THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

ICSL 2019
SERVICE-LEARNING

The 3rd International Conference on Service-Learning

Abstract Book

10 - 12 January 2019

Global Youth Leadership
and Service-Learning Institute
全球青年領袖及服務學習學院

OFFICE OF SERVICE-LEARNING
服務學習事務處

Communities
of Practice
Service-Learning

USR NETWORK
University Social Responsibility Network

Table of Contents

04 | Message from the Conference Chair

05 | Conference Committee

06-11 | Conference Programme

- 06-07 | Day 1: 10 January 2019, Thursday
- 08-10 | Day 2: 11 January 2019, Friday
- 11 | Day 3: 12 January 2019, Saturday

12 | "Make a Difference" Service-Learning Photo Exhibition

13 | About the Keynote Speakers

14-17 | About the Plenary Speakers

18-46 | Paper Abstract

- 18-19 | 1.1 Leadership and Global Citizenship
- 20-22 | 1.2 Reflection
- 23-25 | 1.3 Experiential Learning and Experience
- 26-28 | 2.1 Learning Outcomes
- 29-30 | 2.2 Engagement and Initiative
- 31-32 | 3.1 Partnership and Community
- 33-34 | 3.2 Experience Sharing and Case Study
- 35-36 | 3.3 Student Development
- 37-38 | 4.2 Experience Sharing and Case Study
- 39-40 | 4.3 Student Development
- 41-43 | 5.1 Learning Paradigm
- 44-45 | 5.2 Theory and Framework

46 | Campus Map

Message from the Conference Chair

by Stephen C.F. Chan
Head, Office of Service-Learning, The Hong Kong Polytechnic University

Welcome to the Third International Conference on Service-Learning hosted by the Office of Service-Learning of The Hong Kong Polytechnic University. PolyU has made a strong commitment to making service-learning a core teaching pedagogy, requiring all undergraduate students to take at least one credit-bearing subject in service-learning as a graduation requirement, starting in 2012. At present, we are offering 70+ such subjects each year to ~4,000 students. We have already reached the original target to develop sufficient service-learning places for all our undergraduate students. We are now moving on to our next target, SL 2.0. We aim to both broaden and deepen the impact of service-learning, to raise the level of scholarship and research, to link up more strongly with academic disciplines, to build up the capacity to teach service-learning within and beyond PolyU, to help to build up a community in the region and to become a strong contributor in the international service-learning community. This conference is part of our efforts in that direction.

We will hear from Professor Andrew Furco, Vice President for Public Engagement at the University of Minnesota and a pioneer in service-learning, how we can raise the level of service-learning scholarship and research. We will also hear from Dr. Matthew Johnson, Executive Director of the Howard R. Swearer Center for public Service at Brown University, one of the most respected centers in service-learning, about forming partnerships so that, together, we can achieve deeper and broader impact. We will also hear from two specialist panels of experts, and 53 paper presentations, about research on a wide range of topics in service-learning.

And who are “we”? We are approximately 186 people from a wide range of places. 88 (slightly less than half) of us are from Hong Kong. 29 from Chinese Mainland, and the rest from 24 different countries, in Asia, Africa, North America, Australia and Europe. We are academic faculty members, researchers, practitioners, administrators, and NGO partners. We are here to share and learn research methods, results and 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.

Welcome to the community.

Conference Chair

Stephen C.F. Chan	Head, Office of Service-Learning, The Hong Kong Polytechnic University, HK

International Advisory Committee

Chair

Daniel T.L. Shek	Associate Vice President (Undergraduate Programme), The Hong Kong Polytechnic University, HK

Committee Members

Andrew Furco	Associate Vice President for Public Engagement University of Minnesota, USA
Dayle Smith	Dean, College of Business Administration, Loyola Marymount University, USA
Glenn Shive	Executive Director, Hong Kong-America Center, HK
Julian Skyrme	Director of Social Responsibility, The University of Manchester, UK
Nieves Tapia	Director, Latin American Center for Service-Learning, AR
Royal Colle	Professor Emeritus, Cornell University, USA
Walter Yuen	Professor Emeritus, University of California (Santa Barbara), USA

Organising Committee

Grace Ngai	Programme Chair
Kevin Chan	Publicity Chair
Hong Va Leong	Proceedings Chair
Lu Yu	Proceedings Chair
Renee Leung	Finance Chair and Treasurer
Eugene Cheung	Local Organising Chair

Paper Reviewer

Andrew Furco
Chad Chan
Kevin Chan
Natasha Chapman
Hong Va Leong
Margaret Lo
Carol Ma
Cecilia Ma
Dayle Smith
Anne Spear
Tim Woo
Cynthia Wu
Huixuan Xu
Lu Yu
Cynthia Yuen
Walter Yuen
Grace Ngai
Kam-por Kwan

Programme

Day 1: 10 January 2019, Thursday

Pre-conference workshop for STUDENTS:

0900 - 1300 | BC305

Social Innovation Hackathon URGR8

(A) STEM
How to create STEM education programs for rural schools in Vietnam and Cambodia?

(B) Village Life
How to improve hygiene and enhance villagers' health through innovative and sustainable ways?

(C) Housing
How to integrate the concept of co-living of unprivileged families and university students into Hong Kong housing issue, particularly transitional housing?

Pre-conference workshop for TEACHERS:

1030 - 1130 | BC304

Developing Sustainable Service-Learning projects: Insights from Engineering discipline

Jordan Ermilio
Sustainable engineering is engineering reconstructed for today's world to solve today's problems. Villanova Engineering Service Learning (VESL) builds a commitment to lifelong learning and service with a global perspective. VESL projects are rooted in an ethical engagement with project partners and communities. Fundamental to this is the belief that empowering local communities is essential to creating sustainable solutions.

1315 - 1400 Registration

Chiang Chen Studio Theatre

1400 - 1550 Plenary Session

Chiang Chen Studio Theatre

Opening

Stephen C.F. Chan, Chair, The Third International Conference on Service-Learning

Welcoming Speech

Daniel T.L. Shek, Associate Vice President (Undergraduate Programme), The Hong KongPolytechnic University, HK

Keynote Speech

Making the Case for Service-Learning: Challenges and Opportunities for Service-Learning Research

Andrew Furco, Associate Vice President for Public Engagement, University of Minnesota, USA

1550 - 1620 Tea Break

Theatre Lounge / Alumni Atrium

Programme

Day 1: 10 January 2019, Thursday

1620 – 1830	Parallel Session 1	
1.1 Leadership and Global Citizenship	1.2 Reflection	1.3 Experiential Learning and Experience
Chiang Chen Studio Theatre	BC202	BC203
Chair: Anna Ho, Associate Director, English Language Centre, The Hong Kong Polytechnic University, HK	**Chair:** Yammy Chak, Teaching Fellow, Department of Applied Social Sciences, The Hong Kong Polytechnic University, HK	**Chair:** Yu Lu, Assistant Professor, Department of Applied Social Sciences, The Hong Kong Polytechnic University, HK
1625 – 1650 Educating Service Learners for Leadership: Creating a Stronger Global Community Dayle M. Smith Loyola Marymount University, USA	1625 – 1650 Learning through Reflection: Enhancing Nursing Student Experiences of Primary Health Care (PHC) Placement Lily Ho, Phyllis C.P. Pang and Jin S.P. Yeung The Hong Kong Polytechnic University, Hong Kong	1625 – 1650 "The good, the bad and the ugly": Lessons Learned from a Mandatory EL Component on a Teacher Preparation Programme Gary Harfitt and Jessie Mei Ling Chow The University of Hong Kong, Hong Kong
1650 – 1715 Evaluating Global Citizenship in International Service-Learning: Development and Validation of a Short Form of the Global Citizenship Scale Kenneth W.K. Lo, Kam-por Kwan, Grace Ngai and Stephen C.F. Chan The Hong Kong Polytechnic University, Hong Kong	1650 – 1715 Reflective Learning for Medical Students at Duta Wacana Christian University Mitra Andini Sigilipoe and The Maria Meiwati Widagdo Duta Wacana Christian University, Indonesia	1650 – 1715 Integrating International Exchange Students into Local Service-Learning Projects in Hong Kong: Key Factors for Effectiveness Maureen Yin Lee Chan and Robin Stanley Snell The Education University of Hong Kong & Lingnan University, Hong Kong
1715 – 1740 The challenges of integrating "Leadership Identity Development" and "Global Citizenship", adjunct to off-shore service-based projects in higher education Phyllis C.P. Pang and Jin S.P. Yeung The Hong Kong Polytechnic University, Hong Kong	1715 – 1740 Reflecting on Relations: Youth Mentoring as Critical Service-Learning to Develop Relational Pedagogies Margaret M. Lo, Sunny Chow Fu Cheung, Holly Lau Hoi Nam, Constance Ho Wun Kiu, Hye Joo Jeong, and Esme D. Anderson The University of Hong Kong, Hong Kong	1715 – 1740 Challenges of Service-Learning: From the Students' Perspectives and the Role of Educators Wing Yan Joanna Yeung Tung Wah College, Hong Kong
	1740 – 1805 Learning by Serving: Our Students' Reflection on Their Service Teaching to the Ethnic Minority Children Karen M.C. Lau and Helen H.W. Ma The Hong Kong Polytechnic University, Hong Kong	1740 – 1805 Impact of Hydroponic-planting Service Program on Green Space Participation, Happiness and Stress among Hong Kong Chinese Adolescents Cynthia S.T. Wu, Yim Wah Mak, Alice P.Y. Chiu, Sam Y.K. Chong and Lily Y.T. Chan The Hong Kong Polytechnic University, Hong Kong
	1805 – 1830 Teachers' Conception of Reflection in Service-Learning Sarah C.Y. Chung The Hong Kong Polytechnic University, Hong Kong	1805 – 1830 What Matters in Service-Learning? – From Faculty's Perspective Huixuan Xu, Ka Wai Leung and Chung Hong Tam The Education University of Hong Kong, Hong Kong

Programme

Day 2: 11 January 2019, Friday

0815 - 0930 Registration

Chiang Chen Studio Theatre

0900 - 1100 Plenary Session

Chiang Chen Studio Theatre

Keynote Speech

Higher Education Community Engagement: Partnership at Core

Mathew Johnson, Executive Director, The Howard R. Swearer Center for Public Service, Brown University, USA

Panel Session - **Service Leadership and Disciplines**

Moderator: **Walter Yuen**, Professor Emeritus, University of California (Santa Barbara), USA

Dayle Smith, Dean, The College of Business Administration (CBA), Loyola Marymount University, USA
Jordan Ermilio, Director, Engineering Service Learning, Villanova University, USA
Mitra Andini Sigilipoe, Lecturer, Faculty of Medicine, Duta Wacana Christian University, Indonesia

1100 - 1130 Tea Break

Theatre Lounge / Alumni Atrium

1130 - 1315 Parallel Session 2

2.1 Learning Outcomes

Chiang Chen Studio Theatre

Chair:
Kevin Chan, Instructor, Department of Applied Social Sciences, The Hong Kong Polytechnic University, HK

1135 - 1200
Impact of Service-Learning Pedagogy on Students' Learning Outcomes
Anne M. Spear, Jessie Ho-Yin Yau, Kenneth W.K. Lo and Stephen C.F. Chan
University of Maryland, USA; The Hong Kong Polytechnic University, HK

1200 - 1225
Curricular and Pedagogical Features Influencing International Service-Learning Outcomes
Sabrina K.P. Tong, Jessie Ho-Yin Yau, Stephen C.F. Chan, Grace Ngai and Kam-por Kwan
The Hong Kong Polytechnic University, Hong Kong

1225 - 1250
Evaluating Service-Learning Impacts on University Students' Developmental Outcomes through Control Group Study
Robin Stanley Snell and Chad Chan
Lingnan University, Hong Kong

1250 - 1315
Entrepreneurship-in-Action Program: Promoting Entrepreneurship through Service Learning
Enha Erika T. Brondo and George Omer Denis S. Quitoriano
Ateneo de Manila University, Philippines

