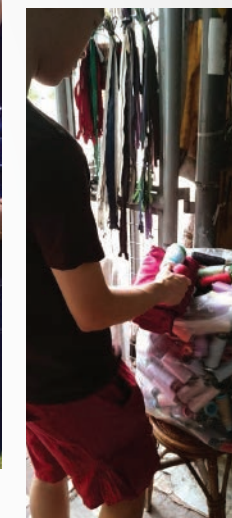
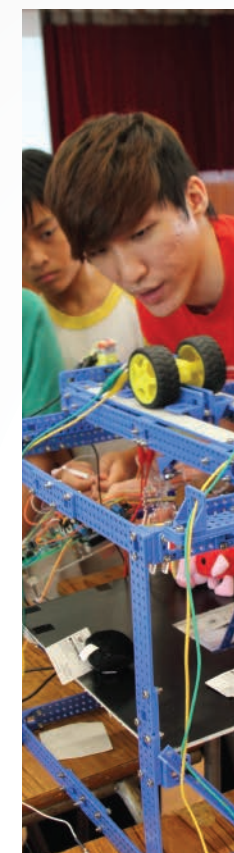
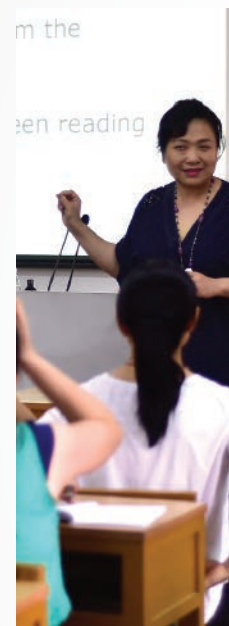


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"Small acts,  
when multiplied by millions of people,  
can transform the world."

Howard Zinn



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# SERVICE-LEARNING NEWSLETTER

## 服務學習通訊

Issue 6 • December 2015  
第六期 • 二零一五年十二月





## Editor's Note 編者的話

This Service-Learning (SL) Newsletter brings in several meaningful feature stories, manifesting the people-oriented essence of SL. These include the teachers from English Language Centre sharing their teaching experiences; our students reminiscing their unforgettable SL experiences in Rwanda, Heyuan, Chinese Mainland and Hong Kong; other students recapping the inspiration from self-initiated SL projects; and a student leader sharing his mission and learning gains. We hope that, through their stories, you will gain a deeper understanding of SL at PolyU.

為了體現服務學習以人為本的精神，我們革新了服務學習通訊的內容，輯錄了多個扣人心弦的真實故事，包括英語教學中心老師分享教學經歷；理大同學回顧他們在盧旺達、中國河源和香港難忘的服務學習體驗；同學細說從自發推行服務學習項目得到的啟發；還有學生領袖分享使命和得著等。我們期望透過他們的故事，能加深您對理大服務學習的了解。

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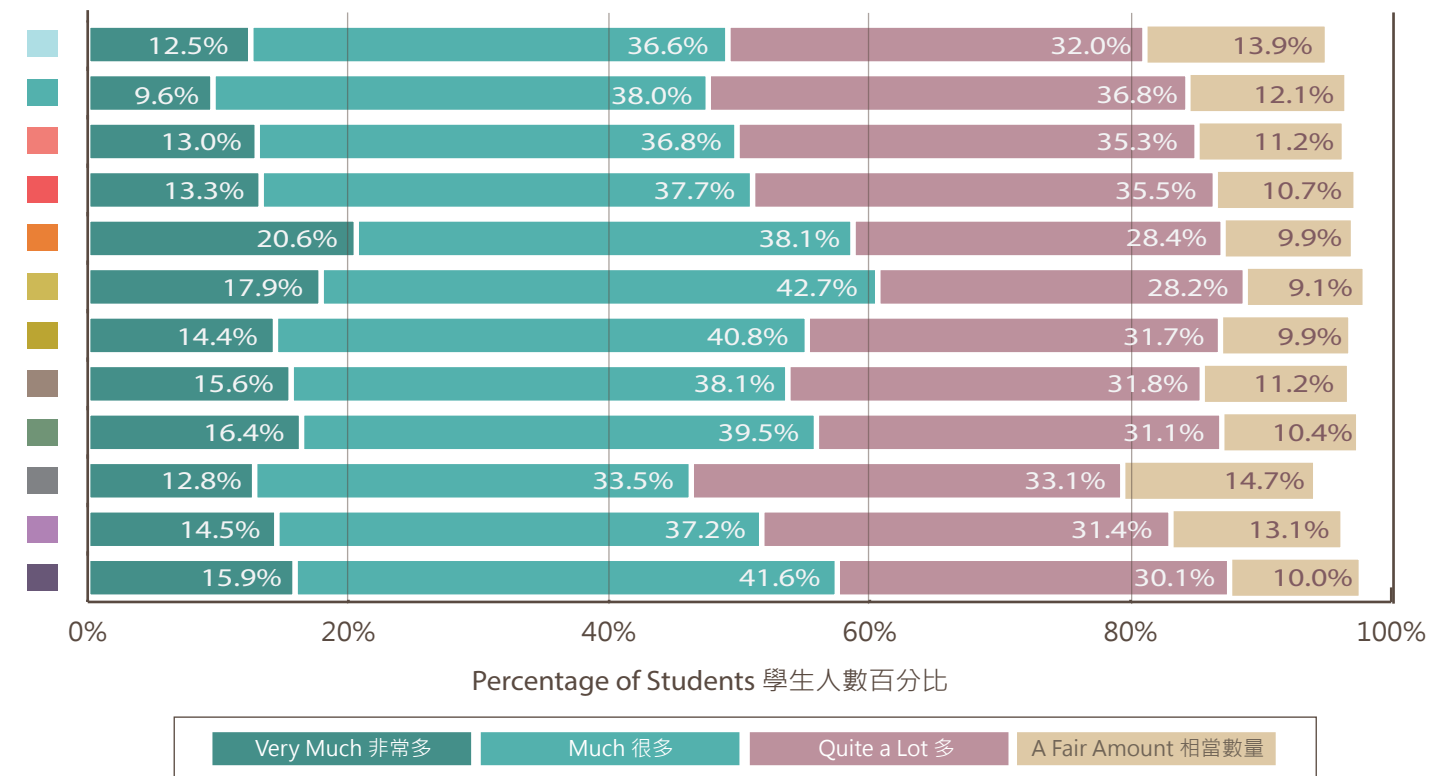
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# 98% 受訪學生在服務中有顯著收穫 Student Respondents had Significant Learning Gain from Services

In 2014/15, 58 service-learning (SL) subjects were offered by 20 academic departments/schools to 3,086 students, covering a wide range of SL projects. The following figures cover the survey results of the 55 SL subjects completed by the end of 2014/15.

在2014/15學年，理大20個不同學系共開辦58科服務學習課程供3,086名學生修讀，涵蓋不同類型的服務學習項目。而以下數據只涵蓋於2014/15學年內完成的55科評估結果。

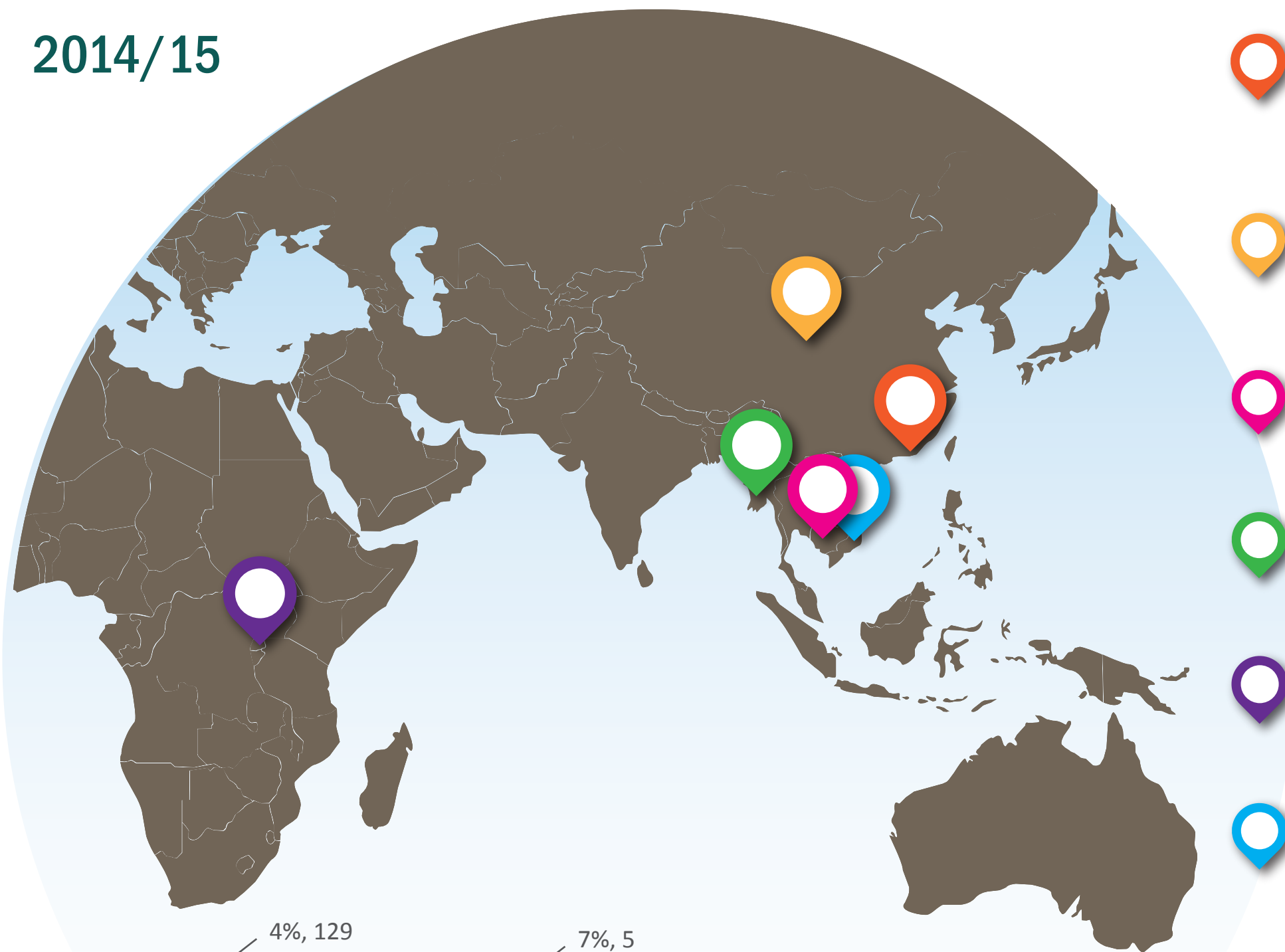
Student Ratings on Learning Gain  
學生在學習成果方面的自我評估



