



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學



# SERVICE- LEARNING YEARBOOK 服務學習年刊

2012  
2013

We join hands to  
make the world a  
better place!

攜手締造  
美好世界

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# Foreword

## 序言

### Message from the President 校長的話

The Hong Kong Polytechnic University is committed to nurturing students to become all-round global citizens. We strive to inspire our students not only to pursue academic excellence, but also serve the community with their heart.

Recognizing the inseparable connection between learning and serving, PolyU strongly believes that service-learning is one of the most effective ways to nurture students' compassion, care for others and sense of social responsibility.

In this regard, our University launched the Community Service Learning Programme in 2004 to encourage our students to actively take part in social service. Following the implementation of the four-year undergraduate curriculum in Hong Kong in 2012/13, PolyU has taken a major step forward by incorporating "Service-Learning" into its credit-bearing academic curriculum. By so doing, we aim to provide students with opportunities to serve the community through applying their knowledge and skills learnt in classrooms.

This yearbook serves to report on the University's development in service-learning over the last year. I trust you will be impressed by the students' sharing. To many of them, it has been a most memorable and rewarding experience. Looking ahead, we sincerely hope that PolyU will have continued support from our staff, students, alumni, friends and partners in our mission of enhancing the holistic development of students, actively serving our society and building a better community.



Timothy W. Tong, Ph.D.  
President

December 2013

香港理工大學校長

二零一三年十二月

### Message from the Associate Vice President (Undergraduate Programme) 協理副校長(本科生課程)的話

With a vision to create greater impact on both students and the society, PolyU has introduced the Service-Learning Requirement in the new undergraduate degree programme curriculum from 2012/13 onwards. PolyU is the first university in Hong Kong that makes Service-Learning (SL) credit-bearing and mandatory for all full-time undergraduate students. The major characteristics of Service-Learning are integration of academic study with community service and reflection which will enrich students' learning experience and provide opportunities for students to serve the needy people with their professional knowledge and skills.

In the 2012/13 academic year, a total of six SL subjects were offered to all full-time undergraduate degree students in the 4-year programmes, with 189 students from different faculties enrolled in the related subjects.

Besides Service-Learning projects in Hong Kong, four SL subjects provided opportunities for students to learn and serve outside Hong Kong with the aim of nurturing our students to be responsible global citizens. These included the Chinese mainland, Cambodia, Indonesia, and Rwanda. Among the 189 students enrolled in 2012/13, 65 students of them completed the Service-Learning projects in Hong Kong, 62 in the Chinese mainland, and the remaining 62 overseas respectively.

The feedback from students received so far was very positive. Students generally found that the service-learning experience was valuable and it has very positive impact on their personal development, particularly their passion and concern for the needy in the community. We truly believe that through service-learning, PolyU students can learn to serve and care for others. This is a fundamental attribute of an intellectual in the contemporary world.

Professor Daniel T.L. Shek  
Associate Vice President (Undergraduate Programme)

December 2013



為了進一步發揚「實踐所學・貢獻社會」的精神，理大自二零一二／一三學年起把「服務學習」納入四年制本科學位課程。理大是香港首間把「服務學習」作為學分必修科，納入全日制本科課程的大學。「服務學習」的特點是把社會服務和自我反思融入於本科學習中，藉以豐富學生的學習經驗，並提供機會讓學生運用專業知識和技能，服務有需要人士。

於推行新學制首年(二零一二／一三學年)，本校共提供六科服務學習科目予全日制四年制課程本科學生選修，共有189名來自不同學系的學生報讀了相關科目。服務學習科目除了提供機會予學生服務香港外，其中四科更安排同學遠赴中國內地、柬埔寨、印尼及盧旺達服務和學習，藉以培育學生成為負責任的世界公民。在這189名學生當中，65名在香港服務，62名在中國內地，其餘62名學生服務海外有需要人士。

學生對服務學習科目的回應都非常正面，他們普遍認為透過服務學習所獲得的經驗很寶貴，對他們的個人發展有所裨益，令他們更有熱誠去關懷有需要的社群。我們深信理大學生透過服務學習，可以學習到如何服務和關愛他人。這正是現今知識分子應具備的特質。