2.3 Panel Session

BC202

1135 - 1235
Cross-institutional Capacity Building for Service-Learning in Hong Kong Higher Education Institutions
Grace Ngai, Daniel T.L. Shek, Kevin Yue, Huixuan Xu, and Robin Stanley Snell
The Hong Kong Polytechnic University, Hong Kong Baptist University, The Education University of Hong Kong, and Lingnan University, Hong Kong

2.2 Engagement and Initiative

BC203

Chair:
Cynthia Wu, Senior Teaching Fellow, School of Nursing, The Hong Kong Polytechnic University, HK

1135 - 1200
Co-creation of Learning through Ethical Engagement – Students as Partners in Student-Developed Case Learning
Elsa S.L. Lam and Samson S.K. Tse
The University of Hong Kong, Hong Kong

1200 - 1225
Factors Affecting Teachers' Continual Engagement in Service-Learning
L.P. Cheung
The Hong Kong Polytechnic University, Hong Kong

1225 - 1250
Sustainability of Service-Learning - Student-Led Initiatives
Jessie Chow, Gaga Tsang, Kobe Chan, Vanessa Wong and Gary Harfitt
The University of Hong Kong, Hong Kong

1250 - 1315
Evaluation on Impact of Self-Initiated Project Scheme on University Education: Case Study
C.H. Justin Chan, T.Y. Ann Lau, W.Y. Tang, N.S. Louise Leung, Y. Leung, K.W. Wong, K.L. Lau, K.M. Hui, T.N. Tavares, C.K. Wong, H.T. Wong, Y.Y. Tam, W.L. Pak, H.C. Tsang, Natalie H.T. Lai, and X. Liu
The Hong Kong Polytechnic University, Hong Kong

Programme

Day 2: 11 January 2019, Friday

1315 - 1430	Lunch
	Staff Club Restaurant, 5/F, Communal Building, PolyU
1430 - 1615	Parallel Session 3

3.2 Experience Sharing and Case Study	3.1 Partnership and Community	3.3 Student Development
Chiang Chen Studio Theatre	BC202	BC203
Chair: Calvin Lau, Senior Project Officer (Research), Office of Service-Learning, Lingnan University, HK	**Chair:** Xu Huixuan, Assistant Professor, Department of Curriculum and Instruction, The Education University of Hong Kong, HK	**Chair:** Robin Stanley Snell, Professor, Department of Management, Lingnan University, HK
1435 - 1500 Sustainability of Service-Learning Projects - A Case Study of Sichuan University Qiao Jia and Bingwei Tian Sichuan University, China	1435 - 1500 Multi-disciplinary Partnerships between Higher Education Institutions and Learning Cities through a Service-Learning Forum Bisini Naidoo University of South Africa, South Africa	1435 - 1500 The Impact of International Service-Learning on Student Development of Skills, Social Awareness and Level of Happiness Van Anh Pham and My Ngoc Chau ECO Vietnam Group, Vietnam
1500 - 1525 The Impact of Service-Learning: A Case Study of a Corporate-Community-University Partnership in Hong Kong Cecilia M. S. Ma, Daniel T. L. Shek, Veronica K. F. Shek, Betty P. W. Mok, and Meng Xie The Hong Kong Polytechnic University, Hong Kong	1500 - 1525 Service Learning through Action Research in Disability-Inclusive Education Karen Sagun Ongtangco University of Santo Tomas, Philippines	1500 - 1525 Using Active Aging and Co-Creation Service Projects to Change the Attitude towards Elders and Enhance the Competence Development of University Students from China, Japan and Korea Yida Y.H. Chung, Helena S.S. AU, Hok Bun Ku, Brian Lee, and Ellen S.L. Fok The Hong Kong Polytechnic University, Hong Kong; Bethel Bible Seminary, Hong Kong
1525 - 1550 A Case Study on Engineering Based Global Service-Learning Sook Young Ryu and In Sook Kim Seoul Women's University, Korea	1525 - 1550 Disability Inclusive Disaster Risk Reduction and Management: Advocacy to Transformative Action in Service Learning Karen Sagun Ongtangco and Charles Bermejo University of Santo Tomas, Philippines	1525 - 1550 Engineering Design Solutions for Community Needs: Enhancing Undergraduates' Workplace Related Skills Through Service-Learning Udaya Kahangamage and Chun Wah Leung School of Professional Education & Executive Development, Hong Kong
1550 - 1615 KAYA CLÍNICA. An Innovative Learning Service Experience Focused on the Right to Shelter Equipo Kaya Clinica, Escritório Kaya Clinica, and Plácido Lizancos Universidade da Coruna and Universidade Eduardo Mondlane, Spain		1550 - 1615 An Intervention Study on "Service Learning" and the Comprehensive Ability of College Students Honglin Chen, Yan Jin and Ke Xu Fudan University, China

1615 - 1645	Tea Break
	Theatre Lounge / Alumni Atrium

Programme

Day 2: 11 January 2019, Friday

1645 – 1830 Parallel Session 4

4.2 Experience Sharing and Case Study	4.1 Interactive Workshop	4.3 Student Development
Chiang Chen Studio Theatre	BC202	BC203
Chair: Aye Aye Tun, Rector, Bago University, Myanmar	1650 – 1820 Exploring the Notion of “Sustainability” of Community Projects in the Context of Service-Learning in Singapore Ruth Ong Wei Lin Raffles Institution, Singapore	**Chair:** Cecilia Ma, Assistant Professor, Department of Applied Social Sciences, The Hong Kong Polytechnic University, HK
1650 – 1715 Early Collaborative Service Learning Activities and Suggestions for Service Learning Courses at a University in the Mekong Delta Region Huynh Thanh Tien and Ellen Ku An Giang University, Vietnam; The Hong Kong Polytechnic University, Hong Kong		1650 – 1715 Service-Learning as a Vehicle to Promote Student Social Responsibility: A Qualitative Study Lu Yu, Daniel T.L. Shek, and Xiaohua Zhou The Hong Kong Polytechnic University, Hong Kong
1715 – 1740 An Alternative Blueprint? Institutionalizing Service-Learning in an Comprehensive University in China Liu Hong Fudan University, China		1715 – 1740 The Impact of Service-Learning on Students from Underrepresented Populations Andrew Furco, Geoffrey Maruyama and Wanqi Yang University of Minnesota, USA
1740 – 1805 “What”, “Why” and “How” for Service Learning – Reflection of Implementing Service Learning in Chinese Universities Yijuan Li and Bingwei Tian Sichuan University, China		1740 – 1805 I.T. Education Need in Cambodia Pauli P.Y. Lai The Hong Kong Polytechnic University, Hong Kong
1805 – 1830 A Qualitative Study on University Students’ Community Engagement in Service Learning Courses in China Hongying Ji and Liu Hong Fudan University, China		1805 – 1830 Service Learning as an Andragogical Tool for Building Graduate Capital Chandana Wijayanama, Udaya Mohan Devdas and R.P. Chithra Ranjanie University of Kelaniya, Sri Lanka

1900 – 2130 Conference Dinner

Basement 1, Function Room, Hotel ICON (17 Science Museum Road, Tsim Sha Tsui East, Kowloon) [10 minutes walk from PolyU]

1830 / 1845
(Optional) Student Ambassadors will escort you to Hotel ICON – gather outside Chiang Chen Studio Theatre at 1830 or 1845

1900 – 1930
Registration

1930 – 2130
Conference Dinner

Programme

Day 3: 12 January 2019, Saturday

0815 - 0930 Registration

Chiang Chen Studio Theatre

0900 - 1110 Parallel Session 5

5.1 Learning Paradigm	5.3 Interactive Workshop	5.2 Theory and Framework
Chiang Chen Studio Theatre	BC202	BC203
Chair: Margaret M. Lo, Assistant Professor, Faculty of Education, The University of Hong Kong, HK	**Chair:** Kenneth W.K. Lo, Senior Service-Learning Officer, Office of Service-Learning, The Hong Kong Polytechnic University, HK	**Chair:** Hong Va Leong, Associate Head, Department of Computing, The Hong Kong Polytechnic University, HK
0905 - 0930 Using Standardised SPOCs to Prepare Hong Kong Students for Service-Learning Programmes Keenan Daniel Manning The Hong Kong Polytechnic University, Hong Kong	0905 - 1005 Facilitating Meaning-Making in International Service-Learning Cynthia Chang Singapore University of Social Sciences, Singapore	0905 - 0930 Social Theories and Service-Learning: Towards Building a Service-Learning Modalities and Levels Framework Mark Anthony D. Abenir University of Santo Tomas, Philippines
0930 - 0955 Flipped the Classroom for Service Learning Anna Ho The Hong Kong Polytechnic University, Hong Kong		0930 - 0955 Applying Self-determination Theory to Exploring Students' Perception towards Learning Modes of Service-Learning Anne L. L. Tang, Tiffany O. Cheng and Raymond Kwong The Hong Kong Polytechnic University, Hong Kong
0955 - 1020 Can Mixed Reality (MR) Make a Difference in Service Learning? Yuk Ming Tang, C.Y. Tang, Ernest Wong, Yohana Leung, Gary C.P. Tsui, W.C. Law, Karen Cheng and Edward Cheung The Hong Kong Polytechnic University, Hong Kong	1005 - 1110 Strengths-Based Approach to Service Learning Ming Huei Chia and Lay Yeo Singapore University of Social Sciences, Singapore	0955 - 1020 The 4Es Empathy Model for Nurturing Empathy in Service-Learning Barbara Y.P. Leung and Ada P.L. Chan The Hong Kong Polytechnic University, Hong Kong
1020 - 1045 The Adventure of Quantitative Methods for Community Services, a Research Service Learning Subject Frankie Sze Long Tsoi and Marjorie Lai Lin Chiu The Hong Kong Polytechnic University, Hong Kong		1020 - 1045 Is Transformative Learning Possible in International Service-Learning? H.Y. Lam, Liz Jackson and Stephen C.F. Chan The Hong Kong Polytechnic University, Hong Kong
1045 - 1110 Service-Learning as General Studies in Tertiary Level Education Hong Su Rong Jolyn Methodist College Kuala Lumpur, Malaysia		

1110 - 1140 Tea Break

Chiang Chen Studio Theatre

1140 - 1300 Plenary Session

Chiang Chen Studio Theatre

Panel Session - **International Partnership in Service-Learning**

Moderator: **Stephen C.F. Chan**, Head, Office of Service-Learning, The Hong Kong Polytechnic University

John Kalenzi, Executive Director, African Evangelistic Enterprise, Rwanda

Chanvuthy Keo, Vice Dean, Faculty of Social Science and Humanities, Royal University of Phnom Penh, Cambodia

Liu Hong, Assistant Professor, Department of Social Work, Fudan University, China

Closing

Walter Yuen, Professor Emeritus, University of California (Santa Barbara), USA

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

Global Youth Leadership and Service-Learning Institute
全球青年領袖及服務學習學院

OFFICE OF SERVICE-LEARNING
服務學習事務處

INVITATION

Service-Learning Photo Exhibition

Make a Difference

/DATE/ 10 - 12 JANUARY 2019
/VENUE/ ALUMNI ATRIUM, 1/F, CHUNG SZE YUEN BUILDING (CORE A)

WE LOOK FORWARD TO SEEING YOU THERE!

Keynote Speaker

Andrew Furco

Professor Andrew Furco is Associate Vice President for Public Engagement at the University of Minnesota, where he also serves as Professor of Higher Education and Director of the University's International Center for Research on Community Engagement. As Associate Vice President, he works to further the institutionalization of all forms of community engagement across the University's research, teaching, and public service activities. His scholarly work focuses on examining the role of community engagement practices in primary, secondary, and higher education systems in the U.S. and abroad.

From 1994-2007, he worked at the University of California-Berkeley as the founding director of the Service-Learning Research and Development Center and as a faculty member in the Graduate School of Education. At Berkeley, he led more than 30 studies focused on issues pertaining to the impacts, implementation, and institutionalization of service-learning across various countries. In 1998, he was selected by the National Campus Compact to serve as a National Engaged Scholar. Through this work he developed and standardized the Self-Assessment Rubric for Institutionalizing Service-Learning in Higher Education, which has been incorporated in the service-learning work at than 400 colleges in various counties.

