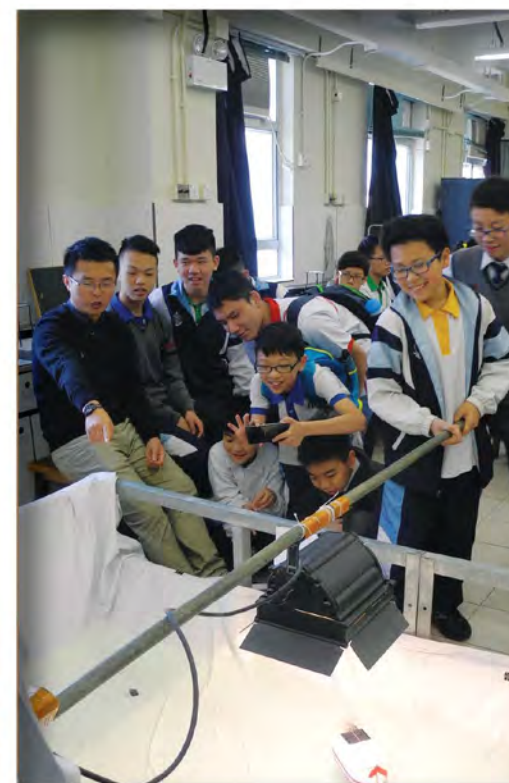


Service- Learning Newsletter 服務學習 通訊

ISSUE 3
JUNE 2014
第三期
二零一四年六月



We would like to express our gratitude to all staff members and students who have contributed to the preparation of this newsletter.
特別鳴謝所有協助籌備本通訊的教職員及學生。

Copyright 版權所有 ©2014



Office of Service Learning

The Hong Kong Polytechnic University

Telephone: 2766 4376

Email: oslinfo@polyu.edu.hk

Website: <http://sl.polyu.edu.hk>

CONTENTS • 目錄

01	OVERVIEW OF SERVICE-LEARNING IN POLYU AND FORECAST 理大服務學習概覽與展望	02
02	LIST OF CREDIT-BEARING SERVICE-LEARNING SUBJECTS 學分制服務學習科目	03
03	SERVICE-LEARNING SUBJECTS IN SEMESTER ONE 2013-14 2013-14上學期的服務學習科目	05
04	STUDENT LEARNING OUTCOMES 學生學習成果	07
05	E-LEARNING MODULES ON SERVICE-LEARNING 服務學習電子課程	08
06	FEATURE STORIES 主題故事 - BALANCE BETWEEN TEACHING AND RESEARCH (BY DR. CYNTHIA WU) 平衡教學與研究 (吳壽婷博士) - GIVE AND GAIN (BY SAMUEL CHENG) 付出與收獲 (鄭洪南同學)	09
07	FUNDING AND SCHOLARSHIPS 服務學習項目資助及獎學金計劃	13
08	SERVICE-LEARNING RELATED ACTIVITIES 服務學習活動	18
09	HONOURS: POLYU WINS HONG KONG ICT AWARDS 2014 理大榮獲2014香港資訊及通訊科技獎	19
10	COMING EVENTS 活動預告	20
11	CONTACT US 聯絡我們	22

Overview of Service-Learning in PolyU and Forecast 理大服務學習概覽與展望

Background

In alignment with PolyU's goal of developing graduates into "responsible global citizens", the University introduced the Service-Learning (SL) Requirement into the new undergraduate degree programme curriculum in 2012-13. Students undertaking the four-year undergraduate curriculum are required to successfully complete a 3-credit subject designated to meet the SL requirement before graduation. PolyU is the first university in Hong Kong to make Service-Learning credit-bearing and mandatory for all undergraduate degree students. The Office of Service Learning (OSL) was established in 2012 to promote and support the institutionalization of SL at PolyU.

背景

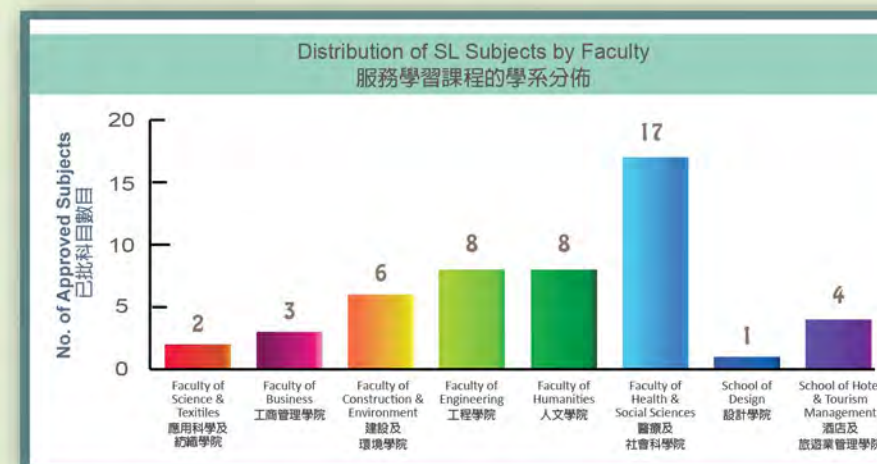
為貫徹培育學生成為「負責任的世界公民」的目標，香港理工大學於2012-13學年將服務學習納入新學制，成為本科課程的必修科目。四年制課程的本科生必須選修一科三個學分的服務學習科目，並於畢業前完成。理大是全港首間大學，把服務學習納入學分制課程，並要求所有本科生必須修讀。同年，服務學習事務處成立，專責促進及協助理大發展服務學習課程。

Current Status of Implementation of SL Requirement

As of April 2014, Senate has approved 49 SL subjects proposed by 22 academic departments from eight Faculties/Schools, covering a wide range of service projects. These subjects provide students with opportunities to serve underprivileged people, using their professional knowledge and skills, in Hong Kong, in the Chinese mainland and overseas. The Sub-committee on Service-Learning Subjects, chaired by Dr. Grace Ngai, is currently reviewing the subject proposals received in the 7th round. It is estimated that some more subjects will be submitted to Senate for approval in September 2014.

服務學習的推行現況

截至2014年4月，理大教務委員會通過49科服務學習科目，建議分別由8間學院合共22個學系提出，涵蓋不同類型的服務項目。這些科目為理大學生提供在香港、中國內地及海外服務學習的機會，鼓勵他們運用專業知識及技能服務社會的弱勢社群。由倪恩恩博士擔任主席的服務學習科目委員會刻下正審閱第七輪的科目建議書，估計至2014年9月，將會有更多科目遞交教務委員會審批。



Six SL subjects were offered to 189 four-year undergraduate (4YUG) students in 2012-13. In 2013-14, the number of subjects offered was increased to 38, with a total of 1,937 students.

With the aim of developing our students into global citizens, a number of overseas SL projects will be organized in summer 2014. Students will go to Cambodia, Indonesia, Myanmar and Rwanda to serve and learn. In addition, some projects will be carried out in the Chinese mainland.

Looking Ahead

As of April 2014, plans were underway for a total of 3,470 places from 56 subjects to be offered in 2014-15.

Looking ahead, PolyU will organize larger-scale and more sustainable service projects which will create bigger impacts on the community. PolyU will strive to maintain long-term collaboration with our local community partners, and continue to develop more service projects in the Chinese mainland and overseas to enhance our students' national and global citizenship.

理大於2012/13學年，共開辦了6科服務學習科目供189名四年制本科生修讀。於隨後的2013/14學年，將會增至38個科目予1,937名學生修讀。

為培育學生成為世界公民，理大將於2014年暑期再度推出海外服務學習項目。鼓勵學生遠赴柬埔寨、印尼、緬甸及盧旺達等地參與服務學習。此外，也有部份項目將於中國內地進行。

展望將來

截至2014年4月，各學院計劃於2014/15學年開辦56科服務學習科目，共提供3,470個學額。

展望將來，理大將籌辦較大型及持續性更高的服務學習項目，期望為社會帶來更巨大的迴響。與此同時，亦將致力與本地社區夥伴保持長遠合作關係，並繼續在中國內地及海外開展更多服務學習項目，加強學生作為國民及世界公民的責任感。

List of Credit-Bearing Service-Learning Subjects

學分制服務學習科目

As at April 2014, 49 Service-Learning subjects have 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.

