

**Hong Kong Service-Learning:  
An Annotated Bibliography**

Ka Hing Lau  
Rina Marie Camus  
Kam Por Kwan

**The Service-Learning and Leadership Office  
The Hong Kong Polytechnic University**

**January 2022**

© 2022 Service-Learning and Leadership Office, The Hong Kong Polytechnic University

All rights reserved. No part of this publication may be reproduced or transmitted, in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission in writing from the publisher.

First published 2022

## Table of Contents

|                                |    |
|--------------------------------|----|
| <b>Background</b> .....        | 3  |
| <b>Method</b> .....            | 3  |
| <b>Results</b> .....           | 5  |
| <b>Overview</b> .....          | 7  |
| <b>Bibliography</b> .....      | 8  |
| <b>Journal Articles</b> .....  | 8  |
| <b>Books</b> .....             | 43 |
| <b>Book Chapters</b> .....     | 48 |
| <b>Conference Papers</b> ..... | 52 |

## Background

It has been two decades since service-learning began to take root in Hong Kong. Since then, it has become widely accepted in Hong Kong higher education, and is extending to secondary education as well. At present, all public universities and some private universities have adopted service and community-engaged learning in different forms: as academic courses or course components, as curricular or co-curricular programmes, as local or overseas community service projects, etc. In The Hong Kong Polytechnic University, the institution responsible for this work, academic, credit-bearing service-learning became a mandatory requirement of the undergraduate curriculum across disciplines in 2012.

Service-learning is an experiential pedagogy known to yield a variety of learning outcomes: academic, professional, social, and civic. It provides students with opportunities to apply knowledge and skills to meet community needs. Research studies about its effectiveness in achieving student learning outcomes, community impact, as well as good practices have been flourishing. Thus far, however, there has been no systematic compilation nor review of literature about service-learning in Hong Kong. Capitalising on this gap, the Service-Learning and Leadership Office (SLLO) of The Hong Kong Polytechnic University carried out this exercise of reviewing and organising existing literature on the topic into an annotated bibliography. We hope that fellow service-learning practitioners and researchers can benefit from this work, a humble contribution to the advancement of service-learning practice and research in Hong Kong and beyond.

## Method

The literature search strategy for this annotated bibliography adopted the guidelines of PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses). PRISMA is a widely adopted method for identifying and selecting relevant research for analysis and critical appraisal (Moher et al., 2009). The search process applied in this work comprised of three phases: a) identifying potentially relevant publications by searching in carefully selected databases; b) reviewing the titles, keywords and abstracts of potentially relevant publications; and c) content review and annotation of publications identified as relevant to the topic of service-learning in Hong Kong. The search process and results are reported below.

### **Step 1: Identifying potentially relevant publications in selected databases**

The literature search was conducted in four databases. Three of these are major international databases which provide a large quantity of educational research journals and conference papers across different disciplines. The three databases are Scopus, ERIC, and Web of Science. The fourth is a local database called “Hong Kong Education Bibliographic Database”, developed by The Education University of Hong Kong Library, which collects educational studies in Hong Kong. The geographic scope of our search was limited to Hong Kong. Only articles published in English were included.

The search was performed with the keywords “service-learning”, “service learning”, “community-based learning”, and “community-engaged learning.” All keywords were inputted into each database to search by “any” or “all fields” available in the database. The search was

conducted in 6 October 2021(Hong Kong time). The resulting list was deduplicated before the next step.

## **Step 2: Reviewing the titles, keywords and abstracts of potentially relevant publications**

In this step, the authors reviewed the list of potentially relevant publications by examining their titles, keywords, work type, and abstracts. The inclusion criteria were as follows:

1. The topic of the publication must be about service-learning or highly relevant to service-learning (e.g., co-curricular community projects).
2. The geographical coverage of the publication must include Hong Kong.
3. Unpublished works such as theses and dissertations were excluded.

## **Step 3: Content review and annotation of relevant publications**

A number of publications were further excluded for any one of the following reasons:

1. On closer reading, the content of the publication turned out to be irrelevant to Hong Kong service-learning.
2. The content of the publication was repeated in or highly similar to another publication (e.g., re-prints; earlier and later versions of the same study).
3. Service-learning was marginal to the overall content of the publication.
4. The publication was underdeveloped or did not present a complete discourse (e.g., mere abstracts such as conference presentations).
5. The full publication could not be accessed for content review.

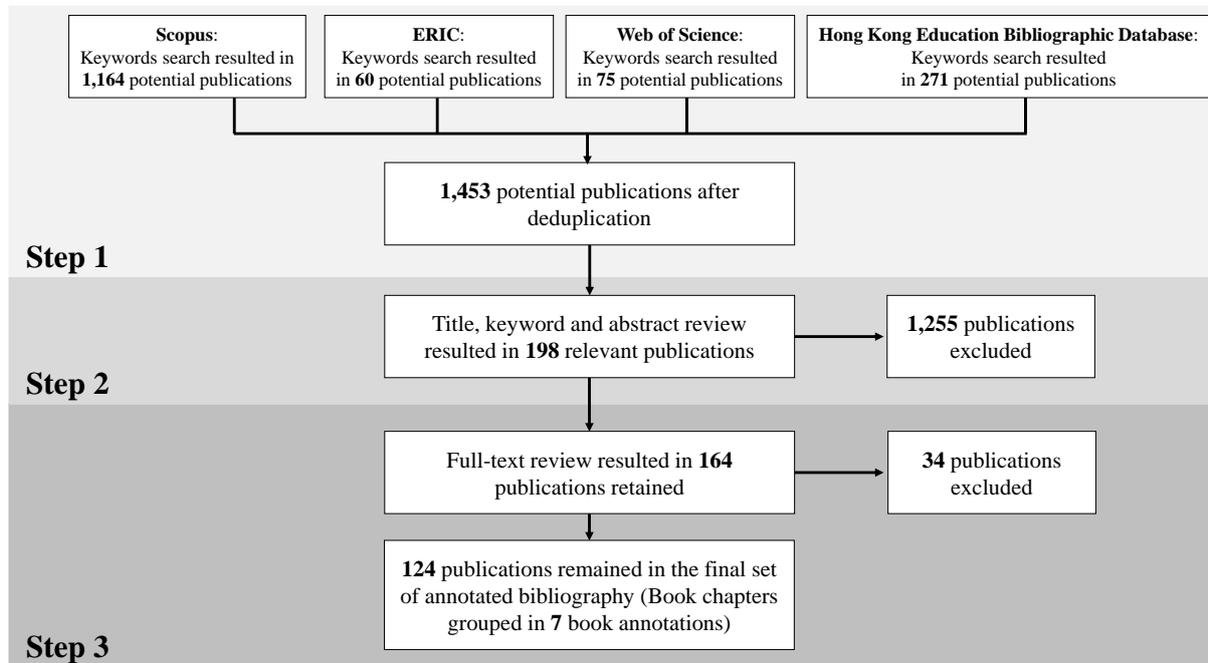
Finally, for the sake of practicality and to give readers a sense of coherence, we decided to annotate edited volumes about service-learning in Hong Kong as whole books rather than individually annotating section or chapter contributions. On the other hand, isolated book chapters we found from other volumes which were not about service-learning or Hong Kong were annotated individually.

## **Reference**

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & Group, P. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *PLoS medicine*, 6(7), e1000097.

## Results

The flowchart below shows the number of publications retained after each step explained above.



In summary, the first step of initial identification generated a total of 1,453 publications after deduplication. The second step excluded 1,255 publications, resulting in the inclusion of 198 publications for content review. The third step excluded 34 publications and 164 publications remained. Incorporating isolated book chapters into whole book annotations further reduced the items to 124, the final number of reviewed publications in this annotated bibliography.

The following table is a statistical summary of the reviewed publications in this annotated bibliography. The items are categorised by publication type, research type or method, educational level of service-learning, service location, and the studies' focus concerning service-learning's impact.

| <b>Publication Type</b>                |     |
|--|-----|
| Journal Articles                       | 84  |
| Books                                  | 7   |
| Book Chapters                          | 11  |
| Conference Papers                      | 22  |
| <b>Research Type (Research Method)</b> |     |
| Empirical                              | 92  |
| <i>Quantitative</i>                    | 26  |
| <i>Qualitative</i>                     | 32  |
| <i>Mixed Methods</i>                   | 33  |
| <i>Desktop Research</i>                | 1   |
| Theoretical                            | 10  |
| Others                                 | 15  |
| <b>Educational Level</b>               |     |
| Post-secondary                         | 103 |
| Secondary                              | 9   |
| Primary                                | 2   |
| <b>Service Location</b>                |     |
| Local                                  | 67  |
| Non-local                              | 46  |
| <b>Impact on</b>                       |     |
| Students                               | 83  |
| Community                              | 10  |
| Faculty/Academic Institution           | 3   |

## Overview

This annotated bibliography was prepared to present service-learning practitioners and researchers, both newcomers and veterans, with key literature about service-learning in Hong Kong.

The reviewed publications are organised into four sections according to their publication type: journal articles, books, book chapters, and conference papers. In each section, items are listed in alphabetic order according to their authors' names. Each reviewed item begins with the citation of the publication in APA (7<sup>th</sup> edition) format, followed by an annotation, then additional information about the publication according to the categories mentioned above (see p.6). The additional information are offered as quick reference for readers about the nature of the publication, in concrete, the publication type (journal article, book, book chapter, conference paper); research type (empirical, theoretical, others), if empirical research, the method/s used (quantitative, qualitative, mixed); educational level (primary, secondary, post-secondary); service location (local, non-local); and focus of impact studied (on students, the community, or faculty/academic institution). In the annotations of entire books, the chapters most relevant to service-learning in Hong Kong are highlighted.

## Bibliography

### Journal Articles

- 1 Au Yeung, S. N. C., Lam, L. K., & Fong, J. J. (2019). How service-learning promotes intergenerational harmony: A case study of a service-learning project in a science course. *Metropolitan Universities*, 30(3), 20–35. <https://doi.org/10.18060/23194>**

The article reports an evaluation study of a service-learning project in which students work with older adults in intergenerational teams to offer educational and social services to Ocean Park visitors. The evaluation is based on a quantitative survey with pre-test and post-test design (n=40 pairs). It also offers qualitative data from onsite and in-class observation as well as reflective essays. Results indicate that both the students and older adults gained more understanding of each other's values and perspectives, intergenerational communication was enhanced, and positive relationships developed. Besides, many students overcame stereotypes towards older adults. The authors conclude that the positive impacts from the service-learning project were open communication, effective appreciation of each other's talents and strengths, and reciprocal learning attitude between the young and older adults. Self-selection group for older adults and the delay of data collection from students are major limitations of the study.

**Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** Students, Community
- 2 Camus, R. M., Ngai, G., Kwan, K. P., Yau, J. H. Y., & Chan, S. (2021). Knowing where we stand: Mapping teachers' conception of reflection in service-learning. *Innovative Higher Education*, 46(3), 285–302. <https://doi.org/10.1007/s10755-020-09534-6>**

The importance of reflection in experiential pedagogies is widely acknowledged in literature, but how do teachers actually understand and practice reflection in service-learning? The article surveys service-learning faculty's different ways of understanding reflection. Grounded theory approach is used to analyse interviews with faculty (n=24) from both hard and soft sciences. Participants gave varying characterizations of reflection as programme review, critical cogitation, assessment tool, or learning process. Recapitulating participants' views and major conceptions of reflection in literature, the authors devise a framework of reflection with four conceptual domains, i.e., reflection as transformative learning, as mindful practice, as evaluation exercise, and as articulated learning. The study contributes to the need to clarify the notion of reflection and its importance in service-learning. However, the sample size is limited and draws from a single institution.

**Research Type:** Theoretical  
**Educational Level:** Post-secondary  
**Service Location:** Local, Non-local  
**Impact on:** N/A

- 3 **Chan, A. C. M., Lee, W. K. M., & Ma, C. H. K. (2009). Service-learning model at Lingnan University: Development strategies and outcome assessment. *New Horizons in Education*, 57(3), 57–73.**

This article reviews the development of service-learning in Lingnan University, starting from a pilot programme called the Service-Learning and Research Scheme (SLRS) in 2004 to the establishment of Office of Service-Learning (OSL) in 2006. The authors discuss how service-learning in Lingnan University was implemented in different modes at different stages. To assess student learning outcomes according to literature and the liberal arts education of Lingnan University, an instrument measuring students' level of adaptability (social competence, communication skills), brainpower (organization skills, subject-related knowledge), and creativity (research skills, problem-solving skills) were developed and validated with satisfactory reliability. The authors outline future tasks for further development, such as setting up an institutional recognition system, developing service-learning courses, training service-learning course instructors, and expanding service agency network.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** Students

- 4 **Chan, C. K. Y. (2012). Assessment for community service types of experiential learning in the engineering discipline. *European Journal of Engineering Education*, 37(1), 29–38. <https://doi.org/10.1080/03043797.2011.644763>**

This is a succinctly written article about assessment methods in service-learning. A helpful review of assessment methods commonly used in higher education experiential learning is provided in the literature review. The author describes the assessment framework of a multi-disciplinary service-learning project (involving mostly engineering students) to aid the reconstruction of communities damaged by the 2008 Sichuan earthquake. One merit of this qualitative study is that it presents both teacher and student perspectives of service-learning assessment, based on focus group interviews with both groups.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** N/A

- 5 **Chan, C. K. Y. (2012). Exploring an experiential learning project through Kolb's Learning Theory using a qualitative research method. *European Journal of Engineering Education*, 37(4), 405–415. <https://doi.org/10.1080/03043797.2012.706596>**

This article introduces experiential learning and its benefits to students in higher education, such as facilitating deep understanding of knowledge, improving career prospects, and educating students to be lifelong citizens and members of the community. The article also reports findings from a community service experiential project conducted in Mainland China by the University of Hong Kong. Focus group interview approach is used to shed light on the project's benefits to students with Kolb's four stages of Experiential Learning Theory as framework.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 6 **Chan, C. K. Y. (2012). Identifying and understanding the graduate attributes learning outcomes in a case study of community service experiential learning project. *International Journal of Continuing Engineering Education and Life-Long Learning*, 22(1-2), 148–159. <https://doi.org/10.1504/IJCEELL.2012.047040>**
- This article introduces an international community service experiential project held by the Electrical and Electronic Engineering Department of The University of Hong Kong. A qualitative analysis of semi focus group data was collected from interviews with student participants. The author confirm that such type of project can serve as an effective means to develop graduate attributes, including problem solving skills, leadership qualities, critical self-reflection, intercultural understanding, civic responsibility, communicative and collaborative abilities which complement the lecture-centric curriculum. Moreover, the article points out the need for better assessment of academic competencies and graduate attributes in order to enhance learning experiences and learning transfer.
- Research Type:** Empirical (Qualitative)  
**Educational Level:** Post-secondary  
**Service Location:** Non-local  
**Impact on:** Students
- 7 **Chan, J., Xu, H., & Liu, S. S. (2018). Enhancing students' interpersonal capabilities through service learning: A Hong Kong case. *Journal of Youth Studies*, 21(2), 91–104.**
- This article investigates Hong Kong university students' learning outcomes in relationship management ability and social awareness by comparing co-curricular courses with and without service-learning elements. It employs the mixed methods of pre-test and post-test design survey, semi-structured interviews, and focus groups. Survey results indicate that all students, regardless of whether they attended courses with or without service-learning elements improved in relationship management ability. There was, however, decrease in social awareness. According to qualitative findings, it was from the learning context that students benefited most, specifically when this was aligned with quality standards and conditions, such as meaningful service, diversity, student voice, and group work.
- Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** Students
- 8 **Chan, K. B. (2009). "Classroom in community: Serving the elderly people, learning from senior citizens" community-based service learning for secondary school students in Hong Kong. *New Horizons in Education*, 57(3), 42–56.**
- The article describes a joint venture between a local NGO, Boys & Girls' Club Association, and secondary schools in Hong Kong through which students serve and learn from senior citizens. The concept of "classroom in community" (CIC) is introduced and used interchangeably with "service-learning" in the article. CIC model emphasises the centrality of the community as reason for, object, and locus of education. The author presents three examples of community services using CIC approach which illustrate how different kinds of discipline knowledge and reciprocal learning between students and their elderly clients took place through these. The programme is interesting and meritorious as a form of extra-curricular service-learning for secondary students. Lacking are concrete details about the programme design, scope, and outcomes, as well as critical evaluation.
- Research Type:** Theoretical  
**Educational Level:** Secondary  
**Service Location:** Local  
**Impact on:** N/A

- 9 **Chan, K., Ng, E., & Chan, C. C. (2016). Empowering students through service-learning in a community psychology course: A case in Hong Kong. *Journal of Higher Education Outreach and Engagement*, 20(4), 25–36.**

This article employs qualitative approach in analysing students' reflective journal entries. Findings suggest that service-learning experience from a community psychology subject which enabled students to empower the served and to achieve various learning outcomes, including acquisition of academic content, ability to deal with diversity, and critical awareness about community issues. The conceptual framework of personal empowerment by Zimmerman (1995) is used to understand student learning from service-learning in three levels of outcomes, namely, interpersonal, interactional, and behavioural outcomes.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 10 **Chan, S. C. F., Ngai, G., & Shek, D. T. L. (2019). Service-learning as a mandatory credit-bearing subject at the Hong Kong Polytechnic University. *International Journal of Child & Adolescent Health*, 12(1), 19–32.**

This article documents the origin and development of credit-bearing mandatory service-learning in The Hong Kong Polytechnic University against the background of the university adopting the new four-year undergraduate degree structure in 2012. Success factors such as institutional support, staff development, and funding are outlined. The authors introduce the design, scale, implementation process, outcomes and evaluation of service-learning projects and present sample local and international service-learning projects. The article also reports a university-wide evaluation of service-learning based on students' self-perceived learning outcomes measured through pre- and post-test surveys involving 2,000 students, and in-depth individual interviews with 46 students. Results indicate student enhancement in four areas, namely application of knowledge and skills, understanding of the linkage between service-learning and academic learning, self-reflection on roles and responsibilities, and demonstration of empathy. Findings further indicate that although service-learning was mandatory, students initially "less-inclined" to service-learning learned almost as much as those who were "more-inclined."

