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SERVICE-LEARNING NEWSLETTER

服務學習通訊



Become a more responsible global citizen

PolyU Service-Learning: Past and Present
理大服務學習今昔



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Editor's Note

In the 2012/13 academic year, The Hong Kong Polytechnic University (PolyU) was the first university in Hong Kong to incorporate service-learning (SL) into its new curriculum as a mandatory graduation requirement. With the joint efforts of various faculties, departments, students, community partners and the Office of Service-Learning, PolyU SL yielded remarkable and encouraging achievements. It is now the 5th anniversary of the full implementation of SL. The theme of this Service-Learning Newsletter is "PolyU Service-Learning: Past and Present", which mainly focuses on various developments and achievements of SL in PolyU in the past five years.

編者的話

香港理工大學於2012/13學年起，成為本地首間大專院校將服務學習納入新本科課程的必修科目。集結各學系、部門、學生、合作夥伴及本處的努力，理大的服務學習發展令人鼓舞。適逢服務學習科目推行的五周年，今期的服務學習通訊主題為理大服務學習的今昔，回顧五年來理大服務學習在各方面的發展和成就，見證各方努力的成果！

Service-Learning 2.0 服務學習 2.0



We were asked to set up a booth at the Open Day in celebration of the 80th anniversary of the University. In the middle of our booth was a floor map showing the number of service-learning subjects, varieties of service-learning projects and service-recipients in each of the 18 districts of Hong Kong. There was also a wall map of the world, showing the service projects in Chinese mainland, Taiwan and foreign countries such as Cambodia, Vietnam, Myanmar, Indonesia, Kyrgyzstan and Rwanda. There were also plenty of photographs showing the students in action, serving on widely different sites. These maps and the exhibits showing products produced in these projects highlighted the achievements of service-learning at our university so far: that we offer over 60 subjects each year to over 4,000 students. In the 2016/17 academic year, among these students, 3,055 served in the 18 districts in Hong Kong, 634 went to the many provinces in Chinese mainland, 236 students went to foreign countries. That's what we refer to as SL 1.0.

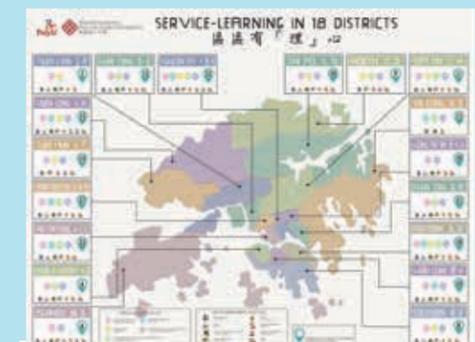
When we reflect on what we have achieved in the past seven years, and the advanced state of service-learning education at some of the best universities, we realised we have come a long way, but still have much to learn, and a long way to go. We are now moving on to SL 2.0, where we need to take service-learning to the next level. Our objectives are conducting better, more impactful service-learning subjects and associated projects. We need to provide a path of continued development for the students, perhaps integrating leadership education into the programme, perhaps allowing the students to take a minor in social engagement, or beyond. We need to further internationalise service-learning, provide more overseas opportunities, collaborate more with foreign universities, and more student exchange programmes. And all of these have to be backed up by rigorous research.

There is indeed much to do, but we believe the best is yet to come.

為慶祝大學80週年校慶，本處於開放日設置了展覽區。展覽區的亮點之一是地上的香港地圖，上面列出了服務學習科目的數目，服務學習項目覆蓋的範圍，以及來自香港18個區的受惠者概覽等。此外，我們還有一幅世界地圖，展示了我們於中國內地、台灣、柬埔寨、越南、緬甸、印尼、吉爾吉斯斯坦和盧旺達等地所開展的服務項目。展覽區亦貼出學生於不同地點服務的照片。這些地圖和展出的在各服務項目中製作而成的物品充分展示了理大服務學習的成就：每年，我們開辦超過60科服務學習科目，提供超過4,000個學額。而在2016-17學年期間，有3,055名學生在香港的18區服務，634名學生在中國內地多個省份服務，236名學生在海外服務。我們稱此成果為服務學習1.0。

回顧七年來的成果，以及服務學習教育在大學界的發展，不知不覺間我們已走了漫漫長路，但前方的旅程悠遠，我們仍需不斷前行。我們現正邁向新的里程碑——服務學習2.0，我們立下更宏大的目標，並致力發展更優質更具影響力的服務學習課程與其相關服務項目。我們展望能提供階梯讓學生持續發展；例如，我們或可將領袖教育元素加入服務學習當中，或容許學生將社會參與列入副修課。我們致力令服務學習更國際化，提供更多海外機會、與更多外國大學合作，並提供更多學生交流機會。而以上種種有賴嚴謹的研究作支持。

確實，前方路遙，但只要攜手前行，必能續創佳績。



Dr. Stephen Chan
Head, Office of Service-Learning

December 2017

香港理工大學
服務學習事務處處長

二零一七年十二月

In Hong Kong where information technology (IT) is advanced, IT graduates usually have no difficulties in finding their ideal jobs. However, the journey of life is unpredictable – a small incident can change one's life.

Sam Leung, a graduate of PolyU's Department of Computing, took the service-learning (SL) course "COMP397 Service Learning and Civic Engagement in the Information Age" in the academic year 2011/12. The course provided him with the opportunity to visit Cambodia and to serve the local people in need. The short 12-day stay sparked his passion and set him off on a life-long journey in service. After graduation, he decided to give up working in the IT industry and the higher salary and instead dedicated himself to social work, devoting his life to the vulnerable groups.



In his second year of study, Sam took the service-learning course, which turned out to be a turning point of his life. In retrospect of this decision, Sam has no regrets at all.

大學二年級時參與的服務學習課程，是Sam人生的轉捩點。回想起這個影響一生的決定，Sam 依然無悔。

"The experience made me understand myself more. Serving gives me greater satisfaction than having a well-paid job!"
「這段經歷讓我更了解自己，比起高薪厚職，服務人群給我更大滿足感！」



At that time, SL was not yet compulsory for undergraduate students. Sam believed that the elective course "COMP397" was a valuable learning opportunity. The course allowed him to not only utilise his expertise but also help those in need. The course required the students to apply their IT knowledge towards enhancing the literacy level of the people in developing countries in the hope of changing their future.



當年理大並未要求三年制學生必修服務學習課程，這更令Sam深感「COMP397」自選課程是一個難能可貴的學習機會，不但讓他發揮專長，亦能幫助有需要人士。課程要求同學運用所學的資訊科技知識，協助發展中國家的人民提升知識水平，希望藉此改變他們日後的命運。



"In that year, a total of 47 students provided services in Cambodia together. Although we were from different disciplines, we shared the same passion. Thinking back, we indeed put a great effort in the trip preparation to ensure the services were of high quality."
「當年，共有47名同學一同前往柬埔寨服務。雖然我們來自不同學系，但抱有共同的服務理念。回想當年，我們事前花盡精力，為提供優質服務作最好的準備。」

Some of the students lacked experience in volunteer services. To warm up for the Cambodia trip, the Department first arranged them to serve in a local care centre for children with mental disabilities, under the guidance of staff.

由於部份同學沒有義工服務的經驗，因此課程安排他們到本地一間智障兒童院舍在職員指導下，先行嘗試服務，為柬埔寨服務之旅熱身。

"Through interacting with these children, we learned the right attitude and the true meaning of serving."
「透過接觸這些兒童，我們學會了服務應有的態度和意義。」

在資訊科技發達的香港，
IT畢業生可說是不愁出路。
然而，人生的際遇往往很奇妙，
一段小插曲，可能影響一生。

理大電子計算學系畢業生梁毅朗 (Sam) 於2011/12學年選修了學系開辦的「COMP397 Service Learning and Civic Engagement in the Information Age」課程，藉此遠赴柬埔寨，服務當地有需要人士。在柬埔寨的短短12日，竟燃點起Sam心中的一團火，畢業後毅然放棄資訊科技界的高薪厚職，轉投社福界，把生命奉獻給弱勢社群。

Conquering Difficulties

全心全意 衝破難關

Sam's team stayed in Cambodia for 12 days. During their visit, Sam and four other students designed and installed computer systems for a non-profit institute that protects female rape victims. By doing so, Sam and his team simplified the institute's paperwork management. At the same time, they optimized the website and computer software for another non-profit organisation. They also went to an orphanage sheltering HIV-positive children to teach them about IT. Through fun and innovative teaching methods, PolyU students hoped to enhance the IT skills of the children.

Sam的團隊在柬埔寨逗留了12天。期間，他和四位同學為當地一間保護曾遭性侵犯婦女的非牟利院舍設計及安裝電腦系統，以簡化他們的文書處理系統，同時亦為另一間非牟利機構優化其網站及電腦程式。此外，他們還到一間收容愛滋病童的孤兒院教授資訊科技知識，透過有趣的學習方法，提升他們在資訊科技方面的技能。



"The trip initially made us worried and anxious. We had never served children who are HIV positive. And we were worried about the language barrier too."
「得悉這一次服務內容，我們難免憂心，一方面從未接觸過愛滋病童，另一方面亦擔心言語不通。」



In the end, Sam's team conquered all the obstacles, wholeheartedly caring for the sick children.

最終，Sam的團隊衝破了重重障礙，走進這陌生的領域，全心全意關懷這些病童。



"The teacher arranged the local institute students to be our interpreters. Hence, we were able to break the language barrier. When we interacted with these children suffering from AIDS, we discovered that they were pure and innocent – no different from other kids."
「當時老師為我們安排與當地大專院校的學生合作，為我們的活動作翻譯員，得以打破語言隔閡。另外，當我們接觸這些愛滋病童時，深深感受到他們與普通小孩跟本沒大分別，仍是天真無邪的小孩子。」

Sam admitted frankly that he did not think too much during the process. He concentrated only on teaching computer knowledge to a dozen sick kids aged 4 to 12. At the beginning, the children knew nothing about computers. By the end of the trip, the children were able to use simple animations to express themselves. Sam was very pleased to see such a change.

過程中，Sam坦言沒有想太多，只是專心一致將自己的電腦知識教授給十多名4至12歲的病童。他們本來對電腦操作一竅不通，但到活動完結時已懂得利用簡單的動畫表達自己的內心世界，眼見这一幕的Sam頓時感到非常欣慰！



Planting Seeds 種下善果 只待萌芽

The short 12-day trip was over, but its impact on Sam is still here.

One year after returning to Hong Kong, Sam saw a television programme showing an interview with a child he served during the trip.

"The kid was from the orphanage. When he met us during the service trip, he told us that he had never thought about his own future." Sam recalled.

In front of the camera, the kid told the host: "I wish to become a computer engineer and design softwares for people." It deeply touched Sam's heart: "I did not expect that we paid a little but resulted in such a rich harvest - not only to rekindle a desperate heart, but also to change one's life."

Sam's kindness has deeply affected the child's life. The child's words, in return, reignited Sam's passion towards life. It was at this point that Sam realised the meaning and the impacts of serving.

"Service providers cannot be shortsighted. We should be forward-thinking as we never know when the seeds planted will grow into fruitful trees with profound influence."

Afterwards, Sam actively participated in various volunteer programmes organised by PolyU and other non-profit organisations, hoping to influence more people in need.

短短12日的服務之旅完滿結束，但對Sam的影響尚未終結。

回港後一年，Sam無意中看到電視節目，播映他服務過的一位孩子的訪問。

「那孩子是孤兒院中的學生，我還記得在服務期間，他跟我們表示從沒細想自己有怎樣的未來。」

但鏡頭下的小孩子卻對主持人說：「我將來希望能當上一位電腦工程師，為人們設計電腦軟件！」那一刻深深觸動了Sam的內心：「沒想到我們的一點付出，有這樣的豐盛收穫，不但重燃一顆絕望的心，還能改變一個人的一生。」

Sam的善舉影響了這孩子的生命，而孩子的一句話也反過來令Sam重拾生命的光芒，讓他明白到服務的意義和影響力。

「我們服務，目光不能只集中眼前如此短淺，而要放得遠一點，因為你不會知道你種的一個小小善舉，在甚麼時候會在服務對象的內心開花結果，帶來深遠的影響！」

事後，Sam積極參與本校及其他非牟利機構的義工服務，希望用自己的一點力量，影響更多有需要的人。



Pursuing Dreams 立定決心 追尋夢想

In 2014, Sam graduated from PolyU. After graduation, like most of his classmates, Sam started looking for jobs related to his study. Sam's education background could easily secure him a job in the IT industry. However, within six months, Sam gave up making a living in the promising IT field and devoted himself to social welfare.

二零一四年，Sam理大畢業。畢業後，他跟其他同學一樣，找一些與自己專科有關的工作。以Sam的學歷，不難在IT界覓尋出路。可是，不足半年，Sam竟放棄前景可觀的IT工作，毅然投身社福界。

"I was very clear about what I wanted.