截至2014年4月，理大教務委員會通過於四年制本科課程開辦49科服務學習科目，數目並將不斷增加。已通過的科目名稱詳列於下表。

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 & Textiles 應用科學及紡織學院	Department of Applied Biology & Chemical Technolgoy 應用生物及化學科技學系	Educating Rural Farmers on Healthier Food Production	ABCT2S01
	Institute of Textiles & Clothing 紡織及製衣學系	Engaging Fashion as a Communication Media for the Needy	ITC2S01
Faculty of Business 工商管理學院	Department of Logistics & Maritime Studies 物流及航運學系	Service Learning in Financial Literacy for Low-income Youth in Hong Kong	LGT3S01
	Department of Management & Marketing 管理及市場學系	Service Learning: Building Green Communities with Environmental NGOs	MM3S01
	School of Accounting & Finance 會計及金融學院	Accounting and Internal Control in the Elderly Centre through Service Learning	TBC
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
		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 Civil & Environmental Engineering 土木及環境工程學系	Built Environment Enhancement for Underprivileged Communities	CSE3S01
	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
		Navigating Ethnic Minorities	LSGI2S02
Faculty of Engineering 工程學院	Department of Computing 電子計算學系	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines	COMP2S01
		Service Learning and Civic Engagement in the Information Age	COMP3911
	Department of Industrial & 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
		Engineering for the Needy	ISE3S01
	Department of Mechanical Engineering 機械工程學系	Engineering Design for the Community	ME3S01
	Interdisciplinary Division of Biomedical Engineering 生物醫學工程跨領域學 部	Reducing the Scientific Divide in Secondary Students through STEM (Science, Technology, Engineering and Mathematics) Projects	BME2S03
		Assistive Technologies: Service Learning towards the Elderly and Disabled	BME3S02
		Biomedical Engineering Services to Under-privileged People with Physical Disabilities	BME4S01

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 & 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
		Striving for a Sustainable Livelihood in Guangdong	APSS2S06
		You can Make a Difference to our Planet	APSS2S07
		Servicing School Dropouts	APSS2S08
		Service Leadership through Serving Children and Families with Special Needs	APSS2S09
		Growing Resilience of Children in Post-Disaster Contexts	APSS3S10
		Community Psychology	APSS3S01
		Engaging with Diversity	APSS3S02
	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
	School of Nursing 護理學院	Enabling Occupation: Home and Community Practice	RS4280
		Collaborative Care in School Health and Safety	SN2S01
	School of Optometry 眼科視光學院	Promotion of Healthy Ageing in the Community	SN3S02
		Learning through Providing Eye Care and Vision Health to the Community	SO2S01
		Public Health Optometry	SO4006
	Faculty of Humanities 人文學院	Service-Learning - Preserving Cultural Heritage for Ethnic Minorities in Contemporary China	CBS2S02
		Language Arts for Community Projects: Teaching Chinese as a Service Learning Experience	CBS2S03
		Teaching Chinese as a Second Language in Local Schools	CBS3701
		Enhancing Biliteracy & Trilingualism through Language Service	CBS3702
		Service Learning through Helping Primary Students with Specific Reading Difficulties	CBS3S01
	Department of English 英文系	Language Arts for Creative Community Projects	ENGL2S01
		Teaching English as a Service Learning Experience	ENGL3018
	English Language Centre 英語教學中心	Advancing English Oral Presentation Skills through Teaching	ELC2S01
	School of Design 設計學院	Service Learning through Design and Building for Remote Communities	SD2S01
	School of Hotel & 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
		Accessible Tourism: Concepts, Challenges, and Practices	HTM3S03
		Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801

Service-Learning Subjects in Semester One, 2013-14

2013-14上學期的服務學習科目

In 2013-14 Semester One, 341 PolyU students from 9 Service-Learning (SL) subjects served needy people in Hong Kong. 在2013-14學年上學期，來自9個服務學習科目的341名理大學生服務本地有需要的人士。

Elderly and Disadvantaged Households

長者及弱勢家庭

Students of SL subjects "Housing for the Community" and "Social Justice in Private Housing Redevelopment" conducted home visits to identify and survey the specific needs of households in districts affected by urban decay and to match their needs with various assistance schemes offered by the government. Some students helped elderly and uneducated homeowners affected by compulsory property acquisition for redevelopment by providing relevant information, such as explaining legal documents, advising on the estimated value of the property and helping to familiarize them with the appropriate procedures under the relevant ordinance.

修讀Housing for the Community及Social Justice in Private Housing Redevelopment的學生透過家訪及實地調查，了解受城市老化影響的住戶的特殊需要，並研究政府提供的各項援助計劃，如何滿足住戶的需要。部分同學則為受強制收樓重建影響的長者及未受過教育的戶主提供資訊，向他們解釋相關的法規和法律文件，建議有關物業的估值，並協助戶主熟悉有關條例的正確手續及程序。



Children and Adolescents

兒童及青少年



Five Service-Learning subjects served local children and adolescents, mainly through enhancing their learning or providing health education. Students in "Understanding Children in Poverty in Hong Kong" and "Promotion of Children and Adolescent Development" provided tutoring and other educational services for children and adolescents, while students in "Advancing English Oral Presentation Skills through Teaching and Language Arts for Creative Community Projects" mainly enhanced children's English abilities through developing teaching materials as well as organizing innovative activities such as art performances and writing workshops. Last but not least, students in "Collaborative Care in School Health and Safety" promoted school health to children and adolescents in schools.

以兒童及青少年為服務對象的服務學習科目共有5科，目標包括協助他們提升學習效能及提供健康教育。其中選修Understanding Children in Poverty in Hong Kong及Promotion of Children and Adolescent Development的學生負責為兒童及青少年提供補習及其他教育服務。選修Advancing English Oral Presentation Skills through Teaching及Language Arts for Creative Community Projects的學生則透過編寫教材及籌辦創新活動，如藝術表演及寫作工作坊，來提升學童的英語能力。此外，Collaborative Care in School Health and Safety的學生主要向在學兒童及青少年推廣健康的校園生活。



Ethnic Minorities

少數族裔

PolyU students served local ethnic minority school children through learning enhancement and promoted social integration. Students in Engaging with Diversity provided tutoring services to children and teenagers from ethnic minority families to help them get through the language barrier. "Navigating Ethnic Minorities" assisted ethnic minority children to extend their knowledge and understanding beyond their own ethnic communities by creating maps of the neighbourhood with specific themes.

理大學生為本地少數族裔學童提供服務，協助他們提升學習效能及促進社會共融。Engaging with Diversity的學生為少數族裔的兒童及青少年補習，幫助他們衝破語言障礙。Navigating Ethnic Minorities透過學生與少數族裔兒童互動，合力繪製社區主題地圖，擴闊他們對所屬社群以外的認知和理解。



Student Learning Outcomes 學生學習成果

Pre-and-Post Surveys on Service-Learning Subjects 服務學習科目前後期評估

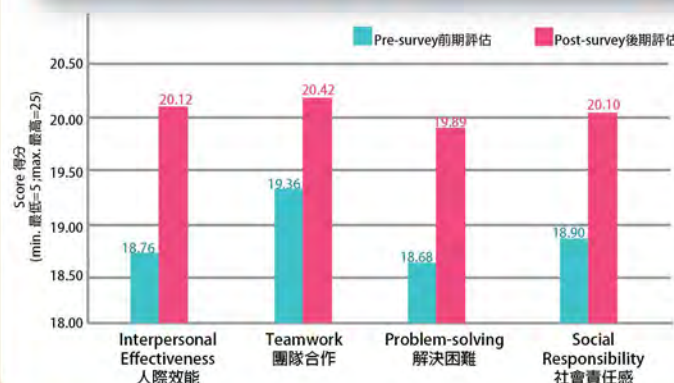
In Semester One of 2013-14, nine SL subjects were offered. We surveyed seven* of these, with a total of 174 respondents. The findings show a statistically significant improvement in the four generic competencies measured, namely interpersonal effectiveness (effect size=0.62, $p<0.001$), teamwork (effect size=0.52, $p<0.001$), problem-solving (effect size=0.52, $p<0.001$), and social responsibility (effect size=0.48, $p<0.001$).

The key findings in relation to the students' self-evaluations of their performances and learning experiences were that: the statement "I treasured the learning experience throughout the Service Project" was the top of the list, being strongly agreed with by 32% of the respondents; 29% of the respondents strongly agreed that Service-Learning helped them become more aware of community needs; and 27% strongly agreed that they have a responsibility to serve the community.

