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## SPOTLIGHT 焦點

### Heartfelt Teaching Ensures Fruitful Learning 用心教學 樂見成果



Since PolyU launched its service-learning (SL) subject, APSS2S05 Promotion of Children and Adolescent Development, in 2012/13, it has been consistently well-received by students. Thus far, almost 1,000 students have taken or are taking the course. Professor Daniel Shek, Chair Professor of Applied Social Sciences and Associate Vice President of PolyU, has been a dedicated promoter of SL at PolyU. He hopes that through service-learning, students can apply what they have learned in helping those in need.

理大的服務學習科目「APSS2S05 - Promotion of Children and Adolescent Development」自2012/13學年推出至今，一直深受學生歡迎，報讀人數接近千名。科目由應用社會科學系講座教授兼協理副校長石丹理教授負責設計，石教授致力在校內推行服務學習，期望同學可以學以致用，幫助社會上有需要的人。

### Serving Three Places with Competence 充裕裝備 服務三地

Over the past six years, APSS2S05 has focused on services for the development of children and adolescents. The service locations have expanded from Shanghai to Hangzhou and Hong Kong, which has benefited thousands of students in these three places. Assistant Professor Dr. Yu Lu and Teaching Fellow Ms. Yammy Chak are responsible for the overall planning of the course in Hangzhou and Shanghai.

過去六年，「APSS2S05」專注兒童及青少年發展的服務，服務地點則由原來的上海擴展至上海、杭州及香港三地，受惠學童數以千計。理大助理教授于璐博士及課程專任導師卓麗茵女士，分別負責科目於杭州及上海的統籌工作。



‘To offer tailor-made services for the specific audience, the services in the three places are different despite being the same course. The projects in Shanghai and Hangzhou serve mainly children of migrant workers, while projects in Hong Kong cooperate with Heep Hong Society and Society of Boys’ Centres to provide services for middle school students with special educational needs. Indeed through SL, students can also achieve self-development,’ shared Dr. Yu.

于博士：「為了提供針對性的服務，雖屬同一科目，但三個地方的服務對象卻有別。上海及杭州的項目主要服務外來民工子女，香港的項目則與協康會及扶幼會合作，為有特殊教育需要的中學生提供服務。雖然如此，三地的服務學習均發揮相同效能，促進同學自我成長。」

In Hangzhou for instance, each participating PolyU student had to attend training before departure. For example, students were taught to understand the problems faced by children of migrant workers, how to help these children develop their talents, and master skills in “Classroom Management”, “Learning through Play” and “Lesson Planning”.

以杭州為例，每位參與的理大同學，出發前須先接受訓練，例如：了解外來民工子女面對的問題、認識「如何協助兒童及年青人發展所長」，以及掌握「課堂管理」、「從遊戲中學習」和「課節策劃」等技巧。

‘When planning the lessons, the tutor would group the students into 4 to 5 and ask them to design interesting learning activities for children covering English, fun science, personal growth and healthy lifestyle. Lessons could be flexible, and they could warm up the children with some games. The key point is to highlight three themes: Competence, Resilience and Aspiration. In the end, we would arrange a simulation for the students to ensure their adaptability in simulated teaching.’ Only when students completed the classroom training could they join the service.

「在課節策劃的環節上，導師會要求同學分組，每4至5人一組，就英語、趣味科學、個人成長及健康生活四大範疇，嘗試為小朋友設計富趣味的課節。課節的形式具彈性，可以從遊戲入手，重點必須帶出Competence（能力）、Resilience（堅毅）及Aspiration（志向）三個主題。最後，我們會為同學安排一次模擬教學，從中觀察他們的應變能力。」當同學們完成課堂訓練，便可正式投入服務。





## SPOTLIGHT 焦點

'In the projects in Shanghai and Hangzhou, we chose the children of migrant workers as our service targets because they receive less social support than the average local children because of state policy and the Hukou system (household registration). Home accidents occur more frequently because their parents are out working. Moreover, they do not have many options for extra-curricular activities during summertime. All these facts inform us that they urgently require assistance from others,' added Ms. Chak.

「上海及杭州的項目，我們揀選外來民工的子女為服務對象，因為在國內政策及戶籍上，這班小朋友所得到的社會支援較一般本地孩子少；既缺乏家人在身邊照顧，家居意外不時發生，而且暑期課餘活動選擇也不多，所以他們對服務的需求更形迫切。」卓老師補充說。

### Serve to Learn for Win-win 服務學習 實現雙贏

Ms. Chak has been responsible for coordinating the SL in Shanghai since 2014. She is delighted to witness the number of students participating in the Shanghai project increase yearly, from 40 students to the current over 100 students.

卓老師由2014年至今，一直負責統籌上海的服務學習事宜。她看見每年參與的學生人數不斷增加，由最初的40名增至現在逾百名學生，感到非常鼓舞。

'I am very grateful to the Shanghai Municipal Education Commission and the East China Normal University for their assistance in arranging the venues for us so that children from six primary schools could benefit from the service at the same time,' said Ms. Chak.

卓老師：「很感謝上海教育局及華東師範大學的協助，為我們安排場地進行活動，讓6間小學的孩子們同時受惠。」

The service in Shanghai lasted for ten days. In the first five days, the East China Normal University and Shanghai Municipal Education Commission arranged lectures, home visits and school visits for our students to experience the living and educational environments of the migrant workers' children firsthand. PolyU students designed a summer camp for the children in the remaining five days. Children were placed into small groups for activities with each group having 20 to 25 children led by five PolyU students. A total of 18 groups of children participated last year.

上海的服務為期十天。首五天，華東師範大學及上海教育局給同學們安排講座、家訪和校訪，讓他們體會外來民工子女的日常生活和教育環境。其後五天則由理大學生設計夏令營，活動以小組形式進行，每20至25名小孩為一組，共有18組，每組由5名理大學生帶領參與活動。

'On the last day of the summer camp, to thank the PolyU students, each group of children gave a performance that had been rehearsed many times on the stage. Participating children developed team spirit through this performance, and they could also enhance their self-confidence while making themselves little stars on stage. We also arranged a review session for PolyU students in the process so that they had the opportunity to reflect on the experience of service-learning, understand the meaning of services and explore room for improvement.'

「夏令營的最後一天，各組的小孩將排練好的項目在台上演出來答謝理大學生。藉著這次表演的機會，孩子們學習培養團隊精神、提升個人自信、發揮潛能。至於理大學生，亦會由導師安排檢討會，反思服務學習的經驗，探索服務的意義和進步的空間。」

## HEARTFELT TEACHING ENSURES FRUITFUL LEARNING 用心教學 樂見成果

### Learning from Practise: Promoting Personal Growth 從實踐中學習 促進個人成長

Dr. Yu and Ms. Chak, who have rich experience in teaching SL, could observe changes in the students after they had completed their services.

具有豐富教授服務學習經驗的于博士與卓老師，不約而同感受到同學們完成服務學習後的轉變。

'Because SL is a compulsory subject at PolyU, some students taking it were only doing it for the sake of the requirement in the beginning. However, once they got involved, they became more devoted. During the daily reflection session, they raised questions on the problems encountered in teaching and asked for advice from the teachers. From their positive attitude, you could see the change in their degree of involvement and attitude towards SL. Each time they completed a service, the students were always in tears because they could not bear to leave the children,' recalled Dr. Yu.

于博士：「由於服務學習是理大規定學生必修的科目，有部份學生，初期只抱滿足學校要求的心態去應付學科，但過程中，往往看到他們愈做愈起勁，並會在每日的反思環節上，主動向老師請教在教學上遇到的問題。這種積極的學習態度不但反映他們的投入程度，更顯示服務學習如何影響及改變他們。每次完成服務學習時，同學們也很感動，流著淚捨不得與孩子們別離！」

Ms. Chak also agreed that SL is a very good channel for students to learn from practice. 'The impact of the 10-day intensive service activities was indeed very powerful. Students had the chance to learn from practice so that they could consolidate what they had learned in class. It was also an opportunity for self-reflection. I believe those were heartfelt tears they shed out of satisfaction, because they were deeply touched by the whole experience.'

卓老師也認同，服務學習是一個非常有效的渠道，讓同學從實踐中學習。「十天密集式的服務活動，威力確實很大！從實踐中學習，同學們學到的知識將更鞏固，同時亦提供他們一個反思機會。同學們流淚，相信是因為過程中的體會和滿足，深深觸動了他們。」

### Award-winning Course with Social Recognition 勇奪殊榮 業界認同

PolyU SL has made remarkable achievements. APSS2S05 was on the shortlist for the Reimagine Education Awards 2015 - Presence Learning category. This year, the course won the Gold Award of the Reimagine Education Awards 2018 - Sustainability category.