Professor Furco has consulted with more than 100 universities in more than 30 countries on issues pertaining to the advancement and institutionalization of service-learning and community engagement. His publications include the books, Service-Learning: The Essence of the Pedagogy (2001), Service-Learning Through a Multidisciplinary Lens (2002), Service-Learning: How Does It Measure Up? (2016), as well as more than 100 journal articles and book chapters that explore the study and practice of service-learning and community engagement.

Mathew Johnson

Dr Mathew Johnson is the Executive Director of the Howard R. Swearer Center for Public Service, and Associate Dean of the College for Engaged Scholarship, at Brown University. He holds a Ph.D. and MA in Sociology from Brandeis University.

A faculty member for more than 20 years, Dr. Johnson also holds an appointment as Professor of the Practice in Sociology and maintains an active research and professional academic profile. His teaching has focused on indigenous identity and rural development, environmental policy, critical education and social theory, and organizational, structural, and cultural change. He co-directs the Carnegie Foundation Community Engagement Classification, he co-founded and now co-directs the National Assessment of Service and Community Engagement with the Siena College Research Institute and leads the College and University Engagement Initiative at Brown University, an international community engagement in higher education field-building initiative. Dr. Johnson is an Ashoka Change Leader and leads the ongoing development of the Cordes Award-winning social innovation programming in the Swearer Center.

Dr. Johnson was recognized as a Campus Compact Engaged Scholar (2007) and is an international leader in higher education community engagement and social innovation. He has consulted for more than 100 institutions of higher education globally, frequently serves as an invited speaker for academic and professional conferences and gatherings and delivers workshops and professional development symposia on higher education leadership and community engagement.

Plenary Speaker

Day 2: Panel Session (Service Leadership and Disciplines)

Jordan ERMILIO

Dr. Jordan Ermilio has been directly involved with the engineering design and implementation of water supply projects in countries throughout Southeast Asia, Central America and Africa. He served as a US Peace Corps Volunteer in the Philippines, with Oxfam International in East Timor and worked as a consultant in Sri Lanka. He is the Director of the Villanova Engineering Service Learning Program where he strategically integrated curricular programs within engineering departments, including the creation of the Sustainable Engineering for International Development track within the Masters of Sustainable Engineering at Villanova. He is the principal investigator for the Sustainable WASH Research initiative and is currently completing his PhD on the Sustainability of Water Infrastructure as a part-time student at Loughborough University.

Jordan is a Professional Engineer and teaches courses in International Development, Engineering Capstone Design and Engineering for Developing Communities. His research interests include performance monitoring of water supply infrastructure with an emphasis on establishing links between water management, system reliability and long-term sustainability. He recently celebrated his 15th year anniversary with his wife Annie and has two children; Jiordano Tay (10-years) and Juleia Bella (7-year).

Dayle M. SMITH

Dr. Dayle M. Smith, holds her PhD (1986) in Organizational Communication from the Annenberg School at the University of Southern California. Prior to coming to LMU in June 2018, Dr. Smith was Dean at Clarkson University, and the Elmer D. Gates "50 Endowed Professor of Innovative Business Culture. She was named to the international collaborative of deans and directors named to the Globally Responsible Leadership Institute (GRLI) to engage in dialogue and joint initiatives focused on developing responsible leadership and business practice worldwide. At LMU, Smith's new vision for the CBA is premised on building a "playground for the mind and play space for the imagination." Her new strategic plan prioritizes three key business goals: embracing business as a force for good; ensuring an entrepreneurial and agile perspective; and, shaping global, transdisciplinary leaders. The CBA is a signatory to PRME and committed to action on the UN's Sustainable Development Goals.

Author of over 25 books and numerous articles in her discipline, Dayle's research has focused primarily on leadership, communication and organizational behavior. She is passionate about innovation culture, entrepreneurship and the emerging role of B-Corps on a global scale. Dr. Smith is past president of Northeast Business Deans; founding Board member and former Co-Chair of the Young Women's Leadership Institute of Northern New York, past Chair of AACSB's Women Administrators in Management Education (WAME) and a co-founder of Lexingford Publishing Company. She serves on the board of ViviendasLeon, an international NGO. Active in the role of service learning in an academic environment, she has received numerous awards including the nationally prestigious Top 10 finalist Ehrlich Award, recognizing her work in research, teaching and curriculum development.

Plenary Speaker

Day 2: Panel Session (Service Leadership and Disciplines)

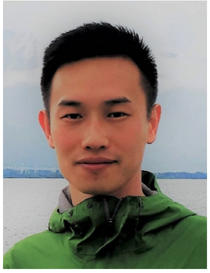
Mitra Andini SIGILIPOE

Mitra Andini Sigilipoe, MD, MPH. is a Lecturer at Faculty of Medicine of Duta Wacana Christian University (DWCU). She is in charge of the Early Community and Clinical Exposure (ECCE) program for the 2nd and 3rd year of medical students. She and her team designed ECCE program as a method to expose medical students to diverse communities, actively interacting with them, and learning how to serve with all of their abilities. Other than faculty's duties, she is also active in facilitating Service Learning programs on University level, as well as an active researcher in Center of Gerontologic Studies from DWCU. Mitra received her MD degree from Brawijaya University in Indonesia, in 2006, and her Master of Public Health (MPH) degree from Chinese University in Hong Kong in 2014. Mitra's research interest span from qualitative studies in key population related to HIV to quality of life in the elderlies.

Plenary Speaker

Day 3: Panel Session (International Partnership in Service-Learning)

Liu HONG



Dr. Liu Hong is an Assistant Professor of Social Work at School of Social Development and Public Policy, Fudan University in Shanghai. He studied social policy and social work in mainland China, Hong Kong, and Canada. His current research is concerned with care work and social care policy, with a focus on understanding how care relationships are shaped in organizational, policy, and cultural contexts. Broadly speaking, his research interests encompass helping relationships in both formal and voluntary work and their effects on well-being of the helper and the helped. He considers himself a "practitioner-researcher". He is actively involved in knowledge translation, improvement of social services, and innovations in social services and education in a developing context. He first entered the field of service-learning in 2009 as a program evaluator for a university in North America. Now he is an enthusiastic advocate of adoption and adaptation of service-learning practices in higher education in China. He has been a curriculum designer and chief researcher on the service-learning team at Fudan University and helped initiate one of mainland China's first university-level service-learning curriculum programs since 2016. He engages in collaborations with colleagues from many parts of the world, maintaining an enthusiastic interest in comparative research.

John KALENZI

John Kalenzi has served at African Evangelistic Enterprise (AEE) Rwanda since 2000, becoming the Executive Director in 2008. Under John's leadership, AEE Rwanda grew from a simple Local Civil Society Organization to the second largest not-for profit in Rwanda, winning multiple awards for poverty alleviation and good governance. Examples of such recognitions of AEE Rwanda include an award by Rwanda Revenue Authority in appreciation of invaluable compliance as a Small and Exemplary Compliant Taxpayer in 2012, SIFA award presented to her in 2016 for exceptional contribution to poverty reduction and last but not least, the one presented in 2017 by Human and Institutional Capacity Development Project (HICD) in Rwanda for successfully institutionalizing the HICD performance improvement model

John completed his undergraduate degree in Social Sciences at the University of Rwanda and continued his studies to earn his MBA from the Maastricht School of Management in Netherlands and his Master of Arts in Development Studies from the University of Rwanda in 1998, winning the award for best student in that year. John has a Professional Doctorate from Global University for Lifelong Learning and a Doctorate in Humanities.

John is committed to serving the most vulnerable and marginalised people in Rwanda, and in addition to his role at AEE Rwanda has served on the boards of organisations including Scaling Up Nutrition in Rwanda, Rwanda Renewable Energy, and Amasezerano Community Banking (ACB). In 2015, the shareholders of ACB presented John with an award for exceptional chairing of the board.

Plenary Speaker

Day 3: Panel Session (International Partnership in Service-Learning)

Chanvuthy KEO

Chanvuthy Keo got her PhD in Social Welfare in 2015 at Ewha Womans University, South Korea, with a dissertation on "Factors Influencing Depression of Women who Suffered from Domestic Violence in Cambodia." She is recently a vice dean of Faculty of Humanity and Social Science, Royal University of Phnom Penh and teaches in MSW program at Royal University of Phnom Penh since 2010. She also has extensive experiences as a counselor for orphans, children with disability, women trafficking victims, domestic violence victims, and people with HIV/AIDS. She has also involved with many research activities and community services to address the need of vulnerable people in rural Cambodia so their voice can be heard.

Paper Presentation 1.1: Leadership and Global Citizenship

Day 1: 10 January 2019 | 1620 – 1830 | Chiang Chen Studio Theatre

Educating Service Learners for Leadership: Creating a Stronger Global Community

DAYLE M. SMITH
College of Business Administration, Loyola Marymount University

In this paper, Smith shares her journey from service learning educator to academic dean, speaking to the integral connections of service learning education and leadership in designing curriculum; aligning university and college level mission; and sharing a vision for the an increasingly interconnected global community. She outlines what is needed in a call for globally responsible leadership. Experiential education and community-based learning experiences are the beacons of hope and instrumental tools if we are to educate the next generation of leaders and meet the needs of a global community in crisis.

Specifically, Smith shares why integrating service learning and leadership education is vitally important. She advocates for community-based learning experiences as a strong pedagogical tool for developing global leadership attributes, using examples from social movements ranging from the United Nation's articulation of the 17 Sustainable Development Goals (SDGs) to the Globally Responsible Leadership Initiative. Pulling from her expertise in business education, leadership and a passion for social entrepreneurship, Smith discusses what leaders need and how to develop those skill sets through service learning education in a global context.

KEY WORDS

Global Citizenship, Leadership Education

Evaluating Global Citizenship in International Service-Learning: Development and Validation of a short form of the Global Citizenship Scale

KENNETH W.K. LO, KAM-POR KWAN, GRACE NGAI and STEPHEN C.F. CHAN
Office of Service-Learning, The Hong Kong Polytechnic University

Global citizenship development is gaining attention as a major learning outcome and is becoming a common component in higher education. This study aims to examine the cross-cultural validity of the Global Citizenship Scale (GCS) developed by Morais and Ogden (2011). Following findings from previous studies, this paper sought to create and validate a short version of the inventory. Using exploratory factor analysis (EFA), we identified a 15-item structure and then verified the relationships between the latent and manifest variables by confirmatory factor analysis (CFA).

KEY WORDS

International Service-Learning, Global Citizenship, Scale Development, Cross-cultural Validation.

Paper Presentation 1.1: Leadership and Global Citizenship

Day 1: 10 January 2019 | 1620 – 1830 | Chiang Chen Studio Theatre

The challenges of integrating "Leadership Identity Development" and "Global Citizenship", adjunct to off-shore service-based projects in higher education

PHYLLIS C.P. PANG and JIN S.P. YEUNG
School of Nursing, The Hong Kong Polytechnic University

Leadership development is a process of experiential learning in a diverse context and experiences, while global citizenship is the state of improving the world through business's engagement & partnership, addressing global societal challenges. This study employs content analysis in exploring the attributes of students' learning with respect to leadership identity development and global citizenship by retrieving their submitted reflective journals from 2014-2018. Findings show positive learning experiences in leadership identity development together with knowledge gained, attitude and behaviour changes as global citizens. The off-shore service-based projects has created a valuable & extraordinary experience for the participating 14 student leaders learning and transforming with "leadership identity development" and "global citizen" in higher education. Challenges ahead are the off-shore service-based health related project exposed the student leaders to a context of a global service-related environment not necessarily brought along the expected learning and transformation as global citizens. There are room and space to be improved implying a more structured / semi-structured programme in governing the learning experiences.

