



Inaugural International Conference  
on Service-Learning

**Book of Abstracts**

20 - 21 November 2014

# Message from General Co-Chairpersons

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Welcome to the International Conference on Service-Learning hosted by the Office of Service-Learning of The Hong Kong Polytechnic University. This is the second part of a 3-part event consisting of (1) The Summit on University Social Responsibility, November 19; (2) this conference, November 20 - 21; and (3) The Service-Learning Showcase, November 21-23. University social responsibility is a grand vision for the university, while service-learning is a specific experiential teaching and learning method that can be a key in achieving that grand vision.

The Hong Kong Polytechnic University has decided to make service-learning a required credit-bearing subject for all undergraduate students, starting with the cohort entering in 2012. That means an estimated 4,000 students will be taking service-learning each year. This is a big challenge with many issues to be tackled. Within the university, subject syllabi need to be written, projects found, quality assurance standards and procedures written, funds raised, and our faculty and staff trained in service learning pedagogy. Working with our community partners, measures must be vigorously undertaken to ensure that the communities with which we engage will be full partners in these initiatives, ultimately attaining to sustainable outcomes of any service learning effort. The university has made much progress but many challenges remain ahead. We recognize that these are the same challenges that other universities are facing.

Fortunately, we can learn from each other. Universities worldwide have gained considerable experience in service learning, recognizing this as a highly effective experiential learning pedagogy, and integrating service learning into the academic curriculum in greater numbers. As the momentum continues to gather all over the world, a wide range of modalities have come to the forefront in implementing service-learning: as credit-bearing subjects, co-curricular programs, internships, direct service, field research, or advocacy projects. Associated with many disciplinary fields, they are often called by such names as: community service learning, engaged learning, social responsibility, global citizenship, civic engagement, and civic education. These complex and sometimes confusing relationships and terms of reference reflect the dynamic and developing nature of the field. There is much room and need for experience and research to inform the community.

Through this Conference, we aim to further promote the scholarly development of the relevant theories, models, practices and tools of service-learning, and doing so within a global and comparative context. We are grateful for two keynote speakers with a wealth of complementary experience between them. On the one hand, Prof. Andrew Furco, Associate Vice President for Public Engagement at the University of Minnesota, will speak about the challenges in academic research and development in service-learning. On the other hand, Ms. Barbara Caynes, Executive Director of Massachusetts Campus Compact, will speak about the opportunities in collaboration and partnership.

We have also assembled two panels of esteemed speakers to lead us into discussions on the challenges that our community is faced with. One panel will examine the issues from the perspective of university management, with speakers from the USA, China, Israel and Singapore. The other will foster a dialog among different stakeholders, with speakers from USA, Hong Kong and Rwanda, representing universities, non-government organizations and business enterprises.

There will be, of course, many research presentations, students' experiences, posters, and other informal exchanges. Through this conference, researchers, practitioners, faculty members, administrators, and students gather together to share and learn effective practices, to discover opportunities and resources, to be inspired and challenged, and to network and foster partnerships. We are very much looking forward to an exciting and fruitful time of discussion and learning together.

- Stephen C.F. Chan & Joseph S. Sun

# Message from the Technical Program Co-Chairs

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It is our pleasure to present the Technical Program of the International Conference on Service Learning. Since this is the first time that the conference has been organized, we did not have any “previous editions” to draw upon, but we built our program upon best practices from other conferences, both in the education/service learning area and from other disciplines.

The original Call for Papers included the following areas: the role of service-learning in university education, credit-bearing service-learning, service-learning as co-curricular activity, direct services for the community, civic engagement, Campus-Community partnerships, interdisciplinary service-learning, assessment of learning outcomes in service-learning, application of professional and discipline concepts in service-learning contexts, international Service-Learning, and first time experiences. Authors would have a choice of submitting a full paper for presentation, or a poster abstract. A student paper session was included with the objective of encouraging undergraduate research in service learning.

In total, we received 51 full papers, 14 poster abstracts, and 6 student papers. Due to popular demand, the submission deadline was moved back once, from 15 July 2014 to 10 August 2014. The submissions were allocated to CC program committee members who were all experienced educators and/or practitioners in service learning.

Based on the review results, we shortlisted 31 full papers for oral presentation, an acceptance rate of 60.8%. 11 additional full papers were accepted in a short paper format for poster presentation. In addition, 10 poster abstracts and 10 student papers were also accepted.

The resulting technical program has a diversity of papers from 7 regions: Hong Kong, United States, Taiwan, Philippines, Macau, Mainland China and Vietnam.

After reviewing the full papers, it was decided to divide them into the following categories for presentation: Personal Development, Engineering and Technology, Academic Elements, Health and Language Services, Internationalization, College Life, Impact and Partnership, Learning and Assessment. Two sessions, Academic Elements and Learning and Assessment, were selected to be special “thematic sessions”, which means a shorter presentation timeslot and more time for audience and presenter interaction. This is a new attempt on our part and we hope that it will fulfill our objectives!

Over the last few months, the TPC has done everything in their power to ensure that the technical program of the conference is of high quality and also diverse and inclusive. All this would not have been possible without the help of the program committee members. We would like to thank them for their hard work and patience, without which this technical program would not have been possible.

On a final note, we hope to make this conference an annual event and look forward to having your feedback after the conference. Engage with us and reflect much in the way we ask our students and community partners to reflect and share their feedback so that we can all look to continuously improving the experience!

Enjoy the conference!

Grace Ngai and Dayle Smith

Technical Program Co-Chairs

# Program Committee:

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Hope ANTONE, United Board for Christian Higher Education in Asia