The Reimagine Education Award is co-organised by QS Quacquarelli Symonds, a leading global higher education company publishing the QS World University Rankings, and the Wharton School of the University of Pennsylvania. Each year 1,000 projects worldwide compete for 17 categories. It is known as the "Oscars" of higher education.

Dr. Yu and Ms. Chak were thrilled to receive this award. They believed that this award was recognition of PolyU's SL in the academia.

'This recognition gives us more confidence and we will continue to work harder to expand our service base to more cities in China,' told Dr. Yu.

Ms. Chak believed the increasing numbers of students participating in APSS2S05 and the benefiting cities jumping from 1 to 3 were the reasons why the course obtained the Gold Sustainability Award.

'In fact, the East China Normal University is also planning to launch similar SL subjects. Don't you think this is another way to reflect sustainable development? We hope to add more personal growth elements to the curriculum in the future, and apply service-learning concepts to more disciplines.'

由於成效顯著，「APSS2S05」曾入圍「全球教育創新大獎2015」—「Presence Learning組別」；到了今年，科目更勇奪「全球教育創新大獎2018」—「持續發展組別」的金獎！

「全球教育創新大獎」由國際大學評級機構「QS Quacquarelli Symonds」與美國華頓商學院合辦，每年參賽者從全球上千個項目中競逐17個組別的獎項，其地位堪稱高等教育界之「奧斯卡」！

于博士與卓老師對獲得此項殊榮均表示驚喜，並認為這是學術界對科目的認同。

「獲得認同讓我們更有信心，日後可以做得更多，把服務範圍擴展至更多國內城市。」于博士坦言。

卓老師相信能夠贏得「持續發展組別」的金獎，是因為參與「APSS2S05」的學生人數有不斷上升的趨勢，而受惠的城市更由一個增至三個。

「事實上，連華東師範大學也計劃在校內推出類似的服務學習科目，這不正是持續發展的一種體現嗎？我們期望日後的課程能夠加進更多個人成長元素，同時把服務學習的概念，應用到更多不同的學科上！」



## Putting Knowledge to Good Use and Spreading the Spirit of Love 承傳所學 延續服務精神



These days, university life is colourful and vibrant. In addition to academic commitments, students engage in different organisations and activities to gain a broader perspective. We are always delighted to witness many students volunteer to set up their own service teams amidst their busy schedules after completing their service-learning (SL) subjects as a way of continuing spirit of SL and spreading love.

現今大學生活多姿多采，學生除了應付學術要求外，還參與不同的學生會組織，或其他擴闊視野的學生活動。我們非常欣慰看到不少學生修讀完服務學習科目後，在百忙中仍願意抽空自組服務團隊，延續服務精神。

Planning a large-scale SL project under such great pressure from assignments is not an easy task. If students had not devoted considerable time and effort to preparation, the project would not have been successful. "Empowerment on Fundamental Health Concepts in Developing Countries" is an excellent example. It was a project organized by the students who had completed the SL subject SN2S03 Healthy Lifestyle Challenges for Developing Communities. They formed a service team and continued to serve communities in Cambodia by providing health and sanitation assessments as well as suggestions for better health and hygiene to residents of local slums. This project was recognised and sponsored by the Student Development Sponsorship Scheme for SL projects 2016/17 under the University Fellows Association and the PolyU Community Service Fund 2016/17.

事實上，在沉重的功課壓力下，要策劃一個有規模的服務項目，絕非易事，因為學生必須投放許多時間和心機籌備和執行，才能有成效。「發展中國家基礎健康概念教育計劃」是一個很好的例子。這計劃是由一班曾修讀「SN2S03 Healthy Lifestyle Challenges for Developing Communities」服務學習科目的同學自組團隊，繼續遠赴柬埔寨，為當地貧民窟的居民提供健康及衛生評估及改善建議。此計劃更獲得「香港理工大學大學院士協會學生發展資助計劃 2016 / 17」及「理大社會服務基金2016/17」的資助。

### A Student-led Task Force 學生主導 群策群力

SN2S03 is an SL course offered by the School of Nursing at PolyU. It provides mainly slum dwellers in developing countries with health assessments and suggestions for improvement regarding sports, diet, smoking and alcohol abuse. The subject was first offered in Semester Two of the 2014/15 academic year and has thus far been very popular among students.

「SN2S03」是由理大護理學院開辦的服務學習科目，主要為發展中國家的貧民窟居民，提供有關運動、飲食、吸煙及酗酒的健康評估及改善建議。科目於2014 / 15學年第二學期推行，至今一直深受學生歡迎。



## PUTTING KNOWLEDGE TO GOOD USE AND SPREADING THE SPIRIT OF LOVE 承傳所學 延續服務精神

Eleven students attending SN2S03 made their first trip to Cambodia for service as a part of the course requirements in 2015 and 2016. The students recognized the local people's health awareness to be generally weak because they tended to have serious infections due to improper handling of wounds. In view of the findings, they felt obliged to provide more sustainable services to the locals. Therefore, a service team was organised and they made their second trip to Cambodia for more services during the summer of the 2016/17 academic year.

十一名修讀「SN2S03」的同學們，在2015年及2016年於科目首次踏足柬埔寨進行服務學習。經過這次的服務體驗，同學們發現當地人衛生意識普遍薄弱，常因傷口處理不當，而導致感染嚴重疾病。有見及此，他們渴望能為當地的居民提供更持續性的服務，因而組織服務團隊，於2016 / 17學年暑期再一次遠赴柬埔寨進行服務。



The most significant difference between a self-organised team and an SL subject is that students lead everything themselves. From the search for local collaborative agencies to transportation, accommodation to logistics, the students were wholly responsible for all planning and arrangements. Justin Chan, currently a fourth-year student of BSc (Hons) in Radiology, is the Vice Chairman of the student service team. "The main targets for this service are the slum dwellers, children with AIDS in orphanages and volunteers of youth organizations. After consultations with our collaborative agencies and SL subject advisers, we finally decided to offer education, assessments and health suggestions in "First aid and wound management", "Puberty training", "Drug addiction" and "Conflict resolution".

自組團隊與服務學習科目最大的分別，主要是一切也是學生主導，從尋找當地合作機構、交通、住宿安排以至物流程序等大小事務，需由同學們一手包辦。陳緯謙(Justin)，現就讀放射學(榮譽)理學士四年級，是該學生自組團隊的外務副主席。「是次服務主要對象是貧民窟的居民、孤兒院內的愛滋病童，與及青年組織的義工。經過諮詢合作機構及科目導師的意見，最終決定在「急救與傷口處理」、「青春期訓練」、「吸毒成癮」以及「衝突解決」四大範疇上，為他們提供教育、評估及健康建議。」



Although the team shared the same enthusiasm and goal, every team member had a different personality. They held different views on how the project should be organized. Justin admitted that they encountered many problems during the early stage, which caused their plans to fall behind schedule. Fortunately, after several months of discussions, agreements and disagreements, the differences between them narrowed gradually. The experience also served as a valuable learning opportunity for the team.

雖然目標一致兼滿腔熱誠，但人人性格有別，對計劃籌備的方式亦各有看法，Justin不諱言，合作初期確曾出現不少問題，進度嚴重落後。幸而，經過數個月的磨合，彼此分歧逐漸收窄，這也是團隊珍貴的學習機會。

The students cannot speak the local language, and hence, they hired seven local volunteers to assist in interpretation. In addition to inspecting the service environment, the students also conducted two-day training for the seven interpreters to properly equip them with the necessary skills.

由於同學們不懂當地語言，因而聘請了7位當地義工協助翻譯。理大學生需於到步後，除了要視察服務環境外，亦要為這7位當地義工進行為期兩天的訓練，以好好裝備他們。



## PUTTING KNOWLEDGE TO GOOD USE AND SPREADING THE SPIRIT OF LOVE 承傳所學 延續服務精神

### Utilising Domestic Resources for Far-reaching Impact 就地取材 影響深遠



'Not only did this experience strengthen our implementation and management skills, but it also allowed us to be innovative because we had to use whatever local resources we had to help others. The local people are financially weak, they simply could not afford many medical supplies. However, we did not think buying or donating materials would be an effective way to help. Instead, teaching them how to utilise domestic resources would be the most effective and sustainable approach. For example, we would teach them to clean and air dry towels that they would use to wrap wounds when they could not afford gauze. They were also shown how to use chopsticks to replace expensive medical supplies in a simple and economic manner. We believe that only by educating them to use domestic materials and encouraging them to continue what we taught them can the existing hygienic condition be effectively improved.'