- Deeper understanding of linkage between SL & academic content  
更深入了解服務學習與學科內容的關聯
- Applying knowledge to deal with complex issues  
運用知識來處理複雜事宜
- Solving challenging real-life problems  
解決具挑戰性的現實問題
- Thinking critically  
批判性地思考
- Working effectively in teams  
有效地在團隊工作
- Communicating effectively with peers, collaborators & service users  
有效地與同輩、協作夥伴及服務對象溝通
- Better understanding of the underprivileged's problems  
更理解弱勢社群面對的困難
- Increased interest/commitment to serve people in need  
增加對服務有需要人士的興趣/責任感
- Becoming a more responsible community member  
成為更有責任心的社會一員
- Cross-cultural awareness & skills  
跨文化意識及技能
- Becoming a more responsible global citizen  
成為更有責任心的世界公民
- Better understanding of own strengths & weaknesses  
更了解個人的長處和短處



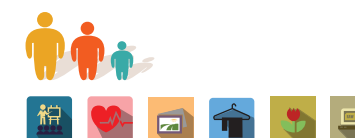
2014/15



Hong Kong 香港



Chinese Mainland 中國內地



Cambodia 柬埔寨



Myanmar 緬甸



Rwanda 盧旺達



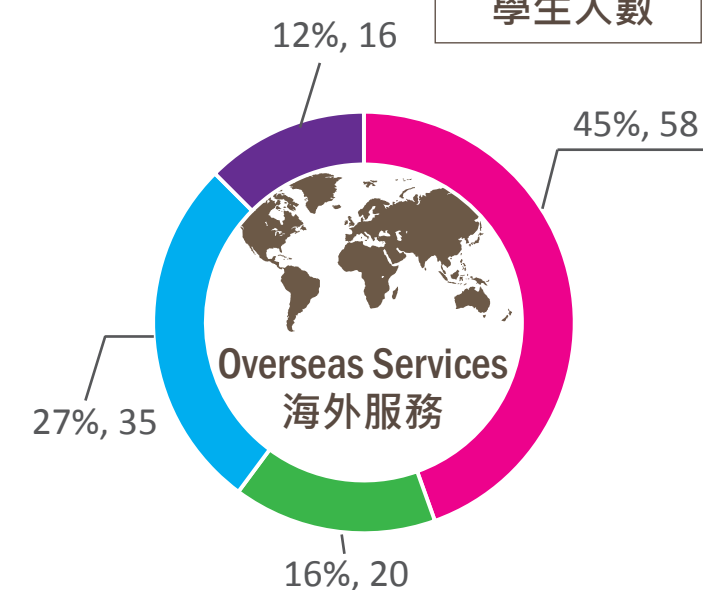
Vietnam 越南



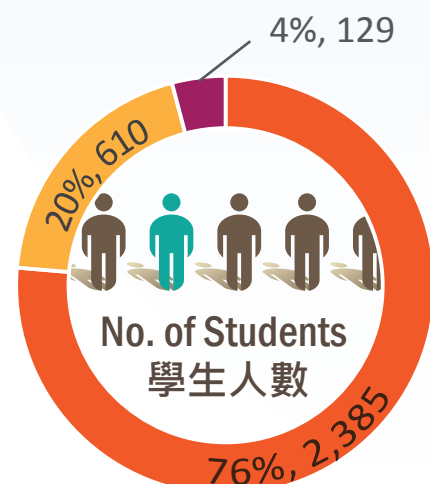
Students 學生



No. of Students 學生人數



\* Excluding the 20 student leaders and 11 students who are taking an SL subject that will be completed only in Sem 2, 15/16. 20名學生領袖及將於15/16學年才完成課程的11名同學沒有計算在內。



- Hong Kong 香港
- Chinese Mainland 中國內地
- Overseas 海外

Type of Services 服務類別



Child & Adolescent Development / Educational Services  
兒童及青少年發展 / 教育服務



Community Healthcare Services  
社區衛生醫療服務



Culture Preservation  
文化保育



Manpower Training and Development  
人力培訓及發展



Improvement of Living Environment  
改善生活環境



Social Integration Services  
社會共融服務



Sustainable Rural Development  
農村可持續發展



Technology Education & Development  
科技教育及發展

\* The total number of students participated in service projects in Hong Kong, Chinese Mainland and overseas exceeds the total number of students enrolled because some subjects have service projects in multiple locations. 由於有些課程於多個地點服務，所以參與本地、中國內地及海外服務學習項目的學生總人數比修讀學生人數稍多。





# 學分制服務學習科目目錄

## List of Credit-Bearing Service-Learning Subjects

Faculty 學院	Subject Offering Department 開辦科目學系	Subject Title 科目名稱	Subject Code 科目編號
Faculty of Applied Science and Textiles 應用科學及紡織學院	Department of Applied Biology and Chemical Technology 應用生物及化學科技學系	Educating Rural Farmers on Healthier Food Production	ABCT2S01
		Service-Learning in Nutrition and Healthy Diet	ABCT2S02
	Department of Applied Physics 應用物理學系	Enhancing Scientific Literacy through Daily Physics	AP2S01
	Institute of Textiles and 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 and 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 and Marketing 管理及市場學系	Service Learning: Building Green Communities with Environmental NGOs	MM3S01
		Business Project Development and Implementation for Underprivileged Communities	MM3S02
Faculty of Construction and Environment 建設及環境學院	Department of Building and Real Estate 建築及房地產學系	Housing for the Community	BRE2S01
		Social Justice in Private Housing Redevelopment	BRE2S02
	Department of Building Services Engineering 屋宇設備工程學系	Science for Healthy and Sustainable Living Environments	BSE2S01
		Indoor Environment for Serving the Elderly	BSE3401
	Department of Civil and Environmental Engineering 土木及環境工程學系	Built Environment Enhancement for Underprivileged Communities	CSE3S01
	Department of Land Surveying and Geo- Informatics 土地測量及 地理資訊學系	Navigating Ethnic Minorities	LSGI2S02
		Land and Resource Management for Sustainable Development in Rural Area	LSGI2S03
Faculty of Engineering 工程學院	Department of 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 Electronic and Information Engineering 電子及資訊工程學系	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
	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/ BME2S03S
		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 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
		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
		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	Serving People with Special Healthcare Needs in the Chinese Mainland	RS3S01
		Inter-professional Health Promotion & Rehabilitation Services in Hong Kong	RS2S02
		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	SN2S03
		Mentoring Health Ambassadors for School Communities	SN2S04
		Promotion of Healthy Ageing in the Community	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	SO4006
Faculty of Humanities 人文學院	Department of Chinese and Bilingual Studies 中文及雙語學系	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
		Service Learning through Helping Primary Students with Specific Reading Difficulties	CBS3S01
		Teaching Chinese as a Second Language in Local Schools	CBS3701
		Enhancing Biliteracy & Trilingualism through Language Service	CBS3702
		Appreciating and Applying Chinese Literary Masterpieces in Modern Daily Life	CC2S01P
	Department of Chinese Culture 中國文化學系		
		Language Arts for Creative Community Projects	ENGL2S01
		Teaching English as a Service Learning Experience	ENGL3018
		Empowering Teenagers through Teaching Workplace English	ENGL3026
	English Language Centre 英語教學中心	Serving the Community through Teaching English (New subject title effective from Semester 2, 2015/16)	ELC2S02
	General Education Centre 通識教育中心	Social Poverty in Developing Countries	GEC2S01
School of Design 設計學院		Service Learning through Design and Building for Remote Communities	SD2S01
		Communication Design for Sharing and Inheritance - 'The Book of Life'	SD2S02
School of Hotel and Tourism Management 酒店及旅遊業 管理學院		Ecotourism in Rural and Developing Regions	HTM2S01
		Hospitality Management and Operations in Developing Regions	HTM3S02
		Accessible Tourism: Concepts, Challenges, and Practices	HTM3S03
		Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801





# 98% 社區協作夥伴 望與理大再度合作 Community Partners Are Willing to Continue Collaborating with PolyU

Community partners were invited to give feedback on service-learning (SL) projects, particularly about the impacts on the organizations and clients, through a feedback questionnaire. Responses from 40 community partners collaborated with 13 SL projects were received.

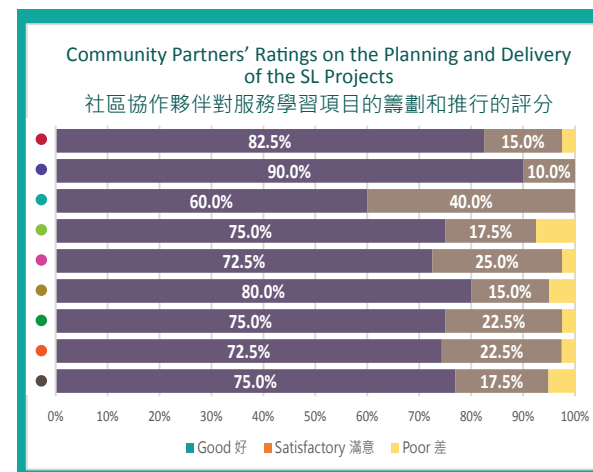
In general, the community partners were very satisfied with the benefits and effectiveness of the SL projects. Over 60% of them agreed that the SL projects had brought them the following benefits:

- The new activities or services provided have addressed the service gaps at the organizations/in the community;
- An additional supply of resources (e.g. equipment, amenities or other material support) is available to the organizations or clients; and
- The quality of existing activities or service is improved.

