SLLO ANNUAL REPORT
服務學習年報

2019/20

Content
目錄

(852) 2766 4376

TU428,
The Hong Kong Polytechnic University

sllo.info@polyu.edu.hk

www.polyu.edu.hk/sllo

Establishment of
Service-Learning and Leadership Office
「服務學習及領導才能發展處」的成立

The Service-Learning and Leadership Office (SLLO) was established on 1 September 2019 under the purview of Associate Vice President (Undergraduate Programme). This new office is the result of a merger between the former Office of Service-Learning and the Global Youth Leadership Institute in the Office of Undergraduate Studies. The mandate of the new office is to support the University's endeavours to integrate and synergize Service-Learning (SL) and leadership for creating a sustainable impact on youngsters and society.

On 30 October 2019, we held a celebration to note the establishment of the new office and the achievements in international service-learning and leadership over the last several years. The event was held at the Innovation Think Tank, Jockey Club Innovation Tower and officiated by Ir Professor Ben Young, Vice Present (Student Affairs). We had student sharing, a launching ceremony for SLLO, and exhibitions on many of our service-learning and leadership programmes. Over 80 PolyU faculty members, donors, NGO partners, representatives from other education institutions, alumni and students attended.

「服務學習及領導才能發展處」於2019年9月1日正式成立,由協理副校長(本科生課程)負責管轄。新辦事處是由前身為服務學習事務處及隸屬本科生學務處負責青年領導才能發展的部門合併而成。本處秉承理大精神,致力融合及強化服務學習和領導才能,為年青一代及社會發揮更積極和長遠的影響。

香港理工大學(理大)於2019年10月30日舉辦慶祝活動,一方面慶祝「服務學習及領導才能發展處」的成立,同時亦為服務學習及領導才能項目過去數年在國際上取得的成就歡慶。活動假賽馬會創新樓創新智庫舉行,並獲理大副校長(學生事務)楊立偉教授擔任主禮嘉賓。會上設有同學分享、啟動禮,及不同服務學習及領導才能項目的展覽。超過80名理大學院成員、捐贈者、合作夥伴、各教育團體及院校的代表、校友及學生參與。

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

SLLO
SERVICE-LEARNING
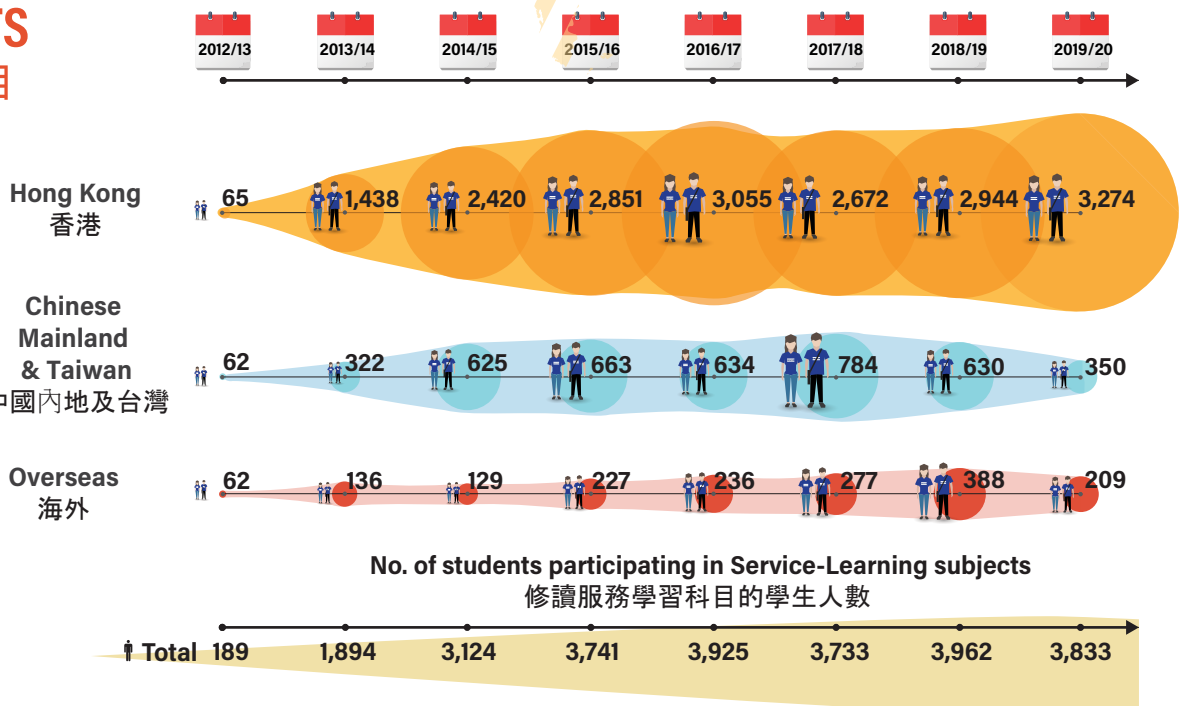AND LEADERSHIP OFFICE
服務學習及領導才能發展處

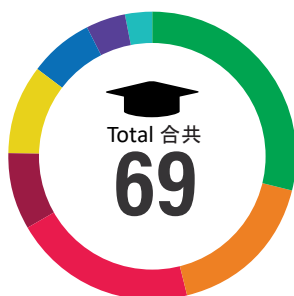# Overview of Service-Learning in PolyU (2019/20)
2019/20年的服務學習

Since the introduction of the mandatory SL requirement in 2012/13, over 24,400 students have served in Hong Kong, the Chinese mainland and overseas for over 976,000 hours. In 2019/20 alone, 63 SL subjects were offered with over 3,800 students enrolled.