Stephen C. F. CHAN, The Hong Kong Polytechnic University

Kevin H.W. CHAN, The Hong Kong Polytechnic University

Raymond CHAN, City University of Hong Kong

Alvin CHAN, The Hong Kong Polytechnic University

Albert CHAU, The University of Hong Kong

Ying CHAU, Hong Kong University of Science and Technology

Royal D. COLLE, Cornell University

Josephine CSETE, The Hong Kong Polytechnic University

Wing Ping FONG, The Chinese University of Hong Kong

Ian HOLLIDAY, The University of Hong Kong

Kai Man KWAN, Hong Kong Baptist University

Augustin LADO, Clarkson University

Chi-Kin LAU, The Hong Kong Polytechnic University

Hong-Va LEONG, The Hong Kong Polytechnic University

Carol MA, Lingnan University

Cecilia MA, The Hong Kong Polytechnic University

Helen MENG, The Chinese University of Hong Kong

Eddie C. W. NG, The Hong Kong Polytechnic University

Grace NGAI, The Hong Kong Polytechnic University

Floyd ORMSBEE, Clarkson University

Dayle SMITH, Clarkson University

Joseph SUN, University of Pennsylvania

Andy TAM, The Hong Kong Polytechnic University

Tim K. T. WOO, Hong Kong University of Science and Technology

Lu YU, The Hong Kong Polytechnic University

Walter YUEN, The Hong Kong Polytechnic University

# Inaugural International Conference on Service-Learning

20 November 2014 (Thu)

Chiang Chen Studio Theatre (CCST), The Hong Kong Polytechnic University

0845-1100	<b>Registration Open</b>
0915-0930	<b>Opening Remarks by General Chairs</b> <ul style="list-style-type: none"><li>• <b>Dr. Stephen CHAN</b>, Head, Office of Service Learning, The Hong Kong Polytechnic University, H.K.</li><li>• <b>Mr. Joseph SUN</b>, Vice Dean for Academic Affairs, School of Engineering and Applied Science, University of Pennsylvania, U.S.A.</li></ul>
0930-1030	<b>Keynote Speech: Research and Scholarship</b> <ul style="list-style-type: none"><li>• <b>Professor Andrew FURCO</b>, Associate Vice president for Public Engagement and Associate Professor of Higher Education, University of Minnesota, U.S.A.</li></ul>
1030-1100	<b>Tea Break</b>
1100-1200	<b><u>Panel Session: University Service-Learning</u></b> <p><i>Facilitator: Mr. Joseph SUN, Vice Dean for Academic Affairs, School of Engineering and Applied Science, University of Pennsylvania, U.S.A.</i></p> <p>Service-Learning as a pedagogy in a university. We may discuss issues such as the role of SL in university education, the variety of forms in which SL may appear, how a university funds SL and motivates professors to engage in SL teaching, etc.</p> <ul style="list-style-type: none"><li>• <b>Mr. Alan D. SOLOMONT</b>, Dean of the Jonathan M. Tisch College of Citizenship and Public Service, Tufts University, U.S.A.</li><li>• <b>Professor Faisal AZAIZA</b>, Head of the School of Social Work, University of Haifa, Israel; Deputy Chairman of the Planning and Budgeting Committee in the Council of Higher Education, Israel</li><li>• <b>Associate Professor Peter PANG</b>, Assistant Vice-President (University and Global Relations), National University of Singapore, Singapore</li><li>• <b>Dr. Xiang RONG</b>, Director, Social Work Research Institute, School of Public Administration, Yunnan University and Chair of the Board, Yunnan Heart to Heart Community Care Service Organization, P.R.C.</li></ul>
1200-1330	<b>Lunch</b>
1250-1330	<b>Poster Session</b>
1330-1530	<b><u>Paper Presentation (1): Personal Development</u></b> <p><i>Chair: Dr. Albert CHAU, Dean of Student Affairs, Centre of Development and Resources for Students, The University of Hong Kong, H.K.</i></p> <p><i>Venue: Chiang Chen Studio Theatre</i></p> <p>1330 <b>Nurturing Service Leaders through Service Learning for University Students</b> <i>Hildie LEUNG, Cecilia M.S. MA, Daniel T.L. SHEK, &amp; Moon Y.M. LAW</i></p> <p>1400 <b>Integration of Service Learning to the National Service Training Program</b> <i>Ophalle ALZONA-PORNELA</i></p> <p>1430 <b>The Relationship among Service Learning, Leadership, Self-Efficacy, and Employability</b> <i>Judy YEH, T. C. HUANG, Y. Y. LI, C. H. KAO, M. H. LEE, K. C. LIU, H. C. HSIEH, &amp; Justin M. GOTTUSO</i></p>

- 1500 **The Long-Term Impact of Service-Learning on Graduates' Whole Person Development, Civic Engagement and Career Exploration in Hong Kong**  
*Alfred C. M. CHAN, Carol H. K. MA, & Chad W. F. CHAN*

**Paper Presentation (2): Engineering & Technology**

**Chair:** *Dr. Brian HALL, Assistant Professor, Department of Psychology, University of Macau*  
**Venue:** *AG710*

- 1330 **Community Learning Centres: Partners for Universities and ICTD Service-Learning**  
*Royal D. COLLE*
- 1400 **Direct and Indirect Service Learning in Civil Engineering Education**  
*Barbara W.Y. SIU*
- 1430 **Service Learning in Engineering: Integrating Experiences in Competitions and Community Services**  
*Tracy X.P. ZOU, Tim K.T. WOO, Winnie S. M. YUEN, & Eric L.T. HO*
- 1500 **Inter-Disciplinary Service Learning – Housing for the Community**  
*Barbara Y. P. LEUNG, Ada P. L. CHAN, & Ettie S. F. LUK*

**1530-1600** Tea Break

**1600-1800** **Paper Presentation (3) and Themed Discussion Session: Academic Elements**

**Chair:** *Dr. Josephine M. CSETE, Senior Educational Development Officer, Educational Development Centre, The Hong Kong Polytechnic University, H.K.*  
**Venue:** *Chiang Chen Studio Theatre*

- 1600 **Service-Learning as a Core Academic Component in Undergraduate Programs – A Brief Introduction to The Hong Kong Polytechnic University Model**  
*Stephen C.F. CHAN & Grace NGAI*
- 1615 **When Service-Learning Becomes the Subject Knowledge: Merits, Challenges, and the Way Forward**  
*Alfred C. M. CHAN, Carol H. K. MA, & F. Y. LO*
- 1630 **Credit Bearing Service-Learning: Linked Architectural Studio Experience**  
*Donna PALEY & Bartlomiej K. SAPETA*
- 1645 **Subjective Outcome Evaluation of a Service Learning Subject in a Chinese Context**  
*Florence K.Y. WU & Daniel T.L. SHEK*
- 1700 **An Initial Exploration of the Cross-cultural Validity of the Global Citizenship Scale in the Hong Kong Setting**  
*Kenneth W.K. LO, K.P. KWAN, Grace NGAI, & Stephen C.F. CHAN*
- 1715 **Themed Discussion**  
*All authors and audiences*

**Paper Presentation (4) Health & Language Services**

**Chair:** *Professor Thera C.H. CHIU, Director of Service-Learning Centre, Taipei Medical University, Taiwan*

**Venue:** *AG710*

- 1600 **Why Service-Learning? A Discussion on Employing Service-Learning in Enriching Clinical Education for Health-Care Professions**  
*Phyllis C. P. PANG*
- 1630 **Promoting Positive Attitude towards Elderly among Healthcare Students through Service Learning**  
*Rebecca K. P. WAI, Y. T. KWOK, K. S. CHOI, & Ricky K. C. AU*

- 1700 **A Model of Service Learning Internship at Hoa Sen University: Teaching English for Disadvantaged Children**  
*Dung TRAN & The NGUYEN*
- 1730 **Service-Learning in English Language Education**  
*Adrian J. WURR*

### **Student Paper Presentation**

**Chair:** *Mr. Matthew Hsu, Student, Department of , The Hong Kong Polytechnic University, H.K.*

**Venue:** *BC215*

- 1600 **Activating Citizenship**  
*Katelyn FLETCHER & Amy SOMCHANHMAVONG*
- 1620 **My Service-Learning Experience in PolyU and Beyond**  
*Y. M. TSUI*
- 1640 **Connecting Myanmar**  
*Angeline CHAN, Kevin LAU, & P. H. YU*
- 1700 **Service-Learning through Different Kinds of ICT-related Activities from a Student Perspective**  
*Tiffany C.K. KWOK & Teresa S.W. YEUNG*
- 1720 **Nurturing Civic Engagement in the Framework of Service Learning Embedded in Whole Person Education: The Practice of Service Learning in Beijing Normal University - Hong Kong Baptist University United International College**  
*J. Y. WU*

**1830-1930 Reception and Poster Session**  
Theatre Lounge of CCST

# Inaugural International Conference on Service-Learning

21 November 2014 (Fri)

Chiang Chen Studio Theatre (CCST), The Hong Kong Polytechnic University

0900-1100	<b>Registration Open</b>
0930-1030	<b><u>Keynote Speech: Partnership</u></b> <ul style="list-style-type: none"><li>• Ms. Barbara CANYES, Executive Director, Massachusetts Campus Compact, U.S.A.</li></ul>
1030-1100	<b>Tea Break</b>
1100-1230	<b><u>Paper Presentation (5): Internationalization</u></b> <p><i>Chair: Dr. Carol H.K. MA, Associate Director, Officer of Service-Learning, Lingnan University, H.K.</i></p> <p><i>Venue: Chiang Chen Studio Theatre</i></p> <p>1100    <b>International Service Learning: Benefits and Whose Perspectives?</b> Thúy TRANVIET</p> <p>1130    <b>Examining Student Learning Outcomes from the Global Citizenship and Sustainability Community-Based Research Exchange Program</b> Shorna ALLRED &amp; Amy Kuo SOMCHANHMAVONG</p> <p>1200    <b>What Did Residential College Students' Perceive They Have Learned through a Cross-border Generic Service-Learning Program?</b> Sancia W. S. WAN &amp; KEVIN C. S. HUANG</p> <p><b><u>Paper Presentation (6): College Life</u></b></p> <p><i>Chair: Dr. Tim K.T. WOO, Associate Professor, Department of Electronic and Computer Engineering, Hong Kong University of Science and Technology, H.K.</i></p> <p><i>Venue: AG710</i></p> <p>1100    <b>An "Integrated" Service-Learning Model in a Residential College Context: A Case Study in University of Macau Henry Fok Pearl Jubilee College</b> Natalie S. L. WONG &amp; Y. JIANG</p> <p>1130    <b>Service-Learning as Extra-Curricular Activities in a Residential College Setting</b> Caixia CHU</p> <p>1200    <b>How to Involve, Motivate and Sustain Students in Service Learning Programs</b> J.Y. WU, P. WANG, Y. CAO, Q. Y. HUANG, &amp; VINCENT T. Y. NG</p>
1230-1400	<b>Lunch</b>
1320-1400	<b>Poster Session</b>
1400-1530	<b><u>Panel Session: Funding Support &amp; Collaboration</u></b> <p><i>Facilitator: Professor Walter W. YUEN, Chair Professor of Thermal Science and Engineering, Department of Building Services Engineering, The Hong Kong Polytechnic University, H.K.</i></p> <p>Service-Learning at universities is often carried out in collaboration with external partners. These may happen in the form of joint projects with non-profit organisations, professional organisations, government agencies, etc. It may also happen in the form of financial and other support by charitable foundations, businesses, etc. This panel provides a forum for different stake holders to discuss these collaboration relationships, their motivations, expectations, methods, etc., and ways forward.</p>



