



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



The Second International Conference
on Service-Learning

Abstract Book

1-2 December, 2016

ORGANISERS:



OFFICE OF SERVICE-LEARNING
服務學習事務處

Message from the Conference Chair

Welcome to the Second International Conference on Service-Learning hosted by the Office of Service-Learning of The Hong Kong Polytechnic University. This conference is actually a 4-in-1 event. Firstly, this is the second international conference on service-learning. Secondly, we are publishing a provisional edition of a book “Serve to Learn and Learn to Serve – The Hong Kong Polytechnic University Experience in Academic Service-Learning”. Thirdly, we are publishing provisional edition of another book “Overseas Service-Learning Projects – 2016”. Fourthly, there is an exhibition of photographs taken by our students “Service-Learning in Action” of students carrying out service-learning projects in Hong Kong, Mainland China as well as overseas. Finally, all of these are part of the celebration of the 80th anniversary of The Hong Kong Polytechnic University. Just when the university turns 80, we mark the event with the first major milestone in the implementation of service-learning at the university – by successfully graduating the first class of students who takes a credit-bearing subject in service-learning as a graduation requirement.

The Hong Kong Polytechnic University made service-learning a required credit-bearing subject for all undergraduate students, starting with the cohort entering in 2012. Two years ago, at the first conference in 2014, we were only two years into the experiment. We had developed quite a number of subjects and half the capacity. There were still some uncertainties as to whether we would succeed in developing 60+ subjects for 4,500 students. At the conference, we shared our design and some of the early results and learned from many presenters. Today, we know we could because we have done it. In the meantime, we know that progress has also been made in many universities from many countries in the region. In fact, we have been collaborating with many organizations and universities across Asia and beyond. In these two days, we hope to hear from each other, the experience in different parts of the world, from different perspectives and cultures.

We want to learn from each other, and together bring the scholarship of service-learning forward. We will hear from Prof. Timothy Tong, president of The Hong Kong Polytechnic University, his vision for service-learning and how the management of the university has been able to turn that vision into reality. We will also hear from Prof. Soligsohn, president of Campus Compact, the coalition of more than 1,000 educational institutions dedicated to improve community live and to prepare students for civic and social responsibility. He will speak on the past and point to the future of service-learning. We will also hear from Prof. Joseph Sung, vice-chancellor of Chinese University of Hong Kong, which has a long history of social and civic engagement.

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 bring together different stake holders in a dialog on the partnership with universities in service-learning: local NGOs, overseas NGOs, other universities, and donors. The other will bring together views from different parts of the world, with speakers from Taiwan, USA, and South America.

There will be, of course, many presentations on research, experiences and a lot of informal exchanges among us. We have brought together academic faculty members, researchers, practitioners, administrators, and NGO partners 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 advancing the scholarship of service-learning.

- Stephen Chan

Agenda / Day1

Thursday, December 1

0845 – 0915

Registration

0915 – 1100

Plenary Session

Chiang Chen Studio Theatre

0915 – 0930

Welcoming Speech

Stephen C.F. Chan

Chair, The Second International Conference on Service-Learning

0930 – 1015

Keynote Speech: Institutional Support to Service-Learning

Timothy W. Tong

President, The Hong Kong Polytechnic University, H.K.

1015 – 1100

Keynote Speech: The Past and Future of Service Learning and University Engagement

Andrew Seligsohn

President, Campus Compact, U.S.A.

1100 – 1130

Tea Break

Outside Chiang Chen Studio Theatre

1130 – 1300

Parallel Session

Paper Presentation (1): Leadership

Chiang Chen Studio Theatre

Chair:

1130 – 1200

Promoting Service Leadership through Service Learning among Chinese University Students

Cecilia Ma, Daniel T.L. Shek and Pecky Li

The Hong Kong Polytechnic University, H.K.

1200 – 1230

The Youth Expedition Project (YEP) and Its Leaders Training Course (LTC): A Singapore Model? - A Historical Survey of Youth Expedition Leadership Training in Singapore

Tai Wei Lim

SIM University, Singapore

1230 – 1300

“Service Leadership” through Service Learning at Christian Zheng Sheng College

Wynants Ho and Daniel T.L. Shek

The Hong Kong Polytechnic University, H.K.

Paper Presentation (2): Reflection

AG206

Chair:

1130 – 1200 Learning through Reflection: A Historiographic Service Learning on the Ministry of Urban Poor

Angelo Noyel L. Dayot, Rudyard Jose Iv R. Nano and Anjanette P. Reyes
University of Santo Tomas, Philippines

1200 – 1230 Learning through Reflection: Students' Service Learning Experiences in Cambodia

Phyllis Pang and Cynthia Wu
The Hong Kong Polytechnic University, H.K.

1230 – 1300 Service-Learning Reflections of the Architecture Students in Designing Karuwisi Slum Area Green Lane

Mutmainnah Sudirman, Andi Annisa Amalia and Aisyah Rahman
Islamic State University, Indonesia

Paper Presentation (3): Service-Learning in Business

AG710

Chair:

1130 – 1200 Using an Entrepreneurial Process to Create Effective Service Learning Efforts

Christopher Swan
Tufts University, U.S.A.

1200 – 1230 Entrepreneurship-in-Action: A Service-Learning Program for School of Management Majors

Kevin Christopher L. Go, George Omer Denis S. Quitariano and Enha Erika D. L. Tuprio
Ateneo de Manila University, Philippines

1230 – 1300 Being Better Businesses: An Assessment of Student Social Enterprises through Service-Learning Education

Kevin Christopher L. Go
Ateneo de Manila University, Philippines

1300 – 1400

Buffet Lunch at Staff Club (5/F, Communal Building, PolyU Campus)

1400 – 1530

Parallel Session

Paper Presentation (4): Pedagogy and Model

Chiang Chen Studio Theatre

Chair:

1400 – 1430 Developing Critical Inclusive Pedagogies in Pre-service Teachers through Youth Mentoring as Service-Learning

Margaret M. Lo

The University of Hong Kong, H.K.

1430 – 1500 A New Model for Comprehensive Service-Learning: A Case Study in Long-chi Village

Zhuoyao Lyu, Chen Wu, Xuan Li, Bingwei Tian and Linsheng Gu

Sichuan University, China

1500 – 1530 A Two-dimensional Classification Framework for Service-Learning

Grace Ngai and Stephen C.F. Chan

The Hong Kong Polytechnic University, H.K.

Paper Presentation (5): SL and Teachers

AG206

Chair:

1400 – 1430 In Search of Meaning: Novice Teachers' Perceptions on a Service-Learning Subject through Narrative Inquiry

Florence K.Y. Wu, Daniel T.L. Shek, Betty P.W. Mok and Veronica K.F. Shek

The Hong Kong Polytechnic University, H.K.

1430 – 1500 Students Teaching Teachers - Can It work? A Teacher Training Project in Rural China

Andrew Jarvis and Anna Ho

The Hong Kong Polytechnic University, H.K.

1500 – 1530 Service- Learning Impact on Faculty in Hong Kong through Faculty Engagement Model

Carol Ma, Sophia Law, Dawn Lo Fei-Yin and Chad Chan

Lingnan University, H.K.

Paper Presentation (6): SL in Engineering

CF303

Chair:

1400 – 1430 Science, Technology, Engineering, and Mathematics (STEM) as a Vehicle for Supporting Service Learning

C.Y. Tang, Y.M. Tang, George T.S. Ho, Gary C.P. Tsui, Dennis K.C. Lo and W.C. Law

The Hong Kong Polytechnic University, H.K.

1430 – 1500 Service Learning in Engineering Education
C.Y. Tang, Kris M.Y. Law, Gary C.P. Tsui and Dennis K.C. Lo
The Hong Kong Polytechnic University, H.K.

1500 – 1530 Implementation of Engaged Learning in Combined Engineering Project to Undergraduate Students at Kathmandu University
Dhiraj Shrestha
Kathmandu University, Nepal
Manoj Kumar Gupta
Northern Alberta Institute of Technology, Canada
Royale Donald Colle
Cornell University, U.S.A.

1530 – 1600 **Tea Break**
 Outside Chiang Chen Studio Theatre and FG Podium

1600 – 1730 **Parallel Session**

Paper Presentation (7): Measurement and Outcome
 Chiang Chen Studio Theatre
 Chair:

1600 – 1630 Measuring Service-Learning Quality: Developing a Service-Learning Best Practices Rubric and Algorithm
Andrew Furco, Geoffrey Maruyama, Laurel Hirt, Debra Ingram, Isabel Lopez, Jason Johnson, Anthony Schulzetenberg, Wei Song and Lara Westerhof
University of Minnesota, U.S.A.
Paul H. Matthews and Shannon O. Wilder
University of Georgia, U.S.A.

1630 – 1700 Measuring the Impact of an International Service-Learning Project through Community Assessment
Anne Spear and Natasha Chapman
University of Maryland, U.S.A.