服務學習作為必修科目自2012/13學年推行以來，超過24,400名理大學生於香港、中國內地及海外推行服務，服務總時數逾976,000小時。僅在2019/20學年，理大共開辦63個服務學習科目，並獲超過3,800名學生修讀。

SL SUBJECTS
服務學習科目

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Hong Kong 香港	65	1,438	2,420	2,851	3,055	2,672	2,944	3,274
Chinese Mainland & Taiwan 中國內地及台灣	62	322	625	663	634	784	630	350
Overseas 海外	62	136	129	227	236	277	388	209

No. of students participating in Service-Learning subjects
修讀服務學習科目的學生人數

Total	189	1,894	3,124	3,741	3,925	3,733	3,962	3,833

Accumulated 累計
24,401

ACADEMIC DISCIPLINES OF SL SUBJECTS
服務學習科目的分佈

Total 合共 **69**

(AS OF JUNE 2020)
（截至2020年6月）

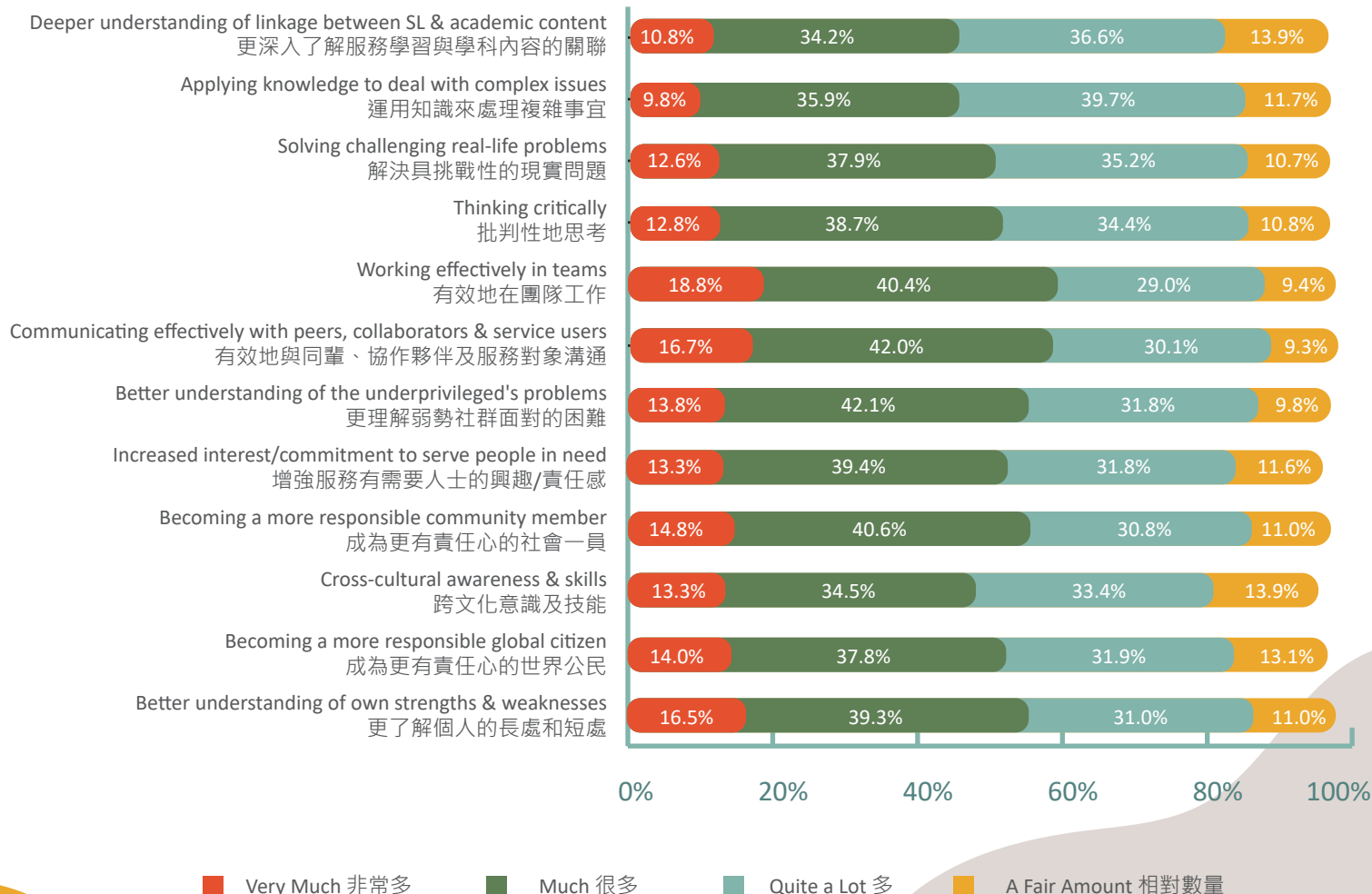|	
Faculty of Health and Social Sciences 醫療及社會科學院	20
Faculty of Engineering 工程學院	14
Faculty of Humanities 人文學院	12
Faculty of Applied Science and Textiles 應用科學及紡織學院	7
Faculty of Construction and Environment 建設及環境學院	6
School of Hotel and Tourism Management 酒店及旅遊業管理學院	5
Faculty of Business 工商管理學院	3
School of Design 設計學院	2

Students' Learning Outcomes
學習成果評估

SLLO is committed to using an evidence-based approach to continuously monitor and evaluate students' learning outcomes from service-learning. In 2018/19, SLLO surveyed over 3,900 students enrolled in the 69 SL subjects offered. The overall response rates of the pre- and post-experience questionnaires were 96% and 75% respectively. Students generally had a very positive view regarding their overall learning gain and the SL experience. Over 97% of the respondents indicated that they had learnt a fair amount or more upon completion of the SL subject. 86.5% of the respondents opined that the overall experience of studying the SL subject was highly useful and rewarding.

服務學習及領導才能發展處運用數據分析，持續監察及評估學生的服務學習成果。本處於2018/19學年對69個服務學習科目共逾3,900名學生進行問卷調查，參與服務前及之後的問卷回收率分別為96%及75%。結果發現，學生對整體學習成果及服務學習體驗的看法非常正面。超過97%的受訪學生表示他們從服務學習科目中獲益良多。86.5%的受訪學生認為修讀服務學習非常有用及獲得寶貴經驗。

