

2020/21

## SLLO ANNUAL REPORT

## 服務學習年報

01

## 2020 IARSLCE International Research Award IARSLCE

## 國際研究獎



We are proud to report that SLLO has been recognised for our achievements and efforts in service-learning through the 2020 International Research Award of the International Association for Research on Service-Learning and Community Engagement (IARSLCE). IARSLCE is the flagship academic organisation that focuses on research in service-learning and civic engagement. Their primary objective is to cultivate, encourage and present research about service-learning and community engagement across all levels of the education system.

服務學習及領導才能發展處在推行服務學習的努力和取得的成就得到了美國「服務學習與社區參與國際研究協會」(IARSLCE)的認可並頒發「2020年國際研究獎」。我們為此深感榮幸。IARSLCE是在服務學習及社區參與研究方面的著名國際學術組織。他們主要的目標是在教育系統的各個層面鼓勵、發展及推廣有關服務學習及社區參與的研究。

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## Award Citation:

"The International Research Award recipient is the Service-Learning and Leadership Office at Hong Kong Polytechnic University (PolyU). Identified "as one of world's most impressive and impactful service-learning initiatives in higher education," PolyU has developed international partnerships in places such as Rwanda, Cambodia, Kazakhstan, and Kyrgyzstan, focused on engaging students in tackling complex and significant issues. The impact of these programmes on the lives and livelihoods of community partners alongside scholarly contributions about multicultural and cross-cultural engagement showcase the contributions of PolyU to the enhancement of international efforts in service-learning and community engagement."

## 節錄IARSLCE頒獎辭如下：

「2020年國際研究獎」由香港理工大學（理大）服務學習及領導才能發展處奪得。作為全球其中一所提供最優秀及具影響力服務學習課程的高等教育學府，理大著重與盧旺達、柬埔寨、哈薩克斯坦、吉爾吉斯等地建立合作夥伴關係，以及讓學生嘗試解決複雜以及重要的社會問題。這些項目不僅為許多社區合作夥伴和受助者的生活帶來了正面影響，更促進有關多元文化及跨文化參與的學術研究，足以印證理大在國際層面上提升服務學習及社區參與方面的貢獻。」

Ten years ago, service-learning became a graduation requirement for all undergraduate students at PolyU. Today, PolyU's programme is one of the biggest programmes in Asia and worldwide. Our teachers and other colleagues have had to innovate to overcome challenges, and they have done a fabulous job. Some awards that PolyU has won are shown below:

十年前，理大首度把服務學習納入為四年制本科生課程的必修科目。今天，我們成為亞洲及全球最具規模的服務學習課程之一。在這個過程中，本校的老師及其他同事都以無窮的創意應對推行優質服務學習所遇到的種種挑戰，成就非凡。至今，為理大贏得了多個獎項如下：

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The Hong Kong Polytechnic University

email  
sllo.info@polyu.edu.hk

website  
www.polyu.edu.hk



全國青年社會組織  
「夥伴計劃」



More information about these awards: <https://www.polyu.edu.hk/sllo/about-sllo/prize-and-awards/>

Total No. Of Students  
修讀學生人數

**4,508**

as of June 2021  
截至2021年6月

Service-hours  
服務時數

**180,320**

as of June 2021  
截至2021年6月

**Distribution of PolyU Students Providing Services to Target Recipients in Hong Kong, Chinese Mainland and Taiwan and Overseas in 2020/21**  
**2020/21學年理大學生服務地點的分佈**

Overseas (online)  
海外 (線上)

**285**  
students 學生

Chinese Mainland  
and Taiwan (online)  
中國內地及台灣 (線上)

**536**  
students 學生

Hong Kong 香港  
**3867**  
students 學生

**2012 to  
2021**

Accumulated 累計  
**1,158,440**  
service hours 服務時數  
132 person-years 人年

Accumulated 累計  
**28,961**  
students 學生



As one of the General University Requirements at PolyU, service-learning is a critical part of our undergraduate curriculum. Service-learning subjects integrate meaningful community service with academic study and reflections to enrich students' learning experience.

Owing to the COVID-19 pandemic, many of the service-learning projects in 2020/21 had to adapt and take on alternative modes. Face-to-face teaching activities were switched to online learning. Offshore service-learning projects were switched to either online mode or local services. Even when social distancing measures suspended many community services, PolyU maintained close and effective communication with our community partners and NGOs, and SLLO leveraged our longstanding relationships and collaborations with community partners and teachers to make an institutional push for online service-learning.

The pandemic obviously impacted our offshore service-learning programme. More than 900 students would have travelled offshore to serve and learn in the year, had it not been for the pandemic. Many of these projects were converted into online international service-learning, and our students served communities in mainland China, Taiwan, Thailand, Cambodia, Vietnam, South Africa and Rwanda.

服務學習是理大四年制本科課程的必修科目，是一種體驗式學習的教學方法，將有意義的社會服務融入學生學習及自我反思中，以豐富學生的學習體驗。

鑑於「新冠肺炎」疫情持續，年內許多服務學習科目都轉變了學習及服務的形式。面授教學轉為線上學習，境外服務轉為線上或本地服務。當很多社區服務因社交距離措施而被逼減少，理大與社區合作夥伴和非政府組織通過有效的協調，成功推動了線上服務學習。原定有超過900名學生在本學年前往內地或海外進行服務學習。因為疫情的影響，這些學生最後改為在線上為內地、台灣、以至泰國、柬埔寨、越南、南非及盧旺達有需要的社區服務。

To evaluate students' learning outcomes, SLLO surveyed over 4,200 students enrolled in the 64 SL subjects offered and completed in 2020/21. The overall response rates of the pre- and post-experience questionnaires were 73% and 56% respectively.

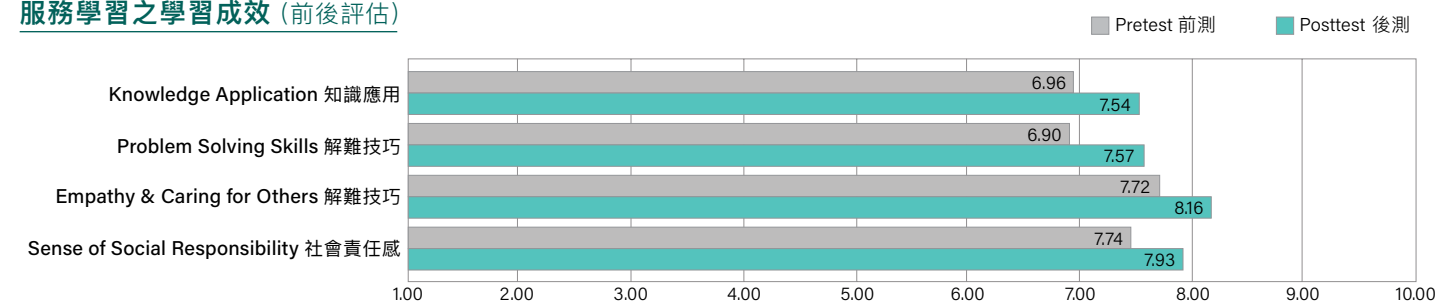
Students generally had a very positive view regarding their overall learning gain and the SL experience. A pretest-posttest evaluation indicated significant improvement in all four learning domains, namely, knowledge application, problem solving skills, empathy and caring for others, and sense of social responsibility. 95% to 98% of the respondents indicated that they had learnt a fair amount or more across different learning gain aspects upon completion of the SL subject, in particular, with 98% of the respondents opining that they have gained an increased understanding and respect for people from different backgrounds, and 97% of respondents agreeing that they have learned a fair amount or more about being a socially responsible global citizen and understood better of the problems faced by underprivileged members of the community.