KEY WORDS

Leadership Identity Development, Global Citizenship, Service-Learning, Experiential Learning, Challenge

Paper Presentation 1.2: Reflection

Day 1: 10 January 2019 | 1620 – 1830 | BC202

Learning through Reflection: Enhancing Nursing Student Experiences of Primary Health Care (PHC) Placement

LILY HO, PHYLLIS C.P. PANG and JIN S.P. YEUNG
School of Nursing, The Hong Kong Polytechnic University

Nursing students' experience in the primary health care (PHC) placement in the community is important but PHC placement in gerontology through the service-learning approach has not been extensively studied. This study aimed to explore students' experiences of the PHC placement and the impacts of the placement on their learning. An exploratory qualitative design was employed. Thirty-three pre-registration nursing students joined this study. Eight themes were identified, including: 1) enhancing knowledge, communication, health assessment and health promotion skills; 2) encountering various challenges in PHC; 3) various strategies to enhance the success of health promotion; 4) students' strategies for better preparation for the PHC; 5) developing a sense of belonging to the nursing profession; 6) developing characteristics of a nurse; 7) broadening students' horizon in community nursing; and 8) suggestions for improving PHC. The PHC placement, which echoed the service-learning approach, provided positive learning experiences for nursing students. This study provides insight how to further improve the PHC placement to facilitate students' learning.

KEY WORDS

Community-Dwelling Older Adults, Gerontology, Nursing Students, Primary Health Care, Service-Learning

Reflective Learning for Medical Students at Duta Wacana Christian University

MITRA ANDINI SIGILIPOE and THE MARIA MEIWATI WIDAGDO
Public Health Department-Faculty of Medicine, Duta Wacana Christian University

Phenomenon. Community and clinical exposure is important in medical education. Medical Faculty of Duta Wacana Christian University provides experiential learning for medical students to practice their skills in Early Community and Clinical Expsosure (ECCE) subject as part of the third and fifth semester curriculum.

Approach. Second and third year students take this subject and earn 2 credits for one semester. Second year students were assigned to conduct observational studies and voluntary works with partner communities, under supervision of faculty instructors. Third year students were posted in clinical settings, with elements of community works. Students wrote a reflective report at the end of the semester. Evaluation is conducted involving students, instructors and partner communities.

Findings. Students learned how to interact/communicate with the community and enhance their clinical skills. Partner institutions give positive response to ECCE program and provide suggestions to improve the service portion of this program, according to their unique needs and characteristics. Instructors/teaching staff give insights for a more concise and clearer structure of this program. ECCE is well-received by the stakeholders and will be improved continuously to achieve the optimal balance between service and learning, as well as to give a better contribution to the community.

KEY WORDS

Community Exposure, Clinical Exposure, Medical Education, Experiential Learning, Service-Learning

Paper Presentation 1.2: Reflection

Day 1: 10 January 2019 | 1620 - 1830 | BC202

Reflecting on Relations: Youth Mentoring as Critical Service-Learning to Develop Relational Pedagogies

MARGARET M. LO, SUNNY CHOW FU CHEUNG, HOLLY LAU HOI NAM, CONSTANCE HO WUN KIU, HYE JOO JEONG, and ESME D. ANDERSON
Faculty of Education, University of Hong Kong

Critical service-learning provides opportunities for teacher candidates to examine power, privilege and disadvantage in society and in educational institutions, and to develop culturally responsive, relational pedagogies. One-to-one youth mentoring is a service- learning activity in which the relational nature of pedagogy is central. Being a youth mentor potentially helps student-teachers see each individual young person as a unique human being whose lives are impacted by host of social, cultural, economic and historical factors, and learn to care and support the individual across self-other boundaries. The present paper is a co-authored narrative inquiry examining this process. In this paper, the teacher of a youth mentoring service-learning course together with five current and former undergraduate education majors reflect on their experiences of youth mentoring and service-learning in initial teacher education. The authors examine the tensions in their mentoring relationships, and how they developed critical consciousness of their own privilege and the inherent power relations in service learning. In addition, they developed relational pedagogies as classroom teachers.

KEY WORDS

Youth Mentoring, Critical Pedagogy, Relational Pedagogy, Narrative Inquiry

Learning by Serving: Our Students' Reflection on Their Service Teaching to the Ethnic Minority Children

KAREN M.C. LAU and HELEN H.W. MA
Department of Chinese and Bilingual Studies, The Hong Kong Polytechnic University

This paper outlines the course design of a service project in which the students learn to teach Chinese to the children of ethnic minorities with the language arts element. Reflective journal is seen as a key assignment to review what students have learned in this subject. Students are encouraged to take log of each lesson from the very beginning when the lecturers prepare them for the teaching. During the service period, they are required to record the major activities of each lesson, service recipients' response and what they can do to improve. At the end of the service teaching, each group has to write up a report for the organization they serve. Finally they have to write reflective journal incorporating all the log sheets, teaching records and reports as appendices. The guideline of the reflective journal is given to students before they set off do the service teaching, and from the journals, students reviewed they personal growth, teach work, teaching performance and the care of children from ethnic minorities. Some extracts were chosen to show the students' reflection on the learning outcomes we expect.

KEY WORDS

Reflective Journal, Ethnic Minority Children, Teaching Chinese

Paper Presentation 1.2: Reflection

Day 1: 10 January 2019 | 1620 – 1830 | BC202

Teachers' Conception of Reflection in Service-Learning

SARAH C.Y. CHUNG
Office of Service-Learning, The Hong Kong Polytechnic University

In service-learning pedagogy, reflection is important in enhancing students' learning and attaining some expected learning outcomes. Different studies highlight that teachers have a critical role to facilitate students to have their reflection in their service-learning courses. Yet, scarce studies investigate how teachers understand reflection in terms of its meaning and roles in service-learning. This study examined teachers' conception of reflection in service-learning by adopting a qualitative approach and employing semi-structured interviews with 24 teachers who have been teaching service-learning subjects in one of the large public universities in Hong Kong. The findings supported that teachers shared the similar concepts of reflections in service-learning literatures, while it showed some emerging insights on how teachers perceived reflection. It also suggested that some teachers have relatively narrow understanding of reflection based on their teaching experiences and professional expertise. Implication of the findings for teachers' practices of reflection in service-learning and future research directions were also discussed.

KEY WORDS

Teachers' Conception, Reflection, Service-Learning

Paper Presentation 1.3: Experiential Learning and Experience

Day 1: 10 January 2019 | 1620 – 1830 | BC203

"The good, the bad and the ugly": Lessons Learned from a Mandatory EL Component on a Teacher Preparation Programme

GARY HARFITT and JESSIE MEI LING CHOW
Faculty of Education, The University of Hong Kong

This paper describes the salient lessons learned from an innovative approach to teacher preparation at postgraduate level through the establishment of a mandatory experiential learning (EL) block across ten subject disciplines on a teacher training programme at a university in Hong Kong. We position our paper at the intersection of the interrelationship between three key areas of initial teacher education (ITE): constructivist learning theories, teaching practicum (TP), and the promotion of reflective practices. We draw on qualitative data collected from more than 300 participants and 20 community partners involved with multiple EL projects in Hong Kong, India, Australia and China over three academic years.

These credit-bearing EL projects are structured, curricula-based and linked to specific course goals and learning outcomes and include overseas research projects, group projects, language-immersion programmes, exchange studies, regional service learning projects, and internship opportunities. Students have the chance to undertake EL through extended participation with overseas and/or local community projects, aimed at enhancing students' understanding of real-world environments, expanding their capacity to integrate theory and practice, promoting collaboration and broadening their global outlook. From a situated learning perspective we present the community outside the university classroom as a vital 'inter-space' for knowledge building and the source of multiple learning opportunities. Insights gleaned from this study add to a deeper understanding of what the benefits and the challenges of EL projects might look like and how they might be attended to by teacher education institutes (TEIs).

KEY WORDS

Community Exposure, Clinical Exposure, Medical Education, Experiential Learning, Service-Learning

Integrating International Exchange Students into Local Service-Learning Projects in Hong Kong: Key Factors for Effectiveness

MAUREEN YIN LEE CHAN
Student Affairs Office, The Education University of Hong Kong
ROBIN STANLEY SNELL
Department of Management, Lingnan University

Members of four teams comprising local and international exchange (IE) students, who had undertaken service-learning (SL) projects in Hong Kong, were interviewed about factors influencing cohesiveness within their teams. They indicated that a major barrier was language-related and could result in the withdrawal or exclusion of IE students. Students also identified three factors that fostered cohesiveness. These were: (1) local students' willingness to conduct meetings in English; (2) local students' readiness to provide interpretation and translation at external meetings; and (3) the willingness of IE and local students to establish reciprocal and empathetic relationships. Students reported that the benefits were improved English language skills, greater flexibility and broadened horizons. We offer suggestions about to prepare local and IE students to work together on SL projects.

KEY WORDS

Service-Learning, International Exchange Students, Adaptation, Cooperation, Cultural Barriers

Paper Presentation 1.3: Experiential Learning and Experience

Day 1: 10 January 2019 | 1620 – 1830 | BC203

Challenges of Service-Learning: From the Students' Perspectives and the Role of Educators

WING YAN JOANNA YEUNG
School of Nursing, Tung Wah College

Introduction: Service-learning (SL) is beneficial to students' learning in different ways. However, educators also need to consider the potential challenges that students are facing. This paper explores the challenges faced by students during their SL in an associate degree programme.

Methods: Twenty students participated in this qualitative study. Data were collected by focus group interviews.

Findings: Results showed three main themes, namely the insufficient skills, communications skills with the service providers and the embarrassing emotions encountered.

Conclusion: Suggestions on the roles of educators were discussed, such as the promotion of critical thinking and showing empathy. Time commitment, psychological support and comprehensive debriefing skills are also vital for the educators to pay attention to in SL.

KEY WORDS

Service-Learning, Reflection, Educators' Role, Challenges

Impact of Hydroponic-Planting Service Program on Green Space Participation, Happiness and Stress among Hong Kong Chinese Adolescents

CYNTHIA S.T. WU, Y.W. MAK, ALICE P.Y. CHIU, Y.K. CHONG and LILY Y.T. CHAN
School of Nursing, The Hong Kong Polytechnic University

Abundant literature showed that exposure to nature, or green space, can have beneficial effects on mental health. Studies of the impact of green space program in mental health among Chinese adolescents are very limited. This service project aims to study the impact of a pilot program on green exposure, green activity, green satisfaction, stress and happiness among adolescents in secondary schools. The quasi-experimental design with control group was adopted. The intervention program focused on the hydroponic planting; group practice in the hydroponic planting at school, green eating, green tasting and relaxation exercise. The control group consisted of the usual stress management program of learning stress coping, sharing leisure activities and relaxation exercise in classes. Three secondary schools were recruited. Each school involved two classes in grade 7 and 8. Females displayed significantly higher overall green exposure level than males. The green space program introduced impacts on the levels of exposure, activity, satisfaction, stress and happiness in green participation one month after the program. The long term effect of integrating the Hydroponic planting techniques in promoting green space and mental health among Hong Kong Chinese adolescents worth further investigation.

KEY WORDS

Green-Space, Hydroponic-Planting, Happiness, Stress, Chinese Adolescents

Paper Presentation 1.3: Experiential Learning and Experience

Day 1: 10 January 2019 | 1620 – 1830 | BC203

What Matters in Service-Learning? – From Faculty's Perspective

HUIXUAN XU, KA WAI LEUNG and CHUNG HONG TAM
The Education University of Hong Kong

The present paper attempts to explore what consists of key elements in the design and delivery of service-learning in higher education in Hong Kong, East Asia. Ten individual interviews with academics from four higher education institutions in Hong Kong were conducted in a pilot study. Each interview lasted around 1.5 hours and interview questions focused on what types of service-learning the faculty delivered, what were perceived as good practice and experience in teaching the course, and what were the barriers and challenges they encountered. The findings echo the research into the importance of five key elements: link to curriculum, partnership, service placement quality, reflection, facilitator or tutor's support. The study also provided empirical evidence on the three elements that had rarely been reported in the previous quantitative studies: uncertainty avoidance, student training, and assessment. In addition, two novel elements were identified: community of practice, role model.

KEY WORDS

Service-Learning, Key Elements, Undergraduate Students

Paper Presentation 2.1: Learning Outcomes

Day 2: 11 January 2019 | 1130 – 1315 | Chiang Chen Studio Theatre

Impact of Service-Learning Pedagogy on Students' Learning Outcomes

ANNE M. SPEAR
Leadership Studies Program, University of Maryland
JESSIE HO-YIN YAU, KENNETH W.K. LO and STEPHEN C.F. CHAN
Office of Service-Learning, The Hong Kong Polytechnic University

International service-learning (ISL) has become a common practice of higher education institutions around the world. Research demonstrates a positive impact on students' growth in multiple areas after participating in an ISL course. Literature finds student growth linked to certain ISL course designs but there has been limited comparison of courses from an East Asian perspective. Instead, much of the literature and frameworks developed around ISL comes from a North American perspective. This study mainly focused on students' growth in five categories: Self-reflection, Working in Diverse Groups, Civic Engagement, Critical Thinking, and Cross-Cultural Awareness in the context of a University at Hong Kong.