My goals were not to earn lots of money but to serve the public and interact with people."
「那時，我很清楚自己想要什麼！不是為賺很多很多的錢，而是服務大眾，多與人互動！」

Sam's decision to leave the up-and-coming IT industry and join the social welfare community made a lot of his classmates feel pity for him. However, Sam had no regrets about starting the new life. He was convinced that he can only gain satisfaction by pursuing the true meaning of life.

Despite having a strong will, Sam has gone through numerous difficulties. Sam did not have relevant qualifications or work experience. For him, shifting to a completely different field was by no means an easy task. Sam first went to a children's care home to provide childcare services, then to a non-profit organisation to serve children with learning difficulties and those living in poverty. These jobs were all short-term.

To pursue his dream in a more practical way, Sam proceeded to obtain a master's degree in the field of social work in a local university. He eventually became a qualified social worker. Sam is currently working in an institute dedicated to serving adult psychiatric patients.

A few years later, thinking back on his trip to Cambodia, Sam admitted that he was unaware of the huge impact posed by the SL course on him. He believes that if one is willing to contribute and plant the seeds, the seeds will grow into strong and fruitful trees - the impact can be infinite.

由看似大好前程的IT行業，躍身社福界，開展另一段人生，不少同期的同學，無不為Sam感到可惜。然而，Sam卻無悔當初決定，他認為追求人生的意義才能讓他滿足。

雖然Sam滿懷鬥志，但當中也經歷不少難關。由於Sam沒有相關的學歷和工作經驗，要轉投一個全新的行業，並不是容易的事。他先在兒童之家提供托管工作，再到一間非牟利機構為有特殊學習需要及低收入家庭兒童進行課餘托管服務。可是，這通通都是短期的合約工作。

為了更切實地追求自己的理想，Sam在本地一所大學修讀一個與社會工作有關的碩士課程，最終於本年成為一個不折不扣的社會工作者！現時，Sam在一間專為成年精神病患者提供服務的院舍工作。

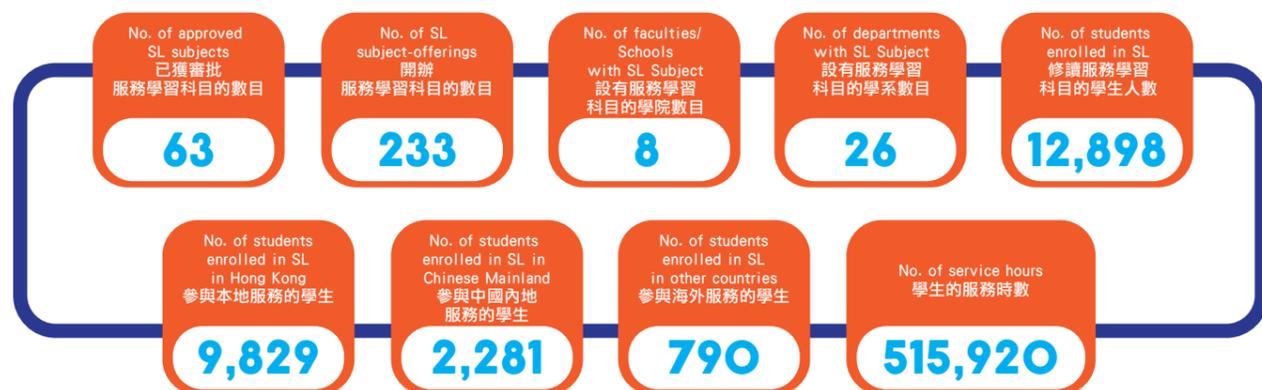
事隔數年，回想起當年參加柬埔寨服務學習課程，Sam直言當時他不清楚課程對他的影響有多大。現在卻明白，只要肯付出，埋下善良的種子，有一天它會發芽，茁壯成長，影響可以是無限大！

Sam took this opportunity to express his gratitude towards Dr. Stephen Chan and Dr. Grace Ngai. In his bumpy journey, their teaching and support have been encouraging him to pursue his dream and enrich his life.

最後，他特意借此機會感謝當年兩位教授——陳志輝博士及倪恩恩博士。在這條難行人生路上，多得良師教誨與鼓勵，讓他有勇氣追求夢想，使人生變得更豐盛！

From 2012/13 to 2016/17

2012/13學年至2016/17學年



PolyU has been dedicated to cultivating responsible global citizens. Since the 2012/13 academic year, PolyU has incorporated service-learning into its new curriculum as a mandatory subject.

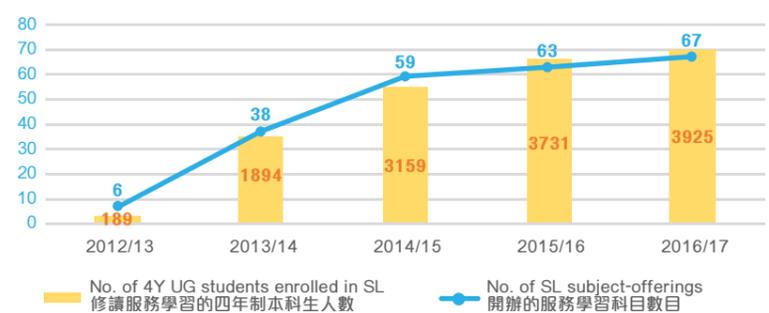
Within five years, service-learning has developed rapidly in PolyU, yielding remarkable and encouraging achievements. In the 2012/13 academic year, PolyU launched 6 SL courses, which provided 206 places for a total of 189 undergraduates from the four-year undergraduate curriculum. In 2016/17, the number of service-learning courses has increased to 67, providing 3,925 places for the students. Such speedy development is the result of the joint efforts of various faculties, departments, students, community partners, and the Office of Service-Learning. By the end of the 2016/17 academic year, 12,898 students have attended SL courses, serving over 515,000 hours.

理大一直致力培育學生成為負責任的世界公民，自2012/13學年起，理大將服務學習納入新本科課程，成為必修科目。

短短五年間，理大服務學習發展迅速，成績顯著，成果令人鼓舞。在2012/13學年，理大開辦6科服務學習課程，為學生提供206個學額，共189名四年制本科生修讀。2016/17年，理大服務學習課程開辦數目已增至67科，提供3,925個學額供學生修讀。如此迅速的發展，乃係各學系、部門、學生、合作夥伴及本處攜手努力的成果。截至2016/17學年，已累積12,898名四年制本科生修讀服務學習課程，服務時數超過515,000小時。

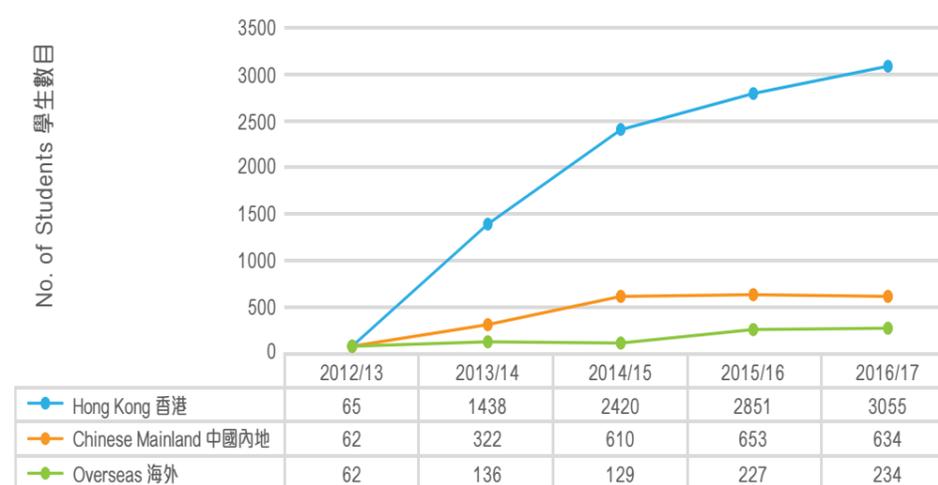
Service-Learning Development in PolyU (No. of Subjects and Students)

理大服務學習的發展 (科目及學生數目)



Service Location

服務地點

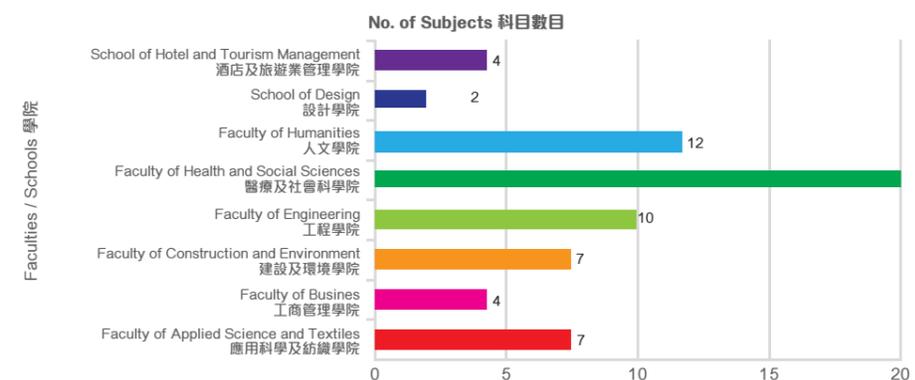


By Dec 2017, 66 SL courses from eight different faculties/ schools (27 departments) have been approved, covering various types of social services. The courses provide PolyU students with the opportunities to serve and learn in Hong Kong, the Chinese mainland, and overseas, allowing them to use their professional knowledge and skills to serve people in need.

截至2017年12月，共有66科服務學習科目獲得通過，分別來自八個學院的27個學系，廣泛涵蓋不同類型的社會服務項目，為本校學生提供在香港、中國內地及海外服務學習的機會，讓學生得以運用其專業知識及技能，服務社會上有需要的人士。

No. of Approved SL Subjects (as of December 2017)

截至2017年12月已獲審批服務學習科目的數目





Hong Kong is undergoing rapid changes. The government and the social welfare sector are faced with challenges imposed by aging population and wealth inequality. Issues related to social inclusion, environmental protection, and juvenile care are in need of solutions. As one of the local prestigious universities, PolyU ought to fulfill its civic responsibility, strive to eradicate social problems, and contribute to the community.

With the close co-operation, tireless effort and strong support of various faculties, colleagues, and community partners, within five years, PolyU has yielded fruitful results in the realm of service-learning (SL). In 2016/17 academic year, more than 3,000 students participated in local SL courses, a 47-fold increase compared with the number of 2012/13, i.e., the first year of SL subject implementation. Over the past five years, the number of participants has increased to more than 9,800, resulting in over 393,000 service hours.

More and more faculties have launched local SL courses, providing students with diverse learning opportunities. The scope of the services has also expanded, benefiting more people in need.

香港社會發展急速多變，政府及社福界因此面臨人口老化、貧富懸殊、社區共融、環境保育，與少年培育等多方挑戰。香港理工大學作為本地其中一所知名學府，理應背負公民責任、協助社會解決難題，並作出貢獻。

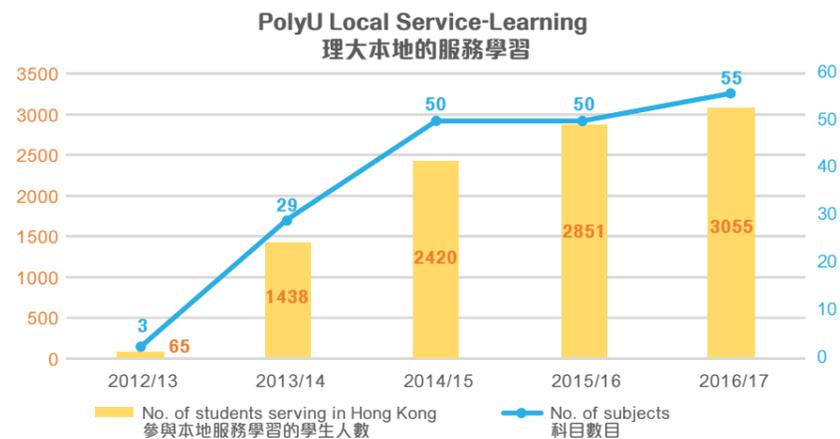
在本地服務學習方面，由於各學系、同事、社區合作夥伴及學生的緊密合作、不懈努力及鼎力支持，理大得以在短短五年間取得顯赫成果。於2016/17學年，已有超過3,000名學生參與本地服務學習，比推行服務學習課程首年時人數增長了47倍。五年間，已累積超過9,800名理大學生參與本地社會服務，服務時數超越393,000小時。

此外，愈來愈多學系開辦本地服務學習課程，為學生提供更多元化的學習機會。服務範疇亦隨之擴展，更多有需要人士因此而受惠。

PolyU Local Service-Learning

理大本地的服務學習

Academic year 學年	No. of subjects 科目數目	No. of students serving in HK 參與本地服務學習的學生人數	No. of service hours 服務時數
2012/13	3	65	2,600
2013/14	29	1,438	57,520
2014/15	50	2,420	96,800
2015/16	50	2,851	114,040
2016/17	55	3,055	122,200
	187	9,829	393,160



In the 2012/13 academic year, PolyU offered only 3 local SL courses. After-school counselling, technology training, and care services were provided to local students with learning disabilities, senior citizens, ethnic minorities, and refugees.