- **Mr. Michael FUNG**, Chairman and Managing Director, Private Bank Asia, JPMorgan Chase Bank, N.A., H.K.
- **Mr. John KALENZI**, Team Leader, African Enterprise Rwanda, Africa
- **Professor Andrew FURCO**, Associate Vice President for Public Engagement and Associate Professor of Higher Education, University of Minnesota, U.S.A.
- **Professor Royal D. COLLE**, Professor Emeritus, Department of Communication, Cornell University, U.S.A.

**1530-1600**      **Tea Break**

**1600-1800**      **Paper Presentation (7): Impact & Partnership**

**Chair:** *Dr. Kevin H.W. CHAN, Research Assistant Professor, Department of Applied Social Sciences, The Hong Kong Polytechnic University, H.K.*

**Venue:** *Chiang Chen Studio Theatre*

**1600**      **Collective Impact through Service-Learning, Discipline-Based Approaches and Civic Engagement: Examples of Ateneo de Manila University's Service-Learning and Discipline-Based Engagements with Government Institutions and Their Programs**  
*Kevin Christopher L. GO & Ana Maria B. RAYMUNDO*

**1630**      **Promoting Environmental Sustainability through Service Learning and Community Capacity Building**  
*Amy P. Y. HO*

**1700**      **"Healthy Children-Healthy World": Reducing the Impact of Food Deserts through Interdisciplinary Critical Service-Learning**  
*Kisha DANIELS, Renee BLAZEK, Nyesha HICKS, & Yolonda LONG*

**1730**      **School Health Partnership in Service Learning: A Hong Kong Experience**  
*CYNTHIA S. T. WU, H. T. WONG, Y. W. MAK, M. K. WONG, & P. H. CHAN*

**Paper Presentation (8) and Themed Discussion Session: Learning & Assessment**

**Chair:** *Professor Royal D. COLLE, Professor Emeritus, Department of Communication, Cornell University, U.S.A.*

**Venue:** *AG710*

**1600**      **An Experiential Approach to Developing Teachers' Understanding of Service-Learning**  
*Josephine CSETE, Gilbert CHAN, Vincent CHO, & Phyllis PANG*

**1615**      **Problem-Based Learning: A Teaching Method to Enhance Learning Experience for Students in Service-learning**  
*W. C. TAM, C. K. LAU, Grace NGAI, Walter W. YUEN, Alvin T. S. CHAN, Q. LU, & Stephen C. F. CHAN*

**1630**      **Qualitative Assessment of Students' Learning Outcomes in Credit-Bearing Service-Learning**  
*Alfred C. M. CHAN, Carol H. K. MA, C. LIU, & F. Y. LO*

**1645**      **To Serve and To Learn – Students' Reflections of the Service Learning Experience in Serving the Migrant Children in Shanghai**  
*JANET T. Y. LEUNG & DANIEL T. L. SHEK*

**1700**      **Themed Discussion**  
*All authors and audiences*

**1830-2130**      **Farewell Dinner**

Metropolis Harbour View Chinese Cuisine, Harbour Plaza Metropolis Hotel, Hung Hom

## **PAPER PRESENTATION (1): PERSONAL DEVELOPMENT**

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20 November 2014, 1:30pm – 3:30pm, Chiang Chen Studio Theatre

### **Nurturing Service Leaders through Service Learning for University Students**

HILDIE LEUNG<sup>1</sup>, CECILIA M.S. MA<sup>1</sup>, DANIEL T.L. SHEK<sup>1</sup>, & MOON Y.M. LAW<sup>1</sup>

<sup>1</sup>Department of Applied Social Sciences, The Hong Kong Polytechnic University

#### **ABSTRACT**

To meet the demand for service leaders in today's service-oriented economies, The Hong Kong Institute of Service Leadership and Management (HKI-SLAM) proposed the service leadership model advocating that effective service leadership is a function of moral character, leadership competencies, and a caring disposition (E=MC<sup>2</sup>). A 3-credit service learning subject entitled "Service Leadership through Serving Children and Families with Special Needs" was developed at The Hong Kong Polytechnic University to enable students to learn, apply, and reflect on the essential qualities of effective service leaders through developing and implementing service programs to adolescents, children and families at the Society of Boys' Centre and Heep Hong Society. 145 students participated in this subject across two semesters in the 2013-14 academic year. This paper introduces the subject and reports the results based on subjective outcome evaluation and feedback of students from agency staffs. Student reflections and implications on the nurturing of service leaders through service learning will also be discussed.

*Key Words: service leadership, service learning, university students, service leadership model*

### **Integration of Service Learning to the National Service Training Program**

OPHALLE ALZONA-PORNELA<sup>1</sup>

<sup>1</sup>Ateneo de Manila University

#### **ABSTRACT**

This paper shows that civic engagement through the National Service Training Program (NSTP), a legally-mandated program for tertiary level students in the Philippines that is aimed at contributing to the general welfare of members of Filipino communities who are at the margins of society can be strengthened through the integration with their disciplinal training. The first half of the paper describes the processes of how NSTP is implemented in the Ateneo de Manila University, a private university located in Quezon City, one of the cities in Metro Manila. The second half specifically highlights how the implementers were able to integrate the service learning approach to the proceedings of the said program. Through such an approach, pursued more intentionally at the Ateneo de Manila for the past two years, students' particular academic disciplines become crucial elements in both the holistic formation of the students and the service of marginalized communities.

*Key Words: service learning, discipline-based approach, civic education, formation*

## **The Relationship among Service Learning, Leadership, Self-Efficacy, and Employability**

JUDY YEH<sup>1</sup>, T. C. HUANG<sup>1</sup>, Y. Y. LI<sup>1</sup>, C. H. KAO<sup>1</sup>, M. H. LEE<sup>1</sup>, K. C. LIU<sup>1</sup>, H. C. HSIEH<sup>1</sup>, & JUSTIN M. GOTTUSO<sup>2</sup>

<sup>1</sup>National Sun-yat Sen University (NSYSU)

<sup>2</sup>Fuller Theological Seminary (FTS)

### **ABSTRACT**

This paper contributes to the field of Service Learning by providing evidence for the effectiveness of Service Learning programs to increase Taiwanese university students' leadership, self-efficacy and employability. The results of our study suggest that the leadership, self-efficacy and employability of participants of Service-Learning courses at NSYSU could be significantly improved. Furthermore, the leadership and self-efficacy of participants could cause a positive influence on their employability. In addition, we found that participant leadership and employability were strengthened after participants attended Service-Learning programs in a university setting and identifies areas for future research.