理大透過問卷收集社區協作夥伴對我校服務學習項目的意見，特別是項目對其機構和服務受眾的影響。調查共獲得40間社區協作夥伴的回應，涵蓋13個服務學習項目。

受訪機構對服務學習項目所帶來的效益相當滿意，超過六成的受訪機構認為項目為他們帶來以下好處：

- 提供的新活動或服務可填補現時機構/社區服務不足，
- 為機構或服務受眾提供更多資源（例如：設備、服務設施或其他物資支援）和
- 提高現有活動或服務的質素。



- Relevance of the service to the needs of your organization/clients/the community 提供的服務與 貴機構/服務受眾/社區需求的關聯
- Interactions and communication with PolyU staff (teachers, tutors or other support staff) 與理大教職員（包括導師、助教或其他職員）的互動和溝通
- Interactions and communication with PolyU students 與理大學生的互動和溝通
- Responsiveness to suggestions, inputs and feedback from your organization 對 貴機構提供的建議、投入、意見的回應
- Students' attitude and commitment to service 學生的服務態度和承擔
- Students' preparedness for delivering the service 學生在提供服務前的準備
- Performance of students in service delivery 學生在提供服務時的表現
- Ability of students to apply subject-related knowledge and skills to solve problems in the service setting 學生運用學科相關知識和技能去解決服務時遇到問題的能力
- Overall effectiveness of the SL Project in addressing important need(s) of your organization/clients/the community 本項目對解決 貴機構/服務受眾/社區重要需求的整體效能

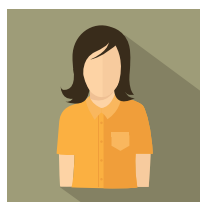
The community partners had a very positive view regarding the overall effectiveness of the SL projects in addressing the important needs of their organizations, clients or the community. Their feedback on the other aspects regarding the planning and delivery of the SL projects was also very positive. 90% of them rated the interactions and communication with PolyU staff at the range of 4-5 on a 5-point scale. 98% of them would like to continue collaborating with PolyU in organizing SL projects believing their service clients can benefit from them.



A Chinese Mainland community partner  
一位國內社區協作夥伴

Our school is located in a rural village, so the students lack the opportunities to interact with the outsiders. This project provided us valuable teaching resources and motivated our students to study harder. 我們的學校位於農村，因此學生很少機會與外界接觸。是次項目不但為我們帶來很可貴的教材，還能引導學生更用功學習。

It is interesting to teach children Chinese through poems. This project can bring the new knowledge to our organization in helping the South Asian children. 利用詩歌來教導學童中文是很有趣的。此項目為我們機構對幫助南亞裔學童帶來新知識。



A local community partner  
一位本地社區協作夥伴

社區協作夥伴認同服務學習項目整體上能有效地切合機構、服務受眾或社區的重要需求，並對項目籌劃和推行的各方面均表示滿意。九成受訪機構在「與理大教職員(包括導師、助教或其他職員)的互動和溝通」一項上給予4-5的評分(5分滿分)。98%的受訪機構願意繼續和理大合作推行服務學習項目，認為服務受眾能從此受惠。



## 傳播關愛 跨越界限 Spreading Love across Borders



The Teaching Team 教學團隊

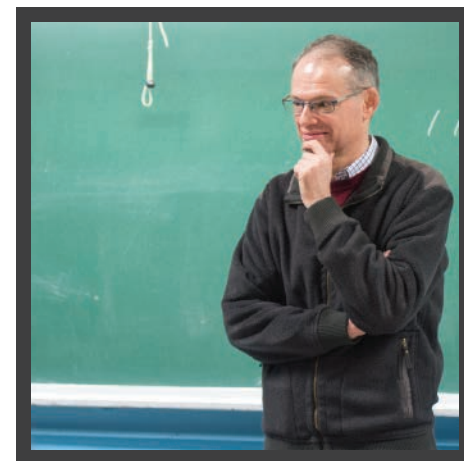


### Anna Ho

- senior lecturer at the English Language Centre (ELC) 英語教學中心高級講師
- has been teaching at PolyU for more than 10 years 於理大任教逾十年
- strong interest and ample experience in teacher education on the Chinese Mainland 對中國內地教學具濃厚興趣和豐富經驗
- subject leader of the service-learning (SL) subject "ELC2S02 Serving the Community through Teaching English"\* 服務學習科 ELC2S02 Serving the Community through Teaching English 科目統籌

### James Evans

- language instructor at ELC 英語教學中心語文導師
- has been teaching on the SL subject "ELC2S02 Serving the Community through Teaching English" 服務學習科 ELC2S02 Serving the Community through Teaching English 導師
- mainly involved in local SL projects 主要負責本地服務學習項目



- language instructor at ELC 英語教學中心語文導師
- recently joined the teaching team of SL subject "ELC2S02 Serving the Community through Teaching English" 最近加入服務學習科 ELC2S02 Serving the Community through Teaching English 教師團隊
- mainly involved in Chinese Mainland SL projects 主要負責中國內地的服務學習項目

### Dawn Gillis

\* "ELC2S01 Advancing English Oral Presentation Skills through Teaching" will be retitled as "ELC2S02 Serving the Community through Teaching English" starting from Semester Two, 2015/16.  
\* "ELC2S01 Advancing English Oral Presentation Skills through Teaching" 將於2015/16 下學期起改名為 "ELC2S02 Serving the Community through Teaching English"。





# 老師專訪 Teachers' Interview

傳播關愛 跨越界限  
Spreading Love across Borders

How can we improve student's learning? That's the question every educator asks. Different teachers may have different answers to this question, but to Anna and her team, the answer may lie in Service-Learning (SL).

我們可以如何提升學生的學習呢？這是每一位教育工作者都會提出的問題。不同的老師會有不同的演繹，但對何美玲老師和她的團隊來說，答案可能就在服務學習之中。

## The Origin of the Service Journey

The story started when Anna was a university student and served as a teacher assistant for her supervisor's service project, which provided support to English subject teachers in Zhongshan, Guangdong Province. Anna, as a university student, felt that she gained a lot from the experience. She gained greater confidence and has developed better leadership skills and a greater awareness of the development of the Chinese Mainland after serving on this project. "The knowledge learnt from books or lectures is important, but the surprises I encountered, the experience I gained, and the difficulties I overcame, are something I have cherished for my whole life", said Anna. She promised herself that she would give such learning opportunities to her students when she teaches, and she has succeeded.

This strong belief has driven Anna to organize community services for students for over 10 years at PolyU. Taking the opportunity that PolyU strongly encourages SL, Anna repackaged her service projects into an SL subject "ELC2S01 Advancing English Oral Presentation Skills through Teaching", which has now been retitled as "ELC2S02 Serving the Community through Teaching English". The subject was piloted in 2011/12 and was officially offered in 2012/13. The subject has been running for 4 years. It now renders service both in Hong Kong and Chinese Mainland. Every year Anna's students serve around 100 Hong Kong and 1,000 Chinese Mainland children.

## Learning Can Take Place Anywhere Anytime

Anna's passion has moved her colleagues Dawn and James, who later volunteered to join the teaching team. The three teachers all share the belief that learning can take place anywhere, anytime. Dawn believes that education should not be limited in classroom, whereas James believes that all-round development is important in university education. They all agree that SL can increase students' understanding of the wider society and foster their personal growth, and they can witness their students' growth while holding them by the hand to walk through the learning journey.



## 服務旅程啟航

故事的開端要追溯到何老師的學生時代。何老師唸大學時曾為其指導老師的服務計劃擔任助理，該計劃乃支援廣東省中山市的英語導師。當時作為大學生的何老師，覺得在服務中獲益良多，她在計劃中變得更有自信，建立了更強的領導才能，而且對中國大陸的發展有更敏銳的觸覺。她說：「課本內或課堂上的知識固然重要，但在服務中我遇到種種意想不到的事情，得到了寶貴的經驗，克服了形形式式的困難，這些都是我會好好珍惜一輩子的經歷。」那時她決心在將來執教時，也要為學生提供這樣的學習機會，結果她真的做到了。

這份信念驅使何老師在理大籌辦社會服務項目逾十年。適逢理大大力推行服務學習，何老師重整服務計劃，將其整合為服務學習科 ELC2S01 Advancing English Oral Presentation Skills through Teaching (現名為ELC2S02 Serving the Community through Teaching English)。科目於2011/12年試行，並於2012/13年正式開辦，至今已推行四年。此科同時服務香港和中國大陸地區。每年，何老師的學生服務近100名香港學生和近1,000名中國內地學生。

## 學習超越時間地點限制

何老師的熱誠打動了她的同事Dawn和James，他們均自發地加入了她的教學團隊。三位教師都深信何時何地均可學習。Dawn認為教育不應只停留在課室裡，而James則認為全面發展對大學教育相當重要。他們都同意服務學習能讓學生對社會有更宏觀的理解，同時促進他們的個人發展。當他們與學生攜手走上服務學習的旅程時，都見證著學生的成長。

## Inspiration from the Service - Not to be Served but to Serve

The cultural and environmental differences between Hong Kong and the Chinese Mainland encourage students to re-evaluate their lives. Meeting keen young children in rural China craving knowledge despite the environmental hardship, PolyU students instantly feel the responsibility on their shoulders. "I want to be a teacher in the future; the satisfaction and feeling are great!" said a PolyU student.

"Our students have expressed more gratitude and appreciation towards teachers after the service project as they realized that teaching requires much consideration and commitment and is not at all an easy task", said Dawn. Showing empathy to service recipients is one of the core values of SL, and this was revealed throughout the service at the primary school.



## A Moment in Time, an Impact for a Lifetime

"The service has not only fostered our student's growth, but it also mutually benefited our service recipients. We want both our students and service recipients enjoy the learning process. Learning can be fun."

Anna shared with us an unforgettable "gift" she received when her students rendered service for underprivileged children in Sham Shui Po. It was the last day of the service programme and incidentally also the Mother's Day. PolyU students, the Sham Shui Po children as well as their parents all gathered at Chiang Chen Studio Theatre to celebrate the end of the programme. A group of children went on stage and sang to dedicate their love to their mothers. After the performance, a father came up to Anna, with hands trembling and tears in his eyes, said, *"My kid has never performed in school, not to say performing in English. But just now he sang in a university hall! I don't know how to express my thanks to you. Thank you!"* The encouraging remarks were a precious gift to Anna's team, and it has strengthened their determination in serving the community.

