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服務學習通訊

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Office of
Service Learning
服務學習事務處

Foreword 序言	2
Role of Office of Service Learning 服務學習事務處的角色	3
Updates on Credit-Bearing Service-Learning Subjects 服務學習學分課程最新消息	4
Highlights of Service Projects 服務項目回顧	6
Learning Outcomes 學生學習成果	9
Sharing of Success Stories 成功經驗分享	11
Service-Learning Related Activities and Events 活動花絮	13
Coming Events 精彩預告	15

The Hong Kong Polytechnic University, with “To learn and to apply, for the benefit of mankind” as our motto, is committed to nurturing students to become all-round global citizens with a heart to serve.

With the new four-year undergraduate curriculum in place, the 2012-13 academic year marks the beginning of a new era for PolyU. In addition to developing students’ professional knowledge and skills, emphasis is also placed on providing them with a holistic education which fosters the development of a global outlook and a sense of social responsibility. To this end, the new curriculum has seen the introduction of academic credit-bearing service learning subjects.

This addition to the curriculum is compulsory for all undergraduates, enabling them to apply the knowledge and skills acquired from their Major or other learning experiences at PolyU to serving the community.

With the continuous support of staff, community partners and friends of PolyU, I am confident that more subjects will be offered in the coming years, providing students with a greater variety of service learning subjects to select from as well as with opportunities to engage in community service in Hong Kong and beyond.

Timothy W. Tong, Ph.D.
President



December 2012



序言 foreword

香港理工大學秉承「開物成務 勵學利民」的校訓，致力培育學生成為發展全面的世界公民，以期他們貢獻所學，熱心服務社會。

隨着四年制本科課程於二零一二 / 一三學年的推行，理大教育亦展開新的一章。除了專業知識和技能，大學同時致力為學生提供全人教育，拓闊他們的世界觀和加強他們的社會責任感。為此，本校將「服務學習」納入新學制課程，並且成為帶學分的必修科目。

日後所有本科生必須修讀「服務學習」學分課程，目的在促使學生善用主修科目或其他學習經歷累積的知識和技能，回饋社會。

理大得到全體教職員、社會賢達和各界友好的鼎力支持，必可為學生提供範疇更廣闊的「服務學習」課程，以及更多在本港及海外社會服務的機會。

唐偉章
香港理工大學校長

二零一二年十二月



Role of

Office of Service Learning

服務學習事務處的角色

The Office of Service Learning (OSL) was established in 2012 to promote and support the institutionalization of Service Learning in PolyU. In the early stage of establishment, OSL has identified the following as focus areas:

- Promote and enhance understanding of Service-Learning concepts and practices;
- Guide and support academic units in the development of Service-Learning subjects;
- Establish policies and guidelines for staff and students;
- Conduct workshops and training for staff and students;
- Identify suitable community partners and solicit their collaboration;
- Provide administrative support for the implementation of Service Learning;
- Advise or assist in seeking funding support;
- Develop assessment and reflection measures;
- Monitor and evaluate large-scale service projects, e.g. district-based service projects in Sham Shui Po and Yau Tsim Mong;
- Evaluate the outcomes, impact and effectiveness of Service-Learning subjects at the institutional level;
- Conduct research on Service-Learning related topics.

The role of OSL will evolve along with the needs of staff and students, the development of Service-Learning and the strategic planning of the University.

本處於2012年正式成立，目的是支援理大將服務學習併入正規課程的發展。成立初期，本處將以下各項作為工作重點：

- 推廣、促進理大師生對服務學習概念及實踐經驗的認識
- 為理大各學系發展服務學習科目提供指引及支援
- 制定各項與服務學習科相關的措施及指引
- 為師生舉辦有關服務學習、義工訓練及推行服務項目所需實用技巧的培訓
- 物色合適社區伙伴，尋求與其合作，開展服務學習科目
- 為理大落實服務學習要求的各項工作提供行政支援
- 為籌募經費資助服務學習項目提供指引及支援
- 制定服務學習科目的評估及反思方法
- 監察、評估大規模服務項目，如深水埗、油尖旺的地區性項目
- 評估理大服務學習科整體的成果、影響及效益
- 進行有關服務學習的各項研究

本處工作的重心將配合理大整體的策略性發展、服務學習科目發展以及師生的實際需要，因應作出適時調整。

Updates on Credit-Bearing 服務學習學分課程最新消息



Service-Learning is a very rewarding learning experience for students and is effective in developing students' professional and generic competencies. Through service-learning, students come to understand more about the needs of the underprivileged and care more for the people around them. They learn to serve the community with not only their professional knowledge and skills, but also, more importantly, a heart and commitment. Students benefit a lot themselves with their generic competencies and personal effectiveness enhanced. In PolyU, other than the pursuit of academic excellence, research and innovations, we also strive for a strong sense of social responsibility. We are grooming not just professionals, but professionals with a heart. The University has introduced a credit-bearing "service-learning" requirement in the four-year curriculum starting the academic year 2012/13. All undergraduate students are expected to apply the knowledge and skills acquired from their studies to serving the community.