香港理工大學  
協理副校長(本科生課程)

二零一三年十二月





Chapter 1 • 第一章

# Implementation of Service- Learning at PolyU

## 理大服務學習 的施行



### What is Service-Learning?

At The Hong Kong Polytechnic University (PolyU), Service-Learning (SL) is defined as an experiential learning pedagogy that integrates meaningful community service with academic study and reflections to enrich students' learning experiences in order to achieve the intended institutional or program learning outcomes. It is expected that SL at PolyU not only will enhance students' sense of civic responsibility and engagement, but also benefit the community at large. It emphasizes learning through understanding social issues and engaging in community service. As a pedagogy, SL accentuates the importance of academic learning, service experience and reflection in learning.

### 甚麼是「服務學習」？

在香港理工大學，「服務學習」是其中一種體驗式學習的教學方法，將社會服務融入於本科專業學習及學生自我反思中，以此豐富學生的學習經歷，從而達致大學及科目的預期學習成果。理大不但期望服務學習能鼓勵學生積極參與社會服務及提升其公民責任感，同時希望藉此貢獻社會。服務學習強調從參與社會服務及了解社會問題中學習；因此，作為一種教學法，它非常著重學科學習、服務體驗及自我反思的重要性。



Development of Service-Learning at PolyU

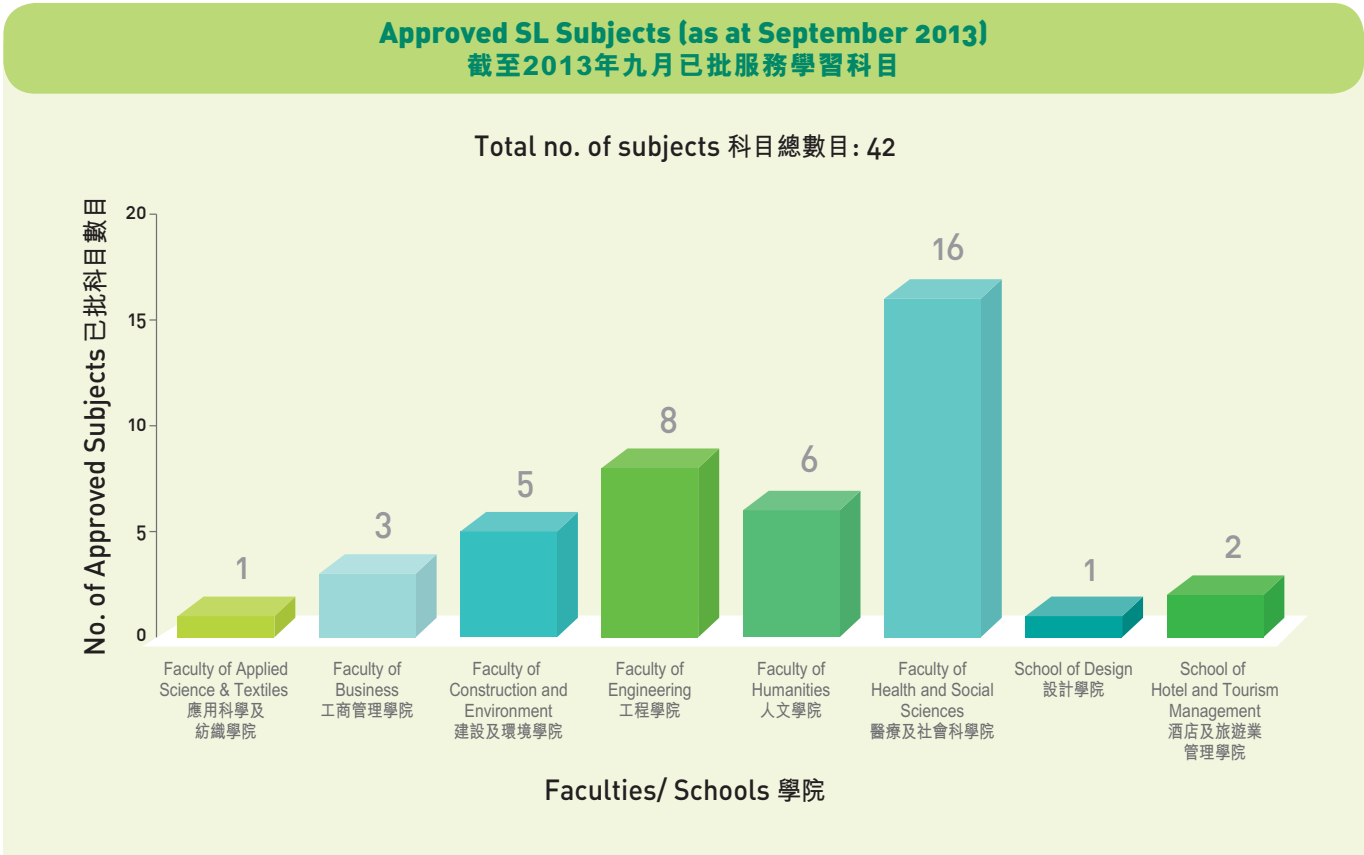
From 2012-13 onwards, in alignment with PolyU’s goal of developing graduates into “responsible global citizens”, students in the four-year undergraduate curriculum are required to successfully complete a three-credit subject designated to meet the Service-Learning Requirement (SLR) before graduation. PolyU is the first university in Hong Kong to make SL mandatory for all undergraduate degree students. The Office of Service Learning (OSL), established in 2012, aims to promote and support the institutionalization of SL at PolyU.