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 11 **Chan, S. C. F., Ngai, G., & Kwan, K. P. (2019). Mandatory service learning at university: Do less-inclined students learn from it? *Active Learning in Higher Education*, 20(3), 189–202. <https://doi.org/10.1177/1469787417742019>**

This article reports a study by The Hong Kong Polytechnic University comparing learning and development between students who were initially inclined to take part in any community service prior to service-learning experience and those who were not. The study is based on 680 student survey responses. Results show that students' initial inclination did not have any significant impact on their self-reported intellectual, social, civic, and personal development, whereas prior community service experience had small but notable impact on their civic learning outcomes. Further, students' learning experience was found to have significantly positive affect on students' learning and development. The findings support the argument that making service-learning a mandatory requirement in higher education can create opportunities for students to acquire desired graduate outcomes and does not necessarily

generate more negative impacts. The study is limited by the use of unvalidated instruments which may hamper the strength of its findings.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** Students

- 12 **Chan, S. C. F., Ngai, G., Lam, C. H. Y., & Kwan, K. P. (2021). How participation affects university students' perspectives toward mandatory service-learning. *Journal of Experiential Education*, 44(2), 137–151. <https://doi.org/10.1177/1053825920948889>**  
This article examines students' perspectives and shifts in attitudes towards service-learning by contrasting their views before and after service-learning experience. The study adopts a qualitative approach of retrospective design and is based on semi-structured individual interviews with 49 university students. Results indicate that students' perspectives were dynamic and generally shifted positively with service-learning experience. Implications for designing and delivering effective service learning courses or programmes are drawn from the study.  
**Research Type:** Empirical (Qualitative)  
**Educational Level:** Post-secondary  
**Service Location:** N/A  
**Impact on:** N/A
- 13 **Chan, S. C. F., Ngai, G., Yau, J. H. Y., & Kwan, K. P. (2020). Enhancing the impacts of international service-learning on intercultural effectiveness and global citizenship development through action research. *Educational Action Research*. <https://doi.org/10.1080/09650792.2020.1860106>**  
This article confirms the effectiveness of international service-learning in enhancing student learning outcomes such as global competence and social responsibility, as well as intercultural effectiveness. The authors employ action research approach to examine explicit and intentional improvement measures in students from two cohorts the second of which involved participation in an international service-learning programme. A programme evaluation of mixed design (pre- and post-test quantitative surveys and semi-structured individual interviews with students) suggests that students from the second cohort showed improvement in their sense of social responsibility compared to the first cohort. The authors reaffirm the use of action research as a strategy to improve student learning.  
**Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** Non-local  
**Impact on:** Students
- 14 **Cheang, C. C., Ng, W. K., Wong, Y. S. D., Li, W. C., & Tsoi, K. H. (2021). Planting a seed of experience – Long term effects of a co-curricular eco garden-based program in higher education in Hong Kong. *Frontiers in Psychology*, 11, Article 583319. <https://doi.org/10.3389/fpsyg.2020.583319>**  
This article is about an educational programme involving garden-based learning (GBL) and examines its long-term effects on student learning. The authors do a qualitative cross-sectional study applying phenomenographic methods and content analysis on data obtained from an online survey (n=32) and semi-structured interviews (n=12). The GBL programme is embedded with service-based learning (akin to service-learning) as a sub-pedagogy. The

service consists in being tour guides or docents and trainers for local primary and secondary school teachers. According to the results, students who participated in the programme demonstrated enhanced knowledge and skills and increased environmental awareness. Service-based learning also contributed to personal growth, career development, and sense of belonging to the university. The more senior a student, the more in-depth and diversified were their reflections on their personal growth, environmental awareness and attitude. The authors infer that learning outcomes and student reflection take place and are consolidated over a longer period of time, such as 3 to 4 years. The results indirectly provide evidence of service-based learning's long-term impact on students. One major limitation of the study is its small sample size.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 15 **Chen, T., Snell, R. S., & Wu, C. X. (2018). Comparing the effects of service-learning versus nonservice-learning project experiences on service leadership emergence and meaning schema transformation. *Academy of Management Learning and Education*, 17(4), 474–495. <https://doi.org/10.5465/amle.2016.0309>**

This article investigates the mediating and moderating effects of the process variables of an indirect type of service-learning (SL) on student learning outcomes. The phenomenon examined is whether project efficacy belief and partner organization representative (POR) responsiveness enhance service leadership emergence and meaning schema transformation (a milder form of perspective transformation). The study employs the mixed methods research design. The quantitative survey contrasted SL and non-SL students in the same course, whereas the qualitative method analysed student reflective reports. Results confirm that project efficacy belief does mediate the relationship between project experiences and students' service leadership emergence. There is also evidence that POR responsiveness moderates the relationship between project efficacy belief and students' service leadership emergence and meaning schema translation. Furthermore, POR responsiveness mediated between project experiences and both service leadership emergence and meaning schema translation through project efficacy belief. The study also contrasts SL and non-SL students, claiming that the former reported higher ratings on POR responsiveness, project efficacy belief, service leadership emergence, and meaning schema transformation

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 16 **Ching, S. H. (2018). Turning a service learning experience into a model of student engagement: The Lighthouse Heritage Research Connections (LHRC) project in Hong Kong. *Journal of Academic Librarianship*, 44(2), 196–206. <https://doi.org/10.1016/j.acalib.2018.02.007>**

The article is about the City University of Hong Kong's Lighthouse Heritage Research Connections (LHRC), described by the author as a "library-led service-learning project." Through the project, the LHRC team works with the Communication and Architecture departments of the university to assist students in archival and field research for creating publicity and documentaries about lighthouse heritage preservation. Students participate in the project as an optional or integrated component of credit-bearing courses. The LHRC takes inspiration from the USA's Association of College and Research Libraries' "Framework for Information Literacy in Higher Education" which promotes a co-creative

view of knowledge and an engagement-centred model for university libraries. Courses linked to the LHRC project promote engaged scholarship which students apply to a form of public service. The LHRC project shows how university librarians can take an active role in service-learning. Information about student-community interaction as well as the design and assessment of service-learning course components could be more detailed.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** N/A

- 17 **Chong, E. K. M., Davies, I., & Pao, S. S. (2020). Teaching about and for social justice in teacher education in Hong Kong. *Citizenship, Social and Economics Education*, 19(3), 211–227. <https://doi.org/10.1177/2047173420957380>**

This article is a study examining student learning impacts from a social justice learning unit focused on economic, racial, food and climate justice. The social justice learning unit, which combines lectures with site visits, adopted an experiential learning approach and was applied in two undergraduate teacher education courses in the Education University of Hong Kong across two semesters. Results from a quantitative survey (pre- and post-test design) and qualitative focus groups reveal increase in students' perceived knowledge of social justice, understanding of the community, level of empathy, and willingness to engaged in future community work. Participants also developed positive views towards ethnic minorities and agreed that social justice education should be taught in the university. Findings also suggest that social justice education appeared to exert greater impact on Mainland Chinese students. Based on the findings, the authors advocate the inclusion of social justice education in the university curriculum and school education.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 18 **Chow, J. M. L., & Tse, S. (2018). Service leadership education in the University of Hong Kong: An experiential learning approach. *International Journal on Disability and Human Development*, 17(1), 97–103.**

This article introduces the Service Leadership Internship programme in The University of Hong Kong. Launched in 2012, the programme aimed to foster learning outcomes such as shared leadership skills, personal and social competencies, and sense of social responsibility. Programme features include experiential learning approach, community engagement, team-based learning with coaching from community partners, cross-disciplinary integration, and employment of innovative technology in teaching and student reflection. Programme evaluation results reported by the authors indicate that positive development in open-mindedness, teamwork skills, and previously mentioned learning outcomes were among the programme's impact on undergraduate students. Directions for the programme's future development are also considered, such as strengthening experiential learning approach with evidence-based research, deepening cross-disciplinary collaborations, expanding international exposure, and promoting service-leadership in the university level.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 19 **Chui, W. H., & Leung, E. W. Y. (2014). Youth in a global world: Attitudes towards globalization and global citizenship among university students in Hong Kong. *Asia Pacific Journal of Education*, 34(1), 107–124.**  
<https://doi.org/10.1080/02188791.2013.810143>

This study sets out to investigate the attitude of Hong Kong university students towards different dimensions of globalisation and global citizenship. It is based on a quantitative survey collecting responses from 292 students. Although service-learning is not the focus of the study, its findings associate students' prior local service-learning or volunteer service experience with their orientation towards international volunteer activities. The authors attribute this piece of data to the scaling up of global citizenship and foreign service learning programmes in universities in Hong Kong in recent years. They recommend exploring more channels (such as service-learning) to foster global citizenship in the curriculum.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** Students

- 20 **Chung, J. C. C. (2001). Active learning of geriatric rehabilitation: Deliberations of an undergraduate occupational therapy programme. *Scandinavian Journal of Caring Sciences*, 15(3), 250–256.** <https://doi.org/10.1046/j.1471-6712.2001.00033.x>

The article reports an action research project about implementing inquiry-based learning (IBL) in two geriatric-related subjects, part of an attempt to integrate service-learning elements into the university's occupational therapy programme curriculum in 2000. Service-learning was a component of the IBL curriculum and was intended to give students direct contact with geriatric clients in the community, thereby enabling students to understand them better while applying their knowledge to real-life situations. The study uses a qualitative approach based on focus groups with students, analysis of students' reflective journal, and interviews with clinical educators. Results indicate that both students and clinical educators found service learning stimulating for developing active learning attitude, basic study skills, problem solving skills, and better understanding of geriatric clients' needs. The author points out various challenges, including student anxiety, workload, lack of learning resources and mismatch between IBL and traditional curriculum.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 21 **Chung, J. C. C. (2009). An intergenerational reminiscence programme for older adults with early dementia and youth volunteers: Values and challenges. *Scandinavian Journal of Caring Sciences*, 23(2), 259–264.**  
<https://doi.org/10.1111/j.1471-6712.2008.00615.x>

This article evaluates a youth volunteer programme in the form of service-learning though not connected to any academic course or programme. The aim of the programme in question was to facilitate intergenerational interaction to mutually benefit both elderly and youth participants engaged in a reminiscence programme. Pre- and post-test comparison results shows that elderly participants experienced increased quality of life and better mood states, while youth participants reported gain in knowledge about dementia. However, elderly participants did not show significant improvement in their global mental state, neither did young participants show significant improvement in self-esteem. The author regards length and workload as key challenges of the programme.

**Research Type:** Empirical (Quantitative)

**Educational Level:** N/A  
**Service Location:** Local  
**Impact on:** Students, Community

- 22 **Cook, A. S., & Fruhauf, C. A. (2012). Learning about aging in Hong Kong through a linked service learning project. *International Education, 42*(1), 54–68.**

This article is about an international service-learning project, a joint effort between a US university and a Hong Kong NGO. In the project, gerontology students of Colorado State University applied their knowledge in developing an instructional package for students doing “Semester at Sea” to teach English to Hong Kong elderly. The project aimed to enhance students’ learning about cross-cultural aging. According to the results, both groups of students achieved positive cognitive and attitudinal outcomes, and believed that service-learning was an effective way to enhance cultural awareness, to motivate learning about new cultures, and to expand knowledge base about cross-cultural aging. The study also presents feedback from the service-recipients (i.e. Hong Kong elderly), who manifested high level of satisfaction from the service provided by the students. The article considers how to engage more students in international service-learning opportunities while remaining in their own campuses, by integrating service into the teaching and learning processes.

**Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** Non-local  
**Impact on:** Students, Community

- 23 **Do, C. W., Chan, L. Y. L., Wong, H. H. W., Chu, G., Yu, W. Y., Pang, P. C. K., Cheong, A. M. Y., Ting, P. W. K., Lam, T. C., Kee, C. S., Lam, A., & Chan, H. H. L. (2016). Blending community service and teaching to open vision care and eye health awareness to university students. *Journal of Higher Education Outreach and Engagement, 20*(4), 81–92.**

This article introduces a service-learning optometry subject open to non-optometry majors. The subject equips students with basic skills to provide vision screening service for the needy and aims to increase students’ awareness of eye care problems. Teamwork and interdisciplinary collaboration are also intended outcomes of the subject. Mosaic-learning environment and blended learning means were used to facilitate students’ team-based learning. Analysis of students’ self-reflection indicates that students grew in civic values and appreciation for the importance of teamwork through the service projects. The authors point out that teachers also benefitted from the experience of teaching service-learning to non-optometry students, in concrete, by giving them a platform to promote the subject matter beyond students of their own discipline, by helping them appreciate layman’s perspectives and concerns, and by opening new paths for student research projects as well as new areas of interest.

**Research Type:** Empirical (Qualitative)  
**Educational Level:** Post-secondary  
**Service Location:** Local, Non-local  
**Impact on:** Students

- 24 **Fung, R. C. H., & Fong, B. Y. F. (2020). Treasure in elderly care learning: A service-learning experience at a neighbourhood centre in Hong Kong. *Asia Pacific Journal of Health Management*, 15(2), i405. <https://doi.org/10.24083/APJHM.V15I2.405>**

This article introduces a compulsory service-learning course for students of health studies and its benefits. The service project of the course involved designing and carrying out activities for clients suffering mild dementia in elderly centres. Such service required students to acquire and apply relevant academic knowledge, including needs assessment and interacting with the service-recipients through activities. The authors claim that the service project provided students with practical learning opportunities and enhanced their critical thinking, social and team skills. The project also prepared students for their career by exposing them to places and situations similar to their future working environment and by contributing to better awareness and understanding of the community.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** N/A

- 25 **Gruber, L. (2019). Service-learning benefits for English language learners: A case of China-Hong Kong cross-border English teaching. *Journal of Higher Education Outreach and Engagement*, 23(3), 21–36.**

This article is about an international service-learning programme to teach English to elementary students in rural areas of Mainland China. It focuses on the learning outcomes of the programme on the service recipients who are English language learners (ELLs). The evaluation adopts a qualitative approach using grounded theory to analyse student data and feedback collected through questionnaires over a period of four years after the service. Results indicate that service learning enhanced students' future service orientation as well as language awareness, confidence in using English, and motivation to improve English skills. Cultural exchange was another perceived outcome reported by some students. To maximise the programme's benefits for ELLs, the author suggests increasing the amount of reflective content shared in English during and after the trip. The study is based on a small sample size (n=13).