Student Ratings on Learning Gain
學生在學習成果方面的自我評估

	Very Much 非常多	Much 很多	Quite a Lot 多	A Fair Amount 相對數量
Deeper understanding of linkage between SL & academic content 更深入了解服務學習與學科內容的關聯	10.8%	34.2%	36.6%	13.9%
Applying knowledge to deal with complex issues 運用知識來處理複雜事宜	9.8%	35.9%	39.7%	11.7%
Solving challenging real-life problems 解決具挑戰性的現實問題	12.6%	37.9%	35.2%	10.7%
Thinking critically 批判性地思考	12.8%	38.7%	34.4%	10.8%
Working effectively in teams 有效地在團隊工作	18.8%	40.4%	29.0%	9.4%
Communicating effectively with peers, collaborators & service users 有效地與同輩、協作夥伴及服務對象溝通	16.7%	42.0%	30.1%	9.3%
Better understanding of the underprivileged's problems 更理解弱勢社群面對的困難	13.8%	42.1%	31.8%	9.8%
Increased interest/commitment to serve people in need 增強服務有需要人士的興趣/責任感	13.3%	39.4%	31.8%	11.6%
Becoming a more responsible community member 成為更有責任心的社會一員	14.8%	40.6%	30.8%	11.0%
Cross-cultural awareness & skills 跨文化意識及技能	13.3%	34.5%	33.4%	13.9%
Becoming a more responsible global citizen 成為更有責任心的世界公民	14.0%	37.8%	31.9%	13.1%
Better understanding of own strengths & weaknesses 更了解個人的長處和短處	16.5%	39.3%	31.0%	11.0%

0%   20%   40%   60%   80%   100%

Faculty 學院	Subject Offering Department 開辦科目學系	Subject Title 科目名稱	Subject Code 科目編號
Faculty of Applied Science and Textiles 應用科學及紡織學院	Department of Applied Biology and Chemical Technology 應用生物及化學科技學系	Educating Rural Farmers on Healthier Food Production	ABCT2S01
		Service-Learning in Nutrition and Healthy Diet	ABCT2S02
	Department of Applied Mathematics 應用數學系	Quantitative Methods for Community Service	AMA3S01
	Department of Applied Physics 應用物理學系	Enhancing Scientific Literacy through Daily Physics	AP2S01
	Institute of Textiles and Clothing 紡織及服裝學系	Fashion & Community: Service Learning for Engaging Fashion as Rehabilitation Therapy (Sunset)	ITC2000G
		Engaging Fashion as a Communication Media for the Needy	ITC2S01
		Community Engagement through Expressive Textile Arts and Fashion	ITC2S02
Faculty of Business 工商管理學院	Department of Management and Marketing 管理及市場學系	Service Learning: Building Green Communities with Environmental NGOs	MM3S01
		Business Project Development and Implementation for Underprivileged Communities	MM3S02
	School of Accounting and Finance 會計及金融學院	Service-Learning: Financial Literacy for Low-income Youth in Hong Kong	AF3S01
		Accounting and Internal Control in the Elderly Centre through Service Learning	AF (TBC)
Faculty of Construction and Environment 建設及環境學院	Department of Building and Real Estate 建築及房地產學系	Housing for the Community	BRE2S01
		Social Justice in Private Housing Redevelopment	BRE2S02
	Department of Building Services Engineering 屋宇設備工程學系	Science for Healthy and Sustainable Living Environments	BSE2S01/ BSE2S01S
		Living Environment for Low-income Communities in Developing Regions	BSE3S02
	Department of Civil and Environmental Engineering 土木及環境工程學系	Serving Disadvantaged Communities Suffering from Urban Decay	CSE2S02
		Built Environment Enhancement for Underprivileged Communities	CSE3S01
	Department of Land Surveying and Geo-Informatics 土地測量及地理資訊學系	Navigating Ethnic Minorities	LSGI2S02
		Land and Resource Management for Sustainable Development in Rural Area	LSGI2S03
Faculty of Engineering 工程學院	Department of Biomedical Engineering 生物醫學工程學系	Reducing the Scientific Divide in Secondary Students through STEM (Science, Technology, Engineering and Mathematics) Projects	BME2S03/ BME2S03S
		Assistive Technologies: Service Learning towards the Elderly and Disabled	BME3S02
		Biomedical Engineering Services to Under-privileged People with Physical Disabilities (Sunset)	BME4S01
	Department of Computing 電子計算學系	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines	COMP2S01/ COMP2S01S
		Service Learning and Civic Engagement in the Information Age	COMP3911
		Socially Responsible Global Leadership in a Digital World	COMP3S02
	Department of Electrical Engineering 電機工程學系	Low-cost Energy Infrastructures for Developing Regions	EE2S01
	Department of Electronic and Information Engineering 電子及資訊工程學系	Promoting Digital Literacy in Developing Societies	EIE2S02
		Serving People with Special Needs through Assistive Technologies	EIE3S01
	Department of Industrial and Systems Engineering 工業及系統工程學系	Comprehending and Overcoming Learning Hurdles in Science, Technology, Engineering, and Mathematics (STEM) for Local Schools	ISE2S02 ISE2S02S
		Engineering for the Needy	ISE3S01
	Department of Mechanical Engineering 機械工程學系	Engineering Design for the Community	ME3S01/ ME3S01S

Faculty 學院	Subject Offering Department 開辦科目學系	Subject Title 科目名稱	Subject Code 科目編號
Faculty of Health and Social Sciences 醫療及社會科學院	Department of Applied Social Sciences 應用社會科學系	Understanding Learning Difficulties	APSS2S03
		Understanding Children in Poverty in Hong Kong	APSS2S04
		Promotion of Children and Adolescent Development	APSS2S05
		You can Make a Difference to our Planet	APSS2S07
		Servicing School Dropouts (Sunset)	APSS2S08
		Service Leadership through Serving Children and Families with Special Needs	APSS2S09/ APSS2S09S
		Social Poverty in Developing Countries	APSS2S11
		Striving for a Sustainable Livelihood in Greater China	APSS2S12
		Community Psychology	APSS3S01
		Engaging with Diversity	APSS3S02
		Growing Resilience of Children in Post-Disaster Contexts	APSS3S10
	Department of Rehabilitation Sciences 康復治療科學系	Inter-professional Health Promotion & Rehabilitation Services in Hong Kong	RS2S02
		Serving People with Special Healthcare Needs in the Chinese Mainland	RS3S01
		Enabling Occupation in Home and Community Practice	RS4280
	School of Nursing 護理學院	Collaborative Care in School Health and Safety	SN2S01
		Healthy Lifestyle Challenges for Developing Communities	SN2S03/ SN2S03S
		Mentoring Health Ambassadors for School Communities	SN2S04
		Engaging in Workforce Health for Health Care Workers at Nursing Homes	SN2S05
		Promotion of Healthy Ageing in the Community (Sunset)	SN3S02
	School of Optometry 眼科視光學院	Learning through Providing Eye Care and Vision Health to the Community	SO2S01
		Public Health Optometry	SO4037
Faculty of Humanities 人文學院	Chinese Language Centre 中國語文教學中心	Language Arts for Community Projects: Teaching Chinese as a service learning experience	CLC2S03
		Teaching Chinese as a Second Language in Local Schools	CLC2S05
	Department of Chinese and Bilingual Studies 中文及雙語學系	Service-Learning – Preserving Cultural Heritage for Ethnic Minorities in Contemporary Asia	CBS2S06
		From Visuality to Vocality: Audio Description in Practice	CBS2S07
		Service Learning through Helping Primary Students with Specific Reading Difficulties	CBS3S01
		Enhancing Biliteracy & Trilingualism through Language Service	CBS3S04
	Department of Chinese Culture 中國文化學系	Appreciating and Applying Chinese Literary Masterpieces in Modern Daily Life	CC2S01P
	Department of English 英文系	Language Arts for Creative Community Projects	ENGL2S01
		Teaching English as a Service Learning Experience	ENGL3018
		Empowering Teenagers through Teaching Workplace English (Sunset)	ENGL3026
	English Language Centre 英語教學中心	Serving the Community through Teaching English	ELC2S02
		Persuasive Digital Storytelling: Small Charities Big Impacts	ELC2S03
School of Design 設計學院		Service-Learning through Design and Building for Remote Communities	SD2S01
		Communication Design for Sharing and Inheritance - 'The Book of Life'	SD2S02
School of Hotel and Tourism Management 酒店及旅遊業管理學院		Ecotourism in Rural and Developing Regions	HTM2S01
		Hospitality Management and Operations in Developing Regions	HTM3S02/ HTM3S02S
		Accessible Tourism: Concepts, Challenges, and Practices	HTM3S03
		Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801