「服務學習」有助提升同學專業及通才的技能。透過服務學習，同學認識到社會上有很多需要我們伸出援手及關心的人，亦意識到服務時除專業知識外，最重要的是具備一顆真誠的愛心。與此同時，亦增強了他們本身的通才技能及個人效能。理大除了追求學術卓越、研究和創新之外，

亦著重培養同學的社會責任感。我們希望

培育的不單是專業人才，更是具備

愛心的專業人才。2012/13學年

起，理大把「服務學習」納入

四年制本科課程帶學分的必修科

目，藉此鼓勵所有學生學以致用，

運用他們的專業知識及技能貢獻社會。

When the Service-Learning Requirement is in full implementation, there will be around 70 Service-Learning subjects for students to choose from. As at January 2013, a total of 24 Service-Learning subjects have already been approved by the Senate for implementation in the 4-year curriculum. More subjects are to come. For the list of approved subjects, please refer to the following table.

當「服務學習」必修科全面實施，理大應有大約70科服務學習科目可供同學選修。截至2013年1月，理大教務委員會通過於四年制本科課程開辦24科服務學習科目。科目數量將會不斷增加。已通過的科目名稱詳列於下表。

Service-Learning Subjects 服務學習科目

Faculty 學院	Subject Offering Department 開辦學系	Subject Title 科目名稱	Subject Code 科目編號
Faculty of Applied Science & Textiles 應用科學及紡織學院	Institute of Textiles & Clothing 紡織及製衣學系	Fashion & Community: Service Learning for Engaging Fashion as Rehabilitation Therapy	ITC2000G
Faculty of Construction & Environment 建設及環境學院	Department of Building & Real Estate 建築及房地產學系	Housing for the Community	BRE2S01
	Department of Building & Real Estate 建築及房地產學系	Social Justice in Private Housing Redevelopment	BRE2S02
	Department of Building Services Engineering 屋宇設備工程學系	Indoor Environment for Serving the Elderly	BSE3401
	Department of Land Surveying & Geo-Informatics 土地測量及地理資訊學系	International Service-Learning: Land and Resource Management for Sustainable Development in Rural Area	LSGI2S01
	Department of Land Surveying & Geo-Informatics 土地測量及地理資訊學系	Navigating Ethnic Minorities	LSGI2S02
Faculty of Engineering 工程學院	Department of Computing 電子計算學系	Service Learning and Civic Engagement in the Information Age	COMP3911
	Department of Computing 電子計算學系	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines	COMP2S01
	Interdisciplinary Division of Biomedical Engineering 生物醫學工程跨領域學部	Biomedical Engineering Services to Under-privileged People with Physical Disabilities	BME4S01
Faculty of Health & Social Sciences 醫療及社會科學院	Department of Applied Social Sciences 應用社會科學系	Community Psychology	APSS3S01
	Department of Applied Social Sciences 應用社會科學系	Engaging with Diversity	APSS3S02
	Department of Applied Social Sciences 應用社會科學系	Understanding Learning Difficulties	APSS2S03
	Department of Applied Social Sciences 應用社會科學系	Service-Learning: Understanding Children in Poverty in Hong Kong	APSS2S04
	Department of Applied Social Sciences 應用社會科學系	Promotion of Children and Adolescent Development	APSS2S05
	Department of Rehabilitation Sciences 康復治療科學系	Enabling Occupation in Home and Community Practice	RS4280
	School of Nursing 護理學院	Collaborative Care in School Health and Safety	SN2S01
	School of Nursing 護理學院	Promotion of Healthy Ageing in the Community	SN3S02
Faculty of Humanities 人文學院	Department of Chinese & Bilingual Studies 中文及雙語學系	Chinese as a Second Language in Local Schools	CBS3701
	English Language Centre 英語教學中心	Advancing English Oral Presentation Skills through Teaching	ELC2S01
	Department of English 英文系	Language Arts for Creative Community Projects	ENGL2S01
	Department of English 英文系	Teaching English as a Service Learning Experience	ENGL3018
School of Design 設計學院		Bridge to China: Design and Build Service for Remote Village in Mainland China	SD2S01
School of Hotel & Tourism Management 酒店及旅遊業管理學院		Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801
		Ecotourism in Rural and Developing Regions	HTM2S01

Service in Cambodia 柬埔寨服務學習之旅

Summer 2012, 26 May – 6 June, saw our third Service-Learning project in Cambodia, which is the second time we went to Cambodia as part of a credit-bearing, academic Service-Learning subject. The team consisted of 56 PolyU students and staff and 41 collaborating volunteers from Cambodia. The PolyU team included 34 students taking Service-Learning, 10 volunteer students, 2 professors, 8 teaching assistants and 2 observers from 9 departments, while the Cambodian team involved 29 associate degree students from a community college and 12 translators. Our team was divided into 10 projects for 8 days of in-depth community service with 7 different NGO partners. Altogether, we served over 750 people, ranging from street children, HIV-AIDS+ orphans and at-risk girls to poor families in slums.