1700 – 1730 Complementing Outcomes-Based Education with Service Learning: The case of a Sociology Course in a Philippine University
Mark Anthony D. Abenir
University of Santo Tomas, Philippines

Paper Presentation (8): Engagement and Empowerment

CF303

Chair:

1600 – 1630 A Study on the Role and Impact of Community Engagement to the UST - Simbahayan Partner Communities

Roxanne M. Bautista, Christian G. Catinguil, Melvin Carlo Dc. Imperial, Mary Coleen Anne P. Nicolas and Paula Isabel A. Reyes
University of Santo Tomas, Philippines

1630 – 1700 Impacts and Preferences of i-SLA as an E-learning Environment to Engage Community Partners

Chia-Hui Chiu, Megan F. Liu, Ssu-Chi Huang and Yi-Wen Chen
Taipei Medical University, Taiwan

1700 – 1730 Can Service Learning Cultivate Empowering Experiences for Students? Insight from Empowerment Pedagogy

Po Ying Amy Ho
The Hong Kong Polytechnic University, H.K.

1800 – 1845

Transportation arrangement for the Conference Dinner

By shuttle bus: 1800 / 1830 (pick-up point: G/F, Core A)

By walk: 1815 / 1830 / 1845 (meeting point: FG Podium)

1900 – 2130

Conference Dinner

2/F, The Garden Rooms, The Royal Garden Hotel, 69 Mody Rd, Tsim Sha Tsui East

Agenda / Day2

Friday, December 2

0845 – 0900	Registration
0900 – 1045	Plenary Session Chiang Chen Studio Theatre
0900 – 0945	<p>Keynote Speech: The Role of Service-Learning in Higher Education Joseph Sung <i>Vice-Chancellor / President, The Chinese University of Hong Kong, H.K.</i></p>
0945 – 1045	<p>Panel Session: Partnership in Service-Learning <u>Facilitator:</u> Dayle Smith <i>Dean of School of Business, Clarkson University, U.S.A.</i></p> <p><u>Panelists:</u> Leang Un <i>Dean of Social Science, Royal University of Phnom Penh, Cambodia</i> John Kalenzi <i>Team Leader, African Enterprise Rwanda, Rwanda</i> Cecilia Ho <i>President, Lee Hysan Foundation, H.K.</i> Simon Yu <i>Social Worker, The Salvation Army, H.K.</i></p>
1045 – 1115	Tea Break Outside Chiang Chen Studio Theatre
1115 – 1245	Parallel Session
	Paper Presentation (9): Evaluation and Growth Chiang Chen Studio Theatre Chair:
1115 – 1145	<p>Student Development through Service-Learning: A Ten-Year Study Carol, Ma Hok-Ka and Chad, Chan Wing-Fung <i>Lingnan University, H.K.</i></p>
1145 – 1215	<p>College Students' Evaluation of Service-Learning Program in Geriatric Institution: A Mixed Method Approach Heiden C. Anorico and Les Paul Valdez <i>University of Santo Tomas, Philippines</i></p>

1215 – 1245 The Impact of Student Characteristics on Learning and Growth in Service-Learning Programmes

Jiunwen Wang, Sherwin Chia, Tai Wei Lim and Janice Kam
SIM University, Singapore

Paper Presentation (10): Service-Learning in Health Sciences

AG710

Chair:

1115 – 1145 Experiential Learning Experience in Global Health Projects through Design Thinking

Ying Chau, Siu Yuen Derek Lam, Chung Yan Yu and Hiddadura Isura Malinda Mendis Abeynayake
The Hong Kong University of Science and Technology, H.K.

1145 – 1215 A Case Study Applying Service Learning: Occupational Therapy in Community Health

Karen Sagun-Ongtangco and Mark Anthony Abenir
University of Santo Tomas, Philippines

1215 – 1245 Promoting Positive Development of Migrant Children in Hangzhou: Pioneering Experience and Preliminary Evaluation Findings

Lu Yu and Daniel T.L. Shek
The Hong Kong Polytechnic University, H.K.
Qingyong Liu and Haijuan Chen
Hangzhou Shuren Primary School, China

1245 – 1400

Lunch at Student/Staff Restaurant (4/F, Communal Building, PolyU Campus)

1400 – 1500

Parallel Session

Thematic Session

Chiang Chen Studio Theatre

1400 – 1500 Ethics in Overseas Project Engagement

Moderator:

Elsa Lam

Lecturer, Faculty of Social Sciences, The University of Hong Kong, H.K.

Panelists:

Jason Ho

Assistant Professor, Department of Comparative Literature, The University of Hong Kong, H.K.

Zhi Yu Wu

Founder, Rainforest Coffee, Taiwan/Indonesia

Carol Ma

Associate Director, Office of Service-Learning, Lingnan University, H.K.

Grace Ngai

Associate Professor, Department of Computing, The Hong Kong Polytechnic University, H.K.

Paper Presentation (11): Mandatory Service-Learning

CF302

Chair:

1400 – 1430 The Impact of Credit-Bearing and Mandatory Service Learning in Pakistan

Maheen Mumtaz and Syed Irtiza Ali Shah

National University of Sciences and Technology, Pakistan

1430 – 1500 Students' Perceived Changes and Benefits in a Mandatory Service Learning Course

Yammy Chak, Daniel T.L. Shek and Betty P.W. Mok

The Hong Kong Polytechnic University, H.K.

Xiaoyan Han

East China Normal University, China

Jason F. Chen

Wujing Education Bureau, China

Jilei Zhang

Zizhu Primary School Affiliated to East China Normal University, China

Qing Xiao and Hao Jiang

Starfish Saver Social Work Service Centre, China

Presentation (12): Multi-disciplinary Students in Service-Learning

BC202

Chair:

1400 – 1430 From Zero to One: Integrating Engineering and Non-Engineering Students in a Service-Learning Engineering Project

C.K. Lau, Kenneth W.K. Lo, Stephen C.F. Chan and Grace Ngai

The Hong Kong Polytechnic University, H.K.

1430 – 1500 A Service Learning Project on Underwater Robotics for Multi-Disciplinary Students

Kam Tim Woo, Sau Man Yuen, Chun Yin Leung, Lung Tak Ho and Lai Ting Chin

The Hong Kong University of Science and Technology, H.K.

1500 – 1530

Tea Break

1530 – 1630

Parallel Session

Paper Presentation (13): Global Service-Learning

Chiang Chen Studio Theatre

Chair:

1530 – 1600 Learning to Serve Together: Creating an Inter-Continental Classroom for Service-Learning

Grace Ngai and Stephen C.F. Chan

The Hong Kong Polytechnic University, H.K.

Natasha Chapman and Anne Spear

University of Maryland, U.S.A.

1600 – 1630 Social and Political Dynamics and Their Impacts on Service-Learning in Mainland China

Caixia Chu, Hung Te Li and Ho Yin Fung
University of Macau, Macau

Paper Presentation (14): Case Study from the Philippines

CD306

Chair:

1530 – 1600 National Service Training Program as Service Learning: Opportunities for Transformative Learning in the Community

Carlos Granados Jr. and Genejane Adarlo
Ateneo de Manila University, Philippines

1600 – 1630 Service Learning in BA Sociology Degree Program of University of Santo Tomas: A Case Study

Froilan Alipao
University of Santo Tomas, Philippines

Paper Presentation (15): Sustainability

AG710

Chair:

1530 – 1600 Seeking Sustainability on Service Learning Projects

Anand Vyas
The Hong Kong Polytechnic University, H.K.

1600 – 1630 Integrating the Green Space Concepts in Service Learning and Research

Cynthia Wu, Yim Wah Mak, Yan Kit Chong, Hok Him Kam and Wai Leung
The Hong Kong Polytechnic University, H.K.

1630 – 1745

Plenary Session

Chiang Chen Studio Theatre

1630 – 1730 Panel Session: Service-Learning across the World

Facilitator:

Andrew Furco

Associate Vice President for Public Engagement and Associate Professor of Higher Education, University of Minnesota, U.S.A.

Panelists:

Yu Ming Wang

Associate Vice President for Office of Academic Affairs, National Cheng Kung University, Taiwan

Nieves Tapia

Director, Latin American Centre for Service-Learning, Argentina

Royale Donald Colle

Professor Emeritus of Communications, Cornell University, U.S.A.

1730 – 1745 Closing Remarks

Angelina Yuen

Vice President (Student and Global Affairs), The Hong Kong Polytechnic University, H.K.

1745 – 1900 Tea Reception for Cruise Tour
Theatre Lounge

1900 – 1915 Cruise Tour assembly at G/F of A Core (outside CCST)

1915 – 1945 Free transportation to Star Ferry Pier at Tsim Sha Tsui

1945 – 2100 Cruise on Victoria Harbour and A Symphony of Lights
Tsim Sha Tsui Star Ferry Pier

PHOTO EXHIBITION



Date: November 28 - December 2, 2016

Venue: FG Podium, PolyU Hung Hom Campus

WE LOOK FORWARD TO SEEING YOU THERE!

Keynote Speaker

DAY 1 | 0930 – 1015 | CHIANG CHEN STUDIO THEATRE

Professor Timothy W. Tong President, The Hong Kong Polytechnic University

Professor Timothy W. Tong was born and raised in Hong Kong. After completing his secondary education, he pursued further studies in the United States, where he received his B.S. degree in Mechanical Engineering from Oregon State University in 1976, and his M.S. and Ph.D. degrees in the same discipline from the University of California at Berkeley in 1978 and 1980 respectively.



Professor Tong takes office as President of The Hong Kong Polytechnic University with effect from 1 January 2009. He has overseen the transformation of PolyU from a three-year to a four-year baccalaureate system since 2012 which gives unique programmatic emphasis on developing the social responsibility of students.

