Subject Code</b>	BRE2S01
<b>Subject Title</b>	Housing for the Community
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / <del>Co-requisite</del>/ Exclusion</b>	<p>CE1000 Construction for Better Living (Freshman Seminar), and CE123 Managing the Built Environment</p> <p>The subject is open to students from the Faculty of Construction and Environment.</p> <p>A selection process will be conducted to recruit students who meet the following criteria:-</p> <p>Mature, pleasant, caring, willing to serve, responsible, independent and able to speak and write fluent Cantonese.</p>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To broaden and deepen students' knowledge of real estate and housing and their impacts on the community</li> <li>2. To enhance students' understanding of government intervention in the real estate and housing markets and policy implications on housing for the community</li> <li>3. To foster students' application of their knowledge in helping the underprivileged and disadvantaged members who are in housing need</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>(a) utilize economic principles to analyze the performance of the public and private housing markets and the equitable distribution of land and housing resources,</li> <li>(b) apply the real estate knowledge and skills they have acquired to help the underprivileged community affected by the urban decay,</li> <li>(c) demonstrate empathy for the disadvantaged people in housing need and a strong sense of civic responsibility;</li> <li>(d) reflect on their role and responsibilities both as a real estate professional and as a responsible citizen.</li> </ol> <p>(a) and (b) can enhance students' literacy and higher order thinking whereas (c) and (d) can enhance students' higher order thinking and life-long learning.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p><b>Lectures and Tutorials:</b></p> <p>The lectures and tutorials are designed to broaden the knowledge of students in regard to the contemporary and controversial real estate and housing issues, especially those faced by the underprivileged community, in Hong Kong. The syllabus covers:</p> <ul style="list-style-type: none"> <li>- Land Use and Housing Development : Economics of land use,</li> </ul>

	<p>allocation of land for housing, the land use system and the housing development in Hong Kong.</p> <ul style="list-style-type: none"> <li>- Real Estate and Housing Markets in Hong Kong : Economic characteristics of a real estate market, the market structure in Hong Kong and the interaction between the public and private housing markets.</li> <li>- Government Intervention : Justification of government intervention, the institutional system of the property market in Hong Kong, the housing policies and their implications.</li> <li>- Urban Regeneration and Social Equity : Redevelopment, rehabilitation and preservation for urban rejuvenation; the roles of developers, URA, Buildings Department and the Housing Society in tackling urban decay and property degradation problems, housing for the poor.</li> <li>- Property Rights and Social Justice – Concepts of Rights, Justice and Equality, their consideration in public-policy making, interaction between social justice and housing policy and the Long Term Housing Strategy in Hong Kong.</li> <li>- Policy Evaluation and Public Engagement – Cost Benefit Analysis in public projects, taxation and subsidization, evaluation of policy and social impacts, empowerment of the underprivileged community in real estate and housing issues.</li> </ul> <p><b>Service Learning Integrated Project:</b>  The project will be in form of a survey and advisory services through home-visits of the disadvantaged households with the aim to create opportunities for students to interact with the community and empathize with the service recipients to understand their needs. The survey content will cover the satisfaction of the households in regard to the housing acquired and the specific problems that they encounter.</p>
<p><b>Teaching/Learning Methodology</b></p>	<p>The teaching methods will comprise of:</p> <ol style="list-style-type: none"> <li>(1) formal lectures</li> <li>(2) collaborative workshop</li> <li>(3) service learning integrated project</li> <li>(4) reflective seminars</li> </ol> <p>Apart from giving lectures from which students can get an understanding of the economic theories and the analytical skills and their applications to housing issues; discussions will also be conducted in the tutorials so that the framework and techniques acquired can be further illustrated, exemplified, and discussed in-depth.</p> <p>Collaborative workshops will be organised with with the relevant social services group and NGOs such as the Hong Kong Housing Society, to provide students with the necessary training in conducting survey and home-visits and help students familiarize with the assistance schemes available and the services that can be tailored to meet the specific housing needs of the households.</p> <p>Service learning integrated project of which students will prepare an integrated project using survey and home-visit to address the housing needs of the affected households. The study focus of the projects may vary. Students will be assigned to different districts which are affected by urban decay and their roles are to play as a service advisor to the disadvantaged groups in addressing their housing problems and needs. They are required to propose a service-learning</p>

topic tailored for the needs of their service recipients and to develop the planned activities for the community services under the guidance of the teaching team. Through the process, students will learn how to prepare an interview survey, conduct home-visits, consolidate and analyze the information with the aim to identify the specific needs of the households, and matching their needs with the various assistance schemes available in the community for the benefits of these affected households.