在2012/13學年，理大僅提供3個服務學習項目，主要服務本地有學習障礙的學童、長者、少數族裔人士及難民等有需要人士，為他們提供課餘輔導、科技培訓及關懷服務。



By the end of the 2016/17 academic year, the number of SL courses has increased to 55, covering all 18 districts in Hong Kong. The target groups have included children and youth, primary and secondary school students, senior citizens, people with physical or mental disabilities, people with special needs, ex-mentally ill people, rehabilitated people, vulnerable families, new immigrants, and ethnic minorities. The services provided have become more diverse and can be divided into five categories:

- (1) health care and promotion;
- (2) STEM education;
- (3) community development and environmental protection;
- (4) personal development and special needs care; and
- (5) language enhancement.

時至2016/17學年，服務學習項目增至55個，範圍覆蓋全港十八區，服務對象包括兒童及青少年、中小學學童、長者、殘障或智障人士、有特殊需要人士、精神病康復者、更生人士、弱勢家庭、新移民及少數族裔等。服務範疇則更為多元化，並可分成五類：

- 一、醫療保健及健康推廣；
- 二、STEM 教育；
- 三、社區發展及環境保護；
- 四、個人發展及特殊需要服務；
- 以及五、語文培訓。

Health Care and Promotion

醫療保健及健康推廣



In the 2012/13 academic year, no health care and promotion SL subjects were offered to four-year undergraduate curriculum students, but the School of Nursing (SN) and the Department of Rehabilitation Sciences (RS) offered courses to students from the three-year programmes on educating local school children about balanced diet and personal hygiene, and providing children, the elderly and disabled people with occupational therapy. In the past five years, SN and RS have offered many more SL courses. The Department of Applied Biology and Chemical Technology and the School of Optometry have also provided SL opportunities for students. By the end of the 2016/17 academic year, there already existed 11 courses focusing on health care and promotion, allowing 761 students to better serve the people in need in Hong Kong.

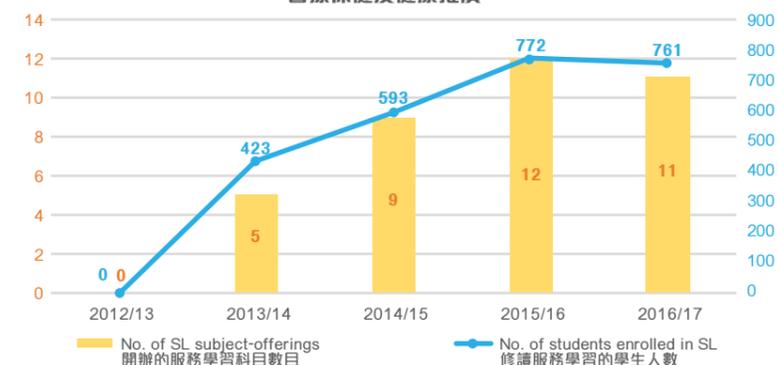
2012/13學年，理大並沒有為四年制學生開辦有關醫療及健康推廣的服務學習課程。當時，只有護理學院及康復治療科學系開辦的三年制服務學習課程，主要為本地學童舉辦以均衡營養及個人衛生為主的工作坊，與及為兒童、長者及殘障人士提供職業治療的服務。五年間，各學系教職員積極推廣服務學習，且護理學院及康復治療科學系增加課程數量，應用生物及化學科技學系及眼科視光學院亦為學生提供服務學習機會，故截至2016/17學年，有關醫療保健及健康推廣的服務學習課程已增加至11個，讓761名學生為本地有需要人士提供更多方面的服務，包括：



- Vision screening and eye health care services for underprivileged families; 為弱勢家庭提供視力檢查及眼部健康護理服務；
- Health assessment and education for the elderly; 長者健康評估及教育；
- Rehabilitation services for children, the elderly and those with physical and/or mental disabilities; and 兒童、長者及殘障、智障人士復康服務；及
- Education programmes on nutrition, healthy diet, regular exercises and personal hygiene for schoolchildren and underprivileged families. 為學童及弱勢家庭舉辦健康教育活動，以均衡營養、健康飲食、定時運動及個人衛生為主題。

Health Care and Promotion

醫療保健及健康推廣



STEM Education
STEM教育

In recent years, in response to the global education trends, the Hong Kong government has been vigorously advocating STEM education in both primary and secondary schools in order to equip students with the necessary skills to cope with the challenges brought by the rapid development of economy, science, and technology. Acknowledging the needs, several academic departments in PolyU, by exerting their expertise, have designed STEM related SL courses in the hope of cultivating scientific thinking and scientific literacy among primary and secondary students. The Department of Applied Physics, Department of Biomedical Engineering, Department of Building Services Engineering, and Department of Industrial and Systems Engineering have carried out multiple courses, organising interesting STEM-related educational activities for local students, including:

為順應全球教育發展趨勢，近年來，香港政府在中小學大力推行STEM（科學、科技、工程和數學）教育，以裝備學生應對經濟、科學和科技的迅速發展，與及本地及國際社會的轉變和挑戰。為響應此社會需求，理大多個學系運用其專業特色，設計有關STEM教育的服務學習課程，以培育中小學生的科學思維和素養。現時，應用物理學系、生物醫學工程學系、屋宇設備工程學系和工業及系統工程學系皆開辦多個課程，為本地的中小學生設計出一系列有趣的STEM教育活動，包括：

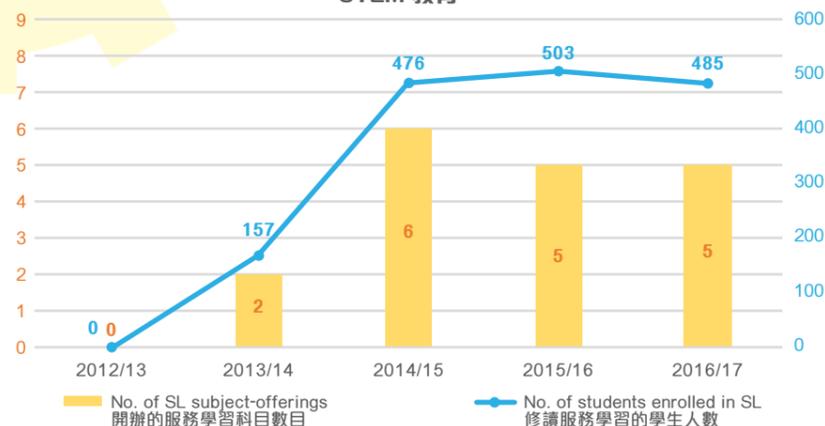


Competitions on muscle-signalling controlled game and LEGO® Mindstorms design; and 「肌」電遊戲機設計及樂高機械車程式設計比賽；及

Simple and interesting experiments on key STEM concepts related to daily life; 與STEM概念及生活相關的簡單有趣實驗；



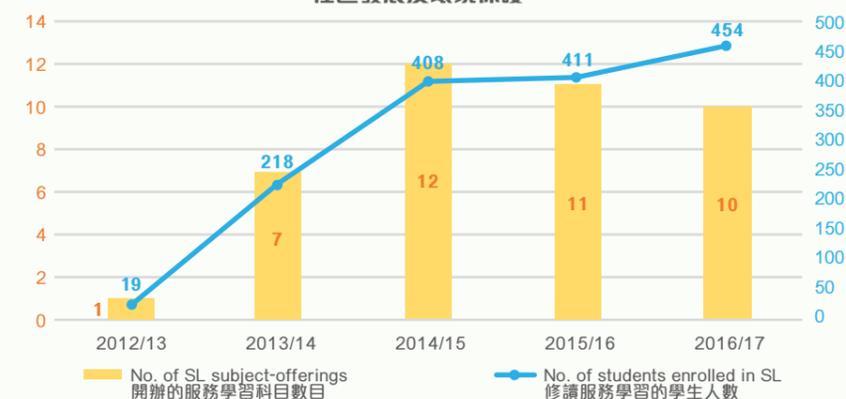
Interactive activities and experiments on energy efficiency and daily life-related sustainability topics. 有關生活節能及持續發展的互動活動及實驗。

STEM Education
STEM教育Community Development
and Environmental Protection
社區發展及環境保護

Apart from the vulnerable groups, PolyU also places its attention on community development and environmental protection. In the academic year 2012/13, Department of Building and Real Estate became the first Department to provide such an SL course, which, at the time, attracted 19 students from its four-year programme. The courses aimed to provide information for the elderly and uneducated property owners affected by forced repossession and forced rebuild. Furthermore, the students provided explanation and clarification regarding the relevant law and legal documents. In addition, the elderly and the owners received property valuation services through the courses. Many departments, including the Department of Applied Biology and Chemical Technology, Department of Applied Mathematics, Department of Applied Social Sciences, Department of Building and Real Estate, Department of Civil and Environmental Engineering, Department of Land Surveying and Geo-informatics, and Department of Management and Marketing, have started to provide local SL courses in the area of community development and environmental protection. In the 2016/17 academic year, a total of 454 PolyU students served Hong Kong in the areas of community development and environmental protection. The services include:

除了服務弱勢社群，理大的服務學習亦重視環境保護及社區發展。在2012/13學年，建築及房地產學系率先開辦有關社區發展及環境保護的服務學習課程，當時共有19名四年制學生修讀。該課程旨在向遭強制收樓重建影響的長者及低學歷戶主提供資訊、向他們解釋相關的法規和法律文件，並為其物業估值。理大許多學系熟悉社區發展及環境保護等範疇，近年許多學系相繼開辦服務學習課程，當中包括應用生物及化學科技學系、應用數學系、應用社會科學系、建築及房地產學系、土木及環境工程學系、土地測量及地理資訊學系，以及管理及市場學系。2016/17學年，共有454名學生為本地社區發展及環境保護出一分力，服務內容包括：

- Conducting home visits and assessing the property values of households in need; 家訪有特殊需要的住戶及提供物業估值；
- Carrying out building inspections and home repairs for elderly residents; 為長者維修家居及檢測樓宇；
- Producing maps and repairing community facilities; 製作地圖及修建社區設施；
- Administering community-needs assessments for elderly residents and underprivileged families; 評估長者及弱勢家庭的社區需要；
- Evaluating the impacts of services provided by NGOs; 評估非牟利團體所提供的服務成效；
- Presenting proposals to improve the community; 提供改善社區的建議；
- Using new agricultural practices and concepts to enhance the quality of crops; 運用嶄新種植方法改善農作物收成；
- Collecting and redistributing consumable food on behalf of low-income families; and 回收及分發仍可安全食用的剩餘食物給低收入家庭；及
- Assisting environmental NGOs in addressing environmental challenges and delivering public education. 協助非牟利環保團體研究環境問題及推廣社區教育。

Community Development
and Environmental Protection
社區發展及環境保護

Personal Development and Special Needs Care 個人發展及特殊需要服務

Different departments in PolyU have their own distinctive expertise. Departments can design targeted service-learning courses according to their professional skills and knowledge. The purpose of the courses is to assist children, teenagers, the elderly, and people who require special aids (e.g. emotionally unstable people, disabled people, ethnic minorities, children with learning disabilities or behavioural problems) to integrate into society and realise their potential. The contents include educating parents about child development; making assistive tools for learning, daily life, and special needs; as well as recording the life stories of the elderly. In just five years' time, the number of the courses has rocketed from 2 to 24, encouraging 1,251 students to provide targeted services for those in need. The services provided by PolyU students include:



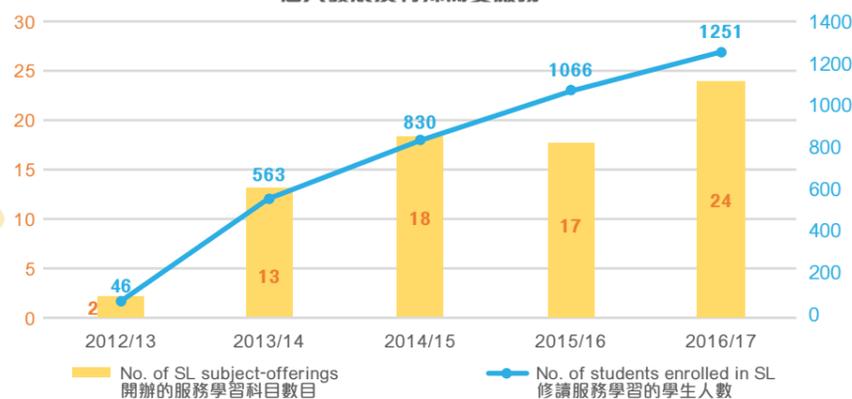
理大各學系皆有其專業特色，不同學系能按其專業技能及知識設計具針對性的服務學習課程，為兒童、青少年、長者及有特殊需要（例如受情緒困擾的人士、殘障人士、少數族裔、有學習障礙或行為問題的學童等）提供服務，以協助他們融入社會、發展潛能。服務包括指導家長如何促進兒童發展、製作有助學習、生活及特殊需要的輔助工具，及記錄長者的人生故事等。短短五年間，服務學習課程的數量從2個增加至24個，供1,251名學生修讀，為更多有需要人士提供針對性的服務。過去一年，理大學生的服務內容包括：



