

**Fundamentals for IT Professionals II**

Year 2 (2022/23), Semester 3

**SCHOOL OF INFOCOMM TECHNOLOGY**

Diploma in Information Technology

Diploma in Immersive Media

Diploma in Data Science

**Assignment 1**

**Service-Learning Part 3**

**(Reflection)**

**Duration:** Weeks 2 - 11

**Weightage:** 30%

**Individual/Team/Both:** Individual

**Deadline:** Report

Softcopy (submit to MEL)

**3 Jul 2022, 2359hr (Sunday) OR**

**2 weeks after project execution whichever is later**

|  |  |
| --- | --- |
| **Student ID** | **S10221788K** |
| **Name** | **Lim Wee Liang Kelven** |
| **Module Group** | **DS02** |
| **Grade** |  |

Contents

[Pre-Reflection 3](#_Toc106193640)

[Perception of Service Learning 3](#_Toc106193641)

[Beneficiaries 3](#_Toc106193642)

[Activity 3](#_Toc106193643)

[How I feel 4](#_Toc106193644)

[Post-Reflection 4](#_Toc106193645)

[Specific Learning Outcome 4](#_Toc106193646)

[Describing the interaction 4](#_Toc106193647)

[Examine 4](#_Toc106193648)

[Academic Learning 4](#_Toc106193649)

[Personal Growth 5](#_Toc106193650)

[Civic Learning 6](#_Toc106193651)

[Articulate Learning 6](#_Toc106193652)

[Conclusion 7](#_Toc106193653)

[Screenshots 7](#_Toc106193654)

# Pre-Reflection

## Perception of Service Learning

When I first heard of Service Learning (SL) from my lecturer, I thought it would be like community service. Back in secondary school, I had done something similar called a Values-In-Action (VIA) project. Even though the purpose of SL is to learn something from helping the community, I could not shake the feeling that it would just be community service.

## Beneficiaries

For my SL, my class and another class looked to help Pathlight School. Pathlight is a school for autistic children.

When I heard of this, I thought it would be challenging. I have a stereotype about people with special needs. It is that they are difficult to communicate with, and they may act out in public.

Even though this programme would be held online, I still felt that it would be a challenge to communicate to them since I have never interacted with special people before.

When engaging with the students, I would need to appear friendly and open from my expression and tone to not scare them. During the demonstration, I would need to slow down and do frequent check-ups to make sure that they are following along. Additionally, I need to ensure there will be sufficient breaks so that they will not get bored.

## Activity

After some days of discussion, we decided to share with the Pathlight students how to create a face filter using Adobe Photoshop and Spark AR. In addition to explaining about it, we also wanted to let them have a hands-on experience in creating their own filters.

For this activity, I can contribute by being patient with the students if they encounter problems. And before the activity, I can help my fellow classmates learn how to create a filter themselves beforehand.

## How I feel

I felt anxious knowing I had to interact with someone from the community that I do not know, especially so since they are mentally challenged. I did not know how they will behave, talk, and act. I felt like a fish out of water.

# Post-Reflection

## Specific Learning Outcome

The learning outcome of this project was to share and teach the Pathlight students about face filters and how to make one.

## Describing the interaction

This project took place in a Zoom meeting between the InfoComm students and teachers from Ngee Ann Polytechnic and the students from Pathlight School. During the project, we had split up into groups of two to four and demonstrated how to make a face filter. After that, we helped the students to make one themselves.

In my group of three (two helpers and one student), I found it easy to communicate with the student. He was outgoing and had friends to talk with during the breaks. He was also open with the issues he encountered. At one moment, he had also asked me and my partner’s school life and how we felt about school.

## Examine

### Academic Learning

The skills needed for this project were mainly interpersonal or soft skills like communication, empathy, and listening. In terms of technical or hard skills, we just needed to know how the programme works and how to resolve issues when they arise.

During the activity, the students encountered issues like how to edit a text, where to find a picture in the computer, and how to create layers. I listened to them so that I know what their problem is and empathised with them to understand how they encountered the problem. And with my hard skills, I was able to resolve the problem and help them understand the programme better.

For example, my student had an issue of how to edit a text. I instructed him to double click the text first; next, I told him to select CTRL + A to select all the text; after this, he was able to type anything he wanted. I also shared with him how to change the colour, size, and font his text.

At the end, I believe he learnt how to create a filter and took it to heart. Throughout the activity, he appeared excited and was also comparing his filter with his friends’. And because of this, I would give myself 10/10 on applying the skills.

### Personal Growth

During the activity, I felt lively and delighted to see the students being interested and open. This enlightened me as I thought they would be shy and reserved around strangers.

One value I have learnt from this experience is having an open mind. I learnt this the first moment the activity started. I had a stereotype about mentally challenged people being reclusive and shy. But during the activity, they were chatty and expressive.

I think one way of showing others that mentally challenged people are friendly and talkable like normal people is to hold more sessions with them so that people will learn not to misjudge them.

If I see a someone who is mentally or physically challenged, I will not misjudge or pity them. I will treat them with kindness and happiness like any other person I meet. This goes the same way for normal people, whether they appear angry or reclusive at first, they might be likeable once I get to know them better.

I feel that Ngee Ann Polytechnic is doing a good job at teaching open-mindedness. During Year 1, I had a module called Innovation Made Possible (IMP) where we had to design products that help the community. During this process, we had a talk with a visually impaired person. This person did not pity themselves and shared that they want people to understand them. Ngee Ann Poly certainly helped me understand them better.

### Civic Learning

One thing I want others to understand is that mentally challenged people are like us. They may need more time to learn something, but they are still like us in other aspects. This goes the same way for physically challenged people. They may have trouble doing something, but they may be good in others, and they can learn to do something just as good as us.

The current education system may not provide enough for mentally challenged people. As such, specialised schools like Pathlight exist so that these people get a fair chance life and get a good education.

I support schools and organisations like Pathlight as I believe more awareness is needed for such people so that society can become more inclusive.

Organisations like Pathlight should not be replaced by government agencies. Instead, it should be a collective effort by both governmental and private agencies to help mentally challenged people. Private agencies would not be able to expand nationally, and governmental agencies are not able to accommodate everyone’s needs. The government can help private agencies expand nationally to provide more accessible facilities for people with special needs and private agencies can help those with special needs. This can accomplish the needs of both parties while also raising awareness about people with special needs.

## Articulate Learning

As a result from this reflection, I learned that it is important to not misjudge people. This matters because if everyone does this, society can become more inclusive, and everyone will be happy. In light of this learning, in the future, I will teach my friends and family this lesson.

# Conclusion

After the Zoom meeting with Pathlight, I was taken aback. My preconceptions towards the students and the project itself were closed-minded. I saw that the students were frank and chatty. When we broke off into groups and paired up with a Pathlight student, it was not awkward. I was astonished to see them being enthusiastic about making a face filter. Some stayed quiet but still showed keen interest in the activity. Conversing and leading them during the activity were enjoyable and memorable experiences. I also took screenshots during the activity.

# Screenshots

A screenshot of a person

Description automatically generated with low confidence

A screenshot of a person

Description automatically generated with medium confidence

A screenshot of a video game

Description automatically generated with medium confidence

A collage of a person in a suit and tie

Description automatically generated with low confidence

Graphical user interface

Description automatically generated