## Spreading Love across Borders

Anna and her devoted team will spread their love and passion to Cambodia in the coming academic year. As a teacher, Anna aspires to provide alternative learning opportunities to students, i.e. to give them the key, lead them to the door and let them walk their path at their own pace. From her eyes and satisfying smiles, it is not difficult to feel a sense of pride, fulfillment and joy, especially when she and her teammates reminisced their service experiences. Anna's team is heading to a new page and we will definitely learn more touching and inspiring stories.

## 服務的啟悟： 非以役人，乃役於人

香港與中國內地文化和環境差異促使學生們重新檢視他們的生活。當他們看到內地偏遠地區的孩子不論環境多麼困難，依然對知識充滿渴求，好學熱誠，理大的同學們頓感兩肩多了一份責任。一名理大同學說：「我將來要當教師，教學的滿足感很美好！」

Dawn老師表示：「參與服務學習計劃後，我們的學生比以前更懂得感謝和欣賞老師，因為他們明白到教學需要周全的考慮和承擔，絕非易事。」服務學習的其中一個核心價值是培養對服務對象的同理心，而這正正在到訪小學服務過程中得到充分體現。

## 一次服務 改變一生

「服務計劃不單讓我們的學生成長，而且服務對象也由此受惠。我們希望理大學生和服務對象都享受學習過程。學習可以充滿趣味。」

何老師的學生為深水埗區弱勢兒童服務，她和我們分享了當中收到的一份「禮物」。服務計劃的閉幕日剛好是母親節，理大學生、深水埗區兒童和他們的家長均齊集在蔣震劇院，慶祝計劃成果。期間一群兒童上台唱歌，並將歌曲獻給他們的母親。演出完畢後，一名父親走到何老師前面，雙手抖震，含著淚說：「我的孩子從未在學校表演過，更別說以英語來表演。但現在他竟然在一個大學禮堂表演唱歌！我真不知道該如何表達我的謝意。多謝！」這個令人鼓舞的回應，對整個教學團隊來說是一份珍貴的禮物，加強了他們服務社會的決心。

## 傳播關愛 跨越界限

何老師和她充滿熱誠的隊友將在這個學年把他們的愛與熱忱帶到柬埔寨。身為教學工作者，何老師矢志為學生帶來另類學習機會：將鑰匙交給學生，引領他們到大門，然後讓他們按自己步伐走自己的路。從她的眼神和那滿意的笑容，尤其是她和同事們回憶服務經歷的時候，不難感受到當中的自豪、滿足和喜悅。何老師的教學團隊即將開展新的一頁，相信我們必定會聽到更多發人深省的感人故事。





# 無國界的關愛 Love without Borders



**Emily Shi**, a Year 2 student of the Department of Electrical Engineering, took the service-learning (SL) subject "COMP2S01 Technology beyond Borders: Service Learning Across Cultural, Ethnic and Community Lines" offered by the Department of Computing in 2014/15. She travelled to Rwanda to provide training for villagers to set up the electrical systems and information technology facilities. For her outstanding performance, Emily was awarded the SL Scholarship in 2015/16.

**史云菲** 同學現為電機工程學系二年級學生，於 2014/15 學年修讀由電子計算學系開辦的服務學習科 COMP2S01 Technology beyond Borders: Service Learning Across Cultural, Ethnic and Community Lines，遠赴盧旺達為當地村民提供電力系統及資訊科技設施裝置的訓練。史同學表現優異，於2015/16 學年獲頒服務學習獎學金。



Rwanda is located in Central Africa. It ranks number 151 among 187 countries in the Human Development Report 2014 published by the United Nations Development Programme, with Human Development Index value at 0.506 which falls into the low human development category. Last summer, our team, comprising 22 PolyU students and 5 staff, visited Rwanda for 14 days to conduct an SL project. This was the third time the University took students to Rwanda to learn and serve.

盧旺達位於非洲中部。在聯合國發展計劃出版的2014年人類發展報告中，盧旺達在187個國家當中位列第151名，人類發展指數值為0.506，表示人類發展水平落後。今年夏天，我們22名理大學生與5名職員組成團隊，到訪盧旺達共14天，展開本校第三次在盧旺達的服務學習計劃。

## Lighting up the Dark Narrowing the Divide

In Rwanda, as of May 2014, only about 19% of the households had access to electricity services and electricity use per capita is extremely low. In view of this, our team made use of this trip to train 20 local young people from two villages to install sustainable electrical systems. Our team and the trainees worked together and installed 45 sets of solar systems for the villagers and wired up their houses. With renewable electricity, our service increased the working hours of the villagers, improved the study conditions of the children, and enhanced their quality of life.

We provided related skills training on a multi-benefit and self-sustaining model. We offered manuals and training workshops to NGO staff and local young people, equipping them with the whole set of practical skills and knowledge, so that they would be able to conduct regular maintenance, and even install such systems themselves benefitting even more villagers.

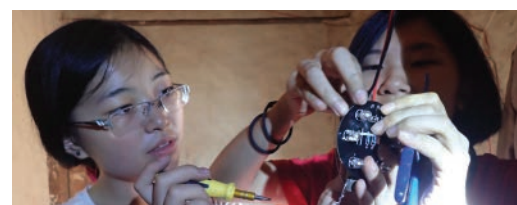
We also formed a small team to provide information communication technology service to our NGO partners, such as setting up the network and internet access for their satellite offices, upgrading the server at their headquarters, and arranging a social media marketing workshop for them, etc.

## 照亮黑暗 消除隔閡

截至二零一四年五月，在盧旺達只有百分之十九的家庭有電力供應，電力使用的平均人口非常低。有見及此，我們的團隊在此行中訓練了20名來自當地兩條村落的年青人，教導他們安裝可持續的電力系統。我們一起為村民安裝了45個太陽能系統和為其住宅安裝電線。有了持續的電力供應，村民工作時間可以延長，兒童的學習環境得到改善，整體生活質素獲得提昇。

我們就建立一個多效益和自我維持的能源供應模式提供相關的技術訓練。我們為非政府機構員工和當地年青人提供應用手冊和培訓工作坊，讓他們掌握整套實用技巧和知識，使他們能自行維修保養，甚至可以自行組裝相關系統，惠及更多村民。

此外，我們還組織了一個小隊，專門為我們的服務機構夥伴提供訊息通訊科技服務，包括為他們的衛星辦事處設立網絡和上網服務，提升他們總部伺服器系統，並為他們舉辦社交媒體市場營銷工作坊。



## Not Everyone is as Fortunate as You

We are used to living in a modern world with easy access to all kinds of information. However, people in Rwanda are suffering seriously from digital divide, which implies an inequality of access to information. We can apply for jobs online easily, while my talented Rwandan friend has to walk for two hours to Kigali (Rwanda's capital) to look for job opportunities everyday. Not everyone is as fortunate as you, and the world is not that perfect. Seeing this inequality, we have the responsibility to help those who are less fortunate.



## Rwanda, a Country Filled with Love

In Rwanda, people are friendly and warm. Many children I met there showed great enthusiasm towards learning. I met a talented youngster who could easily explain the differences between "monopoly" and "oligopoly". We met many nice hosts who were willing to take care of all our needs and answered all our questions patiently. I truly admire their optimistic attitude towards life in difficulties.

The people there may not have much, but they are willing to share what they have. One of our service users, an old lady, provided free charging service for her neighbors because she was so grateful for what we had done. A number of local young men who did not have the solar system in their own houses generously helped other villagers to set up the system and carry out the maintenance. Material inadequacy does not stop them from serving others. **Everyone with a loving heart is able to help. Helping others is the common language here. This is a country full of love!**

The project has come to an end. However, this should be the beginning of our life-long service and learning. The passion to serve should never fade. I am ready to serve more people in need, crossing more cultural, ethnic and community lines.



## 幸福不是必然的

我們活在發展完善的現代社會中，輕易取得各種資訊。然而，盧旺達居民就面對嚴重的數碼隔膜，與較富裕的國家比較，他們未能享用同等的科技去獲得資訊，因而導致社會財富分配更懸殊。我們在香港很容易就可以在網上找工作，但是我在盧旺達極有才華的朋友卻要每天步行兩個小時到首都吉佳利找尋工作機會。不是每個人都像我們般幸運，這個世界也不是這麼完美。眼見這種不公平，我們更有責任去幫助比我們不幸的人。

## 盧旺達 一個充滿愛的國度

在盧旺達，每個人都十分友善熱情。我在這裡遇到很多對學習充滿熱誠的孩子。例如有個極具天賦的年青人能輕鬆地解釋「完全壟斷」與「寡頭壟斷」的差異，讓我留下深刻印象。接待我們的當地家庭都非常可親好客，願意照顧我們所有需要，耐心地解答我們所有問題。我由衷地敬佩他們在困苦的生活仍然保持樂觀的人生態度。

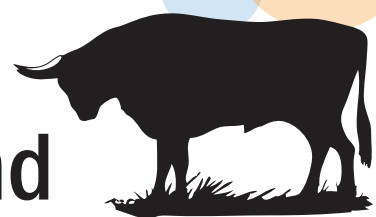
在這裡，人們擁有的不多，但都願意分享他們所有的一切。就如我們其中的一位服務對象，她是一名長者，她讓鄰居免費到她家充電，原因是她很感激我們所做的工作。又例如有數名當地年青人，自己的居所尚未有太陽能系統，卻無私地為其他村民安裝系統和保養維修。物質的貧乏無阻他們服務他人的心。心中有愛，就有能力幫助別人。熱心助人是這裡的共同語言。這是一個充滿愛的國度。

這次服務學習計劃已圓滿結束，然而，這才是我們終生服務、畢生學習的開始。服務大眾的心意和熱情永不應竭息。我已準備好跨越更多文化、種族和社區的界限，服務更多有需要的人。





# 服務我的祖國 Serving My Motherland



**Jack Zhang**, currently in his fourth year of study, came to Hong Kong from Beijing to pursue the 4-Year BEng (Hons) Degree Programme in Civil Engineering in 2012. In 2014/15, he took the course titled "ABCT2S01 Educating Rural Farmers on Healthier Food Production", a service-learning (SL) subject offered by the Department of Applied Biology and Chemical Technology. He went to Heyuan, Guangdong to implement crops promotion service project. Jack was awarded the SL Scholarship in 2015/16 for his outstanding performance.