在2013-14年首學期，理大開辦了9科服務學習科目。本處對其中7科*，共174名學生進行問卷調查。結果顯示學生在四項通才效能方面均有顯著提升，包括人際效能（效應值=0.62， $p<0.001$ ）、團隊合作（效應值=0.52， $p<0.001$ ）、解決困難（效應值=0.52， $p<0.001$ ）及社會責任感（效應值=0.48， $p<0.001$ ）。

學生在個人表現及學習經歷方面的結果顯示，32%的受訪同學非常同意「我珍惜是次服務項目所獲的學習經歷」，同意比率最高；29%的受訪同學非常同意服務學習讓他們更加關注社會的需要；27%的受訪同學非常同意自己有責任服務社會。

Comparison of students' learning mean scores on the four generic competencies before and upon completion of the SL subjects
學生在四項通才效能的前後期平均分比較



*Two SL subjects offered for two consecutive semesters in 2013-14 Semester One and Two had not yet been completed by May 2014.
截至2014年5月，兩科連續在2013-14年上下學期推行的服務學習科目尚未完結。

Students' self-evaluations of their performances and learning experiences 學生在個人表現及學習經歷方面的自我評估

[Q1] I applied the professional knowledge/skills that I learnt from class at the Service-Learning project/trip
我能在服務項目中應用課堂上學習的專業知識/技能

[Q2] I will continue my involvement in community services
我將會繼續參與社區服務

[Q3] I feel that the work I did through Service-Learning benefited the community
我覺得自己在服務學習中所做的能令社會有所得益

[Q4] Service-Learning helped me become more aware of the needs in the community
服務學習讓我更加關注社會的需要

[Q5] I believe that I have a responsibility to serve the community
我相信我有責任服務社會

[Q6] I think I can make a difference in the community
我想我可以為社會帶來少許改變

[Q7] I treasured the learning experience throughout the Service Project
我珍惜是次服務項目所獲的學習經歷

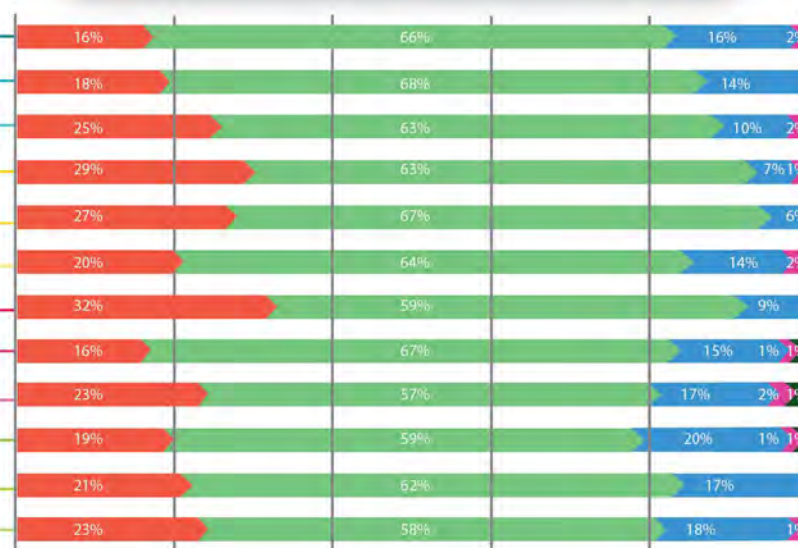
[Q8] The Service Project was well prepared and organized
是次服務學習課程/項目準備及安排妥善

[Q9] Generally speaking, I learn better from the Service Project than traditional classroom learning mode
大致而言，我透過服務項目學習得比傳統課堂學習更好

[Q10] I will participate in Service Learning activities in the future
將來我會繼續參與服務學習的活動

[Q11] I can get enough support from the NGO in carrying out the project
在進行是次服務項目時，我從協作的機構得到足夠的支持

[Q12] I can get enough support from the PolyU staff in carrying out the project
在進行是次服務項目時，我從理大的職員得到足夠的支持協助



Strongly Agree 非常同意, Agree 同意, Neutral 無意見, Disagree 不同意, Totally Disagree 完全不同意

E-learning Modules on Service-Learning 服務學習電子課程

An e-learning short course for staff was launched formally to all academic staff in September 2012. This is a three-hour web-based training in SL for staff members who are interested in teaching and/or developing credit-bearing SL subjects. It is comprised of seven units, including many practical cases and resources for in-depth study. Up to May 2014, 136 PolyU colleagues had registered for this course.

教員電子學習課程於2012年9月正式推出。課程專為有志教授及/或發展學分制服務學習科目的教員而設，提供三小時網上培訓。內容分為七個單元，包括大量的實用個案及參考資料，方便理大老師作深入研習。截至2014年5月為止，136名本校職員已登記使用該課程。

The module for students is a ten-hour web-based e-learning module. It provides essential information on basic SL concepts and practices. The module, with the integrated use of animation, images and videos, explains the concepts, demonstrates the exemplary service projects and stimulates thought for study.

學生方面，有專為他們而設、為時十小時的網上電子學習課程，內容涵蓋服務學習的基本概念及實踐經驗。課程結合動畫、影像和影片以解釋概念，並展示過往服務項目的卓越例子，藉此刺激學生思考學習。

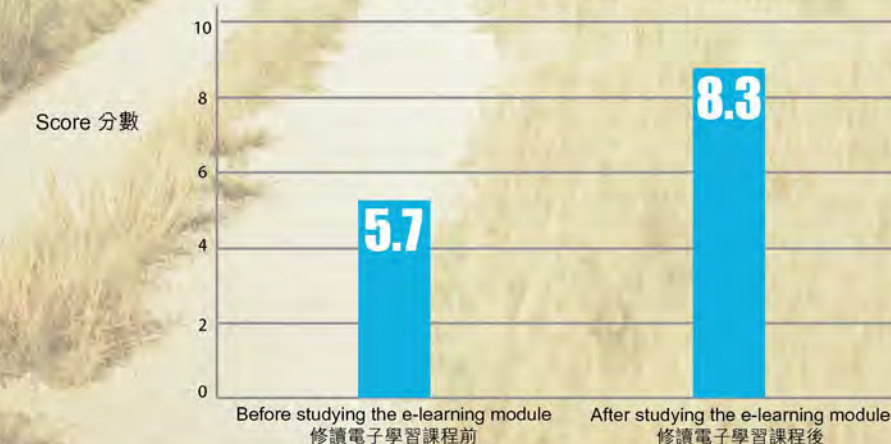
The e-learning module was launched formally in January 2013. Up to May 2014, 1,405 students from 32 SL subjects had taken this module; this constitutes 72% of the total number of students taken up SL subjects.

本課程於2013年1月正式推出。截至2014年5月為止，共有1,405名來自32個服務學習科目的學生修讀，佔所有已修讀服務學習科目學生總數的72%。

We surveyed 906 PolyU students to evaluate their understanding of SL before and after taking the e-learning module. The findings show a statistically significant improvement in their general knowledge of SL, with an average score increase of 2.605 (effect size = 1.459). We also found that 79.8% of the students had improved their general knowledge of SL after taking the e-learning module.

本處對906名修讀電子學習課程的理大學生進行前後評估，比較他們對服務學習的理解。結果顯示學生對服務學習的一般理解，有平均2.605分的顯著提升（效應值=1.459）。而其中79.8%的學生在修讀電子課程後，對服務學習的一般知識均有所增強。

Comparison of students' knowledge in SL
學生對服務學習理解的比較



Feature Stories 主題故事

BALANCE BETWEEN TEACHING AND RESEARCH 平衡教學與研究

Interviewed by 撰文: Alison, Wing and Jessie

Bridging Academic Research to Service-Learning

"In what ways can we really connect education, service and research? How can we transfer knowledge to social benefits?" asked Dr. Cynthia Wu. "That's what I always want to know."

Academic staff members are now often, if not always, swamped by teaching workload and research publication. Developing and teaching a Service-Learning (SL) subject often requires more time and effort from the subject teachers. Hence, despite most academic staff recognizing that SL subjects can enrich our students' learning experiences, some cannot place an SL subject as their top priority due to practical constraints.

Dr. Wu tries to resolve this issue by bridging her research interests to Service-Learning. By developing and teaching SL subjects/projects related closely to her research interests, Dr. Wu can not only implement the findings from academic research, but also experience the impacts on the community.