In summary, our projects involved teaching the children basic concepts of computer animation by teaching them how to use Scratch for digital storytelling. Also, we set up computer labs and conducted workshops in stop motion animation. As well, a team of students went into the slums and helped the villagers there to build up their community through providing assistance. We conducted a survey, interviewed them and analyzed the data to assist the organization in providing effective service to the families.

二零一二年夏天的五月二十六日至六月六日，我們第三次懷抱服務之心踏足柬埔寨，這同時也是我們第二次將其作為帶學分的服務學習課程的一部分。這次的隊伍由56名香港理工大學的師生和41名柬埔寨的志願者組成。理大團隊的學生來自9個不同的學系，當中包括34名修讀了此服務學習科的學生，10名志願服務的學生，2名教授，8名教學助理和2名觀察員。而柬埔寨的隊伍包括，29名正在當地社區學院修讀副學士學位的學生和12名翻譯。我們的團隊分成10個小隊深入社區不同層面服務。在這8天的服務當中，我們一共與7個社福機構合作，服務逾750人，包括街童、艾滋病孤兒、邊緣少女和貧民窟中的貧困家庭。



總的來說，我們的服務涉及教導孩子一些基本計算機知識，例如如何使用數碼科技講故事、創作動畫等。此外，我們還設立了計算機實驗室，並開設定格動畫講習班。另一方面，一部分學生到貧民窟幫助村民建立社區，以提升生活質量。我們逐家逐戶進行家庭狀況調查，對採集回來的數據加以分析，協助當地的服務機構為受訪家庭提供更適切的服務。



H I G H L I G H T S

of Service Projects 服務項目回顧

Service in Indonesia

印尼農村服務學習之旅



Spanning from 18 June to 12 July 2012, PolyU arranged a 25-day service-learning trip for 21 students to visit villages in Indonesia where they learned about diversity of culture and made friends with other students through serving the rural community.

The trip was organised jointly by the Duta Wacana Christian University of Indonesia, Australian National University and PolyU. Students coming from the three universities mixed together and grouped themselves into 10 teams, and stayed in the homes of local villagers for nearly one month. While adapting to a very different lifestyle, they learned about the local culture and wisdom, and served the local community with their professional knowledge.

The services carried out can be categorised into five areas, namely health care, map production, education, water supply and economics. At the end of the trip, the students presented their findings and recommendations to the local government officials.

As said by one of the participants, “The experience was eye-opening and very special for all of us. We are too used to city life in Hong Kong and it’s hard for us to imagine how people in the rural villages are living without tap water, refrigerators, public transport, mobile phones and many other conveniences of the modern world. We also learned that life can be simple but happy” (Cheung Wah, School of Hotel & Tourism Management).

理大於二零一二年六月十八日至七月十二日期間，組織了為期二十五天的服務學習團，二十一名理大學生前赴印尼探訪鄉村，學習當地文化，並與其他大學生共同服務當地村民，從中建立友誼。

服務學習團由理大與印尼杜塔瓦卡納基督教大學及澳洲國立大學合辦。三所大學的學生混合組成不同小組，入住當地村民家中接近一個月。適應異地生活方式的同時，他們亦學習本土文化及智慧，以其專業知識服務當地社群。

學生提供的服務分為五大範疇，包括健康護理、地圖製作、教育、水源供應及經濟。在行程尾聲，學生向當地政府官員簡報其成果及建議。

如其中一位同學有感而發：「這次經驗十分特別，令我們大開眼界。我們太習慣香港的城市生活，難以想像鄉村居民如何在沒有自來水、雪櫃、公共交通工具、手機及其他現代化設施下生活。我們明白到生命可以簡單而快樂。」（理大酒店及旅遊管理學院 張華）

Community Service Learning Programme in Sham Shui Po 理有「深」社區服務實踐計劃

CSLP in SSP is a university-wide project involving over 20 academic departments and 20 NGOs under the coordination of the Student Affairs Office (by the Office of Service Learning from September 2012) and the HKSAR Social Welfare Department. This project, launched in 2009, aims to consolidate resources for an impoverished district to provide sustainable and integrated services to the residents in need, so as to contribute to community development to a greater extent.



In 2012, “PolyU has a Heart – Community Service Learning Programme in Sham Shui Po” won the 3rd place of the MacJannet Prize for Global Citizenship amongst 72 nominations from universities all over the world. The MacJannet Prize was awarded to exceptional student community engagement initiatives at Talloires Network member universities.

For the past two years (2010-12), over 500 students have participated in serving more than 4000 people in the district of Sham Shui Po, and have contributed over 5000 service hours in total. In 2012-13, 21 projects have been launched or will commence, targeting different groups of disadvantaged people.