為評估學生的學習成果，服務學習及領導才能發展處對二零二零至二一學年開辦的64個服務學習科目，超過4,200名學生進行問卷調查。服務前及後的問卷整體回應率分別為73%及56%。

學生對其整體學習成果及服務學習體驗的看法非常正面。調查發現，學生在修讀服務學習科目後，在四個學習範疇，包括知識應用、解難技巧、同理心及關愛他人，以及社會責任感，均有顯著的提升。95%至98%的受訪學生表示在不同的學習範疇有相當至很大程度的獲益，例如：98%的學生指出自己對不同背景人士的了解及尊重有所提升，97%的受訪學生在自己作為世界公民的責任感有相當至更大程度的提升，及更理解弱勢社群面對的困難。

**Service-Learning Learning Outcome (Pre-Post Evaluation)**

**服務學習之學習成效 (前後評估)**

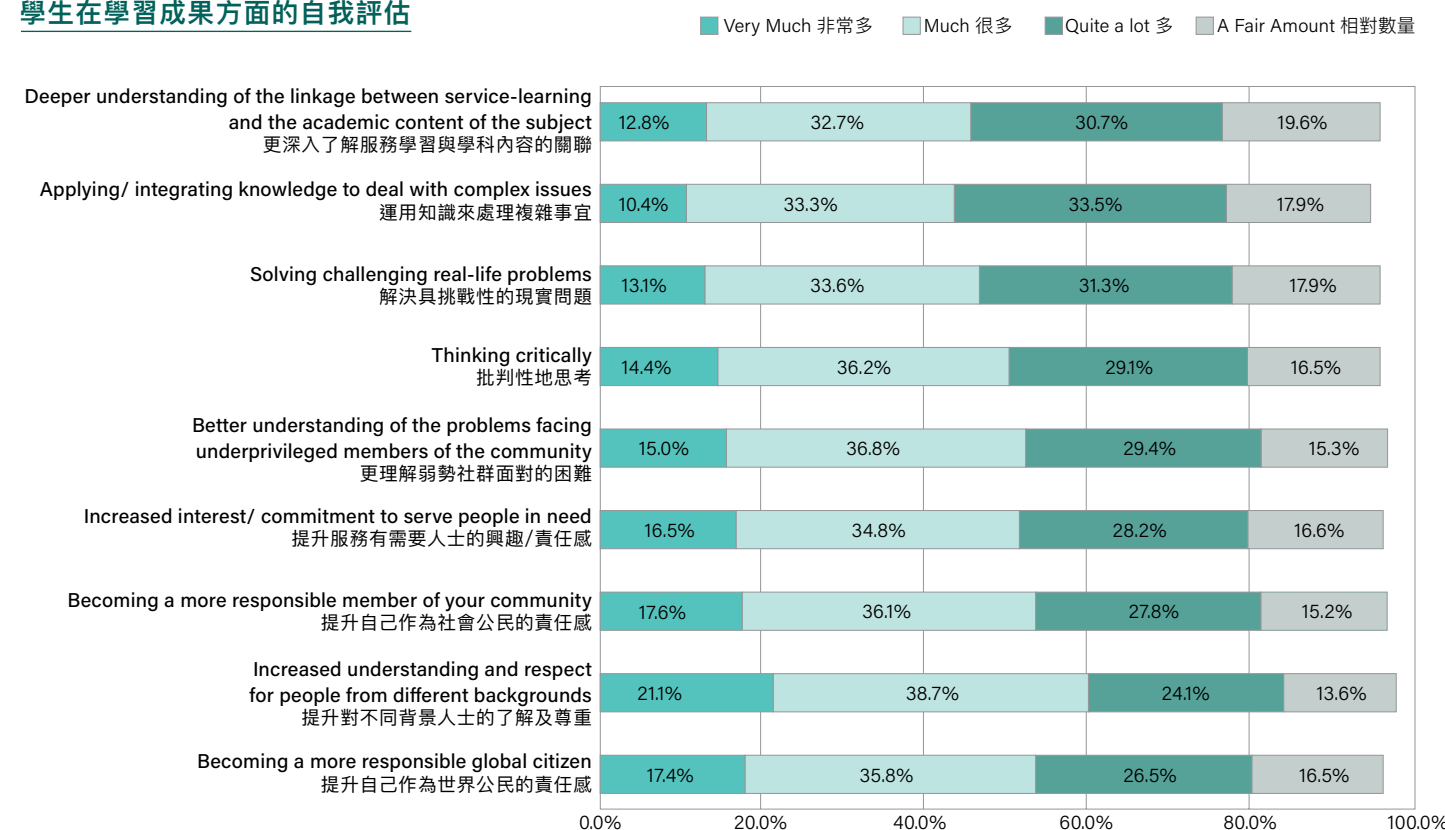


Remark 註：

- All ratings were made on 10-pt scale from 1 as Strongly Disagree to 10 as Strongly Agree. 所帶評分均採用10分量尺，由1分「非常不滿意」至10分「非常同意」。
- Increase in mean scores of all the four learning domains are statistically significant at .05level. 以上四個學習範疇前後測的平均分增長在統計學 (.05水平)上為顯著提升。

**Student Ratings on Learning Gain**

**學生在學習成果方面的自我評估**





List of Credit-bearing Service-Learning Subjects 學分制服務學習科目目錄

Faculty / School 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	Engaging Fashion as a Communication Media for the Needy	ITC2S01
		Community Engagement through Expressive Textile Arts and Fashion	ITC2S02/ ITC2S02S
		Fashion & Community: Service Learning for Engaging Fashion as Rehabilitation Therapy (Sunset)	ITC2000G
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 (Sunset)	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 (Sunset)	N/A
Faculty of Construction and Environment 建設及環境學院	Department of Building Environment and Energy Engineering 建築環境及能源工程學系	Science for Healthy and Sustainable Living Environments	BSE2S01/ BSE2S01S
		Living Environment for Low-income Communities in Developing Regions	BSE3S02
	Department of Building and Real Estate 建築及房地產學系	Housing for the Community (Sunset)	BRE2S01
		Social Justice in Private Housing Redevelopment	BRE2S02
	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 (Sunset)	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 Primary and Secondary Students through STEM Projects	BME2S04/ BME2S04S
		Biomedical Engineering Research and Design Studies II – engineer for the community	BME3I142
		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
		Socially Responsible Global Leadership in a Digital World	COMP3S02
		Service Learning and Civic Engagement in the Information Age	COMP3S03/COMP3911
	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/ ME32101

Faculty / School 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: 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 (SN2S03S Sunset)	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
		Presenting Cultural Diversity: Concepts and Practices	CC2S02/ CC2S02P
	Department of English and Communication 英文及傳意學系	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 the Community	HTM2S04
		Accessible Tourism: Concepts, Challenges, and Practices	HTM3S03
		Hospitality Management and Operations in Underserved Communities	HTM3S05
		Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801



SLLO provides programmes and learning opportunities to nurture students to become future leaders with critical thinking and global vision.