Brief Description of Dr. Wu 吳博士簡介



Dr. Cynthia Wu has been actively engaging in community health nursing over a decade and has been conducting participatory action research for five years. She is currently an Assistant Professor in the School of Nursing at PolyU, with a teaching focus on school health and safety and community health nursing. 吳壽婷博士積極從事社區健康護理超過十年，並進行參與行動研究達五年。吳博士現為香港理工大學護理學院助理教授，主要教授學校健康安全及社區健康護理。



連繫學術研究與服務學習

吳壽婷博士一直思考：「我們該如何把教學、社區服務及研究工作連繫起來？如何善用知識回饋社會呢？」

現時的大學老師普遍為教學工作及學術研究疲於奔命。對學科老師來說，發展及教授一個服務學習科目往往需要他們付出較多的時間和心力。即使大部分老師明白服務學習科目能豐富學生的學習經歷，但基於實際考慮，他們不一定會把服務學習科目放在首位。

吳博士嘗試把她的學術研究興趣和服務學習連繫起來，希望可以減輕負擔。透過發展及教授服務學習科目/項目，吳博士不但可以落實學術研究所得，更能從中體驗研究成果對社區的實質影響。



"To serve; and to love to serve"

Learning professional knowledge and fostering personal development through serving the community is a common practice within the health professions. Dr. Wu has extensive experience in serving the community and leading students from the School of Nursing to serve. She strongly recognizes the benefits of learning through serving. Therefore, she developed a SL subject for students from all disciplines in order to promote these benefits to more students. Through serving the community, Dr. Wu hopes that both healthcare and non-healthcare students can discover and actualize their own potentials, explore their roles in society and strengthen their social responsibilities.

"I ask my students to treat me as their peer. They are the project leaders" said Dr. Wu. "Students need to enjoy the serving process. They should feel they have accomplished something they are proud of. They should gain satisfaction from the process. Then, it's easier for them to embrace the benefits they have from this experience." "Some students have never volunteered or served the community before. Serving the community is a whole new experience for them, and some of them were touched immensely by the experience. These students may go back to their labs and resume their normal lives after this SL subject, but the generic skills developed through serving are there. They have experienced the joys gained through serving. The seeds have been sown."

Future Direction

Looking ahead, Dr. Wu believes SL subjects can adopt a more interdisciplinary approach. She believes this approach benefits both the students and the subject teachers. "We can gather experts from various disciplines to build a subject and there's a possibility of publishing papers about interdisciplinary approaches." "Also, we may further develop SL subjects for our post-graduate students, so as to further strengthen the link between academic research and the community."

「服務社區，關愛社群」

透過服務社會學習專業知識及促進個人發展在醫護專業界十分普遍。吳博士具備豐富的社區服務經驗，其中包括帶領護理學院學生服務社會。她十分認同參與社會服務對同學帶來的益處。為了讓更多同學受惠，不同學系的學生均可報讀吳博士開辦的服務學習科目。吳博士希望無論是醫護或非醫護專業的同学，均可透過服務社會發掘並實踐自己的潛能，探索自己的社會角色及加強社會責任感。

「我請學生把我當成他們的同輩，他們才是項目的掌舵人。」吳博士表示。「學生須享受服務的過程，他們要對自己的服務成果感到自豪，並從過程中獲得滿足感。這樣學生才能更切實體會服務學習帶來的好處。」「有些同學從未當過義工或服務社會，服務學習帶給他們一次全新的體驗，當中有一些同學深受感動。雖然，這些同學可能在完成課程後便回到實驗室繼續埋頭苦幹，重過日常生活的常軌，但學生透過服務所學的通才並不會消失，他們也會記著服務大眾時的喜樂。種子已經撒下了。」

未來方向

展望將來，吳博士相信服務學習可更多採用跨學科合作模式，對老師及同學均有裨益。「我們除了可以結集不同學科專業，集思廣益籌劃課程，還有機會出版跨學科的學術研究。」「此外，我們也可嘗試開辦專為研究生而設的服務學習科目，進一步加強學術研究及社區之間的連繫。」





Brief Description of Samuel Cheng
鄭同學簡介

Samuel Cheng is a year 3 student from the School of Nursing. He participates actively in different kinds of Service-Learning subjects/projects in PolyU and was awarded the Service-Learning Scholarship 2012/13. He is currently one of the Service-Learning Scholar Committee members and organize service projects in PolyU.

鄭洪南同學是護理學院三年級學生。他熱衷參與與大不同的服務學習科目/項目，並成為服務學習獎學金計劃2012/13的得獎者。現時他在校內策劃服務項目，是服務學習學生領袖委員會的一員。

GIVE AND GAIN 付出與收獲



Importance of Service and Learning

Being a citizen and a university student, I recognize our responsibility in caring for the underprivileged. "It is more blessed to give than to receive" (From Bible Acts 20:35). This is true when doing service as a volunteer. However, Service-Learning implies the importance of both servicing and learning through the process. Truly, during these years when I have led Service-Learning projects, what I have gained is more than what I have given. They have provided me with opportunities to put my knowledge into action and enhance my generic skills.

Active Engagement in Service-Learning Projects through Different Channels

The Service Learning subject: "Collaborative Care in School Health and Safety" has prepared me to organize health-promotion activities. I am encouraged when the lifestyles of our service targets' lifestyle appeared having to have had positive changes. I have took the role of a Service-Learning leader in the subject this year. I have shared my past experience and provided opinions, feedback and assistance to this year's students in carrying out their health promotion activities.

服務和學習的重要性

作為一個社會公民和大學生，我們皆有責任關心弱勢社群。聖經使徒行傳20:35 說：「施比受更為有福」。從事義務工作最能體會這種精神。然而，服務學習強調的是提供服務與個人學習兩者同樣重要。事實上，這幾年的實踐經驗中，我得到的遠比付出為多。帶領服務學習項目讓我有機會學以致用，同時提升自己的通才技能。

透過不同渠道，積極參與服務學習項目

修讀Collaborative Care in School Health and Safety的服務學習科目，讓我學會如何籌辦健康推廣活動。當看到服務對象生活習慣上的正面改變，我更感到異常鼓舞。今年，我當上了這個科目的學生領袖，負責向現屆同學分享自己過往的經驗，提供意見及回饋，協助他們開展健康推廣活動。

The Service-Learning project "A Mentoring Programme to Help Primary School Students to Become Health Ambassadors" has provided me with a chance to write a proposal for funding. This is a sustainable health promotion programme. After training the primary students as ambassadors, I visited the schools with them every week to provide health promotion and education on different themes. Last year the project was funded by the TDK-SAE Corporate Social Responsibility Innovative Service-Learning Fund and this year it is supported by the Hang Seng Bank Best Sustainable Service Project Award. The project is being conducted on a larger scale involving more freshmen to learn and serve in more primary schools.

As a Service-Learning scholarship awardee, I have joined the Service-Learning Scholars Committee supported by the Office of Service Learning this year. The committee has initiated our own Service-Learning project "Promotion of Life and Death Education in the Community". Due to our experience of writing funding proposals, our application was approved by the TDK-SAE CSR Innovative Service-Learning Fund. With different training, university students will record life stories for elders. During this service, the participating elders and students learn from each other and work towards a common goal, i.e. to be more positive towards life.

I believe that when you devote yourself, you will enjoy and learn. Originally, I only wanted to serve the needy; however, I have learnt and grown a lot myself. I will continue to be involved in Service-Learning projects and motivate other students in my projects so that more can benefit.