本計劃是一項全校性的社區服務實踐計劃，由理大學生事務處（由2012年9月起，改由服務學習事務處負責）及香港特別行政區社會福利署攜手統籌，有超過20個學系和非牟利機構參與其中。

理有「深」計劃自2009年開展，目的是集中資源服務本港貧困人士較集中的地區，提供全面及持續的服務予有需要的居民，從而為該社區的發展作出更大程度的貢獻。

2012年，「理有『深』－社區服務實踐計劃」在來自世界各地大學共72項提名中突圍而出，獲得MacJannet世界公民獎三等獎。此獎項由美國塔樂禮網絡設立，嘉許其成員大學中鼓勵學生投入社區的傑出項目。



過去兩年期間(2010-12)，大約500名理大生參與了深水埗區各個服務項目，受惠人數達4000位以上，學生服務時數超過5000小時。2012-13學年，現時已有21個服務不同弱勢群體的項目將會或已經在該區開展，亦有部分尚在籌劃中。

No. of SSP projects in 2010-12 with different targets
深水埗服務計劃的服務對象分類

Target Group 服務對象	No. of Projects 項目數量
Children & Youth 青少年	12
Elderly 長者	36
People with special needs 特殊需要人士	6
Integrated 公眾人士	6
Total	60

Pilot Service-learning Subjects

To measure the learning outcomes of the pilot Service-Learning subjects offered in 2011/12, pre & post subject surveys were administered to assess the changes of the students after taking the Service-Learning subjects.

Data were collected from 6 Service-Learning subjects by January 2013. As shown in Figure 1, there was great enhancement in the four main learning outcome aspects. The findings show that students have got positive changes and improved on their generic competencies.

In the overall evaluation (Figure 2), 92% of students reported they could apply their professional knowledge in the project. Over 95% of students treasured the experience a lot and over 90% of students would recommend their classmates to participate in service learning activities.

Figure1: Pre and Post Subject Surveys

圖1：前期及後期評估問卷調查

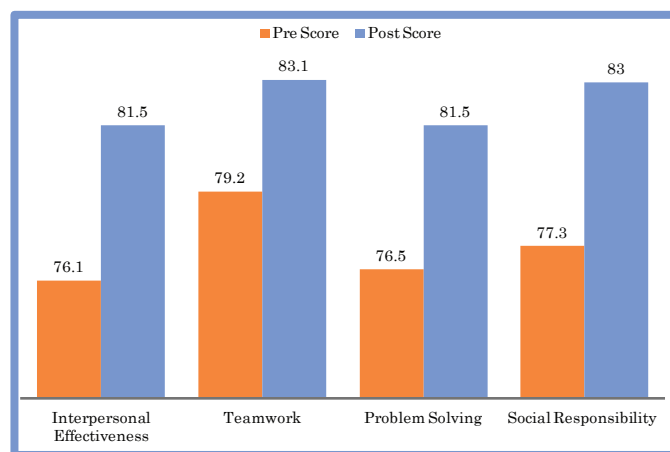
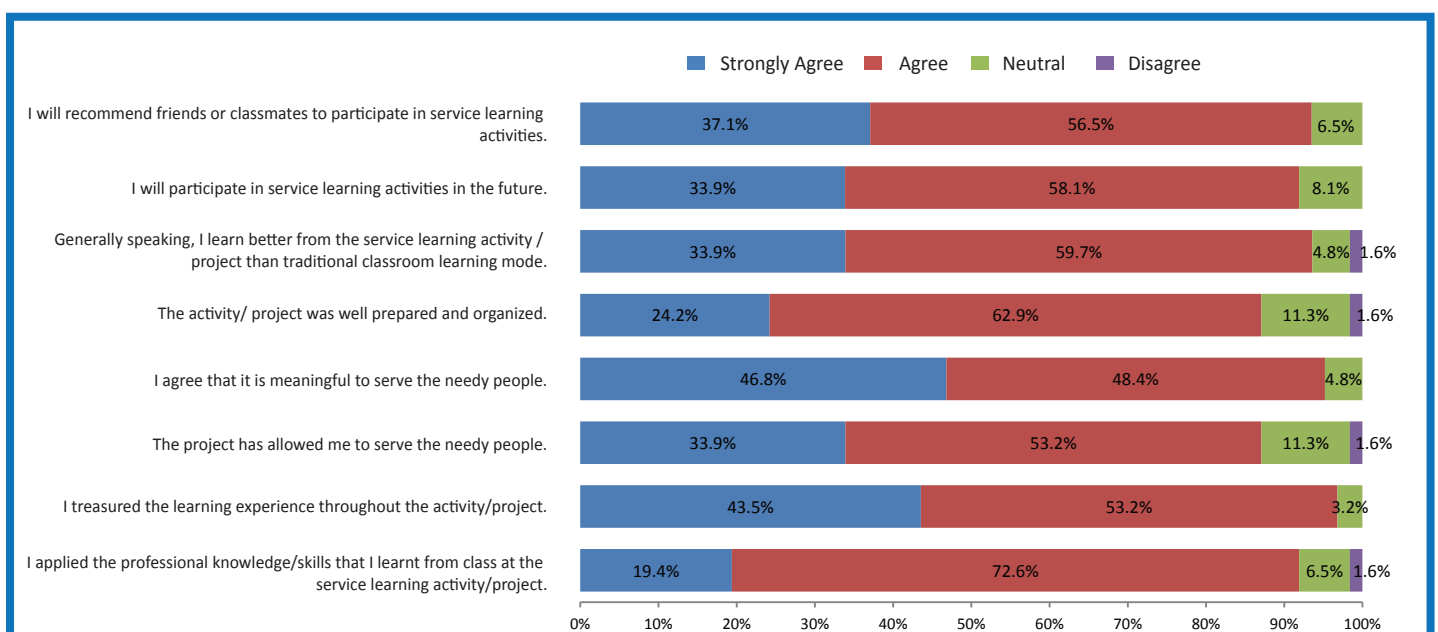