- Social activities to enhance participants' sense of achievement and explore their strengths and weaknesses;
增強成就感及探索個人專長的群體活動；
- After-school tutoring programmes, mentoring sessions, and communication and social awareness workshops;
課餘補習、啟導計劃、溝通及認識社區工作坊；
- Financial literacy mentoring programmes for the youth in low-income families;
向低收入家庭的青少年灌輸理財知識；
- Workshops teaching parents traditional Chinese moral/ethical values and practices through Chinese literature;
透過文學經典教授家長傳統倫理道德及其在現今的應用；
- Production of tailor-made community maps for ethnic minorities;
為少數族裔學童製作實用的社區地圖；
- Development of learning kits for children with intellectual disabilities;
為智障兒童設計特殊學習套件；
- Designing assistive devices to people in special schools, hospitals and elderly homes;
為特殊學校、醫院及長者中心設計輔助儀器；
- Fashion show displaying fashionable clothing designs created for people with physical disabilities and ex-mentally ill people;
協助殘障人士及精神病康復者設計時裝，並於時裝秀上展示；
- Accessible tourism programme and itineraries for the disabled people; and
提供適合殘障人士使用的社區旅遊資源及路線；及
- Life-story books containing the life records of the elderly for memento and recognition purposes.
協助長者撰寫人生故事紀錄冊，作追思用途。



Personal Development and Special Needs Care
個人發展及特殊需要服務



Language Enhancement 語文培訓

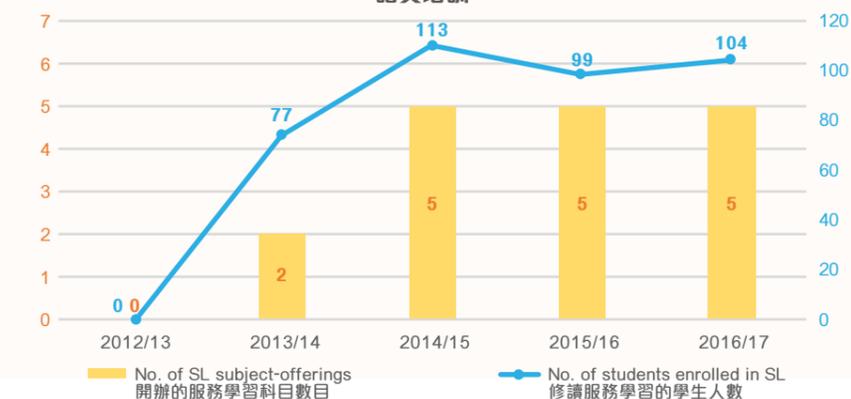
The Faculty of Humanities of PolyU has been bolstering SL and arranging a wide range of activities to enhance the language skills of new immigrants, ethnic minorities, as well as children and teenagers from low-income families. Five years ago, PolyU lacked language-related service-learning courses for students from its four-year curriculum. With the effort of the Department of Chinese and Bilingual Studies, Department of English, and English Language Centre, 5 courses were opened for 104 students, providing various activities for different target groups in the 2016/17 academic year.

理大人文學院各學系致力發展服務學習，籌辦多元化活動，以協助本地新移民、少數族裔、低收入家庭的兒童及青少年提升語文能力。五年前，理大仍未開辦為四年制學生而設的語文培訓服務學習課程，但經中文及雙語學系、英文系及英語教學中心的教職員攜手努力，在2016/17學年開辦了5科課程，供104名學生修讀，為不同對象提供多元化活動：

- English writing, reading, oral presentation and grammar workshops for children and adolescents;
為兒童及青少年舉辦英語寫作、閱讀、演說及語法工作坊；
- English drama performance training in local schools;
在學校進行英語戲劇表演培訓；
- Interactive language art activities and a 'Fun Day' for local students; and
為學童舉辦互動語文藝術活動、同樂日；及
- Chinese speaking, reading and writing enhancement for new immigrants and ethnic minorities.
協助新移民及少數族裔人士提升中文會話、閱讀及寫作能力。



Language Enhancement
語文培訓





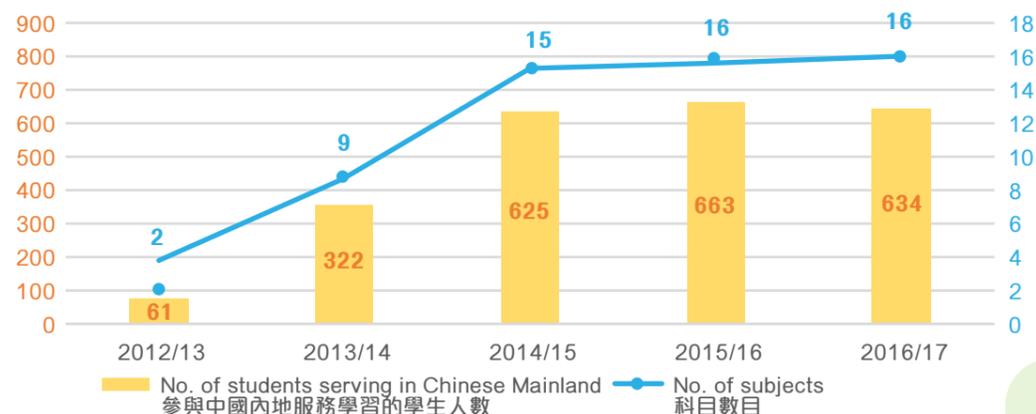
Apart from helping the needy people in Hong Kong, PolyU students also care about their motherland. Several departments have launched service-learning (SL) courses, training their students to use their professional skills to contribute to the Chinese mainland, Taiwan and Macau. In the 2012/13 academic year, only 61 PolyU students attended such SL courses. After five years of hard work, the courses have become more diversified; and the number of students has witnessed a ten-fold increase. The courses have so far attracted over 2,300 students, building up 92,000 service hours.

理大不僅關顧本地有需要人士，亦不忘培育學生對祖國的關懷。多個學系因而開辦服務學習課程，致力訓練學生運用專業技能，為國家出一分力。於2012/13學年，只有61名理大學生參與中國內地服務學習項目。經過五年的努力，不僅服務學習項目變得更多元化，參與的學生人數更有10倍增長，累積超過2,300人，服務累積時數更達92,000小時。

PolyU Service-Learning in Chinese Mainland 理大中國內地的服務學習

Academic year 學年	No. of subjects 科目數目	No. of students serving in Chinese Mainland 參與中國內地服務學習的學生人數	No. of service hours 服務時數
2012/13	2	61	2,440
2013/14	9	322	12,880
2014/15	15	625	25,000
2015/16	16	663	26,520
2016/17	16	634	25,360
	58	2,305	92,200

PolyU Service-Learning in Chinese Mainland
理大中國內地的服務學習



In the 2012/13 academic year, there were only two SL courses serving the Chinese mainland. The courses aimed to serve the children of the migrant workers in Shanghai and the students from grade one to grade four in Shaoguan. The former was a summer camp aiming at exploring the potential of the students and establishing their positive self-images. The latter designed English teaching materials to enhance the pupils' English reading and speaking skills.

於2012/13學年，四年制的服務學習課程有兩個，分別為上海民工子女及韶關小一至小四的學生而舉辦，前者是一個旨在發掘學生潛能、建立其正面自我觀念的夏令營，後者得理大設計英語教材，以提升學生的英文閱讀及會話演講技巧。



By the end of the academic year 2016/17, the number of service-learning courses targeting the Chinese mainland has increased to 16 with many service points in multiple locations, which include Gansu, Guangdong, Guangxi, Guizhou, Inner Mongolia, Qinghai, Shanghai, Sichuan, Yunnan, Zhejiang, and Taiwan. The target groups now cover children, teenagers, farmers, ethnic minorities, and people with disabilities. The services particularly focus on helping those living in resource-poor communities, such as people living in rural areas and children affected by disasters. The services center around three main themes: (1) sustainable community development; (2) health care and education; and (3) child and adolescent development.

時至2016/17學年，中國內地服務學習課程已增加至16個，服務地點亦擴展至多個地區，包括甘肅、廣東、廣西、貴州、內蒙、青海、上海、四川、雲南、浙江及台灣。服務對象亦涵蓋更多有需要人士，包括兒童、青少年、農民、少數族裔及殘障人士等。服務項目更特別照顧生活在資源匱乏的社區的人、農村人民以及受災兒童。服務範疇主要環繞三大主題：一、可持續社區發展；二、醫療保健及健康教育；以及三、兒童及青少年發展。

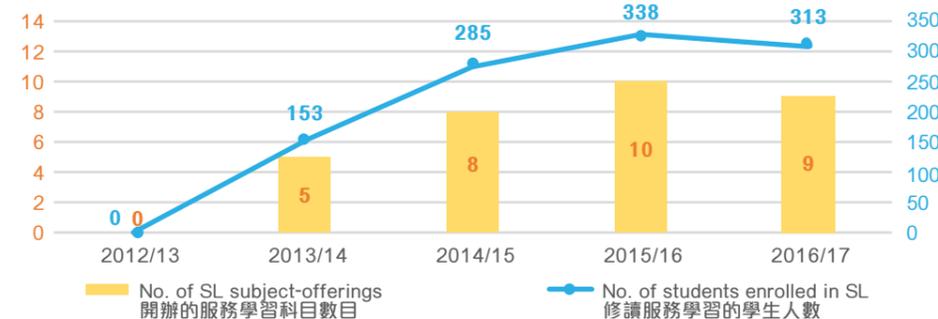
Sustainable Community Development 可持續社區發展

Many villages, companies, and ethnic minority groups in China lack the experience in preserving culture, developing communities, improving rural areas, or advancing tourism. Since the 2013/14 academic year, many PolyU departments have been applying their professional knowledge and skills to designing unique SL courses that cater to different community needs in the nation. In the course of four years, 32 SL courses related to community development were opened. The courses have attracted 1,089 students, benefiting many needy people. In the 2016/17 academic year, in Gansu, Guangdong, Guizhou, Inner Mongolia, Sichuan, Yunnan, and Taiwan, a total of 313 students provided various services, which include:

國內不少農村、公司機構及少數族裔均不擅於保育文化、建設社區及農村，及發展旅遊業。由2013/14學年起，本校集結多個學系的专业技能，依照國內不同社區的發展需要，設計出獨特的服務學習課程。四年間，共累積開辦32個有關社區發展的服務學習課程，在中國內地及台灣服務，累積1,089名學生修讀。於2016/17學年，共有313名學生為甘肅、廣東、貴州、內蒙、四川、雲南及台灣提供多元化的服務，包括：

- Interviewing ethnic minorities and recording oral history; 訪問少數族裔，記錄口述歷史；
- Using computer simulation systems and creating agricultural tools to facilitate crop growth; 使用電腦模擬系統及製作農業用具，協助農民促進農作物生長；
- Installing solar lighting systems in resource-poor rural villages; 為資源匱乏的農村安裝太陽能照明系統；
- Conducting home visits and customer surveys to understand the service and trade conditions; 針對服務及貿易情況，進行家訪及顧客意見調查；
- Designing websites to strengthen villagers' fair-trade network and to improve the operations of social enterprises; 設計網站，以加強村民的公平貿易網絡及改善社會企業的營運；
- Constructing development strategies for rural villages; 構思農村發展策略；
- Designing tour guides and organising community activities to promote tourism; and 設計旅遊指南及舉辦社區活動，以推廣社區旅遊；及
- Providing local students with hotel management training and operational assistance. 為當地學生提供酒店管理培訓及營運協助。

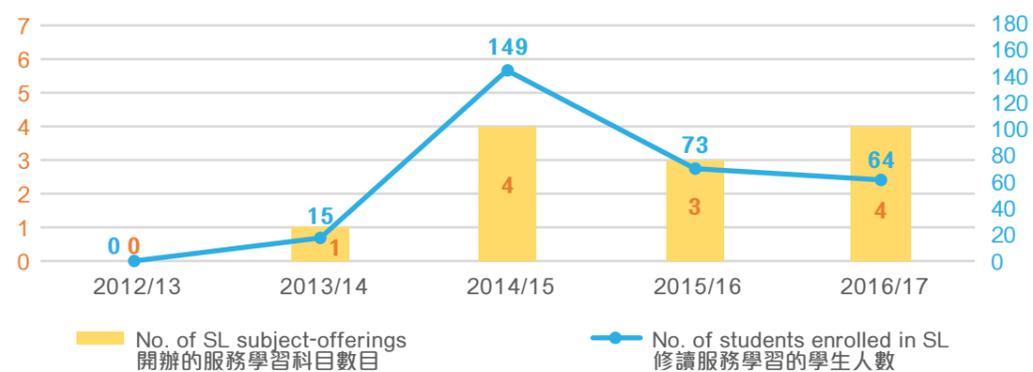
Sustainable Community Development
可持續社區發展



Health Care and Education
醫療保健及健康教育

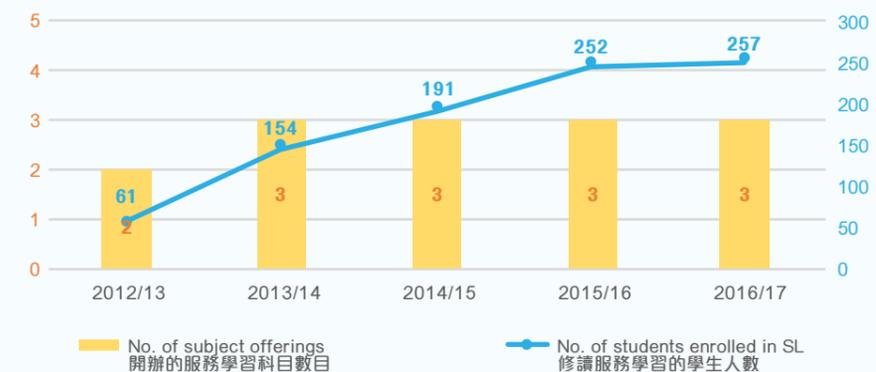
The large population and the lack of quality medical equipment has often led to severe disability-related issues. To tackle the problems, for the first time in the academic year 2013/14, the School of Optometry launched SL courses themed around medical care and health education. 15 PolyU students from different disciplines went to Guangxi to conduct vision testing for 400 local school children suffering from eye diseases. Seminars about eye care were also held. The School of Optometry then run another course, encouraging students to utilise the knowledge obtained from the classrooms to provide eye screening services for those in need. In addition, the Department of Rehabilitation Sciences also has SL courses in the Chinese mainland, aiming to provide play therapy and health education to disabled children. In the 2016/17 academic year, there were 4 service-learning courses dedicated to medical care and health education in the Chinese mainland. 64 PolyU students served in Guangxi, Inner Mongolia, Qinghai, and Sichuan.