**張放** 同學來自北京，於二零一二年來港修讀土木及環境工程學系的四年制學位課程，現為四年級學生。他於 2014/15 學年修讀由應用生物及化學科技學系開辦的服務學習科目 ABCT2S01 Educating Rural Farmers on Healthier Food Production，到廣東省河源市推行農作物推廣的服務計劃。張同學表現優異，於 2015/16 學年獲頒服務學習獎學金。



Growing up in Beijing since I was a kid, I have already heard of the problem of poverty in other cities of China, but have not had a chance to understand their situation in person yet. SL is such a good learning experience that it has enabled me to visit the rural communities in Heyuan, Guangdong, experiencing the hardship faced by the people in these remote areas, and to serve my own country with the spirit of helping and loving others.

從小就住在北京的我，以前已聽聞國內部份城市的貧窮問題，人民生活艱苦，但一直未能親身了解。服務學習是一個很好的體驗機會，讓我走進廣東省河源市的農村，親身感受國內偏遠地區的民情苦況，並發揮互助互愛的精神，為同胞出一分力。

## Beijing and Heyuan, Urban City and Rural Community

In March this year, I visited the rural villages in Heyuan where I saw the beauty of simplicity, contrasting what I had been seeing in urban cities. Heyuan, situated in the North of the Guangdong Province, where little plains and broad valleys are dispersed, is suitable for farming. A beautiful picture of nature came into my view. The villages were filled with emerald-green crops, small houses and lively farm livestock. Farmers wore simple clothes and worked hard in the farms. They enjoyed their leisure time with tea, chatting with neighbours or playing mahjong. This simple lifestyle is drastically different from that of the urban cities I have been living in. Beijing has the living standard similar to Hong Kong and has been on top of other cities in China in terms of economic development. There are abundant education and work opportunities, plus a great variety of choices for leisure and entertainment. On the other hand, behind the wonderful scenery of nature, the younger generation of Heyuan is facing the problem of the lack of development opportunities.

## 北京與河源 城市與農村

今年三月，我走進民風淳樸的河源農村，目睹與城市截然不同的農村風貌。河源市位於廣東省北部，其小平原和寬廣的谷地非常適合耕作。農村裡到處遍佈翠綠的農作物、矮矮的平房和生氣勃勃的家禽和牲畜，美麗的大自然景色盡入眼簾。農民衣著樸素，每天認真地在田工作，閒時喝喝茶，與鄰居聊天為樂，或搓麻雀來消磨時間，簡單的生活跟我居住的大城市有很大的對比。北京與香港的生活水平相若，其經濟發展在國內一直領先其他城市，人民教育和工作機會多，消遣娛樂的選擇也多不勝數。然而，在河源美好的自然風光背後，年青一輩卻面對著發展機會不足的問題。



## Helping Farmers to Seek Business Opportunities for Overstocked Garlic

The village I served lives on garlic farming. Since all the families there are growing garlics, there is an excessive supply. Some farmers therefore shift to making black garlics to earn a living, yet they have not managed to have a stable income because they are not good at business. In view of this, we had a field trip to Heyuan, gaining a better understanding of their needs and genuine situation, and started to sort out development plans for them after the trip. In fact, black garlic is a kind of health food which has become very popular in recent years. It has rich nutritious value and the benefit of cancer prevention. With its high nutritious and medical value, we saw huge business potentials and had the confidence in helping the farmers to improve the sale. We spent two months in making black garlic ourselves, regularly communicating with the farmers to identify their practical difficulties and needs, and assessing the possibilities of development and promotion. In late May, we visited Heyuan again to report our findings, analysis and the possible ways of promotion to the government officials.

## 蒜頭過多 助尋商機

我服務的農村以種植蒜頭為生，由於家家戶戶也種植蒜頭，產量過多，部份農民改為銷售黑蒜為生，可惜不擅經商，未能妥善出售黑蒜，導致收入不穩。有見及此，我們到訪河源實地考察情況，了解他們的需要，回港後為他們策劃發展方案。其實黑蒜是近年一種非常流行的民間養生食品，具有豐富的營養價值和抗癌功效。由於營養和藥用價值高，在我們眼中出售黑蒜存在巨大商機，因此我們很有信心幫助農民改善銷情。期後我們花了兩個多月的時間，嘗試自行製作黑蒜，加上不斷與當地農民溝通了解他們的困難和需要，積極評估開發和推廣的可行性。五月底，我們再一次前往河源，向當地政府匯報我們的分析結果和可行的推廣方法。

## Serving to Learn, Serving the Motherland

SL was a precious learning journey. Not only could I serve my mother country, but also acquire new knowledge. As a student of Civil Engineering, learning how to farm, experiencing the life of farming and tracing the origins of food are something new and exciting. I look forward to helping the others, especially those of my motherland. I feel responsible to do something for them. Though I may not be able to return to Heyuan to assist in seeking more business opportunities, I will continue to take part in other voluntary services, and will treasure all the things that I have.

## 服務學習 為家出力

服務學習是難得的學習旅程，不僅能服務自己的同胞，也能從中學習到新知識。作為土木工程的学生，學習種植、體驗農民生活與尋訪食物的源頭，絕對是一項很新奇刺激的事。我嚮往幫助別人，尤其是自己的同胞。我總覺得有責任為他們做一點事。雖然日後我未必能回到河源繼續幫助他們尋找更多商機，但我仍會繼續參加其他義工服務，幫助社會上有需要的人，並且更珍惜自己所擁有的一切。



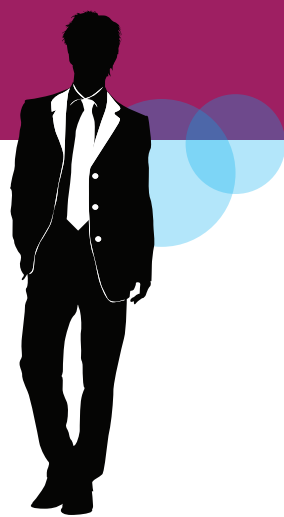
*Fortune cannot be taken for granted.  
But bringing fortune to the others brings true happiness.*

幸福，不是必然的。為別人帶來幸福，才是真正的快樂。





# 學生力量 沒有不可能 The Power of Students - Nothing is Impossible



**Andrew Lam**, a third-year student of the School of Accounting and Finance (AF), took a service-learning (SL) subject “ITC2S01 Engaging Fashion as Communication Media for the Needy” offered by the Institute of Textiles and Clothing (ITC) in 2014/15, learning and applying the knowledge of fashion design and sewing skills to tailor make clothes for ex-mentally ill persons and rehabilitated persons to enhance their self-image and confidence, and unleash their fashion creativity. In summer 2014, a mini fashion show was held in a large shopping mall in Tsuen Wan, where the service recipients took up the role of models showcasing the creative works.

**林沛恆** 同學現為會計及財務學系三年級學生，於 2014/15 學年修讀由紡織及製衣學系開辦的服務學習課程 ITC2S01 Engaging Fashion as Communication Media for the Needy，學習和運用服裝設計及製衣的知識，為精神病康復者與更生人士設計和製作服飾，提升他們的自我形象和信心，啟發他們的時尚創意。二零一四年的暑假，課程在荃灣大型商場舉辦迷你時裝秀，由服務對象擔任模特兒，展示創意作品。

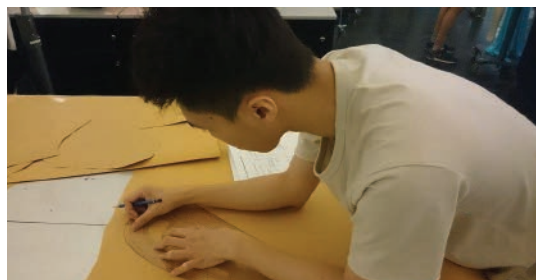


## Service-Learning - Opening up New Opportunities

PolyU has a wide variety of SL subjects. A lot of them are interesting and most of them welcome students from all disciplines. After struggling among the options, I decided to pick something completely new to me – “fashion design”, despite I had not had any knowledge about fashion design or clothing, nor experience serving the ex-mentally ill persons or rehabilitated persons. I believed learning can be more valuable if we have the spirit of adventure and challenging ourselves, especially in SL. It is not very often that we can acquire the professional knowledge of other disciplines. SL is a rare opportunity to foster the exchange of knowledge among students from different departments and schools. Besides, I have always had a unique interest in fashion design and want to learn more about making clothes.

## Teamwork - The Key to Overcome Challenges

Facing the new challenges, I was at first a bit worried whether I could handle them, but I told myself to treasure the precious opportunity and work hard. Obstacles and difficulties were inevitable. Fortunately, the course was so well-designed that every team had a student from ITC and one to two students from other departments. I am very grateful to my teammate, Ka-yan Wu. Besides teachers' guidance and repeated practices, Ka-yan was willing to share with me her patternmaking and sewing skills. I finally acquired the techniques. I had thought I might be a burden to the team, but luckily Ka-yan trusted me. We worked closely as a team and were successful in making clothes for our service recipient, Uncle Mak.