Figure2: Overall Evaluation

圖2：總體評價



服務學習試點課程

為了評估2011/12年度服務學習試點課程的學習成果，每位學生均需要填寫前期和後期評估問卷，以評估學生在參與服務學習課程後的轉變。

在2013年1月，我們共收集了六個服務學習科目的數據。如圖1所示，學生在四大主要學習範疇均有很大的提升。結

果顯示，學生都從中獲得正面的改變，同時他們的通才能力亦有所改善。

在總體評價中(見圖2)，有92%的學生認為他們可以在服務項目中運用他們的專業知識。超過95%的學生認同在學科中獲得很多值得珍惜的經驗；超過90%的學生同意會推薦更多的同學參與服務學習活動。

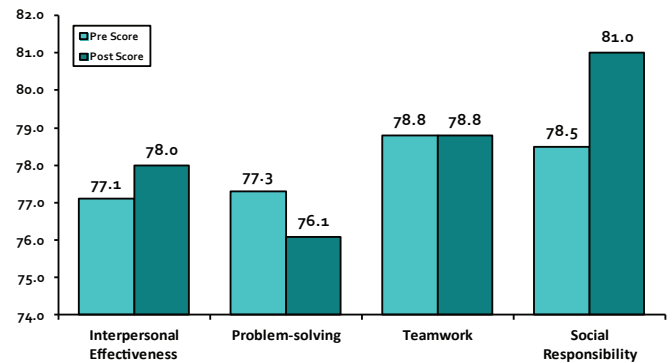
Community Service learning Programme in Sham Shui Po & Yau Tsim Mong

深水埗及油尖旺區 社區服務學習計劃

District-based community service projects were carried out by over 500 PolyU students during 2010-2012. A total of 65 service projects in different categories (e.g. education, health, social integration) were organised in Sham Shui Po and Yau Tsim Mong districts and 308 self-assessed pre-and-post service surveys were collected. Figure 1 shows these students' learning outcomes under four domains. Positive learning outcomes have shown in interpersonal effectiveness and social responsibility domains, and the change in social responsibility is indicated as statistically significant. Apart from an overview of the statistics, sharing from students may better illustrate the impact on them.

2010-12年間，超過500位理大學生參與了兩項地區性的大型服務項目，組織了65個涵蓋不同類別(包括教育、健康、社會共融)的服務項目，在深水埗及油尖旺兩區推行。本處成功收回308份服務前及服務後的有效自評問卷作對照。學生在四個範疇的學習成果中(見圖一)，人際溝通及社會責任感兩方面均獲得了正面的增長。除了總體的統計結果，以下學生的分享可以說明這些服務對他們的影響。

Figure 1: Learning Outcomes for SSP and YTM Projects
圖一：深水埗及油尖旺區服務項目學習成效



Interpersonal Effectiveness

"At the beginning, our client did not want to share his background with us. He was very sensitive about his privacy and we had no idea how to finish the memory book for him. Later on, we learnt that if we shared with him first, he would tell us more about himself in return."

MAN Ka Wai, Department of Civil and Environmental Engineering
Life Memory Book

人際溝通

「一開始，服務對象不願意跟我們分享他的個人資料。他對於個人私隱很敏感，我們不知從何入手為他編寫人生回憶錄。後來，我們發現只要我們願意先分享，老伯伯也會願意多分享他自己的事情。」

土木及環境工程學系 文家偉
人生回憶錄

Problem-Solving

"It was difficult to schedule visits with all of my groupmates. I asked them to reserve two days each month earlier, so that we could do the visits together. We also divided our work clearly in advance to reduce meeting time."

TING Sze Ho, School of Nursing
Walk with Love · Fight with Chronic Disease

解難技巧

「安排所有組員一起進行家訪是困難的，於是我請組員們預留每個月兩天為家訪時間。同時，我們明確地進行分工，以減少開會時間。」

護理學院 丁思皓
關愛同行·戰勝頑疾

Teamwork

"When our team started to design a booth, we all had different opinions. We tried to consider everyone's opinions and find a best solution. Hence, we worked well together without any big conflicts or hard feelings."