中國內地人口眾多，加上缺乏完善的醫療設備，因此殘疾問題一直嚴重。有見及此，眼科視光學院於2013/14學年首度開辦有關醫療保健及健康教育的服務學習課程，帶領15名來自不同學系的理大學生到廣西，為當地近400名患有眼疾的學童提供視力檢測服務，及舉辦有關眼部護理的講座。期後，眼科視光學院更開辦另一專業課程，讓學生運用學院教授的知識和技能，為更多有需要人士提供專業的眼科服務。此外，康復治療科學系亦開辦中國內地服務學習課程，主要為殘障兒童提供遊戲治療及健康教育服務。於2016/17學年，共有4科醫療保健及健康教育服務學習課程，共64名理大學生在廣西、內蒙、青海及四川服務。

Health Care and Education
醫療保健及健康教育Child and Adolescent Development
兒童及青少年發展

By the end of the 2012/13 academic year, the Department of Applied Social Sciences and English Language Centre have carried out two SL courses, attracting 61 PolyU students to provide services related to child and adolescent development in the Chinese mainland. Children and teenagers are the future; therefore, the development of their potential is of paramount importance to the development of society. Unfortunately, some schools in China lack educational resources, impeding the exploration of children's and teenagers' potential. The two courses, through exciting summer camps and language workshops, cultivated the essential quality of the children of the migrant workers in Shanghai. The courses were able to unveil the personal potential of the children, strengthening their English reading and speaking skills. Since the opening of the courses, 751 PolyU students have visited Guangdong, Shanghai, Zhejiang, and Taiwan to provide the local students with diversified services. What's more, the Department of Applied Social Sciences has been conducting a service-learning course in Sichuan every summer, dedicating to providing training to children affected by earthquake so as to enhance their resilience.

於2012/13學年，應用社會科學系及英語教學中心開辦了兩個服務學習課程，讓61名理大學生於中國內地進行有關兒童及青少年發展的服務。兒童及青少年是社會未來的棟樑，因此發展其潛力對社會發展極其重要。可惜，國內部份學校缺乏教育資源，因此無法有效地發掘兒童及青少年的潛能。這兩個課程主要透過有趣的夏令營及語文工作坊，培養上海民工子女的素質，發掘其個人潛能，並強化小學生的英文閱讀能力及會話演講技巧。課程開辦至今，已有751名理大學生到訪廣東、上海、浙江及台灣，持續服務當地學童。另外，應用社會科學系於2013/14學年至今，每年均在暑假開辦另一國內服務學習課程，針對受地震影響的四川兒童，他們提供培訓，增強他們的抗逆能力。

Child and Adolescent Development
兒童及青少年發展

In order to broaden students' horizon and nurture them to become global citizens, PolyU has been dedicated to promoting international service-learning (SL) courses. PolyU students now have the opportunity to step out of their comfort zones to gain better understanding of global social problems. The courses allow the participants to use the knowledge obtained in classrooms to serve the needy people around the world.

為擴闊學生視野，培育他們成為世界公民，理大近年致力發展海外服務學習課程。學生有機會親身遠赴他鄉，一窺困擾全球的社會問題，並實踐從課室得到的學術知識，以服務世界各地有需要人士。

In the first year of the implementation of the 4-year undergraduate curriculum (the 2012/13 academic year), two international SL courses were launched by the Department of Computing and the Department of Land Surveying and Geo-Informatics, attracting 67 students to attend. The participants visited Cambodia, Indonesia, and Rwanda to install computer facilities and lighting systems. The local children were also taught about computer science. With the help of advanced technologies, the students constructed sustainable development plans for the local rural villages.

新學制推行首年（2012/13學年），電子計算學系及土地測量及地理資訊學系開辦了兩個服務學習課程，共有67名學生修讀。他們遠赴柬埔寨、印尼及盧旺達服務，當地添置電腦設施和照明系統，更向當地兒童教授電腦知識。另外，學生亦利用先進科技，向當地農村提出持續發展的方案。

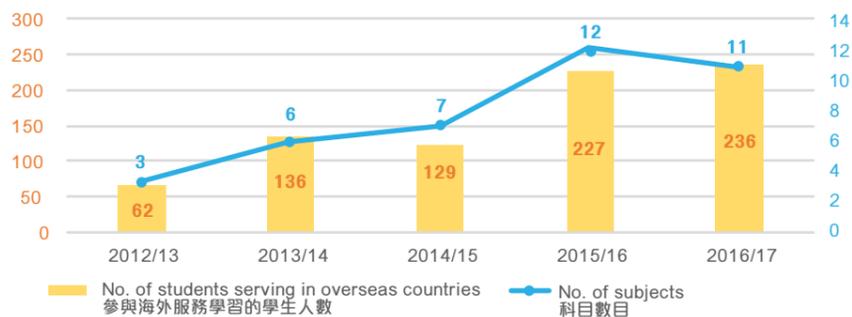
With the joint efforts of various departments and community partners, in the 2016/17 academic year, PolyU was able to provide international SL opportunities to 236 students. Apart from Cambodia and Rwanda where services are continuously provided, the service area has further expanded to Kyrgyzstan, Myanmar, and Vietnam. As more and more departments offer SL courses, PolyU is able to provide more professional services for developing countries. The services include teaching English to school children, providing training to English teachers, providing technological infrastructures to cities, conducting health assessment and seminars for slum dwellers, conducting vision screening and providing eye care services for those in need, and providing local students with hotel management and operation related training. In five years' time, more than 790 students have provided services overseas, leading to 31,600 service hours.

集結多個學系和合作夥伴的努力，理大得以於2016/17學年為236名理大學生提供海外服務學習的機會。除了在柬埔寨及盧旺達的持續性的服務外，服務地區更擴闊至吉爾吉斯、緬甸及越南。隨著更多學系開辦海外服務學習課程，理大這些發展中國家提供更多專業服務，包括：向學童教授英語、老師提供英語教學培訓、為城市提供科技建設、貧民窟居民提供健康評估及講座、有需要人士提供視力檢查及眼部護理服務，及為學生提供酒店管理及營運相關培訓。五年間，超過790人曾到海外進行服務學習，服務累積時數更達31,600小時。

PolyU International Service-Learning 理大海外的服務學習

Academic year 學年	No. of subjects 科目數目	No. of students serving in overseas countries 參與海外服務學習的學生人數	No. of service hours 服務時數
2012/13	3	62	2,480
2013/14	6	136	5,440
2014/15	7	129	5,160
2015/16	12	227	9,080
2016/17	11	236	9,440
	39	790	31,600

PolyU International Service-Learning 理大海外的服務學習科目



Academic year	Cambodia	Indonesia	Kyrgyzstan	Myanmar	Rwanda	Vietnam
2012/13	1 36	1 19	-	-	1 7	-
2013/14	3 65	1 30	-	1 20	1 21	-
2014/15	3 58	-	-	1 20	1 16	2 45
2015/16	5 114	-	1 16	1 20	1 17	4 60
2016/17	4 126	-	2 26	1 14	2 27	2 43

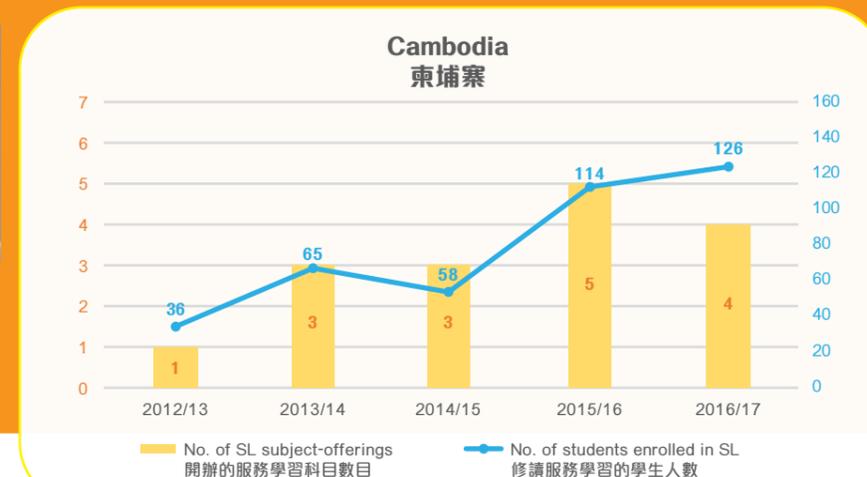
Cambodia 柬埔寨

In modern times, Cambodia has undergone several wars that instigated various social problems, including extreme wealth gap, corruption, an increased number of orphans, and child prostitution. The nation also lacks a sound education system and community facilities, resulting in poor public hygiene. To improve the living conditions of the local people in the 2012/13 academic year, the Department of Computing started offering SL courses, gathering 36 PolyU students and 30 students from Asia Human Resource Development Centre (Cambodia) to teach computer science to the local primary school children and orphans in the hope of polishing their computer skills and broadening their horizons. In the same year, the participants set up computer laboratories and installed simple solar lighting systems, equipping the local residents with better computer systems.

Cambodia is one of the core service locations in PolyU SL courses. Each year, many departments offer diversified and continuous services to meet the needs of the local population. After years of hard work, the services have become wide-ranging, including providing English language training for the local teachers and children; repairing and constructing multiple public solar power stations in rural villages; designing and installing a zero-carbon solar-powered learning centre for local children; building public facilities for villagers; and visiting slum dwellers and offering them health assessment and educational seminars. The service points are not limited to the capital, Phnom Penh, but have been extended to Kampong Speu Province. In the 2016/17 academic year, partnered with Royal University of Phnom Penh, PolyU, for the first time, set up a one-month Global SL and Leadership Summer School, incorporating SL and leadership education to deepen students' learning.