*Key Words: service-learning, employability, leadership, self-efficacy*

## **The Long-Term Impact of Service-Learning on Graduates' Whole Person Development, Civic Engagement and Career Exploration in Hong Kong**

ALFRED C. M. CHAN<sup>1</sup>, CAROL H. K. MA<sup>1</sup>, & CHAD W. F. CHAN<sup>1</sup>

<sup>1</sup>Lingnan University

### **ABSTRACT**

Service-Learning (S-L) is a new pedagogy in Hong Kong and so far there is no study about the long-term impact of S-L, especially for graduates. To explore the impacts of S-L on Hong Kong students, a quantitative study was conducted in 2011. In this research, alumni with S-L experience were compared to students without S-L experience in terms of three domains, namely: 1) Adaptability, Brain Power and Creativity (ABC) skills, 2) Civic Responsibility and 3) Career Exploration. The most prominent finding of the study is that students with S-L experience scored significantly better in the category of Civic Responsibility than their counterparts without S-L experience. Students with S-L experience are more willing to be involved in community services after graduation and invest more hours of service per month. For Career Exploration, there is no specific difference in terms of salary or job position between alumni with S-L experience and those without, but it is significant that there is higher impact of the career choice by alumni with S-L experience than alumni without S-L experience. In general, those students involved in S-L have got better ABC skills, which are skills for whole person development, especially in communication, problem-solving and research skills. According to the research findings, S-L as a factor for developing students' civic responsibility is more effective than community service experience in the long run, and it asserts the great importance of S-L programmes not only for participating students, but also for society as a whole.

*Key Words: service-learning, long-term impact, graduate, civic engagement, Hong Kong*

## **PAPER PRESENTATION (2): ENGINEERING & TECHNOLOGY**

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20 November 2014, 1:30pm – 3:30pm, Room AG710

### **Community Learning Centres: Partners for Universities and ICTD Service-Learning**

ROYAL D. COLLE<sup>1</sup>

<sup>1</sup>Cornell University

#### **ABSTRACT**

The movement to establish community learning centres in Asia along with a major effort to introduce courses in information and communication technology for development in university curricula present an opportunity for developing scenarios for building partnerships for service-learning initiatives.

*Key Words: partnerships, communication, development, learning centres*

### **Direct and Indirect Service Learning in Civil Engineering Education**

BARBARA W.Y. SIU<sup>1</sup>

<sup>1</sup>The Hong Kong Polytechnic University

#### **ABSTRACT**

Most of the service learning subjects are delivered in form of direct service, students participate directly in field work and reflect on the connection between community service and their academic learning; the benefits to the students and community cannot be manifested without the careful choice of project and detailed coordination of the faculty. Indirect service learning, on the other hand, students do not participate directly in field work, they understand the community through teachers, and can be more focused on applying their knowledge to address the needs of the community. The indirect service learning approach shifts the management of service learning from coordinating individual students' field work to managing students' group efforts on behalf of the community. Benefits and tradeoffs of these approaches are discussed in this paper; moreover, the nature of service required is another factor that should be considered when choosing between direct or indirect service. The author do not see direct and indirect service as mutually exclusive, rather, the faculty should consider an appropriate blend of the two to suit students' background and intended learning outcomes. An example of integrating direct and indirect service a service learning subject for civil engineering students is discussed in this paper.

*Key Words: direct service, indirect service, civil engineering*

## **Service Learning in Engineering: Integrating Experiences in Competitions and Community Services**

TRACY X.P. ZOU<sup>1</sup>, TIM K.T. WOO<sup>1</sup>, WINNIE S.M. YUEN<sup>1</sup>, & ERIC L.T. HO<sup>1</sup>

<sup>1</sup>The Hong Kong University of Science and Technology

### **ABSTRACT**

Service learning in engineering is particularly useful for achieving the mission of developing future engineers who are expected to have both technical skills and a sense of civic responsibility. The current training of engineers focuses mostly on the technical development. In this paper, we present a new approach in service learning by integrating students' experiences in technical-oriented competitions and community services. The experiences in the robot design competitions have equipped students with a high level of technical expertise as well as competency in soft skills. Meanwhile, we provide a platform for them to leverage their expertise through the community project development and implementation. Two case studies will be presented. Students were found to be highly engaged in providing services in their area of expertise and that their services were well received. Through the process, students acquired interesting ideas from observing others, improved communication and tutoring skills, and obtained a new understanding of the role of engineers in the society.

*Key Words: service learning, robotics, engineering, integrated experiences*

## **Inter-Disciplinary Service Learning – Housing for the Community**

BARBARA Y. P. LEUNG<sup>1</sup>, ADA P. L. CHAN<sup>2</sup>, & ETTIE S. F. LUK<sup>1</sup>

<sup>1</sup>The Hong Kong Polytechnic University

<sup>2</sup>Hong Kong Community College, PolyU

### **ABSTRACT**

Service-learning (SL) can help students not only develop their personal qualities but also enhance their social and civic responsibilities. Despite the promotion since the mid-1990s, the development of SL is popular in faculties of humanities but not in other technical departments with intellectual orientations which are less associated with social services. It has been attributed to the lack of a conceptual model for disciplines like building and engineering guiding the delivery of SL. To fill the gap, the study has proposed a 3-Stage SL Approach which offers a pragmatic pedagogical model by encompassing the interdisciplinary academic education and field study, and a SL project in building discipline has been developed for validation of the model. The findings reveal that, besides the technical skills acquired in building inspection and assessment of adequate housing, generic skills of the students and their awareness of social responsibilities have also been enhanced through the inter-disciplinary SL.

*Key Words: service-learning, inter-disciplinary study, housing*

## **PAPER PRESENTATION (3) & THEMED DISCUSSION SESSION: ACADEMIC ELEMENTS**

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*20 November 2014, 4:00pm – 6:00pm, Chiang Chen Studio Theatre*

### **Service-Learning as a Core Academic Component in Undergraduate Programs – A Brief Introduction to The Hong Kong Polytechnic University Model**

STEPHEN C.F. CHAN<sup>1</sup> & GRACE NGAI<sup>1</sup>

<sup>1</sup>*The Hong Kong Polytechnic University*

#### **ABSTRACT**

Community engagement has been integrated into undergraduate programs to varying degrees in many universities. The Hong Kong Polytechnic University, in particular, has made it compulsory for all students to take at least one credit-bearing subject in Service-Learning (SL). Each SL subject is offered with purpose-designed academic teaching, rigorous service and structured assessment components. At full implementation, in each year, more than 2,800 students enrolled in 4-year full time undergraduate programs are expected to enroll in around 60 subjects offered by a wide range of departments and faculties across the university. They cover a diverse range of topics, such as digital divide, learning difficulties, engineering design, healthy living environments, orthotics, and eco-tourism, to name a few examples. The target beneficiaries are equally diverse: students serve slum dwellers, disabled people, children with HIV, villagers without water nor electricity, new immigrants, mentally ill patients, ethnic minorities, and so on. To date, they have served in Hong Kong, Chinese Mainland, Cambodia, Vietnam, Indonesia, Myanmar, and Rwanda. This paper reports on the pedagogical design of the program, challenges and strategies for implementation, and the experiences so far, with around 2,000 students enrolled in 2013-14.

*Key Words: service learning, academic requirement*

### **When Service-Learning Becomes the Subject Knowledge: Merits, Challenges, and the Way Forward**

ALFRED C. M. CHAN<sup>1</sup>, CAROL H. K. MA<sup>1</sup>, & F. Y. LO<sup>1</sup>

<sup>1</sup>*Lingnan University*

#### **ABSTRACT**

Service-learning (S-L) is commonly regarded as pedagogy to facilitate the learning of other subject knowledge. It rarely serves as an independent course that focuses on developing students' knowledge and skills of S-L. In Lingnan University, the Office of Service-Learning takes the challenge to offer a credit-bearing S-L course independent of other academic departments. The course aims to equip students with knowledge, skills and attitudes of S-L and to prepare students for future engagement in service and community. This paper reports a case study of the independent S-L course. It first describes the course development process. Assessment and evaluation data from students are then reported, followed by a discussion of the merits and challenges during implementation, and the way forward. The lesson learned from the case study can help to inform the design of independent S-L courses in higher education and to serve as a reference for educators, faculty members, and staff who are involved in S-L to improve the quality of S-L courses and programs.