As at September 2013, Senate had approved 42 SL subjects proposed by 20 academic departments from eight Faculties/Schools, covering a wide range of community service projects. These subjects provide students with opportunities to serve needy people with their professional knowledge and skills in Hong Kong, the Chinese mainland and overseas.

理大服務學習的發展

自2012-13學年始，本校為秉承培育學生成為「負責任感的世界公民」的目標，規定所有就讀四年制課程的本科生必須於畢業前修讀一科三個學分的服務學習課程。本校是全港首間將服務學習列入本科課程必修項目的大學。服務學習事務處亦於2012年成立，專責促進及協助將服務學習納入課程的發展。

截至2013年九月，理大教務委員會共通過42科服務學習科目，分別來自八個不同學院的20個學系，廣泛涵括不同類型的社會服務項目。這些科目為本校學生提供了在香港、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。



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

展望將來，理大會舉辦一些規模較大及更具可持續性的服務學習項目，為社會帶來更大的正面影響。同時，理大將致力與本地的社區合作夥伴保持長遠的合作關係，並繼續在中國內地及海外開展更多服務學習項目，以培育學生成為有責任感的國民和世界公民。

Implementation and Targets

For the four-year full-time undergraduate students funded by the University Grants Committee (UGC), OSL recommends that SL will be ready for full implementation by 2014-15. In the first stage, we will reach the planned target of offering around 2,800 SL student places to meet the full implementation demand in each year.

For the other types of students, the full implementation of SL will not be ready by 2014-15, and flexibility will be allowed for such students to take other elective programmes instead of SL subjects in 2014-15.

In 2012-13, six SL subjects were offered to 189 undergraduate students on the 4-year curriculum (4YUG). In Semester One of 2013-14, nine subjects were offered to 341 students. There are plans to offer around 1,600 places across 29 subjects in Semester Two and Summer Term of 2013-14. It is estimated that over 2,000 students will have taken a SL subject by the end of 2013-14.