本處為學生提供不同的學習機會及項目，培養他們成為具批判思維及世界視野的未來領袖。

### Global Youth Leaders Summit 2020

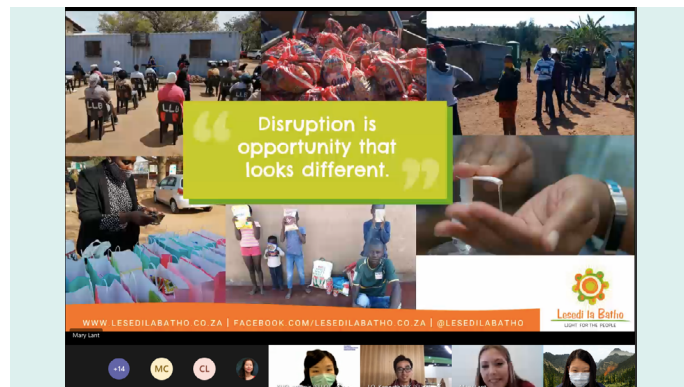
SLLO organised the "Global Youth Leaders Summit 2020" online with the theme of "Transforming Crisis into Re-connection" on 24 October 2020. The Summit kicked off with online presentations and a panel discussion around the topic of "A New Global Landscape". Three world-renowned speakers and practitioners shared their work and experience on social betterment, and the impact of their work on the community, especially in the context of the challenges presented by COVID-19. It attracted 434 participants from over ten countries and regions, including Australia, Belgium, Cambodia, Japan, mainland China, Rwanda, South Korea, Sweden, Tanzania, the US, and the UK. It was followed by two interactive virtual platforms: a 24-hour "Global Reconnection Hackathon" and a "Global Reflection Workshop", which were attended by some 96 students nominated by 11 universities, displaying innovation and creativity in their responses to the current pressing global challenges.

### 全球青年領袖薈萃2020

二零二零年十月廿四日，本處在網上舉辦了以「轉危為機，重建連繫」為主題的「全球青年領袖薈萃2020」高峰會。高峰會以「全球新格局」為題，由三位海外及本地知名的講者分別演講，繼而與參加者互動討論，為活動拉開帷幕。講者分享了他們在各地開展的服務項目和經驗，尤其是在新冠疫情的挑戰之下，其工作對社區的影響。高峰會的參與者共434名。他們來自澳洲、比利時、柬埔寨、日本、中國內地、盧旺達、韓國、瑞典、坦桑尼亞、美國和英國等十多個國家及地區。緊隨其後的，是兩個網上互動環節：分別為24小時的「Global Re-connection Hackathon」及「Global Reflection Workshop」，有來自11間院校共96名學生參加，一同發揮創意，為目前全球面對的挑戰構想應對方案。



Dr Miranda Lou, Executive Vice President of PolyU, was one of the judges in the "Global Re-connection Hackathon". 本校行政副校長盧麗華博士為是次黑客松評判之一。



One of the invited speakers encouraged students of diverse background to work together with new opportunities. 講者鼓勵不同文化背景的同學合作交流，發掘新機會。



PolyU students participating in the Hackathon worked overnight on PolyU campus for their proposal in tackling challenges brought by COVID-19. 參加黑客松的理大學生徹夜在校內討論有助解決疫情困境的方案。

### Leadership Academy for Responsible Global Citizenship

AY2020/21 also marked the launch of a Leadership Academy for Responsible Global Citizenship. Since COVID-19 means that we are still unable to travel, our programmes leverage upon the practice of "internationalisation at home", which is defined as "the purposeful integration of international and intercultural dimensions into the programme for students within domestic learning environments", to bring global learning to our students.



### One World Our World (OWOW)

This programme ties into PolyU's International Summer School and is open to inbound exchange students, which is also a new initiative for SL. This year, the OWOW programme comprises of two SL subjects – one from the Institute of Textiles and Clothing, another from the Department of Computing, enrolling 62 university students. Half of the students are domestic (Hong Kong), and the other half of them came from 16 different countries or regions. Using fashion design and assistive technology and AI to serve SEN community and people with disabilities in Hong Kong, the programme encourages students not only to apply what they learnt, but also to develop their intercultural competences and deepen their understanding on social inclusion, and thus to develop their global citizenship as a whole.

Supplementing the service project, SLLO organised a series of learning activities to develop students' knowledge and competences. They included team building workshop, open lectures on Social Diversity and Inclusion by Dr. Itay Greenspan from Hebrew University and Dr. Karita Kan from PolyU, intercultural competence workshop to develop students' ability to work with people from different cultural backgrounds, themed community visits on homeless and poverty, ethnic minorities and African in Hong Kong, and overall reflection on their experience in service and team collaboration with teammates.

Overall speaking, the respondents demonstrated statistically significant improvements in "Knowledge Application", "Problem Solving Skills" and "Intercultural Effectiveness". The students' mostly reported learning gains are: cross-cultural communication skills, understanding of social inclusion, and how to work with others. Some specifically stated that they learned about the digital divide, online communication skills, and the importance of technology. "Peer" and "diverse setting" are what the respondents appreciated most about the programme.

### 環球公民領袖學院

在二零二零/二一學年，本處首次開辦了環球公民領袖學院。考慮到疫情讓學生無法離境學習，這些項目都以「本土國際化」為重點。「本土國際化」可粗略定義為「有目的地將國際及跨文化維度融入在本地進行的學習活動」。

### 世界大同服務學習計劃

本計劃納入為理大的國際暑期課程，同時開放予理大生及海外交換生參加，是服務學習的新嘗試。它包含了分別由紡織及服裝學系及電子計算學系開辦的兩個服務學習學科，共有62名學生參與。當中一半來自香港本地，另一半來自16個不同國家或地區。本計劃利用時裝設計、輔助科技及人工智慧，服務香港有特殊學習需要的社群及殘疾人士，鼓勵學生應用所學，培養其跨文化能力，以及加深其對社會共融的理解，全面提升學生的世界公民意識。

此外，本處還設計了一系列附加學習活動，讓同學在學科以外深化體驗。活動包括：團隊訓練工作坊、由耶路撒冷希伯來大學Dr. Itay Greenspan及本校Dr. Karita Kan主講，探討「多元及共融社會」的公開講座、跨文化工作坊、以「貧窮及無家者」、「少數族裔」及「居港的非洲社群」為主題的社區導賞以及學生反思活動。