*Key Words: course development, credit-bearing service-learning course, student learning*

## **Credit Bearing Service-Learning: Linked Architectural Studio Experience**

DONNA PALEY<sup>1</sup> & BARTLOMIEJ K. SAPETA<sup>1</sup>

<sup>1</sup>Keene State College

### **ABSTRACT**

Current trends in architectural studio design education reflect two distinct pedagogical approaches. Leading methodology focuses on encouraging students to create individual form-driven theoretical designs; while a contrasting pedagogy educates student through a collaborative, interdisciplinary, research-based design process that has roots in service-learning, public interest design studios. At Keene State College, a public liberal arts teaching institute in New Hampshire, academic (credit-bearing) service-learning has been historically embraced as a successful learning strategy for all students, and a valid professional activity for faculty scholarship. Within the architecture design studio curriculum, academic service-learning is evolving from an educational pedagogy used by individual faculty to an intentional model integrated throughout the core architectural design courses in the Bachelor of Science Architecture major. This article analyzes the key components of academic service-learning utilized in a three-course design studio sequence working with the same community organization over a period of two years. The resulting mutual benefits to the students, community partner, and faculty are considered a catalyst for transforming the learning objectives and methodologies applied in the core architectural design studio sequence.

*Key Words: academic service-learning, architectural design studio, collaborative design studio, linked service-learning studio*

## **Subjective Outcome Evaluation of a Service Learning Subject in a Chinese Context**

FLORENCE K.Y. WU<sup>1</sup> & DANIEL T.L. SHEK<sup>1-5</sup>

<sup>1</sup>Department of Applied Social Sciences, The Hong Kong Polytechnic University

<sup>2</sup>Centre for Innovative Programmes for Adolescents and Families, The Hong Kong Polytechnic University, Hong Kong, PR China

<sup>3</sup>Department of Social Work, East China Normal University, Shanghai, PR China

<sup>4</sup>Kiang Wu Nursing College of Macau, Macau, PR China

<sup>5</sup>Division of Adolescent Medicine, Department of Pediatrics, Kentucky Children's Hospital, University of Kentucky College of Medicine, Lexington, KY, U.S.A.

### **ABSTRACT**

The present study reports the evaluation findings based on 37 students from The Hong Kong Polytechnic University who enrolled in a service learning subject entitled 'Promotion of Children and Adolescent Development' in the 2012/13 academic year. The Student Feedback Questionnaire (SFQ) was used to gauge the views of students on the subject and the teaching performance of the staff. Both qualitative and quantitative results showed that students generally had positive perceptions of the subject and teachers, with many participants regarding the subject as helpful to them as a future professional, a citizen in the Hong Kong society and for their personal growth. Overall, the study confirms the effectiveness of the service learning subject in Hong Kong.

*Key Words: service learning subject, student feedback, citizenship, personal growth, Chinese context*

## **An Initial Exploration of the Cross-cultural Validity of the Global Citizenship Scale in the Hong Kong Setting**

KENNETH W.K. LO<sup>1</sup>, K.P. KWAN<sup>2</sup>, GRACE NGAI<sup>3</sup>, & STEPHEN C.F. CHAN<sup>1</sup>

<sup>1</sup>Office of Service Learning, The Hong Kong Polytechnic University <sup>2</sup>Educational Development Centre, The Hong Kong Polytechnic University

<sup>3</sup>Department of Computing, The Hong Kong Polytechnic University

### **ABSTRACT**

International service-learning programmes have been increasingly explored and integrated into the curriculum of tertiary education (Smith et al., 2013). Studies support the benefits to students from these projects, including gains in critical thinking skills, integration of theory and practices and global citizenship (Hartman, 2009). However, existing research has largely ignored the development of a systematic metric to measure the impact of international service projects on university students. In this study, we conducted an initial exploration of the Global Citizenship Scale (GCS) (Morais & Ogden, 2010). Eighty-six students from a university in Hong Kong who participated in four international service-learning subjects and one project were surveyed and their responses were analyzed. Results show that the subscales of GCS have good internal consistency and the factor analysis provides partial support for the proposed seven-factor model. These findings support further explorations of the cross-cultural validity of GCS for Hong Kong students.

*Key Words: service-learning, global citizenship, factor analysis, scale development*



## **PAPER PRESENTATION (4): HEALTH & LANGUAGE SERVICES**

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20 November 2014, 4:00pm – 6:00pm, Room AG710

### **Why Service-Learning? A Discussion on Employing Service-Learning in Enriching Clinical Education for Health-Care Professions**

PHYLLIS C. P. PANG<sup>1</sup>

<sup>1</sup>*School of Nursing, The Hong Kong Polytechnic University*

#### **ABSTRACT**

Service-Learning or service-based learning is being recognized effective pedagogical tool. The integration of community service into the academic curriculum in higher education is embraced whole-heartedly in many countries, and is gathering momentum in many other places all over the world. The differentiation and distinction of “Service” provision and “Learning” are debatable. The provision of service and enhancement of students’ learning are becoming more complex and dynamic in the real world. Nursing, as one of the health care professions, has been serving clients with changing health status in a diverse environment. Currently, clinical education is also known as internship, work-integrated education, or clinical practicum in different context. Whichever term is used, this article discusses the different rationales of integrating service-learning into clinical education of nursing profession. The integrating of service-learning can be highlighted and applied not just to the nursing profession: it can be generalized and promoted to other helping professions.

*Key Words: service-learning, nursing profession, clinical education, practicum, work-integrated education, internship*

### **Promoting Positive Attitude towards Elderly among Healthcare Students through Service Learning**

REBECCA K. P. WAI<sup>1</sup>, Y. T. KWOK<sup>1</sup>, K. S. CHOI<sup>1</sup>, & RICKY K. C. AU<sup>1</sup>

<sup>1</sup>*The Hong Kong Polytechnic University*

#### **ABSTRACT**

The ageing population is expected to significantly increase the demand of healthcare services. To meet this challenge, it is necessary to equip healthcare students with attributes for providing quality elderly care services. Among them, a positive attitude towards older people is important to develop rapport with clients and facilitate service delivery. By adopting the service learning model where the teaching of elderly care knowledge is coupled with the delivery of healthcare services, it is anticipated that the direct interactions with elderly can promote the development of positive attitude. The present study reports the effect of service learning on fostering positive attitude towards elderly people among undergraduate healthcare students. The students attended a 14-week service learning subject designed on the platform of a nurse-led outreach mobile clinic. The subject involved preparatory classroom activities and hands-on skills training, as well as the provision of health assessment services and the delivery of health talks or workshops in local communities. Students’ attitude towards the elderly was measured by the Kogan’s Attitude toward Old People Scale at the beginning and at the end of the subject. The results suggested that participation in the subject led to significant improvement in attitude towards elderly in various aspects. The study provides supportive evidence for advocating service learning as a promising pedagogical method in developing favourable attributes for students, which might be difficult to achieve through traditional classroom teaching and written examinations.

*Key Words: service learning, attitude, elderly, healthy ageing, healthcare education*

# **A Model of Service Learning Internship at Hoa Sen University: Teaching English for Disadvantaged Children**

DUNG TRAN<sup>1</sup> & THE NGUYEN<sup>1</sup>

<sup>1</sup>*Hoa Sen University*

## **ABSTRACT**

Although Service Learning has been developed in many countries, it is one of the newest concepts in Vietnam, especially with Vietnamese university students. Thanks to the success of a small project carried out by a group of English- majored students who taught English for orphans voluntarily, the Faculty of Languages and Cultural Studies of Hoa Sen University has raised students' awareness of serving the community and involved them in another bigger project. In this project, thirty students organize educational activities for disadvantaged children by using their own knowledge and skills, expand their strong characteristics and soft skills, and build up meaningful partnerships with the community. This article provides a set of project activities for the five steps of Service Learning: investigation, planning and preparation, implementing the service activities, reflection and demonstration/ celebration. Hopefully this project will give inspiration to other educators so that diverse Service Learning Programs will soon be implemented.