The study utilized qualitative individual interviews with a total of 16 students across four courses in Cambodia in the early summer of 2018. The study found that the service project itself was the most important component that contributed to student growth. Service project natures such as participation in cultural learning sites visits and interactions with local communities promoted students' cross cultural awareness. Although some areas of growth were appeared to be lower than other areas, there was no question that students learnt and benefited from ISL. Limitations of the study, and implications for future research were discussed.

KEY WORDS

International Service-Learning, Student Growth, Hong Kong

Paper Presentation 2.1: Learning Outcomes

Day 2: 11 January 2019 | 1130 - 1315 | Chiang Chen Studio Theatre

Curricular and Pedagogical Features Influencing International Service-Learning Outcomes

SABRINA K.P. TONG, JESSIE HO-YIN YAU, STEPHEN C.F. CHAN, GRACE NGAI and KAM-POR KWAN

Office of Service-Learning, The Hong Kong Polytechnic University

International service-learning (ISL) is a form of experiential learning combining service-learning, study abroad and international education. It has been hailed as an effective pedagogy to facilitate students' intercultural competence and global citizenship development, enabling them to excel in an increasingly interconnected and globalized world. However, critics argue that the pedagogy, if poorly implemented, could potentially reinforce prejudice and discrimination. While some research has looked into factors that affect ISL outcomes, empirical studies on how course and pedagogical features affect students' learning from ISL are scanty. This study aims to bridge the gap in literature on factors influencing ISL outcomes. The specific research question is: What were the salient curricular and pedagogical features of ISL that facilitate students' learning outcomes from the students' perspective?

This study was conducted in a large public university in Hong Kong, using individual semi-structured interviews with a total of 44 students. The study identified nine key curricular and pedagogical features in ISL programmes that promote students' learning outcomes and offered insights on how to develop and deliver an ISL programme that maximizes learning outcomes from the students' perspectives. Limitations of the study, and implications for practice and future research were discussed.

KEY WORDS

International Service-Learning, Curricular Factors, Pedagogical Factors, Learning Outcomes

Evaluating Service-Learning Impacts on University Students' Developmental Outcomes through Control Group Study

ROBIN STANLEY SNELL and CHAD CHAN

Lingnan University

A control group study with a mixed method approach was conducted at Lingnan University in 2017-18 for investigating differences in developmental gains between students who engaged in Service-Learning (S-L) and those who did not, and for identifying factors affecting students' learning. The quantitative study involved 250 S-L and 169 Non- S-L students, who were matched for both course and instructor, and who completed pretest and posttest questionnaires in 2017-18. In the qualitative study, 61 students from 16 courses with S-L elements participated in the focus groups in the same period. S-L students reported greater improvements than non-S-L students in 6 out of 7 developmental domains (subject-related knowledge, communication skills, social competence, organization skills, problem-solving skills, and civic orientation). Students also mentioned that S-L projects provided more opportunities for their development through interaction with stakeholders and real-life knowledge application. In addition, some critical factors were indicated for improving the design and implementation of S-L projects. This study contributes further evidence to support S-L as an effective pedagogy.

KEY WORDS

Service-Learning, Control Group, Student Learning Outcomes

Paper Presentation 2.1: Learning Outcomes

Day 2: 11 January 2019 | 1130 – 1315 | Chiang Chen Studio Theatre

Entrepreneurship-in-Action Program: Promoting Entrepreneurship through Service Learning

ENHA ERIKA T. BRONDO
Office for Social Concern and Involvement (OSCI), Ateneo de Manila University
GEORGE OMER DENIS S. QUITORIANO
John Gokongwei School of Management (JGSOM), Ateneo de Manila University

This paper presents the evolution of Entrepreneurship-in-Action (EIA), a service-learning program of Ateneo de Manila University (ADMU) wherein college sophomores share their knowledge of startup entrepreneurship with marginalized communities. This program satisfies the National Service Training Program (NSTP) as mandated by Philippine law, while enabling both the college sophomores and the marginalized communities to develop their own microenterprises even without starting capital, "Making Money without Spending Money." The program is divided into two parts namely, skills training for the college sophomores and area engagement, where the college sophomores work with the marginalized communities. Each part involves various experiential learning methods such as games, simulations, class presentations, group discussions and microenterprise project assignments. It utilizes Outcome Based Education (OBE) by monitoring revenues of the microenterprise projects developed.

KEY WORDS

Service Learning, Entrepreneurship, Student Enterprise, Outcome-Based Education, Experiential Learning

Paper Presentation 2.2: Engagement and Initiative

Day 2: 11 January 2019 | 1130 – 1315 | BC203

Co-creation of Learning through Ethical Engagement – Students as Partners in Student-Developed Case Learning

ELSA S.L. LAM and SAMSON S.K. TSE
The University of Hong Kong

Ethical community engagement is an important topic but it is also not easy to teach effectively. This paper is intended to present a work in progress on how to co-create learning with students through ethical overseas community engagement, adopting students as partners approach. This presentation will share student-developed cases as well as reflection on the form of partnership and process involved in co-creating the case bank. What we learnt from this exercise is that overseas experiential learning opportunities provide an appropriate context for fostering genuine students as partner approaches. The teacher-student relationship has been transformed when they together shape and design the teacher materials as partners.

KEY WORDS

Ethical Engagement, Experiential Learning, Service Learning, Students as Partners

Factors Affecting Teachers' Continual Engagement in Service-Learning

L.P. CHEUNG
Office of Service-Learning, The Hong Kong Polytechnic University

This qualitative study aims to identify the factors that motivate and deter faculty's continual engagement in service-learning (SL) in an Asian context.

The results showed that 21 out of the 24 respondents (87.5%) indicated their willingness of continual engagement in SL. The three key motivations were 'facilitating student learning and development', 'personal commitments to their service recipients, their own subject, colleagues or the University', and 'personal interests or growth'. On the other hand, heavy workload and lack of recognition from department deterred few teachers from continuously engaging in SL. It was interesting to find that very few respondents mentioned their motivation for continual engagement was related to the benefits of SL to the community even though it is a key beneficiary of an SL subject. Future studies can focus more on the community dimensions of SL.

This study provided some insights to address the gap of scanty research on teachers' continuous SL engagement in Asian contexts.

KEY WORDS

Service-Learning, Faculty, Continual Engagement

Paper Presentation 2.2: Engagement and Initiative

Day 2: 11 January 2019 | 1130 – 1315 | BC203

Sustainability of Service-Learning - Student-Led Initiatives

JESSIE CHOW [1], GAGA TSANG [2], KOBE CHAN [2], VANESSA WONG [2], and GARY HARFITT [1]
[1] Faculty of Education, University of Hong Kong
[2] Faculty of Arts, University of Hong Kong

Service-learning (SL) has been shown to have a profound impact on students (McKee, 2016). Many studies have examined this impact including areas such as students' growth in terms of academic knowledge, skills development and attitudinal changes (Celio, Durlak & Dymnicki, 2011). While most studies make use of cross-sectional data, there are very few studies that scrutinize how the growth and development of students are sustained longitudinally. This paper contributes to this gap by sharing findings from a case study of a student-led project where students are the leaders who initiate their own project after completing a credit-bearing SL course in Cambodia. The study examines how structured SL impacts students and sustains development in local community through student-led initiatives. Particularly, the current study examines the following research questions:

- What is the motivation for change makers in the context of SL?
- What are the lessons from these students for institutionalizing and sustaining SL?

KEY WORDS

Service-Learning, Sustainable Development, Student Voices

Evaluation on Impact of Self-Initiated Project Scheme on University Education: Case Study

C.H. JUSTIN CHAN[1], T.Y. ANN LAU[2], W.Y. TANG[2], N.S. LOUISE LEUNG[2], Y. LEUNG[3], K.W. WONG[2], K.L. LAU[2], K.M. HUI[4], T.N. TAVARES [2], C.K. WONG[2], H.T. WONG[2], Y.Y. TAM[2], W.L. PAK[2], H.C. TSANG[2], NATALIE H.T. LAI[5], and X. LIU[4]
[1] Department of Health Technology and Informatics, The Hong Kong Polytechnic University
[2] School of Nursing, The Hong Kong Polytechnic University
[3] Department of Computing, The Hong Kong Polytechnic University
[4] Department of Applied Biology and Chemical Technology, The Hong Kong Polytechnic University
[5] Institute of Textiles and Clothing, The Hong Kong Polytechnic University

Objective: To evaluate whether self-initiated project (SIP) can promote the development of global leadership as part of holistic education.

Participants: 16 students who joined the self-initiated project.

Methods: All participants finished Reflective journals with five open-ended questions. Two-independent reviewers summarized and counted the main points of learnt attributes from the reflective journal based on nive components of global leaderships.

Results: Individual attributes, group dynamic and global vision were the three major categories identified. Being flexible and creative, passionate, have an open and cooperative mind, skills of conflict resolution and effective communication are the attributes that are frequently mentioned by the students in the reflective journal.

Conclusions: Creativity thinking, interpersonal/social skills and inquisitiveness are the three significant components on global leaderships.

KEY WORDS

Global Leadership, Self-Initiated Project, Global Citizen, Experiential Learning

Paper Presentation 3.1: Partnership and Community

Day 2: 11 January 2019 | 1430 - 1615 | BC202

Multi-disciplinary Partnerships between Higher Education Institutions and Learning Cities through a Service-Learning Forum

BISINI NAIDOO
University of South Africa

Cities in Africa are growing rapidly with concomitant conditions and social challenges. South Africa has developed policy and legislation to address these which include the contribution of higher education and municipalities. Higher education is expected to contribute to the transformation of society through Service –Learning (SL) programmes. Similarly, municipalities are tasked with responding to challenges at local community level in terms of the Municipal Systems Act 32 (2000). However there is no framework for developing and strengthening collaborative partnerships between higher education institutions and cities. In addition, African universities have the expertise to contribute to the transformation of their cities, yet the learning city concept is unfolding at a slow pace.

This paper presents the findings from a consultation workshop, part of a qualitative study, where participants from academia, municipalities, service organisations and communities shared their SL and other forms of community engagement experiences.in the city of Durban, one of the major cities in South Africa.

The findings were that services to communities are fragmented and therefore in order to render holistic services, a multidisciplinary stakeholder forum should be formed which could inform the formalisation of policies and institutional arrangements to facilitate partnerships between higher education institutions and learning cities.

KEY WORDS

Service Learning, Learning Cities, Higher Education, Partnerships, Social Development

Service Learning through Action Research in Disability-Inclusive Education

KAREN SAGUN ONGTANGCO
Research Center for Social Sciences and Education, University of Santo Tomas

In the Philippines, the Commission on Higher Education (CHED) has established that graduates of an Occupational Therapy (OT) program at the University must exhibit competency in research-related skills to perform its various roles. In addition, OT graduates are expected to engage actively in the advocacies of the profession and its stakeholders, and demonstrate social and professional responsibility by responding to the occupational needs of society. Higher Education Institutions (HEI) have different strategies to attain learning outcomes of research courses. In the case of the University of Santo Tomas College of Rehabilitation Sciences (UST-CRS), service learning approach is one of the strategies utilized in the research courses by partnering with Save the Children (SC). SC is a non-government organization (NGO) that works for the welfare of children across the world through quality education, health care, economic opportunities, and provision of emergency aid in times of disaster or conflicts. Through the alliance, the students engage in research activities led by the faculty, in working on commissioned topics that build on evidence-based programs needed by the three partner sites of SC. This paper presents experiences towards successful attainment of learning outcomes of the students and the goals of the communities through action researches done for the disability-inclusive education program of SC.