服務學習項目：A Mentoring Programme to Help Primary School Students to Become Health Ambassadors，提供機會讓我學習撰寫計劃書申請資助。這是一個可持續發展的健康推廣計劃。完成小學生擔任健康大使的培訓後，我還得每星期到小學與他們一起舉辦不同主題的健康推廣和教育活動。上年度這個項目獲TDK-SAE創新服務學習基金資助，本年度則成功取得恒生最佳可持續服務計劃獎。計劃今年以更大規模和動員更多理工大學新生參與推行，從而讓更多小學受惠。

獲得服務學習獎學金後，我參加了由服務學習事務處支援的服務學習學生領袖委員會。委員會自行策劃名為「生死教育社區推廣計劃」的服務學習項目。憑著過往撰寫撥款建議書的經驗，上述計劃亦獲TDK-SAE創新服務學習基金接納。經過一輪培訓後，大學生會為長者拍攝生命回顧的影片，過程中參與長者和學生互相學習，努力朝著一個共同的目標，邁向積極人生。

我相信當你投入，便能夠樂在其中並有效學習。最初只是懷著服務大眾的心，最後自己卻獲益良多。我會繼續籌辦更多服務學習項目，也希望鼓勵更多大學生一同參與。



Funding and Scholarships

服務學習項目資助及獎學金計劃



JP Morgan Chase Foundation — STEM Projects JP Morgan Chase Foundation — STEM項目

With the support of the JP Morgan Chase Foundation, over 300 PolyU students from the Faculty of Engineering, Faculty of Construction and Environment, and Faculty of Applied Science and Textiles are planning and designing a series of educational programmes for students from resource-poor primary and secondary schools. The focus of the project will be on reducing the scientific divide in secondary/primary students through teaching and learning STEM (science, technology, engineering and mathematics) concepts and theories while cultivating a spirit of scientific literacy and thinking. The central element of this project is to introduce innovative and practical application of STEM to primary and secondary school students by university students under the guidance of university professors. The university students will be equipped with specific skills and knowledge to introduce such concepts and projects.

These educational programmes include tuition classes to illustrate key STEM concepts and to help students practise them; a mentorship programme to help students overcome their learning hurdles in STEM; specific workshops to equip students with additional knowledge apart from textbooks and to unleash the development potential of youth; and outdoor activities to explore and learn interesting STEM knowledge outside the classroom. The programmes/activities to be designed for each participating school will vary depending on individual needs. Also, a PolyU visit/tour will be arranged for students, to motivate them to pursue further education.

獲JP Morgan Chase Foundation支持，來自工程學院、建設及環境學院，與及應用科學及紡織學院超過300名理大學生，合力為資源匱乏的中、小學規劃及設計一系列的教育方案。這個項目希望透過教育及學習STEM(科學、科技、工程及數學)的概念和理論，培養中、小學生的科學素養和思維，從而減少他們對科學產生的鴻溝。理大學生在老師的指導下，主要負責協助中、小學生掌握各類STEM的創新及實際應用方法。因此，理大學生本身也須配備專門的技能和知識，方能有效完成項目所訂的目標。

上述的教育方案包括舉辦補習班，向學童講解STEM的主要概念及協助他們即時實踐；另設師友計劃來幫助學童解決學習STEM遇到的障礙；專題工作坊教授學童更多課本以外的知識及啟發他們的發展潛能；戶外活動鼓勵探索、吸收課堂以外有趣的STEM知識。各個項目/活動將因應每所參與學校的獨特需要而設計。此外，亦會安排學童參觀理大校園，藉此激勵他們追求高等教育。



Dr. Y.K. Ching Memorial Scholarship 程源鎔博士紀念獎學金

The Dr. Y.K. Ching Memorial Scholarship continued to support students in serving the underprivileged people in the Chinese mainland or overseas in the academic year of 2013-14, 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 real-world situations. Three student teams were awarded the scholarships to go offshore to serve underprivileged people in the Chinese mainland, Cambodia and Myanmar.

「程源鎔博士紀念獎學金」在2013-14學年繼續資助理大學生前往中國內地或海外服務弱勢社群。資助計劃旨在培養學生的承擔及責任感、擴闊其國際視野、促進他們的全人發展，特別是誠信、毅力、團隊精神、領導才能及同理心。同時亦鼓勵學生透過實踐，增強他們的專業知識和技能，鞏固所學。經過遴選，三組學生成功獲得資助，分別前赴中國大陸、柬埔寨和緬甸服務有需要人士。



Hang Seng Bank Best Sustainable Service Project Awards 恒生最佳可持續服務計劃獎

The Hang Seng Bank continued to donate HK\$200,000 in 2013-14 to set up the Hang Seng Bank Best Sustainable Service Project Awards, to encourage students to learn and develop through serving the community, provide sustainable community service for the needy and recognize outstanding achievements of students in community service. The three winning teams served Hong Kong with their language and health services.

恒生銀行於2013-14學年繼續捐贈港幣二十萬元設立「恒生最佳可持續服務計劃獎」。獎項旨在鼓勵同學從服務社會中學習與成長，同時為有需要人士提供可持續的社區服務，以及表揚在社會服務表現傑出的同學。結果三個以語文及健康為題，在香港服務的服務學習團隊獲獎。

TDK-SAE Corporate Social Responsibility Innovative Service-Learning Fund TDK-SAE 創新服務學習基金

The SAE Magnetics (HK) Ltd. continued to donate HK\$150,000 in 2013-14 to set up the TDK-SAE Corporate Social Responsibility (CSR) Innovative Service-Learning Fund. It aimed to encourage and subsidize PolyU students to organize Service-Learning group projects that can enhance students' leadership skills and sense of social responsibility, apply their professional knowledge and skills in serving needy people, provide them with on-going learning experiences, and facilitate their continuous personal growth.

新科實業有限公司繼續於2013-14學年捐贈港幣十五萬元設立「TDK-SAE創新服務學習基金」。基金目的在鼓勵及資助理大學生籌辦服務學習項目，從中培育他們的領導才能及社會責任感；讓同學學以致用服務社會有需要人士；並為他們提供持續的學習經驗，以及促進個人成長。

Service-Learning Scholarship Scheme 2013/14 服務學習獎學金計劃 2013/14

Applications are now invited for the Service-Learning Scholarships, which aims to recognize the full-time UGC-funded students who have outstanding performances in previous Service-Learning subjects. It is also intended to encourage students to keep on with their involvement in community service and to share their experiences as leaders to support other Service-Learning programmes at PolyU.

Applicants must be current PolyU students pursuing full-time 4-year government-funded programmes, and have completed a credit-bearing Service-Learning subject in the 2013/14 academic year with outstanding performance. The Service-Learning Scholarships are HK\$6,000 each. Awardees should fulfill the following requirements in the 2014/15 academic year in order to receive the scholarship:

- (a) Complete a 10-hour leadership training programme
- (b) Complete 10 hours of Service-Learning events service
- (c) Complete 20 hours of community service as a Service-Learning Student Leader

Completed application form, together with all required documents, should be submitted to the Office of Service Learning (Room TU428) on or before the following closing dates:

- (1) For SL subjects completed in Semester 1: 13 June 2014 (Fri)
- (2) For SL subjects completed in Semester 2: 4 July 2014 (Fri)
- (3) For SL subjects completed in Semester 3: 20 August 2014 (Wed)

Enquiries about the scholarship scheme should be directed to the Office of Service Learning via oslinfo@polyu.edu.hk or Tel. 2766 4376.

「服務學習獎學金」現正接受報名。設立「服務學習獎學金」的目的是為肯定在「服務學習」科目表現出色的政府資助全日制學生。此外，獎學金更鼓勵學生持續參與社會服務，並擔任學生領袖，支援理大其他「服務學習」的計劃。

申請者必須是現屆就讀理大四年制政府資助學士課程的全日制學生，並於2013/14學年內修畢「服務學習」學分制科目，成績優異。獎學金每個款額為港幣6,000元。得獎者必須於2014/15學年完成以下項目，才獲發獎學金：

- (a) 十小時的領袖培訓項目
- (b) 十小時的服務學習活動
- (c) 二十小時擔任服務學習學生領袖，推行社會服務

填妥的申請表連同所有證明文件，須於截止日期前，送交服務學習事務處 (TU428室)：

- (1) 第一學期內完成的科目：2014年6月13日(星期五)
- (2) 第二學期內完成的科目：2014年7月4日(星期五)
- (3) 第三學期內完成的科目：2014年8月20日(星期三)

如有查詢，請電郵至 oslinfo@polyu.edu.hk 或致電 2766 4376 與服務學習事務處聯絡。

APPLY NOW!!!



Promotion of Life-death Education in the Community 讓社區認識生死教育

Service-Learning Scholar Committee 服務學習學生領袖委員會



A Service-Learning Scholar Committee was formed in December 2013. The Committee is comprised of eight Service-Learning Scholars awarded under the Service-Learning Scholarship Scheme in 2012/13. They applied successfully for funding from the TDK-SAE CSR Innovative Service-Learning Fund to support their self-initiated project "Promotion of Life-death Education in the Community". Through recording the life-stories of 8 elders, the project aims to instil the positive values and meaning of life in youths. Thirty-seven PolyU students have been recruited as volunteers and were divided into eight teams to record the life-stories of eight elders.