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 26 **Harfitt, G. (2018). The role of the community in teacher preparation: Exploring a different pathway to becoming a teacher. *Frontiers in Education*, 3, Article 64. <https://doi.org/10.3389/educ.2018.00064>**

This article reports the effectiveness and learning outcomes of mandatory service-learning programmes which are part of a broader experiential learning curriculum in teacher preparation programmes. Service-learning programmes were utilised as a vehicle to provide novice teachers with learning experiences to complement traditional teacher education. Community partners were positioned as co-educators in the process. The author takes a qualitative approach using grounded theory to analyse students' data and feedback from reflective artefacts and semi-structured focus-group interviews. Results evidence that when experiential learning and service-learning programmes are carefully structured and organised, they can generate positive impact on students' personal growth (such as sense of empathy, sensitivity to diversity), development of transferrable skills (including questioning skills, instructional skills, lesson planning, materials design and communication skills), enhancement of pedagogical awareness, and passion for teaching through learning from role

models (i.e., service project mentors and community partners' staff). Negative opinions of participants are also acknowledged by the author who proposes suggestions for securing programme success in the future.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 27 **Harfitt, G. J., & Chow, J. M. L. (2018). Transforming traditional models of initial teacher education through a mandatory experiential learning programme. *Teaching and Teacher Education*, 73, 120–129. <https://doi.org/10.1016/j.tate.2018.03.021>**

This article sets out to evaluate the benefits of a mandatory service-learning programme which is part of the experiential learning curriculum for pre-service teachers (students). It is a qualitative study based on semi-structured focus groups and interviews with students and community partners as well as analysis of students' reflective journals. Results indicate that by positioning community partners as co-educators and role models for students, three major student learning outcomes are achieved, namely 'learner-centredness', 'critical and creative practitioner' and 'reflective practitioner'. Students cultivated attitudes of caring, sensitivity, and opened-mindedness in catering to diverse learners. They also improved in skills such as professional collaboration, materials design, questioning and interaction, that is, skills which are applicable to their future teaching careers. Moreover, community partners also benefited from the process. The authors report challenges related to the compulsory nature of the programme and to its perception as being "unrelated to teacher training" by some students and faculty members.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students, Community

- 28 **Ho, S. Y., & Lee, V. M. W. (2012). Toward integration of reading and service learning through an interdisciplinary program. *Asia Pacific Education Review*, 13(2), 251–262. <https://doi.org/10.1007/s12564-011-9188-3>**

This article reports an interdisciplinary programme which combines reading and service learning and aims to enhance students' sense of civic orientation and engagement through in-depth reflection and by developing interest and abilities for interdisciplinary reading. University freshmen (n=24) of majoring in Education were involved in the one-year programme. Pre- and post-test evaluation through self-report questionnaires and instructors' note-taking of qualitative comments are the bases of the study. In the first semester, students read and reflected on a book related to a social concern, and then participated in voluntary activities organised by various NGOs for children in Hong Kong or Mainland China. Results indicate significant cognitive and affective growth for students, specifically in their attitude towards serving others, attention to world affairs and concern for the underprivileged, and awareness of their potentials to help the poor. On the other hand, the mean of reading frequency did not show significant improvement. The authors suggest including international service-learning activities for students to fill the gap between global and local concerns, and between multicultural and monocultural experiences in reading and service.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 29 **Huang, B., Yang, R., Li, J., & Zhong, Q. (2010). Practice and exploration of participatory environmental education in colleges and universities. *Chinese Education and Society*, 43(2), 94–102. <https://doi.org/10.2753/CED1061-1932430209>**  
 The authors describe a programme which uses participatory environmental education (PEE) model and brings together experiential learning, empirical learning, and service-learning. While the PEE model concept is attractive, the article does not give concrete details about the programme's actual outcomes or "achievements" and its service-learning component. The publication is a direct translation from Chinese and is mostly descriptive.  
**Research Type:** Theoretical  
**Educational Level:** Post-secondary  
**Service Location:** Non-local  
**Impact on:** N/A
- 30 **Khiatani, P. V., & Liu, J. K. K. (2020). Reciprocal learning in service-learning? Measuring bidirectional outcomes of college students and service recipients in tutor-based services in Hong Kong. *Innovations in Education and Teaching International*, 57(3), 364–373. <https://doi.org/10.1080/14703297.2019.1607765>**  
 In this article, the authors try to fill a research gap in understanding reciprocity (i.e. the potential bidirectional effects of service-learning) and to shed light on reciprocity's benefits for students and their service-recipients. The study is based on an evaluation of tutor-based service-learning programmes using pre- and post-test surveys conducted with college students and service-recipients (n=112 pairs) involved in the programme. The instrument used is Service LEarning Benefit (SELEB) scale. Results indicate that despite small effect sizes in terms of regression square, the reciprocal relationships between the students and service-recipients cultivated through service-learning created bidirectional benefits to both parties, concretely in terms of interpersonal skills and personal responsibility. The finding supports the mutually beneficial nature of tutor-based service-learning for both students and clients.  
**Research Type:** Empirical (Quantitative)  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** Students, Community
- 31 **Kong, S. C. (2008). A curriculum framework for implementing information technology in school education to foster information literacy. *Computers and Education*, 51(1), 129–141. <https://doi.org/10.1016/j.compedu.2007.04.005>**  
 The article proposes a curriculum framework to foster information literacy (IL) among non-tertiary students in Hong Kong. The proposal is based on survey results from primary and secondary schools in Hong Kong. The study is informed by the rationale of "significant learning." In order to fulfil the principle of authentic learning opportunities and reflection environment for realising significant learning, the author recommends implementing service-learning activities as opportunities to enable students to apply IL knowledge in service within school and in the community. As the author argues, service-learning opportunities can develop the affective and socio-cultural dimensions of IL competence for students, as well as cultivates their sense of social responsibility. The proposed framework promises to lead to benefits for students, the community, and the school. The article concludes with a note about the challenge of providing service-learning activities given the difficulty of motivating schools to adopt a pedagogy that is still emerging in Hong Kong.  
**Research Type:** Theoretical  
**Educational Level:** Secondary, Primary  
**Service Location:** Local  
**Impact on:** N/A

- 32 Lai, C. K. Y., Chan, J. H., Wong, I. Y. P., Fung, J. T. S., Pang, P. C. P., Fung, K. H. K., & Kwok, C. P. S. (2015). Gains and development of undergraduate nursing students during a 2-year community service program. *Journal of Nursing Education, 54*(3), S21–S25. <https://doi.org/10.3928/01484834-20150218-06>

The article is an evaluation of a two-year service-learning programme in the nursing profession. Through the programme, 52 students were paired with and helped disadvantaged older adults to access support services to improve their well-being and quality of life. The authors use qualitative methods to carry out content analysis of reflective journals submitted by students at different stages of the programme. Results show that students improved in communication skills and became more caring and observant of older adults. Change in negative perception of disadvantaged older adults was also reported by students as they interacted with and gained more knowledge about their clients. These learning outcomes were more pronounced in the penultimate and final reflective artefacts from the later stages of the programme, implying that these outcomes took time to emerge. The authors further mention that not many students reported development in sense of social responsibility, critical thinking abilities, and appreciation of the connection between prior experience and new knowledge and service experience. Besides, not many students attained a high level of reflection in their journals.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 33 Lai, C. S. Y., & Hui, P. C. L. (2018). Perceived values of service-learning: A study on students engaged in a fashion-related programme. *International Journal of Fashion Design, Technology and Education, 11*(3), 375–383. <https://doi.org/10.1080/17543266.2018.1448463>

The article reports an evaluation study of student learning outcomes from a fashion- and clothing-related service-learning programme. The authors employ quantitative cross-sectional survey of learning gains reported by students who participated in the programme (n=72). A self-developed assessment questionnaire with a satisfactory reliability was used. Factor analysis of the questionnaire items indicate a four-factor solution pointing to four major student learning outcomes: professional/intellectual competency, communication/social skills, personal aptitude, and social/civic responsibility. Students perceived significant learning outcomes in all these four areas. One limit of the study is the lack of pre- and post-test comparison.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 34 Lai, C. S. Y., & Hui, P. C. L. (2021). Service-learning: Impacts of learning motivation and learning experience on extended social/civic engagement. *Higher Education Research and Development, 40*(2), 400–415. <https://doi.org/10.1080/07294360.2020.1756748>

This article investigates the relationship between students' motivation, service-learning experience, and future participation in social/civic-related activities, the last being a learning outcome of service-learning. The authors develop a conceptual model for such investigation based on self-determination theory and experiential-learning theory. The study adopts a mixed methods approach in analysing data from a post-experience survey with 175 student participants. The survey consisted in 15 items about learning experience and had good

reliability. Face-to-face interviews with 33 students were also conducted. According to the results, students with intrinsic motivation tended to have more valuable learning experiences and greater willingness to participate in future social/civic-related activities. Extrinsically motivated students yielded different responses according to their types of motivation. Learning experience was found to be a mediating factor between learning motivation and extended social/civic engagement. The authors recommend service-learning providers to stimulate students' intrinsic motivation and to reduce recourse to compulsory requirements. They also suggest course content for designing and facilitating student learning.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

**35 Lai, K. H. (2009). Developing leadership and cultural competency through service exposure attachment program. *New Horizons in Education*, 57(3), 105–118.**

The article investigates the impact of a co-curricular international service-learning programme by The Hong Kong Institute of Education (now The Education University of Hong Kong) for pre-service teachers, particularly in terms of leadership abilities, intercultural competency and professional commitment. A qualitative approach is used to analyse students' reflective materials (including journals, daily logs, and other writings) as well as feedback from community partners. Exposure to another culture through volunteering in a local community and interacting with its members led students to reflect on their experiences and develop better understanding and appreciation of cultural differences. They also became more independent and reported better self-management skills. Further, their professional competence and commitment as pre-service teachers were enhanced. Other indicators of the programme's success and impact on stakeholders were students' revisiting the community after the programme and their engagement as mentors in subsequent programmes. Signs of impact on the institution are the incorporation of service-learning component in the university's General Education module and the expansion of the programme's geographical coverage.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

**36 Lai-Yeung, T. W. L. (2013). Implementing service learning in a general education course: What have we learned from our experiences? *The Literacy Information and Computer Education Journal*, 4(2), 1074–1078.**

This article reports the implementation and evaluation results of a service-learning course entitled "Global Food Security Crisis and Health." Apart from attendings 25 hours of lectures, the 20 students enrolled in the course fulfilled 45 hours of service practicum. The service involved a project to minimise waste and run a small canteen for NGOs. The course lecturer, student affairs office staff (acting as field supervisor), and NGO representatives worked together in different ways to support the practicum. The evaluation of the course was based on analyses of student survey questions about learning outcomes and of feedback from all the parties involved. Results indicate that the course contributed to various generic skills in students, including critical thinking, problem-solving, and self-management. Students appreciated being able to apply their knowledge to real-life situations. The course lecturer, field supervisor, and NGOs were satisfied with the course. The author mentions manpower resources and workload as main challenges.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** Students, Faculty/Academic Institution

**37 Law, S. S. M. (2012). Enhancing the study of art and community through service-learning. *New Horizons in Education*, 60(2), 64–75.**

This article reports the implementation and evaluation results of a pilot course, “Art and Well Being”, in the visual studies discipline of Lingnan University. The course integrates service-learning elements with a research scheme and involved 9 students who undertook 12 hours of pre-service training followed by 12 hours of service. The service consisted in designing and implementing artistic activities for intellectually disadvantaged and ethnic minority clients. The evaluation was based on qualitative analysis of data from multiple sources, such as students’ reflective materials, pre- and post-test surveys, and feedback from teachers, community partners, and professional artists responsible for training and supervising students in the field. According to the results, students successfully applied knowledge in their service and developed a sense of commitment to underprivileged groups, empathy, problem-solving abilities, social competencies, communication, teamwork, and management skills. The author attributes these outcomes to the well-structured design and clear objectives of the programme, as well as to close partnership with NGOs and an effective monitoring scheme.

**Research Type:** Empirical (Qualitative)  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** Students

**38 Lee, R. L., & Hayter, M. (2014). The effect of a structured adolescent health summer programme: A quasi-experimental intervention. *International Nursing Review*, 61(1), 64–72. <https://doi.org/10.1111/inr.12081>**

This article reports the implementation and evaluation of a 2-week intensive summer programme designed for undergraduate students of nursing from 44 institutions in Hong Kong and mainland China. The programme aimed to develop competencies in promoting adolescent health through experiential service-learning approach and problem-based tutorial learning. Under the programme, students conducted in-depth interviews and health assessments for adolescents and planned a health promotion educational activity in a youth community centre. The study has a quasi-experimental design and analyses pre- and post-test data from 113 students gathered through convenient sampling method. A self-developed assessment instrument with good reliability was used for the survey. Results suggest significant improvement in four areas, namely, professional development, psychological and physical well-being, health behaviours and lifestyles, and reproductive health. No differences were found between junior and senior students’ results. The authors conclude that although the evaluation only attended to short-term impact, the integrated health summer curriculum can be said to strengthen nurses’ competencies in promoting adolescent health and well-being.

**Research Type:** Empirical (Quantitative)  
**Educational Level:** Post-secondary  
**Service Location:** N/A  
**Impact on:** Students

- 39 **Leung, A. Y. M., Chan, S. S. C., Kwan, C. W., Cheung, M. K. T., Leung, S. S. K., & Fong, D. Y. T. (2012). Service learning in medical and nursing training: A randomized controlled trial. *Advances in Health Sciences Education, 17*(4), 529–545. <https://doi.org/10.1007/s10459-011-9329-9>**

This article reports a trial run and evaluation of an out-of-classroom, 10-week service-learning programme in the new medical and nursing curriculum of a Hong Kong university. The evaluation adopts randomised controlled trial design with a pre-test and post-test survey in which 103 students were randomly assigned to either the intervention or control group. In the intervention group, students experienced a service-learning programme in which they were required to work with the older adults (service recipients) to identify age-related changes and the challenge of chronic illness in old age. They also planned and participated in activities with the older adults. Those in the control group were assigned to a self-directed online learning programme on aging. The modified Palmore's Facts on Aging Quiz and Kogan's Old People Scale were employed to assess students' knowledge level and attitude towards older adults before and after their experiences. Results indicate significant increase in medical and nursing students' knowledge of aging and mental health needs in old age. They also reported reduced negative attitudes towards older adults. However, whether the change in attitude would be long lasting could not be confirmed from the study. The authors conclude that service-learning has positive short-term effects in reducing stereotypical attitudes. They recommend using a cost/benefit analysis before further developing the programme. Low reliability of measurement instruments used is a limitation of the study.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 40 **Leung, B. Y. P. (2016). Service-learning in building engineering by use of interdisciplinary field education. *Journal of Higher Education Outreach and Engagement, 20*(4), 7–24.**

The article introduces a new conceptual model to guide the delivery of interdisciplinary service-learning subjects for technical faculties where service-learning has been relatively unpopular. The model comprises three tiers. Tier 1 reviews the study area and lays out a pedagogical design with subject objectives. Tier 2 assigns students to perform service in the community. Tier 3 involves undertaking various evaluations of impacts on students. The author evaluates the model as applied to a project-based credit-bearing service-learning subject. Feedback from students enrolled in the subject were collected and the learning outcomes examined from pre- and post-test questionnaires and reflective journals. Results indicate that by adopting the model, the subject was able to equip students with necessary skills and knowledge to perform service, enhanced their awareness of civic responsibility, and contributed to various generic skills, including teamwork, problem-solving and interpersonal skills.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 41 **Leung, B. Y. P., & Yung, B. (2020). Service learning in an urban context: Pedagogy for nurturing empathy and moral development. *Journal of Education, 202*(1), 34–42. *Education*. <https://doi.org/10.1177/0022057420944853>**

The article proposes a 4-E model (built on an earlier model by Segal 2008) for nurturing students' empathy through service-learning subjects. The "4 Es" of the model are: the Exposure and Explanation stages through which students' empathy is nurtured through lectures, workshops and sharing; the Experience stage in which students carry out services which give them first-hand experience of interacting with service recipients, thus fostering empathy and pro-social action; and, finally, the Evaluation stage during which students reflect on their experiences and contextualise empathic and moral responses. The authors evaluate the model as applied to a project-based service-learning subject. Student feedback and learning outcomes are gleaned from pre- and post-test questionnaires, reflective journals, and interviews. Results show that the subject had positive influence on students' empathy, moral, and professional ethics development. The degree of influence was mediated by factors such as the circumstances of service-recipients, students' past experiences, and students' learning motivations.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 42 **Leung, H., Shek, D. T. L., & Dou, D. (2021). Evaluation of service-learning in project WeCan under COVID-19 in a Chinese context. *International Journal of Environmental Research and Public Health, 18*(7), 3596. <https://doi.org/10.3390/ijerph18073596>**

The article is an evaluation study of learning outcomes of university students from a service-learning course offered during COVID-19 when its service project was forced to adopt extreme online mode. The community impact is also explored by paying attention to evaluations made by service recipients, i.e., disadvantaged local secondary school students. Both university students (n=124) and service-recipients (n=56) were surveyed. Results indicate positive changes in university students' cognitive and behavioural competencies, positive youth identity, development of service leadership attributes, and better life satisfaction after taking the service-learning course. Both university students and their service recipients were satisfied with the service-learning course and the service despite the latter being moved online. The service recipients found the service helpful for their future development. On the other hand, no significant changes were found in university students' resilience, moral competence, and spirituality. The authors offer the study as evidence for e-service-learning as an effective pedagogy.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students, Community

- 43 **Lin, L., & Shek, D. T. L. (2021). Serving children and adolescents in need during the COVID-19 pandemic: Evaluation of service-learning subjects with and without face-to-face interaction. *International Journal of Environmental Research and Public Health, 18*(4), 2114. <https://doi.org/10.3390/ijerph18042114>**

This article compares student learning outcomes and service experience between face-to-face (FTF) and non-face-to-face (nFTF) modes of service learning. A pre- and post-test survey was conducted to evaluate students' (n=216) self-reported learning outcomes. Post-experience questionnaires were also collected from students (n=345) to evaluate their service

experience. Various scales were administered, such as the Chinese Positive Youth Development Scale, Service Leadership Scale, and Life Satisfaction Scale. Additional service experience evaluation items were added to these. Results show significant improvement in the learning outcomes of both FTF and nFTF groups. There were no significant differences between the two groups in learning outcomes. Although both groups gave positive evaluations of their service experience, the nFTF group reported more satisfaction with the subject mode and were more willing to recommend the subject to peers. There was no difference between the two groups in terms of willingness to take a similar subject in the future. The authors conclude that nFTF and FTFs modes are comparable in terms of service-learning experience and contribution to students' positive growth.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 44 Lin, P. M. C., Kim, Y., Qiu, H., & Ren, L. (2017). **Experiential learning in hospitality education through a service-learning project.** *Journal of Hospitality and Tourism Education*, 29(2), 71–81. <https://doi.org/10.1080/10963758.2017.1297716>

The article introduces and evaluates an international service-learning programme collaboration between the School of Hospitality and Tourism of The Hong Kong Polytechnic University and an NGO in Cambodia. A qualitative approach is taken in analysing reflective journals of participating students (n=17). Findings show that service-learning benefitted students particularly in developing ethical leadership, professional competence, critical thinking and innovative problem solving, effective communication, and lifelong learning. The authors underscore how service-learning enabled students to apply skills and knowledge to real-life situations, a learning gain which they believe cannot be easily achieved in classroom setting. The programme led to the establishment of a long-term partnership between the university and the commercial operations of the NGO. The authors note some shortcomings of the programme for future improvement.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 45 Liu, J. K. K., Khiatani, P. V., Fung, H. Y., Chan, P. Y., Lee, C. L., Lai, K. C., & Yau, W. T. (2019). **Transforming college students through international service-learning: A case study of three programmes from the City-Youth Empowerment Project (CYEP).** *Citizenship Teaching and Learning*, 14(2), 177–195. [https://doi.org/10.1386/ctl\\_00004\\_1](https://doi.org/10.1386/ctl_00004_1)

This article is about international service-learning (ISL) and does an evaluative comparison of three different service-learning projects in Myanmar and Cambodia. The study uses pre- and post-test survey to investigate the learning outcomes of student participants (n=31). According to the results, ISL effectively enhances students' communication skills, social self-efficacy and affective-oriented skills. Certain project characteristics and arrangements influenced different learning outcomes. In particular, community visits during ISL appear to facilitate students' interpersonal and problem solving skills as well as political awareness. Empowering students through autonomy and decision-making appear to strengthen personal insight and self-efficacy. To further enhance the impact of ISL programmes, the authors recommend adopting an empowerment approach and allowing students to understand the larger community.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary  
**Service Location:** Non-local  
**Impact on:** Students

- 46 **Lo, M. M. (2019). Youth mentoring as service-learning in teacher education: Teacher candidates' ethical accounts of the self. *Teaching and Teacher Education, 80*, 218–226. <https://doi.org/10.1016/j.tate.2019.01.005>**

This article evaluates a critical service-learning programme which engages student-teachers in relational pedagogy in the form of one-to-one youth mentoring service disadvantaged secondary school students, the service recipients. The programme aims to enhance student-teachers' ethical development by learning about social justice and inclusive pedagogies with critical reflection. The study adopts a qualitative method using case study analysis with discourse-analytic approach. Data collected are from reflective materials, field data, course materials, and individual semi-structured interviews. The author reports three different cases highlighting different ethical situations encountered by student-teachers. These situations reveal the complexity of self-examination and reflection which can emerge from one-to-one mentoring relationships and how these can lead to different ethical identities and consequences.