Prior to his current appointment, Professor Tong was Dean of the School of Engineering and Applied Science at The George Washington University in the United States. Being an expert in the field of heat transfer, Professor Tong has been actively involved in addressing issues connected to energy use and sustainable development. He is a Fellow of the American Society of Mechanical Engineers, the Hong Kong Academy of Engineering Sciences and the International Thermal Conductivity Conference.

Professor Tong is also actively engaged in public service in Hong Kong. He is Chairman of the Steering Committee of the Pilot Green Transport Fund of the Environmental Protection Department and Chairman of the Citizens Advisory Committee on Community Relations of the Independent Commission Against Corruption. He was appointed a Non-official Justice of the Peace in 2010 and a member of the 12th Chinese People's Political Consultative Conference in 2013.

Keynote Speaker

DAY 1 | 1015 – 1100 | CHIANG CHEN STUDIO THEATRE

Dr. Andrew Seligsohn President, Campus Compact

Andrew J. Seligsohn is president of Campus Compact, a USA-based coalition of 1100 colleges and universities dedicated to the public purposes of higher education.

As president, Seligsohn has focused on strengthening Campus Compact's support for deep partnerships between campuses and communities, particularly those focused on student civic learning and success across the education continuum. He is also leading efforts to expand Campus Compact's professional development and student civic leadership offerings.



Before joining Campus Compact in June of 2014, Seligsohn served as Associate Chancellor for Civic Engagement and Strategic Planning at Rutgers University–Camden, where he worked across the campus to develop the university's engagement infrastructure to maximize community impact and student learning. Seligsohn previously served as Director of Civic Engagement Learning in the Pace Center at Princeton University and as a faculty member in the Department of Political Science at Hartwick College, where he also served as the elected chair of the faculty. Seligsohn has published articles and chapters on higher education engagement, student political engagement, constitutional law, political theory, and urban politics. He serves on the Advisory Board of the Civic Nation All In Campus Democracy Challenge and the Policy Advisory Council of the Service Year Alliance. Seligsohn holds a Ph.D. in political science from the University of Minnesota and a B.A. in modern intellectual history from Williams College.

Keynote Speaker

DAY 2 | 0900 – 0945 | CHIANG CHEN STUDIO THEATRE

Prof. Joseph Sung Vice-Chancellor and President The Chinese University of Hong Kong

Professor Joseph J.Y. Sung received his medical degree (MB BS) from The University of Hong Kong in 1983, and was conferred PhD in biomedical sciences by the University of Calgary in 1992 and MD by The Chinese University of Hong Kong (CUHK) in 1997.

As a renowned scientist in gastroenterology, Professor Sung's research interests include intestinal bleeding, Helicobacter Pylori, peptic ulcer, hepatitis B, colorectal cancer, and other cancers related to the digestive system.



Professor Sung is a renowned researcher in gastroenterology and hepatology. He led a group of experts from 15 Asia-Pacific countries to launch colorectal cancer screening research in 2004, and has laid down clear guidelines and promoted colorectal screenings in the region. Professor Sung was honoured by the Prevent Cancer Foundation of the United States with the Laurel Award in 2008. In 2009, his seminal lectures on peptic ulcer bleeding won him the Marshall and Warren Lecture Award. In the same year, he was also awarded the Endoscopy Award of the German Society of Gastroenterology. In 2013, he received the Master of the World Gastroenterology Organization (WGO) Award from the World Gastroenterology Organization & WGO Foundation

His contributions to the advancement of medical sciences and academic development have won him wide numerous local and regional awards, and the more recent ones are the Hong Kong Fulbright Distinguished Scholar Award (HKSAR Government, 2014), First-Class, Technological Advancement Award of the Higher Education Outstanding Scientific Research Output Awards (The Ministry of Education, PRC, 2013).

Paper Presentation 1: Leadership

DAY 1 | 1130 – 1200 | CHIANG CHEN STUDIO THEATRE

Promoting Service Leadership through Service Leadership Learning in Chinese University Students

CECILIA MA, DANIEL T.L. SHEK and PECKY LI

Department of Applied Social Sciences, The Hong Kong Polytechnic University

ABSTRACT

In response to the service-oriented economy, effective service leadership, which is composed of moral character, leadership competencies, and a caring disposition (E=MC², Chung, 2012), is advocated to nurture these qualities among university students. Based on the Service Leadership and Management Model (SLAM), a service learning subject “Service Leadership through Serving Children and Families with Special Needs” was introduced at The Hong Kong Polytechnic University. Through service delivery, university students were asked to apply their service leadership knowledge and skills. In 2014-15 academic year (Semesters 2 and 3), a total of 71 students participated in this subject and provided service to adolescents in two secondary schools under the Project WeCan. This paper aims at assessing the effectiveness of a subject focusing on developing students’ service qualities through service learning.

KEY WORDS

service leadership, subjective outcome evaluation, service learning, Chinese university students

Paper Presentation 1: Leadership

DAY 1 | 1200 – 1230 | CHIANG CHEN STUDIO THEATRE

The Youth Expedition Project (YEP) and Its Leaders Training Course (LTC): A Singapore Model? - A Historical Survey of Youth Expedition Leadership Training in Singapore

TAI WEI LIM, SIM University

ABSTRACT

My objective in this writing is to survey the history of youth leadership training in Singapore and how the YEP evolved differently from previous youth leadership courses. The thesis statement here argues that the YEP program and its Leadership Training Course (LTC) is a unique institution idiosyncratic to Singapore’s historical needs and therefore its unique features, particularistic historical trajectory and policy objectives are highlighted in this writing. For my methodology, I adopted as two-pronged approach through textual research as well as observation studies.

KEY WORDS

Singapore, youth expedition, leadership, training, experiential learning

Paper Presentation 1: Leadership

DAY 1 | 1230 – 1300 | CHIANG CHEN STUDIO THEATRE

“Service Leadership” through Service Learning at Christian Zheng Sheng College

WYNANTS HO and DANIEL T.L. SHEK
The Hong Kong Polytechnic University

ABSTRACT

A credit-bearing Service-Learning subject from The Hong Kong Polytechnic University (PolyU) has been implementing to nurture service leadership of students through vigorously engaging in providing quality services in real-life context. This paper reports the learning gains of PolyU students after having completed the services in the Christian Zheng Sheng College. The evaluation was based on the reflections and metaphors written from the students and the Student Feedback Questionnaire (SFQ) results of the subject in 2014/15 cohort. The results supported that the overall learning experience of students is positive memorable and be able to change their world view.

KEY WORDS

service leadership, service learning, Christian Zheng Sheng College, metaphor

Paper Presentation 2: Reflection

DAY 1 | 1130 – 1200 | AG206

Learning through Reflection: A Historiographic Service Learning on the Ministry of Urban Poor (MUP)

ANGELO NOYEL L. DAYOT, RUDYARD JOSE IV R. NANO and ANJANETTE P. REYES
Department of Sociology, University of Santo Tomas

ABSTRACT

This paper explains how the historiographic service learning program serves as a medium for students to learn through reflection. Through Kolb’s learning cycle, it studies learning through reflection in terms of (a) the experiences in the field, (b) a reflective observation on the realities of urban poor, (c) an abstract conceptualization of ideas, and (d) how the students engaged in active experimentation. The service learning program of the students aim to create a historiography of the Ministry of Urban poor. It utilizes a local historiographical framework that utilizes a top-down approach, an approach in history that emphasizes the leaders, in the case of this study, the respondents are limited to community officers and the heads in MUP. This research is significant in aiding the Ministry of Urban Poor progress as an effective organization that helps urban poor communities around Caloocan, Navotas, and Malabon. Moreover, local historiography has been a declining field of study in which this paper contributes. Through critical reflection, the researchers aim to produce an output that surpass the presented data from historiographic document. A reflection that could turn into action, and help the communities better understand their situation.

KEY WORDS

learning through reflection, historiography, ministry of urban poor, Kolb’s learning cycle

Paper Presentation 2: Reflection

DAY 1 | 1200–1230 | AG206

Learning through Reflection: Students' Service Learning Experiences in Cambodia

PHYLLIS PANG and CYNTHIA WU
School of Nursing, The Hong Kong Polytechnic University

ABSTRACT

Service-learning (SL) is denoted as learning to master and apply skill in a real-life situation meeting community need (Groh, et al, 2011). The SL subject titled "Healthy Life-style Challenges in Developing Community" developed by School of Nursing of the Hong Kong Polytechnic University aims to team up students from different faculty. They are required complete 40 hours of direct service to service recipients by conducting need assessment with respect to healthy lifestyle. Based on the results of the assessment, tailor-made health promotion plans would be delivered to the service recipients on the returned visit. Students' learning is assessed by their performance on service delivery on attitudes, skills and knowledge in interpersonal skills as well as the professional competence. Students are required to submit reflective journals at pre-trip and post-trip period. This paper aims to highlight the themes of students learning as emerged from students' reflective journals. Themes were extracted from the reflective journals using content analysis approach. Their reflection indicated in-depth learning like engagement in a real-life situation, development of empathy and empowerment of service-recipients in area of gaining knowledge and skills in practicing healthy lifestyle.