服務學習學生領袖委員會於2013年12月正式成立，由8位獲得2012/13服務學習獎學金的得獎學生組成。委員會成功向「TDK-SAE創新服務學習基金」申請資助，推行一項名為「讓社區認識生死教育」的學生主導服務項目。透過記錄八位長者的生命故事，項目希望教育年青人正確的人生意義及生命的價值。37位理大學生參與，並分為8小隊為8位長者進行拍攝工作。

Collaborating Organization 合作機構:
Tung Wah Group of Hospitals 東華三院
Project Advisor 項目導師:
Dr. Cynthia Wu 吳壽婷博士(SN)
Ms Jessie Kar 賈鳳儀女士(OSL)
Ms Sarah Chung 鍾卓盈女士(OSL)

Service Schedule 服務日程:

Stage 1 第一階段

Life-death Education &
Video-making Training
生死教育及短片製作培訓

(May - June 2014)



Stage 2 第二階段

Elderly Service
長者服務

- i) PolyU visit 理大參觀日
(14 June 2014)
- ii) Video-making for elderly life stories
長者故事短片製作
(June - July 2014)

Stage 3 第三階段

Promotion of
Life-death Education
推廣生死教育

- i) Sharing in Secondary Schools
中學分享
(September - October 2014)
- ii) Exhibition in PolyU 理大展覽
(November 2014)

Journey of a Leader 領袖的歷程

Benny Chan
陳靖彬同學

Department of
Computing (Year 2)
電子計算學系 二年級



Sharing from Student Leaders 學生領袖的分享

SL Project/Subject:
參與服務學習項目/科目:
- Service Learning and Civic Engagement in the Information Age
- A STEM (Science, Technology, Engineering & Mathematics)
Service Programme in Nam Wah Catholic Secondary School

Good leadership skill is a prerequisite for being successful in Hong Kong. I was fortunate enough to have opportunities to become a Student Leader when I was a secondary student and also now in PolyU. It has always been a great challenge for me to solve different issues as a leader, as well as to coordinate my team well. When I was in secondary school, the problems that I faced were far less complicated and I was a lot more familiar with my teammates; however, when organizing activities in PolyU, I find that things are much more complicated and most of my teammates are not too much in sync with me, especially in the service project that I am responsible for. It has been a great training for me.

The most memorable moment in this project was certainly the first lesson, in which we held some games for Form One students. A great pressure was mounted on my shoulders as it was the first time we had been to the school, which determined the teachers' first impression of us. As scheduled, we had merely fifteen minutes to set up the venue, prepare the materials and settle down the students. In fact, it was extremely difficult for me to multi-task in such a short period of time; but I was able to calm down and assign the tasks to each volunteer based on their characteristics and abilities and, hence, the process was smooth.

Being a good leader is never an easy job. However, with the experience of leading different projects and various teammates, I believe, I will become a fully-fledged leader in the future.

良好的領導才能是在香港成功的先決條件。我很幸運地能在中學及理大當上學生領袖。對我來說，當領袖最大的挑戰是要解決許多不同的難題，同時要擅於協調團隊的運作。中學時期，自己面對的困難比較簡單，和隊友亦比較稔熟。然而，在理大舉辦活動則讓我發現事情要複雜很多，而且大部份隊友的步伐並不一致，特別在我負責的服務項目中。這對我來說是一次很好的磨練。

這個項目給我深刻的記憶便是上第一課，我們帶領一群中一學生玩遊戲。由於是第一次到該校進行活動，我感到肩上的重擔壓力，因為這是會決定老師對我們的第一印象。按照原定計劃，我們花了15分鐘佈置場地、準備物資及安頓所有學生。事實上，要在這麼短的時間內，處理多項工作是非常困難的，幸好我能冷靜下來，並按照義工每人的特質和能力分配工作，因此整個過程也十分順利。

要作一個優秀的領袖並不容易。然而，隨著領導不同的項目和隊友的經驗，我深信自己將來一定可以成為一個不折不扣的領袖。

SL Project/Subject:
參與服務學習項目/科目:
- Collaborative Care in School Health and Safety
Land and Resource Management for Sustainable
Development in Rural Area
- Navigating Ethnic Minorities

What I have learnt in the scholarship scheme is how to be a match...

A teacher once told me a story about a match and asked: "A match is used to light up the night sky, so that people are able to see clearly and walk safely at night, but it only can last for 1 minute. Before it burns out, you have to ignite another one. If one match represents one person, then how many people/matches do we need to light up the whole world?"

No one knows the answer, including him, but one thing for sure is that everyone can be a match to share his/her lights with others. While most people immerse themselves in study so as to gain excellent achievement and get better job offers in the future, I am spending most of my time in community service, which is deemed as the least important activity in their college lives. Without doubt, study is always the most important mission for students. However, apart from studying, what have you left?

Being a student leader is not that difficult, but being a supportive, inspiring student leader, a match burning with warmth and brightness, is not that easy. "I love so I enjoy, I love so I share". Sharing is the most valuable thing I have gained from being a student leader. Though we never know when the starting point is or where the ending point will be, at least we can do our best and share our best. Look around! Do not miss any chance to share your light!

在獎學金計劃中，我學會怎樣成為一支有用的火柴...

一位老師曾經告訴我一個關於火柴的故事：「火柴是用來照亮夜空，讓人們在黑暗中可以清楚看見，而且安全地走路，但它的壽命只有一分鐘。在它燃盡以前，你必須再點燃另一支。如果一支火柴代表一個人，那麼我們需要多少火柴，才能照亮整個世界？」

沒有人知道正確答案，包括這位老師在內，唯一可以肯定的是每人都能成為一支火柴，分享他/她的光芒。當大多數人都為爭取好成績或期望將來找到好工作，而沉醉在自己的學業上，我卻把自己大部份時間投放在被人忽視的社會服務上。毫無疑問，學習往往是學生最重要的一環。但是，除了學習，還有什麼呢？

要當一個學生領袖並不難，但要當一個給予支持、能夠激勵人心的學生領袖，好像一支燃亮著發熱發光的火柴卻殊不容易。「我愛所以我享受，我愛所以我分享」。分享，是我當上學生領袖最寶貴的收穫。我們不會知道何時是起點，哪裡是終結。雖然力量有限，但至少我們可以盡展所長，分享我們的至善至美。細心看吧！不要錯過任何機會去分享你的光芒！

Brightness of A Match 小火柴的大光芒

Karen Ho
徐綺雯同學

Department of
Logistics and Maritime
Studies (Year 3)
物流及航運學系
三年級



Service-Learning Related Activities 服務學習活動

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

Since the kickoff gathering to celebrate the formation of CoP-SL on 3 June 2013, several activities have been organized for the enhancement and benefits of the members:

- "Get-together" for CoP-SL members - 8 November 2013
- Workshop on Developing Students' Passion and Attitudes to Serve and Learn: Insights from the Service Delivered to Migrant Children in Shanghai (Department of Applied Social Sciences) - 21 November 2013
- Consultations on Developing Proposals for Service-Learning Subjects - 28 January 2014
- Happy Lunar New Year Tea Gathering - 14 February 2014
- Workshop on Risk Management in Service-Learning - 11 March 2014

Apart from the above activities, a unique summer course on creating curricula and projects focused on Service-Learning was held in June 2014. A group of teachers from PolyU and other local/overseas universities have experienced and developed a deepened practical approach while creating an integrated Service-Learning plan through involvement in projects being carried out by PolyU students in Cambodia.

For more details, please go to http://www.polyu.edu.hk/CoP/service_learning/.