**Research Type:** Empirical (Qualitative)  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** Students

- 47 **Ma, C. H. K., & Law, S. S. M. (2019). Faculty experience of service-learning pedagogy at a Hong Kong university. *Journal of Higher Education Outreach and Engagement, 23*(3), 37–53.**

This article investigates the views of Hong Kong university faculty members towards service-learning in terms of factors which motivate/demotivate them to adopt service-learning as a pedagogy, challenges and difficulties they face in adopting service-learning, and service-learning's impact on them. The authors build on Demb and Wade's (2012) faculty engagement model as research framework but add a student dimension to framework. A mixed methods design is used with data collected from a survey of Lingnan University faculty members (n=40) and individual interviews (n=18). Results indicate that faculty members perceived service-learning positively as a pedagogy that is beneficial for both students and the community. They also believed that service-learning increases their teaching quality and satisfaction through more frequent faculty-student interaction. The motivators for engaging in service-learning include the desire to contribute more to students' academic studies and personal development, as well as personal passion for teaching and community engagement. Major deterrents reported by faculty were inadequate time and knowledge about the pedagogy, heavy workload, insufficient institutional support and recognition, and limited access to service opportunities and community partners. The little impact of service-learning on research and professional development was also a cause of concern for faculty. Along this line, the authors advocate adopting community-based research in service-learning.

**Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** N/A  
**Impact on:** Students, Faculty/Academic Institution

- 48 **Ma, C. H. K., Chan, C. W. F., & Chan, A. C. M. (2016). The long-term impact of service-learning on graduates' civic engagement and career exploration in Hong Kong. *Journal of Higher Education Outreach and Engagement*, 20(4), 37–56.**

The article reports initial findings from a study about the long-term impact of service-learning on students after graduation, particularly on their civic responsibility, career, and other learning outcomes. The alumni survey compares Lingnan University graduates with service-learning experience and those without. Results indicate that graduates with service-learning experience perceived themselves more competent in communication, problem solving and doing research. Small but significant correlations were found between service-learning participation and study participants' sense of civic responsibility, which includes connection with the community, civic awareness, and civic efficacy. The learning impact of service-learning on students' career was likewise small but significant.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** Students

- 49 **Ma, C. H. K., Chan, C. W. F., & Tse, I. P. H. (2019). A common outcome measurement for service-learning in Hong Kong. *Journal of Higher Education Outreach and Engagement*, 23(3), 3–20.**

This article discusses the development and validation of the Common Outcomes Measurement (COM), an instrument intended to provide a common and comprehensive question bank for measuring student learning outcomes from service-learning in Asian context. The scale comprises 34 items covering nine aspects, namely: 1. self-understanding/confidence; 2. communication skills; 3. problem-solving skills; 4. civic engagement, social responsibility and willingness to contribute; 5. team skills; 6. self-reflection; 7. general knowledge application; 8. caring for others; and 9. intercultural competence. The initial item pool underwent item reduction as a result of computing intercorrelations between items followed by reliability checking and paired t-test comparisons between pre- and post-test data collected from 193 university students of different universities in Hong Kong. The reported overall scale reliability is .95. Paired t-tests show significant improvement from the respondents after service-learning.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** Students

- 50 **Ma, C., Shek, D., Li, P., & Shek, V. (2018). Promotion of service leadership: An evaluation of a service-learning subject in Hong Kong. *Journal of Service-Learning in Higher Education*, 8, 61–72.**

This article evaluates a subject which integrates service leadership with service-learning with the aim of nurturing service-leadership qualities in students precisely through service-learning experiences. The study has a mixed methods approach in which a 38-item course outcome evaluation questionnaire was used to collect data from 88 university students. The survey questionnaire was distributed to students after the service-learning course and comprises of 3 parts: curriculum content, lecturer, and subject benefits. Survey results together with analysis of reflective journals shed light on learning outcomes and indicate that students were satisfied with the course and lecturer. They also expressed development in various service-leadership attributes as well as personal growth and being able to connect course content with service experience.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary  
**Service Location:** N/A  
**Impact on:** Students

- 51 Mak, B., Lau, C., & Wong, A. (2017). Effects of experiential learning on students: An ecotourism service-learning course. *Journal of Teaching in Travel and Tourism, 17*(2), 85–100. <https://doi.org/10.1080/15313220.2017.1285265>

The article introduces a service-learning course in hotel and tourism and evaluates student learning outcomes from it through pre- and post-test survey and analysis of reflective journals. The survey involves an in-house self-reporting scale of 20 items to assess student learning in areas of interpersonal effectiveness, teamwork, problem-solving skills and sense of social responsibility. A post-test survey of 12 items attends to students' self-perceived performance in the course. Twenty-eight students participated in the evaluation. Findings show statistically significant improvement in teamwork and sense of social responsibility. Qualitative data further suggest that students gained better understanding of ecotourism and of their served community. There were also reported improvements in problem solving skills and self-confidence.

**Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** Non-local  
**Impact on:** Students

- 52 McCarthy, F. E. (2009). Where we are now: A review of service-Learning among SLAN colleges and universities in Asia. *New Horizons in Education, 57*(3), 8–19.

The article discusses the development of service-learning in Asia based on the experiences of six member universities of the Service-Learning Asian Network (SLAN), a regional, cross-institutional service-learning partnership. The reader should bear in mind (as the author points out) that the article does not intend to give a comprehensive view of service-learning in Asia since there are more SLAN member universities than those discussed in the article, and still more non-SLAN universities with notable experiences and contributions to service-learning in Asia. Nevertheless, the experiences of the East and Southeast Asian universities discussed in the article give a good picture of the different aspects of institutionalizing service-learning in higher education, from administrative support to networking, course organization and assessment. The rundown of service-learning in the six universities culminates in shared lessons and conclusions about the future of service-learning in Asia, in concrete, the need for more collaborative research and expanded networking.

**Research Type:** Others  
**Educational Level:** Post-secondary  
**Service Location:** Local, Non-local  
**Impact on:** N/A

- 53 Ngai, G., Chan, S. C. F., & Kwan, K. P. (2018). Challenge, meaning, interest, and preparation: Critical success factors influencing student learning outcomes from service-learning. *Journal of Higher Education Outreach and Engagement, 22*(4), 55–80.

This article reports findings from a large-scale study about key course and pedagogical elements in service-learning which enhance students' intellectual, social, and civic learning outcomes. Using in-house post-experience questionnaires with certified validity and reliability, the study collects data from 2,214 students of a single university. Results indicate

that the most significant pedagogical elements which predict student learning outcomes are: a) meaningful, interesting and challenging service-learning projects; b) service that benefits people served and is appreciated by the community; c) adequate service preparation and effort placed by students; d) interaction with service recipients; and e) structured reflection with clear instructions. The study also found that the relative impacts of these elements were not uniform across different outcomes. The authors offer some recommendations about pedagogical design to maximise student learning in service-learning.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 54 Ngai, N. P., Cheung, C. K., Ngai, S. S. Y., & To, S. M. (2012). Youth leadership training in Hong Kong: Current developments and the way ahead. *International Journal of Adolescence and Youth*, 17(2-3), 165–179.

<https://doi.org/10.1080/02673843.2012.656192>

This is a study about developments in youth leadership training in Hong Kong organised by the government or NGOs, such as uniformed groups, volunteer agencies, junior chambers, district-level organisations, and political organisations. The study is based on a systematic internet search. Search results indicate that youth leadership training mainly achieved five goals, namely, cultivating leadership potential, enhancing social competence and teamwork, encouraging participation in community affairs and social services, fostering national identity, and promoting an international outlook. Results also showed that service-learning was given high priority in leadership training programmes in Hong Kong where it is adopted by various organizations to equip the young with essential attitudes, knowledge, and skills through service and critical reflection.

**Research Type:** Empirical (Desktop research)

**Educational Level:** N/A

**Service Location:** N/A

**Impact on:** Students

- 55 Ngai, S. S. Y. (2006). Service-learning, personal development, and social commitment: A case study of university students in Hong Kong. *Adolescence*, 41(161), 165–176.

This article describes the design of a local university service-learning programme and reports programme evaluation results. Adopting a mixed methods approach, the author gathers responses of student participants (n=93) to a 21-item quantitative survey. The survey assessed service experience, classroom reflection, and service-learning outcomes. The source of qualitative data are three open-ended questions included in the survey which ask students about the “most meaningful” and “least preferred” aspects of service-learning, and service-learning’s impact on their future. Findings show generally positive responses in terms of students developing autonomy, recognizing and having faith in their potentials. There were also perceived improvements in various areas of personal growth and responsible citizenship. Long-term impacts reported by students were continuing community service and greater concern for disadvantaged groups as consequences of service-learning. The author offers recommendations about implementing service-learning, such as better project logistics, facilitating connections between students and community partners, and being sensitive to students’ concerns about their service experiences.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 56 Ngai, S. S. Y. (2009). **The effects of program characteristics and psychological engagement on service-learning outcomes: A study of university students in Hong Kong.** *Adolescence*, 44(174), 375–389.

The article examines the effects on service-learning outcomes of programme characteristics and students' psychological engagement (i.e., perception of the service activity as challenging, substantial, enjoyable, and making a real contribution). Structured questionnaires were used for the survey which measure student learning outcomes (personal development, civic commitment), the degree of agency support, involvement with service users, class experience, and level of psychological engagement. The survey was administered after service-learning experience and collected responses from 113 students. Results indicate general improvement in student learning outcomes. Two characteristics – i.e., level of involvement with service users and level of psychological engagement – were significantly positive predictors of learning outcomes in personal development and civic commitment. Agency support and class experience were not found to be significant predictors. The author suggests that the influence of these last two characteristics on student learning outcomes is mediated by psychological engagement.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 57 Ngai, S. S. Y., & Ngai, N. P. (2005). **Differential effects of service experience and classroom reflection on service-learning outcomes: A study of university students in Hong Kong.** *International Journal of Adolescence and Youth*, 12(3), 231–250.

<https://doi.org/10.1080/02673843.2005.9747954>

This article investigates how service experience and classroom reflection influence student learning outcomes in service-learning. A post-experience survey involving 74 university students was conducted after their 120-hour service-learning experience. The survey measured variables such as learning outcomes (personal development, respect for diversity, social commitment, and overall gain from the programme), service experience (perception of service agencies, involvement with service users, and satisfaction with service experience), and classroom reflection. All scales had good reliability. Findings show that satisfaction with service experience together with classroom reflection facilitated student learning outcomes. Respect for diversity was found to be predicted by involvement with service users. The author notes that although perception of service agencies had no significant influence on any of the learning outcomes, it may be a mediator between service experience (i.e., involvement with service users and satisfaction with service experience) and student learning outcomes.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 58 Ngai, S. S. Y., Cheung, C. K., Ngai, N. P., & Chan, K. B. (2010). **Building reciprocal partnerships for service-learning: The experiences of Hong Kong secondary school teachers.** *Child and Youth Services*, 31(3-4), 170–187.

<https://doi.org/10.1080/0145935X.2009.524483>

This article studies key elements of school-community partnerships in service-learning in the secondary school context. The study employs qualitative method to collect data from 22 secondary school teachers in Hong Kong through five focus group interviews. All interviewees were experienced service-learning teachers. Key elements emerged as factors conducive to desirable school-community partnerships characterised by mutual trust and understanding and high-quality service-learning. These elements are good communication

and monitoring throughout the process, building trust with common goals and complementary roles, mutual benefits, alignment of the missions and abilities of both sides, sharing of resources and skills, ongoing assessment of the partnership and outcomes, and celebration of success. All these elements are summarised in the concept of reciprocity. The results highlight the importance of communal relationships between schools and community partners for establishing and sustaining long-term partnership in service-learning.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Secondary

**Service Location:** Local

**Impact on:** N/A

**59 Permaul, J. S. (2009). Theoretical bases for service-learning: Implications for program design and effectiveness. *New Horizons in Education*, 57(3), 1–7.**

This article discusses educational theories that can be used to support the development of service-learning in the Asia-Pacific region. Specific mention is made about service-learning models employed in the University of California Los Angeles (USA) and Lingnan University (Hong Kong). The Dale's (1946) Learning Pyramid inspired by Dewey's idea of "learning by doing" and Kolb's Experiential Learning Cycle (1979) are the main theories used by the author to propose an integrated service-learning model for whole-person development and enhanced academic learning.

**Research Type:** Theoretical

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** N/A

**60 Poon, P., Chan, T. S., & Zhou, L. (2011). Implementation of service-learning in business education: Issues and challenges. *Journal of Teaching in International Business*, 22(3), 185–192. <https://doi.org/10.1080/08975930.2011.653746>**

The article evaluates student self-efficacy and other learning outcome from a university business course in Lingnan University. Its literature review discusses issues and challenges in service-learning implementation. The study employs pre- and post-test survey design, collecting data from 116 university students. Areas explored in the survey include motivation to learn, management skills, problem-solving skills, self-assessment on writing skills, sense of business ethics, and social responsibility. Improvement was seen in most of these areas except writing skills. Paired t-test results reveal statistically significant improvements before and after service-learning specifically in the areas of sense of business ethics and social responsibility.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

**61 Shek, D. T. L., & Chan, S. C. F. (2013). Development of an e-learning package on service-learning for university teachers: Experience from Hong Kong. *International Journal of Adolescent Medicine and Health*, 25(4), 441–448. <https://doi.org/10.1515/ijamh-2013-0042>**

This article is about an e-learning package developed in The Hong Kong Polytechnic University (PolyU) for service-learning teachers. Comprised of seven units, the package covers what service-learning is and its benefits, clarifies misconceptions about service-learning, and explains how to develop service-learning subjects and reflective activities. The

package was piloted twice to colleagues involved in service-learning in PolyU. Focus groups with initial users yielded data to evaluate and improve the package before its formal launching.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** N/A

- 62 Shek, D. T. L., Ma, C. M. S., & Yang, Z. (2020). Transformation and development of university students through service-learning: A corporate-community-university partnership initiative in Hong Kong (project WeCan). *Applied Research in Quality of Life*, 15(5), 1375–1393. <https://doi.org/10.1007/s11482-019-09738-9>

The article reports student learning outcomes from service-learning using Positive Youth Development (PYD) as framework for evaluation. The connection between service-learning and PYD was also investigated. The authors adopt mixed methods approach and use pre- and post-test survey to collect students' (n=122) views about their learning outcomes. Findings from the survey were triangulated with qualitative data from students' reflective journal (n=39). The survey used a scale to measure intended learning outcomes developed by The Hong Kong Polytechnic University's Office of Service-Learning and the PYD questionnaire. Survey results indicate significant improvement in the academic, cognitive, social, and leadership domains, while qualitative analysis suggests student enhancement in knowledge application, problem solving skills, interpersonal skills, sense of social responsibility, and teamwork. Knowledge application and problem solving skills were areas where improvement was most prominent. The study lends evidence to the inter-reinforcing and complementary relationship between service-learning and PYD.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 63 Shek, D. T. L., Yang, Z., Ma, C. M. S., & Chai, C. W. Y. (2021). Subjective outcome evaluation of service-learning by the service recipients: Scale development, normative profiles and predictors. *Child Indicators Research*, 14(1), 411–434. <https://doi.org/10.1007/s12187-020-09765-1>