KEY WORDS

Learning through reflection, Service-Learning, Lifestyle modification, Health assessment, Health promotion

Paper Presentation 2: Reflection

DAY 1 | 1230–1300 | AG206

Service-Learning Reflections of the Architecture Students in Designing Karuwisi Slum Area Green Lane

MUTMAINNAH SUDIRMAN, ANDI ANNISA AMALIA and AISYAH RAHMAN
Architecture Department of Alauddin Islamic State University

ABSTRACT

Architecture Department of Alauddin Islamic State University Makassar- Indonesia (UINAM) has conducted the Service-Learning to implement the Tri Dharma through Architecture and Environment Subject in designing the Green Corridor of the lane at the Karuwisi District, one of the slum areas in the Makassar City. This program has involved different participants, not only from the Architecture Department, but also from SILE Project, Karuwisi Local Government and the local society. Community members participate in all activities, such as planning conception, preliminary design, workshop and field activities. Design activities included lane cleaning, vertical garden planting, and improvement of the lane

signs, artistic lane walls painting and information board installation. This program is supporting the Plan of Makassar City Government with their vision to build “a World-Class City Comfortable for all”. The restoration of slum lane for security, safety, comfort and economic value are several of the targets of the Administrator agenda, called LONGGAR the abbreviation of Lorong Garden, the term for the program to motivate the community to set their alleys into a green corridor.

KEY WORDS

service-learning, design, slums

Paper Presentation 3: Service-Learning in Business

DAY 1 | 1130 – 1200 | AG710

Using an Entrepreneurial Process to Create Effective Service Learning Efforts

CHRISTOPHER SWAN, Tufts University

ABSTRACT

This paper describes a Community Engagement Program Model blueprint that can be used to effectively and efficiently design and implement service-based educational innovations, also called purposeful design (PD) projects. The blueprint has as its basis the Business Model Canvas (BMC), a nine-element framework used in the ‘lean’ start-up of various entrepreneurial efforts. Therefore, the blueprint explicitly combines PD project development and implementation with an entrepreneurial mindset, allowing project designers to conceive, design, implement and assess service-based educational innovations, whether in curricular or non-curricular settings. Similar to the use of the BMC, the blueprint allows creators of PD projects to iteratively develop and implement their efforts until the value proposition-stakeholder ‘fit’ is optimized for successful scale and sustainability. The blueprint also provides an appropriate framework through which appropriate evaluation and assessment methodologies can be developed and implemented that can capture the benefits and constraints associated with the effort.

KEY WORDS

purposeful design, community engagement blueprint, entrepreneurial mindset

Paper Presentation 3: Service-Learning in Business

DAY 1 | 1200 – 1230 | AG710

Entrepreneurship-in-Action: A Service-Learning Program for School of Management Majors

KEVIN CHRISTOPHER L. GO, GEORGE OMER DENIS S. QUITORIANO and ENHA ERIKA D. L. TUPRIO
Ateneo de Manila University

ABSTRACT

Wanting to improve on its service-learning programs, the Ateneo de Manila University – Loyola Schools through the National Service Training Program conducted a pilot program called

Entrepreneurship-in-Action under the guidance of Mr. George Omer Denis S. Quitariano, a faculty member of the John Gokongwei School of Management of the Ateneo de Manila University – Loyola Schools. The program tasks groups of three to four students each to start microenterprises with a partner family. The program is designed using the principles of Student-centered Learning and Outcome-based Education. The content of which is developed from the books of both Philippine and International business expects on start-up entrepreneurship to provide the basic tools needed for entrepreneurial planning, marketing, finance and operations.

The pilot was slated to run for four months that included skills training for the students and engagements with their partner community, GK Christ the King Community. Every engagement with the community, the program implementers ask the students and their partners to report how much they have earned. As of April 23, 2016, the program was able to raise a total of PHP 83,705.25 or USD 1786.96 from 39 groups of students and their families.

KEY WORDS

entrepreneurship, student enterprise, community enterprise, social enterprise

Paper Presentation 3: Service-Learning in Business

DAY 1 | 1230–1300 | AG710

Being Better Businesses: An Assessment of Student Social Enterprises through Service-Learning Education

KEVIN CHRISTOPHER L. GO, Ateneo de Manila University

ABSTRACT

With the emergence of social enterprises as a new line of mainstream development, Schools of Management in different parts of the world are taking up the challenge of furthering social entrepreneurship. One such school that is making social entrepreneurship as part of its course is the John Gokongwei School of Management of the Ateneo de Manila University – Loyola Schools. Through the Leadership and Strategy 126 and 127 class, the school has been having a number of student groups annually setting up new social enterprises with the hope that the Office for Social Concern and Involvement (OSCI) partner communities ventured with will continue the enterprise as the students graduate. However, in the past five years of its implementation, this has not been the case. This paper assesses the student social enterprises that have been set up, checks on the various processes that are involve and suggests recommendations that may be done to improve the success of future student social enterprises set up through the partnership between OSCI partner communities and the Leadership and Strategy classes.

KEY WORDS

social entrepreneurship, student social enterprise, social enterprise, social business, community engagement

Paper Presentation 4: Pedagogy and Model

DAY 1 | 1400 – 1430 | CHIANG CHEN STUDIO THEATRE

Developing Critical Inclusive Pedagogies in Pre-service Teachers through Youth Mentoring as Service-Learning

MARGARET M. LO, Faculty of Education, The University of Hong Kong

ABSTRACT

Preparing student-teachers to address social and academic disaffection in marginalized learners is a key challenge for teacher education committed to social justice. This study explores how student-teachers in a Hong Kong undergraduate teacher preparation course developed critical inclusive pedagogies on a service-learning course. The course involved student-teachers in one-to-one mentoring of youth from a high poverty local secondary school whilst exploring and reflecting upon inequality and marginalisation in Hong Kong education. Drawing on sociocultural and sociopolitical theories of discourse and language, discourses analyses of data from mentoring meetings, student-teachers' online reflective blogs, field notes and other contextual data were undertaken to understand the discursive complexities and tensions involved in youth mentoring as service-learning. Three different cases of student-teachers' unique and unexpected development of critical inclusive pedagogies is examined. The study suggests a notion of pedagogy that goes beyond the hierarchy implicit service-learning, to one that is a relational encounter which embraces the unknowable.

KEY WORDS

teacher education, youth mentoring, critical pedagogy, inclusive education

Paper Presentation 4: Pedagogy and Model

DAY 1 | 1430 – 1500 | CHIANG CHEN STUDIO THEATRE

A New Model for Comprehensive Service-Learning: A Case Study in Long-chi Village

ZHUOYAO LYU, CHEN WU, XUAN LI, BINGWEI TIAN, and LINSHENG GU
Sichuan University

ABSTRACT

Long-chi Village, located in Lushan, Ya'an city, Sichuan province, China, was severely affected by a huge Earthquake, moreover, it had been overlooked and now is facing a serious extinction crisis. In order to revitalize this village, the comprehensive service program of Long-chi Village has adopted a series of measures, that is recruiting students from different colleges and assigning them to different service groups to give a hand, implementing all steps of service-learning, to help this village to develop in all aspects, such as local culture and economy. So far, it has been proved that this program could lead to a win-win situation. Participating students are able to tap their potential to the full. And the existing problems of the community are studied and analyzed comprehensively and systematically, as a result, the solutions could be more focused and a better result could be expected.

KEY WORDS

service learning, disaster management, marginalization

Paper Presentation 4: Pedagogy and Model

DAY 1 | 1500 – 1530 | CHIANG CHEN STUDIO THEATRE

A Two-Dimensional Classification Framework for Service-Learning

Grace Ngai and Stephen C.F. Chan
The Hong Kong Polytechnic University

ABSTRACT

This paper presents a framework to relate and quantify two aspects of service-learning projects that are often in tension with each other. When students are brought to work in the community as part of an intentional learning experience, there is often a trade-off between the amount of useful, impactful service that they can provide, versus the social learning that they can attain through executing these projects. Furco (1996) proposed a continuum that relates community service, service learning, field education and internships, but it is often not easy to decide where one begins and the other ends. This framework is therefore an attempt to more clearly delineate the different modes of engaged learning.

KEY WORDS

service vs learning, framework

Paper Presentation 5: Service-Learning and Teachers

DAY 1 | 1400 – 1430 | AG206

In Search of Meaning: Novice Teachers' Perceptions on a Service-Learning Subject through Narrative Inquiry

FLORENCE K.Y. WU, DANIEL T. L. SHEK, BETTY P. W. MOK and VERONICA K. F. SHEK
Department of Applied Social Sciences, The Hong Kong Polytechnic University

ABSTRACT

In a recent decade, there is a bloom of service-learning courses in the universities in Hong Kong. Although studies about students' benefits from service-learning is plentiful, there is scarce research investigating the university teachers' perception upon service-learning in the course of teaching, especially novice faculty members. Many university teachers are invited to teach service-learning yet their voice and views on the gains, benefits or difficulties are sparingly addressed. The narrative inquiry approach is adopted in the present study to investigate the unique views of the novice faculty members teaching service-learning. Novice teachers from a service-learning subject implemented in The Hong Kong Polytechnic University are invited for the present study. In-depth interviews have been conducted to gauge teachers' perceptions upon the experiences of teaching this service-learning subject. Results showed that the novice teachers (1) have seized the "calling" of teaching service-learning; (2) perceived teaching service-learning as a reaction to institutional privatization and (3) urged eagerly for the mentorship.