Development of International Service-Learning and Collaboration with Overseas Universities
海外服務學習及與海外大學協作

SLLO is dedicated to creating diverse inbound and outbound SL opportunities for students to foster their global citizenship. Students have served and learned in Cambodia, Indonesia, Japan, Kazakhstan, Kyrgyzstan, Myanmar, Rwanda, Vietnam, Chinese mainland and Taiwan. In 2019/20, we were originally going to expand SL to Laos, Tanzania and the Philippines, and expand our collaboration with renowned overseas universities in co-organising impactful programmes for our students and teachers. Pre-trips to Laos, Tanzania and the Philippines were organized in September, November and December 2019 respectively to explore the potential project sites and liaise with potential collaborating universities and NGO partners. We also visited the University of California, Berkeley in late October 2019 to explore possible collaboration on SL projects and internship.

Unfortunately, COVID-19 forced us to suspend our plans for 2020. We continue with our conversation with potential partners, however, and we look forward to resumption of these efforts when the pandemic abates.

服務學習及領導才能發展處致力為學生提供多元化的海內外服務學習機會，培養他們的世界公民意識。至今理大學生的足跡已遍及柬埔寨、印尼、日本、哈薩克斯坦、吉爾吉斯坦、緬甸、盧旺達、越南、中國內地及台灣。在2019/20學年，本處原定將服務學習擴展至老撾、坦桑尼亞及菲律賓，並計劃與海外著名大學攜手合作協辦項目，發揮更大的影響力。又分別於2019年的9月、11月及12月，遠赴老撾、坦桑尼亞及菲律賓作實地考察，及與當地的大學及非政府機構夥伴商討合作事宜。本處亦於2019年10月下旬到訪加利福尼亞大學伯克萊分校，探討服務學習項目及實習計劃合作的可行性。

由於新冠肺炎疫情關係，本處原定於2020年暑假的海外服務計劃被迫延期推行。與此同時，我們將繼續與潛在的合作夥伴保持聯繫，並期待於疫情緩和時可以恢復計劃。

Service-Learning amid COVID-19 Pandemic
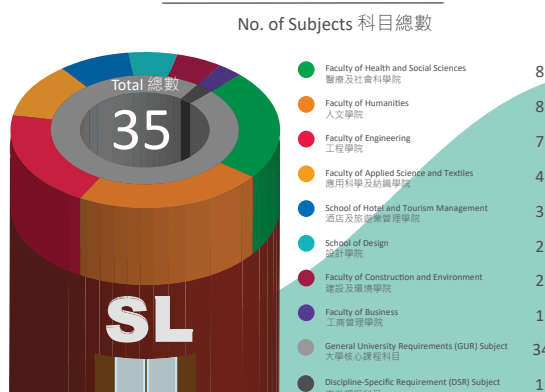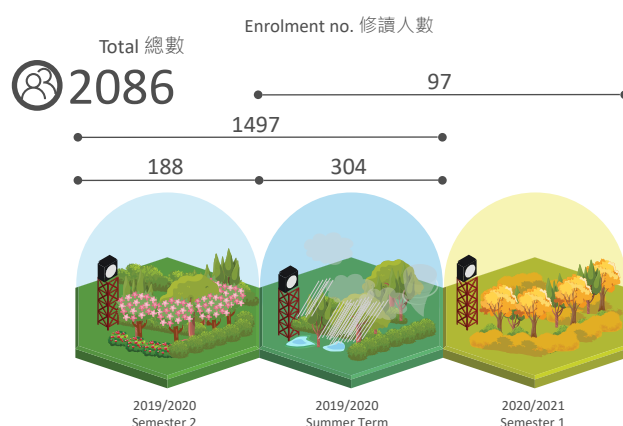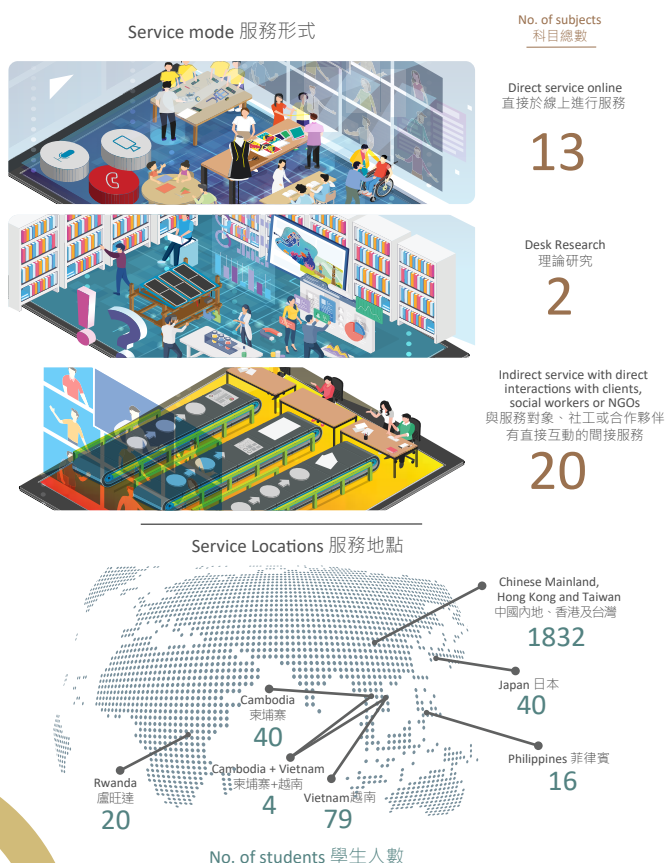# 疫情下的服務學習