總括而言，學生在完成計劃後，在「知識應用」、「解難技巧」及「跨文化溝通效能」方面均表現出有統計學上的顯著提升。他們表示參加本計劃的最大得著是：學懂跨文化溝通技巧、加深對共融社會的理解，以及學習與他人合作。另外，有學生認為計劃加深了他們對數碼隔膜、線上溝通技巧，以及科技對社會重要性的認知。大部分參加者表示他們最欣賞的是「同儕」和計劃中的「多元文化體驗」。



The participants attending a virtual tour to Chungking Mansions to understand the African community in Hong Kong. 參加者透過線上重慶大廈導賞團認識居住在香港的非洲社群。



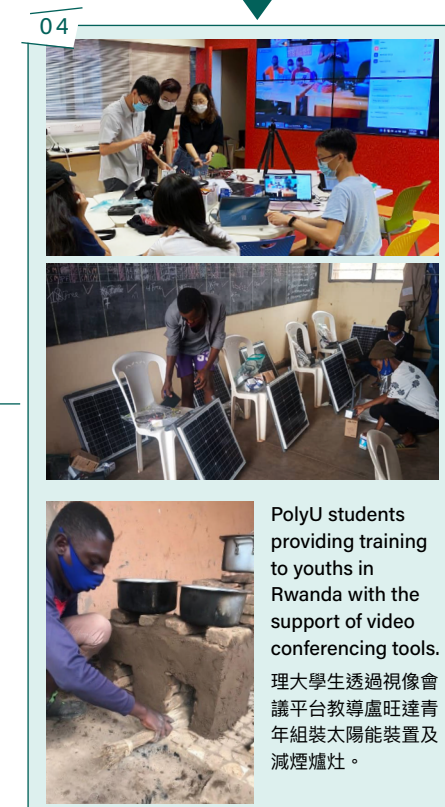
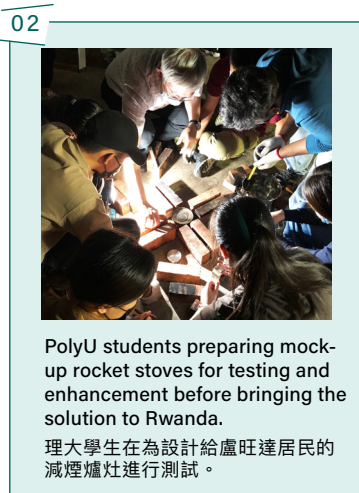
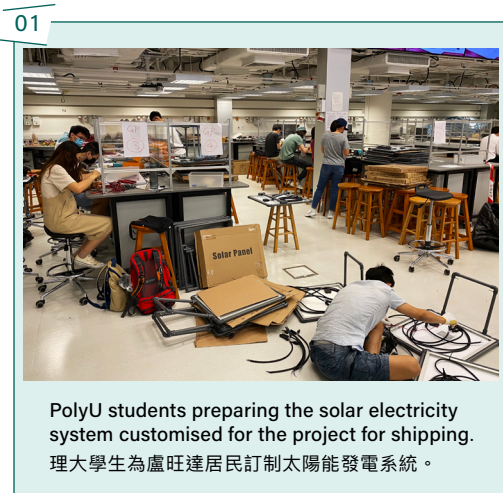
PolyU students working with the service recipients to tailor-make fashion items. 理大學生與服務對象共同設計時裝產品。



## Habitat Green in East Africa

This programme focuses on green energy solutions for families in rural Rwanda. SLLO collaborated with three academic departments – Building Environment and Energy Engineering, Computing, and Electrical Engineering – to create a programme where students would learn about different cultures in East Africa, concepts of energy poverty and living sustainability, and then collaborate to create sustainable living solutions for two basic necessities of life: electricity and cooking fuel. Students designed their products in Hong Kong, shipped them to Rwanda, and then worked with collaborators in Rwanda in a tele-engineering project to install their solutions to rural families using an assortment of tele-conferencing methods.

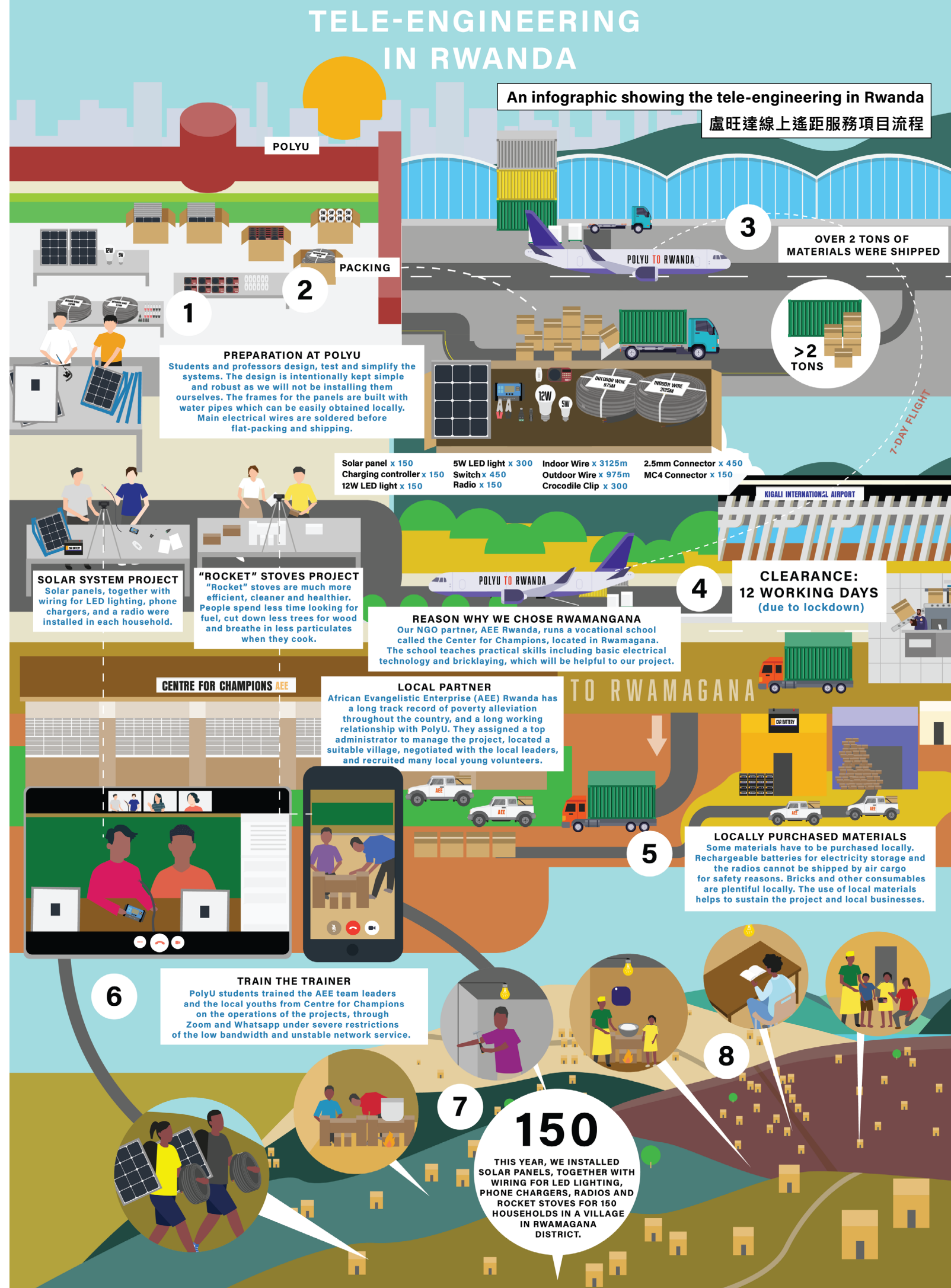
In the process, students had to learn how to interact and work together with people who are unlike them in language, culture and race, in a demanding project under tight constraints. Over 95% of students achieve a fair amount of learning gains in the areas of “Understanding community problems”, “Becoming a responsible community member”, “Respect for people from different backgrounds”, and “Becoming a responsible global citizen”, which are exactly the learning outcomes that we wish Habitat Green to impart.