This article reports the development and validation of a subject outcome evaluation scale for service-recipients of service-learning. A 28-item scale named "Subjective Outcome Evaluation Scale - Service Recipients (SOES-SR)" was developed based on three constructs: a) service content/activities, b) performance of service implementer, and c) perceived benefits by service-recipients. The scale obtained good results from exploratory factor analysis, confirmatory factor analysis, and Cronbach alpha, the sample size being 1,854 secondary school students who had received service from university service-learning students. Moreover, the scale obtained convergent (i.e., satisfactory intercorrelation between the factors) and concurrent validity (i.e., satisfactory correlation with the items of retention, recommendation and overall satisfaction). These results suggest that SOES-SR constitutes a valid and reliable instrument. The implementation of the scale further indicates that service-recipients' satisfaction rating differed significantly across different activities and grade levels.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Community

- 64 Shek, D. T. L., Yu, L., & Ngai, J. (2015). Evaluation of a general education program in Hong Kong: Secondary data analyses based on student feedback questionnaires. *International Journal on Disability and Human Development*, 14(4), 401–406.  
<https://doi.org/10.1515/ijdhhd-2015-0462>

This article reports students' perception of different pedagogies, including service-learning. Conducted in The Hong Kong Polytechnic University, data was collected from Student Feedback Questionnaires from academic years 2012-13 and 2013-14. Over 2,000 student feedbacks were analysed. Results indicate a decline in satisfaction towards service-learning subjects. The authors suggest two possible reasons: the increase in number of classes and class size over the two years of the study, and more service-learning subjects with non-local service recipients in 2013-14 which may have created more difficulties for students and, consequently, lowered their satisfaction.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** N/A

- 65 Snell, R. S., & Lau, K. H. (2020). The development of a service-learning outcomes measurement scale (S-LOMS). *Metropolitan Universities*, 31(1), 44–77.  
<https://doi.org/10.18060/23258>

This article reports the development and validation of the Service-Learning Outcomes Measurement Scale (S-LOMS), which was designed in Lingnan University to assess student learning outcomes of service-learning specific to the Hong Kong context. The authors drew from previous literature and cultural features of Hong Kong education to conceptualise the scale constructs, then carried out empirical validation of the scale by employing exploratory factor analysis in a survey of 400 university students. Results indicate good factor structure with four overarching categories and eleven learning domains. The categories and their related domains (in parenthesis) are: 1. knowledge application (cognominal learning domain); 2. professional and personal skills (creative problem-solving skills, relationship and team skills, self-reflection skills, 5. critical thinking skills); 4. civic orientation and engagement (community commitment and understanding, respect and caring, sense of social responsibility); and, 4. self-awareness (self-efficacy, self-understanding, commitment to self-improvement). Scale reliability ranged between .87 and .96.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** Students

- 66 Snell, R. S., Chan, M. Y. L., & Ma, C. H. K. (2018). Preparing service leaders from Lingnan University through service-learning practicums in social enterprises or non-profit organizations. *International Journal on Disability and Human Development*, 17(1), 113–118.

This article reports a qualitative evaluation study of a summer service-learning internship practicum. The study draws data from three sources: semi-structured interview with the participating students, partner organization representatives (PORs), and the service-learning coordinator; analysis of students' reflective journals; and analysis of the POR's appraisals of interning students. Results reveal three success factors for an internship practicum to empower undergraduates to practice service leadership in community organizations, namely, task significance and challengingness, co-educator presence and supportiveness, and students' disposition for socially agentic self-initiation.

**Research Type:** Empirical (Qualitative)  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** N/A

- 67 Snell, R. S., Chan, M. Y. L., Ma, C. H. K., & Chan, C. K. M. (2015). A road map for empowering undergraduates to practice service leadership through service-learning in teams. *Journal of Management Education*, 39(3), 372–399.

<https://doi.org/10.1177/1052562914545631>

This article reports a qualitative study on courses about service leadership through service-learning (SLS-L). A road map for establishing and supporting team-based, course-embedded service-learning projects is laid out to encourage and enable undergraduates to practice service leadership. Data was collected from focus group and individual interviews with 49 students who were enrolled in six credit-bearing SLS-L courses. Service leadership reporting templates were analysed. Phenomenological approach and constant comparison method were employed in data analysis. Results uncover four basic project foundations (i.e., addressing authentic problems/needs, community partners' availability for ongoing consultation, complete orientation to service leadership, connecting project themes with course content), six elements of project infrastructure and support (i.e., trust and commitment between the university and community partners, support to students on teamwork, initial site visits, periodic consultation, grading based on the project, the service leadership reporting template), and four potential road blocks (i.e., diversion from genuine service needs, community partner and data unavailability, failing to connect project themes to course content, free riders). Together, these foundations, infrastructure, and road blocks constitute the road map for empowering students to practice service leadership. Besides, five ingredients of successful projects are identified: student commitment, projects making a genuine difference, relationships between students and community partners, distributed leadership and initiative taking, course content application. Lastly, three additional benefits of SLS-L projects apart from attaining course-level learning outcomes are pointed out, namely, good service, community partner satisfaction, and students' practice of and development as service leaders.

**Research Type:** Empirical (Qualitative)  
**Educational Level:** Post-secondary  
**Service Location:** N/A  
**Impact on:** Students

- 68 Snell, R. S., Chan, M. Y. L., Ma, C. H. K., Chan, C. K. M. (2015). Developing civic-mindedness in undergraduate business students through service-learning projects for civic engagement and service leadership practices for civic improvement. *Asian Journal of Business Ethics*, 4(1), 73–99. [https://doi.org/ 10.1007/s13520-015-0044-0](https://doi.org/10.1007/s13520-015-0044-0)

This article reports two qualitative studies investigating how to facilitate students' practice of service leadership and growth in civic mindedness. For the first study, the authors interviewed university students (n=19) who participated in course-embedded service-learning projects and analysed their written practice reports (n=25). Informed by self-determination theory framework, results show that students gained in five modes of civic engagement, six service leadership practices, and eight types of civic mindedness. Three project-related features that can facilitate student learning are discussed, namely, direct contact with grassroots-based beneficiaries, the experience of making a tangible difference, and building or reinforcing a longer-term relationship between the university and the community. The authors point out that it is important to let students receive relational support, execute autonomy, and demonstrate their competence. In the second study, focus

groups involving ten students showed that mixing freshmen with senior year business students helped foster civic mindedness. Finally, the authors recommend giving students more information and orientation about service leadership and civic engagement before they embark on projects.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 69 Snell, R. S., Chan, M. Y. L., Wu, C. X., & Chan, C. W. Y. (2019). Service leadership emergence through service-learning internships in Hong Kong. *Michigan Journal of Community Service Learning*, 25(2), 167–199.

<https://doi.org/10.3998/mjcsloa.3239521.0025.211>

This article reports an investigative study of factors that support the development of service leadership through a service-learning summer internship programme. The authors first introduce the concepts of service leadership and the internship programme before presenting a qualitative study based on interviews with students and partner organization representatives (POR) and analysis of student artefacts (i.e., fortnightly learning journals, post-internship self-reflection reports, performance appraisal by the POR). Results reveal the following supportive factors: servant leadership by PORs; appropriate intern responsibilities; support from other stakeholders; and interns' possession of a secure knowledge foundation. How the above factors facilitate students' practice of service leadership attributes are explained by conservation of resources (COR) theory and self-determination theory (SDT). The authors offer recommendations to facilitate internship programme outcomes. These include screening PORs, internship sites, and interns; giving the programme a credit-bearing status; site visits by instructors; and creating peer learning communities.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 70 Spear, A., & Chapman, N. (2020). Measuring the impact of an international service-learning project through community assessment in Rwanda. *Michigan Journal of Community Service Learning*, 26(1), 161–174.

<https://doi.org/10.3998/mjcsloa.3239521.0026.110>

This article reports a community impact assessment study of an international service-learning (ISL) project in which students installed solar panel home systems to individual households in Rwanda. The study is qualitative and based on semi-structured interviews with 16 local households (service-recipients) and key informants, field observations, and house visits. Results indicate that the ISL projects brought several positive impacts to the community, such as better community commitment and technical knowledge in project implementation, economic savings, improved study environment for schoolchildren, women empowerment, and improved quality of life. Project design, local participation, sustained relationships between the university and community partners, and a strategic government development plan emerged as important success factors. The community impact assessment study was itself designed to be a service-learning project for which students trained to be co-investigators, conduct interviews, and analyse data. Such arrangement generated additional learning outcomes for the students.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Community

- 71 **Sun, X., Siu, A. F. Y., Fong, S. Y., & Chu, T. S. F. (2021). Enhancing social-emotional development through service-learning: Experience from gifted students and their parents in Hong Kong. *Education 3-13*. <https://doi.org/10.1080/03004279.2021.1972025>**
- The article is an evaluation study of the short-term benefits of a service-learning programme in which gifted primary students worked with children with Down syndrome. The study is qualitative and based on semi-structured focus group interviews with primary student participants (n=51) and their parents (n=72). Thematic analysis and constant comparison method were applied to analyse data. Results indicate four major learning benefits for students. These were: enhanced knowledge about Down Syndrome, improved interpersonal skills, personal growth (particularly in self-understanding and confidence), and increased empathy. The authors conclude that service-learning offers gifted children opportunities to address their socio-emotional needs and facilitates their psychological growth. They thus advocate promoting similar programmes as an educational option and extending such programmes to other types of service-recipients.
- Research Type:** Empirical (Qualitative)  
**Educational Level:** Primary  
**Service Location:** Local  
**Impact on:** Students
- 72 **Tam, M. (2014). Intergenerational service learning between the old and young: What, why and how. *Educational Gerontology, 40(6)*, 401–413. <https://doi.org/10.1080/03601277.2013.822201>**
- This article introduces a pilot, intergenerational service-learning course and presents course evaluation findings. University students enrolled in the course were assigned to different community centres to offer various services and learning activities for older adults. Evaluation was based on a survey design which gathered quantitative ratings and qualitative comments from both students (n=22) and older adult clients (n=25). Results show that both students and their clients found the service useful and enjoyable. Students' rating of their learning outcomes showed greater relationship-based benefits (e.g. interacting with older adults, appreciating their life experiences) than curriculum-based ones (e.g. integrating academic learning with service). Several areas for enhancement were identified, including longer service duration, better facilities and support from the community centre, and better course design integrating academic content with service experience.
- Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** Students, Community
- 73 **Tang, S. Y. F., Wong, A. K. Y., Li, D. D. Y., & Cheng, M. M. H. (2017). The contribution of non-formal learning in higher education to student teachers' professional competence. *Journal of Education for Teaching, 43(5)*, 550–565. <https://doi.org/10.1080/02607476.2017.1342052>**
- This article investigates the roles and benefits of non-formal learning (which includes service-learning in the article) in Initial Teacher Education (ITE) for student teachers. The study employs a mixed methods approach in which 282 university students participated in a quantitative survey measuring their professional competency (24 items) and professional learning (23 items). Data for the qualitative part were drawn from semi-structured interviews with 18 student participants. Survey results indicate that the factor "Undergraduate Learning Experience" (involving both formal and non-formal learning) significantly predicted all 3 professional competencies, namely, a) competence in classroom teaching, b) pedagogical

and educational knowledge, and c) competence to work in schools (e.g., working with others and understanding school-wide matters, ascertaining the value of non-formal learning). Interview results indicate that non-formal learning such as service-learning can enrich student teachers' repertoire of pedagogical content knowledge, general pedagogical knowledge, and knowledge of context through hands-on experiences, professional dialogue with practitioners and observation of others' practices in authentic educational settings.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 74 Wang, J. S. H., Chui, C. H. K., Jordan, L., & Chan, K. S. K. (2020). An experiential learning-based integrated policy advocacy education model in Hong Kong: What works in a non-western and partial democratic context? *Journal of Social Work Education*. <https://doi.org/10.1080/10437797.2020.1817818>

This is a study evaluating the effectiveness of an experiential learning-based integrated policy advocacy education model for students of social work. The model consists in academic lectures, role playing, site visits, and projects with advocacy organizations. The authors adopt a mixed methods approach involving quantitative pre- and post-test survey (n=144). Qualitative data was obtained through student focus groups (n=6), analysis of reflection papers, and in-person interviews with advocates (n=6). Results from comparing the intervention group (social work students participating in the piloted model) and comparison group (students taking other courses) indicate that the model significantly increased students' levels of political activity, political efficacy, competency in advocacy, and the intention to undertake future advocacy. Qualitative results from focus groups and content analysis of reflection papers reveal 4 factors contributing to student learning, namely, a) learning about diverse advocacy pathways and stakeholders, b) learning from practitioners and taking action, c) increasing willingness and efficacy to engage in advocacy, and d) identifying diverse channels for future advocacy. The interviewed advocates agreed that advocacy could be thoroughly learned through active participation in a campaign and from the active policy advocates' experiences. The authors conclude that the model is effective in developing students' willingness and efficacy in policy advocacy engagement.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 75 Westrick, J. (2004). The influence of service-learning on intercultural sensitivity: A quantitative study. *Journal of Research in International Education*, 3(3), 277–299. <https://doi.org/10.1177/1475240904047356>

The article reports an evaluation study of intercultural sensitivity as a learning outcome of service-learning. The participants of the study are high school students (n=526) of an international school in Hong Kong who participated in four different types of service-learning programmes, i.e., service interims, weekend volunteering, humanities course with service component, and an elective course on social justice. The study uses the Developmental Model of Intercultural Sensitivity (Bennett 1993) as conceptual framework and adopts a quantitative method of pre- and post-test survey design. The survey is based on the Intercultural Development Inventory which measures students' level of intercultural sensitivity. Although results could not provide conclusive evidence that participation in service-learning increased students' intercultural sensitivity, they suggest that some service-related programme models appear to have better potential to influence the development of

intercultural sensitivity, in particular, the year-long humanities course with service component where statistically significant post-test gains were seen. The author recommends implementing service-learning in international schools, noting that students' prior intercultural exposure and the type of service model should be taken into consideration.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 76 Westrick, J. M. (2005). Phenomenology and meaning making: Student voices and understandings of cultural difference. *Journal of Studies in International Education*, 9(2), 105–120.**

This article investigates how the intercultural sensitivity of international secondary school students is influenced by life experiences and service-learning experiences. Similar to a related quantitative study by the same author, the qualitative approach adopted in this study uses the Development Model of Intercultural Sensitivity as conceptual framework and is based on semi-structured interviews with eleven international students invited by purposive sampling method. Findings from thematic analysis of collected data suggest that international school students had both formal and informal opportunities to obtain life experiences of differences which helped them develop intercultural sensitivity. Participation in service-learning could influence the development of intercultural sensitivity, though not in a necessary manner.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 77 Wong, M. C. S., Lau, T. C. M., & Lee, A. (2012). The impact of leadership programme on self-esteem and self-efficacy in school: A randomized controlled trial. *PLoS ONE*, 7(12), e52023. <https://doi.org/10.1371/journal.pone.0052023>**

This article reports a study which used randomised controlled trial design to investigate the effectiveness of leadership programmes with service-learning elements for the development of self-esteem and self-efficacy of secondary school students. The study randomly assigned 180 Form 4 students into two groups: an intervention group (n=50) of students who participated in a school-based leadership training programme with service-learning elements, and a control group (n=130) of students who did not receive such training. The authors used Rosenberg's self-esteem questionnaire and the Chinese Adaptation of the General Self Efficacy Scale to collect data from students on a pre- and post-test basis. Results show no statistical significance in self-esteem and self-efficacy scores before and after the intervention when compared with the control group, that is, except among female students who had modest increase in both scales. The authors conclude that the leadership training programme was effective for enhancing self-esteem and self-efficacy among female adolescent students.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Secondary

**Service Location:** Local

**Impact on:** Students

- 78 **Wong, S. W., Chui, Y. H., Chan, Y. C., Ting, S. R., & Lam, J. K. H. (2016). Enhancing students career readiness through peer counselling programme in Hong Kong. *Australian Journal of Career Development*, 25(1), 23–32.**  
<https://doi.org/10.1177/1038416215612821>

The article is about the Peer Career Counselling Programme for which senior secondary school students were recruited and trained to provide school-based peer counselling in their respective schools. The programme thus consists in two components: peer counselling training and a voluntary service component of peer counselling. A total of 170 senior students from 22 secondary schools took part in the programme as peer counsellors. The focus of the study is the effectiveness of the programme on the career readiness of the volunteer peer counsellors themselves. The study adopts a pre- and post-test design with three waves of data collection (i.e., before the programme, after training, and after the programme). Study participants consist in an intervention group of senior students who had taken part in the programme as peer counsellors (n=113) and a control group of other senior students (n=173). Both groups were invited to answer a 43-item Career Readiness Scale. According to the results, the programme effectively helped develop student peer counsellors' career readiness, especially in the aspects of career exploration, planning an ideal career, and career decision self-efficacy. The authors note that such effect was mainly brought about by the training in peer counselling rather than by the service component (school-based peer career counselling activities).