*Key words: service learning (SL), service learning internship, disadvantaged children*

# **Service-Learning in English Language Education**

ADRIAN J. WURR<sup>1</sup>

<sup>1</sup>*University of Tulsa*

## **ABSTRACT**

This paper focuses on the use of service-learning with English Language Learners. Presenting snapshots of service-learning programs for English Language Learners around the world, many of which position the students as service providers rather than recipients of service, the author highlights key characteristics to successful programs. The paper will be of interest to both service-learning program administrators and language teachers.

*Key Words: service-learning, teacher education, English language learners*

## **PAPER PRESENTATION (5): INTERNATIONALIZATION**

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21 November 2014, 11:00am – 12:30pm, Chiang Chen Studio Theatre

### **International Service Learning: Benefits and Whose Perspectives?**

THÚY TRANVIET<sup>1</sup>

<sup>1</sup>Cornell University

#### **ABSTRACT**

In recent years International Service Learning (ISL) has been embraced by many institutions of higher education around the world. While the benefits of International Service Learning for students are well established in the literature, more research can be explored from the standpoint of the local community in the host country. This paper aims to examine how benefits are perceived and conceptualized from both sides of the program, the provider's side as well as the recipient's or the host country's perspectives. In doing so, the notion of "perception of benefits" is closely examined from a case study of a U.S.-based service-focused study abroad program with service components in Vietnam. The study reveals that how benefits are perceived can be influenced by historical events as well as social, cultural, and personal backgrounds, which can significantly shape the ways in which different actors perceive their own benefits and those of others. Understanding how benefits are manifested in ISL is important in the planning and implementation processes of all ISL programs.

*Key Words: international service learning, benefits, community perspectives, comparative perspectives*

### **Examining Student Learning Outcomes from the Global Citizenship and Sustainability Community-Based Research Exchange Program**

SHORNA ALLRED<sup>1</sup> & AMY KUO SOMCHANHMAVONG<sup>1</sup>

<sup>1</sup>Cornell University

#### **Abstract**

"Global Citizenship and Sustainability" (GCS) is an exchange program that fosters engaged research, global learning, teamwork, leadership, and civic and social responsibility for students at Cornell University (Ithaca, NY, USA) and Mahidol University (Nakon Pathom, Bangkok, Thailand). In 2011, floods devastated local communities near both universities' campus. Students in this program conducted community-based research to better understand resident, farmer, and business owner experiences with flooding and working with local governments to build long-term community resilience and adaptation. Data on students' learning outcome on global citizenship and programmatic impact were collected through qualitative data analysis of student journal reflections.

*Key Words: global citizenship, service-learning, community-based research*

# **What Did Residential College Students' Perceive They Have Learned through a Cross-Border Generic Service-Learning Program?**

SANCIA W. S. WAN<sup>1</sup> & KEVIN C. S. HUANG<sup>1</sup>

<sup>1</sup>University of Macau

## **ABSTRACT**

Service-learning and residential-learning are two educational practices for integrated education which stimulates students to synthesize what they learn in different courses and to connect in- and out-of-classroom experiences. These two approaches have been adopted by an increasing number of higher education institutions in Asia in order for students to cultivate knowledge, skills and values that are essential to civic engagement and global citizenship. This paper aims to critically assess the learning perceived by students who participated in a recent cross-border service-learning program organized by a residential college (RC) of a Macau university in a township in Sichuan Province of China which was badly hit by the Great Earthquake in 2008. Several key facets of students' perceive learning through active engagement in the student-led service activities are identified and examined, and the results are cross-checked with the five intended learning outcomes of the program. This study contributes to a deeper understanding of how to improve educational programming in the intertwined yet under-researched context of service-learning and residential college in the East Asia region.

*Key Words: service-learning, residential college, civic education, China, Macau*

## PAPER PRESENTATION (6): COLLEGE LIFE

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21 November 2014, 11:00am – 12:30pm, Room AG710

### An “Integrated” Service-Learning Model in a Residential College Context: A Case Study in University of Macau Henry Fok Pearl Jubilee College

NATALIE S. L. WONG<sup>1</sup> & Y. JIANG<sup>1</sup>

<sup>1</sup>University of Macau Henry Fok Pearl Jubilee College

#### ABSTRACT

University of Macau Henry Fok Pearl Jubilee College has cultivated an “integrated” service-learning model in a residential college context. The residential college setting at University of Macau provides a living-learning environment in which students are provided ample of opportunities to take part in activities that fall outside the realm of the normal curriculum of university education. With students from different academic disciplines participating in a series of initially unconnected extracurricular activities (each with individual educational goals), an “integrated” service learning model in a residential college setting is to integrate the continuous efforts and outcomes of those college activities into extended service learning program(s) with a view to addressing the specific needs of a community and providing services to fulfil the needs. This contextualized service-learning program in a residential college is neither course-related nor discipline-related which completely depends on the voluntary participations of the students.

This paper is to showcase the lines of developments of the Henry Fok Pearl Jubilee College “integrated” service-learning model based on a case study of an experiential learning and voluntary teaching activity at Hainan Chengmai Si Yuan Primary and Secondary schools and a series of talks, workshops and projects in preparation for this activity. With a non-credit bearing nature and the mixed academic backgrounds of students, the service is an entirely voluntary, collaborative project which demonstrates the challenge of a coordinated approach and of striking a good balance between students’ personal interests and developments as well as the quality service to the community in need. With this unique educational context, this paper endeavours to demonstrate the variations in meanings and nature of a service-learning model to meet specific educational goals in a residential college in university education in Macau. This paper is divided into three parts. It begins with a brief literature review on definitions of ‘service-learning’ and introduces the need of a contextualized service-learning model under the new residential college educational system in University of Macau. The second section is a descriptive account on the development of service-learning program in Henry Fok Pearl Jubilee College. The last section explains the development of the “integrated” service-learning model characterized by its activity-network approach.

*Key Words: integrated service-learning, civic responsibility, non-credit bearing, residential college, Macau*

## **Service-Learning as Extra-Curricular Activities in a Residential College Setting**

CAIXIA CHU<sup>1</sup>

<sup>1</sup>University of Macau

### **ABSTRACT**

Most researchers and practitioners take service-learning to be curriculum-based. Some scholars, however, argue for a more broad definition of service-learning, which encompasses structured non-curriculum-based community service activities. Adopting the broad definition, this paper presents the service-learning practice in a residential college setting and illustrates that service-learning can be a very effective instrument for residential colleges to promote students' personal growth. The study is based on two service-learning projects initiated by a residential college in the University of Macau, whose recently implementation of full residential college systems provides a good platform for service-learning projects to prosper.

*Key Words: service-learning, extra-curricular activities, residential college*

## **How to Involve, Motivate and Sustain Students in Service Learning Programs**

J. Y. WU<sup>1</sup>, P. WANG<sup>1</sup>, Y. CAO<sup>1</sup>, Q. Y. HUANG<sup>1</sup>, & VINCENT T. Y. NG<sup>2</sup>

<sup>1</sup>HeartFire Education Service

<sup>2</sup>The Hong Kong Polytechnic University

### **ABSTRACT**

In recent years, service learning has gained much attention among universities as a complementary form of teaching and learning. Despite the popularity of such programs, very often, service learning activities have no standard framework and hence suffer from problems such as lacking attractiveness and sustainability. This essay therefore seeks to provide insights on key elements that could contribute to a high quality service learning program that emphasizes student involvement and sustainability.

In the past 6 years, as a student run service learning organization in Hong Kong, we have delivered more than 24 service trip projects with more than 300 student volunteers participated, serving 22 target schools in mainland China and Taiwan. From both our experience and a recent survey carried out among project participants, we suggest that an attractive and sustainable service learning project should first be able to present high quality program content that generates profound social impact. Next, the program should provide team members sufficient autonomy in designing the program contents themselves. Lastly, the bonding of the students themselves is crucial. It assures commitment, sharing, and sustainability from one batch to another, and ultimately creates unique experience, inspires minds, and stimulates positive long-term impacts.