## 東非綠色家園服務學習計劃

本計劃銳意為盧旺達偏遠村落設計環保能源方案。本處與建築環境及能源工程學系、電子計算學系及電機工程學系合作，設計出這個讓理大學生一邊學習東非地區不同文化，一邊認識能源短缺及可持續發展議題，再與東非青年一同解決當地電力及炊煮問題的體驗。計劃中，理大學生先在香港為當地居民設計太陽能發電系統及減煙爐灶，然後把所需物資運到盧旺達，最後以線上遙距方式與當地青年合作，為農村家庭安裝這些裝置，改善他們的基本生活條件。

在這個學習過程中，理大學生充分體會如何跟不同語言、文化和種族的人緊密合作，克服現實環境及時間限制，順利完成項目。超過95%參與計劃的學生表示自己在「理解社區問題」、「成為負責任的社區成員」、「尊重文化差異」及「成為負責任的環球公民」方面均有所提升。這些正正是本計劃的預期學習成果。





## Professional Development and Capacity Building 推動服務學習專業培訓及發展

Service-learning is a very powerful pedagogy, but it has to be done properly if students are to attain the expected learning gains. Improperly-done service-learning can backfire, leaving students disillusioned and even causing harm to the community. Because of this, SLLO offers professional development and capacity building programmes and activities for teachers and practitioners alongside our student programmes.

### Teacher Development Course 2021

The teacher development course is a certificated, structured learning programme for teachers who are interested in academic service-learning. Originally designed for teachers in higher education in Hong Kong, this course has expanded over the years to include teachers in mainland Chinese and South-East Asian Universities, and this year, to teachers in secondary schools. Partially funded by the Shanghai-Hong Kong University Alliance this year, the course is divided into three components. The first part is wholly online and covers the concepts and principles on service-learning. The second part supplements with synchronous lectures, and the third part is an experiential component that brings the teacher-learners into the community to observe service projects in action and to meet with community partners, in addition to more interactive workshops and discussions. A total of 31 learners enrolled in one or more components of this year's course.

服務學習是一種高效教學法，有助學生實踐預期學習成果。反之，若推行不當，服務學習不但可能對學生有負面影響，甚至會對社區造成損害。為此，本處除了舉辦服務學習項目予學生，亦致力為有志投身服務學習的教師提供不同的專業培訓活動。

### 教師發展課程 2021

教師發展課程是一個為有志在學校推行服務學習的老師而設的證書課程。課程早期的參加者以香港高等教育界教師為主，近年已經拓展至中國內地及東南亞的大專院校。2021年的課程更有香港的中學老師參與其中。本課程由滬港大學聯盟提供部分資助，分為三個部分：第一部分是關於服務學習概論的網上課程；第二部分是網上講座；第三部分以面授實踐學習形式帶參加者進行實地觀課及與理大的社區合作夥伴交流，再配以不同的互動工作坊和小組討論。2021年共有31名教師報讀課程的一個部分或以上。



Participants attending a community tour organised by Christian Concern for the Homeless Association to learn about the needs of the homeless people.

參加老師參與由基督教關懷無家者協會的社區導賞，了解無家者的真正需要。

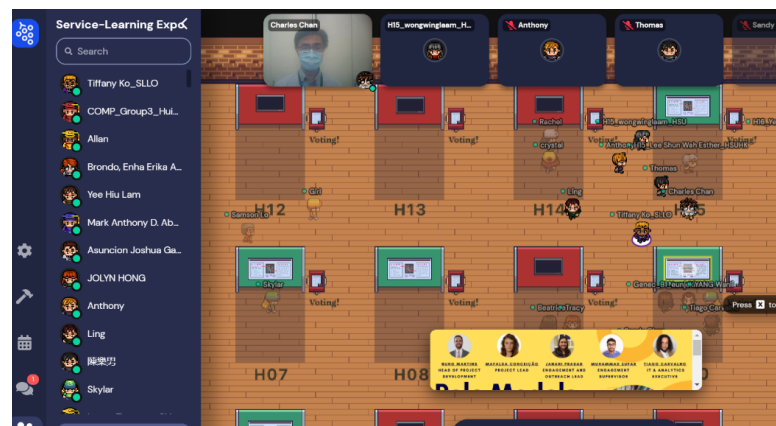


Participants attending a class observation offered by the School of Hotel and Tourism Management. 參加老師到理大酒店及旅遊業管理學院的服務學習課堂作現場觀察。

## International Symposium and Expo on Service-Learning and Socially Responsible Global Citizenship (Online)

This event was another new venture for our office. Held over two days on 9 - 10 July 2021, it was packed with inspirational and exciting activities. Professor Jin-Guang Teng, PolyU President, officiated at the opening, and his sharing was followed by Professor Harry Lewis of Harvard University, speaking on the activity of learning itself as service. Professor Andy Furco of the University of Minnesota spoke on the transformational nature of service-learning, and Dr Luke Terra of Stanford University and Mr Dion Chan of YMCA of Hong Kong Christian College addressed the topic of service-learning for secondary students. These exciting talks were interspersed with nine interactive workshops in online, face-to-face, or hybrid mode, facilitated by experienced SL practitioners or student societies covering a wide range of themes.

Rounding out the event was a virtual Expo displaying the fruitful outcomes of a variety of PolyU's SL projects together with over 50 SL projects submitted from 16 countries or regions. Over 800 participants from diverse backgrounds converged on the tailor-made metaverse facilitated by the Gather platform, which supported over 200 interactable exhibits, e-posters and video presentations, and live conversation with other participants that mimicked a physical conference setting. The virtual event was well-received. In particular, the participants appreciated it as a thoughtfully created space that facilitated borderless networking, global dialogues and lively celebration. The metaverse continues to remain open for free access via <https://www.polyu.edu.hk/sllo/expo/>.