「是次經驗，除了加強我們對執行計劃及管理的能力，同時讓我們發揮小宇宙，學懂如何就地取材去幫助別人。當地人缺乏經濟能力，許多醫療物資也負擔不起，但我們認為為他們購買或捐助物資，並不是有效的改善方法，而是教導他們就地取材，這才是最持久性的幫助。例如：他們負擔不起購買紗布包紮傷口，我們會教導他們風乾清洗過的毛巾，成為代替品。另外，亦教育他們用筷子代替醫學用的鉗子，以簡單便宜的方法去取代昂貴的醫療物資。我們相信只有教育他們就地取材，並鼓勵他們延續下去，才能有效改善現時的衛生情況。」

Through these two SL experiences, Justin developed a deeper understanding of the livelihood of the locals. He hopes that their services can help facilitate the gradual improvement in the locals' living conditions. Their selfless contributions brought positive changes in the locals and the students themselves. Justin used to be an introvert, but he has now learned to care for others and his communication skills have improved considerably. 'What we can do is very limited, but over the past few years, every time we visited these families, we saw improvements in their daily lives. For example, they use less salt when cooking; they will even do exercise with a towel during their spare time. These may be small changes but this is encouraging enough to make us excited!'

經歷這兩次的服務學習體驗，Justin對當地人的生活窘境有更深刻體會，並期望把服務積少成多，聚沙成塔。同學無私的付出除了可以幫助當地居民外，在服務過程中，Justin亦自覺成長了不少，原本內向的他，現已學會關心別人及與別人溝通的技巧。「雖然我們所能做的很有限，但這幾年來，每次再造訪這些家庭，均發現他們有不少生活細節也改善了，例如做菜時，他們會少放點鹽。有空時，更會做毛巾操鍛鍊身體。一切小改變，也令我們不勝鼓舞！」

Without the team noticing, their enthusiasm has impressed and moved other students. This year, Justin continues to participate in the service, and has formed another team, "You Only Live Once", with 15 PolyU students to continue the spirit of the team. They visited Cambodia again in May to spread the spirit of love and help more people in need.

是次團隊的熱忱不知不覺間感染了其他同學。本年，Justin繼續參與服務，並與另外15名理大學生組織團隊——東愛，繼續秉承團隊的精神，於5月造訪柬埔寨，薪火相傳，讓更多有需要人士受惠！

## SPOTLIGHT 焦點

### Ophthalmic Angel as Environmental Ambassador 護眼天使 化身環保大使

Paul, a final year student pursuing BBA (Hons) in Marketing at PolyU, took a service-learning (SL) course, SO2S01 Learning through Providing Eye Care and Vision Health to the Community, offered by the School of Optometry in the 2014/15 academic year. This service experience has not only raised Paul's awareness of the wider community, it has also inspired him to save the planet and promote environmental protection.

快將畢業的「管理及市場學系市場學」課程四年級學生司徒駿(Paul)，2014/15學年修讀由眼科視光學院開辦的「SO2S01 Learning through Providing Eye Care and Vision Health to the Community」服務學習科目。這一次服務經驗，提高了Paul關注社會的意識，並把服務層面推廣至拯救地球，全力推動環保理念。



### Everything Starts from Eye Care Service 一切源自於護眼服務

In particular, Paul wanted to promote the importance of eye care through SL because he himself suffers from high myopia.

由於Paul近視頗深，因此當初打算藉著服務學習的機會，向大眾推廣眼部護理的重要性。



'Children and the elderly were the main service targets of SO2S01. Through a questionnaire, we gained a better understanding of the respondents' awareness of eye care before we examined their eyes with equipment. After the diagnosis, we would share relevant eye protection knowledge with them or advise them to visit medical institutions for further check-ups.'

「SO2S01的服務對象主要是兒童及長者。透過問卷訪問，了解受訪者對眼部護理的認識，並利用儀器為他們進行測試。經診斷後，我們會為他們提供相關的護眼知識，或建議他們到醫療機構接受跟進。」

Students needed to undergo a series of ophthalmic training because the service required certain professional knowledge, such as understanding the structure of the eyeball, causes of various types of eye diseases and knowledge of eye protection. It was also necessary to learn how to conduct vision screening, including colour deficiency, cataract and macular degeneration.

由於服務需要一定的專業知識，因此同學們需接受一連串的眼科視光學訓練，例如：了解眼球結構、各類型眼疾的成因以及護眼知識。另外亦需要學習色弱、白內障及黃斑點病變等眼疾的測試方法。



## SPOTLIGHT 焦點

Paul's enthusiasm in the service has won him the 'Service-Learning Scholarship'.

這次Paul對服務的熱誠，讓他成功取得「服務學習獎學金」的殊榮。

The 'Service-Learning Scholarship' was set up to encourage good-hearted students to uphold the spirit of serving people in need and assisting in the development of PolyU's SL courses, or joining other enthusiastic self-organised teams to continue serving the public.

設立「服務學習獎學金」的目的，是為了讓熱心的同學們能秉承服務精神，協助理大服務學習學科的發展，或與其他熱心同學們自組服務團隊繼續服務大眾。



Paul chose to self-organised a service team and continued to promote knowledge and raise awareness of eye care. 'A total of six students participated in this service. We visited local primary schools to introduce basic knowledge on eye care to the students. We also designed a series of games to allow them to experience colour deficiency, ocular migraines and complete blindness. Young children tend to spend lot of time on mobile phones, which can easily lead to dry eye problems, and so we hope to gain their attention on eye care through this service. In the end, about 140 primary school students benefited from the service.'

Paul最終選擇了自組團隊，繼續向大眾推廣護眼知識。「這次服務計劃，共有六位同學參與。我們到訪本地小學，向學生灌輸基本護眼知識。此外，我們亦設計一系列遊戲，讓同學們親身體驗色弱、破碎視野以及完全失明的狀況。因為他們長期使用手提電話，容易導致眼乾問題，我們希望藉此喚醒他們對眼睛護理的關注。最終約有140名小學生在服務計劃中受惠。」

## Taking a Foreign Green Idea for Local Application 海外啟發 香港實踐

The students' enthusiasm for service did not diminish over time. Paul successfully applied for the Lee Hysan Scholarship for Service-Learning Exchange under the Service-Learning Education Capacity Enhancement Scheme in 2017 and went to the Lund University in Sweden for SL exchange in January last year. At the Lund University, he had the opportunity to participate in different sustainable development and environmental protection activities. Sweden is a country that actively promotes environmental protection, and hence, the experience has allowed Paul to reflect deeply on environmental awareness, waste recycling and other related issues.

服務的熱誠並沒有隨著時間而減退，Paul在2017年成功申請「利希慎服務學習能力提升計劃」海外服務學習交流項目的獎學金，於同年1月遠赴瑞典隆德大學進行海外服務學習的體驗。是次體驗，Paul參加了不同的「可持續發展」及「環保」活動。由於瑞典是一個積極推行環保的國家，此行讓Paul對廢物回收、循環再用等環保意識有深切的反思。

'I was a volunteer during my stay in Sweden. I went to a designated supermarket every other day to collect leftover food and then distributed to the homeless people or people with a mental health condition. The local community attaches great importance to the recycling of materials so as not to cause environmental problems. This idea of saving food lingered in my mind after returning to Hong Kong and urged me to think about how such actions could be practised in this city.'

「在瑞典學習期間，我曾當過義工，隔天到指定的超市，收集剩餘的食物，再轉送露宿者或精神病患者。當地社會非常重視物料回收，循環再用，以免為環境造成負擔。這種拯救食物的想法，直至我回港依然縈繞在腦裡，鞭策我思考如何在香港實踐。」



## OPHTHALMIC ANGEL AS ENVIRONMENTAL AMBASSADOR 護眼天使 化身環保大使

### "Rescuing Leftovers" Establishing Food Shopping Online Platform 「拯救剩食」成立食物網購平台

After returning to Hong Kong, Paul collaborated with a few like-minded fellow students and at the end of last year, they set up the "foodsavior.hk", an online platform for selling surplus food. The platform encourages restaurants to sell surplus food at a discounted price as a way to "rescue leftovers".