柬埔寨在近代經歷多次戰亂，衍生出許多社會問題，例如：貧富懸殊、貪污腐敗、孤兒及雜妓問題。當地亦缺乏完善教育及社區設施，環境衛生亦欠佳。有見及此，電子計算學系由2012/13年起已開辦服務學習課程，集結36名理大學生及30名柬埔寨亞洲人力資源學院學生的力量，向當地小學生及孤兒教授電腦知識，以豐富他們的技能，擴闊他們的視野。同年，學生更為當地配置流動電腦學習室，並安裝簡單的太陽能照明系統，為當地居民提供更完善的電腦設施。

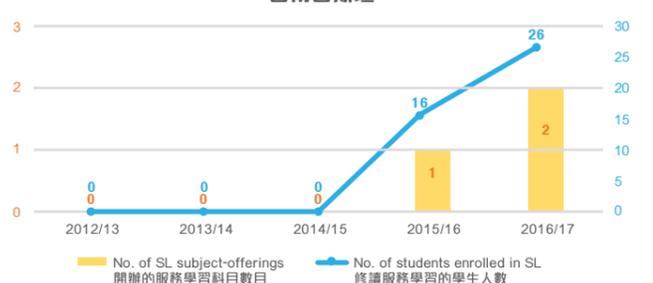
柬埔寨是理大服務學習的核心服務地點之一，每年均有多个學系按當地人的需要，提供多元化的持續性服務。經過多年來各方的努力，至今服務範圍已相當廣泛，當中包括為當地老師及兒童進行英文培訓、在村內維修及興建多個公共太陽能供電站、為當地兒童設計及搭建太陽能零碳排放學習活動室、為村落建設不同的公共設施，以及探訪貧民窟居民並為他們提供健康評估及教育講座。服務地點亦不限於首都金邊，而擴展至磅士卑省。2016/17學年，理大更與柬埔寨皇家金邊大學合作，首度開展為期一個月的全球服務學習及領袖暑期學校計劃，將服務學習融合領袖教育中，進一步深化學生的學習。



Kyrgyzstan
吉爾吉斯斯坦

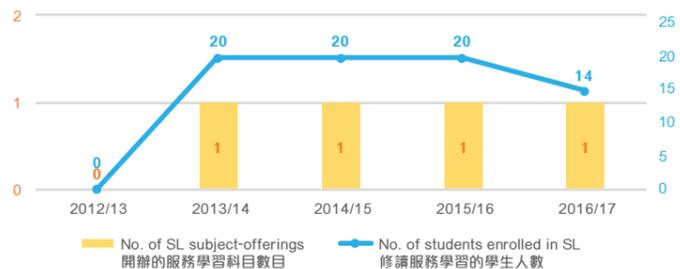
Kyrgyzstan is a landlocked country located in Central Asia, with its east border close to China. The country has more than 80 ethnic groups, with agriculture as its economic pillar. The nation is not familiar to Hong Kong people due to its remoteness and its defective development of tourism. With the help of the Global Youth Leadership Institute, in the 2015/16 academic year, the Department of Computing led 16 PolyU students to provide services in Kyrgyzstan. The nation, thus, became the latest SL point established by PolyU. The students applied their professional knowledge and skills to teach the local school children about science and computer, and installed a computer lab for a local school. In the 2016/17 academic year, the School of Optometry ran two SL courses, allowing 26 PolyU students to provide eye examinations and eye care services to the underprivileged families in Kyrgyzstan. The students also conducted lectures to teach the local families about eye care.

吉爾吉斯斯坦是一個位於中亞的內陸國家，東邊鄰近中國，擁有80多個民族，以農業為經濟支柱。由於地方偏遠，並欠缺完善的旅遊發展，因此不為港人熟悉。在全球青年領袖學院的協助下，電子計算學系於2015/16學年首度帶領16名理大學生到當地進行服務，令該國成為最新的服務學習地點。他們應用所學的专业技能，教導當地學童有關科學及電腦知識及為當地一所學校安裝電腦實驗室。於2016/17學年，眼科視光學院更開辦兩個服務學習課程，帶領26名理大學生遠赴當地，為弱勢家庭提供視力檢查及眼部健康護理服務，並進行健康講座以教授他們護眼知識。

Kyrgyzstan
吉爾吉斯斯坦Myanmar
緬甸

According to the 2011 UN Human Development Index, Myanmar ranks 149th out of 187 countries. Today, the nation remains one of the poorest countries in the world. Myanmar has undergone a series of political and economic reforms. However, the former military junta had long ignored the development and construction in rural areas. Many villages still remain backward and suffer from a critical shortage of basic facilities. The majority of the local people still live in harsh conditions. In the 2013/14 academic year, for the first time, the Department of Computing led 20 PolyU students to organise robotic vehicles workshops for the local students, using interactive teaching methods and fun materials to introduce technical and engineering knowledge. Having understood Myanmar better, the Department of Computing then started providing targeted services to the locals every year. The services include: teaching the local students about programming and digital storytelling; organising STEM workshops on science and technology; designing solar systems for poor families and installing basic appliances for their homes.

根據2011年的聯合國「人類發展指數」，緬甸在187個國家中排名149位，至今仍是世界上最貧窮的國家之一。雖然緬甸已積極進行一連串政治及經濟改革，但由於昔日的軍政府長期漠視農村發展及建設，導致許多村落至今仍然蕭條落後，嚴重缺乏基本設施，人民的生活仍然艱苦。2013/14學年，電子計算學系首度帶領20名理大學生遠赴當地服務，為當地大學生舉辦機械車工作坊，利用互動教學方法及富趣味性的教材，教授他們科技及工程知識。隨著對緬甸的認識日益加深，電子計算學系每年也會為當地人提供針對性的服務，包括：教授當地學生編寫程式並運用數碼器材說故事、舉辦有關STEM的工作坊以教授科學及科技知識，及為貧困家庭設計太陽能系統，並為他們家居安裝基本電器。

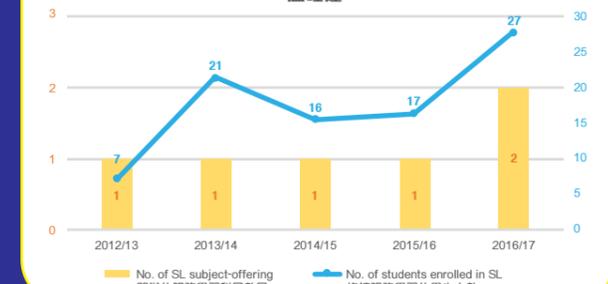
Myanmar
緬甸

Rwanda 盧旺達

Located in East Africa, Rwanda is the farthest place that PolyU SL has set foot on. The majority of the local people lives in rural villages. The nation's population is very young. Although the government runs public schools to provide its people with nine-year free education, many children from poor families have no access to proper education. Low-quality health care, the lack of qualified medical staff, and the shortage of medicines have led to the rampant epidemic of AIDS and other infectious diseases, causing a high mortality rate. Many children, sadly, died before their fifth birthday. In the 2012/13 academic year, the Department of Computing (COMP) took the lead

in bringing 7 PolyU students to Rwanda to teach advanced computer literacy and basic ICT knowledge to the local youth and the staff from non-profit organizations. They also set up a computer lab, produce documentary for partner institutions to bolster community support, and deployed solar lighting and networking facilities. Afterwards, COMP expanded their services to constructing solar panel systems for underprivileged families and equipping their homes with basic electrical appliances. In addition, PolyU students used the professional skills learned in the classrooms to design and install a zero-carbon solar-powered learning centre for local children. In the 2016/17 academic year, the School of Nursing joined to assist the local vulnerable families in improving their health. Students visited the families to understand their daily habits, conduct basic health assessment, and provide dietary and hygiene advice, and organised health education seminars.

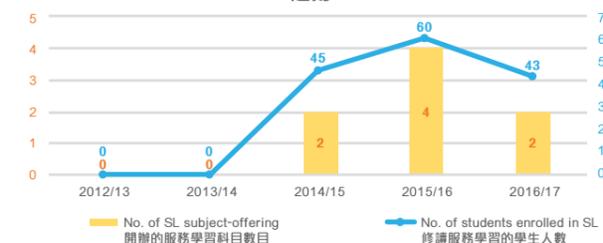
位於東非的盧旺達是理大眾多服務地點中最遙遠的地方，大部分當地人民生活在農村地區，人口非常年輕。雖然政府的國營學校為人民提供9年免費教育，但仍有不少窮苦人家的孩子無法上學。另外，其醫療保健質素偏低，缺乏合資格的醫護人員及藥物，導致愛滋病等傳染病肆虐，死亡率因此偏高，許多嬰孩更在5歲前夭折。電子計算學系於2012/13學年率先帶領7名理大學生，教授當地非牟利機構職員及青少年電腦知識，同時亦為他們設置電腦活動室，為合作機構製作紀錄片推廣社區支援服務，並安裝基本的太陽能照明及網絡系統。期後，電子計算學系將服務規模擴大，為貧困家庭建設更大型的太陽能系統，並為他們安裝基本電器。另為當地兒童設計及搭建太陽能零碳排放學習活動室，讓理大學生運用課堂所學的专业技能為當地居民提供不同科技的建設。於2016/17學年，護理學院亦到當地為弱勢家庭提供援助，以改善居民的健康。其中，學生進行家訪，以了解居民的日常習慣、提供基本健康評估及飲食衛生建議，並進行健康教育講座。

Rwanda
盧旺達

Vietnam 越南

Vietnam is an agricultural country where farmers make up 70% of the total population. Cultivated land and forests make up 60% of the total land area in the nation. Due to the large number of farmers and the vast farmland, combined with long-lasting wars, many local villages remain backward and lag behind in tourism and healthcare. In the 2014/15 academic year, the School of Optometry, in collaboration with the School of Hotel and Tourism Management, assisted the local Vietnamese in tackling the issues. Forty five PolyU students provided eye examinations and eye care services to the local villagers. The students also conducted seminars to spread the knowledge about eye care. On the other hand, another group of students provided training on hotel management and operation to the local students. Since 2015/16, the School of Nursing has joined to launch SL courses in Vietnam. Students were taken to the local area to provide the local farmers with basic health assessment. Seminars on health and hygiene were also organized in the hope of disseminating knowledge regarding health and hygiene.

越南是一個農業國家，農民佔總人口達70%，耕地和林地亦佔國土總面積的60%。由於農民及農地眾多，加上多年戰亂，令當地許多村落未能跟上時代的節奏，特別在旅遊業發展及醫療保健上仍然落後。2014/15學年，眼科視光學院和酒店及旅遊業管理學院合作，協助解決越南在這兩方面的問題。修讀這兩個課程的45名理大學生，為當地村民提供視力檢查及眼部健康護理服務、進行健康講座以宣傳護眼知識，及為當地學生提供有關酒店管理及營運的培訓。隨後，護理學院亦開辦服務學習課程，帶領學生前往當地，為農村居民提供基本的健康評估及教育講座，以傳播衛生及健康的訊息。

Vietnam
越南

Indonesia 印尼

Indonesia was one of the service locations in the early years. The courses conducted in the country were offered by the Department of Land Surveying and Geo-Informatics. Bringing together PolyU students and the local university students, the courses included a three-week project dedicated to the development of the rural villages. The services covered water supply, organic farming, local economic development, traditional art, and education.

在服務學習推行初期，印尼是其中一個核心的服務地點，課程主要由土地測量及地理資訊學系開辦，本校學生和當地大學生一同進行長達三週的農村社區發展服務。服務包括水源供應、有機耕種、本土經濟發展、傳統藝術及教育五個服務範疇。

4.1 Office of Service-Learning 服務學習事務處

The Office of Service-Learning was established in March 2012 to foster service-learning in PolyU. The Office has since been dedicated to assisting PolyU students and teachers, as well as bolstering the collaboration between the community and the University. Adhering to the University motto "To learn and to apply, for the benefit of mankind", the Office encourages students to utilise their professional knowledge to contribute to society.

服務學習事務處於2012年3月成立，以配合及推動理大服務學習的發展，致力為理大師生提供各方面的支援，推動社區與院校合作，為學生提供機會，運用其專業知識服務大眾，以實踐「開物成務，勸學利民」的校訓。

Vision 願景

To help establish PolyU as a leader in service-learning and University Social Responsibility, and foster a campus culture of community service that benefits the students, the community and the University.

成為服務學習領域的先鋒；肩負大學的社會責任；並培養校園的社區服務文化，以造福學生、社區及大學。

Mission 使命

In partnership with staff, students and community, we are committed to advancing SL and community engagement at PolyU and preparing students to become civic-minded professionals with a heart to serve.

我們與職員、學生和社區攜手合作，投身推動理大的服務學習及社區參與，並培育學生成為熱心公益、具服務熱忱的專業人才。

Goals and Objectives 目標和宗旨

To achieve the vision and mission, we strive to work collaboratively with community partners and PolyU departments and units to: 為完成使命及達成目標，我們與社區合作夥伴、理大各學系及理大各處室通力合作：

1. Support and assist in the development and implementation of high-impact credit-bearing SL subjects at PolyU;
協助理大發展和實施具高影響力的學分服務學習課程；
2. Promote effective SL pedagogies that enhance students' learning and development as a civic-minded professional;
推廣高效教學方法，提升學生學習效率及完善學生發展，令其成為熱心公益的專業人才；
3. Solicit and sustain community support for SL at PolyU;
徵集與維持來自社區的支持，以發展理大的服務學習；
4. Provide further opportunities and support for students' continual engagement in meaningful community services beyond credit-bearing SL subjects;
提供學生機會和支持，令其除了學分服務學習課程外，能持續參與有意義的社區服務；
5. Advance the scholarship and research in SL through rigorous evaluation studies of impacts and community-based research; and
利用嚴謹的影響評估及社區研究，推動服務學習獎學金及研究；及
6. Foster inter-institutional collaboration in SL, both locally and internationally.
在服務學習領域內，積極建立本地及國際的機構間合作。

4.2 Sub-committee on Service-Learning Subjects

The Sub-committee on Service-Learning Subjects was set up in September 2011. The Sub-committee plays an important role in PolyU's SL development. As of December 2017, it has called for 11 rounds of SL subject proposals and vetted 115 SL subject proposals.