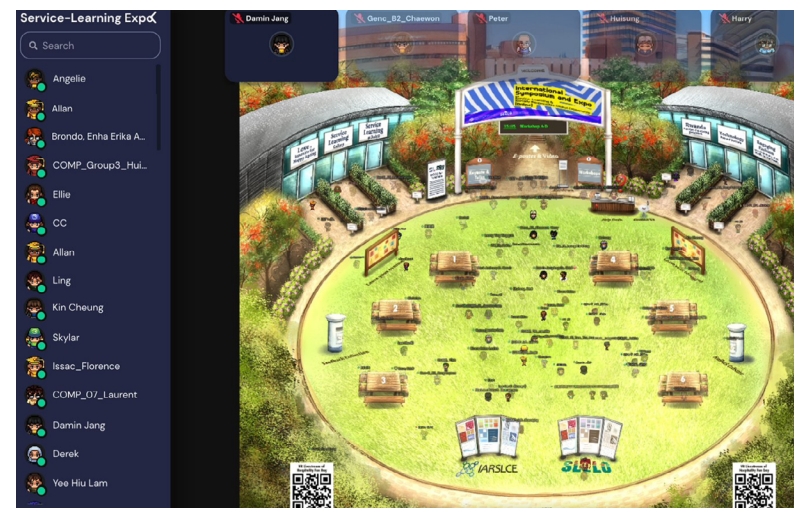
A screenshot capturing the poster and video session. 截圖：虛擬博覽會海報及視頻展示會場。

Participants of the Keynote Speech posted together with the speaker during the online Symposium. 參加者與Harry Lewis教授網上大合照。

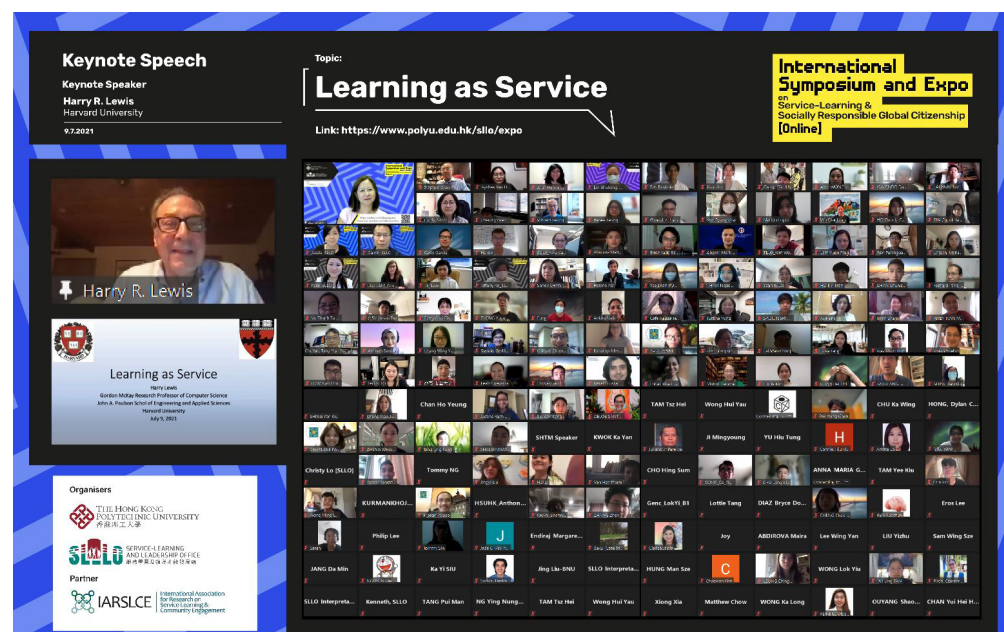
## 服務學習及社會責任 全球公民國際研討會暨博覽會 (網上)

這個為期兩天的研討會暨博覽會於二零二一年七月九日至十日舉辦，是本處的另一個新嘗試。活動由理大校長滕錦光教授揭開序幕。其後，來自哈佛大學的Harry Lewis 教授以「學習本身就是服務」為題進行演講；來自明尼蘇達大學的Andy Furco教授則就服務學習如何轉化社區、學生發表見解；來自史丹福大學的Luke Terra博士及港青基信書院校長陳狄安先生亦先後分享了他們在中學推動服務學習的經驗及看法。此外，我們還透過網上、面授或混合模式，舉辦了九場互動工作坊。這些工作坊由經驗豐富的老師或學生社團主持，題材廣泛。

虛擬博覽會則展示了理大多個服務學習項目的豐碩成果，吸引50多個來自16個國家或地區的服務學習項目參展。超過800名本地及世界各地的參與者齊聚於本處在Gather平臺打造的虛擬世界互相交流，參觀當中超過200個互動式展品、電子海報及影片演示。參與者亦透過進行實時對話，仿佛置身實體會議環境。是次虛擬活動廣受歡迎。參與者特別讚賞本處精心打造的網上空間，使大家得以不受地域、時區的限制，展示成果、跨國交流、線上對話。虛擬博覽會於活動完結後保持免費開放，連結為<https://www.polyu.edu.hk/sllo/expo/>。



A screenshot showing attendees of the Symposium and Expo "gathered" at the customised virtual town. 截圖：參與者齊聚於本處在Gather平台打造的虛擬世界。





## Symposium on Service-Learning in mainland Chinese Higher Education Institutions (Online)

This online symposium, addressing topics specific to service-learning in the Chinese mainland, was conducted in Putonghua on 9 July 2021 and attracted about 100 attendees from different institutions in mainland China. The first part was a plenary session with Professor Daniel Shek, PolyU Interim Vice President (Research and Innovation), together with Mr Bao Chunlei from Fudan University, and Dr Xu Longshui from Shantou University, as the speakers. The second part is a group discussion on different topics, namely developing SL subjects, facilitating students' reflections, assessing students in SL subjects, SL and educational research, and developing international SL. Many participants appreciated the chance to learn about the design of SL curricula and research methodologies from their counterparts.

### 高等教育服務學習學術研討會（網上）

是次網上學術研討會集中分享中國內地服務學習發展比較關注的議題，於二零二一年七月九日以普通話舉行，吸引了約100名來自內地不同院校的教育工作者參與。第一部分由理大暫任副校長（研究及創新）石丹理教授、復旦大學包春雷教授和汕頭大學許龍水教授擔任主講。第二部分為分組討論，主題包括如何設計服務學習科目、有效引導學生深入反思、評估學生的服務學習成果、服務學習與教育研究相結合，以及開展海外服務學習項目。不少參加者表示，是次研討會為他們創造了一個跟國內同儕交流服務學習課程設計及研究方法的難得機會。

**高等教育服務學習學術研討會（在線上）**

2021年7月9日（五）  
09:00 - 12:00  
語言：普通話

議題：如何在高校推行及開展服務學習

主講嘉賓：石丹理教授、包春雷教授、許龍水教授

分組討論：如何設計服務學習科目、有效引導學生深入反思、評估學生的服務學習成果、服務學習與教育研究相結合、開展海外服務學習項目

主辦單位：THE HONG KONG POLYTECHNIC UNIVERSITY, SLLLO, 香港理工大學

Event Poster 活動海報

## Service-Learning Symposium for Secondary Schools

There is increasing interest in service-learning in the secondary school sector. Since their concerns and contexts are very different from university teachers, SLLLO organised an online Service-Learning Symposium specially for secondary teachers on 28 November 2020. We are honoured to have Ms. Susan Ward-Roncalli, a National Board-Certified Teacher with over 30 years of classroom experience and a veteran SL practitioner at secondary sector, to deliver a keynote speech entitled "Service-learning in Secondary Education: Value, Implementation Models, and Challenges". The symposium attracted over 80 secondary school principals and teachers. Over 80% of the participants clearly indicated that they were interested in collaborating with PolyU to apply SL pedagogy into their subject teaching or other school activities.