KEY WORDS

service-learning, novice faculty members, teachers' perceptions, meaning, experience

Paper Presentation 5: Service-Learning and Teachers

DAY 1 | 1430–1500 | AG206

Students Teaching Teachers – Can It Work? A Teacher Training Project in Rural China

ANDREW JARVIS and ANNA HO
The Hong Kong Polytechnic University

ABSTRACT

This paper discusses the possibility of students taking on a training role in their service learning subject in order to serve teachers. The approach of students teaching teachers has many challenges, including whether teachers would value this type of professional development. In this paper-presentation, we will give an example of a service learning subject which provides language workshops for in-service English teachers in rural China. Feedback from service recipients and students will be reported and discussed which will be of interest to service learning subject leaders, teachers and researchers interested in knowing more about this approach. This paper serves as an exploratory study into the value of placing university students in training roles for in-service teachers.

KEY WORDS

English teaching, teacher development, China, sustainability

Paper Presentation 5: Service-Learning and Teachers

DAY 1 | 1500–1530 | AG206

Service-Learning Impact on Faculty in Hong Kong through Faculty Engagement Model

CAROL MA, SOPHIA LAW, DAWN LO FEI-YIN, and CHAD CHAN
Lingnan University

ABSTRACT

Compared to Service-Learning (S-L) research on its impact on students' development, research on S-L's impact on the faculty is limited in Hong Kong. However, faculty involvement is one of the important factors for students' learning, especially for academic S-L. Therefore, it is valuable to investigate the factors that affect the adoption and implementation of S-L into teaching and S-L's impact on faculty from faculty's perspectives. The mixed research method was adopted in this research and Demb & Wade's Faculty Engagement Model was adopted as a research framework. 40 faculty members participated in the online questionnaire and 17 participated in individual interviews in 2015/16. Results showed that students' enhanced learning outcomes were one of the major considerations for faculty's decision to use S-L. Additionally, the result also highlighted the positive S-L impact on teaching. Although this study is based on a limited sample, it provides both practical and theoretical value.

KEY WORDS

service-learning impact on faculty, teaching and learning, higher education in Hong Kong

Paper Presentation 6: Service-Learning in Engineering

DAY 1 | 1400 – 1430 | CF303

Science, Technology, Engineering, and Mathematics (STEM) as a Vehicle for Supporting Service Learning

C.Y. TANG, Y.M. TANG, GEORGE T.S. HO, GARY C.P. TSUI, DENNIS K.C. LO and W.C. LAW
Department of Industrial and Systems Engineering, The Hong Kong Polytechnic University

ABSTRACT

Nowadays, more attention has been taken in the teaching of STEM in Hong Kong. On the other hand, service-learning is one of the key learning pedagogy in local universities. However, service learning projects in local schools are not common, particularly in the teaching of the STEM concept. This research aims to investigate students' learning experience in local university by making use of STEM as a vehicle for supporting service learning. We intend to measure students' learning experience in their intellectual and civic development. Results have shown that there is a significant gain in students' learning experience.

KEY WORDS

STEM, service learning, intellectual development, civic development

Paper Presentation 6: Service-Learning in Engineering

DAY 1 | 1430 – 1500 | CF303

Service Learning in Engineering Education

C.Y. TANG, KRIS M.Y. LAW, GARY C.P. TSUI and DENNIS K.C. LO
Department of Industrial and Systems Engineering, The Hong Kong Polytechnic University

ABSTRACT

Service learning subjects are very different from conventional engineering subjects, which combine both learning and service components. In general, service learning is of key objectives to raise students' awareness of the underprivileged in the society and to apply the learnt knowledge in real-life through community service projects. This paper presents the experience of offering a service learning subject to engineering students with the primary intention to facilitate students' learning through direct interactions with the underprivileged.

KEY WORDS

service learning, engineering education, learning experience

Paper Presentation 6: Service-Learning in Engineering

DAY 1 | 1500–1530 | CF303

Implementation of Engaged Learning in Combined Engineering Project to Undergraduate Students at Kathmandu University

DHIRAJ SHRESTHA, Kathmandu University
MANOJ KUMAR GUPTA, Northern Alberta Institute of Technology
ROYALE DONALD COLLE, Cornell University

ABSTRACT

Engaged Learning (EL) is an effective way of applying coursework in communication and computer science to benefit underserved populations. This paper focuses especially on joining EL with information and communication technology for development (ICTD) at Kathmandu University in Nepal. The experience of engaged learning at Kathmandu University (KU) has shown that this academic strategy fulfills the learning objectives set by the course and teaches civic responsibility to students and faculties. KU implemented EL in 2016 with 15 undergraduate students of Computer Engineering. EL was carried out according to the guidelines provided by the Engaged Learning Toolkit for Faculty and the Engaged Learning Guidebook for Students published by UN-APCICT/ESCAP. At KU Comp 303 was taken as an EL course. It was implemented in three different phases: Pre-Engagement, Engagement and Post Engagement. "Engagement" brought students into learning activities with a partner community. The reflection of faculty, students and the local community showed that EL is an effective means of building strong bonds among students, faculties and local community in the context of ICTD.

KEY WORDS

engaged learning, civic responsibility, service learning, ICTD

Paper Presentation 7: Measurement and Outcome

DAY 1 | 1600–1630 | CHIANG CHEN STUDIO THEATRE

Measuring Service-Learning Quality: Developing a Service-Learning Best Practices Rubric and Algorithm

ANDREW FURCO, GEOFFREY MARUYAMA, LAUREL HIRT, DEBRA INGRAM, ISABEL LOPEZ, JASON JOHNSON, ANTHONY SCHULZETENBERG, WEI SONG and LARA WESTERHOF
University of Minnesota
PAUL H. MATTHEWS and SHANNON O. WILDER
University of Georgia

ABSTRACT

Service-learning (SL) practice varies substantially across different courses, instructors, disciplines, and institutions, making it difficult to assess which combination of SL practices promotes positive student outcomes. As part of a multi-year, multi-site research study focused on assessing the impact of SL on university students, a Service-Learning Quality Assessment Tool was developed and piloted. The tool

presents a set of weighted scores for 33 elements the literature has identified as essential for high quality SL practice. The researchers applied the assessment tool to a diverse set of academic service-learning courses, deriving a “service-learning quality score” for each course for the purpose of measuring differential impacts of SL on student development. This pilot study revealed that to secure a service-learning quality score, in-depth analyses of each course and its SL components are needed; analyses of course syllabi and other course materials alone are inadequate. The study also found that to ensure inter-rater reliability, researchers using the tool must anchor their assessments to an agreed upon set of common scoring standards and protocols.

KEY WORDS

service-learning quality, quality measurement tool, course-based service- learning

Paper Presentation 7: Measurement and Outcome

DAY 1 | 1630 – 1700 | CHIANG CHEN STUDIO THEATRE

Measuring the Impact of an International Service-Learning Project through Community Assessment

ANNE SPEAR and NATASHA CHAPMAN
College Park, University of Maryland

ABSTRACT

In May 2015, Hong Kong Polytechnic University (PolyU) led an international service- learning course to Kigali, Rwanda. The focus of the course was to install solar panels in individual households in communities without access to electricity on the outskirts of Kigali. 16 houses were selected to receive a solar panel. The selection was based on household income level and the participation of a female family member in a women’s ‘self-help’ group, often the mother. The group returned to Rwanda in May 2016 to continue installation, this time partnering with a small class from the University of Maryland (UMD), USA. This team of 9 students (6 PolyU and 3 UMD) conducted a community assessment regarding the impact of the solar panel installations during their two-week experience. The central question of the assessment was: How has the installation of solar panels impacted individual households and the community as a whole in the past year? This qualitative research complements quantitative research that was conducted by PolyU to evaluate the impact of service-learning projects within the domain of sustainable energy. This research continues to inform the direction of current and future community projects between a local Rwandan community, a non- profit organization in Rwanda, a public university in the United States, and a university in Hong Kong.

KEY WORDS

appropriate technology, community assessment, solar panels, sustainable energy, service-learning

Paper Presentation 7: Measurement and Outcome

DAY 1 | 1700 – 1730 | CHIANG CHEN STUDIO THEATRE

Complementing Outcomes-Based Education with Service Learning: The Case of a Sociology Course in a Philippine University

MARK ANTHONY D. ABENIR, University of Santo Tomas

ABSTRACT

The main objective of this study is to investigate in a Philippine setting whether OBE and Service Learning can complement one another in a classroom setting. Using a case study as a research design, the research process documents the service learning engagement of 4th year Sociology major students set as an intended learning outcome in their Social Change and Social Development course. Findings reveal students were able to help empower their chosen partner communities, and at the same time develop leadership, communication, cultural understanding, and critical thinking on top of being able to bridge social justice theory and practice in the community development projects they designed and implemented in close coordination with their chosen partner communities. This case study is able to find out that OBE and Service Learning can complement one another and can be best used in a course that has a relation in addressing a community concern.