回港後，帶著新使命感的Paul，去年底與幾位志同道合的同學，創立了售賣剩餘食物的網站平台——「foodsavior.hk」，鼓勵餐廳以優惠價格出售賣剩的食物，「拯救剩食」。

'Currently, most of the voluntary organisations in Hong Kong only recycle food ingredients but seldom take cooked food. Our platform allows us to address this gap. The programme could reduce food waste from restaurants, while at the same time enabling people to buy the food they need at a more affordable price. Half a year after launching the platform, more than 40 restaurants have participated, benefiting over 500 people so far. In fact, we have rescued more than 700 meals. We are now working on the launch of a mobile app and we hope to expand the service to a wider range of customers.'

「目前，香港的自願組織大多只回收食材，鮮有回收已煮熟食物的做法。我們的平台正好彌補當中的缺口。這樣既可減少餐廳食物浪費，市民亦可以以較相宜的價錢，買到他們所需的食物。半年下來，已有40多間餐廳參與，共500多位市民受惠，並拯救了700多份餐點！我們正研究推出手機應用程式，希望把服務推廣至更寬的客戶群！」



## Achievement



An academic achiever with good character, Paul was awarded the "Outstanding Student Award of Faculty/School" at PolyU this year. Paul shares that it was exciting for him to receive an award that recognises his academic and work achievements and motivates him to further come up with more plans to serve the community and contribute to society.

品學兼優，今年Paul更榮獲理大頒贈「學院卓越學生獎」。對此，Paul既興奮又難以置信，學業、工作成果獲得認可，加強了Paul的動力，日後再構思更多計劃，服務社群、回饋社會。



# LIST OF CREDIT-BEARING SERVICE-LEARNING SUBJECTS

## 學分制服務學習科目目錄

As of 11 June 2018  
截至2018年6月11日

Faculty 學院	Subject Offering Department 開辦科目學系	Subject Title 科目名稱	Subject Code 科目編號	Faculty 學院	Subject Offering Department 開辦科目學系	Subject Title 科目名稱	Subject Code 科目編號
Faculty of Applied Science and Textiles 應用科學及紡織學院	Department of Applied Biology and Chemical Technology 應用生物及化學科技學系	Educating Rural Farmers on Healthier Food Production	ABCT2S01	Faculty of Health and Social Sciences 醫療及社會科學院	Department of Applied Social Sciences 應用社會科學系	Understanding Learning Difficulties	APSS2S03
		Service-Learning in Nutrition and Healthy Diet	ABCT2S02			Understanding Children in Poverty in Hong Kong	APSS2S04
	Department of Applied Mathematics 應用數學系	Quantitative Methods for Community Service	AMA3S01			Promotion of Children and Adolescent Development	APSS2S05
		Enhancing Scientific Literacy through Daily Physics	AP2S01			Striving for a Sustainable Livelihood in Guangdong	APSS2S06
	Department of Applied Physics 應用物理學系	Fashion & Community: Service Learning for Engaging Fashion as Rehabilitation Therapy (Sunset)	ITC2000G			You can Make a Difference to our Planet	APSS2S07
		Engaging Fashion as a Communication Media for the Needy	ITC2S01			Servicing School Dropouts	APSS2S08
	Institute of Textiles and Clothing 紡織及服裝學系	Community Engagement through Expressive Textile Arts and Fashion	ITC2S02			Service Leadership through Serving Children and Families with Special Needs	APSS2S09
						Community Psychology	APSS3S01
						Engaging with Diversity	APSS3S02
						Growing Resilience of Children in Post-Disaster Contexts	APSS3S10
Faculty of Business 工商管理學院	Department of Management and Marketing 管理及市場學系	Service Learning: Building Green Communities with Environmental NGOs	MM3S01	Faculty of Health and Social Sciences 醫療及社會科學院	Department of Rehabilitation Sciences 康復治療科學系	Inter-professional Health Promotion & Rehabilitation Services in Hong Kong	RS2S02
		Business Project Development and Implementation for Underprivileged Communities	MM3S02			Serving People with Special Healthcare Needs in the Chinese Mainland	RS3S01
	School of Accounting and Finance 會計及金融學院	Service-Learning: Financial Literacy for Low-income Youth in Hong Kong	AF3S01			Enabling Occupation: Home and Community Practice	RS4280
		Accounting and Internal Control in the Elderly Centre through Service Learning	AF(TBC)		School of Nursing 護理學院	Collaborative Care in School Health and Safety	SN2S01
Faculty of Construction and Environment 建設及環境學院	Department of Building and Real Estate 建築及房地產學系	Housing for the Community	BRE2S01			Healthy Lifestyle Challenges for Developing Communities	SN2S03/ SN2S03S
		Social Justice in Private Housing Redevelopment	BRE2S02			Mentoring Health Ambassadors for School Communities	SN2S04
	Department of Building Services Engineering 屋宇設備工程學系	Science for Healthy and Sustainable Living Environments	BSE2S01			Engaging in Workforce Health for Health Care Workers at Nursing Homes	SN2S05
		Living Environment for Low-income Communities in Developing Regions	BSE3S02			Promotion of Healthy Ageing in the Community	SN3S02
	Department of Civil and Environmental Engineering 土木及環境工程學系	Serving Disadvantaged Communities Suffering from Urban Decay	CSE2S02		School of Optometry 眼科視光學院	Learning through Providing Eye Care and Vision Health to the Community	SO2S01
		Built Environment Enhancement for Underprivileged Communities	CSE3S01			Public Health Optometry	SO4037
	Department of Land Surveying and Geo-Informatics 土地測量及 地理資訊學系	Navigating Ethnic Minorities	LSGI2S02	Faculty of Humanities 人文學院	Department of Chinese and Bilingual Studies 中文及雙語學系	Service-Learning - Preserving Cultural Heritage for Ethnic Minorities in Contemporary China	CBS2S02
		Land and Resource Management for Sustainable Development in Rural Area	LSGI2S03			Language Arts for Community Projects: Teaching Chinese as a Service Learning Experience	CBS2S03
Faculty of Engineering 工程學院	Department of Biomedical Engineering 生物醫學工程學系	Reducing the Scientific Divide in Secondary Students through STEM (Science, Technology, Engineering and Mathematics) Projects	BME2S03/ BME2S03S			Teaching Chinese as a Second Language in Local Schools	CBS2S05
		Assistive Technologies: Service Learning towards the Elderly and Disabled	BME3S02			Service Learning through Helping Primary Students with Specific Reading Difficulties	CBS3S01
		Biomedical Engineering Services to Under-privileged People with Physical Disabilities (Sunset)	BME4S01			Enhancing Biliteracy & Trilingualism through Language Service	CBS3S04
	Department of Computing 電子計算學系	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines	COMP2S01/ COMP2S01S		Department of Chinese Culture 中國文化學系	Appreciating and Applying Chinese Literary Masterpieces in Modern Daily Life	CC2S01P
		Service Learning and Civic Engagement in the Information Age	COMP3911		Department of English 英文系	Language Arts for Creative Community Projects	ENGL2S01
	Department of Electrical Engineering 電機工程學系	Low-cost Energy Infrastructures for Developing Regions	EE2S01			Teaching English as a Service Learning Experience	ENGL3018
		Serving People with Special Needs through Assistive Technologies	EIE3S01		English Language Centre 英語教學中心	Empowering Teenagers through Teaching Workplace English	ENGL3026
	Department of Electronic and Information Engineering 電子及資訊工程學系	Comprehending and Overcoming Learning Hurdles in Science, Technology, Engineering, and Mathematics (STEM) for Local Schools	ISE2S02/ ISE2S02S			Serving the Community through Teaching English	ELC2S02
		Engineering for the Needy	ISE3S01		General Education Centre 通識教育中心	Persuasive Digital Storytelling: Small Charities Big Impacts	ELC2S03
	Department of Mechanical Engineering 機械工程學系	Engineering Design for the Community	ME3S01			Social Poverty in Developing Countries	GEC2S01
Faculty of Engineering 工程學院	Department of Biomedical Engineering 生物醫學工程學系	Reducing the Scientific Divide in Secondary Students through STEM (Science, Technology, Engineering and Mathematics) Projects	BME2S03/ BME2S03S	School of Design 設計學院		Service-Learning through Design and Building for Remote Communities	SD2S01
		Assistive Technologies: Service Learning towards the Elderly and Disabled	BME3S02			Communication Design for Sharing and Inheritance - 'The Book of Life'	SD2S02
	Department of Computing 電子計算學系	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines	COMP2S01/ COMP2S01S	School of Hotel and Tourism Management 酒店及旅遊業 管理學院		Ecotourism in Rural and Developing Regions	HTM2S01
		Service Learning and Civic Engagement in the Information Age	COMP3911			Hospitality Management and Operations in Developing Regions	HTM3S02/ HTM3S02S
	Department of Electrical Engineering 電機工程學系	Low-cost Energy Infrastructures for Developing Regions	EE2S01			Accessible Tourism: Concepts, Challenges, and Practices	HTM3S03
		Serving People with Special Needs through Assistive Technologies	EIE3S01			Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801
	Department of Electronic and Information Engineering 電子及資訊工程學系	Comprehending and Overcoming Learning Hurdles in Science, Technology, Engineering, and Mathematics (STEM) for Local Schools	ISE2S02/ ISE2S02S				
		Engineering for the Needy	ISE3S01				
	Department of Mechanical Engineering 機械工程學系	Engineering Design for the Community	ME3S01				



# EXPLORING THE WORLD 放眼世界

PolyU has built strong partnerships across the globe. Students were provided with opportunities to serve and learn in Cambodia, Kyrgyzstan, Myanmar, Rwanda and Vietnam in 2017/18.