Amid the COVID-19 outbreak, it was a challenge to keep up the quality of teaching and learning and, at the same time, keep our students and staff safe and well. SL was harder hit than the normal academic subjects because students needed to go into the community to serve. SLLO worked with SL teachers to overcome the challenges and make the best out of the situation, both for our students as well as the community, while ensuring that all learning outcomes were achieved. Five online sharing sessions for SL teachers were organized to allow teachers to brainstorm on alternative plans for service, and share ideas and good practices. Many SL subjects offered in Semester 2 and Summer Term of 2019/20 adjusted their service schedules, service sites and even the projects themselves. Some face-to-face teaching activities and direct services were switched to online. The offshore projects were switched to online or local services.

Two student-initiated teams showed their care to the community amid the COVID-19 outbreak. In March 2020, a group of student participants of the Global Leadership and Civic Engagement Programme sourced masks from France and Indonesia through their own networks and prepared 150 anti-virus packs for the service users of the Christian Concern For The Homeless Association. They also made two videos demonstrating how to make DIY hand sanitizers and the tips on maintaining good hygiene in crowded places. Another student team named Tech4D, an engineering-based project team, tailor-made 150 mask holders recycled from old plastic folders, and produced 150 sets of virus-prevention supplies kits for the non-local students stuck in the students' hostels.

在新冠肺炎疫情爆發期間，要維持教與學質素，同時確保學生及教職員的安全和健康是一大挑戰。服務學習也不例外，更由於學生需要走進社區服務，面對的挑戰比其他學科更大。本處與服務學習的老師們齊心協力，設法為學生及社區作最佳的安排，同時確保學習達致預期成效。本處先後舉辦五次線上會議，為老師們提供平台，交流有效的後備方案、服務意念及實踐經驗。受疫情影響，許多於2019/20學年的第二學期及暑期開辦的服務學習科目，均調整了服務時間表和地點，甚至項目內容。部份面授的教學及服務活動改為網上進行，而海外項目亦改為線上或在本地進行。

在疫情肆虐下，兩個學生自發團隊仍然繼續關愛社區。2020年3月，「環球領袖及公民參與交流計劃」的學生團隊透過個人網絡，於法國及印尼搜羅口罩，並向基督教關懷無家者協會的服務對象派發了150個抗疫包。他們同時製作兩條短片，示範自行製作酒精搓手液的方法，與及於人口密集的環境下保持良好衛生的方法。另一名為Tech4D的學生團隊，他們主要負責與工程相關的服務項目，利用舊的塑膠文件夾，循環再造製作了150個口罩保護套及150套抗疫包，派發給疫情期間被逼滯留理大宿舍的非本地學生。

Online Service-Learning 線上服務學習

Service mode 服務形式

No. of subjects 科目總數

Direct service online
直接於線上進行服務
13

Desk Research
理論研究
2

Indirect service with direct interactions with clients, social workers or NGOs
與服務對象、社工或合作夥伴有直接互動的間接服務
20

Enrolment no. 修讀人數

Total 總數
2086

97
1497
188   304

2019/2020 Semester 2
2019/2020 Summer Term
2020/2021 Semester 1

No. of Subjects 科目總數

Total 總數 **35**
SL

Faculty of Health and Social Sciences 醫療及社會科學院	8
Faculty of Humanities 人文學院	8
Faculty of Engineering 工程學院	7
Faculty of Applied Science and Textiles 應用科學及紡織學院	4
School of Hotel and Tourism Management 酒店及旅遊業管理學院	3
School of Design 設計學院	2
Faculty of Construction and Environment 建設及環境學院	2
Faculty of Business 工商管理學院	1
General University Requirements (GUR) Subject 大學核心課程科目	34
Discipline-Specific Requirement (DSR) Subject 專業課程科目	1

Service Locations 服務地點

Chinese Mainland, Hong Kong and Taiwan
中國內地、香港及台灣
1832

Japan 日本
40

Philippines 菲律賓
16

Cambodia
柬埔寨
40

Rwanda
盧旺達
20

Cambodia + Vietnam
柬埔寨+越南
4

Vietnam 越南
79

No. of students 學生人數

Advancing Scholarship on Service-Learning
促進服務學習的學術研究

At SLLO, we believe in continuous evidence-based monitoring and evaluation of our service-learning and leadership programmes. Hence, we conduct scholarly activities that evaluate the impact and disseminate results and good practices with the wider SL community.

In the academic year 2019/20, our colleagues published two journal papers, five conference publications and one manuscript. We also initiated new research projects to study longitudinal outcomes of SL, challenges in assessment, and the use of novel computational and data-driven approaches to study student learning outcomes in service-learning.

服務學習及領導才能發展處深信運用科學的數據分析，有助評估及持續監察服務學習及領袖訓練項目。因此，我們開展不同的學術研究，評估學習成效，並向服務學習界其他同業分享結果及優秀的實踐例子。

在2019/20學年，本處出版了兩份期刊論文、五份會議文章及一份手稿。與此同時，亦開展嶄新的研究項目，研究服務學習的縱向成果、評分的挑戰，與及使用新穎的計算和數據方法來研究服務學習的成效。

Even students with negative initial views about SL can have a positive shift
對服務學習持否定態度的學生也能有正向的轉變

A retrospective qualitative study conducted by the SLLO has showed a very positive shift in students' perspectives toward SL after the SL experience, particularly among those who were initially disinterested or negative. Participants were 49 students who completed a SL course in the 2013/14 academic year. They were selected according to the nature of and their performance in their completed course.