LAU Yin Ni, School of Nursing
Happiness Starts from "SSP"- Interactive Art Booth

團隊合作

「開始設計攤位時，組員各說各話，意見不一。我們嘗試考慮所有人的意見，以找出最佳方案。最終，我們都能好好合作而沒有任何不快或嚴重的爭拗。」

護理學院 劉燕妮
幸福由「深」出發—互動藝術攤位

Social Responsibility

"It is our duty to provide care and support for those families from grassroots. We have to convey a message to them that they are not abandoned by the society or the government and they have to be optimistic about the future."

MA Sui Lung, Department of Land Surveying and Geo-Informatics
Caring for Nam Cheong

社會責任感

「關心和支持草根家庭是我們的責任，要讓他們知道他們並沒有被社會或政府所遺棄，鼓勵他們樂觀面對將來。」

土地測量及地理資訊學系 馬瑞龍
「關深南昌」社區協作計劃

Transformation in Cambodia

蛻變 · 柬埔寨



In 2006, we took a group of students to Hubei Province to help run a summer camp on English and robots for a secondary school. This was our first service trip outside Hong Kong, and we were all very excited. It was extremely hot, the food was very spicy, and our Putonghua was rather basic, but we enjoyed working with the other volunteers and the local students. K was only a first-year student, yet he was enthusiastic and was already taking a lot of initiatives. Later he signed on for another project, and another one, both local and off-shore. He went on all 3 Cambodia projects, starting as a participating student, and progressing as a teaching assistant when he graduated and became a research student. Now he can be trusted to initiate and manage projects, negotiate with NGOs, and train other students. He has become indispensable. His experience from Service Learning is helping him in his studies, in becoming a systematic organizer with a level head, and a civic-minded citizen. K and others like him are the reasons we believe in service learning as a core component of our academic programs.

— Dr. Stephen Chan, Acting Head, Office of Service Learning

2006年，我們帶領一隊學生到湖北省為當地中學舉辦了一個以英語、機械人為主題的學習夏令營，那是我們首次到香港以外地區服務，大家都感到非常興奮。雖然，那時的天氣很熱，吃的口味很辣，我們的普通話也比較「普通」，但是大家都享受與其他義工及當地學生一起活動的時光。K，雖然只是當時團裡一名一年級新生，可是他熱心，而且很主動、積極。隨後，他繼續參與一個接一個的服務學習項目，包括本地及境外的。他從本科時作為參加學生，到就讀研究院時作為助教帶領學生，參與了全部共三次的柬埔寨服務項目。現在，他已是不可或缺的一員，獲委以重任負責策劃、組織一些服務學習項目、與非牟利合作機構洽談和培訓學生。服務學習的經歷不但有助他的學業，也促使他成為一個理性、穩重、有條理，以及具有公民意識的策劃者。正是K和一眾像他一樣的學生，令我們深信「服務學習」理應成為必修科。

— 服務學習事務處署理處長 陳志輝博士

Enlightenment in Indonesia

印尼農村服務學習之旅的啟迪

It came as a sudden invitation when my colleague asked me to commit to this international service-learning project in Indonesia. Since I was completely new to this kind of project, I could not help but wonder if I was suitable to take up this opportunity and capable of overcoming the challenges. Our attempts, along with the encouragement and support from colleagues, students and myself, drew on the local wisdom to empower the local community development of Indonesia. While it was a huge challenge to apply our professional knowledge to drafting a development proposal for the needy, it was also a dream opportunity to ascertain our identity. It let us taste the sourness of failures, the sweetness of human interaction and the nutrition of knowledge. It enlightened us about our limitations and the benefits of professional knowledge application, and motivated us to solve problems. The successful learning experience was seeded with a meaningful theme, germinated with ambition to dialogue and grew with effort to become a fulfilled dream.



— Mr. Joseph Lam, Instructor, Department of Land Surveying and Geo-Informatics

還記得當日突然獲同事邀請參與這項遠赴印尼的服務學習計劃，毫無心理準備及沒有海外服務經驗的我，不禁懷疑自己能否勝任？最終在同事們的鼓勵與支持下，我們體驗了印尼農民的生活、學習了他們的傳統智慧，進而嘗試為當地社區發展出一分力。現實環境的複雜性與限制，令我們在應用專業知識以服務有需要人士上變得非常有挑戰性，但這些挑戰和限制，亦令我們在過程中更堅定我們的信念。這個經歷有挫折的苦澀，亦有甜美的人情互動與知識醞釀，它讓我們發現自己的限制、體驗學以致用的益處及推動我們去解決問題。有意義的主題、有啟發的溝通及有付出的成長構成了這個成功的服務學習體驗。

— 土地測量及地理資訊學系導師 林安華先生

Real Needs in Housing for the Community

體會社區——基層住屋調查



Hong Kong is an international city enjoying high economic growth, yet, low-income households living in dilapidated buildings are facing difficulties. In collaboration with social services groups, students in this subject were assigned to districts affected by urban decay to conduct a site survey, building inspection and home visits with the aim of demonstrating empathy for disadvantaged households and applying real-estate knowledge and skills to help the underprivileged in the community. Disadvantaged households were found not only to have insufficient space, some people even live in coffin-sized bedspaces or cage homes. Concrete spalling, debonding of plaster, water leakage, scattered electrical wiring and short-circuits and sanitary problem are common. From the services they provided, the students found that they could play a bigger role in fulfilling their social responsibilities. As cited by the students in their reports, they could show more care and support to the disadvantaged groups and help them to voice their needs to the government and society in general. One student mentioned that "home-visiting the elderly has helped me to understand the real needs of those in need".