**Research Type:** Empirical (Quantitative)

**Educational Level:** Secondary

**Service Location:** Local

**Impact on:** Students

- 79 **Xin, W. (2011). Exploring the effects of a cross-cultural service-learning program on the intercultural competence of participants. *New Horizons in Education*, 59(3), 41–50.**

This article explores the benefits of international service-learning to students in terms of intercultural competence. The study adopts a pre- and post-test survey design. Twelve university students from Hong Kong and China who participated in an international service-learning programme were invited to answer a 50-item questionnaire patterned after the Cross-Cultural Adaptability Inventory (CCAI) which measures four dimensions of intercultural competence, namely, Emotional Resilience, Flexibility/ Openness, Perceptual Acuity, and Personal Autonomy. The author also utilised qualitative methods such as onsite observation and focus group discussion to complement data collected from the survey. Results show that students significantly improved in the overall CCAI and its four components after completing the programme. Those without prior intercultural experience gained significantly more in the dimension of Emotional Resilience, while those with prior intercultural experience gained significantly more in the dimensions of Flexibility/ Openness and Perceptual Autonomy. According to the author, international service-learning effectively enhances students' intercultural competence through experiential and reflection-oriented activities in a different cultural context.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 80 Xu, H., & Liu, S. (2021). Exploring the association between community service participation and identity development among middle adolescents: A study in Hong Kong. *Self and Identity*. <https://doi.org/10.1080/15298868.2021.1961853>

This article, which is informed by Marcia's (1966) identity status model, studies the effectiveness of community service for identity development among Hong Kong secondary school students. The study has a mixed methods design. For the quantitative survey, 927 students from 14 secondary schools responded to questionnaires based on the Modified Extended Objective Measure of Ego Identity Status (The Modified EOMEIS). To explore more in-depth how community service influenced development of self-identity, group interviews were conducted with 29 students who had taken part in the survey. Results show that participation in community service tended to be positively related to identity development in lifestyle and occupation. The authors believe that high-impact practices such as services of longer duration, structured reflection, direct contact with service recipients, student autonomy, and interesting service may have a positive role on identity development. Based on the results, the authors support the policy of making community service a requirement in secondary education, and recommend teachers to design community service experiences for their students' career development. Readers should note that community service in this article may not be entirely equivalent to service learning.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Secondary

**Service Location:** N/A

**Impact on:** Students

- 81 Xu, H., & Yang, M. (2018). Development of adolescent moral and civic identity through community service: A qualitative study in Hong Kong. *Journal of Adolescent Research*, 33(2), 247–272. <https://doi.org/10.1177/0743558417698570>

This article studies the effect of community service on the moral and civic identity development of Hong Kong secondary school students and is based on Marcia's (1966) conceptualization of identity formation. The study adopts a qualitative approach for which 23 students from three secondary schools were interviewed. Results indicate that most interviewees with rich community service manifested moral development (i.e., pro-social attitudes and behaviours, perseverance and humility, cherishing one's material possessions, and respect). However, only a few reported development in civic identity (i.e., becoming a social leader, being concerned about social and community issues, and having a sense of social responsibility). The study further gives evidence of five core service elements which facilitate students' moral and civic identity development, namely, meaningful service, diversity in service recipients' background, youth voices in service, extended service duration, and students' reflection on their personal lives and that of their service recipients. The authors also suggest a balanced approach in service settings and call for more studies exploring compulsory community service programmes in an educationally competitive culture like Hong Kong. Readers should note that community service in this article may not be entirely equivalent to service learning.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Secondary

**Service Location:** N/A

**Impact on:** Students

- 82 Yang, M., Luk, L. Y. Y., Webster, B. J., Chau, A. W. L., & Ma, C. H. K. (2016). The role of international service-learning in facilitating undergraduate students' self-exploration. *Journal of Studies in International Education*, 20(5), 416–436.  
<https://doi.org/10.1177/1028315316662976>

This article reports how international service-learning (ISL) helps students' self-exploration and achieve learning purposes of cultivating altruism, appreciating cultural differences, and developing leadership abilities by working as a group to serve communities with cultures different from their own. Recruited for the study were 48 students from two Hong Kong universities who were of diverse ethnicity and had taken part in ISL projects in different global locations. Narratives through individual and group semi-structured interviews were collected from student participants. The data was then subjected to phenomenographic analysis. Findings uncovered three domains (moral, cultural, and leadership) according to which students perceived their ISL experiences. Students differed in their focus service goals and actions (present vs. long-term). Differences in students' self-conception lead the authors to affirm the importance of having a balanced approach in cultivating students' skills and values, putting students in frequent contact with community members, giving explicit guidance for critical reflection, and offering more ISL opportunities to help students develop more insights from multiple experiences.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 83 Yee, H. H. L., Fong, B. Y. F., Ng, T. K. C., & Chow, B. S. M. (2020). Community ageing with health and dignity through a service-learning initiative. *Asia Pacific Journal of Health Management*, 15(2), i399.  
<https://doi.org/10.24083/APJHM.V15I2.399>

This article reports an evaluation study of a new compulsory service-learning course for students of health studies. Adopting a qualitative approach and using grounded theory, the study analyses reflective journals of 36 student participants. Communication, teamwork, and organizing activities for service-recipients were the learned skills students cited most. Students also gained knowledge about service-recipient characteristics, health-related policies, and relevant service operations. Students further reported how they learned from overcoming communication challenges with service-recipients and by reacting quickly to adjust activity design and content in the process of serving. Some students manifested expectations of doing better in future services.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 84 Yung, B., Yu, K. P., Leung, B. Y. P., & Chun, J. (2021). Efficacy of border-crossing service-learning in empathy and moral development: Urban students in the rural developing world. *Journal of Higher Education Outreach and Engagement*, 25(1), 51–64.

This article explores how a border-crossing international service-learning programme focused on poverty facilitated students' moral development and empathy building. A mixed methods approach was used and responses gathered from nineteen student participants through a pre- and post-test survey. Qualitative data was also gathered through focus group and interviews with students, programme staff members, and service recipients. According to data analysis, the programme was largely effective in facilitating students' understanding

of poverty, moral development, and growth in empathy, based on students' subjective self-assessment drawn from the qualitative data. However, objective assessment from pre- and post-test survey did not yield similar results. Moreover, the service-learning experience appeared to be more related to cognitive gains than affective empathy building. The authors attribute the matter to the huge gap between developed and developing countries, which may have led students to regard their service-recipients' feelings as too remote to empathise with. Hence, to facilitate growth in affective empathy, the authors thus recommend students of future service-learning programmes to serve the disadvantaged in their own society.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

## Books

- 85 Kong, S. C., Wong, T. L., Yang, M., Chow, C. F., & Tse, K. H. (Eds.). (2017). *Emerging practices in scholarship of learning and teaching in a digital era*. Springer.**
- This edited book sets forth a holistic framework for implementing Scholarship of Teaching and Learning in higher education with the aim of contributing to existing theories and practices. The theme of digital technology underlies the three main parts of the book which treat of staff development, student learning, and assessment. The section on student learning includes two chapters related to service-learning, both of which draw from experiences of academics from the Education University of Hong Kong (EdUHK). In concrete, Chapter nine discusses a marine conservation and protection programme for which selected undergraduate students were trained in SCUBA diving and then used their knowledge and experience to promote seabed clean-up and environmental education. Chapter ten explores the impact of service-learning on students' personal development. It is a quantitative study based on pre- and post-survey questionnaires obtained from six co-curricular credit-bearing courses some of which had a compulsory service-learning component. Co-curricular activities (whether or not they involved service-learning) were found to have significant impact on self-management but only marginal impact on self-awareness. The authors review programme elements to consider how gains in self-awareness can be improved in co-curricular service-learning.
- Chapters/Sections to Note:**
- Chap. 10: The unconventional learning experience of students-becoming a courier of marine stewardship
  - Chap. 11: Developing undergraduates' self-management and self-awareness abilities through service-learning
- 86 Ma, C. H. K., Chan, A. C. M., Liu, A. C., & Mak, F. M. F. (Eds.). (2018). *Service-learning as a new paradigm in higher education of China*. Michigan University Press.**
- This is an edited book about service-learning in Hong Kong and mainland China. In the Preface and preliminary chapters, the editors discuss the concept of service-learning, its evolution, and relation to Chinese context and values. The core chapters are case studies of pilot service-learning courses offered by a large variety of academic departments of universities in mainland China, some of which involve collaborations with Hong Kong institutions. Examples of service-learning projects include working with migrants and minority groups, leprosy rehabilitation, and caring for the aged. The book gives a general view of how service-learning is developing in Mainland China's higher education in this past decade since 2012.
- Chapters/Sections to Note:**
- Pioneer in various forms: Discussion of the service-learning model of Lingnan University in Hong Kong
  - The concept and development of service-learning
  - The independent service-learning course: The characteristics of service-learning at Beijing normal university-Hong Kong Baptist University United International College

**87 Shek, D. T. L., & Chan, S. C. F. (Eds.). (2019). *Service-learning for youth leadership: The case of Hong Kong*. Springer.**

This edited book is about service-learning in The Hong Kong Polytechnic University (PolyU) where service-learning became a mandatory, credit-bearing requirement of the undergraduate curriculum in 2012. Underlying its twenty chapters is the idea that service-learning is a vehicle for leadership education. Opening chapters introduce the development and features of service-learning in PolyU. Core chapters focus on various service-learning courses developed by different departments in the past decade. These chapters highlight the projects they involve, evaluation findings, and teacher reflections. Departments offering service-learning courses engage various disciplines, such as Applied Social Sciences, Optometry, Textiles & Clothing, Computing, Building Services Engineering, and Nursing. The final chapters cover themes such as developing an e-learning module on service-learning for students, engaging teachers in service-learning, and PolyU's experience of institutionalizing service-learning. Worth mentioning is Chapter sixteen which explains how teachers can turn their service-learning teaching experiences into material for scholarly work. It outlines key ideas and benefits of Scholarship of Teaching and Learning, summarises different types of scholarly work on service-learning, then discusses five stages of turning teaching experience into scholarly work, from generating a research question to publishing one's study. The volume concludes with lessons, challenges, and opportunities for service-learning in PolyU and higher education as a whole.

**Chapters/Sections to Note:**

- Chap. 1: Development of the new 4-year undergraduate program in Hong Kong
- Chap. 2: Service-learning as a vehicle for youth leadership: The case of The Hong Kong Polytechnic University
- Chap. 3: Perceived changes and benefits of a service-learning subject for underprivileged children in Shanghai: Views of university students
- Chap. 4: Impact of a service-learning programme in mainland China: Views of different stakeholders
- Chap. 5: Serving clients in a drug rehabilitation agency as a vehicle to promote service leadership in university students
- Chap. 6: Service leadership through serving socially deprived students: Experience gained from corporate–community–university partnership (project WeCan)
- Chap. 7: Nurturing service leadership qualities in university students through corporate-community-university partnership
- Chap. 8: Science for healthy and sustainable living environments
- Chap. 9: Integrating majors and non-majors in an international engineering service-learning programme: Course design, student assessments and learning outcomes
- Chap. 10: Where programming skills meet the social needs
- Chap. 11: Promoting quality of life through fashion for function and design
- Chap. 12: Expressive textile arts as a caring medium for the vulnerable groups
- Chap. 13: The journey of service-learning: Promoting health and quality of life for slum residents in Cambodia
- Chap. 14: Designing a better environment through analysing the built environment
- Chap. 15: Merging the professional with the layperson: Optometric services for the community
- Chap. 16: Turning service-learning teaching into scholarly work
- Chap. 17: Developing an e-learning module to prepare students for service-learning
- Chap. 18: Engaging teachers in teaching service-learning subjects: Critical issues and strategies
- Chap. 19: Instituting a service-learning requirement in higher education: Evaluation and lessons learned
- Chap. 20: Service-learning at The Hong Kong Polytechnic University: Opportunities and challenges ahead

**88 Shek, D. T. L., & Chung, P. (Eds.). (2015). *Promoting service leadership qualities in university students*. Springer.**

Hong Kong has shifted from being a manufacturing to a service economy and its services sector currently contribute to over 90% of its GDP. Observing this shift and its implications on the workforce, the Victor & William Fung Foundation pledged funding for leadership education in local universities. The Fung Service Leadership Initiative (SLIs) was thus established to promote a holistic approach to leadership which emphasises care, values and personal qualities as much as skills and competencies. This book reports various ways that SLIs materialised in Hong Kong universities with some initiatives involving service-learning elements. Core chapters discuss SLIs such as: the University of Hong Kong's credit-bearing Service Leadership Internship course, a six- to eight- week programme where Social Science and Business students collaborate with NGOs or provide consultation services to enterprises; Lingnan University's co-curricular, credit-bearing Service Leadership courses which involve service-learning practicums or projects; City University of Hong Kong's "Gateway" undergraduate courses aimed at broadening horizons for students by combining service-learning with social entrepreneurship; and, finally, the Hong Kong University of Science and Technology's creation of a "Service Leadership Community", made up of knowledge-based courses on leadership, peer mentoring, a leadership corner, and service-learning courses. The concluding section of the book outlines future directions, such as rigorous evaluations and assessments of service leadership education, integration with Chinese culture, and better use of service-learning as vehicle for nurturing service leadership.

**Chapters/Sections to Note:**

- Service leadership education embedded in a social innovation and entrepreneurship framework
- Nurturing leadership and changing student mindset through meaningful community service: The HKU Service Leadership Internship
- The Service Leadership Initiative at Lingnan University
- Service Leadership Community: A seedbed of nurturing service leadership mindset in student learning
- Service leadership education for university students: Seven unfinished tasks

**89 Shek, D. T. L., Chung, P., Lin, L., & Merrick, J. (Eds.). (2017). *Service leadership education for university students*. Nova Science Publishers.**

This edited volume discusses Service Leadership Initiatives (SLI) in major universities in Hong Kong. Launched in 2012, the SLIs were funded by the Victor & William Fung Foundation with the aim of helping UGC-funded local universities to promote service leadership among undergraduates. SLIs take different forms in participating universities. Several chapters in the book more directly involve service-learning and are worth highlighting. Chapter four reviews the Chinese University of Hong Kong's implementation of service leadership programme between 2013-2016. The programme is structured into a general education course which uses flipped classroom techniques and includes service-learning internships in NGOs in Mainland China and Taiwan. Chapter eight discusses the Hong Kong University of Science & Technology's Engineering School's creation of a "Service Leadership Community" consisting in a leadership corner, peer mentoring, and 3 service-learning courses which involve community projects for the elderly, the hearing impaired, and primary & secondary school students. Chapter ten explains how the University of Hong Kong's Social Sciences' promotes service leadership through twelve credit-bearing courses which include six- to eight-week summer community service internships. A team-based approach, dual coaching, and active sharing among students through booster sessions are explained as crucial elements of HKU's SLIs. Finally, Chapter twelve is about Lingnan University's cultivation of leadership qualities through extra-curricular, non-credit-bearing service-learning practicums in social enterprises and NGOs. Three success factors are identified, namely, task significance and challengingness, co-educator presence and

supportiveness, and the students' own dispositions towards self-agency in society. Experiences and outcomes from these and other universities' SLIs illustrate what the editors of the volume claim about service leadership: that it focuses not only on skills but also on the inner qualities and moral character of a leader. It is a holistic approach to leadership which values competences, care, and shared decision-making.

**Chapters/Sections to Note:**

- Chap. 4: Educating students as the leaders of their lives
- Chap. 8: Service leadership community blooming
- Chap. 10: Service leadership education in the University of Hong Kong
- Chap. 12: Preparing service leaders from Lingnan University through service-learning practicums in social enterprises and non-profit organizations

**90 Shek, D. T. L., Wu, F. K. Y., & Merrick, J. (Eds.). (2015). *Leadership and service learning education: Holistic development for Chinese university students*. Nova Science Publishers.**

This volume consists in 14 chapters about promoting leadership skills and qualities and positive youth development among undergraduates of Hong Kong universities and the communities they serve through assorted courses and programmes. In this context, three chapters discuss service-learning subjects by The Hong Kong Polytechnic University's Department of Applied Social Sciences. In particular, Chapter three is about student experiences from the course "Promotion of Children & Adolescent Development." The study is based on reflective journals of students (n=20) who delivered a five-day summer camp on self-development for immigrant children in Shanghai. Chapter four is also about the same course but focuses on its organization into three stages, i.e., three lectures on youth development theories, seven workshops on practical skills to prepare students for community interaction, and a service delivery stage in Mainland China. Learning gains reported by students (n=37) through feedback questionnaires are reported. Chapter five is about "Service Leadership through serving children and families in need", a credit-bearing, 42-hour service-learning subject which aims to help students understand the core attributes of service leadership and to apply these attributes through direct and indirect services for children with special needs and their families. Reports about students' evaluation of the subject and their experience as well as feedback from community partners demonstrate the subject's efficacy in nurturing leadership and personal growth.