本處進行一項回顧性的數據研究，該研究顯示學生進行服務學習後擁有非常正向的轉變，尤其是那些本來對服務不感興趣或有負面感覺的學生。被研究對象為49位於2013/14學年修讀服務學習的學生。我們按照學科的性質和學生在學科中的表現來選擇研究對象。

Based on the individual interviews with the research participants, the study found that:
根據受訪者的個人訪談內容，研究發現：

1. Students' perspectives toward SL are not static but rather, can and do change drastically as a result of their experiences.
   學生對服務學習的看法並非一成不變，而是可或會按照他們的個人經驗產生巨大變化。

The results (see Figure 1) clearly indicate a very positive shift in students' views about SL as a result of their SL experience, particularly among those who recalled having a passive-acceptance or negative stance initially.
(見圖1) 結果清晰展示學生於服務學習經驗後有非常正面的轉變，尤其是那些最初抱有被動或消極看法的學生。

The following quote from a student who had an initial passive-acceptance view illustrates the change:
以下是一位有極大轉變的受訪者訪問內容：

This service turned out to be a pleasant surprise for me: from no expectations to great gains; the whole experience is very positive. The result is good, and I don't mind doing it again. At the beginning, I thought that it was just a trick played on students; but later, I realised that it had provided students with an opportunity to learn. All the good things and shortcomings I have mentioned about the experience are unforgettable memories in my university life.

服務學習對我來說是一個驚喜：由沒有期望到豐富收穫；整個經驗也十分正面。我認為結果很理想，也不介意再來一次。初期，我以為這只是一種把戲，但後期發現那是一個給學生很珍貴的學習機會。當中所有美好及不足的經驗，均成為我大學生涯中非常難忘的回憶。
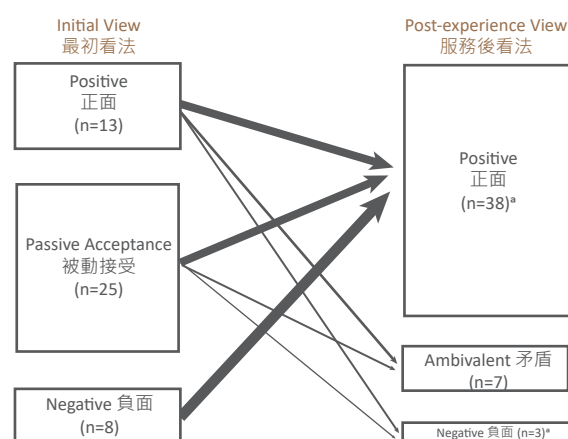

Figure 1. Cross-tabulation of students' post-experience views about service-learning by their initial views.
圖1. 學生在服務學習前後的看法

[a]Includes one student whose initial view was classified as "Others".
包括一名學生在最初看法時被列為「其他」。

2. This result offers tentative support for the argument that students' initial resistance alone is not a reason for making SL optional. Making it compulsory gives these students an opportunity to decide for themselves based on true experience, which, if implemented effectively, has the potential of nurturing initially hostile or inert students into more civic-minded citizens.
   結果初步展示，學生於初期產生的抗拒，並不足以構成服務學習轉為可選科的理據。反之，因為服務學習是必修科，便為學生提供機會，讓他們可以按真實體驗來衡量。若學科推行理想，更可以將原來負面或欠動力的學生，培養成更具創見的公民。

Reference of the paper 參考文獻：
Chan, S. C. F., Ngai, G., & Lam, H. Y. (2020). How Participation Affects University Students' Perspectives Toward Mandatory Service-Learning. Journal of Experiential Education. August 2020. doi:10.1177/1053825920948889

Silk Road SOAR Youth Leadership Programme
絲綢之路翱翔青年領袖計劃

The Silk Road SOAR Youth Leadership Programme is a 1-year credit-bearing programme jointly organised by PolyU, Peking University and Xi'an Jiaotong University, and sponsored by Tin Ka Ping Foundation. Standing for Serving Heart, Open-mindedness, Aspiration, Responsibility, the programme offers young leaders academic and cross-cultural training in service leadership, nurturing their social responsibility, and global outlook and awareness.

The 6th cohort of the Programme kicked off in Beijing and Hong Kong in July 2019. Forty-one students from the three universities participated and completed the first stage of the Programme, focusing on "Understanding self" through studying "Urban Poverty". Students came from diverse background, including students from Morocco, Malaysia, Rwanda, Pakistan, Tajikistan, Taiwan, Hong Kong and Mainland China. They attended lectures delivered by Peking University, and visited various government departments and community organisations working on poverty issues. While they were in Hong Kong, the participants spent one night with the homeless people to understand their life. At the second stage of the Programme, students researched on "Gentrification" in the communities of Hong Kong, Xi'an and Beijing respectively.

The participants would have gone to Cambodia in January 2020 and then Tanzania in July 2020 to learn and to serve, if not for the COVID-19 pandemic. Since travel was not possible, the latter part of the programme pivoted to serving primary school children in Hong Kong and Cambodia in August and October 2020 through online STEM workshops. Our students made use of accessible yet exciting technologies such as the Google Cardboard Virtual Reality headset, 360 videos and USB microscopes to teach a series of concepts such as marine conservation, hygiene awareness, and basic physics.

由香港理工大學、北京大學及西安交通大學合辦的「絲綢之路翱翔青年領袖計劃」是一為期一年的領袖培訓計劃，並獲得田家炳基金會的贊助。計劃本著「用心」、「開放」、「抱負」、和「責任」的多元理念，旨在為青年領袖提供學術及跨文化的領導才能培訓，培育他們的社會責任感、環球視野及對世界發展的關注。

第六期計劃以「城市貧窮」及「認識自我」為題，已於2019年7月在北京及香港順利展開，共有41位來自以上三所大學、背景不同的學生參加並完成第一階段。學生分別來自摩洛哥、馬來西亞、盧旺達、巴基斯坦、塔吉克斯坦、台灣，香港及中國內地。除出席北京大學舉辦的講座外，他們亦探訪了專職處理貧窮議題的政府部門及非政府機構。在香港期間，又和露宿者在街頭共渡一夜，切身了解他們的生活實況。在第二階段，三所大學的學生分別在香港、北京及西安各自的社區內研究紳士化現象。

參加者原定在2020年1月及7月前往柬埔寨及坦桑尼亞進行服務學習，可惜受新冠肺炎疫情影響，行程被迫取消，改為於同年8月及10月為本地及柬埔寨的小學生設計及舉辦線上STEM工作坊。此外，理大學生亦運用各種方便使用而又新穎有趣的科技，例如虛擬實境(VR) 技術、360度影片及顯微鏡，教授海洋保育、衛生意識及基礎物理知識。

Community of Practice in Service-Learning (CoP-SL)
服務學習實踐社群

The Community of Practice in Service-Learning (CoP-SL) was established in June 2013 with the objective of continuously improving and upgrading our teachers in Service-Learning (SL) pedagogy and practice. CoP-SL regularly organises workshops, seminars, and sharing sessions by community partners, external speakers, and PolyU colleagues.