KEY WORDS

Disability-Inclusive Education, Save the Children, Philippines, Action Research, Service Learning

Paper Presentation 3.1: Partnership and Community

Day 2: 11 January 2019 | 1430 - 1615 | BC202

Disability Inclusive Disaster Risk Reduction and Management: Advocacy to Transformative Action in Service Learning

KAREN SAGUN ONGTANGCO and CHARLES BERMEJO
Department of Occupational Therapy, University of Santo Tomas

The Philippines, being one of the most disaster prone countries, has made significant reforms in disaster risk reduction and management (DRRM). One of which is the integration of DRRM into the tertiary education curricula through the National Service Training Program (NSTP), a mandatory Service Learning Course. In these efforts, the concept of disability inclusiveness is non-existent in the current program. Persons with disabilities (PWD) is one population with particular vulnerabilities in times of disaster. As such, their rights and needs should be addressed and their involvement in planning and implementation of DRRM efforts is of particular importance. This led to the ongoing three phase participatory development project using a mixed method concurrent triangulation design, which aims to revise the current DRRM module of the mandatory NSTP of the University of Santo Tomas (UST). Stakeholders including students, teachers, administration and community are at the forefront of this project. Insights on student learning, community involvement and systems approach to changes in service learning are drawn from this experience. This process of transition highlights the need for an inclusive approach to service learning programs where all stakeholders are teaching and learning to embody participation, empowerment and reciprocity.

KEY WORDS

Disability-Inclusion, Disaster Risk Reduction and Management, Philippines, National Service Training Program, Service Learning

Paper Presentation 3.2: Experience Sharing and Case Study

Day 2: 11 January 2019 | 1430 - 1615 | Chiang Chen Studio Theatre

Sustainability of Service-Learning Projects - A Case Study of SCU

QIAO JIA
English Department, Sichuan University
BINGWEI TIAN
Institute for Disaster Management and Reconstruction

Long-chi Village is in the stricken area of 2013 April 20th Lushan earthquake which occurred in Ya'an, Sichuan province, China. It is estimated that the direct economic loss caused by this earthquake is roughly 42.26 billion and now it is facing a serious extinction crisis due to the shortage of labor force, fund, etc. Aiming at revitalizing the village, the Service-Learning Research Club of Sichuan University carried out a series of projects, from which ways are explored to promote the sustainability of Service-Learning projects.

KEY WORDS

Service-Learning, Sustainability, The Service-Learning Research Club of SCU, Promotion

The Impact of Service-Learning: A Case Study of a Corporate-Community-University Partnership in Hong Kong

CECILIA M. S. MA, DANIEL T. L. SHEK, VERONICA K. F. SHEK, BETTY P. W. MOK, and MENG XIE
Department of Applied Social Sciences, The Hong Kong Polytechnic University

Service-learning (SL) program provides an opportunity for students to apply their academic knowledge in real-world contexts. Through experiential learning and community engagement activities, students offered a chance to collaborate with people from diverse backgrounds and to meet community needs. In 2017-18 academic year, a total of 272 university students enrolled in two SL subjects and provided services to students from nine secondary schools. The purpose of the present study was to examine the effectiveness of the program from the service recipients' perspective with the use of qualitative and quantitative evaluation methods.

KEY WORDS

Service-Learning, Service Recipients, Community-University Partnership

Paper Presentation 3.2: Experience Sharing and Case Study

Day 2: 11 January 2019 | 1430 - 1615 | Chiang Chen Studio Theatre

A Case Study on Engineering Based Global Service-Learning

SOOK YOUNG RYU and IN SOOK KIM
General Education Department, Seoul Women's University

It is very important to give students the opportunity to understand the correlation between what they learn in their engineering class and how it is applicable to their lives outside of their studies. Service-Learning specifically allows for that connection to take place (Kim & Jeong, 2009; Reynolds, 2016). Service-Learning is an educational process that brings together two aspects of life that are not easily bridged; learning and applying (Ryu, 2018). It is easy to learn something and theoretically apply it to a situation, but to go out and practically apply those lessons to a real-life situation is much more difficult. Service-Learning allows individual students to put their knowledge to the test by transforming their knowledge and skills into actions.

This case study of Engineering based Global Service-Learning (GS-L) was conducted with two goals: (1) to explore students majoring engineering learning global citizenship and civic engagement; and (2) to document the foundation of close co-operational system involving university, NGOs, and global communities. The findings and discussion focus on the advantages of this type of major specific global service learning experience, best practices within such a partnership and the challenges in establishing and implementing an ongoing global partnership of this type.

KEY WORDS

Global Service-Learning, Engineering Approach, Engineering Education

KAYA CLÍNICA. An Innovative Learning Service Experience Focused on the Right to Shelter

EQUIPO KAYA CLINICA
Oficina de Cooperación e Voluntariado, Universidade da Coruña
ESCRITÓRIO KAYA CLINICA
Centro de Estudos e Desenvolvimento do Habitat, Universidade Eduardo Mondlane
PLÁCIDO LIZANCOS
Universidade da Coruña

KAYA CLINICA, is a LS academic body for university scholars involved on habitat construction. This experience has been implemented by two public universities, Universidade da Coruña (Spain) and Universidade Eduardo Mondlane (Mozambique) -one at the global north and another at the south- with the aim to learn/research thorough a citizen's service. And this will happen while improving the conditions of self built neighborhoods of a sub-Saharan city.

There are two parallel objectives in this LS experience: to learn what the self-managed city has to offer to academicians and bring to deprived dwellers the service they are unable to access in the way to upgrade their habitat and achieve the rights they can´t access.

Kaya Clinica represents an innovative LS experience as it works from an office located at the heart of the area, where all academic stuff is allocated.

KC run from December 2015 until March 2018. It has been granted by the referred universities, the Municipality of Maputo and AECID, the Spanish international cooperation agency. The area elected to deploy the activity was the 45.000 inhabitants Bairro Dimitrov, north of Maputo, the capital city of Mozambique.

KEY WORDS

Slum Upgrading, Habitat, Habitability, Mozambique, SDO

Paper Presentation 3.3: Student Development

Day 2: 11 January 2019 | 1430 - 1615 | BC203

The Impact of International Service-Learning on Student Development of Skills, Social Awareness and Level of Happiness

VAN ANH PHAM and MY NGOC CHAU
ECO Vietnam Group

This paper contributes the file of Service-Learning by providing evidence for the impact of International Service-Learning (ISL) on the student's development, in term of skills, awareness, social responsibilities and level of happiness. The paper also indicates the important role of teachers and instructors in student's development during ISL projects: students who were supervised/guided by instructors and teachers had stronger development than those who were simply volunteering on their own. The research has been done in Cau Ke district, Tra Vinh province, Vietnam, where 193 students from Singapore joining ISL projects held by ECO Vietnam Group from March to June of 2018. The paper hopes to increase the confidences in Higher Education in developing more ISL projects.

KEY WORDS

International Service Learning, Local NGOs, Skill Development, Social Awareness, Level of Happiness, Importance of Teacher

Using Active Aging and Co-creation Service Projects to Change the Attitude towards Elders and Enhance the Competence Development of University Students from China, Japan and Korea

YIDA Y.H. CHUNG[1], HELENA S.S. AU[1], HOK BUN KU[2], BRIAN LEE[3], and ELLEN S.L. FOK[4]
[1] Global Youth Leadership and Service-Learning Institute, The Hong Kong Polytechnic University
[2] Department of Applied Social Sciences, The Hong Kong Polytechnic University
[3] School of Design, The Hong Kong Polytechnic University
[4] Bethel Bible Seminary

This study aimed to examine the competence development and attitude toward elders after conducting a co-creation project in rural area in Sichuan among university students from China, Japan, and Korea. A total of 59 students from The Polytechnic University, Peking University, Ewha Woman's University, Yonsei University, Sichuan Agricultural University, Sichuan University, and Kyoto University participated in the study. The findings showed that there was a significant improvement in youth development competencies and attitude toward elders in rural area of Sichuan, China. In addition, students also had significant changes in their attitude toward their own aging process. The results of this study provided information for university educator about the importance of educating young generations in particular university students developed positive attitude toward elders. Further, competencies development could be built such a way that they cooperated with elders to contribute to the community.

KEY WORDS

Competence, Attitude, Elder, University Students, China

Paper Presentation 3.3: Student Development

Day 2: 11 January 2019 | 1430 - 1615 | BC203

Engineering Design Solutions for Community Needs: Enhancing Undergraduates' Workplace Related Skills through Service-Learning

UDAYA KAHANGAMAGE and CHUN WAH LEUNG
School of Professional Education and Executive Development, The Hong Kong Polytechnic University

Service-Learning (SL) is a powerful educational tool that exposes students to the world of practice through well-structured opportunities for learning by doing. When SL subjects are developed for targeted students from selected disciplines, they can be used to enhance students' discipline specific skills. This paper presents the outcome from such an attempt to modify an open-to-all engineering-based SL subject to discipline specific SL subject. The key stages of preparation, execution and assessment of the SL subject have been modified to enhance students' workplace related skills. The results of the questionnaire survey and the reflective writings done by the students reveal that, when carefully designed, SL subjects can effectively be used to enhance students' workplace related skills. The challenges faced and strategies for sustainability are also discussed.

KEY WORDS

Service-Learning, Workplace Skill Development, Engineering Design

An Intervention Study on "Service Learning" and the Comprehensive Ability of College Students

HONGLIN CHEN, YAN JIN and KE XU
Fudan University

Objectives: Our study aimed to prove whether the Service Learning Teaching Model from the Perspective of Social Work that we put forward is conducive to improving comprehensive capabilities. We explore the comprehensive ability especially the ability to innovate and reflect among college students.

Methods: This study used the "Technology Innovation and Smart Senior Care" course as a case. We designed courses to intervene students and analyzed the student's final assignment. Results:1) About 66.67% of the respondents did not have a fixed community service experience before. 2) According to the student's final work, the service learning curriculum can significantly improve students' social responsibility and ability in innovation, practical and critical thinking. 3) Compared with general teaching supervisors, social work supervisors has significant advantages in improving students' comprehensive ability.

Research implications: The above service learning curriculum model has a positive impact on the comprehensive ability and should be promoted to other universities. For students who conduct less social services, teachers need to change the original teaching methods.

KEY WORDS

Work, Service Learning, Comprehensive Ability

Paper Presentation 4.2: Experience Sharing and Case Study

Day 2: 11 January 2019 | 1645 - 1830 | Chiang Chen Studio Theatre

Early Collaborative Service Learning Activities and Suggestions for Service Learning Courses at a University in the Mekong Delta Region

HUYNH THANH TIEN
Resource Center for Community Development, An Giang University
ELLEN KU
School of Nursing, The Hong Kong Polytechnic University

Service learning (SL) is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their skills by applying their academic knowledge into the real world; they then reflect on their experience to enhance the connectivity between their service and their learning (Baltimore County Public Schools, 2018). However, in fact it seems that this learning approach has not widely been applied in Vietnamese higher education institutions (HEIs). This paper reviews the SL application in foreign and national HEIs and its benefits towards instructors and students in the SL project process. In accessing some websites of institutions regarded as strong in the applicability of the SL approach, the authors used the document analysis method to explore the resilient advantages of the SL application. Then, an open-question survey was sent to 14 participative students from a Mekong Delta region university to learn about their SL perceptions, and finally this paper provided recommendations for the SL employability in some undergraduate training programs of this institution.

KEY WORDS

Application, Community, Employability, Higher Education, Teaching Method

An Alternative Blueprint? Institutionalizing Service-Learning in a Comprehensive University in China

LIU HONG
Fudan University

This paper discusses a case study of institutional design and implementation of a university-wide credit-bearing service-learning curricula program at a large public comprehensive university located in an urban center on the east coast of Mainland China. The program oversees a group of courses organized through a decentralized "SUPERVISOR-TA" system which models on social work professional supervision practices. The case study shows that this model can be a viable starting point for many universities that are committed to systematically adopting service-learning curricula but under institutional constraints. Findings of this study bear implications for universities in China and other developing contexts.