### 中學服務學習研討會

不少中學對服務學習的興趣日益增加。由於中學的環境、關注與大學大為不同，本處特意於二零二零年十一月廿八日為中學老師舉辦了一場網上「中學服務學習研討會」。我們有幸邀得具有三十年教育經驗的資深服務學習教育家Susan Ward-Roncalli女士為我們演講，題目為「中學服務學習：價值觀、推行模式及挑戰」。研討會吸引了超過80名有興趣推廣服務學習的中學校長及教師參加。會後超過80%的參加者表示希望與理大合作，把服務學習元素融入其校本課程或課外活動之中。

**YOU ARE INVITED TO 誠邀參與**

Service-Learning Symposium for Secondary Schools (Online)  
中學服務學習教育網上研討會

28 November 2020  
二零二零年十一月二十八日  
9:00a.m. to 1:00p.m.  
上午九時至下午一時

Online via Zoom  
網上 Zoom

Keynote Speech 主講嘉賓 09:30  
Ms. Susan Ward-Roncalli  
Social Emotional Learning Facilitator for the Division of International Studies, The Hong Kong Polytechnic University

Registration 報名 Language 語言  
https://polyu.hk/sllo  
Simultaneous interpretation in English and Cantonese will be available  
所有講者均設英語 / 廣東話即時傳譯

Breakout session 分組討論 10:45  
STEM concept | STEM概念  
Language | 語文  
Liberal studies | 通識教育  
Mathematics | 數學  
and more... 更多其他範疇...

Event Poster 活動海報

## Service-Learning Online Workshop Series

Dr Luke Terra

To provide our teachers with a global view of service-learning in other contexts, Dr. Luke Terra, the Director of Community Engaged Learning and Research and Associate Director of the Haas Center for Public Service at Stanford University, was invited to conduct three online workshops for us on 8, 11, and 15 December 2020. The workshops were diversely themed and progressively structured under the following topics: "How the Difficult Past Prepares Students to Engage with a Difficult Present", "Virtual Engagement: Community Engaged Learning in a time of COVID-19", and "Promising New Directions in Service-Learning and Community Engagement". The series altogether attracted an attendance of some 270 service-learning teachers and practitioners with most of them coming from Hong Kong and South-East Asian Universities. The Participants were very positive about the workshops. To quote a few encouraging feedback:

"The insights given by Dr. Luke Terra were useful for me because I could use them to alter how I teach history to my students, provide them with a deeper and more meaningful understanding of the grey areas of history so that they could be more culturally sensitive, and be more critical."

「Luke Terra博士的洞見對我的歷史教學非常有啟發。我將引導學生更多及更深入了解一些歷史的「灰色地帶」，從而提升他們對文化的敏感度和批判思考能力。」

"The sharing of Luke was very helpful and insightful. I appreciate that his sharing was really concrete and direct as to establishing the context and addressing issues with accessible solutions."

「Luke Terra博士的見解獨到又實用。他的分享詳實而直接，令人容易掌握其語境；在提出問題的同時，亦指出可行的解決方法。」

"The series has been helpful and eye-opening. Really treasure the opportunity to learn and get to know the challenges and idea from different part of the world."

「這系列的工作坊令人大開眼界。我非常珍惜可以向不同地方的專家學習和交流的機會。」

2X2 Matrix

What is your x and y axis? What are two outcomes that guide your work?

At the Haas Center, we are trying to maximize student learning and community impact.

Activity

- Identify your own x and y axis
- Take a few minutes on a piece of paper or word doc and populate the matrix with elements of your program/course

Student learning

Community Impact

I've added here the part of X and Y axis that makes the most sense for my campus so when Stanford or the Haas Center is thinking about our work the two things that are really driving our

Service-Learning Online Workshop Series  
8th, 11th, & 15th December 2020

Dr. Luke Terra is the Director of Community Engaged Learning and Research and Associate Director of the Haas Center for Public Service at Stanford University. Prior to his role at the Haas Center, Dr. Terra managed international civic education programs at the Center for Civic Education, and served as Assistant Director of the Center for Service and Learning at Colorado College. A former secondary teacher, he has taught U.S. and World History in public and public charter schools in Colorado. Dr. Terra's research focuses on history and civic education in post-conflict settings such as Northern Ireland, and comparative studies of education policy and social studies curricula. In 2018, he co-edited a volume on Teaching and Learning the Difficult Past: Comparative Perspectives. In his role at the Haas Center for Public Service at Stanford University, Dr. Terra leads the university's community engaged learning and research effort, including faculty training and support, community partnership development, community-based research course design and support, and graduate student training and mentorship. He serves on the board of the International Association for Research on Service-Learning and Community Engagement. He earned his doctorate in International Comparative Education and History of Education at the Stanford Graduate School of Education.

Workshop 1: How the difficult past prepares students to engage with a difficult present  
Date: 8 December 2020 (Tue)  
Time: 12:30pm - 2:00pm

Workshop 2: Virtual Engagement: Community Engaged Learning in a time of COVID-19  
Date: 11 December 2020 (Fri)  
Time: 12:30pm - 2:00pm

Workshop 3: Promising New Directions in Service-Learning and Community Engagement  
Date: 15 December 2020 (Tue)  
Time: 12:30pm - 2:00pm

Register here!  
https://polyu.hk/YSJli

Inquiry  
Ms. Renee Leung  
(852) 2766 6802  
wll@polyu.edu.hk  
https://polyu.hk/YSJli

Event Poster 活動海報



University is as much a place for the discovery of knowledge as for its dissemination. Where teaching is concerned, evidence-based improvements underpin teaching and learning and help keep our methodologies and materials up to date. As part of our mandate, SLLO conducts evaluations and research into service-learning and leadership through rigorous evaluation studies into student and community impacts and outcomes.

### CoP-SL Research Seminar (Online)

In between March and December 2021, SLLO organised three online research seminars for the Community of Practice in Service-Learning (CoP-SL) to initiate scholarly discussions on the important issues around service-learning. The topics being covered included how teachers conceive reflection in SL, designing and delivering effective international SL exchange programmes, and the longer-term impact of mandatory SL on students' civic engagement.