理大致力與全球各地建立緊密的夥伴關係，於本學年為學生在柬埔寨、吉爾吉斯、緬甸、盧旺達及越南等地提供服務學習的機會。



## Cambodia 柬埔寨

In summer 2018, students from five service-learning (SL) subjects applied their professional knowledge to serve in Cambodia:

- Serving as language literacy tutors to provide reading workshops and English tutorials for children
- Providing train-the-trainers English workshops for local English teachers
- Developing interesting English learning kits for teachers and school children
- Designing and installing a zero-carbon solar-powered learning centre for local children
- Repairing and building public solar power stations for villagers
- Interviewing slum and village residents, observing their daily living behaviour and patterns and providing them with basic physical assessments and health education seminars
- Providing a sustainable water filtering system for families in rural areas
- Providing training in constructing, maintaining and upkeeping the water filtering system for the local community leaders.

今年暑假期間，修讀理大五個服務學習課程的學生，運用他們的專業知識在柬埔寨推行服務，包括：

- 擔任語文導師，為兒童開辦閱讀工作坊及英文班
- 向當地老師提供英文教學培訓
- 為當地老師及學童製作有趣的英文學習套件
- 為當地兒童設計及搭建太陽能零碳排放學習活動室
- 在村內維修及興建多個公共太陽能供電站
- 探訪貧民窟及村落居民，了解他們的日常生活和習慣，並提供基本健康評估及教育講座
- 為當地偏遠地區家庭提供可持續的水過濾系統
- 為當地社區領導提供建設、維護和保養水過濾系統的培訓。



SL Subjects 服務學習科目：  
BSE3S02, COMP2S01, ELC2S02,  
GEC2S01, SN2S03

## Kyrgyzstan 吉爾吉斯

Equipped with professional skills, students taking an SL subject offered by the School of Nursing will interview underprivileged families, observe their daily living behaviour and patterns, and provide them with basic physical assessments and health education seminars in Kyrgyzstan in summer 2018.

本年夏天，修讀理大護理學院服務學習課程的學生，將憑藉專業知識將於吉爾吉斯探訪弱勢家庭，了解他們的日常生活和習慣，並提供基本健康評估及教育講座。



SL Subjects 服務學習科目：SN2S03

# EXPLORING THE WORLD 放眼世界

## Myanmar 緬甸

From 3 to 13 January 2018, PolyU students taking an SL subject offered by the Department of Computing travelled to Myanmar to carry out their service project. They designed solar panel systems for 24 underprivileged families and equipped their homes with basic electrical appliances.

本年一月三日至十三日，修讀理大電子計算學系服務學習課程的學生，遠赴緬甸為24戶當地居民服務。透過運用專業知識，他們為當地貧困家庭設計太陽能系統，並為他們家居安裝基本電器。



SL Subjects 服務學習科目：COMP2S01

## Rwanda 盧旺達

Students designed solar panel systems for underprivileged families and equipped their homes with basic electrical appliances from 16 June to 1 July 2018 in Rwanda, the furthest of our service locations.

地處偏遠的盧旺達，也是理大海外服務學習地點之一，參與的同學於本年六月十六日至七月一日前赴當地為貧困家庭設計太陽能系統及家居安裝基本電器。



SL Subjects 服務學習科目：COMP2S01

## Vietnam 越南

In July, students from three SL subjects will serve in Vietnam to facilitate the local young people's personal growth and to provide health care services and manpower training:

- Organising a series of activities targeting local adolescents and aid their social integration and personal development
- Providing hospitality management and operations training for local students
- Interviewing underprivileged families, observing their daily behaviour and living patterns, and providing them with basic physical assessments and health education seminars.

本年夏天，來自三個服務學習課程的學生，將於越南提供各種促進個人發展的活動、健康護理服務及人才培訓，包括：

- 為當地青少年設計一系列活動，協助他們融入社會、發展潛能
- 為當地學生提供有關酒店管理及營運之培訓
- 探訪弱勢家庭，了解他們的日常生活和習慣，並提供基本健康評估及教育講座。



SL Subjects 服務學習科目：APSS2S09, HTM3S02S, SN2S03



# VENTURING THE COUNTRY 踏足神州

Chinese mainland and Taiwan service-learning (SL) projects in 2017/18 can be categorised into three main themes, namely sustainable community development, healthcare and promotion, and child and adolescent development.

本學年的中國內地及台灣服務學習項目環繞三大主題：可持續社區發展、醫療保健及健康推廣服務，及兒童/青少年發展。

## Sustainable Community Development 可持續社區發展



Eleven SL projects emphasising sustainable community development were offered, covering a wide range of services that can be categorised into four areas: cultural preservation, rural development, tourism development and community construction. The services included:

- Recording the oral history of members of ethnic minorities
- Using computer simulated models and fabricating agricultural devices to help rural farmers improve their crop-growing standards
- Conducting home visits and consumer opinion surveys on services and trading
- Designing websites to strengthen rural villagers' fair trade networks and social enterprises
- Developing policy strategies for rural villages
- Designing tourist guides and holding community events to promote community tourism
- Providing hospitality management and operations training for local people

The service sites included Hubei, Guangdong, Guizhou, Inner Mongolia, Sichuan, Yunnan and Taiwan.

十一個以社區持續發展為題、內容多元化的服務學習項目，主要涵蓋四大範疇：文化保育、農村發展、旅遊發展，及社區建設。服務詳情如下：

- 透過訪問少數族裔，記錄口述歷史
- 利用電腦模擬系統及製作農業用具，協助農民改善農作物生長
- 針對服務及貿易情況，進行家訪及顧客意見調查
- 設計相關網站，加強村民的公平貿易網絡及改善社會企業營運
- 構思農村發展策略
- 設計旅遊指南及舉辦社區活動，推廣社區旅遊
- 為當地學生提供酒店管理和營運協助及培訓

以上項目的服務地點包括湖北、廣東、貴州、內蒙、四川、雲南及台灣。

SL Subjects 服務學習科目：

ABCT2S01, APSS2S06, CBS2S02, HTM2S01, HTM3801, LSGI2S03

# VENTURING THE COUNTRY 踏足神州

## Health Care and Promotion 醫療保健及健康推廣服務

Four SL projects from the Faculty of Health and Social Sciences were organized in 2017/18 to train students to provide health care services for the needy in Sichuan, Zhejiang and Taiwan, including:

- Vision screening services and eye care education for school children
- Health education and promotion activities to train the school students as health ambassadors.

醫療及社會科學院於本學年開辦四個服務學習項目，裝備學生為四川、浙江及台灣有需要人士提供醫療保健及健康推廣服務，包括：

- 為學童提供視力檢測服務及眼部護理教育
- 透過健康教育和推廣活動，訓練學童成為健康領袖。

SL Subjects 服務學習科目：SN2S04, SO2S01, SO4006

## Child and Adolescent Development 兒童及青少年發展

This summer, students from seven SL projects organized by the Department of Applied Sciences and English Learning Centre served and will serve the children and adolescents in Guangdong, Shaanxi, Shanghai, Sichuan, Zhejiang and Taiwan to promote language and holistic development:

- English reading workshops for school children
- Summer camps and classes to develop the competence, resilience and positive self-esteem of children and adolescents
- A five-day summer programme to promote the resilience of children who experienced earthquakes.