Periodic reflective seminars will also be arranged in which students can report their progress of the community services and the difficulties encountered. Upon completion of the project, their findings will be disseminated in form of oral presentation in the seminars and a Written Report in which students can reflect not only their learning experience, their empathy for the disadvantaged people in housing need, and their role and responsibilities being a real estate professional and a civil citizen, in particular, the intended learning outcomes achieved.

**Assessment Methods in Alignment with Intended Learning Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
a. Community Services Rendered (40 hours)	40%	√	√	√	√
b. Group Presentation	20%	√	√	√	√
c. Reflective Journals	40%	√	√	√	√
Total	100 %				

Students are required to participate in a 40-hours community service learning which includes the time spent on services rendered on home-visits and the assistance/service matching at the partnering organisation. In the assessment, their skills in the implementation of the activities, communication and problems solving, as well as their attitudes and commitments in the service learning will be taken into account. Furthermore, feedback from the partnering organisation and the service recipients will also be supplementary information for the assessment.

Group Presentation will be in form of an oral presentation by the group of students to report at the end of the project on the survey and community services that they have conducted. The assessment criteria include their oral communication skill, the learning outcomes acquired, their role in the exercise and their responses to the questions in the Q&A.

Two Reflective Journals will be submitted by students. The Interim Written Report will be used to assess their skills in planning the activities. The Interim Report shall give a concise introduction to the scope of the study, design of the survey questions plan for implementing the home-visits, and the expected outcomes to achieve. The Report should be able to allow the supervisors to gauge whether the group is heading in the right direction. The Final Written

	Report prepared at the end of the project will be used to reflect students' understanding on the contemporary issues related to the housing needs of the community through discussion and argument and demonstrate their empathy for the disadvantaged people, in particular, whether the students have acquired the intended learning outcomes.	
<b>Student Study Effort Expected</b>	Contact hours:	
	▪ Lecture and collaborative workshops	21 Hrs.
	▪ Tutorials and reflective seminars	21 Hrs.
	▪ Service learning project	40 Hrs.
	Other students' effort	
	▪ Self-study and preparation of group project	38 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p>Harvey, J. (1992) <i>Urban Land Economics: The Economics of Real Property</i>, London: MacMillan</p> <p>Hui, C.M., Chan, P.C., Wong, K.W., Wong K.C. &amp; Leung, Y.P. (2000), <i>The Supply of Land for Housing in Hong Kong</i>, Research Monograph, The Hong Kong Polytechnic University.</p> <p>Lau, K.Y. and Leung, Y.P. (1998) <i>A Comparison of Indicators Used in Measuring Housing Affordability in Hong Kong and Their Validity</i>, Working Paper, Department of Public and Social Administration, City University of Hong Kong, 1998.</p> <p>Leung, Charles K. and Wong, Kelvin S. (2005). <i>The Construction and Related Industries in a Changing Socio-Economic Environment: The case of Hong Kong</i> [downloadable from <a href="http://www.econ.cuhk.edu.hk/~discusspaper/00011.pdf">http://www.econ.cuhk.edu.hk/~discusspaper/00011.pdf</a>].</p> <p>Leung, Y.P.B. and Hui, C.M.E. (2005) Evaluation Approach on Public-Private Partnership (PPP) Urban Redevelopments, <i>International Journal of Strategic Property Management</i>, Vol 9, pp 1-16.</p> <p>Leung, Y.P.B.; Hui, C.M.E. and Seabrooke, B. (2007) Asymmetric information in the Hong Kong forward property market, <i>International Journal of Strategic Property Management</i>, Vol. 11, No. 2, 2007.</p> <p>Leung, Y.P.B. (2010) Wealth transfer in forward property markets, <i>International Journal of Strategic Property Management</i>, Vol. 14, No. 3, pp. 261-274.</p> <p>Samuelson, P.A. and Nordhaus, W.D.(2005) <i>Economics, 18<sup>th</sup> edition</i>. Boston : McGraw-Hill/Irwin.</p> <p>Wong, K.W.; Hui, C.M.E. Leung, Y.P.B. (2001) A Comparative Study of the Housing Reforms in the Major Cities in China: Beijing, Shanghai, Guangzhou and Shenzhen", <i>Journal of Financial Management of Property and Construction</i>, Vol 6, No 2, pp 95-107, August 2001.</p> <p>Yung, Betty (2008) <i>Hong Kong's Housing Policy – A Case Study in Social Justice</i>, Hong Kong University Press, 2008.</p>	

Note 1: Intended Learning Outcomes

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

Note 2: Subject Synopsis/ Indicative Syllabus

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

Note 3: Teaching/Learning Methodology

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

Note 4: Assessment Method

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