— Dr. Barbara Leung, Lecturer, Department of Building and Real Estate

香港是個經濟高度發展的國際城市，可是，仍有住在破舊樓房的低收入家庭面對著不少困難。在本校與社福團體的合作下，參與學生獲安排到一些受市區老化影響的地區，進行實地問卷調查、樓宇檢驗和家訪。服務項目培養學生對弱勢家庭的同理心，讓他們運用房地產相關的學科知識及技能幫助弱勢社群。經調查，學生發現這些家庭不但居住空間不足，部分更是住在極其狹窄的板間房或籠屋；樓宇方面，石屎剝落、批盪剝落、水管漏水、電線雜亂、短路、衛生環境等惡劣問題相當普遍。從是次服務，學生感到自己在社會責任感上可以承擔更多的責任。如學生在報告中所言，他們應該給予弱勢群體更多的關心及支持，代他們向政府以及公眾表達訴求，同時「探訪長者幫助我明白了有需要人士的真正需要」。

— 建築及房地產學系 講師 梁玉萍博士

Out of the classroom - Community Psychology

跳出框框——市區心理學

In the first semester of the 2011-12 academic year, a credit-bearing Service-Learning subject "Community Psychology" was offered by the Department of Applied Social Sciences (APSS). A total of 28 students from eight disciplines across PolyU enrolled. APSS partnered with the Kwai Tsing Safe Community and Healthy City Association to offer the students the opportunity to work with the association in Kwai Tsing District. They also attended lectures and seminars at PolyU and were assessed formally through individual and group assignments, which incorporated both theoretical elements and reflections from their practical experiences on the ground to consolidate their learning. Using concepts introduced in the classroom, the students were to find out the characteristics and needs of different types of residents in the district and to tackle social issues present through their devising and execution of projects. After being divided into teams, the students created a course to teach advanced online computer skills, a community assessment of outreaching to South Asian residents, a tie-dye workshop for housewives, and a Rummikub competition for the elderly.



— Dr. Kevin Chan, Research Assistant Professor, Department of Applied Social Sciences

在2011-12年度的第一個學期，應用社會科學系推出了名為「社區心理學」的服務學習科，共有28位來自8個不同學系的學生報讀。學系與葵青安全社區及健康城市協會為同學提供機會服務葵青區居民。學生首先需要參與不同的課堂與講座，並透過個人及小組作業，將實際經驗與理論及反思融合，以鞏固在課堂所學的知識。經過課堂學習，學生以學到的知識與理論，分析區內不同居民的特徵與需要，並以小組形式嘗試透過不同服務項目服務居民，如舉辦網上電腦技能進階訓練、為南亞裔居民進行社區評估、為婦女提供紮染工作坊及為長者舉行拉密數字牌比賽等。

— 應用社會科學系研究助理教授 陳顯宏博士

WU Zhi Xing 2012

無止行



The Wu Zhi Qiao (Bridge to China) Charitable Foundation held the Wu Zhi Xing 2012 for the second time on 25 November 2012. The event attracted more than a thousand Hong Kong citizens as well as students from different universities.

Prof. Judy Tsui, Vice President (International and Executive Education), attended the opening ceremony and joined the charity walk with some 50 PolyU staff and students.

The "RecycleBANK Fun Fair" held on 18 August 2012 was the first attempt that PolyU and J.P.Morgan had worked together to roll out the message about the importance of eco green living and recycling to the wider local community. Nearly 1,000 participants, including children, youngsters, parents and the elderly, joined the event. PolyU students' societies, the Taekwondo Club and the Chinese Orchestra, gave a wonderful performance to enrich the event. We do look forward to working closely with our corporate partners in different ways to contribute to the community.



「無止行2012」成功於11月25日圓滿舉行！活動吸引了千餘名香港市民，以及來自十一間的本地大專院校校長、師生及校友冒雨支持。副校長（國際事務及行政教育）徐林倩麗教授代表理大參與開步禮，並與理大約50多名師生一同行畢全程。



RecycleBANK Fun FAIR



環保回收嘉年華

理大和摩根大通首度攜手合作，於2012年8月18日舉行環保回收嘉年華，向社區推廣綠色生活和循環再用的重要性。當日有近1000位參與者，包括兒童、青少年、家長和長者，場面熱鬧歡樂！理大的跆拳道學會和中樂團更有精彩的演出，令活動生色不少。我們期待日後再與社會上不同企業合作，惠澤更多有需要人士。

DR. Y.K. Ching Memorial Scholarship

程源鎔博士紀念獎學金

The Dr. Y.K. Ching Memorial Fund has set aside HK\$300,000.00 to set up the Dr. Y.K. Ching Memorial Scholarship to support students in serving the underprivileged on the Chinese mainland or overseas in the academic year of 2011-12, with the aims of enhancing students' understanding and sense of commitment and responsibility, widening their horizons and global outlook, nurturing their all-round qualities, especially integrity, perseverance, teamwork, leadership and compassion and strengthening their professional knowledge and skills by practising them in a real-world situation. Two student teams were awarded with the scholarship to go offshore to serve the underprivileged people. A team of 25 students went to the Chinese mainland while the other group of 9 went to Cambodia.