KEY WORDS

service learning, outcomes-based education, sociology, social change, social development

Paper Presentation 8: Engagement and Empowerment

DAY 1 | 1600 – 1630 | CF303

A Study on the Role and Impact of Community Engagement to the UST - Simbahayan Partner Communities

ROXANNE M. BAUTISTA, CHRISTIAN G. CATINGUIL, MELVIN CARLO DC. IMPERIAL,
MARY COLEEN ANNE P. NICOLAS and PAULA ISABEL A. REYES
University of Santo Tomas

ABSTRACT

This study delves on the role and impact of community engagement to the University of Santo Tomas-Simbahayan partner communities through the Service Learning course of the UST students. Moreover, this paper illustrates the effect of community engagement to the partner communities through the different tools administered that provided both qualitative and quantitative information about the community. The (1) CBMS (Community Based Monitoring System and (2) planning and (3) evaluation tool, and (4) the participation matrix serve their different purposes such as: (1) to help the UST- Simbahayan Community Development Office and the community itself to uncover and understand the community, its issues and need, (2) and to measure the effectivity of all the programs conducted. Consequently, this study employs the Theory of Knowing and Principle of Experience by John Dewey (1938) and Jurgen Habermas' Theory of Communicative Action to argue that service learning has a

significant effect both to the communities and students involved. Thus, the significance of this study is to establish the importance of service learning through different community engagements made by the students of the University of Santo Tomas.

KEY WORDS

community development, communicative action, theory of knowing and principle of experience, service-learning, community engagement

Paper Presentation 8: Engagement and Empowerment

DAY 1 | 1630–1700 | CF303

Impacts and Preferences of i-SLA as an E-learning Environment to Engage Community Partners

CHIA-HUI CHIU, MEGAN F. LIU, SSU-CHI HUANG and YI-WEN CHEN
Taipei Medical University

ABSTRACT

Recent research suggests that E-service-learning is evolving across higher education, as it is not difficult to image with the rapid development of technology. Extreme E-service-learning, in which the instruction and service are exclusively online, is a relatively new and unstudied practice. This article examines the implementation of using i-SLA, a mobile application and a website with diverse service-learning (SL) curriculum, and its effects on the engagement of community partners. The scaffolding instruction by Wood (1976) serves as the designing and organizing framework of i-SLA. I-SLA is to support community partners' the management of program and to facilitate students' learning and service through step-by-step guidance. This study is conducted at a medical university located in northern Taiwan, which has over 1100 freshmen who are required to do SL curriculum every semester. Community partners were interviewed with semi-structured questionnaire. The interview questions focused on the impacts and preferences of i-SLA. As a result, we suggest that using scaffolding theory to develop E-service-learning environment may be useful to improve community partners' engagement.

KEY WORDS

mobile application, e-learning, Taiwan

Paper Presentation 8: Engagement and Empowerment

DAY 1 | 1700–1730 | CF303

Can Service Learning Cultivate Empowering Experiences for Students? Insight from Empowerment Pedagogy

AMY PO YING HO, The Hong Kong Polytechnic University

ABSTRACT

The critical pedagogy advocated by Shor (1992) aims at providing empowering educational experience for students which is participatory, democratic, affective, problem-posing, dialogic and inter-disciplinary.

The teaching and learning methods of the service learning subject “You can make a difference to our planet” were very much inspired by this critical, student-centered approach. By direct participation in the collection and distribution of consumable food, students experienced first-hand the magnitude of the food waste problem and came face-to-face with low-income elderly, food vendors, and community volunteers whom they seldom met in their daily life. Grounded in their direct community service experience, students were then given the opportunity to choose and to work on a problem which they had identified through brainstorming and contextual reflection. The service learning experience was empowering since students, tutors and the agency worked together as equal partners to co-create solutions towards environmental sustainability. The engagement with community stakeholders and inter-disciplinary teammates have enabled students to learn the art of compromising and democratic decision-making. The tutors played the role of a facilitator who help students draw upon their diverse knowledge and skills on problem-solving, while maximizing their learning through teamwork, reflection, and actualization of their project plans under practical constraints.

KEY WORDS

empowerment pedagogy, service learning, environmental sustainability

Paper Presentation 9: Evaluation and Growth

DAY 2 | 1115 – 1145 | CHIANG CHEN STUDIO THEATRE

Student Development through Service-Learning: A Ten-Year Study

CAROL, MA HOK-KA and CHAD, CHAN WING-FUNG
Lingnan University

ABSTRACT

Office of Service-Learning (OSL) at Lingnan University was established to promote the integration of S-L into the curriculum since 2006. It is valuable to investigate the student development through S-L in the past ten years. Therefore, this quantitative study was conducted to investigate S-L impacts on students' development and explore the factors affecting student's development through S-L. The pretest and posttest questionnaire was used to collect the self-rated learning outcome form 4655 students who participated in S-L courses. The significant improvement was found in students' learning especially for the subject-related knowledge and research skills. Also, the type of service (e.g. direct or indirect service) can be one of the important factors to influence the student's learning in terms of different skills that they need for preparing their career.

KEY WORDS

student's learning, service-learning in Hong Kong, type of service

Paper Presentation 9: Evaluation and Growth

DAY 2 | 1145 – 1215 | CHIANG CHEN STUDIO THEATRE

College Students' Evaluation of Service-Learning Program in Geriatric Institution: A Mixed Method Approach

HEIDEN C. ANORICO and LES PAUL VALDEZ
University of Santo Tomas

ABSTRACT

Service-learning in the educational scene has showed increased impact on student life-long learning and institutional commitment to the community for the past decade. However, there is not much study related to students' service-learning in a geriatric institution. This study ascertained positive cognitive and affective perspective of college students to service-learning in geriatric institution. This also found a strong foundation to continue and improve the current service-learning program for the elderly. With 305 college student respondent, the multi-aspect survey questionnaires were utilized. This study employed mixed method approach. Triangulation provides a comprehensive analysis of college students' perception of the elderly and service-learning program implemented by the university. This study provides the impact of service-learning to students and suggestions in improving the program presented in an 8 loop model of CWTS Program evaluation on service-learning in geriatric institution.

KEY WORDS

service-learning, elderly, geriatric institution, program evaluation

Paper Presentation 9: Evaluation and Growth

DAY 2 | 1215 – 1245 | CHIANG CHEN STUDIO THEATRE

The Impact of Student Characteristics on Learning and Growth in Service-Learning Programmes

JIUNWEN WANG and SHERWIN CHIA
School of Human Development and Social Services, SIM University
TAI WEI LIM and JANICE KAM
UniSIM College, SIM University

ABSTRACT

Our research focuses on looking at how students' prior states may impact their learning and growth via service learning programmes. Specifically, how does the goals set prior to service-learning experience impact students' civic attitudes and skills. While no data has been collected, we hypothesize that different goal-setting may impact learning and growth of students differently.

KEY WORDS

goal-setting, developmental readiness, mindsets, civic attitudes and skills

Paper Presentation 10: Service-Learning in Health Sciences

DAY 2 | 1115–1145 | AG710

Experiential Learning Experience in Global Health Projects through Design Thinking

YING CHAU, CHUNG YAN YU and HIDDADURA ISURA MALINDA MENDIS ABEYNAYAKE

Student Innovation for Global Health SIU Technology (SIGHT), The Hong Kong University of Science and Technology

YUEN DEREK LAM

Center for Education Innovation, The Hong Kong University of Science and Technology

ABSTRACT

SIGHT (Student Innovation for Global Health Technology) is an undergraduate education platform at the Hong Kong University of Science and Technology (HKUST) launched in October 2014. In SIGHT, experiential learning is used as a key component to promote cross-disciplinary competencies, creative problem solving, and global citizenship. With the motto “Simple Technology, Big Difference”, SIGHT transform student innovations into tangible solutions for global health problems in low-resource communities.

This paper will review the pedagogies used to drive the projects, coach students and provide experiential learning experiences during the project cycle. It will focus on the project EasyMed as an example. Both qualitative (focus groups, student) and quantitative (pre/post surveys) approaches are utilized.

In general, students showed a tendency to rate themselves higher in the post survey on “Cultivate Global Citizenship / Global Vision”, “Cultural Sensitivity/Awareness” than in the pre survey. Qualitative and Quantitative results have further discussed in the section “Results and Discussion”.

KEY WORDS

experiential learning, design thinking, healthcare projects, service learning

Paper Presentation 10: Service-Learning in Health Sciences

DAY 2 | 1145–1215 | AG710

A Case Study Applying Service Learning Approach: Occupational Therapy in Community Health

KAREN SAGUN-ONGTANGCO, Department of Occupational Therapy, College of Rehabilitation Sciences, University of Santo Tomas

MARK ANTHONY ABENIR, Simbahayan Community Development Office, University of Santo Tomas

ABSTRACT

International and local contexts call for health care practitioners who are responsive to the needs of the society through the application of Community Based Rehabilitation (CBR) as a strategy. This is reflected in

the Philippine mandated curriculum requiring CBR as a course in Occupational Therapy (OT) educational programs. In the University of Santo Tomas (UST), the course Occupational Therapy in Community Health is the CBR course, which applies Service Learning as a pedagogical approach. This qualitative case study aims to illustrate how this strategy is effective in achieving both student learning outcomes and community needs. Document reviews, survey, student reflections and evaluation forum were done among 72 student participants and three partner communities of the University. Evaluation by the communities depicts that they attained the set objectives in gaining knowledge, skills and attitudes, and they made recommendations for the next CBR activities. Student reflections yield three themes: appreciation of CBR, enhanced learning through community immersion and multilevel empowerment. In conclusion, this paper illustrates that service learning is a useful strategy in teaching a CBR course to attain the intended learning outcomes of the students and the identified needs of the partner communities.