KEY WORDS

Service-Learning, Social Work, Supervision, Institutionalization, Curricula Program

Paper Presentation 4.2: Experience Sharing and Case Study

Day 2: 11 January 2019 | 1645 - 1830 | Chiang Chen Studio Theatre

"What", "Why" and "How" for Service Learning - Reflection of Implementing Service Learning in Chinese Universities

YIJUAN LI
English Department, Sichuan University
BINGWEI TIAN
Institute for Disaster Management and Reconstruction

In this paper, through the exploration of three essential aspects of Service Leaning (SL)---concept, reasons for its implementation and promotion, possible ways for promotion, we summarized that SL in universities of China have some of crisis and vitality, and can get a hint in promoting its value.

KEY WORDS

Service Learning, Impacts, Promotion, Survey

A Qualitative Study on University Students' Community Engagement in Service Learning Courses in China

HONGYING JI and LIU HONG
Fudan University

In Mainland China, service-learning is now being introduced to higher education, in part to help raise students' awareness towards social responsibility and in part to experiment on new educational approaches conducive to university-community partnership. In this study, we try to use a qualitative approach to examine students' change in different processual phases of the service learning cycle. We primarily used semi-structured interviews as data collection method. We purposefully sampled 15 students from 5 service learning courses that ran from 2017 to 2018 and conducted one-on-one interviews. After coding and analyzing the data, we find that interacting with the community, service self-efficacy, and reflection are all factors contributing to successful community engagement experiences. By contrast, factors that impede community engagement include a set of course design, skill readiness and logistics problems.

KEY WORDS

Service Learning, Community Engagement, Student Experience, China

Paper Presentation 4.3: Student Development

Day 2: 11 January 2019 | 1645 - 1830 | BC203

Service-Learning as a Vehicle to Promote Student Social Responsibility: A Qualitative Study

LU YU, DANIEL T.L. SHEK and XIAOHUA ZHOU
Department of Applied Social Sciences, The Hong Kong Polytechnic University

"Promotion of Children and Adolescent development" is a 3-credit service-learning subject offered to undergraduates in The Hong Kong Polytechnic University. The subject attempts to promote students' understanding about the needs and challenges of children and adolescents living in disadvantaged environments, cultivate student's positive values, care and compassion, and psychosocial competence, and promote students' social responsibility through service learning and reflective learning. Based on qualitative data collected from in-depth interviews with eight student participants in 2016/17 academic year, the present study investigated students' learning gains from this program, with a focus on their development of social responsibility. The findings showed that students experienced cognitive, affective and behavioral transformation in social responsibility and provided evidence for the impact of this service-learning subject on students' social responsibility development.

KEY WORDS

Service Learning, Transformational Learning, Social Responsibility

The Impact of Service-Learning on Students from Underrepresented Populations

ANDREW FURCO, GEOFFREY MARUYAMA and WANQI YANG
University of Minnesota

Findings from research studies have suggested that constructivist, active learning instructional strategies that are linked with community-based learning experiences, such as service-learning, offer higher education students an opportunity to build greater connection with their academic studies and enhance their overall academic, civic, personal, and career development (Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler & Giles, 1999). In the United States, as in other countries, university students from groups whose families have less experience in post-secondary education (i.e., first generation university students, students from lower socio-economic status, students from non-dominant racial or ethnic groups) are less likely to be educationally and occupationally successful than their majority counterparts. When compared with students from majority backgrounds, students from underrepresented backgrounds have lower university attendance and completions rates, have poorer academic performance results, and tend to be less engaged in their academic studies (Terenzini, Cabrera, & Bernal, 2001). In this paper, we present the findings from three investigations we conducted that examined the relationships between underrepresented students' participation in service-learning and a set of educational achievement outcomes.

KEY WORDS

Underrepresented Students, Educational Success, Retention, Persistence

Paper Presentation 4.3: Student Development

Day 2: 11 January 2019 | 1645 – 1830 | BC203

I.T. Education Need in Cambodia

PAULI P.Y. LAI
The Hong Kong Polytechnic University

The future of I.T. relies on the next generation and the knowledge of the next generation is built up today. However, the current I.T. education in Cambodia is often based on not properly trained teachers. There are also very few well-trained I.T. people working in the education field or I.T. industry in Cambodia. This will form an adverse cycle and the situation will never improve if no revolution is brought to I.T. education in this country. In this regard, it is proposed to offer a service-learning subject that helps reduce the gap of I.T. education between Cambodia and the developed countries. The objectives are to train the students, teachers and technical staff in Cambodia with proper I.T. knowledge. It is aimed to produce more well-trained I.T. people in Cambodian workforce so that Cambodian can help themselves for sustainable I.T. education in future.

KEY WORDS

Information Technology, I.T., Education, Cambodia

Service Learning as an Andragogical Tool for Building Graduate Capital

CHANDANA WIJAYANAMA, UDAYA MOHAN DEVDAS and R.P. CHITHRA RANJANIE
University of Kelaniaya

As a developing nation Sri Lanka needs to gainfully engage the graduates from state universities (product of free education system) in the economic development process. However, employers are concerned about the level of readiness of the fresh graduates for their first job role where they expect the universities to play a significant role in preparing them.

Graduate Capital model presented by professor Tomlinson (2017) outlines graduate attributes that are acquired through experience and exposure that eventually contribute towards their employability. Service Learning as a new addition to Sri Lankan university system has potential as an andragogical tool for enriching student exposure to real world situations. This literature review examines the influence of Service Learning engagement of university students in enhancing their Graduate Capital that in turn enhances their employability. Followed by a literature review a conceptual framework was developed that researchers intend to use for a mix method research on the use of Service Learning as an Andragogical tool for building Graduate Capital.

KEY WORDS

Andragogy, Employability Skills, Experiential Learning, Graduate Capital, Service Learning

Paper Presentation 5.1: Learning Paradigm

Day 3: 12 January 2019 | 0900 - 1110 | Chiang Chen Studio Theatre

Using Standardised SPOCs to Prepare Hong Kong Students for Service-Learning Programmes

KEENAN DANIEL MANNING
Office of Service-Learning, The Hong Kong Polytechnic University

Service-learning and blended learning have both been touted in recent decades as pedagogical tools which may be used to enhance students' learning over more traditional instruction methods. This paper will present the initial findings from the pilot run of a small, private online course(SPOC) which was used in conjunction to face-to-face methods to prepare students in Hong Kong for their upcoming service-learning programme. The SPOC was utilised in one class each from three University Grants Committee-funded institutions, as well as opened up for self-enrolment at a fourth, for a total enrolment of 122 students. Following the completion of the course, students were asked to complete an online survey to gauge their reactions to the course, and face-to-face interviews were conducted to provide further insights through qualitative analysis.

KEY WORDS

Service-Learning, eLearning, SPOC, Online Learning, Hong Kong

Flipped the Classroom for Service-Learning

ANNA HO
English Language Centre, The Hong Kong Polytechnic University

Serving the Community through Teaching English is one of the approved Service-Learning subjects offered by The Hong Kong Polytechnic University. Students taking the subject are required to render English reading classes for underserved children. In the course of running the subject, one of the major challenges encountered has been inadequate teaching time. With a view of expanding students' learning time and learning space, a flipped classroom approached has recently been integrated into the subject curriculum and a 4-part video series, together with relevant online interactive activities, were developed. A two-year study has shown that students were generally receptive to the flipped classroom approach. The successful implementation of the approach, however, may be dependent on a number of factors, including the video presentation style and levels of teachers' support. This paper also attempts to discuss whether these video inputs have impacted students' output quality.

KEY WORDS

Teaching English, Flipped Classroom, Service-Learning

Paper Presentation 5.1: Learning Paradigm

Day 3: 12 January 2019 | 0900 – 1110 | Chiang Chen Studio Theatre

Can Mixed Reality (MR) Make a Difference in Service Learning?

Y.M. TANG, C.Y. TANG, ERNEST WONG, YOHANA LEUNG, GARY C.P. TSUI, W.C. LAW, KAREN CHENG, and EDWARD CHEUNG

Department of Industrial and Systems Engineering and Industrial Center, The Hong Kong Polytechnic University

Service-learning (S-L) is one of the important educations that combines academic study with community service and reflection elements in tertiary. Service learning projects can benefit many different areas such as the public sector, non-profit and government agencies, etc. Despite the Hong Kong Government now putting much effort into promoting STEM education, carrying out S-L in local secondary schools is not common in Hong Kong, especially in teaching Secondary School students in science, technology, engineering and mathematics (STEM) knowledge. Mixed reality (MR) is known as hybrid reality which not only merges the real and virtual worlds into a new environment, but also allows users to interact with the digital content dynamically in real time. This study aims to investigate whether the use of MR can make a difference in service learning by measuring students' learning performance in secondary schools. We measure their ability in understanding three-dimensional (3-D) geometric and fundamental geometric mathematics. The results have shown that with the aid of MR, secondary students not only show a stronger motivation in participating in the S-L lesson, but the test results on basic geometric mathematics were also improved.

KEY WORDS

Mixed Reality, Service Learning, HoloLens, STEM, Geometry

The Adventure of Quantitative Methods for Community Services, a Research Service Learning Subject

FRANKIE SZE LONG TSOI and MARJORIE LAI LIN CHIU

Department of Applied Mathematics, The Hong Kong Polytechnic University

Most service learning subjects can be classified into direct and indirect service learning. Within indirect service learning, there is a small group of research service learning, which aims to serve the community by performing research work. Research work may include research on how the general public think about a certain service or facility or how a policy is affecting the society. The service learning subject, "Quantitative Methods for Community Service," aims to help NGOs to better understand their current and potential service recipients and how do their service targets rate their current and/or potential service. This paper will state the basic idea and arrangement for the subject. Discussion will be made about problems which are critical and influential in a research service learning subject and how the teaching team has tried to tackle the problems. Real-life examples are provided for the sake of discussion and no personal data will be revealed.

KEY WORDS

Service Learning, Quantitative, Research Based Service Learning

Paper Presentation 5.1: Learning Paradigm

Day 3: 12 January 2019 | 0900 – 1110 | Chiang Chen Studio Theatre

Service-Learning as General Studies in Tertiary Level Education

HONG SU RONG JOLYN
Methodist College Kuala Lumpur

Service Learning (SL) is a teaching strategy used worldwide as a progressive move from traditional teaching. It helps students apply academic knowledge in realistic setting as well as meeting community needs. Unlike most SL that is tailored towards a specific subject, Methodist College Kuala Lumpur (MCKL), offers as a general subject. This paper aims to share this experiences. The Malaysian education system is based on standardized test which offers no practical application, hence the need for SL. Recommendations on how SL can be tailored to as a general subject will be reviewed.

KEY WORDS

Service Learning, General Studies, MCKL

Paper Presentation 5.2: Theory and Framework

Day 3: 12 January 2019 | 0900 – 1110 | BC203

Social Theories and Service-Learning: Towards Building a Service- Learning Modalities and Levels Framework

MARK ANTHONY D. ABENIR
Department of Sociology, Faculty of Arts & Letters, Research Center for Social Sciences and Education, Simbahayan Community Development Office, University of Santo Tomas

This theoretical paper attempts to link Service-Learning (S-L) to its sociological theoretical foundations, and its modalities/modes and levels of community engagement. In the process, it produces a coherent framework that serves as a guide for S-L educators and practitioners to help them identify the type of S-L they are implementing and its possible social implications to students, faculty, and community partners involved.

KEY WORDS

Sociological theories, Service-Learning, Modalities and Levels of Community Engagement

Applying Self-determination Theory to Exploring Students' Perception towards Learning Modes of Service-Learning

ANNE L. L. TANG, TIFFANY O. CHENG and RAYMOND KWONG
School of Hotel and Tourism Management, The Hong Kong Polytechnic University

This research applied self-determination theory (SDT) to investigating undergraduate students' perceptions of the effectiveness of blended-learning approach in equipping them with the necessary skills to cope with international service-learning, in the aspects of autonomy, relatedness and competences. Qualitative research in form of focus groups was adopted to collect students' opinions about blended-learning activities, and comparative analysis was used to discern their manifested and latent views in relation to competence, relatedness and autonomy. Results showed that the students perceived having been well-equipped with the competences and skills required for the service delivery through the blended-learning activities. They also perceived that their relatedness and autonomy have been enhanced, which resulted in better preparation to face uncertainties in the service trip. It is suggested that teachers, researchers and administrators could contemplate how to fine-tune blended-learning activities to better integrate into the service-learning class for students' learning facilitation.