施行及目標

本處預計可於2014-15學年為本校所有由大學教育資助委員會資助的四年制本科生提供足夠的服務學習科修讀學額。為達致此全面推行的目標，在這初始階段，每年將要提供約2,800個學額。

至於其他非四年制的學生，在2014-15學年或以前，本校暫未能提供足夠的服務學習修讀學額，故此，這些學生可以暫時修讀其他校內的選修科目取替。

在2012-13學年，理大開辦了六科服務學習課程，有189名四年制本科生修讀；2013-14學年的第一學期，九科服務學習課程總共341名本科生修讀；29科將會在第二學期及暑期開辦，提供約1,600個學額。因此，本處估計截至2013-14學年，將有超過2,000名本科生完成服務學習的課程。

**Number of SL Subjects and 4YUG Students in 2012-13 and 2013-14 (As of March 2014)**  
**2012-13學年及2013-14學年服務學習科目數目及就讀的四年制學生數目(截至2014年3月)**

	2012-13	2013-14* (Estimated) (估計人數)
No. of subjects offered or to be offered 開辦的服務學習科目數目	6	38
No. of students serving in HK 參與本地服務的學生人數	65	1,472
No. of students serving in Chinese mainland 參與中國內地服務的學生人數	62	330
No. of students serving overseas 參與海外服務的學生人數	62	141
<b>Total no. of 4YUG students taken SL 修讀服務學習科的四年制學生總人數</b>	<b>189</b>	<b>1,937</b>
<b>Total no. of service hours 學生的服務總時數</b>	<b>7,560</b>	<b>77,720</b>

\* 6 students have enrolled on 2 subjects  
六名學生報讀了兩科服務學習課程

Overview of Service-Learning Subjects as at September 2013 截至2013年九月的服務學習科目總覽

Faculty 學院	Department 學系	Subject Title 科目名稱	Service Nature 服務性質	Service Recipients 服務對象	Collaborative Partner(s) 合作夥伴	Service Location 服務地點
Faculty of Applied Science and Textiles 應用科學及紡織學院	Institute of Textiles and Clothing 紡織及製衣學系	Fashion and Community: Service Learning for Engaging Fashion as Rehabilitation Therapy	To cooperate with service recipients to create and design a small collection of fashion designs and images 與服務對象共同設計及製作一些時裝及圖像的作品	Ex-mentally ill people 精神病康復者	[1] New Life (Psychiatric Rehabilitation Association) [2] Social Welfare Department [3] Vitality Place (Integrated Community Centre for Mental Wellness)	Hong Kong 香港
		Service Learning in Financial Literacy for Low-income Youth in Hong Kong	[1] To design a financial literacy package and a teaching plan for a group of youth from low-income families 為低收入家庭的青少年制定理財儲蓄的計劃及相關教學 [2] To monitor the implementation of the plan in relation to financial literacy with youth 確保服務的青少年順利實行理財儲蓄計劃	Youths from low-income families 低收入家庭的青少年	Hong Kong Quality Mentorship Network Limited and local NGOs	Hong Kong 香港
		Service Learning: Building Green Communities with Environmental NGOs	[1] To conduct voluntary environmental education in a community 在社區實行義務環保教育 [2] To provide solutions to environmental issue 提出解決環境問題的方案 [3] To work with NGOs to advocate policy change to address specific environmental challenges 與非牟利組織合作，促使政策修訂以回應具體的環境問題	Environmental NGOs, general public 環保非牟利團體，社會大眾	Local environmental NGOs	Hong Kong 香港
Faculty of Business 工商管理學院	Department of Logistics and Maritime Studies 物流及航運學系	Accounting and Internal Control in the Elderly Centre through Service Learning	[1] To produce a report and devise recommendations and solutions to existing accounting problems and solicit feedback from the management of the organization 了解合作機構面對有關會計的問題，撰寫總結報告、提出建議或解決方案，並尋求其管理層作出回應 [2] To communicate with the elderly service users to understand their personal needs, medical needs and financial service needs 直接與長者溝通以了解其個人、醫療及財務方面的需要	Users, staff members and other stakeholders of elderly centres 長者中心的長者、職員及其他持份者	Caritas Hong Kong (tentative)	Hong Kong 香港
		Housing for the Community	[1] To conduct a survey through home visits to disadvantaged households on their housing needs 透過探訪弱勢家庭進行調查，了解他們的住屋需求 [2] To provide assistance available in the community to ease their housing problems 協助服務對象善用社區現有的援助資源，從而減輕其住屋問題	Disadvantaged households affected by urban decay 受市區老化影響的弱勢家庭	Subject offered in Summer, 2011-12: [1] Aberdeen Social Welfare Centre [2] BRE alumni from Buildings Department [3] Engineers Without Borders (EWB) [4] Hong Kong Housing Society (HKHS) [5] Society for Community Organisation (SOCO)  Subject offered in Sem1, 2013-14: [1] Society for Community Organization (SOCO) [2] Urban Renewal Authority	Hong Kong 香港
		Department of Building & Real Estate 建築及房地產學系				