KEY WORDS

service learning, occupational therapy, community based rehabilitation

Paper Presentation 10: Service-Learning in Health Sciences

DAY 2 | 1215 – 1245 | AG710

Promoting Positive Development of Migrant Children in Hangzhou: Pioneering Experience and Preliminary Evaluation Findings

LU YU and DANIEL T. L. SHEK
The Hong Kong Polytechnic University
QINGYONG LIU, HAIJUAN CHEN and HUA ZHI
Hangzhou Shuren Primary School

ABSTRACT

The present paper described the first-year implementation (2014/15 academic year) of a service-learning program that aims to nurture university students' generic competencies, positive values and social responsibilities and to promote positive development of migrant children in Hangzhou, China. Evaluative findings on PolyU students' performance in the service trip and the effectiveness of the program on university students' holistic development were also reported. Based on 140 observation assessment forms completed by trained observers, it was found that PolyU students performed very well throughout the service. The percentages of positive responses (rated as "good" or "very good") ranged from 88.97% to 100% across the 13 items, indicating high quality of service provided by our students and good social outcomes. Qualitative findings showed that students had meaningful gains after the programme in multiple aspects including 1) an increased level of empathy towards others and passion in helping people in need, 2) deeper self-understanding and understanding of the population they served, 3) Improved problem-solving and decision-making skills, 4) enhanced interpersonal skills, and 5) a stronger sense of responsibility and citizenship. Implications of the findings and future research directions are discussed.

KEY WORDS

service learning, migrant children, program evaluation, university student

Thematic Session: Ethics in Overseas Project Engagement

DAY 2 | 1400 – 1500 | CHIANG CHEN STUDIO THEATRE

Moderator:

ELSA LAM, Lecturer, Faculty of Social Sciences, The University of Hong Kong

Panelists:

JASON HO, Assistant Professor, Department of Comparative Literature, The University of Hong Kong

ZHI YU WU, Founder, Rainforest Coffee

CAROL MA, Associate Director, Office of Service-Learning, Lingnan University

GRACE NGAI, Associate Professor, Department of Computing, The Hong Kong Polytechnic University

ABSTRACT

The central theme of this panel is about ethics in international project engagement for students. The discussion will concern the ways to prepare our students for a “meaningful overseas cross-cultural project engagement without reinforcing the stereotypes among all stakeholders.”

International placements offer students the opportunity to immerse themselves in a completely different environment and culture, not only by applying their academic knowledge to practice and learning new professional skills, but by being embedded in a new context and part of different communities they can learn about different values, practice and ways of living. This means international projects can benefit students not only in the academic and professional sense, but more importantly, the experience can enable students to cultivate personal attributes and social skills which will ultimately help them to develop good relationships, be able to engage in dialogue and see others perspectives and harness more ethical approaches to practice. During their placements students are expected to be able to adapt to the context, be sensitive to others way of life, tolerant and non-judgmental about certain practices and reflective about how they interact professionally and personally with others in that environment.

In this panel, there will be a case study for a project from The University of Hong Kong and representatives from Lingnan University and The Hong Kong Polytechnic University will share their respective practice of preparing the students going overseas for service learning, the challenges and the way forward.

Paper Presentation 11: Mandatory Service-Learning

DAY 2 | 1400 – 1430 | CF302

The Impact of Credit-Bearing and Mandatory Service Learning in Pakistan

MAHEEN MUMTAZ and SYED IRTIZA ALI SHAH

National University of Sciences & Technology (NUST)

ABSTRACT

In the present study, the effect of credit-bearing and mandatory service learning on university students in Pakistan is being investigated. In the eastern world, the concept of community service is quite a contrast to the western world. In the West, community service is inculcated in a child’s process of personality development at a very early age. However, in the East, community service is understood to be a form of

charity. There is no perception of community engagement and mobilizing the youth to volunteer themselves and no notion of empowering the community. Thus, having a mandatory credit-bearing service learning course in higher education is necessary for inculcating the culture of community service in Pakistan. The paper sets out to see whether service learning causes young students to have that sense of responsibility to empathize with the society. This research will contribute to other institutions approach to service learning.

KEY WORDS

service learning, civic engagement, community development, credit hours, Pakistan

Paper Presentation 11: Mandatory Service-Learning

DAY 2 | 1430 – 1500 | CF302

Students' Perceived Changes and Benefits in a Mandatory Service Learning Course

YAMMY L. Y. CHAK, DANIEL T. L. SHEK and BETTY P. W. MOK

The Hong Kong Polytechnic University

XIAOYAN HAN, Department of Social Work, East China Normal University

JASON F. CHEN, Wujing Education Bureau

JILEI ZHANG, Zizhu Primary School Affiliated to East China Normal University

QING XIAO and HAO JIANG, Starfish Saver Social Work Service Centre

ABSTRACT

By engaging in a more comprehensive reflection of the service-learning experiences, students taking Service-Learning subjects at The Hong Kong Polytechnic University are expected to develop a more positive personal understanding and self-identity, stronger critical thinking ability and social awareness. The purpose of this paper is to examine the perceived changes and benefits from the perspective of more than 80 students, who had taken a 3-credit SL subject entitled "Promotion of Children and Adolescent Development" and provided 40 hours of service for more than 300 migrant children in Shanghai. Overall, both quantitative and qualitative findings showed that the students benefited from this 2- semester course. A number of perceived changes were recognized, including the enhancement of their interpersonal effectiveness, team building, problem solving ability and social responsibilities. The findings also demonstrate the advantage of having mandatory SL subject requirement.

KEY WORDS

service-learning, reflection, perceived changes, mandatory requirement

Paper Presentation 12: Multi-disciplinary Students in SL

DAY 2 | 1400 – 1430 | BC202

From Zero to One: Integrating Engineering and Non-Engineering Students in a Service-Learning Engineering Project

C.K. LAU, KENNETH W.K. LO, STEPHEN C.F. CHAN and GRACE NGAI
The Hong Kong Polytechnic University

ABSTRACT

Service-learning in engineering has been gaining attention as an effective way to provide students the opportunity to apply their theoretical knowledge to solve real-world problems faced by communities (Oakes et al., 2002; Soto & Dzwonczyk, 2015). At the Hong Kong Polytechnic University, the past few years have seen increasing numbers of non-engineering students taking service-learning subjects offered by the engineering departments, and working on engineering-type projects alongside students majoring in engineering. This is especially significant for international projects working in developing regions. This paper presents a project conducted in Cambodia in June 2016 as a case study as to how to integrate students from very different disciplines into the same project. Challenges that we faced during the training are discussed, followed by the outline of the course model, which may help educators develop a course to maximize the potential of international service-learning in engineering.

KEY WORDS

service-learning, international projects, training

Paper Presentation 12: Multi-disciplinary Students in SL

DAY 2 | 1430 – 1500 | BC202

A Service Learning Project on Underwater Robotics for Multi-Disciplinary Students

KAM TIM WOO, SAU MAN YUEN, CHUN YIN LEUNG, LUNG TAK HO and LAI TING CHIN
Center for Global & Community Engagement (GCE), The Hong Kong University of Science of Technology

ABSTRACT

The Hong Kong University of Science and Technology (HKUST) aims to engage undergraduate (UG) students in making contributions to the community as well as create and facilitate educational and leadership opportunities. UG students are encouraged to utilize their engineering knowledge and technology know how innovatively in community projects contributing to the society. We design a credit-bearing service learning course on underwater robotics. This provides both learning and teaching experience for our students through the project. Through the process, students acquired interesting knowledge and improved communication between the stake-holders such as their fellows and the client groups from primary and secondary schools. This also provides a learning opportunity for students and teachers from primary and secondary schools. In this paper, we introduce our course design elements. We also present some results from the focus group interview.

KEY WORDS

multi-disciplinary, ISTEAM, underwater robotics, STEM, experiential learning

Paper Presentation 13: Global Service-Learning

DAY 2 | 1530 – 1600 | CHIANG CHEN STUDIO THEATRE

Learning to Serve Together: Creating an Inter-Continental Classroom for Service-Learning

GRACE NGAI and STEPHEN C.F. CHAN
The Hong Kong Polytechnic University
NATASHA CHAPMAN and ANNE SPEAR
University of Maryland

ABSTRACT

Within an increasing interconnected global society, it is important for undergraduate university students to be educated as competent/fluent global citizens. International service-learning is an effective tool for developing cross-cultural competencies and relationships, and many universities have programs that bring their students to serve in communities abroad. At the same time, technological advances have made telecommunication tools available and affordable. The confluence of these three factors raises an intriguing thought: what if two service-learning courses in two countries were linked, such that students learn together digitally, from their own campuses, and then serve together, in a third country?

This paper describes a pilot global classroom service-learning course designed and co-taught by instructors at the University of Maryland at College Park (UMD) and Hong Kong Polytechnic University (PolyU). The expertise of the PolyU team is in computer science and engineering, while the UMD team has much experience with education, leadership and social development. The service project, which took place in Rwanda in May 2016, was designed to take advantage of the expertise from both sides.