今年暑假，參與應用社會科學系及英語教學中心舉辦的七個服務學習項目的學生，為廣東、陝西、上海、四川、浙江及台灣的兒童和青少年提供語言及全人發展的培訓。活動包括：

- 為學童舉辦英文閱讀工作坊
- 為兒童及青少年舉辦夏令營和暑期班，發展他們的技能、培養抗逆力及正面的自我形象
- 舉辦為期五天的暑期活動，為受地震影響的兒童提供培訓，增強他們的抗逆力。

SL Subjects 服務學習科目：

APSS2S05, APSS2S09, APSS3S10, ELC2S02



PolyU students had many opportunities to serve and learn in Hong Kong during 2017/18. The service projects covered a wide range of themes, including health care and promotion, language enhancement, STEM (science, technology, engineering and mathematics) education, community development and environmental protection, and personal development and special needs care.

理大在2017/18學年為學生提供不少本地的服務學習機會，涵蓋多元化的主題，包括醫療保健及健康推廣、語文培訓、STEM（科學、科技、工程及數學）教育、社區發展及環境保護，和個人發展及特殊需要服務。



## Health Care and Promotion 醫療保健及健康推廣



PolyU students have provided a wide variety of health care services for the underprivileged people, including:

- Vision screening and eye health care services for underprivileged families
- Health assessment and education for the elderly
- Rehabilitation services for children, the elderly and those with physical and/or mental disabilities
- Education programmes on nutrition, healthy diet, regular exercises and personal hygiene for schoolchildren and underprivileged families.



理大學生進行多元化的醫療保健及健康推廣服務，包括：

- 為弱勢家庭提供視力檢查及眼部健康護理服務
- 長者健康評估及教育
- 兒童、長者及殘障、智障人士復康服務
- 為學童及弱勢家庭舉辦健康教育活動，以均衡營養、健康飲食、定時運動及個人衛生為主題。



SL Subjects 服務學習科目：  
RS2S02, RS4280, SN2S01, SN2S04, S02S01, S04006

## Language Enhancement 語文培訓

PolyU students have organised a variety of activities designed to improve the language capabilities of new immigrants, ethnic minorities, and low-income children and youths, including:

- English writing, reading, oral presentation and grammar workshops for children and adolescents
- English drama performance training in local schools
- Interactive language art activities and a 'Fun Day' for local students
- Chinese speaking, reading and writing enhancement for new immigrants and ethnic minorities.



理大學生為本地新移民、少數族裔及來自低收入家庭的兒童及青少年籌辦多元化活動，協助他們提升語文能力：

- 為兒童及青少年舉辦英語寫作、閱讀、演說及語法工作坊
- 在學校進行英語戲劇表演培訓
- 為學童舉辦互動語文藝術活動和同樂日
- 協助新移民及少數族裔人士提升中文會話、閱讀及寫作能力。

SL Subjects 服務學習科目：  
CBS2S03, CBS2S05, ELC2S02,  
ENGL2S01, ENGL3018

## STEM Education STEM 教育



The aim of STEM education is to cultivate scientific literacy and thinking amongst primary and secondary school students. PolyU students have organised and developed teaching materials for a number of STEM educational programmes, including:

- Simple and interesting experiments on key STEM concepts related to daily life
- Competitions on muscle-signalling controlled game and LEGO® Mindstorms design
- Interactive activities and experiments on energy efficiency and daily life-related sustainability topics.

STEM教育旨在培育中小學生在科學方面的素養和思維。理大學生負責設計教材和籌辦一系列教育活動，包括：

- 與STEM概念及生活相關的簡單有趣實驗
- 「肌」電遊戲機設計及樂高機械車程式設計比賽
- 有關生活節能及持續發展的互動活動及實驗。



SL Subjects 服務學習科目：  
AP2S01, BME2S03, BME2S03S, BSE2S01, ISE2S02, ISE2S02S



## Community Development and Environmental Protection 社區發展及環境保護

PolyU students have delivered a wide range of services to facilitate community development, assess community-needs and promote environmental protection, including:

- Producing maps and repairing community facilities
- Administering community-needs assessments for elderly residents and underprivileged families
- Evaluating the impacts of services provided by NGOs
- Suggesting ways to improve the community
- Teaching new agricultural practices and concepts to enhance the quality of crops
- Collecting and redistributing consumable food on behalf of low-income families.

為促進社區發展、評估社區需要及推廣環保，理大學生進行多元化服務，包括：

- 製作地圖及修建社區設施
- 提供改善社區的建議
- 評估長者及弱勢家庭的社區需要
- 運用嶄新種植方法改善農作物收成
- 評估非牟利團體所提供的服務成效
- 回收及分發仍可安全食用的剩餘食物給低收入家庭



SL Subjects 服務學習科目: ABCT2SD1, AMA3SD1, APSS2SD7, APSS3SD1, CSE3SD1, LSG12SD3

## Personal Development and Special Needs Care 個人發展及特殊需要服務

PolyU students have organised a series of activities targeting children, adolescents, the elderly, ethnic minorities and people with special needs (those with learning difficulties, emotional / behavioural problems and/or mental or physical disabilities) to aid the social integration and personal development of these groups, teach parents how to facilitate their children's personal growth, develop assistive tools for learning, daily life and special purposes, and record the life stories of elderly members of our community. These activities include the following:

- Social activities to enhance participants' sense of achievement and explore their strengths and weaknesses
- After-school tutoring programmes, mentoring sessions, and communication and social awareness workshops
- Financial literacy mentoring programmes for the youth in low-income families
- Workshops introducing parents and children to traditional Chinese moral/ethical values and practices through Chinese literary masterpieces
- Production of tailor-made community maps for ethnic minorities
- Development of learning kits for children with intellectual disabilities
- Design of assistive devices for people in special schools, hospitals and elderly homes
- Fashion show displaying fashionable clothing designs created for people with physical disabilities and ex-mentally ill people
- Life-story books containing the life records of the elderly for memento and recognition purposes.



針對兒童、青少年、長者及有特殊需要（學習障礙、受情緒／行為困擾、殘障及少數族裔）的服務對象，理大學生設計一系列活動，協助他們融入社會、發展潛能、指導家長促進兒童發展、製作有助學習、生活及特殊需要的輔助工具，及記錄長者的人生故事。服務內容包括：

- 增強成就感和探索個人專長的群體活動
- 課餘補習、啟導計劃、溝通及認識社區工作坊
- 向低收入家庭的青少年灌輸理財知識
- 透過文學經典教授家長傳統倫理道德及其在現今的應用
- 為少數族裔學童製作實用的社區地圖
- 為智障兒童設計特殊學習套件
- 為特殊學校、醫院及長者中心設計輔助儀器
- 協助殘障人士及精神病康復者設計時裝，並於時裝秀上展示
- 協助長者撰寫人生故事紀錄冊，作追思用途。

SL Subjects 服務學習科目: AF3SD1, APSS2SD3, APSS2SD4, APSS2SD5, APSS2SD9, APSS3SD2, BME3SD2, CBS3SD1, CBS3SD4, CC2SD1P, COMP2SD1S, EIE3SD1, ISE3SD1, ITC2SD1, ITC2SD2, LSG12SD2, ME3SD1, SD2SD2

## Cambodia Service-Learning and Leadership Summer School 柬埔寨服務學習及領袖暑期學校



More than 150 PolyU students joined 105 Cambodian students from The Royal University of Phnom Penh (RUPP) and Asia Human Resource Development Institute, and students from The University of Maryland College Park (US), University of Haifa (Israel) and Sichuan University (Chinese mainland) at the Summer School in Cambodia which aims to foster their holistic development. The commencement ceremony of the Summer School was held on 15 May 2018.

逾150名香港理工大學（理大）學生於今年暑假，與來自柬埔寨、中國內地、以色列和美國的大學生一同參與「柬埔寨服務學習及領袖暑期學校」，計劃結合領袖訓練和服務學習，旨在推動學生的全人發展。「暑期學校」啟動禮於本年5月15日舉行。

The students from different disciplines worldwide participated in the one-month Cambodia Service-Learning and Leadership Summer School, jointly organised by PolyU and RUPP. Before heading to Cambodia, PolyU students had already undergone a full term of service-learning training and preparation. In Cambodia, participants of the Summer School, running from 18 May to 15 June had leadership education for two weeks.