Sub-committee on SL Subjects 於2011年9月正式成立。小組委員會於理大服務學習發展過程中擔任重要角色。截至2017年12月，小組委員會共審核115份來自11回合的服務學習科目計劃書。

Terms of reference 職責範圍

- To consider and to recommend to the Committee on General University Requirements, subjects to be offered under the SL Requirement;
審核服務學習科目計劃書，並向Committee on General University Requirements作出建議；
- To monitor and review the SL subjects on offer, including their quality and implementation; and
檢討現有服務學習課程，包括其質素及實施；及
- To receive and consider the Subject Evaluation Part of the Student Feedback Questionnaire for the SL subjects.
檢討學生意見調查中學生對課程的評價。



4.3 Publications and Scholarly Outputs 刊物及學術成果

To evaluate the effectiveness of our efforts and have a deeper understanding of all aspects of service-learning (SL), the Office of Service-Learning has been dedicated to evaluating the outcomes of SL at PolyU over the past five years.

為了評估工作效率及深入了解服務學習各方面的表現，過去五年來，服務學習事務處致力於評估理大的服務學習成效。

List of Project Manuscripts

項目手稿清單

Date 日期	No. of manuscript 手稿編號	Title 標題
Mar 2015	1	An Evaluation of the e-Learning Module on Service-Learning for Students at PolyU
Sep 2015	2	An Evaluation of Students' Experience and Outcomes of Service-Learning at PolyU 2012-14
Feb 2016	2 (updated)	An Evaluation of Students' Experience and Outcomes of Service-Learning at PolyU: Updated findings for 2014-15
Mar 2016	3	Impact of Mandatory Service-Learning Requirement on University Student Learning and Development
Mar 2016	4	Community Partner Feedback on Service-Learning Projects 2014-16
Sep 2016	5	A Multivariate Study of Factors Influencing Students' Learning Outcomes from Service-Learning
Dec 2016	6	Cross-Cultural Validation of the Global Citizenship Scale for Measuring Impacts of International Service-Learning
Dec 2016	7	Qualitative Analyses of Students' Experience and Outcomes of Service-Learning at PolyU

List of scholarly outputs

學術成果清單

- Chan, S.C.F., Ngai, G., & Kwan, K. P. (In press). Mandatory service learning at university: Do less-inclined students learn from it? *Active Learning in Higher Education*.
- Lo, K. W. K., Lau, C.K., Chan, S. C. F., & Ngai, G. (2017). When Non-Engineering Students Work on an International Service-Learning Engineering Project – A Case Study. Accepted for presentation at the 2017 IEEE Global Humanitarian Technology Conference to be held in San Jose in Oct 2017.
- Chan, S. C. F., Ngai, G., Kwan, K.P., & Wong, W. (2016). Multivariate Study of Factors Influencing Students' Learning Outcomes from Service-Learning. In *International Association for Research on Service-Learning and Community Engagement*. New Orleans, LA.
- Lam, H.Y., Lau, C.K. & Cheung, E. (2016). Students' views of mandatory service-learning at university. In *Service-Learning Research Salon*. Hong Kong.
- Lau, C.K. (2016). Sustaining the impact of service-learning projects through community empowerment. In *Service-Learning Research Salon*. Hong Kong.
- Lau, C.K., Lo, K. W. K., Chan, S. C. F., & Ngai, G. (2016). From Zero to One: Integrating Engineering and Non-Engineering Students in a Service-Learning Engineering Project. In *2nd International Conference on Service-Learning* (pp. 186-191). Hong Kong.
- Lo, K. W. K., Chan, S. C. F., & Ngai, G. (2016). Leveraging ICT, Community Efforts and Short-term Expertise into a Long-Term, Scalable Effort to Enhance Education in Rural Cambodia. In *2016 IEEE Global Humanitarian Technology Conference (GHTC) (GHTC 2016)*. Seattle, USA.
- Lo, K. W. K., Kwan, K. P., Chan, S. C. F., & Ngai, G. (2016). Cross-Cultural Validation of the Global Citizenship Scale for Measuring Impacts of International Service-Learning in Hong Kong Setting. In *International Association for Research on Service-Learning and Community Engagement*. New Orleans, LA.
- Ngai, G & Chan, S.C.F. (2016) A Two-Dimensional Classification Framework for Service-Learning. In *2nd International Conference on Service-Learning* (pp. 55-59). Hong Kong.
- Ngai, G., Chan, S.C.F., Chapman, N., & Spear, A. (2016). Learning to Serve Together: Creating an Inter-Continental Classroom for Service-Learning. In *2nd International Conference on Service-Learning* (pp. 198-203). Hong Kong.
- Ngai, G., Chan, S., Kwan, K.P., Cséte, J. (2015). "Designing, implementing and maintaining assessment policies and practices in support of an institution-wide initiative in service-learning". Presented at the International Conference on Assessment for Learning in Higher Education 2015, Hong Kong. <http://www.cetl.hku.hk/conf2015/wp-content/uploads/2015/04/conf2015booklet-concurrent-sessions.pdf>
- Ngai, G., & Chan, S.C.F. (2015) "How much impact can be made in a week?: Designing Effective International Service Learning Projects for Computing". *Proceedings of the 46th ACM Technical Symposium on Computer Science Education (SIGCSE' 15)*. Kansas City, MO.
- Chan, S.C.F., & Ngai, G. (2014) "Service-Learning as a Core Academic Component in Undergraduate Programmes: A Brief Introduction to The Hong Kong Polytechnic University Model". In *1st International Conference on Service-Learning*. Hong Kong.
- Kwok, T. C. K., & Kong, T. H. (2014). Service-Learning through Different Kinds of ICT-related Activities from a Student Perspective. In *1st International Conference on Service-Learning*. HK.
- Lee, J. K. Y., Sciences, R., & Hong, T. (2014). Case Study: Essential elements of organizing a student-initiated service-learning project in developing countries. *1st International Conference on Service-Learning* (pp. 20 – 21). Hong Kong.
- Lo, K. W. K., Kwan, K. P., Ngai, G., & Chan, S. C. F. (2014). An Initial Exploration of the Cross-cultural Validity of the Global Citizenship Scale in the Hong Kong Setting. In *1st International Conference on Service-Learning* (pp. 126 – 131). Hong Kong.
- Tam, W.C., Lau, C.K., Ngai, G., Yuen, W.W., Chan, A. T.S., Lu, Q., & Chan, S.C.F. (2014). Problem-based Learning: A Teaching Method to Enhance Learning Experience for Students in Service-Learning. In *1st International Conference on Service-Learning*. Hong Kong.

4.4 Awards and Prizes
獎項

In a few short years, service-learning has built up a strong momentum at PolyU and the SL community has expanded greatly. The Office of Service-Learning takes great pride in the instrumental role we play in developing and supporting SL at PolyU. Some of the achievements regarding SL that PolyU has made so far include:

短短數年間，理大的服務學習發展突飛猛進，服務學習社群也日漸壯大。服務學習事務處為其推動並支持理大服務學習的不懈努力感到自豪。理大於服務學習領域創下的佳績包括：

Name of Award 獎項名稱	Awardee(s) 獲獎人	Achievement(s) 成就
Reimagine Education Awards 2018 全球教育創新大獎 2018	Promotion of Children and Adolescent Development Team led by Prof Daniel T.L. Shek 由石丹理教授所帶領的服務學習團隊 "Promotion of Children and Adolescent Development" 獲獎	"Sustainability" Category, Gold Award 「持續發展」組別·金獎
Agency for Volunteer Service 義務工作發展局 「兩岸四地青年義務工作論壇—行義·青年夢」	Tech4D, Office of Service-Learning, The Hong Kong Polytechnic University Tech4D, 香港理工大學服務學習事務處 Young People Do, Cambodia Young People Do, 柬埔寨	我最喜愛創意計劃獎 2017 創意青年義工計劃獎 2017
HEA Global Teaching Excellence Award 2017 HEA 全球傑出教學獎 2017	The Hong Kong Polytechnic University 香港理工大學	Finalist
UGC Teaching Award 2016 教資會傑出教學獎 2016	Dr Grace Ngai 倪恩恩博士 Dr Stephen Chan 陳志輝博士	
Reimagine Education Awards 2016 全球教育創新大獎 2016	Service Leadership through Serving Children and Families with Special Needs Team led by Prof Daniel T.L. Shek 由石丹理教授所帶領的服務學習團隊 "Service Leadership through Serving Children and Families with Special Needs" 獲獎	"Social Enterprise" Category, Bronze Award 「社會企業」組別·銅獎
全國青年社會組織「夥伴計劃」2016	「希望旅程」服務學習夏令營	Outstanding Project 優秀項目
Reimagine Education Awards 2015 全球教育創新大獎 2015	Promotion of Children and Adolescent Development	"Presence Learning" Category, Shortlisted
	Technology Beyond Borders - A flagship credit-bearing service-learning subject Technology Beyond Borders - 學分制服務學習學科典範	"Teaching Delivery" Category, Shortlisted
Asia Pacific ICT Alliance Awards 2014 亞太資訊及通訊科技大獎 2014	A Mobile Computing Centre: A Lab in a Suitcase on a TukTuk 知識無界限·TukTuk 上的流動學習手提箱	Inclusion and Community, Merit 社區共融 (優異獎)
The Hong Kong ICT Awards 2014 香港資訊及通訊科技獎 2014	A Mobile Computing Centre: A Lab in a Suitcase on a TukTuk 知識無界限·TukTuk 上的流動學習手提箱	Best Digital Inclusion (Service), Silver 最佳數碼共融大獎 (服務)·銀獎
The WITSA Global ICT Excellence Awards 2014 世界資訊科技與服務聯盟 環球資訊及通訊科技卓越大獎 2014	A Mobile Computing Centre: A Lab in a Suitcase on a TukTuk 知識無界限·TukTuk 上的流動學習手提箱	Digital Opportunity Award, Nominee

4.5 International Conference on Service-Learning
服務學習國際會議

As a platform for international exchange and a model for service-learning promotion, in 2014 and 2016, The Hong Kong Polytechnic University held two international conferences on SL. The conferences brought together a large number of international and local researchers, scholars, faculty members, administrative staff, partners, and students. The attendees shared the latest research and exchanged their best SL practices.

The two conferences received 107 papers, one thematic proposal, and 15 poster abstracts from Canada, Hong Kong, Indonesia, Israel, Macau, Chinese Mainland, Nepal, Netherlands, Pakistan, Philippine, United States, Singapore, South Africa, Taiwan, Thailand and Vietnam; among which 71 papers were selected for oral presentations, one paper was selected for a thematic session, and 10 posters and 11 papers were selected for display.

香港理工大學是一個國際交流的平台及推動服務學習的典範，因此於二零一四及一六年舉辦服務學習國際會議，雲集多位國際及本地研究人員、學者、學院成員、行政人員、合作夥伴及一眾學生，互相交流最新研究，並彼此分享服務學習最佳實踐經驗。

兩次會議中，大會共收到來自加拿大、香港、印尼、以色列、澳門、中國內地、尼泊爾、荷蘭、巴基斯坦、菲律賓、美國、新加坡、南非、台灣、泰國及越南的107篇論文、一份專題計劃及15份海報摘要。其中71份論文被選中作口述簡報、一份作專題會議、10份作海報摘要及11篇論文作海報展示。

4.6 Sustainable Student Development
學生持續發展Service-Learning Student Network
服務學習學生網絡

The Office of Service-Learning has been actively bolstering service-learning courses in PolyU. The Office also makes a great effort to create a friendly environment for SL activities. To achieve its goals, the Office officially launched the "Service-Learning Student Network" in March 2016, aiming to foster lifelong learners and contributors in the society. The Network encourages students to attend SL courses and voluntarily participate in other meaningful SL activities. The Office provides professional advice, funding, and other support to students who wish to carry out self-initiated SL projects. By the end of 2017, several student groups have been established to: organise STEM-related workshops for the local primary school students; provide voluntary teaching, health promotion and medical services for the children living in poverty in Chinese Mainland; promote tourism and set up relevant facilities in the rural villages in Chinese Mainland; and build power supply facilities in the rural areas in Cambodia. In September this year, many students had their projects showcased on campus for the first time to encourage aspiring students to participate in self-initiated service projects.



服務學習事務處積極協助發展理大的服務學習課程，更不忘為本校塑造良好的服務學習氣氛。因此，本處於2016年3月推出「服務學習學生網絡」，旨在培育理大學生終生學習及貢獻社會的思維，鼓勵學生除了修讀服務學習課程，亦應自發參與其他有意義的服務項目。本處為有意開展服務項目的學生提供專業意見、資助及其他支援。截至2017年，已有多個學生團隊成立，為本地小學生籌辦有關STEM的活動工作坊；為國內貧困兒童提供義教服務、健康推廣及治療；為國內農村推廣旅遊及進行有關建設；為柬埔寨貧困地區搭建供電等設施。本年9月，多個學生服務項目首度於校內展覽，以鼓勵更多有志學生繼續參與服務。

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

With the generous donations from all sections of society, OSL set up the "Service-Learning Scholarship Scheme" in 2013 to recognise students' outstanding performance in SL subjects. The scholarship also serves as an incentive for the students to utilise the valuable knowledge and experience they obtained in the previous courses to become student leaders. The students are encouraged to support other SL courses in PolyU, or organise self-initiated SL projects. To date, 330 students have received the Service-Learning Scholarship and have assumed their responsibilities as student leaders.