大學是一個發現及傳承知識的地方。我們善用實證、數據分析結果來確保我們的教學法及教材與時並進，持續提升教與學的成效。本處自成立以來積極進行嚴謹的學習果效評估及社區研究，推動服務學習的學術及研究發展。

### 服務學習實踐社群學術研討會（網上）

本處於二零二一年三月至十二月期間舉辦了三場網上學術研討會，與服務學習實踐社群分享我們的學術研究成果，鼓勵社群成員就不同服務學習教育的議題作出討論及交流。有關的研究議題包括：教師對服務學習課程中的反思的看法、設計及推行有效的國際服務學習交流項目、強制性服務學習對學生在公民參與方面的長遠影響。

The following is a list of service-learning publications in 2020/21 from SLLO colleagues.

本處於2020/21學年期間出版學術文獻如下：

### Journal Articles 學術論文

Year	Journal Article
2021	Rina Marie Camus, Cindy H.Y. Lam, Grace Ngai, Stephen C.F. Chan. (2021). Service-Learning Exchange in Developed Cities: Dissonances and Civic Outcomes. Journal of Experiential Education. First published online December 13, 2021. DOI: 10.1177/10538259211065971
2021	Camus, R. M., Ngai, G., Kwan, K. P., Yau, J. H. Y., & Chan, S. C. F. (2021). Knowing Where We Stand: Mapping Teachers' Conception of Reflection in Service-Learning. Innovative Higher Education. DOI:10.1007/s10755-020-09534-6
2021	Chan, S. C. F., Ngai, G., Yau, J. H. Y., & Kwan, K. P. (2021). Impact of international service-learning on students' global citizenship and intercultural development. International Journal of Research on Service-Learning and Community Engagement, 9(1), 2021. DOI:10.37333/001c.24428
2020	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. DOI:10.1080/09650792.2020.1860106
2020	Chan, S. C. F., Ngai, G., & Lam, H. Y. (2020). How Participation Affects University Students' Perspectives Toward Mandatory Service-Learning. Journal of Experiential Education, 44(2), 137-151. DOI:10.1177/1053825920948889

### International Conference Presentations 國際學術研討會發表論文

Year	Conference Presentation – International
2021	Camus, R. M. (2021). 'New Normal Service-Learning', in proceedings of the USR Summit, 2021. Virtual.
2021	Camus, R. M., Kwan, K. P., Hafiz, M., Cheung, E., & Ngai, G. (2021). 'Assessing Students in Academic Service-Learning: Faculty Experiences and Challenges', in proceedings of International Association for Research on Service-Learning and Community Engagement, 2021. Virtual.
2021	Lam, H. Y., Ngai, G., Chan, & S. C. F. (2021). 'Learning Outcomes of University Students in a Virtual Service-Learning Exchange programme – A case study in Hong Kong', in proceedings of International Association for Research on Service-Learning and Community Engagement, 2021. Virtual.
2021	Lin, S., Kwan, K. P., Ngai, G., & Chan, S. C. F. (2021). 'The Impact of Compulsory Service-Learning on University Graduates' Continual Civic Engagement', in proceedings of International Association for Research on Service-Learning and Community Engagement, 2021. Virtual.
2021	Lin, S., Lo, K. W. K., Ngai, G., Chan, S. C. F., Kuo, A. M. L., & Wong, A. C. (2021). 'Reconceptualizing Online Experiential Learning: Case Study of a Tele-engineering Project', in proceedings of the IEEE Global Humanitarian Technology Conference, 2021. Virtual.
2021	Lo, K. W. K., Ngai, G., Chan, S. C. F., & Kwan, K. P. (2021). 'How Students' Learning Experience and Motivation Affect Their Cognitive Learning Outcome in Service-Learning: A Structural Equation Modelling Analysis', in proceedings of International Association for Research on Service-Learning and Community Engagement, 2021. Virtual.
2021	Lo, K. W. K., Ngai, G., Chan, S. C. F., & Kwan, K. P. (2021). 'Students' Learning Style in Academic Service-Learning, Does It Matter?', in proceedings of International Association for Research on Service-Learning and Community Engagement, 2021. Virtual.
2021	Ngai, G., Chan, S. C. F. (2021). Technology Facilitated Service-Learning, in proceedings of Community Engaged Learning/Service Learning Conference, 2021. Virtual.
2021	Ngai, G., Chan, S. C. F., Kwan, K. P., & Lau, C. (2021). 'From "high-touch" to "high-tech": Student Learning Outcomes in Online Service-Learning during COVID-19', in proceedings of International Association for Research on Service-Learning and Community Engagement, 2021. Virtual.
2021	Ngai, G., Lo, K. W. K., Chan, S. C. F., & Lin, S. (2021). 'Global STEM Education through e-Service Learning in the Time of COVID-19: A Case Study', in proceedings of the IEEE Global Humanitarian Technology Conference, 2021. Virtual.
2021	Ngai, G., Lo, K. W. K., Kuo, A. M. L., Wong, A., Leung, S., Lin, S., Au, H. S. S., & Chan, S. C. F. (2021). 'Innovation as a Vehicle for Global Engagement', in proceedings of the USR Summit, 2021. Virtual.

A collage of photos, posters and slides from the CoP-SL Research Seminars  
組圖：服務學習實踐社群學術研討會海報及匯報



The 2021/22 academic year marks the 10th year since service-learning became a requirement at PolyU. These ten years have been full of changes and challenges for service-learning and PolyU, not least of which has been the COVID-19 pandemic, which is entering its third year.

However, as COVID-19 has shown us, challenges are also opportunities. The PolyU service-learning programme actually grew under COVID-19, with new projects, new partners and new project sites. In particular, we added project sites in South Africa and Thailand. We hope that we will be able to visit our service communities there in person someday!

There is more and more interest in service-learning, and we are happy to share what we know and what we have learned (including our mistakes!) with others. This year, we are launching a capacity building scheme for secondary school teachers. We are also in active discussions with higher education partners for a regional network for service-learning.

2022 also marks the 85th anniversary for PolyU. In addition to our regular programmes, we have some celebrations in the pipeline: We are hosting a service-learning festival and a conference in November. There is also an edited book that we should get published this year. We look forward to another challenging and fruitful year to come.

2021/22學年是服務學習正式成為理大畢業要求的第十個年頭。這十年間，不論是服務學習的推行，還是理大本身，都經歷無數轉變和挑戰，更遑論大家應對新冠肺炎疫情已快將三年。

但是，正如我們從這個抗疫過程可見，挑戰本身亦可轉化為機遇。理大的服務學習正正在疫情肆虐下得以擴大、成長—新的服務學習項目，新的社區合作夥伴，新的服務地點，特別是增加了南非和泰國這兩個服務點。我們十分期待有一天可以親自去到這些地方，探訪我們服務的社群。

隨著社會對服務學習的興趣日益增加，我們亦樂於更多地與其他人分享我們的知識和經驗，包括失敗的經驗！今年，我們將會推出一個專為中學老師而設的服務學習專業課程。此外，我們亦積極與不同的大專院校磋商，計劃建立一個地區性的服務學習網絡。

2022年是理大的八十五週年校慶。為慶祝這個大日子，除了恆常的項目及活動之外，本處亦在籌備一些慶祝活動，例如將於十一月舉行的服務學習嘉年華暨學術研討會。另外，還有一本服務學習的學術文集希望在今年內出版。這又將會是充滿挑戰及豐收的一年。