「暑期學校」由理大與柬埔寨皇家金邊大學合辦，於今年5月18日至6月15日進行，吸引不同學科、國家或地區的學生參與。理大學生出發前已在香港接受整個學期有服務學習的訓練及籌備相關項目。到達柬埔寨後，參與學生亦需接受兩星期的領袖培訓。



Students in the Summer School not only further extended the service scopes and beneficiary targets of the previous projects. They also launched tailor-made new projects to address the local communities' daily life problems, such as building water filtration system to help provide clean water, installing computers, Internet access and other eLearning resources in learning centre, enriching English teaching kit for local teachers, providing healthcare followup and healthy lifestyle education to villagers. Besides enhancing the infrastructure for the communities, the students also hope to raise the local people's concerns for education and healthcare.

今年的參與學生跟去年的項目一樣，為更多當地人提供服務，並會進一步拓展服務範疇，為當地社區度身訂造服務項目，幫助他們解決日常生活的難題，例如裝置濾水系統以供應潔淨水、為學習中心添置電腦、上網設備和電子學習資源、配合當地教師需要改良英語教材套、跟進村民的健康狀況並進一步推廣健康生活模式。除了改善社區基礎設施及當地人的居住環境外，參與學生還希望透過各項目，提升居民對教育和健康保健的關注。

In support of youth development, Hong Kong Airlines has sponsored 48 round-trip tickets for PolyU this year. It is the second year that the company offers sponsorship for the Summer School.

為支持青年發展，香港航空繼去年贊助「暑期學校」，今年再次向理大捐助48套來回機票。





# SERVICE-LEARNING HOT NEWS

## 服務學習快訊

### Cross-institutional Project Won HKD15 Million Funding

### 跨院校項目獲撥款1500萬港元



Although service-learning (SL) has been integrated into many Hong Kong universities to some degree, there are still some major challenges in its implementation. Academic SL that integrates academic learning with community service is relatively new to most faculty and there is still much misunderstanding among staff about its nature and methodologies. Most of the teachers who are involved in SL have not received any systematic training in SL pedagogy. While Hong Kong undoubtedly has some experts in SL, there is limited collaboration or sharing of expertise among the institutions. Studies suggest that ill-conceived and implemented SL programmes may cause harm, both to the service recipients as well as to the students.

儘管香港現有數間大學將服務學習納入為大學教育的一部分，但在實踐的過程中仍然面對不少挑戰。學術性的服務學習是將學術學習與社區服務相結合，這在大學來說是相對新穎的，而教職員對其性質和教學方法仍存在不少誤解。大多數教授服務學習的老師都未曾接受過有系統的服務學習教學法培訓。雖然香港已有一些服務學習的資深教師，但院校之間的合作、經驗分享仍然甚少。研究發現，構思不佳和實行不當的服務學習計劃有可能對受惠者以及參與學生造成不良的影響。

The Hong Kong Polytechnic University (PolyU) therefore took the lead to propose a 3-year cross-institutional project entitled "Cross-institutional Capacity Building for Service-Learning in Hong Kong Higher Education Institutions" with the objective of supporting and promoting SL in Hong Kong universities, which won HKD15 million funding from the University Grants Committee's Funding Scheme for Teaching and Learning Related Proposals (2016-19 Triennium). Participating UGC-funded universities include Hong Kong Baptist University, Lingnan University and The Education University of Hong Kong.

因此，香港理工大學率先提出一個為期三年的跨院校項目，名為「香港跨院校服務學習師資培訓」，旨在支援和推動本地大學的服務學習發展。項目成功獲得大學教育資助委員會的教與學資助計劃（2016-19）共1500萬港元資助。其他參與計劃的院校包括香港浸會大學、嶺南大學和香港教育大學。

The project aims to:  
這個計劃的目標是：

- 1 Provide modular and flexible professional development opportunities to enhance teachers' expertise in designing, offering and assessing SL subjects and projects through the development of a mixed-mode teacher training programme  
透過設計混合模式的教師培訓計劃，提供單元式及靈活的专业發展機會，從而提升教師在設計、教學和評估服務學習學科和項目方面的專業知識
- 2 Develop an SL e-Resource platform comprising a modular, customizable, platform-neutral e-Learning course for students, a bank of tools for teachers to assess student learning from SL and impact of SL on the community, and a database of exemplars of good practice  
開發一個服務學習的電子資源平台，包括一個專為學生設計的跨平台、單元模式網上學習課程，一個供教師參考有關評估學生學習成果和服務學習對社區影響的工具庫，以及一個蒐集典範項目的資料庫
- 3 Pilot a number of collaborative SL subjects and projects that leverage complementary skills and disciplines from the participating institutions to facilitate peer learning and collaboration between colleagues in participating institution  
試辦一系列服務學習合作科目及項目，發揮參與院校各自的技能和學科的優勢，促進參與院校之間的同儕學習和合作
- 4 Facilitate and support teachers in conducting improvement-oriented action research projects  
促進和支援服務學習的教師開展以提升為導向的行動研究項目
- 5 Build up a cross-institutional "Community of Practice" on SL to promote sharing of experiences among SL practitioners and interested staff from all UGC-funded institutions.  
凝聚一個跨院校服務學習實踐社群，促進教資會資助院校的教職員和學者相互分享服務學習的經驗

For more details, please go to:  
詳情請瀏覽有關網頁：  
<https://www.polyu.edu.hk/osl/CBSL/>

### The First Cross-disciplinary Study in PolyU to Evaluate the Impacts of Global Service-Learning

### 理大首項評估「全球服務學習」影響的跨學科研究



While Global Service-Learning (GSL) has been increasingly explored and integrated into the curriculum of tertiary education, research on the impact of GSL on students and the community is still relatively scant. The Office of Service-Learning therefore proposed an 18-month action research project entitled "Accentuating the Positive Outcomes of Global Service-Learning through Collaborative Action Research". The project combines the efforts of the Office of Service-Learning and the SL subject teachers from the Department of Applied Social Sciences, Department of Computing, English Language Centre, School of Hotel and Tourism Management, School of Nursing and School of Optometry. Awarded HKD 500,000 funding from the University Grants Committee's Teaching Development Grant and HKD 500,000 matching fund, the project aims to:

全球服務學習 (GSL) 日漸受到重視，並逐步融入高等教育的課程，但有關其對學生和社區影響的研究相對仍然較少。因此，服務學習事務處聯同不同學系(包括應用社會科學系、電子計算學系、英語教學中心、酒店及旅遊管理學院、護理學院和眼科視光學院)的服務學習科任教老師提出一個為期十八個月的研究項目，名為「強化全球服務學習正面果效的合作行動研究」。該項目獲大學教育資助委員會教學發展補助金資助50萬港元及50萬港元等額撥款，研究目標如下：

Evaluate the impacts of the existing GSL subjects on students' learning outcomes at PolyU, especially their global competence and citizenship development to establish the baseline measure  
評估現時理大的GSL科目對學生學習成果的影響，尤其是全球素養和公民意識方面，作為研究的基礎

Design and implement evidence-based improvements to enhance PolyU students' learning from GSL  
設計並實踐以實證為本的改進教學方案，加強理大學生在GSL的學習經歷

Evaluate the impact on students' learning as a result of the curricular and/or pedagogical changes.  
重新評估改進後的課程和教學法對學生學習的影響

Identify the programme and subject elements as well as teachers' pedagogical practices that are linked to effective achievement of different desired outcomes of GSL  
分析不同的項目和課程元素、教師的教學實踐方法如何有效達致GSL各項預期學習成果



## SERVICE-LEARNING HOT NEWS 服務學習快訊

### Self-initiated Student Team with Sustainable Services 自發組織 持續服務



Technology for Development (Tech4D) is a student-initiated service project team established in 2016 and composed of members who have all completed the mandatory service-learning requirement. The project was initiated by a group of passionate students who were inspired during their service trip and wished to continue utilising their knowledge to serve after completing the required service-learning subjects. The Tech4D team aims to alleviate the problem of poverty and enhance the quality of life of the underprivileged through technology and engineering.

Tech4D自2016年成立至今已有三年，團隊成員均已完成修讀服務學習科目。項目成立源自一群在服務過程中深受啟發的理大學生，他們自發組織並期望在完成服務學習必修科後可以繼續運用專業知識貢獻社會。Tech4D團隊的宗旨是運用科技和工程專業知識滿足弱勢社群的需要。



In 2017, 14 Tech4D members, including undergraduate students, research students and alumni, travelled to Cambodia to renovate a second-hand 20-foot-long shipping container into a zero-carbon community learning centre. This 2017 service project lasted 10 days.