2011-12學年，程源鎔博士紀念基金撥出HK\$300,000設立獎學金，資助學生到中國內地或海外服務弱勢社群。獎學金旨在培養學生的承擔及責任感、擴闊他們的國際視野、促進學生的全人發展，尤其是誠信、毅力、團隊精神、領導才能及同情心，並鞏固學生的專業知識和技能。經過遴選，兩組共34名學生分別遠赴中國內地和柬埔寨服務有需要人士。



Service learning for Engaging Fashion Rehabilitation Therapy

A service project, organised jointly by the Institute of Textiles & Clothing (ITC) and The Vitality Place (VP) of the Society of Rehabilitation and Crime Prevention, Hong Kong, was run successfully from May to June 2012.

The programme aimed to help ex-mentally ill persons to develop their creativity and potential talent, and to strengthen their self-image and self-confidence. A total of 18 ITC students applied their professional knowledge and skills to assisting 15 members of the Society in clothing design and production. The unique clothing they designed helped to realise their hopes for recovery and their dreams for their lives. Both parties developed mutual respect and learnt from each other in the process. The project was a great success. An opening ceremony was held on 1 June 2012 followed by an exhibition from 1 to 15 June 2012 at the PolyU campus.

由理大紡織及製衣學系與香港善導會龍澄坊合辦的服務學習項目「穿出新天地」已於2012年5月至6月期間圓滿舉行。

該項目旨在開發精神病康復者的創造力和潛力，加強其自我形象及自信心。18位紡織及製衣學系的學生以其專業知識技能，協助15位參加者設計並製作屬於他們的衣服，以展現其對復康的冀盼和生活的夢想。過程中，雙方相互尊重學習。項目非常成功，於6月1日在理大校園舉行了開幕禮，並於6月1至15日舉行的公開展覽。



AS

穿出新天地



PolyU Outstanding Service-learning Project Award Presentation Ceremony **理大傑出服務學習項目頒獎禮**

The PolyU Outstanding Service-Learning Project Awards were in place to encourage students to serve the community through applying their professional knowledge and skills. The application for the 2011/12 awards closed at the end of September 2012. A total of 40 applications were received. Eight projects were selected to receive the Gold, Silver and Bronze Awards. The PolyU Outstanding Service-Learning Project Award Presentation Ceremony will be held on 21 February 2013 (Thursday) from 12 noon to 1 p.m. at the Chiang Chen Studio Theatre to honour these winning student teams for their outstanding achievements in serving the community. This year, some awards sponsored by the commercial sector, namely the Hang Seng Bank and SAE Magnetics (HK) Ltd., will also be presented. Ms. Marjorie Yang, PolyU Council Chairman, and Professor Timothy W. Tong, President of PolyU, will officiate at the Ceremony.

香港理工大學致力促進學生的服務學習體驗，鼓勵學生學以致用，回饋社會。理大將於2013年2月21日於蔣震劇院舉行頒獎禮，表揚於2011/12學年服務社會表現傑出的學生。是次獎項的報名於2012年9月底截止，共有40個社區服務項目競逐多個獎項。經過遴選，8組同學分別獲得金、銀、銅獎。同場將頒發由恒生銀行及新科實業有限公司捐贈的服務獎項。頒獎禮將由理大校董會主席楊敏德女士及校長唐偉章教授主禮。

Calling for 5th Round of Service-learning Subject Proposals **誠徵服務學習科目計劃書 (第五輪)**

The Committee on General University Requirements is now inviting the submission of Service-Learning subject proposals. Proposers should refer to the Development Guidelines for Service-Learning subjects (http://sl.polyu.edu.hk/03_policies_guidelines.html) when preparing the proposals. Interested colleagues please send the subject proposals to Ms. Jeice Cheung, Secretary to the Sub-committee on Service-Learning Subjects, at jeice.cheung@polyu.edu.hk by 1 March 2013.

理大Committee on General University Requirements現誠徵服務學習科目計劃書，有關細則可參閱服務學習科目發展指引 (http://sl.polyu.edu.hk/03_policies_guidelines.html)。有興趣遞交申請的同事請於2013年3月1日或之前將科目計劃書電郵至Sub-committee on Service-Learning Subjects秘書張元妹女士，電郵地址：jeice.cheung@polyu.edu.hk。



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Service Learning PolyU