服務學習實踐社群於2013年6月正式成立，旨在持續改善及提升理大教師的服務學習教學和實踐。社群定期邀請社區合作夥伴、校外講者及理大同事舉辦工作坊、講座及分享會。

Workshops and Sharing Sessions
工作坊及分享會

On 2 October 2019, the CoP-SL held a workshop on "Developing Proposals for Service-Learning Subjects". Dr. Grace Ngai, Head of Service-Learning and Leadership Office, explained the key considerations in developing a good SL subject that benefited the students as well as the community and the support available from SLLO in developing SL.

In response to COVID-19 outbreak, SLLO worked with the CoP-SL to organise four online sharing sessions for our teachers in February and March 2020. The sharing sessions helped to create a supportive network so that colleagues could share their worries and new service ideas to join hands amid virus outbreak.

To further share concrete examples and good practices, an online workshop on "Service-Learning Goes Online: Experience Sharing with Teachers and Community Partners" was held on 3 August 2020. Dr. Hin Chung Lau and Dr. James Cheung, from the Department of Biomedical Engineering, shared how they brought their service projects online to cope with the COVID-19 restrictions. Ms. Felix Tsang, a teacher from C.C.C. Heep Woh Primary School, also shared her experience collaborating with PolyU and gave some useful tips for our colleagues to take into consideration when planning online teaching services.
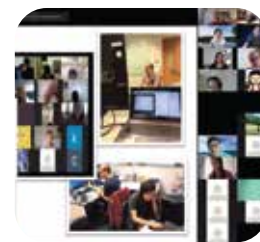
社群於2019年10月2日舉辦一個題為「擬定服務學習科目計劃書」的工作坊，並由本處處長倪恩恩博士主講，內容包括策劃優秀服務學習科目的要素，如何讓學生及社區從中受益，以及介紹本處可為服務學習提供的支援。

為應對新冠肺炎疫情爆發，社群於2020年2月及3月與本處合辦四場線上分享會。分享會為教職員提供一個互助網絡，讓同事分享對疫情的憂慮及交流創新的服務意念，攜手合作，共渡時艱。

2020年8月3日社群又舉辦線上工作坊，邀請教職員和合作夥伴分享線上服務學習的寶貴經驗。來自生物醫學工程學系的劉衍中博士及張忠偉博士於工作坊上，分享他們如何克服防疫的限制，將服務項目改為線上推行的心得。此外，社群亦邀請中華基督教會協和小學的曾老師分享與理大合作的經驗及提供策劃線上教學的建議。

Service-Learning in Higher Education: Teacher Development Course
高等教育服務學習—教師培訓課程

CoP-SL organises teacher development courses regularly to provide training to colleagues who are interested in developing and teaching SL courses at higher education institutions. In 2020, the course was conducted online due to the coronavirus pandemic. Twenty-two participants from different higher education institutions and schools joined the two-day course on 10 and 11 August 2020. The course consisted of both e-learning and synchronous sessions, blending conceptual learning with group discussions and sharing from teachers, community partners and students.

服務學習社群亦定期舉辦教師培訓課程，為有志於高等教育院校發展及教授服務學習科目的老師提供培訓。在疫情影響下，2020年度的課程改以線上形式上課，為期兩天並於8月10日至11日順利舉行，吸引22位來自不同高等教育院校人士參加。該課程包括電子學習及同步視訊課堂，讓學員可以透過小組討論及與師生及社區合作夥伴之間的分享，把所學的概念進一步融會貫通。
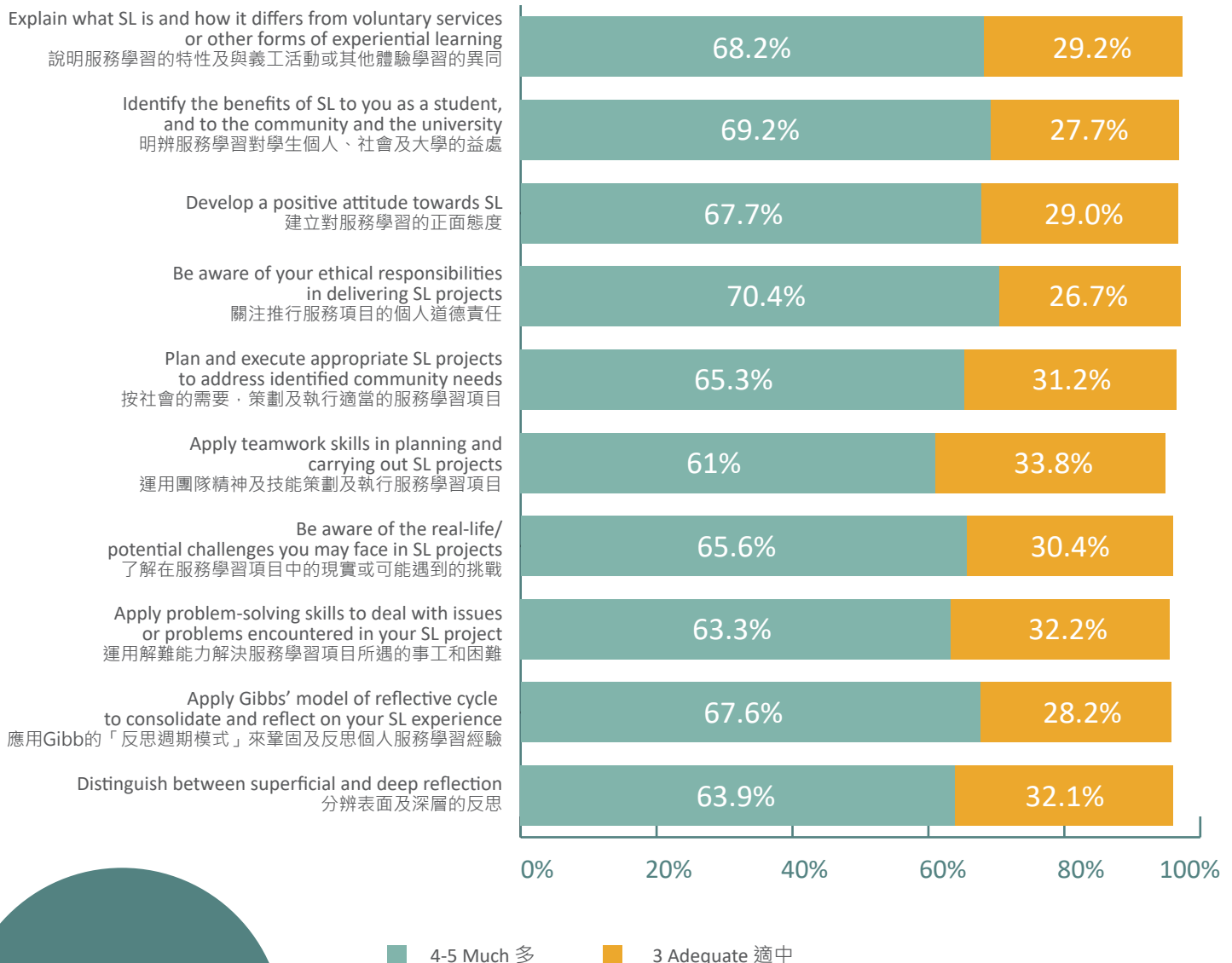
MOOCs on Service-Learning
服務學習電子課程