2017年，14位理大學生（包括本科生、研究生及校友）遠赴柬埔寨十天，將二手貨櫃改建為零碳排放的社區學習中心。

The objective of setting up the community learning centre is to provide a learning space and serve as a resource centre for continued education and self-guided study for village children and the youth. The centre is equipped with solar panels to provide electricity for its lighting system and a water collection system so visitors to the centre can wash their hands using rainwater.

項目旨在為農村兒童及少年提供學習的地方，並且豐富當地的學習資源以鼓勵他們持續學習和自修。團隊更在學習中心搭建太陽能供電設施及收集雨水的儲水裝置，為中心內的照明系統供電及為學童提供雨水清潔雙手。

During their stay, the team introduced the centre to the community and arranged activities for around 130 local underprivileged village children. In addition, they designed and developed a school playground using recycled local resources. They decorated the centre with donated toys and storybooks to enhance the learning environment.

團隊除了為當地近130名貧困村落的兒童安排遊戲活動和介紹中心設施外，亦運用當地環保資源設計遊樂場，又在中心內放置在理大收集到的玩具和圖書，豐富學生的學習環境。

Through these service experiences, Tech4D was recognised and presented two service awards by the Agency for Volunteer Service (AVS).

Tech4D憑著對服務的熱誠，在義務工作發展局主辦的「兩岸四地青年義務工作論壇 - 行義·青年夢」中贏得「創意青年義工計劃獎」及「我最喜愛創意計劃獎」。

This summer, Tech4D went to Cambodia to serve and learn again.

今年暑假，Tech4D再次踏足柬埔寨繼續進行服務學習。

## Global Service-Learning Scheme - Joining Hands to Make a Better World 環球服務學習計劃 — 世界共融 服務同心



The Global Service-Learning Scheme (GSLS), which is in its fourth year of running this year, is one of the initiatives set up by the Office of Service-Learning to support outstanding students from the University Social Responsibility Network (USRN) participating in PolyU offshore service-learning (SL) projects. This Scheme helps strengthen partnership among USRN members and foster student exchange from different backgrounds in an SL setting.

由服務學習事務處主辦的環球服務學習計劃（GSLS）今年已踏入第四屆，計劃目的是為「大學社會責任網絡」院校成員的學生提供獎學金，參與由理大主辦的境外服務學習項目，藉此加強各院校之間的合作，同時鼓勵來自不同背景且熱衷服務的同學互相交流和學習。

In the past three years, the GSLS has supported 21 students coming from six partner universities in the USRN.

過往3年，環球服務學習計劃共支持21名由6間院校成員推薦的學生，參與本校不同的服務學習項目。

In 2018 summer, 10 students were selected from three partner universities, namely University of Haifa (Israel), University of Sao Paulo (Brazil) and Sichuan University (Chinese mainland), to participate in two SL projects in Cambodia and Sichuan respectively.

2018年夏天，10名分別來自海法大學（以色列）、聖保羅大學（巴西）及四川大學（中國內地）的學生獲頒獎學金，參與在柬埔寨及四川的服務學習項目。

## Students as United Nations Volunteers 化身聯合國義工 服務海外



PolyU students have been actively participating in the UNV - Hong Kong Universities Volunteer Internship Programme. The Programme contributes to global peace and development worldwide while enabling the selected university students in Hong Kong to build capacities, enhance service-learning and strengthen cultural understanding in the neighbouring regions. This year, four PolyU students were selected and will start their 6-month service assignment in Cambodia and Vietnam in July 2018. Their services will cover community economic analysis, app development, reconciliation and social cohesion, and health education.

自「聯合國義工計劃組織 - 香港大學生義工實習計劃」啟動以來，理大學生一直積極參與服務。該計劃旨在鼓勵大學生藉著參與義工服務，提升自身能力及增強對鄰近地區文化的理解，並為世界和平及發展作出貢獻。本年，四名理大學生成功獲選，並將於七月分別到柬埔寨和越南展開為期半年的服務，服務範疇主要涵蓋社區經濟分析、程式編寫、社區共融及健康教育。



# PHOTO GALLERY 相集



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- 01 PolyU students demonstrating how to prepare healthy food to promote the importance of nutrition.  
理大學生示範製作健康食品，推廣均衡營養的重要性。
- 02 Secondary students playing with the EMG-controlled robotic vehicle they developed for a competition.  
中學生利用自製的肌電機械車進行比賽。
- 03 An elderly person with dementia using a training sensation cube developed by PolyU students.  
患有腦退化症的長者正使用由理大學生製作的訓練感應盒子。
- 04 Secondary students learning how to use chemicals and oil to make soap in a workshop.  
中學生在工作坊學習使用化學品及油品製作肥皂。
- 05 PolyU student teaching ethnic minority children Chinese in a workshop.  
理大學生在工作坊內教導少數族裔兒童中文。
- 06 Secondary students learning how to create a green environment in school through hydroponic farming.  
中學生學習利用水耕種植法建設綠色校園。
- 07 PolyU students providing physical health assessments for the elderly.  
理大學生為長者提供生理健康評估。
- 08 Service recipients demonstrating clothing designed with PolyU students in a fashion show.  
受助人在時裝秀中展示與理大學生一同設計的服裝。
- 09 A primary student playing an English game to learn grammar in a workshop.  
小學生在工作坊內透過遊戲學習英文文法。

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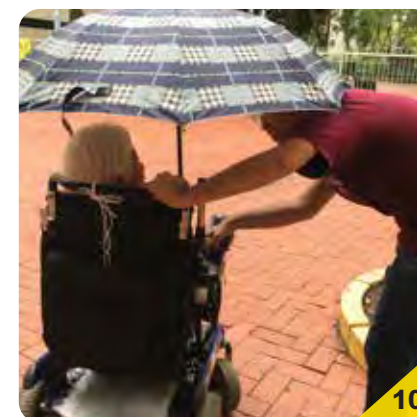
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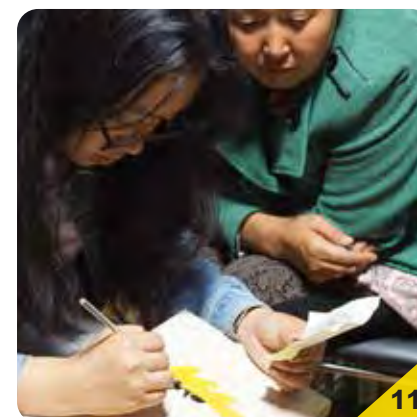
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# PHOTO GALLERY 相集



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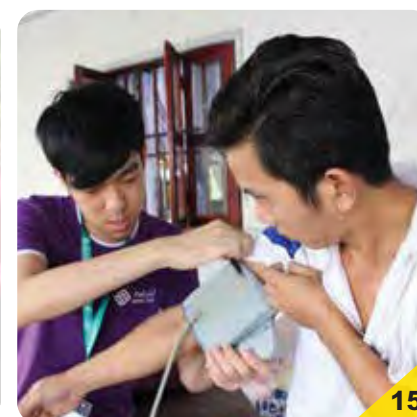
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- 10 An elderly person testing a wheelchair umbrella developed by PolyU students.  
長者正在試用由理大學生設計的輪椅雨傘裝置。
- 11 PolyU students working with people in Inner Mongolia to produce a doorplate for a hostel to promote ecotourism.  
理大學生與內蒙古人合作為旅店設計門牌，推廣生態旅遊。
- 12 PolyU students installing a solar-powered lighting system in a village in Gansu.  
理大學生為甘肅村落安裝太陽能照明系統。
- 13 Children who experienced the earthquake disaster in Sichuan joined a summer holiday programme promoting resilience.  
經歷四川地震的兒童正在參加加強抗逆力的暑期活動。
- 14 PolyU students building several solar-powered charging stations in Cambodia.  
理大學生在柬埔寨興建太陽能充電站。
- 15 A PolyU student measuring the blood pressure of a villager in Vietnam.  
理大學生為越南村民量度血壓。
- 16 PolyU students performing a health assessment for a villager in a Cambodian slum.  
理大學生為柬埔寨貧民窟的村民做健康評估。
- 17 PolyU students providing hospitality management and operations training to Vietnamese students.  
理大學生為越南學生提供酒店管理及營運培訓。
- 18 PolyU students visiting slum families to understand their daily practices in using electricity.  
理大學生探訪貧民窟居民，了解他們日常用電的習慣。

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