服務學習實踐社群自2013年6月3日正式成立，舉辦了一連串的活動以加強會員對服務學習的認識及瞭解：

- 會員茶聚 - 2013年11月8日
- 「發展學生對服務與學習的熱情與態度：服務上海流動兒童的反思」工作坊（應用社會科學學系）- 2013年11月21日
- 編寫服務學習科目計劃書諮詢會 - 2014年1月28日
- 新春茶聚 - 2014年2月14日
- 服務學習風險管理工作坊 - 2014年3月11日

除以上活動外，本社群於2014年6月舉行一項特別的暑期短期課程，主題是如何設計服務學習課程與項目。參與的香港理工大學老師，將與其他本地及海外大學的老師遠赴柬埔寨，考察及觀摩由理大學生推行的服務學習項目計劃，進而協助他們構思一個共融與實務並重的服務學習計劃。詳情請瀏覽網頁http://www.polyu.edu.hk/CoP/service_learning/。



International Connections 國際網絡

To enhance collaboration, exchange good practices and facilitate Service-Learning development in the higher education sector locally and overseas, we have participated actively in Service-Learning related conferences and conducted workshops to share PolyU experiences. On 1 December 2013, Dr. Stephen Chan was invited by the Sunwah Foundation to be one of the speakers for the international expert workshop on "Sunwah and Friends Social Services Day" in Ho Chi Minh City. Dr. Chan shared Service-Learning in PolyU and its positive impact. About 200 students from various universities in the city attended the workshop. During the visit, on 2 December, Dr. Chan also delivered a staff-development workshop for the staff of Vietnam SEAMEO RETREC (Regional Training Center of the Southeast Asian Ministers of Education Organization) upon request.

On 5 February 2014, Dr. Chan and Dr. Grace Ngai attended a 3-day education reform conference called "Higher Education Leadership Program-Myanmar: Teaching, Research, and Community Service" in Yangon, Myanmar. Dr. Chan and Dr. Ngai shared their experiences of how to build Service-Learning programmes in a university. Nearly 200 university senior management attended the conference.

On 19 February 2014, Dr. Chan and Dr. Ngai were invited to deliver a seminar under the "Simple Technology Big Difference" Seminar Series organized by the Division of Biomedical Engineering of the Hong Kong University of Science and Technology (HKUST). The seminar, titled "Technology-based Service Learning @ HKPolyU", focused on sharing the unique experience from the student's perspective and aimed at motivating their students to commit to Service-Learning activities.

為加強協作、交流實踐經驗，以及促進服務學習在本地及海外高等教育的發展，我們一直積極參與各類與服務學習相關的會議，並舉辦工作坊分享理大的經驗。2013年12月1日，陳志輝博士應新華基金會邀請，在胡志明市舉行的「新華社會服務日」國際專家工作坊內擔任講者。內容主要圍繞理大推行服務學習的經驗及其積極影響，有約200位來自不同大學的學生出席。隨後，東南亞教育部長組織在越南的區域培訓中心亦邀請陳博士在12月2日主持員工發展培訓工作坊。

2014年2月5日，陳博士與倪恩恩博士出席在緬甸仰光舉行的教育改革會議。為期三日的會議，以教學、研究、社會服務為題，探討高等教育領導計劃的發展，吸引近200位來自緬甸各大學高層管理人員參與其中，陳博士與魏博士在會上分享在大學開展服務學習計劃的經驗。

2014年2月19日，二人應香港科技大學生物醫學工程學部邀請，為其「簡單科技·大改變」講座系列擔任講者。陳博士與倪博士以「科技為本的理大服務學習」為題，從學生的角度分享服務學習的可貴之處，鼓勵科大學生積極投入參與。



Dr. Grace Ngai presenting at the education reform conference in Myanmar
倪恩恩博士正在緬甸教育改革會議上分享



Dr. Stephen Chan with the representatives of the Sunwah Group and other speakers at the international expert workshop
陳志輝博士與主辦者新華基金會的代表及其他海外專家講者合照

Honours: PolyU wins Hong Kong ICT Awards 2014

理大榮獲2014香港資訊及通訊科技獎

PolyU wins Hong Kong ICT Awards 2014: Best Digital Inclusion (Service Stream) Silver Award – A Lab in a Suitcase on a Tuktuk
理大榮獲2014香港資訊及通訊科技獎最佳數碼共融(服務)銀獎—Tuktuk上的流動學習手提箱

The Hong Kong Polytechnic University (PolyU) is pleased to share the good news that a Service-Learning project co-organized by the Office of Service Learning (OSL), Department of Computing (COMP), and WebOrganic was awarded the Hong Kong ICT Awards 2014: Best Digital Inclusion (Service Stream) Silver Award. The award presentation ceremony was held on 7 April 2014 (Monday) in HKCEC.

The Hong Kong ICT Awards were established in 2006, through the collaborative efforts of the industry, academia and the Government. It aims to recognize and promote outstanding ICT inventions and applications, thereby encouraging innovation and excellence among Hong Kong's ICT talents and enterprises in their constant pursuit for creative and better solutions to meet business and social needs.

There are 10 categories under the Hong Kong ICT Awards 2014. The "Best Digital Inclusion Award" has been set up so as to acknowledge the contribution of the projects and services in promoting digital inclusion and building a just and caring information society.

The awarded project "A Mobile Computing Center: A Lab in a Suitcase on a Tuktuk" was coordinated by Dr. Grace Ngai (COMP), Dr. Stephen Chan (OSL) and Mr. Erwin Huang (WebOrganic). There are many communities around the world that are literally a "last mile" away from digital inclusion. The project aims to provide a viable, sustainable digital inclusion solution to children and communities that are off the power grid, but at the same time, close enough to urbanized infrastructure. The solution blends portability and mobility. 23 students from 9 different academic departments, 4 PolyU staff and a staff member from WebOrganic were involved in the project. They designed a mobile computer lab, which they call the "Lab in a Suitcase", which contains a server with e-learning resources, batteries and mobile devices. The mobile lab can be charged up in the city, brought out to the site, and the batteries will provide 5-6 hours of power to the server and the wireless router, which is enough for one intensive teaching session. A donation of a tuktuk, or a motorized trishaw, adds mobility to the portability.

In June 2013, the team from PolyU deployed the "Lab in a Suitcase" in Cambodia, taught 150 primary school students digital storytelling and blogging using the new equipment, and trained the collaborative NGO's staff to maintain and use the mobile equipment.



香港理工大學一項由服務學習事務處聯同電子計算學系及社會企業「有機上網」合辦的服務學習項目，最近榮獲2014香港資訊及通訊科技獎的最佳數碼共融(服務)銀獎。頒獎典禮已於2014年4月7日假香港會議展覽中心舉行。

通過業界、學術界和政府的共同努力，香港資訊及通訊科技獎於2006年成立，旨在表揚及推廣優秀的資訊及通訊科技發明和解決方案，以鼓勵香港業界精英和企業不斷追求創新和卓越，謀求更佳和更具創意的方案，滿足企業和營運需要，為社會帶來福祉。

2014香港資訊及通訊科技獎共設有十個類別的獎項。最佳數碼共融獎的設立，旨在表揚那些在推動數碼共融、建立公平關愛社會作出貢獻的項目及服務。

得獎項目名為「知識無界限：Tuktuk上的流動學習手提箱」，由電子計算學系倪恩博士、服務學習事務處處長陳志輝博士及社會企業「有機上網」行政總裁黃岳永先生聯合統籌。現在全球依然有不少社區，與數位世界有一步之距。得獎項目是一個跨越地域限制，充分利用可攜技術的學習工具，為偏遠地區的學童帶來一個既實用又持續的學習方案。項目由23名來自9個不同學系的理大學生、4名理大教職員及1名「有機上網」職員進行。他們設計了一個流動電腦裝置，名為「流動學習手提箱」，組件包括一個低成本的伺服器、電池、無線路由器及多個手機或平板電腦，而伺服器則安裝了大量離線的電子學習資源。當「手提箱」在城市充電之後，電池可為伺服器以及無線路由器提供5至6小時的電量，方便帶往偏遠的地區進行教學。為了增加「手提箱」的機動性，團隊更籌款購置了一輛Tuktuk，讓當地合作社機構可以把知識送到不同地方。

2013年6月，來自理大的師生們遠赴柬埔寨，利用「流動學習手提箱」教授150名小學生，使用新科技來製作數碼故事及編寫日誌。此外，還訓練了當地合作夥伴的職員如何使用和保養這些設備。

Coming Events 活動預告



In Semesters Two and Three of 2013-14, 29 Service-Learning subjects have been/are being offered by 15 academic departments to provide over 1,600 learning places for PolyU students.

在2013-14學年的第二及第三學期，15個學系將會推出合共29科服務學習科目，為理大學生提供超過1,600個學習機會。

Service-Learning Projects in Hong Kong 本地服務學習項目

There are many learning opportunities for PolyU students to serve in Hong Kong in Semesters 2 and 3. The service projects carry a wide range of themes, including health education and screening services, tutoring or educational services, improvement of living environment, and garment design with ex-mentally ill people.