## 服務學習 迎接挑戰

理大的服務學習科目選擇多元化，不少服務內容都很有趣，而且大部份課程也歡迎不同學系的同學報讀。思前想後，最後我選了一個陌生的題材——「服裝設計」。雖然我對服裝設計和製衣並無任何認識，也沒有為精神病康復者或更生人士服務的經驗，但我認為參與服務學習理應抱著冒險和挑戰自己的精神，學習才會更有價值。我們不是常常有機會可以學習其他學系的專業知識，服務學習正正是一個難得的機會，讓不同學系的同學增進知識交流。此外，我對服裝設計情有獨鍾，渴望能藉此學習更多服裝製作的技能。

## 同心合力 渡過難關

面對新挑戰，起初當然會擔心自己能否應付得來，但我提醒自己必須認真學習，珍惜寶貴機會。困難重重是無可避免的。然而，課程早已為我們這群「外來份子」作出妥善安排，每一小隊也是由一名紡織及製衣學系同學與一至兩名「外來份子」組成。我非常感激我的組員——胡嘉欣同學，除了老師的課堂指導外，多得她樂意為我解釋繪畫紙樣的方法和車衣的技術，加上反復的練習，我最終掌握了所需的技能。本以為對隊友來說，我會是一個負累，但慶幸得到她的信任，大家同心協力，最終為我們的服務對象麥叔叔完成他的服飾。



## An Unforgettable and Rewarding Learning Experience

The procedures and skills required for apparel production from design to producing the final output are unexpectedly complex and delicate. I had never imagined this course would have offered me such rich experience. Now, I can tell between different fabrics; I can use different fitting techniques for different body shapes; I can use different colors in a fashionable way and I can sew the garments with basic styles. It was an unforgettable experience. I had my first taste of being a fashion designer in a fashion show. Furthermore, my communication skills were greatly improved with the close collaboration with my teammates and service recipients. This was such a rewarding learning experience. I am happy to be able to say that I am now a confident person. I will try my best to overcome all the future difficulties and challenges in learning.



### Ka-yan Wu 胡嘉欣同學

(Andrew's teammate, ITC Year 3 林沛恆同學的隊員，紡織及製衣學系三年級學生)：

Though Andrew is an AF student without any textiles and clothing background, he is good with numbers and has a strong sense towards curve, and these have enabled him to grasp the technique of patternmaking faster than others. Working with students from other departments often brings us new inspirations. For example, I tended to focus more on the texture and prints of fabrics, but Andrew reminded me to check whether the fabric was comfortable. This, perhaps, is the area we usually overlook as ITC students. However, to service recipients, the practicality of clothes is more important than the artistic design. I am thankful for the inspirations Andrew has brought me. I have learned a lot from the course, but I have learned even more from Andrew.

雖然林同學是來自會計及財務學系的學生，沒有紡織及製衣的經驗，但他數學運算的能力很強，而且對曲線的觸覺特別敏銳，所以比其他人更快掌握繪畫紙樣的技術。與來自不同學系的同學合作，時常為我們帶來新衝擊。例如在選取布料時，我比較著重手感和圖案款式，但林同學卻提醒我要注意布料的舒適感。這或許是我們修讀服裝設計的學生容易忽略的部份，但對服務對象來說，畢竟衣服的實用性比款式重要得多。我很感謝林同學帶給我很多啟發，在課程內我學到了很多，但在林同學身上，我學到了更多。



Do not look down on yourself.  
Everything is possible with hard work.  
不要小看你自己，只要肯努力，凡事有可能！

## 畢生難忘 獲益良多

原來由設計到完成一件服裝，所涉獵的工序和技術是十分繁複和細緻的。我沒想像過這個課程可以給我這麼豐富的體驗。現在的我，懂得按布料的特性來選取合適的製衣物料，掌握了時裝配襯的方法，按身形來設計或配搭時裝，用不同顏色的服飾來拼砌時尚感和縫製基本款式的時裝等。我更初嘗當設計師的滋味，參與有規模的時裝秀，實在是畢生難忘的體驗。此外，與服務對象和組員緊密合作，我的溝通技巧明顯改善了。這次服務學習的經歷，實在令我獲益良多，同時讓我更有自信，相信自己能克服學習上的各種困難和挑戰！





# 築夢·東愛 Connect Beyond Dream



**Lemon Ling** is a 2014 graduate of the Department of Computing. After taking a service-learning (SL) subject, she formed the student team "Connect Beyond Dream" travelling to Cambodia to implement student-initiated SL projects in summers of 2014 and 2015.

**寧子珊** 同學是電子計算學系二零一四年畢業生。她於完成服務學習科目後，成立「築夢·東愛」學生隊伍，於二零一四及一五年的暑假到柬埔寨推行學生自發的學習服務項目。

## Touching the Heart Regaining the Faith

In 2011 summer, I took my first step onto the land of Cambodia. Despite the ruins and scars left by the long years of civil wars and the extreme disparity among the rich and poor, I experienced a lot of human warmth there. The trip sowed the seed of my love for Cambodia. Later, I took part in an internship programme outside campus. The busy work life cooled my passion down. I became indifferent towards our society, like wearing an empty shell without soul everyday. In my year 3, I took an SL subject again and returned to Cambodia to teach the local children the knowledge of computer. This trip re-ignited the fire inside my heart, and brought me the courage to build up my Connect Beyond Dream. My teammates and I went back to the primary school which we had served the last time. I was deeply touched at the moment when I shared the feelings suppressed in the bottom of my heart with the children there. I was not used to facing strangers, and I was exposing my weaknesses during the sharing. I thought I would see them mocking at me, yet the truth was completely the opposite. What I saw was their sincerest tears. My empty shell was completely broken into pieces at that right moment. I made a promise to myself, "I will come back".



## 觸動心靈 尋回信念

二零一一年暑假，是我首次踏進柬埔寨這片土地。這個地方長期發生內戰，貧富懸殊問題嚴重，飽歷滄桑，但卻具有濃厚的人情味，深刻的體驗令我在這地播下深情的種子。完成課程後，我走出校園參加了一年的實習計劃。忙碌的工作漸漸使我對服務的熱情冷卻，對社會漠不關心，每天帶著「空殼」的身軀過活。直至大學三年級，再一次修讀服務學習課程，來到柬埔寨教授孩童電腦知識。這一次的經驗重燃我心內的那團火，讓我勇敢地築起我的「東夢」。觸動我心靈的一刻，是我和組員重回當年服務過的小學，與一班當地學生分享自己埋藏心底的感受。我不習慣面對陌生人，不斷在分享中展露出自己的短處。那一刻我以為他們會笑我，但事實卻剛剛相反，我看見的是最真誠的淚水。那一刻，我的「空殼」完完全全被打破了，暗暗地對他們許下「我會回來」的諾言。

## Building our Dream Relaying Love Together

After returning to Hong Kong, Cambodia was always on my mind, and that was how my dream started. With the guidance from our teachers, 11 fellow students and I founded the team "Connect Beyond Dream". Twelve of us share the same dream and mission, committed to serving Cambodia with love, providing them with sustainable service to meet their needs. **We believe service and learning are much more than curriculum. University students should not focus on academic achievements only. We have the responsibility to understand and serve the world.**

"Connect Beyond Dream" has been founded for two years now. We have already provided Cambodian children with foot care and wound care services and training, facilitated the development of tourism in the local agricultural villages and enhanced the medical and hygiene standards. Besides, we have set up a scholarship programme and a self-learning centre there, offering better learning opportunities for the children and teenagers.

## Giving without Calculation Holding on with Faith

Forming a student team requires a lot of time and effort, but it does not guarantee that you will have the understanding of friends and family. They would rather you work or go on graduation trips than serving people in remote areas. I always respond in the same way, "what I gain is incalculable." **Through SL, I witnessed the poorest places in the world and understood their culture and people's genuine needs. I had a deeper understanding of my true self, and learned to grow in failures. I used to think that SL would demand us to give continuously, but the truth is, what I gain from SL is far more than what I give.** However uneasy the path ahead is, I will carry the faith and spirit of "Connect Beyond Dream" forward, serving this beautiful place with love.



*Inspire life through life. Build the dream with love.  
It seems easy, but it takes infinite courage.  
以生命影響生命，以愛築夢。這看似簡單，卻需要無比勇氣。*

## 共建目標 將愛傳承

回港後，我時時刻刻回味著柬埔寨的點點滴滴，夢想由此展開。在導師的引領下，我與11位同學於二零一四年組成「築夢·東愛」團隊，寓意一班抱著共同夢想和抱負的同學，兌現服務的諾言，為柬埔寨付出更多的時間和心血，按他們的需要帶來持續服務，將愛傳承下去。我們相信服務和學習，不僅局限於課程中，大學生不應只追求學業成績，更有責任去了解和服務這個世界。

「築夢·東愛」成立了兩年，已為當地兒童提供足部護理及傷口處理的服務和培訓，推動當地農村旅遊發展和提升醫療衛生水平。另外，我們更在當地成立了獎學金計劃和自學中心，為兒童及青少年提供更優質的學習機會。

## 不計付出 堅持信念

要組成一個學生團隊，需要付出許多時間和心血，而且未必能得到家人和朋友的諒解。他們會認為與其花時間心力去偏遠地區服務，倒不如去工作或畢業旅行。我的回應往往是：「我所得到的不能計算的。」在服務學習的過程中，我看過世界最貧困的地方，切實地了解他們的文化和需要，同時更認識真實的自己，學懂在挫折中成長。本以為服務學習是要求我們不斷付出，但事實告訴我，所得到的比我付出的更多。縱使前面的路有多難走，我會懷著「築夢·東愛」的信念和精神繼續向前走，用愛服務這個美麗的地方。





# 不一樣的身份 不一樣的使命 A Different Role A Different Mission



**Enoch Tam**, a Year 4 student of the Department of Electrical Engineering, took the service-learning (SL) subject "ISE2S02 Comprehending and Overcoming Learning Hurdles in STEM for Local Schools" offered by the Department of Industrial and Systems Engineering in 2014, in which he taught secondary school students the knowledge of science and computer. With his outstanding performance and active participation in SL projects, Enoch was awarded the SL Scholarship in 2015/16. In the same year, he fulfilled his 20 hours of community service as a student leader for another SL subject "BME2S03 Reducing the Scientific Divide in Secondary Students through STEM Projects" offered by the Interdisciplinary Division of Biomedical Engineering (BME), taking up the duties of developing project and guiding students.