KEY WORDS

global classroom, cross cultural competencies, inter-institutional collaboration

Paper Presentation 13: Global Service-Learning

DAY 2 | 1600 – 1630 | CHIANG CHEN STUDIO THEATRE

Social and Political Dynamics and Their Impacts on Service-Learning in Mainland China

CAIXIA CHU, HUNG TE LI and HO-YIN FUNG
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ABSTRACT

Despite the abundant literatures on service learning case studies, it is rare to see cases related to Mainland China. Service-learning has become a very popular pedagogy in the United States and has been adopted in various areas in Asia in recent years. However the concept is still relatively new in Mainland China and comprehensive case studies are needed to provide practical guidance for practitioners and empirical data for theorist. This paper, based on a case study of service learning trip to a village in China,

tries to demonstrate the social and political dynamics of doing service learning projects in Mainland China. It doesn't focus on the dynamics of launching a service learning course in a university, rather it provides descriptions and analysis of executing a service learning project in a village. The paper attempts to explain the social and political dynamics and their impacts on the service learning project by addressing the following questions in detail: how to work with a local partner, how villagers response to outsiders coming to the village and doing the project, how the government and other local social organizations play their role in the project, and under those special social and political circumstances, what impacts the service learning project can bring to a village as well as to the students.

KEY WORDS

service learning, Mainland China, political dynamic, social dynamic

Paper Presentation 14: Case Study from the Philippines

DAY 2 | 1530–1600 | CD306

National Service Training Program as Service Learning: Opportunities for Transformative Learning in the Community

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ABSTRACT

The Office for Social Concern and Involvement (OSCI) implements the National Service Training Program (NSTP). Guided by its commitment to form professionals-for-others, OSCI continues to expand the NSTP Program by intensifying efforts using Service Learning. This approach enhances the students' technical skills by providing a service related to their course in addressing partner community needs. It is evident that students gain a deeper meaning in their transformation and an appreciation of their field. However, little attention is given to community's transformation as result of Service Learning.

The purpose of the study is to identify how NSTP Service Learning impacts partner participants. In doing so, it is important to identify what transformations happened to the community participants and see how the process of transformations occurred in their lives. To realize these objectives, testimonies of participants from two current partner institutions were gathered. To highlight the program's impact to its participants, patterns were identified using the thematic approach. Jack Mezirow's process of transformative learning was used as a guide in identifying the participants' process of transformation. Implementers of the Service Learning can be informed of educational practices to better serve students and partner communities as a form of citizenship education.

KEY WORDS

service learning, citizenship education, transformative learning

Paper Presentation 14: Case Study from the Philippines

DAY 2 | 1600 – 1630 | CD306

Service Learning in BA Sociology Degree Program of University of Santo Tomas: A Case Study

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ABSTRACT

The Bachelor of Arts (BA) Major in Sociology Program is one of the programs offering by the Faculty of Arts and Letters of the University of Santo Tomas (Philippines) since 1968. Service Learning was one the teaching strategies and approaches that gradually tapped by the previous Faculty members who used to teach under the program but it is not labeled as “Service Learning.” Concrete teaching and learning expressions of this are community exposures and immersions, sociological and community researches that has theoretical and applied contributions for communities and groups in the society for Development and well-being, personal-theoretical reflections of students’ direct community with academic engagements, and other relevant sociological and service learning endeavors.

In general, SLP of BA Major in Sociology Degree Program of University of Santo Tomas is effective and efficient in terms of its concept, handling of program, implementation, and output delivery. Through SLP, students-learners and AB Major in Sociology Degree Program put themselves in the midst of complex social realities (complexities of poverty, environmental risks, inhuman conditions, conflicts, marginalization, disempowerment, and others). It is true, that students-learners, teachers-facilitators, university/school, and education are agents of social change.

KEY WORDS

service learning program (SLP), SLP courses, SL teaching-learning strategies, reflections, theorizing

Paper Presentation 15: Sustainability

DAY 2 | 1530 – 1600 | AG710

Seeking Sustainability on Service Learning Projects

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ABSTRACT

Service-learning courses across disciplines in higher education have gained tremendous attention among students where they are engaged in complex and oftentimes time-intensive activities aimed at assisting the community. This gives students an opportunity to develop competencies essential for their career. These projects expose students to practical learning opportunities outside a classroom setting. However, there are several challenges associated with these projects which question the sustainability of the same. This study identifies issues like depth of interaction between service providers and the recipients leading to execution of some undesirable projects, effects of involving multidisciplinary students in group work

and their inability to cope with the requirements and students focus on results and GPA rather than service to the community. All these effects are further strained by the limitation of time where merely one semester of involvement expects the student to inculcate the feeling of community service along with the learning. The finding of the study exposes the flaw in the system and suggests a path towards attaining sustainability by addressing the above mentioned problems.

KEY WORDS

sustainability; engineering projects; service learning; multidisciplinary approach

Paper Presentation 15: Sustainability

DAY 2 | 1600–1630 | AG710

Integrating the Green Space Concepts in Service Learning and Research

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The Hong Kong Polytechnic University

ABSTRACT

Green space has been well adopted as a concept to promote well-beings in mental health. There is limited study of the impact of green space learning on health of the school adolescents. This service learning project aims to identify the effects of the Green School Program on the mental health of the secondary school adolescents as well as the faculty students. This service learning project adopts student-driven pedagogic learning principles which have been tested as feasible and effective in school based settings. The service impacts on students from faculties and service schools were both positive. The service targets will be expanded to both primary and secondary schools in testing its significant impacts and factors for the quality improvement in both service design and research process.

KEY WORDS

school adolescent health, mental health, green space, service learning, stress management

Chiang Chen Studio Theatre at G/F

AG710 at 7/F

AG206 at 2/F

BC202 at 2/F

CF303 at 3/F

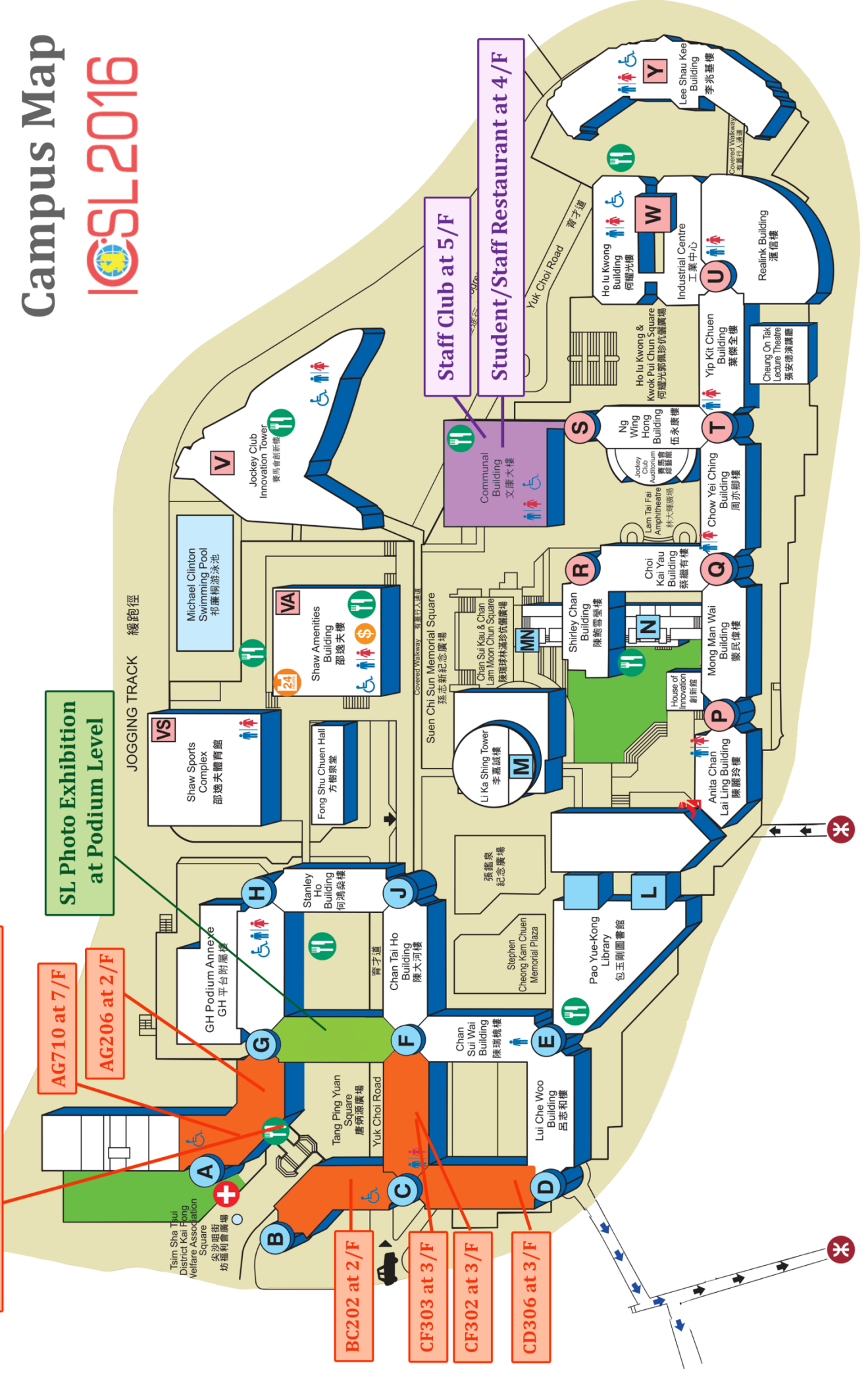
CF302 at 3/F

CD306 at 3/F

**SL Photo Exhibition
at Podium Level**

Staff Club at 5/F

Student/Staff Restaurant at 4/F





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