在第二及第三學期，理大學生在本地有很多服務學習機會，多元化的服務項目包括：健康教育及檢測服務、輔導或教育服務、改善生活環境服務，以及與精神病康復者合作設計時裝。



Service-Learning Projects in Chinese Mainland 中國內地服務學習項目

Eight Service-Learning projects will be conducted in the Chinese mainland during the summer. The service sites will include Sichuan, Shanghai, Guangdong, Inner Mongolia and Guangxi. These Mainland SL projects will address three main areas: healthcare services for the community, children and adolescent development, and rural development.

八個服務學習項目將會於暑期在中國內地進行，服務地點包括：四川、上海、廣州、內蒙及廣西。內地的服務項目主要分為三大主題：社區醫療服務、教學與兒童及青少年發展，及農村發展。



Overseas Service-Learning Projects 海外服務學習項目

In summer 2013-14, PolyU students will have opportunities to serve in Cambodia, Indonesia, Myanmar and Rwanda. Services include providing technology education and development, sustainable rural development, hospitality management and operations training, and community healthcare services.

在2013/14年夏天，理大學生將有機會在柬埔寨、印尼、緬甸及盧旺達推行服務。項目包括：科技教育及發展、農村可持續發展、酒店管理及營運培訓，以及社區醫療服務。



2nd Summit on University Social Responsibility cum International Conference on Service-Learning (USR-SL November 2014)

第二屆大學社會責任高峰論壇暨全球服務教學國際學術會議

PolyU has committed itself to be a socially responsible university. As part of that commitment, PolyU has made Service-Learning a core credit-bearing component of its undergraduate programs since 2012. The University, in collaboration with several other universities similarly committed, is now organizing the "2nd Summit on University Social Responsibility cum International Service-Learning Conference" from 19 to 21 November, 2014, at the university's hotel and campus. At the USR Summit on 19 November, senior university managers will be invited to speak on the broad issues of social responsibility. The SL conference from 20 to 21 November will focus on the research and practice of service-learning. Through this opportunity, academic practitioners, faculty members, administrators, and students gather together to share and learn effective practices, to discover opportunities and resources, to be inspired and challenged, and to network and foster partnerships.

We welcome scholars and students (both undergraduate and graduate students) who are interested in a scholarly and evidence-based approach to service-learning to submit papers to the SL conference that include, but are not limited to, the following topics, by 15 July 2014:

- The role of service-learning in university education
 - Credit-bearing service-learning
- Service-learning as extra-curricular activity
 - Direct services for the community
 - Civic engagement
 - Campus-community partnerships
 - Interdisciplinary service-learning
- Assessment of learning outcomes in service-learning
- Application of professional and discipline concepts in service-learning contexts

理大一直致力提倡大學社會責任的重要性，故自2012年開始，將「服務學習」作為學分必修科納入四年制本科學位課程。今年，理大將與其他數十間有共同理念的大學於11月19至21日假理大校園及酒店舉辦一連三日的「第二屆大學社會責任高峰論壇暨全球服務教學國際學術會議」。第一日的高峰論壇，將會邀請海外及海峽兩岸的高等教育界領袖共同探討如何促進大學的社會責任工作。隨後兩日的國際學術會議則聚焦在服務學習的研究及教學方法上。通過這個機會，學術從業者、教師、行政人員和學生可以聚首一堂，分享和學習有效的教學方法、發掘機會和資源、尋求新的啟發和挑戰，並藉此發展個人網絡及開展合作關係。

現在，我們歡迎所有對實踐服務學習感興趣的學者和學生（包括本科生和研究生）投稿並參加我們在今年11月的國際學術會議，投稿截止日期為2014年7月15日，學術論文可包括但不限於以下主題：

- 服務學習在高等教育中的角色
 - 學分制的服務學習課程
- 以課外活動形式推行的服務學習
 - 直接服務社區
 - 公民參與
 - 大學-社區伙伴關係
 - 跨學科的服務學習
 - 服務學習的評估方法
- 應用專業及學科概念於服務學習範疇

'PolyU Serves' Showcase (21-23 November 2014)

The university is now organizing a "PolyU Serves" Showcase from 21-23 November 2014 to demonstrate the dedicated efforts and accomplishments of students and staff in Service-Learning. This event will be part of PolyU's 'University Social Responsibility - Service Learning 2014' to be held during the same week. Tentatively, the Showcase will cover service subjects/projects under five major themes: Education, Environment improvement and sustainable development, Health care, Social integration, and Technology. The displays will include concrete products or prototypes of service deliverables. On-site demonstrations and presentations by students and staff would also be arranged. (Jessie, pls review the translation)

理大將於2014年11月21-23日舉辦PolyU Serves展覽會。作為University Social Responsibility - Service Learning 2014的其中一個活動，展覽會旨在為各個學系提供一個平台，透過展示學生的社會服務成果，向外展示理大師生在服務學習的用心付出及學習成果。展覽會將涵蓋五大主題：教育、環境改善及持續發展、醫療護理、社會共融及科技。屆時展出的將包括學生社會服務的實質產品或模型示範。與此同時，同學及教職員亦會進行即場示範和介紹有關學習成果。



Contact Us 聯絡我們

Head 處長	Dr. Stephen Chan 陳志輝博士	3400 3423	stephen.c.chan@polyu.edu.hk
Associate Head 副處長	Mrs. Winnie Lee 李劉穎瑩女士	3400 3425	winnie.lee@polyu.edu.hk
Service Learning Manager 服務學習事務經理	Ms. Jeice Cheung 張元妹女士	2766 5597	jeice.cheung@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Ms. Sarah Chung 鍾卓盈女士	2766 5596	sarah.cy.chung@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Ms. Alison Ip 葉嘉茵女士	2766 5646	alison.ip@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Ms. Jessie Kar 賈鳳儀女士	3400 3424	jessie.kar@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Ms. Cindy Lam 林曉茹女士	3400 3410	hy.lam@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Ms. Renee Leung 梁蕙女士	2766 6802	wai.l@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Ms. Artemis Kuo 郭美玲女士	2766 6356	artemis.kuo@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Mr. Chi Kin Lau 劉智健先生	3400 3409	chi-kin.lau@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Mr. Kenneth Lo 盧璋崑先生	3400 3516	kenneth.wk.lo@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Ms. Wing Wong 黃穎沁女士	3400 3517	wing.w.wong@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Ms. Tobe Yau 游曉欣女士	3400 3128	tobe.yau@polyu.edu.hk
Clerk 文員	Ms. Suki Ho 何艷婷女士	2766 4376	yt-suki.ho@polyu.edu.hk
Clerk 文員	Ms. Mandy Yau 游婉婷女士	2766 7776	mandy.yau@polyu.edu.hk

Liaison Officers for Faculties/Schools

學院聯絡人

Ms. Sarah Chung 鍾卓盈女士	Faculty of Applied Science and Textiles (FAST) 應用科學及紡織學院
Ms. Cindy Lam 林曉茹女士	Faculty of Business (FB) 工商管理學院
Ms. Wing Wong 黃穎沁女士	Faculty of Construction and Environment (FCE) 建設及環境學院
Mr. Kenneth Lo 盧璋崑先生	Faculty of Engineering (FENG) 工程學院
Ms. Renee Leung 梁蕙女士	Faculty of Health and Social Sciences (FHSS) 醫療及社會科學院
Ms. Tobe Yau 游曉欣女士	Faculty of Humanities (FH) 人文學院
Ms. Alison Ip 葉嘉茵女士	School of Hotel and Tourism Management (SHTM) 酒店及旅遊管理學院 School of Design (SD) 設計學院

Address: Room TU428, 4/F, Yip Kit Chuen Building (TU Wing), The Hong Kong Polytechnic University, Hung Hom, Kowloon, Hong Kong
Office hours: Monday-Friday, 9:00am-12:45pm, 2:00-5:50pm
Telephone: (852) 2766 4376
Fax: (852) 2334 6690
Email: oslinfo@polyu.edu.hk
Website: http://www.osl.polyu.edu.hk

地址: 香港九龍紅磡香港理工大學葉傑全樓(TU翼)四樓 TU428室
辦公時間: 星期一至五早上九時至下午十二時四十五分, 下午二時至五時五十分
電話: (852) 2766 4376
傳真: (852) 2334 6690
電郵: oslinfo@polyu.edu.hk
網站: http://www.osl.polyu.edu.hk