**Chapters/Sections to Note:**

- Chap. 3: To serve and to learn
- Chap. 5: Nurturing service leaders
- Chap. 6: Student evaluation of "Tomorrow's leaders" course

**91 Xing, J., & Ma, C. H. K. (Eds.). (2010). *Service-learning in Asia: Curricular models and practices*. Hong Kong University Press.**

This edited book is about service-learning in Asia and the wider Asia-Pacific Region, particularly China, Hong Kong, India, Japan, Philippines, Singapore, Taiwan, Thailand, USA and New Zealand. The first four chapters discuss service-learning frameworks and models, while the remaining six chapters are case studies. Three chapters are specifically about service-learning in Hong Kong. Chapter three describes the process of integrating service-learning in the general education curriculum of the Hong Kong Institute of Education (now the Education University of Hong Kong), where the Students Affairs Office helps coordinate co-curricular and extra-curricular service-learning programmes. The authors recommend a more substantial integration of service-learning into the curriculum, e.g., by turning it into a course-based service experience or graduation requirement. Chapter five discusses the Hong Kong Baptist University's efforts to develop community-based

instruction between 2002 to 2007, which led to the creation of service-learning programmes and an institutional approach to service-learning. In the initial stage, existing academic classes whose course content could potentially be linked to community services were identified. Subsequently, interested academics were given support to incorporate service components into their courses. Chapter ten describes a service-learning exchange, the W.T. Chan Fellowship Program, to the USA. Through the programme, selected students from Sun Yat Sen University (mainland China) and Lingnan University (Hong Kong) spent over five months of service internship in Non-Profit Organizations while attending service-learning courses in host universities in the USA. As the editors point out, these and other chapters in the volume showcase three areas where service-learning's contributions to the region are most notable, namely, promoting indigenous knowledge, social justice education, and cross-cultural and world literacy.

**Chapters/Sections to Note:**

- Foreword
- Introduction: Service-learning in Asia
- Chap. 3: Building students' total learning experience through integrating service-learning into the teacher education curriculum
- Chap. 5: The community-based instruction program at Hong Kong Baptist University
- Chap. 7: Intercultural service-learning and multicultural symbiosis
- Chap. 10: A cross-cultural service-learning program model: W.T. Chan fellowships program

## Book Chapters

- 92 Chai, W. Y. (2016). **Adapting the western model of liberal arts education in China: The cases of Fudan University and Lingnan University.** In I. Jung, M. Nishimura & T. Sasao (Eds.), *Liberal arts education and colleges in East Asia. Higher education in Asia: Quality, excellence and governance* (pp. 75–86). Springer.

[https://doi.org/10.1007/978-981-10-0513-8\\_7](https://doi.org/10.1007/978-981-10-0513-8_7)

This book chapter reviews the development and milestones of liberal education in Lingnan University (LU) in Hong Kong in the context of the university's Christian background and education philosophy, and explains how service-learning developed in the university. Service-learning is an integral part of experiential learning in LU where it is extensively used. The author highlights service-learning achievements and challenges in LU which is experiencing a tension between western concept of liberal arts education and the local culture and educational context marked by practical and utilitarian values.

**Research Type:** Theoretical

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** N/A

- 93 Chan, C. L. W., & Chau, A. W. L. (2009). **Service learning and civic education.** In S. Chen (Ed.), *Academic administration: A quest for better management and leadership in higher education* (pp. 225–242). Nova Science Publishers.

This book chapter reflects on civic education specifically for the so-called Generation Y, and how service-learning can contribute to cultivating transformational leadership and social responsibility among the young adults of our time. Co-curricular service-learning projects in the University of Hong Kong University are designed to meet the United Nation's millennium development goals set out in 2000. Examples of these projects, the social issues and target groups they address, and their student outcomes are discussed as examples of how service-learning can promote social awareness and responsibility as well as inspire the young with ideals and values.

**Research Type:** Theoretical

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** N/A

- 94 Chan, S. C., Ngai, G., & Shek D. T. L. (2017). **Service-learning as a mandatory credit-bearing subject.** In D. T. L. Shek, L. Yu, & J. Merrick (Eds.), *University students: Promotion of holistic development in Hong Kong* (pp. 23–44). Nova Science Publishers.

Service-learning was institutionalised in The Hong Kong Polytechnic University (PolyU) in 2012. Since then, service-learning courses in PolyU have grown in number and variety and caters to several thousand students each year. This book chapter describes the development and hallmark characteristics of service-learning in PolyU, where it is a mandatory, academic credit-bearing undergraduate requirement. Examples of service-learning subjects from different disciplines are discussed, as well as service-learning's impact, the role of the Office of Service-learning, and strategies for assuring the quality of subjects and staff development. The chapter gives an idea of the steps, prerequisites, and challenges which institutionalizing service-learning in higher education entails.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** Students

- 95 **Lai, K. H., & Xu, H. X. (2012). Learning outcomes of general education courses with a service-learning component: A case for academic and student affairs collaboration in Hong Kong.** In J. Xing, P. S. Ng, & C. Cheng (Eds.), *General education and the development of global citizenship in Hong Kong, Taiwan and Mainland China: Not merely icing on the cake* (pp. 188–217). Routledge.
- This book chapter discusses pilot credit-bearing courses with service-learning components in the Hong Kong Institute of Education (now The Education University of Hong Kong). It investigates student experiences using mixed methods such as documentary analysis, quantitative survey, interviews, and observation. Findings show that learning outcomes from service-learning were generic skills and knowledge integration. Implications for incorporating service-learning in academic courses are discussed.
- Research Type:** Empirical (Mixed Methods)  
**Educational Level:** Post-secondary  
**Service Location:** Local, Non-local  
**Impact on:** Students
- 96 **Law, S. S. M. (2015). Art in service-learning: Connecting art and community.** In O. Delano-Oriaran, M. W. Penick-Parks, & S. Fondrie (Eds.), *The SAGE sourcebook of service-learning and civic engagement* (pp. 257–264). SAGE Publications, Inc..  
<https://doi.org/10.4135/9781483346625.n46>
- This book chapter discusses a Visual Arts course with a service-learning component in Lingnan University. The academic content of the course studies theories about art as non-verbal language which can facilitate communication. The service-learning component of the course engages students in delivering creativity workshops for ethnic minority children, youths with behavioural problems, and adults with cognitive or physical disabilities. The course's service-learning component was optional in 2009 and 2010, and mandatory for the whole class in 2011. Presenting quotes from student artefacts, the author tries to illustrate the enhanced benefits of service-learning. However, there are no direct or concrete comparative data presented about learning outcomes between students who engaged in service-learning and those who did not.
- Research Type:** Others  
**Educational Level:** Post-secondary  
**Service Location:** Local  
**Impact on:** N/A
- 97 **Law, V., & Hui, S. H. Y. (2020). Lifelong education for health providers and community.** In B. Fong, V. Lam, & A. Lee (Eds.), *Primary care revisited: Interdisciplinary perspectives for a new era* (pp. 321–335). Springer.  
[https://doi.org/10.1007/978-981-15-2521-6\\_20](https://doi.org/10.1007/978-981-15-2521-6_20)
- This book chapter introduces the concepts of lifelong learning and of continuous professional development in the context of educating health professionals. Over and above traditional classroom learning, community service and engagement are necessary for health professionals to keep their knowledge and practices updated and able to respond to community needs. A short segment towards the conclusion presents service-learning as a way to link health professionals with the community.
- Research Type:** Theoretical  
**Educational Level:** Post-secondary  
**Service Location:** N/A  
**Impact on:** N/A

- 98 Ma, C. (2018). Service-learning development in higher education in Hong Kong. In T. W. Lim & T. Y. Kong (Eds.), *Studying Hong Kong: 20 years of political, economic and social developments* (pp. 43–61). World Scientific.

[https://doi.org/10.1142/9789813223554\\_0004](https://doi.org/10.1142/9789813223554_0004)

This book chapter chronicles the history of service-learning in Asia. The author begins with a general review, then narrows down the focus to Hong Kong where Lingnan University's (LU) contributions to service-learning are emphasised. The core sections describe the evolution of service-learning in LU and its institutional model for service-learning. From this glance at the past, the author considers challenges for service-learning in Hong Kong as well as possibilities for development. An appendix summarises key moments in service-learning's development in Hong Kong.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** N/A

- 99 Ma, C. (2020). Community services, service-learning and service leadership in Hong Kong. In T. W. Lim & C. Ma (Eds.), *Leadership: Political-economic, regional business and socio-community contexts* (pp. 223-241). World Scientific.

[https://doi.org/10.1142/9789811213236\\_0017](https://doi.org/10.1142/9789811213236_0017)

This book chapter discusses efforts to promote service leadership in Hong Kong universities through service-learning with special focus on Lingnan University (LU). The author situates the theme in the broader context of social services and welfare in Hong Kong as well as educational developments which helped reinforce community service in secondary and tertiary educational institutions. The origin of the Service Leadership Initiatives in eight local universities is explained. A substantial portion of the chapter is a case study of how LU cultivates service leadership attributes through seven credit-bearing courses with service-learning components involving practicum or placements in different NGOs. These placements involve collaborative work between LU's Faculty of Business and Office of Service-Learning. Five examples of such placements along with extracts from student artefacts are presented. The chapter concludes with general guidelines for developing service placements.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** N/A

- 100 Shek, D. T. L. (2017). Leadership qualities as a foundation of service learning. In D. T. L. Shek, L. Yu, & J. Merrick (Eds.), *University students: Promotion of holistic development in Hong Kong* (pp. 9–22). Nova Science Publishers.

This book chapter reports the outcomes and impact of a leadership subject, "Tomorrow's Leaders", a three-credit course first offered in 2012 by The Hong Kong Polytechnic University's Department of Applied Social Sciences. Multiple evaluation methods, measures, and types of data are used to evaluate the course's impact. Findings strongly suggest that the course effectively promoted students' psychosocial competencies and ethical leadership qualities. The author argues that such course which cultivates basic leadership competencies can better prepare students for community service and service-learning projects.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** N/A

**Service Location:** N/A

**Impact on:** Students

- 101 Shek, D.T.L., & Chan, S.C.F. (2014). Service-learning from the eyes of university teachers: A qualitative study based on focus groups. In D. T. L. Shek, T. Y. Lee, & J. Merrick (Eds). *Promotion of holistic development of young people in Hong Kong* (pp. 187–200). Nova.**

This book chapter is a qualitative study of teachers of The Hong Kong Polytechnic University's (PolyU) views about service-learning. The literature review summarises common myths about service-learning, for example, that it is "equivalent to community service", "lacks academic rigour", or is "not appropriate for some disciplines." The study was conducted within two years after service-learning became a mandatory requirement in PolyU's undergraduate curriculum in 2012. Based on focus group interviews with PolyU teachers (n=33), the study reveals that teachers generally held positive views about service-learning and recognised its benefits to students. However, there were also misconceptions about service-learning and reservations about implementing it. The study further reports anticipated problems about teaching service-learning (e.g., heavy workload, not contributing to promotion/tenure), as well as suggestions for recognition and support for service-learning teachers in the institutional level.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** Faculty/Academic institution

- 102 Shek, D. T. L., Yu, L., & Ngai, J. T. K. (2016). Student evaluation of a general education program in Hong Kong. In D. T. L. Shek, A. M. H. Siu, H. Leung, & J. Merrick (Eds.), *Higher education in Hong Kong: Nurturing students to be caring service leaders* (pp. 165–174). Nova Publishers.**

This book chapter reports students' (based on around 24,000 responses) evaluation of the general education programme implemented in The Hong Kong Polytechnic University (PolyU). Following territory-wide education reforms, General University Requirements were revamped in 2012 and involved, among other things, the inclusion of service-learning in PolyU's general education programme. The move aimed to reinforce core graduate attributes by giving students the means to apply their knowledge and skills to meet community needs. Student feedbacks from 2012-2014 showed a decline in satisfaction in service-learning subjects. Tentative explanations are given, such as large class sizes, varying clients and contexts in which students offer direct service, as well as difficulties associated with an increased number of non-local service venues.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local, Non-local

**Impact on:** N/A

## Conference Papers

- 103** Anggono, J., Lim, R., Limbong, F., Palit, H. C., & Wartono, P. S. (2017, May 28–June 2). *Diversity, unity, and global citizenship education: A case study in community outreach program in Indonesia* [Paper presentation]. 6th Asia-Pacific Regional Conference on Service-Learning (APRCSL 2017) - Educating the Heart: Nurturing a Fruitful Life through Service-Learning, Surabaya, Indonesia.

<https://doi.org/10.1051/shsconf/20185901015>

This conference paper is an evaluation a project-based international service-learning launched by Petra Christian University. Referred to as “Community Outreach Program”, it aims to develop global citizenship among students from different Asian regions. The study adopts a qualitative approach analysing reflection books of student participants (n=90) from Indonesia, Hong Kong, Japan and South Korea in 2015. Overall, results indicate that the programme was effective in enhancing students’ acceptance of diversity and sense of civic responsibility. Students manifested cognitive, socio-emotional, and behavioural learning gains. Hong Kong students in particular reported more learning in the socio-emotional and behavioural domains, such as openness to different cultures, communication skills, and care for service-recipients.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 104** Arokiaraj, A. W. R., Schapiro, J., Pachuta, J., Nourbakhsh, I., Hu, T., Wong, K. W. J., & Ko, A. (2019, October 17–20). *Participatory design innovation to solve challenges in rural Uganda: A model for the future* [Poster presentation]. The 2019 IEEE Global Humanitarian Technology Conference, GHTC 2019, Seattle, The United States.

<https://doi.org/10.1109/GHTC46095.2019.9033077>

This conference paper introduces a new approach to academic outreach projects. In place of charitable work model, the authors propose adopting an approach consisting in collaborative fact finding, collaborative problem definition, and co-designing solutions to challenges. Such approach was tested through a project in Uganda organised by Lingnan University’s Office of Service-Learning. The authors report the implementation and results of the fact-finding stage where staff members and fifteen students worked with the local community in a two-week exploration. The first week focused on building rapport with local students while the second week was spent on working with various local community groups to understand their day-to-day challenges. As a result, several local challenges were identified, such as water storage, domestic energy system, waste management, and lack of textbooks. Future plans and actions are considered.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** N/A

- 105** Chan, C. K. Y. (2011, July 4–6). *A case study of community service experiential learning* [Paper presentation]. EDULEARN11: 3rd International Conference on Education and New Learning Technologies, Barcelona, Spain.

This conference paper presents the student learning outcomes of a community service experiential learning project by the University of Hong Kong (HKU). The author first reviews literature about the implementation and benefits of similar foreign programmes such as Purdue University’s Engineering Projects in Community Service (EPICS), University of Western Sydney’s Plan-It Youth Program, and National Taiwan University’s College of Medicine’s

community service programme in response to the 1999 Lu-Ku earthquake. The author then presents a case study of HKU's Sichuan Reconstruction Project. Two focus groups involving ten students and an interview with academic supervisors were conducted to collect feedback. Results indicate that students acquired various soft and practical skills, including problem-solving, communication, interpersonal skills, team work, critical thinking and crisis management. Development in leadership and civic responsibility were also seen.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 106 Chan, C. K. Y. (2011, March 7–9). *Assessing community service type of experiential learning* [Paper presentation]. INTED2011: 5th International Technology, Education and Development Conference, Valencia, Spain.**

This is a brief literature review of assessment methods used in experiential learning. The review is intended as groundwork for a framework to assess engineering and multi-disciplinary community service learning projects. Five assessment methods are discussed, namely, reflective journals, direct observation, presentation, oral assessment, and interview. As a conference paper, the discussion is only exploratory: it is not comprehensive nor provide deep analysis.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** N/A

- 107 Chan, M. Y. L., & Snell, R. S. (2019). *Integrating international exchange students into local service-learning projects in Hong Kong: Key factors for effectiveness. Proceedings of the 3rd International Conference on Service-Learning, 62–67.***

[https://ira.lib.polyu.edu.hk/bitstream/10397/81823/1/ICSL2019\\_Proceedings.pdf#page=62](https://ira.lib.polyu.edu.hk/bitstream/10397/81823/1/ICSL2019_Proceedings.pdf#page=62)

The article discusses student views about the barriers and benefits of collaborating in service-learning projects and is based on findings from focus groups and interviews with local (n=9) and international (n=7) students. According to the findings, language barriers as well as differences in work practice, culture, and service-learning priority were the main obstacles in promoting collaboration. These obstacles sometimes resulted in the psychological or physical withdrawal of international students from service-learning projects. On the other hand, overcoming them led to benefits such as intercultural exchange and enhanced decision making and problem solving skills. The authors recommend several measures to facilitate collaboration, including compromises in work practice, efforts in communication and mutual understanding, provision of language support, and assigning multiple international students to every service-learning team.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 108 Chan, R. Y. Y., Choy, V. Y. H., & Chan, C. K. Y. (2019, October 3–6). *Fostering holistic competencies, global citizenship, and innovation in engineering students through community outreach to disadvantaged user groups* [Paper presentation]. *Frontiers in Education Conference, FIE, San Jose, The United States.*

<https://doi.org/10.1109/FIE.2018.8659332>

This conference paper reports a work-in-progress project of developing holistic competencies, global citizenship, and positive values in engineering students through capstone projects with service-learning elements. Before the start of the capstone project, students attended the so-called “HAVE, U Can Programme.” In this programme, six Hong Kong universities collaborate in a five-day-and-four-night event for undergraduate students which aimed at promoting tertiary students' holistic competencies and positive virtues. After the event, the students reach out to the local community and disadvantaged groups to understand societal needs. Guided by primary project supervisors and co-advisors from community service providers, the students then propose, design, and implement capstone projects which address service-recipients' needs through innovative solutions. The projects in turn enable students to apply their knowledge and skills. According to results, students achieved holistic competencies and global citizenship in the cognitive, socio-emotional and behavioural domains. The programme also contributed to students' respect for diversity and understanding of engineering professionals' responsibilities in society. The authors illustrate the design and learning outcomes they discuss by citing two projects, one involving the development of a context-aware alternative and augmentative communication system for children with intellectual disability, the other involving the use of a cloud communication system for people with complex communication needs.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 109 Jordaan, M., Zhang, H., Liu, L., & Zhou, H. (2019). *Short-term international service-learning: Engineering students' reflections on their learning experiences. Proceedings of the 8th Research in Engineering Education Symposium, REES 2019 - Making Connections, 132–140.*

This conference paper introduces a short international exchange programme named Community-based Project (JCP) by the University of Pretoria of South Africa and reports its evaluation results. In 2018, a Hong Kong student from The Hong Kong Polytechnic University, together with five students from Sichuan University of China joined nineteen local students in South Africa in a service-learning project for the community. Evaluation took the form of a pre- and post-experience survey. Results indicate that Chinese student counterparts joined the programme to make new friendships and for cultural exchange. Language barrier and safety were their major concerns. As a result of the project, many of them reported enhanced English communication skills, but only one reported gain in cultural exchange. Overall, Chinese students were positive about the programme. The authors conclude that short-term, international service-learning programmes could put students in authentic settings to develop essential soft skills and transform civic engagement into civic responsibility.