SLLO also supports SL through the development of resources that can be integrated into academic SL subjects and projects. This academic year, the existing eLearning module on Blackboard was replaced with a 10-hour SL MOOC on KEEP, a local port of the popular EdX platform. The MOOC delivers generic knowledge and skills to the students, thus freeing up classroom time for teachers to focus on discipline-specific teaching. In 2019/20, more than 3,000 PolyU students from 41 SL subjects used this MOOC. The following figures present the survey results from students on the effectiveness of the module.

本處致力發展及製作不同的教學資源及材料，配合服務學習科目及項目推行。其中於KEEP網絡平台創立的10小時全新服務學習電子課程，在本學年的第二學期全面啟用，並取代原有於Blackboard網絡平台的課程。該電子課程主要向學生傳授服務學習的通用知識和技能，讓老師可專注教授與專業相關的內容。於2019/20學年，共有超過來自41個服務學習科目的3,000名理大學生使用。以下圖表顯示學生對電子課程成效的評估結果。

Student ratings on effectiveness of the module on achievement of intended learning outcomes
學生對電子課程能否達致預期學習成效的評估

Learning outcome	4-5 Much 多	3 Adequate 適中
Explain what SL is and how it differs from voluntary services or other forms of experiential learning 說明服務學習的特性及與義工活動或其他體驗學習的異同	68.2%	29.2%
Identify the benefits of SL to you as a student, and to the community and the university 明辨服務學習對學生個人、社會及大學的益處	69.2%	27.7%
Develop a positive attitude towards SL 建立對服務學習的正面態度	67.7%	29.0%
Be aware of your ethical responsibilities in delivering SL projects 關注推行服務項目的個人道德責任	70.4%	26.7%
Plan and execute appropriate SL projects to address identified community needs 按社會的需要，策劃及執行適當的服務學習項目	65.3%	31.2%
Apply teamwork skills in planning and carrying out SL projects 運用團隊精神及技能策劃及執行服務學習項目	61%	33.8%
Be aware of the real-life/ potential challenges you may face in SL projects 了解在服務學習項目中的現實或可能遇到的挑戰	65.6%	30.4%
Apply problem-solving skills to deal with issues or problems encountered in your SL project 運用解難能力解決服務學習項目所遇的事工和困難	63.3%	32.2%
Apply Gibbs' model of reflective cycle to consolidate and reflect on your SL experience 應用Gibb的「反思週期模式」來鞏固及反思個人服務學習經驗	67.6%	28.2%
Distinguish between superficial and deep reflection 分辨表面及深層的反思	63.9%	32.1%

■ 4-5 Much 多   ■ 3 Adequate 適中

Plans for 2020/21
2020/21年的展望

We hope that COVID-19 will soon be brought under control with the help of vaccines and effective treatments. If the situation improves and makes travel safe, we hope to resume international SL projects in 2020/21. We hope to be able to expand to some new service sites with around 350 students from 12 SL subjects to serve in 8 countries.

A new programme, the "Leadership Academy for Responsible Global Citizenship" (LARGC), will be implemented in 2020/21. It aspires to be a pioneering platform supporting international education, research and exchange for global citizenship and leadership development. This platform augments PolyU's well-structured SL and leadership programmes with cross-cultural and boundary-crossing components. At the time of writing, LARGC plans to launch three local and international student programmes in Hong Kong, Thailand, and East Africa. These programmes will connect several of our credit-bearing academic SL subjects with students from universities around the world.

To provide professional knowledge and skills transfer to new teachers, a new professional development program will be developed to offer teacher training to colleagues in Chinese Mainland who are interested in developing and teaching SL courses. A bilingual MOOC on SL pedagogy and practice will also be implemented in the 2020/21 academic year. This MOOC covers a range of different aspects of SL course development, management and evaluation, which helps new teachers to develop their own SL courses and projects.

我們期望疫苗的出現及有效的治療方法可讓疫情受控。若社會情況改善及安全出行獲得保障，理大便會於2020/21學年重啟海外服務學習項目。屆時我們將擴大服務區域，讓約350名來自12個服務學習科目的學生遠赴8個國家推行服務學習項目。

我們一項重點項目，名為「環球公民領袖學院」，將於2020/21進行。該項目將寄望成為一個開拓性的平台，支援國際教育，與及有關環球公民及領導才能培訓的研究和交流。此平台為理大原來的服務學習及領導才能項目注入跨文化及國界的元素。學院將推行三個本地及海外大型項目，並於香港、泰國及東非進行，讓本校學分制服務學習課程的學生與世界各地的大專院校學生連繫起來。

此外，我們將開設嶄新的專業培訓項目，為中國內地有志發展及教授服務學習科目的新進老師提供培訓，灌輸專業知識及技能。此外，雙語設計的服務學習教學和實踐電子課程亦於2020/21學年推行。此課程涵蓋服務學習科目的策劃、管理及評估多方面的培訓，協助新入職的教師發展自己的科目及在服務項目中指導學生。