*Key Words: student involvement, service learning sustainability, program quality, organization autonomy, student bonding*

## **PAPER PRESENTATION (7): IMPACT & PARTNERSHIP**

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*21 November 2014, 4:00pm – 6:00pm, Chiang Chen Studio Theatre*

### **Collective Impact through Service-Learning, Discipline-Based Approaches and Civic Engagement: Examples of Ateneo de Manila University's Service-Learning and Discipline-Based Engagements with Government Institutions and Their Programs**

KEVIN CHRISTOPHER L.GO<sup>1</sup> & ANA MARIA B. RAYMUNDO<sup>2</sup>

<sup>1</sup>*Ateneo de Manila University*

<sup>2</sup>*Department of Social Welfare and Development*

#### **ABSTRACT**

Through the lens of Collective Impact, the Ateneo de Manila University-Loyola Schools (ADMU-LS) and the Department of Social Welfare and Development (DSWD) of the Philippines formed a partnership to address socio-economic concerns of urban poor families in the National Capital Region. Using service-learning or a discipline-based approach to student social formation, ADMU-LS utilized the National Service Training Program to conduct workshops on financial literacy and employment profiling to participant-families of the DSWD's Sustainable Livelihood Program. Students from the School of Management were trained and then conducted the said workshops for twelve weeks in two major cities in Metro Manila. Students from the Development Studies Program introduced the SLP's Employment Facilitation track and aided the participants in accomplishing government and organization employment forms. With the success of both programs, ADMU-LS is now deepening its partnership with the DSWD and is forging further partnerships with other government offices of the Philippines to broaden the scope of service-learning and discipline-based social formation to its students and to create even more impact to different social issues and concerns in the Philippines.

*Key Words: service-learning, discipline-based approach, financial literacy, employment, civic engagement*

### **Promoting Environmental Sustainability through Service Learning and Community Capacity Building**

AMY P. Y. HO<sup>1</sup>

<sup>1</sup>*The Hong Kong Polytechnic University*

#### **ABSTRACT**

Community-based service learning provides opportunity of civic engagement and allow students to make real contribution to people's lives in their own community. Through this service learning subject, the paradox of excess and deprivation, exemplified by abundant food waste and poverty, was addressed through campus-community partnership. Some aspects of empowering pedagogy advocated by Shor (1992) were adopted to facilitate learning experiences which are participatory, problem posing, and democratic. The problem solution projects fostered a dialogic and active learning experience. The learning outcomes showed that students have acquired a change-maker mindset and developed a strong sense of civic responsibility in promoting a sustainable environment. Through multi-disciplinary team work and concerted effort with community stakeholders, students had the chance to develop generic competence in problem-solving, inter-personal effectiveness, and their creativities. The experience also has an impact on their personal values and behaviors. The capacity of the community was enhanced by the solutions co-created by the students and partner organization.

*Key Words: environmental sustainability, food waste, service-learning, problem solution project, community capacity-building*

## **“Healthy Children-Healthy World”: Reducing the Impact of Food Deserts through Interdisciplinary Critical Service-Learning**

KISHA DANIELS<sup>1</sup>, RENEE BLAZEK<sup>1</sup>, NYESHA HICKS<sup>1</sup>, & YOLONDA LONG<sup>1</sup>

<sup>1</sup>North Carolina Central University

### **ABSTRACT**

The Center for Translational Health Equality (CTHER) at North Carolina Central University supports the Education, Research and Training Core of the National Institute of Health’s P20 MD000175-11 grant. This component of the grant is responsible for recruiting Nursing, Public Health, Foods & Nutrition, Psychology and Education undergraduate and graduate majors (CTHER Fellows) into a training program which seeks to develop, enhance and/or strengthen training activities that prepare them to conduct meritorious research and pursue careers that positively impact health disparities in minority communities. One of the ways in which the grant meets this goal is through implementation of Critical Service-Learning Research in which students design, implement and evaluate an original interdisciplinary project that supports the community. In an effort to reduce the negative impact of food deserts, the “Healthy Children-Healthy World,” project was designed to positively impact the healthy living choices of first grade students at an urban, elementary school in Durham, North Carolina. CHER Fellows implemented over 20 educational lessons in multidisciplinary areas, aligned with the NC Essential Standards for Healthful Living to 50 first graders. Each first grader completed evaluations directed to gain information regarding knowledge of fast food, selection of healthy living choices and content knowledge. The data concluded that while the population’s frequency of fast food visitation aligned with national data, the service learning experience was beneficial for the elementary school children, noting positive responses for selection of appropriate healthy living choices and content knowledge. The research focuses on the impact of the service-learning project on the community.

*Key Words: service-learning, food deserts, multidisciplinary, healthful living, impact*

## **School Health Partnership in Service Learning: A Hong Kong Experience**

CYNTHIA S. T. WU<sup>1</sup>, H. T. WONG<sup>1</sup>, Y. W. MAK<sup>1</sup>, M. K. WONG<sup>2</sup>, & P. H. CHAN<sup>2</sup>

<sup>1</sup>School of Nursing, The Hong Kong Polytechnic University

<sup>2</sup>Department of Applied Biology and Chemical Technology, The Hong Kong Polytechnic University

### **ABSTRACT**

**Background:** Unlike traditional classroom teaching, service learning programs provide new platforms for students to learn and apply knowledge while serving people. Because students are required to link the knowledge acquired from a service learning course with the process of service through writing reflective journals, service learning actually acts as a bridge between the classroom environment and society. **Methods:** In order to examine the effectiveness of service learning teaching approach, this study aims at assessing students’ improvement on four selected domains (interpersonal effectiveness, teamwork, problem solving, and social responsibility) before and after taking a service learning course. **Results:** The students showed significant improvement ( $p < 0.01$ ) on all the four domains after completing the course. **Conclusion:** This study demonstrated the effectiveness of the service learning model in higher education. In contrast to a traditional lecture setting, service learning can also improve students’ abilities in different dimensions. Service learning, which is an innovative and low-cost teaching method, is not only suitable for Western countries, but also for Chinese society.

*Key Words: Hong Kong, service learning, school health*



## **PAPER PRESENTATION (8) AND THEMED DISCUSSION SESSION: LEARNING & ASSESSMENT**

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21 November 2014, 4:00pm – 6:00pm, Room AG710

### **An Experiential Approach to Developing Teachers' Understanding of Service-Learning**

JOSEPHINE CSETE<sup>1</sup>, GILBERT CHAN<sup>2</sup>, VINCENT CHO<sup>3</sup>, & PHYLLIS PANG<sup>4</sup>

<sup>1</sup>Educational Development Centre, The Hong Kong Polytechnic University

<sup>2</sup>Department of Applied Biology and Chemical Toxicology, The Hong Kong Polytechnic University

<sup>3</sup>Department of Management and Marketing, The Hong Kong Polytechnic University

<sup>4</sup>School of Nursing, The Hong Kong Polytechnic University

#### **ABSTRACT**

This paper describes an experiential approach to developing teachers' understanding of service-learning in a summer 2014 staff development course. Successful applicants spent up to eleven days in Cambodia with a group of almost one hundred people involved in service-learning projects for three different subjects in three discipline areas. These teacher-participants observed and reflected upon the activities of almost 90 students and six teachers. The staff development course topics and structure are described, followed by participating teachers' reflections including a) what they learned, b) benefits to students and c) advice as well as d) cautions to other teachers of service-learning subjects.

*Key Words: service-learning, staff development, teacher development, courses for teachers, teacher reflections*

### **Problem-based Learning: A Teaching Method to Enhance Learning Experience for Students in Service-learning**

W. C. TAM<sup>1</sup>, C. K. LAU<sup>1</sup>, GRACE NGAI<sup>1</sup>, WALTER W. YUEN<sup>1</sup>, ALVIN T. S. CHAN<sup>1</sup>, Q. LU<sup>1</sup>, & STEPHEN C. F. CHAN<sup>1</sup>

<sup>1</sup>The Hong Kong Polytechnic University

#### **ABSTRACT**

This paper compares and contrasts lecture-based learning (LBL) and problem-based learning (PBL) as a teaching method for international service-learning projects. We use surveys and interviews in the context of a robotics workshop in Myanmar, organized as an international service project, to uncover uncertainties and limitations associated with LBL. Our results suggest that LBL is not a suitable teaching method for service-learning settings, while PBL is more feasible and effective. We elaborate on the teaching process and implementation, and describe benefits on students' learning outcomes.