**譚以諾** 同學現為電機工程學系四年級學生，於二零一四年修讀由工業及系統工程學系開辦的服務學習科目ISE2S02 Comprehending and Overcoming Learning Hurdles in STEM for Local Schools，運用科學及電腦知識教育中學生。譚同學表現優異和積極參與服務學習項目，於2015/16 學年獲頒服務學習獎學金，同年為生物醫學工程跨領域學部開辦的服務學習科目BME2S03 Reducing the Scientific Divide in Secondary Students through STEM Projects 履行20小時的學生領袖服務，參與項目研發及指導學生的工作。

Through the SL Scholarship Programme, Enoch had his first taste of being a student leader, and even stepped into the realm of teaching. Seeing Enoch's great interest in assembling electrical devices and machine design, Dr Hin-chung Lau, BME2S03 subject leader, assigned him to design the core course material – a muscle-signal controlled doll catcher, and also let him take part in teaching and guiding students on reflection.

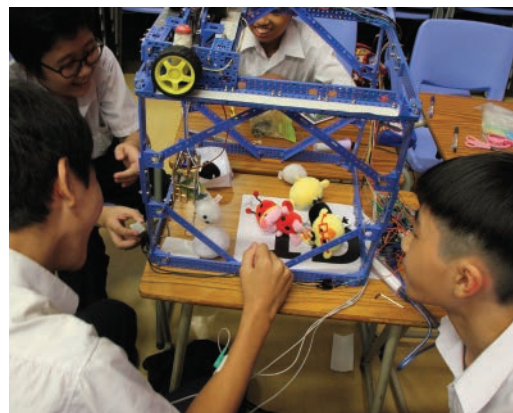
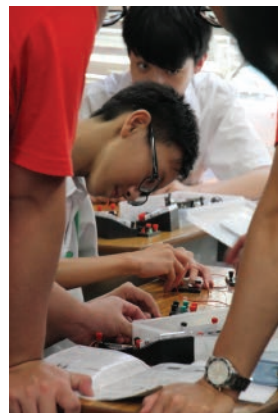
透過服務學習獎學金計劃，譚同學初嘗成為「學生領袖」的滋味，更闖進教師的領域。由於譚同學熱愛組裝電子產品和機械設計，劉衍中博士（BME2S03科目統籌）特地安排他為學科設計核心教材－肌電夾公仔機，同時更讓他參與課堂教學和引導學生反思的工作。

## A Devoted First-time Leader

Enoch did not mind working overtime even though the Scholarship Programme only requires 20 hours of community service. "During the service, there is only one thing on my mind - doing my best to assist the teacher in running the SL project," he said. Dr Lau has also praised Enoch's devotion repeatedly during the interview, "He was passionate about his work. I could feel that he was not doing so for the scholarship. He was working so hard with a view to contributing to the SL subject." Enoch said that his sense of belonging grew gradually with his devotion, "whenever I heard of students' opinions about the subject, I would first wonder whether they were related to me, whether I was not doing my job well enough, and whether my performance would adversely affect students' evaluation on the teacher and the subject."

## 新紮領袖 全程投入

雖然服務學習獎學金計劃只要求得獎者履行20小時領袖服務，但譚同學不計較超時工作：「整個過程中，我只想著一件事，就是協助老師把服務學習課程做好。」劉博士也不斷在訪問中稱讚譚同學專注工作：「他對工作很有熱誠，我能感受到他不是為了獎學金而做，而是希望能在過程中對服務項目有所貢獻。」譚同學也表示越做越有幹勁，歸屬感自然而生：「有時我聽到學生對學科有意見，第一時間會想會否跟自己有關，是否自己做得不夠好，會否因我的表現而影響學生對老師和學科的評價。」



## Experiencing the Difficulties Behind

Enoch found the opportunity of serving as a student leader in the SL Scholarship Programme an invaluable experience, which unveiled the preparation work behind the subject to him, "I had never imagined that it took so much time to develop the course material for just one subject. Plenty of procurement tasks are involved too. Being a teacher is really not easy. A teacher has to handle students' learning problems, while at the same time, the teacher has to coordinate well with the collaborating schools." After the one-year service, Enoch has realized something, "I used to beef about that teachers were not closely around us during the service and the content of service was monotonous. And now, I discover that how challenging it is for the teacher to take care of the needs of so many students at the same time. Not only does the teacher have to tackle students' numerous problems, but also keep working to find ways to help students to have a deeper reflection on the learning experience and social problems. The planning behind also requires painstaking effort. The content of service undergoes continuous adjustments to fit the needs of the schools or the service beneficiaries. Now, I look back and realise my past thoughts are so wrong."

## 親身體驗 背後辛酸

譚同學認為服務學習獎學金計劃的領袖服務是一個難能可貴的體驗，讓他更明白推行學科背後的準備工夫：「沒想過一個服務學習學科需要花這麼長時間去研發教材，也需做很多採購物料的工夫。另外，老師的角色也不容易，不但要處理學生學習的問題，同時也要跟合作的學校作適當的協調。」經過一年的體驗後，譚同學有一些新的領悟：「從前會埋怨老師在服務時沒有貼身關注我們，也會感到服務內容很單調，但現在才發現他們要同時照顧多個學生的需要，其實是一件很不容易的事。老師不單要無休止地解決學生的疑難，也要不停動腦筋去幫助學生反思學習經驗和思考社會問題。至於幕後的策劃，也是花盡心思，要不斷調整服務的內容，配合學校或受惠者的需要。回想起自己從前的想法，真是很不應該。」



Dr Hin-chung Lau  
劉衍中博士，  
Subject Leader 學科導師  
BME2S03

## Student Leader Programme to Explore Potentials

One of the core objectives of the SL Scholarship Programme is to develop students into student leaders, who can share their service experience with other students and continue to play an active part in community service. In the past two years, Dr Lau has been supporting this Programme, putting a lot of effort in training the student leaders. "Nurturing a student leader takes more effort than teaching," Dr Lau said. He shared his own philosophy in training the student leaders with prior service experience. "I think the first thing is to let them reflect on their service experience so that they understand the meaning behind the service and adjust their own mindsets, and gradually they become self-motivated to lead other students to take up community service. The role of a teacher is to identify the students' strengths and weaknesses, as well as the attributes they wish to develop or improve, according to which he/she arranges the students' to different positions to explore their own potentials," said Dr Lau.

## 領袖計劃 發掘潛能

服務學習獎學金計劃的其中一個核心目的，是要訓練學生成為學生領袖，將過往的服務經驗與其他學生分享，並希望他們能繼續積極參與社會服務。在過去兩年，劉博士一直熱心支持此計劃，積極訓練得獎學生發揮所長：「要培育一個學生領袖，比授課要花上更多心血。」對於培育有服務經驗的學生領袖，劉博士也有獨特的心得：「我認為首先要讓他們反思過往的服務經驗，明白背後的意義再調整個人心態，讓他們自發地用心帶領其他學生參與社會服務。導師的角色是了解他們的長短處，以及他們渴望發展或改善的地方，從而安排他們嘗試不同工作崗位，讓他們在過程中發掘自己的潛能。」

## Students' views on Enoch 應屆同學對譚同學的看法：

Daisy O said, "As a student, I prefer seeking assistance from Enoch. We are of similar age and it is easier to communicate. I do not have to worry about leaving any negative impression to the teacher. Besides, he is a very experienced student of senior years whom I fully trust."

柯盈盈同學說：「作為學生，我都比較喜歡找譚同學幫忙，因為年齡相近，容易溝通，也不用擔心老師對自己印象不好。而且，他是一位具豐富經驗的前輩，我對他絕對信任。」



Andy Lo said, "Enoch always takes the initiative to share his experience with us. He has also provided plenty of constructive advice allowing us to improve the service. We are touched by his passion and devotion."

盧曉豐同學說：「譚同學經常主動跟我們分享經驗，也提供很多富建設性的意見，讓我們能改善服務。單單是他這份熱情和投入，也很能夠感動我們。」

Enoch's outstanding performance and devotion have earned him the trust of Dr. Lau. Despite he has already completed the requirement of the SL scholarship, he continues to work for BME2S03 as a Student Assistant to take up the role of designing course materials and guiding students.

譚同學對工作的投入和出色的表現，已獲得劉博士的信任。雖他已順利完成服務學習獎學金的使命，但仍獲聘任為BME2S03的學生助理，擔任該學科的教材設計及學生指導的工作。





# 表揚優秀學生 延續服務精神 Encouraging Students' Continual Engagement in Service-Learning

Thanks to the funding support from prominent business and community leaders, organizations, alumni and friends of PolyU, the Service-Learning (SL) Scholarship Scheme was launched in 2013 to give recognition to students with outstanding performance in SL subjects. It also encourages students to further engage in community services and to share their experiences as SL Student Leaders, supporting other SL subjects at PolyU.

This year, 335 applications were received from 42 SL subjects. One hundred awardees were finally selected by the panel. Ten hours of leadership training workshops were organised for them in September and October 2015. A presentation ceremony was held at the Chiang Chen Studio Theatre on 2 November, 2015.

服務學習獎學金計劃於二零一三年成立，經費主要來自商界夥伴、社會賢達、各界團體、理大校友及友好，旨在獎勵在服務學習課程中表現卓越的學生。此外，獎學金計劃鼓勵學生繼續參與社區服務，同時以朋輩領袖身分分享經驗，以支援理大其他服務學習項目。

本年，服務學習事務處收到共335個來自42個不同服務學習科目的學生申請，最後由評審小組選出100名得獎者。同年九月及十月，本處為得獎者安排10小時的領袖培訓工作坊，並於十一月二日假蔣震劇院舉行頒獎典禮。



- 01  
Guests and scholarship awardees  
嘉賓與一眾服務學習獎學金得獎同學留影
- 02  
Through a play at the ceremony, 3 awardees  
shared their SL experience with the audience.  
典禮上，三位獎學金得獎同學以短劇形式與嘉賓  
分享他們的服務學習體驗。
- 03  
Awardees celebrating the completion of the 10  
hours of leadership training workshops  
得獎同學慶祝完成10小時的領袖培訓

# 《微小行動》 觸動心靈 Soul Touching “Small Acts...”

The debut photo exhibition of SL entitled “Small Acts...” was successfully held on PolyU campus from 2-13 November, 2015. It presented the “small acts” taken by our students and staff members to serve the community with their professional knowledge and skills. Thirty nine photos covering 26 SL projects taken place in Hong Kong, on the Chinese Mainland and abroad were displayed.