**Research Type:** Empirical (Qualitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 110 Lam, J. O. W., & Cheng, A. N. F. (2010). Teacher-students interaction from a community service experience. *Proceedings of EDULEARN10 Conference*, 5601–5607.**

This conference paper describes a community service learning project in which university students applied their course and self-learnt knowledge and skills to serve a community in Guangzhou, Huiling, China, by developing a web map of the area and gathering relevant information about the community. The service project was one-week long and took place during summer vacation. Apart from being able to apply knowledge and skills in serving the community, students also benefited from broadening their horizons and better understanding, care, and respect for the community and service-recipients. They also developed problem-solving and communication skills, experienced teamwork, and strengthened their relationship with teachers.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 111 Lam, O. W. (2015). Learning outcome for a service learning project in Indonesia. *Proceedings of EDULEARN15 Conference*, 6958–6965.**

This conference papers describes a joint-university international service-learning programme involving The Hong Kong Polytechnic University, Australian National University, and Duta Wacana Christian University of Indonesia. Evaluation results of the programme in terms of student benefits are reported. The programme has a prototype design approach with homestay arrangement. Apart from contributing to local development by empowering a rural community in Indonesia, it aims to nurture student participants' global citizenship and generic competencies. The evaluation employed pre- and post-test surveys through which feedback from students (pre-test: n=77; post-test: n=21) were collected. Results indicate various student learning outcomes, including enhanced global vision and global citizenship, learning cultural differences and respect for others, improved problem-solving skills, and appreciating local wisdom with new understanding of human relationships. Despite improvement in four generic competencies (interpersonal effectiveness, problem-solving, teamwork, and social responsibility) as a result of service-learning experience, only interpersonal effectiveness was statistically significant.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 112 Lam, O. W., & Leung, W. (2015). From a pilot project to a credit bearing service learning subject in Indonesia. *Proceedings of EDULEARN15 Conference*, 6981–6986.**

This conference paper discusses two major developments in a joint-university international service-learning programme. Universities collaborating in the programme were The Hong Kong Polytechnic University, Australian National University, and Duta Wacana Christian University of Indonesia). The developments in the programme were, (1) the shift from being a pilot community service project to a formal service-learning subject, and, (2) further empowerment of the local community as a consequence of previous service findings and suggestions. Both developments manifest the programme's sustainability. The authors further report student benefits from service-learning experience based on reflective artefacts. These benefits include personal growth, new understanding of the rural community, strengthening global citizenship, and commitment to volunteering in the future.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** N/A

- 113 Lau, K. H., & Snell, R. S. (2020). **Assessing community impact after service-learning: A conceptual framework.** *Proceedings of 6th International Conference on Higher Education Advances (HEAd'20)*, 35–43. <https://doi.org/10.4995/HEAd20.2020.10969>

This paper addresses the gap in research about the community impact of service-learning by presenting a conceptual framework that is useful for measuring such impact. Referring to existing literature, the authors propose a model for assessing community impact based on both the community partner organization's (CPO) and the end-beneficiary's perspectives. Concerning the CPO's perspective, community impact was conceptualised with three components, namely, 1) enhancing CPO's capacity level; 2) achieving CPO's goals and values; and 3) letting CPOs gain knowledge and insights. Concerning the end-beneficiary's perspective, the authors propose a flexible but standardised measurement which utilises the needs fulfilment matrix and the concept of quality of life.

**Research Type:** Theoretical

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** N/A

- 114 Leung, B. Y. P. (2014). **Cross-disciplinary service learning of housing for underprivileged households - The case of Hong Kong.** *Proceedings of EDULEARN14 Conference*, 5985–5994.

This conference paper outlines a new service-learning approach designed by the author particularly for technical faculties to promote student development and fulfil the research ambition of faculty members. Based on Bloom's hierarchical learning taxonomy, critical learning factors, and teaching methods, the author's proposed approach consists in three stages. Stage one is a comprehensive review of the subject area to formulate pedagogical design and research framework. Stage two assigns students to perform service in the community and collect needed data. Stage three evaluates whether the intended learning outcomes and research objectives were achieved. The author applied such approach to a service-learning subject studying the housing issues of an underprivileged community. Evaluation methods took the form of a pre- and post-test survey, analysis of student reflections, and interviews with collaborating partners and instructors. Results shows that students increased in generic skills (teamwork, interpersonal skills, problem solving skills) and civic learning (social and civic responsibilities, empathy) through knowledge application. At the same time, faculty members were able to generate a working paper as research output.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 115 Lo, K. W. K., Chan, S. C. F., & Ngai, G. (2016). **Using a recycled container to setup a community learning centre in rural Cambodia - A case study.** *Proceedings of the GHTC 2016 - IEEE Global Humanitarian Technology Conference: Technology for the Benefit of Humanity*, 286–291. <https://doi.org/10.1109/GHTC.2016.7857294>

This conference paper shares the experience of implementing a sustainable community service project on Information and Communication Technology (ICT) for rural areas in foreign places. Using the example of setting up a community learning centre with a recycled container in Cambodia, the authors point out several lessons learned for success in similar projects, including enabling the local community's ownership of and engagement in the project, establishing a channel for sharing and support between the local community and the university team, availability of equipment and device with proper maintenance scheme, physical appearance of the deliverable (a learning centre in this case), and relating the deliverables to a wide range of

users. The authors also elaborate how the learning centre project was prepared, implemented and planned to be sustained in the future.

**Research Type:** Others

**Educational Level:** N/A

**Service Location:** N/A

**Impact on:** N/A

- 116 Lo, K. W. K., Chan, S. C. F., Ngai, G., Kalenzi, J., Sindyehaba, P., & Habiyaemye, I. (2019). From beneficiary to community leader: Capacity building through a renewable energy project in Rwanda. *Proceedings of IEEE Global Humanitarian Technology Conference*. <https://doi.org/10.1109/GHTC46095.2019.9033011>

The conference paper shares experience from an international service-learning project of electrifying a semi-rural community in Rwanda by The Hong Kong Polytechnic University. It reports the project's impact on the community and articulates a strategy for sustaining the project by community capacity building and empowerment. The multi-year project was built on a tripartite capacity building model composed of a project team, a bridging team, and a community team. The project team consisted in university teachers and students from engineering and non-engineering backgrounds who took part in an international service-learning project in which they provided technical expertise on solar power system installation and system maintenance training to the bridging and community teams. The project successfully wired up and generated electricity to over 300 families in a rural community, thus contributing to its residents' quality of life. Moreover, the local community acquired knowledge and skills to maintain the system giving the project a sustained impact. To conclude, the authors point out success factors such as long-term working relationship with community partners, sufficient training for the local community, and designing projects that leverages on the strengths of community partners.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** N/A

- 117 Lo, K. W. K., Lau, C. K., Chan, S. C. F., & Ngai, G. (2017). When non-engineering students work on an international service-learning engineering project - A case study. *Proceedings of the GHTC 2017 - IEEE Global Humanitarian Technology Conference*. <https://doi.org/10.1109/GHTC.2017.8239292>

The conference paper reports how to integrate engineering and non-engineering students in an international service-learning project in Rwanda and Cambodia. The project is part of a general education subject in The Hong Kong Polytechnic University. The subject uses problem-based learning pedagogy which challenges students to learn by solving a defined problem. A critical success factor of the service-learning project was the intensive training in technical knowledge and hands-on skills which students honed in the preparation phase. The training equipped students to complete the project in foreign sites and to transfer their knowledge and skills to the local community in a way that allowed for sustained impact and long-term maintenance. The service-learning experience was evaluated by conducting pre- and post-test surveys with student participants (n=83). Students' grades and reflections were also analysed. Learning outcomes were seen in the intellectual, social, civic, and personal aspects. Results further indicate that engineering students overall obtained higher grades and gained more benefits in intellectual, social and personal aspects than non-engineering students. The authors mention challenges faced by teachers in similar international service-learning subjects with multidisciplinary approach.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Students

- 118 Ma, C. H. K., & Cheung, F. S. L. (2017, May 28–June 2). *An exploratory study of the impact of the summer English teaching service-learning program in a remote area of Yunnan province, China* [Paper presentation]. 6th Asia-Pacific Regional Conference on Service-Learning (APRCSL 2017) - Educating the Heart: Nurturing a Fruitful Life through Service-Learning, Surabaya, Indonesia.

<https://doi.org/10.1051/shsconf/20185901005>

This conference paper explores the community impact of service-learning programmes through which Hong Kong university students taught English to secondary school students in Yunnan China. The programme, named “The Summer English Teaching Service-Learning Program (SETSLP)”, was launched in Lingnan University with the help of corporate sponsorship. Through SETSLP programmes, approximately 300 senior students in a secondary school in China were taught English in the course of three years. The Communicative Language Teaching (CLT) approach was used in teaching English. Pre- and post-test questionnaires were collected from 181 students in the evaluation exercise. Results show that secondary students (the service-recipients) reported significant enhancement in their English abilities, especially in oral communication, listening, and comprehension. They also became more interested and confident in using English. Success factors identified by the authors were the tutors’ continuous engagement (i.e., the service providers, including Lingnan student and corporate volunteers), as well as the small class ratio between service providers and recipients. The authors also point out the project’s benefits to tutors, such as enhanced skills in communication, social competence, research, organization, and problem solving. English subject related knowledge and civic orientation also increased.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** Community

- 119 Ma, C. H. K., Tse, I. P. H. & Chan, C. K. M. (2017, May 28–June 2). *Service-learning as pedagogy for transformation of students' learning* [Paper presentation]. 6th Asia-Pacific Regional Conference on Service-Learning (APRCSL 2017) - Educating the Heart: Nurturing a Fruitful Life through Service-Learning, Surabaya, Indonesia.

<https://doi.org/10.1051/shsconf/20185901006>

This conference paper describes a service-learning pilot project by Lingnan University and its student learning outcomes. The evaluation triangulates results from quantitative and qualitative methods. The quantitative method compared the grades of service-learning and with that of non-service-learning students, a pre- and post-test survey of learning outcomes reported by service-learning students, and an evaluation of the project by the community partner. The qualitative evaluation was based on focus group interviews with service-learning students. Quantitative results indicate that service-learning students saw improvement in subject-related knowledge, research skills, and cultural competence. Their grades were also slightly better than those of non-service-learning students. Qualitative results reveal enhancement in all learning outcomes for service-learning students. The authors conclude that the service-learning pilot project resulted in self-evaluation and confidence in all generic skills as well as attitude changes. Lastly, the authors list success factors for service-learning, including well-defined programme objectives, structure, role, and responsibilities, strengthening cooperation between students and different parties, stakeholders’ participation, and small group consultations.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 120 McGinley, M. (2017, May 28–June 2). *University students teaching environmental science to primary school students as service-learning: Lessons learned* [Paper presentation]. 6th Asia-Pacific Regional Conference on Service-Learning (APRCSL 2017) - Educating the Heart: Nurturing a Fruitful Life through Service-Learning, Surabaya, Indonesia. <https://doi.org/10.1051/shsconf/20185901019>

This conference paper describes a general education service-learning course offered by the science unit of Lingnan University and the course's integration of direct and indirect services to maximise student benefits. Employing the Feynman Technique, the author assigned service-learning students to carry out direct (teaching science to primary students) and indirect (developing curricular materials to support primary school teachers) service tasks. In the process, students were expected to overcome the challenge of knowledge gap between service-providers (university students) and service-recipients (primary students) that may diminish student learning. The course was evaluated using various methods, including a quantitative pre- and post-test survey, and qualitative approaches using focus groups with students and analysis of students' comments during reflective activities. Results indicate that service-learning increased students' academic learning, enhanced their science interest, and improved generic skills in communication, organization, problem solving, and research. Students suggested several rooms for improvement, including ordering course content in function of the service; more and prior interaction with service-recipients; more guidance on service content; and immediate feedback after service. These suggestions led the author to alter the course outline in the semester that followed.

**Research Type:** Empirical (Mixed Methods)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 121 Ng, P. H. F. (2017). *Introducing the practices for adopting the constructivist teaching in game engineering. Proceedings Of 2017 IEEE Global Engineering Education Conference (EDUCON2017), 1636–1643.* <https://doi.org/10.1109/EDUCON.2017.7943068>

This conference paper describes how a game engineering course adopted constructivist teaching and service-learning to motivate students to learn and achieve the courses' learning outcomes. The author outlines the course and explains key factors such as providing students with an authentic and diverse learning environment by selecting community partners and mixing engineering with non-engineering students. Further, teachers acted as facilitators in these courses to provide technical support and feedback, thus going beyond their instructor role in traditional lecture settings. The course was well received by the stakeholders, as reflected by the results of the student feedback questionnaire and of the evaluation form by the community partners. Moreover, the student products (game applications) created long-term community impact as some of these continued to be used by the community partners in the following year. The author concludes that constructivist teaching can motivate students to learn and can enhance the teaching outcomes of game engineering courses.

**Research Type:** Empirical (Quantitative)

**Educational Level:** Post-secondary

**Service Location:** Local

**Impact on:** Students

- 122 Ngai, G., & Chan, S. C. F. (2015). How much impact can be made in a week? Designing effective international service learning projects for computing. *Proceedings of the 46th ACM Technical Symposium on Computer Science Education*, 645–650.  
<https://doi.org/10.1145/2676723.2677267>

This conference paper investigates computing-related, offshore service-learning projects which introduce information and computing technologies (ICTs) to served communities. Drawing from their experiences in mainland China, Cambodia, and Rwanda, the authors suggest considering four critical questions when designing similar service-learning projects to ensure maximum benefit to target communities while providing opportunities for student learning. The questions are: 1. whether the nature of the project requires an overseas team; 2. whether the service is appropriate and feasible in execution; 3. whether the deliverables can be sustained or maintained; and, lastly, 4. whether the project facilitates student learning outcomes. The authors further discuss ethical issues about introducing ICTs into developing communities where resources for preventing potential harm may not be sufficient. The authors recommend as good practice building ICTs in close partnership with the beneficiary community

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** Non-local

**Impact on:** N/A

- 123 Snell, R. S., & Lau, K. H. (2020). Conceptual framework for assessing process variables salient for service-learning experience. *Proceedings of 6th International Conference on Higher Education Advances (HEAd'20)*, 53–61.  
<https://doi.org/10.4995/HEAd20.2020.10976>

This paper investigates the measurement of process variables which are salient for service-learning experience. Taking note of existing literature, the authors propose six ingredients which constitute the main service-learning process variables. These are: a) meaningful service; b) partner organization representatives (PORs) playing a constructive role; c) effective preparation and support provided to students; d) effective reflection; e) effective course design; and, f) stakeholder synergy. The authors further propose a multi-stakeholder approach to measure each of the six ingredients, the major stakeholders of service-learning being students, community partner organisations, and instructors. Sample survey items for such measurement are provided in the paper.

**Research Type:** Theoretical

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** N/A

- 124 Wong, W. C. A. (2017, May 28 - June 2). *Growing together: Advancing networks for service-learning actors in Asia* [Paper presentation]. 6th Asia-Pacific Regional Conference on Service-Learning (APRCSL 2017) - Educating the Heart: Nurturing a Fruitful Life through Service-Learning, Surabaya, Indonesia.  
<https://doi.org/10.1051/shsconf/20185901030>

This conference paper reviews the work of the United Board for Christian Higher Education in Asia (United Board) for advancing service-learning in Asia. Tracing the history of United Board's engagement with service-learning since the 1970s, the author summarises the strength of service-learning as deepening both cognitive and affective learning and argues that the pedagogy is particularly apt to fulfil objectives of character formation and spiritual nourishment of students of higher education. Besides, it fosters various soft skills such as problem solving, analytical power, creativity, and interpersonal relations. When service-learning involves cross-border experiences, it also enhances respect for diversity. The author expresses the view that

service-learning still remains in the peripheries of the academic world. Its further development requires networking (e.g., through the establishment of the Service-Learning Asia Network, or SLAN) at the institutional, national, and international levels and among all stakeholders, should facilitate information exchange, sharing of interests, and reinforcing the importance of service-learning in order to solicit more administrative support.

**Research Type:** Others

**Educational Level:** Post-secondary

**Service Location:** N/A

**Impact on:** N/A