*Key Words: international service-learning, problem-based learning, robotics*

## **Qualitative Assessment of Students' Learning Outcomes in Credit-Bearing Service-Learning**

ALFRED C. M. CHAN<sup>1</sup>, CAROL H. K. MA<sup>1</sup>, C. LIU<sup>1</sup>, & F. Y. LO<sup>1</sup>

<sup>1</sup>Lingnan University

### **ABSTRACT**

Service-Learning is an advanced pedagogy that combines academic study and community service. Despite its rapid development in Hong Kong, there is a serious lack of qualitative impact study about this pedagogy. Thus, the office of Service-Learning, Lingnan University has been conducting focus group studies from the academic year of 2011/12 to 2013/14, investigating students' Learning outcomes in credit-bearing Service-Learning programme at Lingnan University. 36 focus groups were conducted from 2011 to 2014 with 131 students. The results suggested that participating in Service-Learning can facilitate students' development in various areas, especially in communication skills, organization skills, social competence, problem-solving skills, civic orientation and subject-related knowledge. Also, students tend to enhance their learning and skills from different platforms specifically provided by Service-Learning.

*Key Words: qualitative assessment, learning outcomes, focus group*

## **To Serve and To Learn –Students' Reflections of the Service Learning Experience in Serving the Migrant Children in Shanghai**

JANET T.Y. LEUNG<sup>1</sup> & DANIEL T.L. SHEK<sup>2</sup>

<sup>1</sup>City University of Hong Kong

<sup>2</sup>The Hong Kong Polytechnic University

### **ABSTRACT**

This paper examines the learning experiences of a service-learning subject entitled "Promotion of Children and Adolescent Development" from the perspective of the students. Based on the reflective journals of 20 students, several perceived benefits of the subject were identified, including enhancement of intrapersonal and interpersonal competence, reflections on attitudes towards life and learning, application of learned knowledge into practice, facilitation of team work, development of passion to help the underprivileged children and adolescents, cultivation of civic responsibility, nurturing of awareness to social problems and issues, and reflections on the roles, responsibilities and contributions as professionals in future. These findings illustrate the importance of an effective university service-learning subject that attempts to promote the self-development of the students as well as cultivate their citizenship.

*Key Words: service-learning, civic responsibility, university students, self-development*

## STUDENT PAPER PRESENTATION

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20 November 2014, 4:00pm – 6:00pm, Room BC215

### Activating Citizenship

KATELYN FLETCHER<sup>1</sup> & AMY SOMCHANHMAVONG<sup>1</sup>

<sup>1</sup>Cornell University

#### ABSTRACT

Public Achievement is a program that aims to inspire, educate and activate all students' agencies to take active roles in public works. The program is a citizenship education initiative in which trained college students go into local schools to engage with youth and help them realize their potential to be agents of change in their communities. It is a model founded by the Center for Democracy and Citizenship in Augsburg College in 1990. Various college and university campuses in the United States and in other countries have replicated the model. Below is a students' reflection on her experiences working with 5th graders in Fall Creek Elementary School, Ithaca, New York.

*Key Words: public achievement, service-learning, elementary school*

### My Service-Learning Experience in PolyU and Beyond

Y. M. TSUI<sup>1</sup>

<sup>1</sup>The Hong Kong Polytechnic University

#### ABSTRACT

The crucial role of service learning should be seen as a subject-led learning experience to college students. Following with ongoing self-reflection, students are able to gain a great enhancement in their social engagement, civic responsibility and cognitive skill development. The paper will discuss the difference between community service and service learning. While analyzing my previous services' outcomes, an emphasis will be placed on a shift from subject-led service learning to community-led.

*Key Words: self-reflection, civic responsibility, subject-led, community-led*

## **Connecting Myanmar**

ANGELINE CHAN<sup>1</sup>, KEVIN LAU<sup>1</sup>, & PEIHUA YU<sup>1</sup>

<sup>1</sup>Connecting Myanmar, University of Hong Kong

### **ABSTRACT**

Connecting Myanmar is an organization which was started by students at the University of Hong Kong in 2011. We organize overseas volunteer projects for other students to join. This paper will introduce how we became inspired – how from being volunteers ourselves, we decided to start our own initiative to let other students volunteer – and some lessons we learnt along the way.

*Key Words: overseas, volunteering, student initiative, Myanmar*

## **Service-Learning through Different Kinds of ICT-related Activities from a Student Perspective**

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### **ABSTRACT**

In this paper, we describe two different approaches to technology-based service-learning activities from a student perspective. The first is an instructional-based service: a programming short course for vocational school students. The second is more along the lines of what usually comes to mind when Information and Communications Technologies (ICT) and community service are put together – a technical support activity for a local Non-Government Organization (NGO). Both of the services were carried out in Rwanda, with the same NGO partner. These two services are of completely different natures, and have made different impacts to the serving students and the clients. We will discuss how the mixing of service natures serves to maximize the benefits to students and beneficiaries.

*Key Words: service-learning, first time experience, teaching methodology*

# **Nurturing Civic Engagement in the Framework of Service Learning Embedded in Whole Person Education: The Practice of Service Learning in Beijing Normal University - Hong Kong Baptist University United International College**

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## **ABSTRACT**

This paper reveals the necessity and essence of Service Learning in nurturing civic engagement among university students in China through literature review. As the first full-scale cooperation implementing liberal arts education in mainland universities, BNU- HKBU United International College (UIC) plays a pioneering role in promoting Service Learning adhering to the concept “learning through experience” and “learning through practice”. The model is benefited from the holistic Whole Person Education (WPE) framework of pedagogical modules and the systematic internal design of the curriculum. Concerned with the qualitative and quantitative data on the survey of Students’ Learning Outcome, it reveals the effectiveness of Service Learning in fostering students’ community engagement and tentatively explores the sustainability of the development of Service Learning. Drawn on the liberal education model of UIC, it further concludes the key factors essential to share with universities in Mainland China in fostering active citizenship and civic engagement.

Key Words: civic engagement, service learning, whole person education

## Poster Presentation

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MA. CRISELDA DANA P. BUÑAG<sup>1</sup> & ARA MARIE LEAL R. RODRIGUEZ<sup>1</sup>

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GRACE SZETO<sup>1</sup>, BERNICE MA<sup>1</sup>, DENNIS CHEUNG<sup>1</sup>, PETERSON CHUI<sup>1</sup>, & WAYNE CHAN<sup>1</sup>

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EUDORA K.L. CHAN<sup>1</sup>, PAUL K. H. YAO<sup>1</sup>, & M. K. LAI<sup>1</sup>

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SIJIAN LI<sup>1</sup>, MARIA HUNG<sup>1</sup>, CYNTHIA WU<sup>1</sup>, & W. S. WONG<sup>2</sup>

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## **The Collaboration of Quality Mentorship Network and University**

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## **Case Study: Essential Elements of Organizing a Student-Initiated Service-Learning Project in Developing Countries**

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TIFFANY C.K. KWOK<sup>1</sup>, TERESA S.W. YEUNG<sup>1</sup>, & KENNETH W.K. LO<sup>1</sup>

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PETER LAU<sup>1</sup> & THERESA KWONG<sup>1</sup>

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ALEX HAMEL<sup>1</sup> & ERIN MCCLOSKEY<sup>1</sup>

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## **Promoting Intergenerational Solidarity through Service Learning: A Mixed Method Approach**

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## **Service-Learning, Personal Development and Social Commitment: A Case Study of the Local Service-Learning Program at Chung Chi College, The Chinese University of Hong Kong**

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**ISL 2014 Experience: Learning from Yolanda (Haiyan) - Disaster Response, Resilience and the Role of Asian Universities**

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**Service Learning in Community Social Work - Take the Green Imagination Project as an Example**

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An abstract graphic consisting of several thick, curved green lines that sweep across the left side of the page. The lines are of varying thickness and curvature, creating a sense of movement and depth. They appear to be part of a larger, partially visible circular or spherical structure.

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