KEY WORDS

Service-Learning, Blended-Learning, Self-determination Theory

Paper Presentation 5.2: Theory and Framework

Day 3: 12 January 2019 | 0900 – 1110 | BC203

The 4Es Empathy Model for Nurturing Empathy in Service-Learning

BARBARA Y.P. LEUNG
Department of Building and Real Estate, The Hong Kong Polytechnic Univeristy
ADA P.L. CHAN
Hong Kong Community College, The Hong Kong Polytechnic University

Many educators, taking up service-learning programs, have the attitude of "taking it for granted that students are naturally equipped with empathy" in conducting social services. Also, among the research which contribute to cultivating empathy, most studies are confined to conceptual model building without devoting much efforts in developing a practical pedagogical model in nurturing empathy. Bringle and Hatcher (1996) point out that education should be directed to pursue the mission of teaching students to be able to demonstrate empathy and also be a responsible citizen, rather than merely educating students for completing a task. Although empathy alone will not help generate interventions to alleviate the difficulties and poverty that disadvantaged groups face, it acts like a compass guiding the engine driving the community toward social and economic justice (Gerdes et al., 2011). However, the education system seems lack a well-articulated and driving strategy that we can apply reliably and utilize effectively. To fill the knowledge gap, the objective of this study is to develop a signature pedagogy which can help students develop empathy by interacting with the community. The 4Es (namely Exposure, Explanation, Experience and Evaluation) Empathy Model will be built, on one hand, to communicate the importance of empathy to students by linking the theoretical knowledge to application in field work, and, on the other hand, to evaluate the effectiveness of a social education program in cultivating empathy.

KEY WORDS

Service-Learning, Empathy Cultivation, Living Condition

Is Transformative Learning Possible in International Service-Learning?

H.Y. LAM[1], LIZ JACKSON[2] and STEPHEN C.F. CHAN[1]
[1] The Hong Kong Polytechnic University
[2] University of Hong Kong

This qualitative study drew on Mezirow's transformative learning theory to explore the impact of international service-learning (ISL) on transformative learning of students in one university in Hong Kong. The purposive sampling method was employed to select a total of 26 undergraduate students to be interviewed three to five months after their ISL experiences. Altogether, 31.3 hours of interviews were audiotaped and transcribed verbatim, and 35 reflective journals and final reports were received from 24 participants.

The result is comparable to the literature; 10 participants (38%) demonstrated that they had experienced transformative learning in their ISL experiences. Most of the transformations occurred in personal aspects, then social, cultural, civic and intellectual aspects. None of the students demonstrated spiritual transformation or experienced re-evaluating cultural or ethnic identity, even though these had both been found in previous research. Over half of the respondents did not exhibit any transformative learning. However, according to Mezirow (2000), their reported gains and reflections are potentially transformative if accumulated over time. This indicates a need for further investigation and discussion.

This study adds to the literature by providing qualitative evidence of transformative learning in ISL in a non-western context.

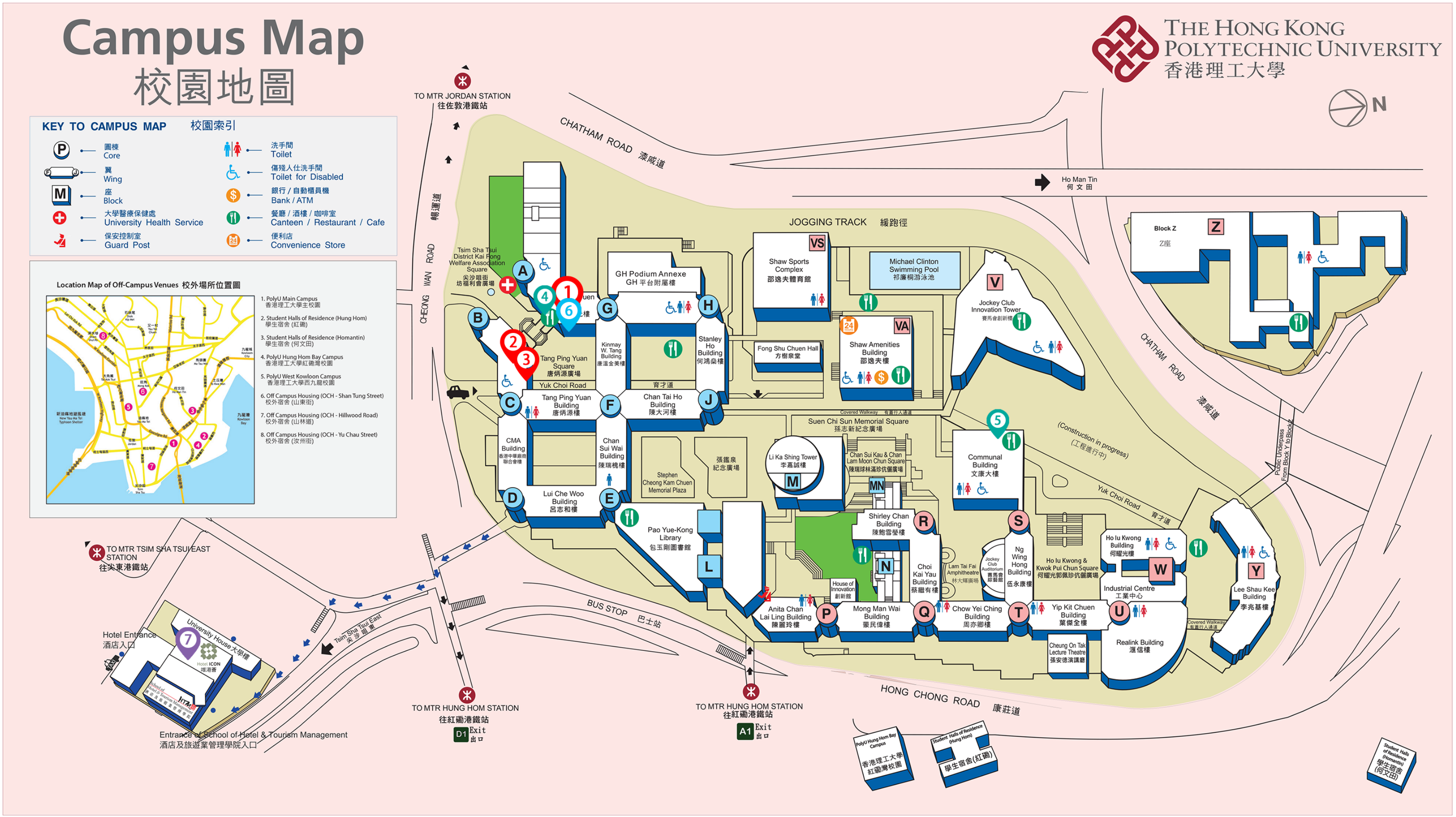
KEY WORDS

Transformative Learning, International Service Learning, Service Learning, Student Learning

THE 3RD INTERNATIONAL CONFERENCE ON
SERVICE-LEARNING
10-12 JANUARY 2019 THE HONG KONG POLYTECHNIC UNIVERSITY

Campus Map
校園地圖

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學



KEY TO CAMPUS MAP 校園索引

Ⓟ	圓棟 Core
Ⓕ—Ⓙ	翼 Wing
M	座 Block
✚	大學醫療保健處 University Health Service
	保安控制室 Guard Post
🚻	洗手間 Toilet
♿	傷殘人仕洗手間 Toilet for Disabled
$	銀行 / 自動櫃員機 Bank / ATM
🍴	餐廳 / 酒樓 / 咖啡室 Canteen / Restaurant / Cafe
24	便利店 Convenience Store

Location Map of Off-Campus Venues 校外場所位置圖

1. PolyU Main Campus 香港理工大學主校園
2. Student Halls of Residence (Hung Hom) 學生宿舍 (紅磡)
3. Student Halls of Residence (Homantin) 學生宿舍 (何文田)
4. PolyU Hung Hom Bay Campus 香港理工大學紅磡灣校園
5. PolyU West Kowloon Campus 香港理工大學西九龍校園
6. Off Campus Housing (OCH - Shan Tung Street) 校外宿舍 (山東街)
7. Off Campus Housing (OCH - Hillwood Road) 校外宿舍 (山林道)
8. Off Campus Housing (OCH - Yu Chau Street) 校外宿舍 (汝州街)

N
TO MTR JORDAN STATION 往佐敦港鐵站
CHATHAM ROAD 漆咸道
CHEONG WAN ROAD 暢運道
Ho Man Tin 何文田
JOGGING TRACK 緩跑徑
Block Z Z座
Shaw Sports Complex 邵逸夫體育館
Michael Clinton Swimming Pool 祁廉桐游泳池
Jockey Club Innovation Tower 賽馬會創新樓
GH Podium Annexe GH 平台附屬樓
Fong Shu Chuen Hall 方樹泉堂
Shaw Amenities Building 邵逸夫樓
Tsim Sha Tsui District Kai Fong Welfare Association Square 尖沙咀街坊福利會廣場
Tang Ping Yuan Square 唐炳源廣場
Yuk Choi Road 育才道
Kinmay W. Tang Building 唐淦金美樓
Stanley Ho Building 何鴻燊樓
Tang Ping Yuan Building 唐炳源樓
Chan Tai Ho Building 陳大河樓
CMA Building 香港中華廠商聯合會樓
Chan Sui Wai Building 陳瑞槐樓
Lui Che Woo Building 呂志和樓
Stephen Cheong Kam Chuen Memorial Plaza
張雲泉紀念廣場
Pao Yue-Kong Library 包玉剛圖書館
Suen Chi Sun Memorial Square 孫志新紀念廣場
Li Ka Shing Tower 李嘉誠樓
Chan Sui Kau & Chan Lam Moon Chun Square 陳瑞球林滿珍伉儷廣場
Communal Building 文康大樓
(Construction in progress) (工程進行中)
Shirley Chan Building 陳鮑雪瑩樓
House of Innovation 創新館
Choi Kai Yau Building 蔡繼有樓
Jockey Club Auditorium 賽馬會綜藝館
Lam Tai Fai Amphitheatre 林大輝廣場
Ng Wing Hong Building 伍永康樓
Ho Iu Kwong & Kwok Pui Chun Square 何耀光郭佩珍伉儷廣場
Ho Iu Kwong Building 何耀光樓
Industrial Centre 工業中心
Lee Shau Kee Building 李兆基樓
Anita Chan Lai Ling Building 陳麗玲樓
Mong Man Wai Building 蒙民偉樓
Chow Yei Ching Building 周亦卿樓
Yip Kit Chuen Building 葉傑全樓
Cheung On Tak Lecture Theatre 張安德演講廳
Realink Building 滙信樓
Covered Walkway 有蓋行人通道
Public Underpass From Block Y to Block Z
Yuk Choi Road 育才道
BUS STOP 巴士站
HONG CHONG ROAD 康莊道
TO MTR HUNG HOM STATION 往紅磡港鐵站 D1 Exit 出口
TO MTR HUNG HOM STATION 往紅磡港鐵站 A1 Exit 出口
TO MTR TSIM SHA TSUI EAST STATION 往尖東港鐵站
Tsim Sha Tsui East 尖沙咀東
Hotel Entrance 酒店入口
University House 大學樓
Hotel ICON 唯港薈
Entrance of School of Hotel & Tourism Management 酒店及旅遊業管理學院入口
PolyU Hung Hom Bay Campus 香港理工大學紅磡灣校園
Student Halls of Residence (Hung Hom) 學生宿舍(紅磡)
Student Halls of Residence (Homantin) 學生宿舍(何文田)
A B C D E F G H J L M MN N P Q R S T U V VA VS W Y Z
1 2 3 4 5 6 7

① Chiang Chen Studio Theatre (G/F)
② BC202 (Podium)
③ BC203 (Podium)
④ Theatre Lounge (G/F)
⑤ Staff Club (5/F)
⑥ Service-Learning Photo Exhibition (Alumni Atrium)
⑦ Conference Dinner (Hotel ICON)

Conference Website
(www.polyu.edu.hk/osl/icsl2019)