服務學習首個相片展覽於本年十一月二日至十三日假理大校園舉行，名為《微小行動》，展示本校學生和職員運用專業的知識和技術，服務社會上有需要人士的「微小行動」。展覽共展出39幀照片，涵蓋26個分別於香港、中國內地及海外推行的服務學習項目。







## 建立校外網絡 交流發展心得 Developing External Connections

PolyU were invited to visit 3 Universities to exchange ideas of service-learning (SL) development in this year.

On 8 and 9 May, Dr. Stephen Chan, Head of the Office of Service Learning, was invited to the Shantou University to introduce our healthcare-related SL projects to teachers from the University and students from the medical schools in Guangdong.

On 26 June, Dr. Chan was invited by our Vietnamese partner Hoa Sen University to visit Ho Chi Minh City, sharing with the teachers on integration of SL into credit-bearing curriculum and the Engineering SL Project "Technology Beyond Border". On 31 August, Dr. Pham Quoc Loc, Vice President of the Hoa Sen University, and Dr. Do Hue Huong, Dean of the University, visited PolyU to learn more about the actual implementation of SL, especially about subject assessment and faculty engagement.

On 17 August, Dr. Chan and Dr. Grace Ngai, Coordinator of the Sub-committee on SL Subjects, delivered a seminar on SL to the staff and students of the International University of Central Asia in Tokmok during their visit to Kyrgyzstan.



理大本年獲邀到訪三間不同的院校，交流服務學習發展的心得，詳情如下：

五月八及九日，汕頭大學邀請本處處長陳志輝博士前往該校向教職員和廣東省各醫學院學生介紹本校有關醫療保健的服務學習項目。

六月廿六日，陳博士接受本校的越南伙伴大學——荷花大學邀請前往胡志明市，與該校老師分享如何將服務學習納入學分課程，和介紹工程學系的「科技無國界」服務學習項目。八月三十一日，荷花大學副校長 Dr. Pham Quoc Loc 及院長 Dr. Do Hue Huong 到訪本校，藉此加深了解服務學習科目如何進行評估和推動學院參與等實際情況。

八月十七日，陳博士與理大服務學習科目審批委員會主席倪恩恩博士到訪吉爾吉斯斯坦，期間在位於托克馬克的中亞國際大學為該校師生主講了一場以服務學習為題的講座。

## 放眼世界 化身聯合國義工 Students Acting as United Nations Volunteers

Two PolyU students, Oscar Li (School of Accounting and Finance, Year 3) and Eight Yu (Department of Applied Biology and Chemical Technology, Year 1) were selected to take part in the United Nations Volunteers (UNV) Programme. UNV promotes volunteerism to support peace and development worldwide and this is its first time to recruit university volunteers from Hong Kong. Ten undergraduates from Hong Kong are subsidized by the Home Affairs Bureau to participate in a 6-month volunteering assignment under UN field units/agencies in the South East Asia.

Both PolyU students have started their assignment in September 2015. Oscar is currently in Yangon Myanmar, applying his disciplinary knowledge to assist the United Nations Capital Development Fund (UNCDF) in research and development on Microfinance and Governance. Eight is working in Vientiane, Laos, helping UNV to promote volunteer service volunteerism among youths.



兩位理大學生，李嘉亨（會計及金融學院，三年級）和喻子成（應用生物及化學科技學系，一年級）成功獲選參加「聯合國志願人員項目」。此項目由聯合國主辦，目的是透過提倡志願服務精神，促進世界各地的和平與發展。此計劃於二零一五年首度在香港招募大專學生，成功獲選的十位大學生均獲得民政事務署資助，在聯合國設於東南亞的駐點或機構參與為期六個月的義工服務。

兩位同學已在二零一五年九月展開服務，李同學應用自己的本科知識，在緬甸仰光的「聯合國資本開發基金會」進行小額貸款及管理的資料收集、研究及發展；喻同學則在老撾永珍，協助聯合國志願人員向當地青年宣揚義工服務與提倡義工精神。

## 服務學習協作論壇 搭建跨地交流平台 Collaborative Forum on Service-Learning - A Platform for Sharing Experience

Funded by UGC as part of the Collaborative Forum on Service-Learning (SL), a series of workshops were co-organised by the Office of Service Learning, the Educational Development Centre, and the Community of Practice on Service Learning. The events were held at PolyU from May 11 to 12, 2015 by Dr Barbara Jacoby, an overseas distinguished scholar.

Over 100 teachers and practitioners from Hong Kong, Myanmar and Vietnam attended the 2-day series. The topics covered "Taking Service-Learning to the Next Level", "Designing, Facilitating and Assessing Critical Reflection" and "Evaluating Your Service-Learning Courses and Programmes: Methods and Instruments". Encouraging and positive feedbacks were received from the participants. The overall ratings of the learning experience and usefulness of the workshops were over 3.9 on a 5-point scale.

傑出海外學者Barbara Jacoby博士應理大邀請，於二零一五年五月十一至十二日主持一系列服務學習工作坊。該活動由教資會的服務學習協作論壇資助，並由服務學習事務處、教學發展中心及服務學習實踐社群共同協辦。

為期兩天的活動共有超過100名來自香港、緬甸和越南的教職員和同業參加。研討主題包括「引領服務學習邁向新里程」、「構思、引導和評核批判性反思」和「評估服務學習課程與項目：方法與工具」。參加者的回應相當正面，在學習經驗及工作坊效用的總評分達3.9分以上（5分為最高）。



01 Dr Barbara Jacoby facilitated three workshops on SL on PolyU campus. Barbara Jacoby博士在本校主持三個有關服務學習的工作坊。



02 Participants consulted Dr Jacoby about the challenges and difficulties that they face in implementing SL. 參加者在活動中就他們在推行服務學習遇到的挑戰和困難，向Jacoby博士請教。

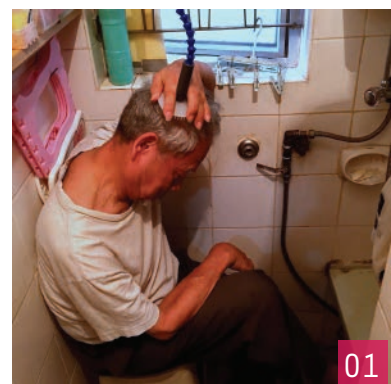


03 A participant from Vietnam shared his perspectives on SL. 一名來自越南的參加者分享他對服務學習的觀點。





# 《微小行動》 “Small Acts...”



01



02



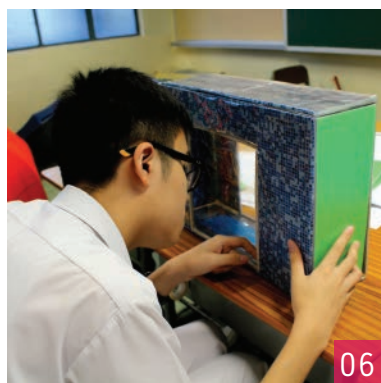
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when multiplied by millions of people,  
Howard Zinn  
can transform the world.



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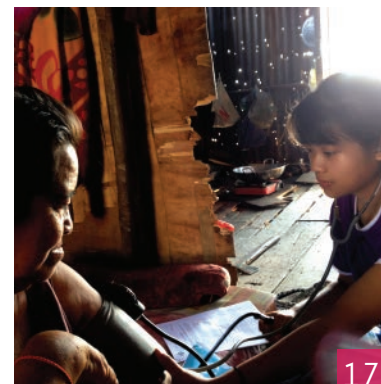
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2014/15



16



17

- 01 PolyU students designed a hair washing assistive device for the elderly. 理大學生為長者設計洗髮輔助器。[BME3S02]
- 02 PolyU students helped the elderly residents to tidy up electrical wires. 理大學生為長者整理電線。[BRE2S01]
- 03 PolyU students taught the elderly a stretching exercise. 理大學生教導長者進行肌肉舒展運動。[RS2S02]
- 04 Ex-mentally ill persons demonstrated self-confidence in a fashion show. 精神病康復者在時裝秀內展示自信。[ITC2S01]
- 05 PolyU students helped the elder to measure the flexibility of her lower limbs. 理大學生為長者進行下肢柔軟度測試。[SN3S02]
- 06 Secondary students made wall models to learn how to reduce the solar heat gain. 中學生製作牆壁模型，學習如何減少吸取太陽能熱力。[BSE2S01]
- 07 Secondary students learned the cultures of different countries. 中學生學習不同國家的文化。[APSS2S05]
- 08 PolyU students helped to repair the road in a village of Guangzhou. 理大學生為廣州一條小村修路。[APSS2S06]
- 09 PolyU students travelled to Guangzhou and taught the library management system in a school. 理大學生前往廣州一所中學，教授圖書館管理系統。[ISE3S01]

- 10 PolyU students carried out vision screening for school children in Qinghai and Guizhou. 理大學生為青海和貴州的學童提供視力檢測服務。[S02S01]
- 11 PolyU students travelled to Inner Mongolia and learned to carve the totem pole from sculptors of Oroqen and Evenks. 理大學生遠赴內蒙，跟隨鄂倫春族及鄂溫克族雕塑家學習雕刻文化圖騰柱。[CBS2S02]
- 12 Around a hundred PolyU teachers and students helped rural farmers in Sichuan to facilitate the production of black fungus. 近百位理大師生協助四川農民促進木耳產業發展。[ABCT2S01]
- 13 In Cambodia, primary school children showed off their hand-made flashlights which then learned to produce in a science workshop. 柬埔寨的小學學童展示他們在科學工作坊自行製作的電筒。[COMP2S01]
- 14 To improve the living conditions of villagers in Cambodia, PolyU students wired up the houses with LED lights and USB chargers. 為了改善柬埔寨村民的居住環境，理大學生為他們的房子裝置照明裝備及充電器。[COMP2S01]
- 15 University and high school students in Myanmar learned how to use digital tools to tell stories. 緬甸大學及中學學生學習利用數碼器材說故事。[COMP2S01]
- 16 PolyU students guided Vietnamese students to make dim sum. 理大學生指導越南學生製作點心。[HTM3S02]
- 17 PolyU students provided health assessment for the villagers in a slum area of Cambodia. 理大學生為柬埔寨貧民窟的村民提供保健服務。[SN2S03]