理大衷心感謝各界善長仁翁的鼎力支持，他們的捐款讓本處得以於2013年成立「服務學習獎學金計劃」，以表揚學生在服務學習課程中的優秀表現，亦鼓勵他們運用在過往課程中獲得的寶貴經驗和知識，擔任學生領袖，支援理大其他服務學習課程或策劃自發性的服務學習項目。至今，已有330名理大學生獲頒發服務學習獎學金，並履行領導責任。



Community of Practice in Service-Learning
服務學習實踐社群

The Community of Practice in Service-Learning (CoP-SL) was established in June 2013 with the aims to continuously improve and upgrade our teachers in service-learning pedagogy and practice. This enables them to be well equipped to impart to our students the wisdom, skills, and attributes to make meaningful contributions to their profession and the community, and so enhance students' SL experience.

服務學習實踐社群於二零一三年六月正式成立，旨在持續改善及提升理大教師的服務學習教學和實踐。此社群令教師們做好充分準備，以傳授學生學問、技巧及態度。通過服務學習實踐社群，教師能為其專業領域和社會做出貢獻，並強化學生的服務學習體驗。

CoP-SL regularly organises workshops, seminars, and sharing sessions by community partners, external speakers, and PolyU colleagues, and provides staff members with development allowances/support based on the following specific objectives:

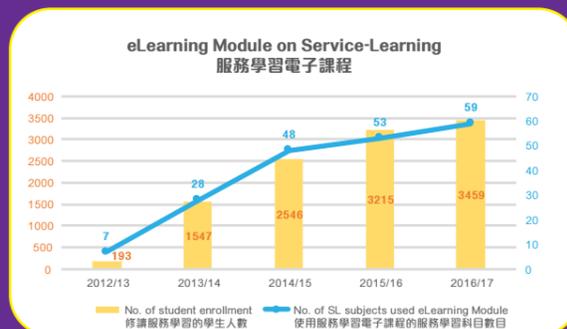
服務學習實踐社群經常邀請社區合作夥伴、外部講者及理大同事舉辦工作坊、講座及分享會。社群亦提供補助金/支援予教職員，以達成以下特定目標：

- to expand and improve our teachers' current knowledge and skills in SL pedagogy, including the design, delivery, and assessment of SL subjects; 擴展及提升理大教師於服務學習教學方面的知識與技能，包括課程設計、教授和評估；
- to provide a means of exchanging experiences on international trends and effective practices on SL pedagogies between local faculty members and international counterparts; 為本地教師和海外學者提供經驗交流渠道，使其得以分享服務學習教學的國際趨勢與有效的實踐方法；
- to provide a platform for teachers from different disciplines to share their SL experiences, good practices, new ideas and to foster cross-discipline collaboration on SL projects; 為來自不同學科的教師提供平台，使其能互相借鑑服務學習經驗、優良實踐方法和新想法，並促進服務學習領域的跨學科協作；
- to equip staff with the knowledge and means to perform scholarly work on teaching and learning in SL; and 提供服務學習教學和學習的相關知識與方法，令教職員能有效進行學術工作；及
- to consolidate the impact of SL experience on student development and learning outcomes. 加深服務學習於學生發展及學習表現方面所帶來的影響。

eLearning Module on Service-Learning
服務學習電子課程

The e-Learning Module on Service-Learning (SL) for Students was developed by the Office of Service-Learning in 2011/12, and made available free of charge to all SL subjects teachers, on a voluntary basis, for inclusion as part of the teaching and learning activities of their subject since 2012/13. A systematic evaluation of the contents, navigation design and learning outcomes of the Module was conducted in April 2014. The Module was substantially revised based on the feedback collected, with the revised version being implemented in January 2015. The latest version comprises 5 units, with the integrated use of animation, images and videos, to provide around 10-hour learning materials on basic SL concepts and practices. Learning activities and end-of-module test are designed to stimulate students' thinking and evaluate their learning. As of the end of 2016/17 academic year, 10,958 students from 195 SL subjects have completed the eLearning Module.

2011/12學年，服務學習事務處為學生設立服務學習電子課程，且自2012/13學年起，公開予服務學習課程的教師免費使用。2014年四月，事務處系統性的評估了課程內容，並檢討其設計及學習成果。根據收到的意見，事務處大幅修改了課程，並於2015年一月推出更新版本。最新課程由5個單元組成，且融合了動畫、圖片與影片，共提供10小時的教材，令學生認識服務學習。課程中的學習活動及測驗能激發學生思考，並評估其學習成果。至2016/17學年底為止，已有來自195個服務學習課程的10,958位學生完成電子課程。

Appreciation
鳴謝

The Office of Service-Learning would like to express its heartfelt gratitude to different parties for their continuous support on service-learning (SL): (in alphabetical order)

服務學習事務處在此衷心感激下列人士/單位對服務學習的熱心支持！（順序按英文首字母排列）

- Academic Secretariat 教務處
- All community collaborating partners 所有社區協作伙伴
- All donors and funding bodies 所有捐款人及捐款機構
- All service-learning subject teachers 所有服務學習科目教職員
- Alumni Affairs and Development Office 校友事務及拓展處
- Centre STARS (Student Advancement and Resources) 學生發展及資源 (Centre STARS)
- Chinese Mainland Affairs Office 中國內地事務處
- Communications and Public Affairs Office 傳訊及公共事務處
- Dean of Students Office 學務長辦事處
- Educational Development Centre 教學發展中心
- Finance Office 財務處
- Global Youth Leadership Institute 全球青年領袖學院
- Human Resources Office 人力資源處
- Industrial Centre 工業中心
- International Affairs Office 國際事務處
- Local and non-local higher education institutions 本地及海外大專院校
- Office of General University Requirements 大學核心課程事務處
- Office of the Vice President (Student and Global Affairs) 副校長室(學生及環球事務)
- University Health Service 大學醫療保健處

And other Faculties/ Schools/ Departments/ Offices supporting SL!
以及其他所有曾提供支援予服務學習的學院/學系/部門。

Thank you! Let's join hands and make a better world!
感激您和我們一同共建更美好的世界！

List of Credit-Bearing Service-Learning Subjects

學分制服務學習科目目錄

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 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	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																																												
		Service-Learning in Nutrition and Healthy Diet	ABCT2S02			Understanding Children in Poverty in Hong Kong	APSS2S04																																												
	Department of Applied Mathematics 應用數學系	Quantitative Methods for Community Service	AMA3S01			Promotion of Children and Adolescent Development	APSS2S05																																												
		Department of Applied Physics 應用物理學系	Enhancing Scientific Literacy through Daily Physics			AP2S01	Striving for a Sustainable Livelihood in Guangdong	APSS2S06																																											
Institute of Textiles and Clothing 紡織及製衣學系	Fashion & Community: Service Learning for Engaging Fashion as Rehabilitation Therapy (Sunset)		ITC2000G			You can Make a Difference to our Planet	APSS2S07																																												
	Engaging Fashion as a Communication Media for the Needy	ITC2S01	Servicing School Dropouts			APSS2S08																																													
	Community Engagement through Expressive Textile Arts and Fashion	ITC2S02	Service Leadership through Serving Children and Families with Special Needs			APSS2S09																																													
Faculty of Business 工商管理學院	Department of Management and Marketing 管理及市場學系	Service Learning: Building Green Communities with Environmental NGOs	MM3S01			Community Psychology	APSS3S01																																												
		Business Project Development and Implementation for Underprivileged Communities	MM3S02			Engaging with Diversity	APSS3S02																																												
	School of Accounting and Finance 會計及金融學院	Service-Learning: Financial Literacy for Low-income Youth in Hong Kong	AF3S01			Growing Resilience of Children in Post-Disaster Contexts	APSS3S10																																												
Accounting and Internal Control in the Elderly Centre through Service Learning		AF(TBC)	Inter-professional Health Promotion & Rehabilitation Services in Hong Kong			RS2S02																																													
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			Serving People with Special Healthcare Needs in the Chinese Mainland	RS3S01																																												
		Social Justice in Private Housing Redevelopment	BRE2S02			Enabling Occupation: Home and Community Practice	RS4280																																												
	Department of Building Services Engineering 屋宇設備工程學系	Science for Healthy and Sustainable Living Environments	BSE2S01			Collaborative Care in School Health and Safety	SN2S01																																												
		Living Environment for Low-income Communities in Developing Regions	BSE3S02	Healthy Lifestyle Challenges for Developing Communities	SN2S03/ SN2S03S																																														
	Department of Civil and Environmental Engineering 土木及環境工程學系	Built Environment Enhancement for Underprivileged Communities	CSE3S01	Mentoring Health Ambassadors for School Communities	SN2S04																																														
		Department of Land Surveying and Geo-Informatics 土地測量及 地理資訊學系	Navigating Ethnic Minorities	LSGI2S02	Engaging in Workforce Health for Health Care Workers at Nursing Homes	SN2S05																																													
	Land and Resource Management for Sustainable Development in Rural Area		LSGI2S03	Promotion of Healthy Ageing in the Community	SN3S02																																														
Faculty of Engineering 工程學院	Department of Biomedical Engineering 生物醫學工程學系	Reducing the Scientific Divide in Secondary Students through STEM (Science, Technology, Engineering and Mathematics) Projects	BME2S03/ BME2S03S	Learning through Providing Eye Care and Vision Health to the Community	SO2S01																																														
		Assistive Technologies: Service Learning towards the Elderly and Disabled	BME3S02	Public Health Optometry	SO4006																																														
		Biomedical Engineering Services to Under-privileged People with Physical Disabilities (Sunset)	BME4S01	Service-Learning - Preserving Cultural Heritage for Ethnic Minorities in Contemporary China	CBS2S02																																														
	Department of Computing 電子計算學系	Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines	COMP2S01/ COMP2S01S	Language Arts for Community Projects: Teaching Chinese as a Service Learning Experience	CBS2S03																																														
		Service Learning and Civic Engagement in the Information Age	COMP3911	Teaching Chinese as a Second Language in Local Schools	CBS2S05																																														
	Department of Electrical Engineering 電機工程學系	Low-cost Energy Infrastructures for Developing Regions	EE2S01	Service Learning through Helping Primary Students with Specific Reading Difficulties	CBS3S01																																														
		Department of Electronic and Information Engineering 電子及資訊工程學系	Serving People with Special Needs through Assistive Technologies	EIE3S01	Enhancing Biliteracy & Trilingualism through Language Service	CBS3S04																																													
	Comprehending and Overcoming Learning Hurdles in Science, Technology, Engineering, and Mathematics (STEM) for Local Schools		ISE2S02/ ISE2S02S	Appreciating and Applying Chinese Literary Masterpieces in Modern Daily Life	CC2S01P																																														
	Department of Industrial and Systems Engineering 工業及系統工程學系	Engineering for the Needy	ISE3S01	Language Arts for Creative Community Projects	ENGL2S01																																														
		Department of Mechanical Engineering 機械工程學系	Engineering Design for the Community	ME3S01	Teaching English as a Service Learning Experience	ENGL3018																																													
	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			School of Nursing 護理學院		Collaborative Care in School Health and Safety	SN2S01																																										
		School of Optometry 眼科視光學院									Learning through Providing Eye Care and Vision Health to the Community	SO2S01																																							
													Department of Chinese and Bilingual Studies 中文及雙語學系		Public Health Optometry	SO4006																																			
Department of Chinese Culture 中國文化學系																		Service-Learning - Preserving Cultural Heritage for Ethnic Minorities in Contemporary China	CBS2S02																																
																				Department of English 英文系		Language Arts for Community Projects: Teaching Chinese as a Service Learning Experience	CBS2S03																												
																								English Language Centre 英語教學中心		Teaching Chinese as a Second Language in Local Schools	CBS2S05																								
																												General Education Centre 通識教育中心		Service Learning through Helping Primary Students with Specific Reading Difficulties	CBS3S01																				
																																School of Design 設計學院		Enhancing Biliteracy & Trilingualism through Language Service	CBS3S04																
																																				School of Hotel and Tourism Management 酒店及旅遊業 管理學院		Appreciating and Applying Chinese Literary Masterpieces in Modern Daily Life	CC2S01P												
																																										Language Arts for Creative Community Projects	ENGL2S01								
																																														Teaching English as a Service Learning Experience	ENGL3018				
																																																		Empowering Teenagers through Teaching Workplace English	ENGL3026
				Persuasive Digital Storytelling: Small Charities Big Impacts	ELC2S03																																														
							Social Poverty in Developing Countries	GEC2S01																																											
											Service-Learning through Design and Building for Remote Communities	SD2S01																																							
														Communication Design for Sharing and Inheritance - 'The Book of Life'	SD2S02																																				
																		Ecotourism in Rural and Developing Regions	HTM2S01																																
																						Hospitality Management and Operations in Developing Regions	HTM3S02/ HTM3S02S																												
																										Accessible Tourism: Concepts, Challenges, and Practices	HTM3S03																								
																														Community Tourism: Tour, Training, Operator, and Event from and for the Community	HTM3801																				