Faculty 學院	Department 學系	Subject Title 科目名稱	Service Nature 服務性質	Service Recipients 服務對象	Collaborative Partner(s) 合作夥伴	Service Location 服務地點
Faculty of Construction and Environment 建設及環境學院	Department of Building & Real Estate 建築及房地產學系	Social Justice in Private Housing Redevelopment	To address the problems faced by the elderly and disadvantaged homeowners affected by urban renewal and how to take appropriate actions to tackle them 了解受市區重建影響的長者及弱勢家庭戶主所面對的困難，探討可行的支援方案	Elderly and disadvantaged homeowners affected by urban renewal 受市區重建影響的長者及弱勢家庭戶主	Senior Citizen Home Safety Association (SCHSA)	Hong Kong 香港
		Indoor Environment for Serving the Elderly	[1] To carry out indoor environmental assessment in lighting, acoustics, thermal comfort and indoor air quality in elderly or nursing homes 為長者或護理院舍進行室內環境（包括光照強度、隔音、熱舒適度及空氣質素）的評估 [2] To carry out client survey to identify discomforts experienced by the service recipients 進行調查以辨別令服務對象居住不舒適的因素 [3] To study and propose recommendations for the improvement of environmental control system 研究及提議改善環境控制系統的方案	Elderly people 長者	Community organizations serving the elderly, such as elderly homes, nursing homes, and rehabilitation wards	Hong Kong 香港
		International Service-Learning: Land and Resource Management for Sustainable Development in Rural Area	To identify the needs of rural community and strategies to develop the potentials of these villages 辨認農村的需求並提議發展其潛力的策略	Agrarian community in the Village of Banjaroya - a remote hilly area in Yogyakarta, Indonesia 印尼日惹市附近的農村	Duta Wacana Christian University, Indonesia	Indonesia 印尼
Faculty of Engineering 工程學院	Department of Land Surveying & Geo-Informatics 土地測量及地理資訊學系	Navigating Ethnic Minorities	[1] To assist the service recipients to create maps of particular themes 協助服務對象來製作特定主題的地圖 [2] To teach the service recipients to use these newly-created maps during map reading workshops 教導服務對象在地圖閱讀工作坊中，使用新製作的地圖	Ethnic minority children 少數族裔兒童	New Home Association	Hong Kong 香港
		Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines	[1] To apply information technology to solve social problems 運用資訊科技來解決社會問題 [2] To plan, coordinate and teach short courses on digital literacy to service recipients 策劃、統籌及教授有關數碼知識給予服務對象 [3] To conduct development and infrastructure projects 進行開發及有關建設項目	Underprivileged people 弱勢社群	<b>Hong Kong</b> Hong Chi Pnehill No.3 School <b>Phnom Penh, Cambodia</b> [1] Asia Human Resources Development Center [2] Emanuel Christian School [3] House of Rainbow Bridge [4] Pieroma House for Girls  <b>Rwanda</b> AEE Rwanda	Hong Kong, Cambodia, Rwanda 香港、柬埔寨及盧旺達
		Department of Computing 電子計算學系				

Faculty 學院	Department 學系	Subject Title 科目名稱	Service Nature 服務性質	Service Recipients 服務對象	Collaborative Partner(s) 合作夥伴	Service Location 服務地點
Faculty of Engineering 工程學院	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	To teach STEM concepts and theories while cultivating a spirit of scientific literacy and thinking 教授有關理科的概念和理論來培養服務對象對科學知識的認知和思維	Children and teenagers with learning hurdles 有學習障礙的兒童及青少年	Local schools	Hong Kong 香港
		Engineering for the Needy	To offer ergonomically designed facilities/tools and workshop setting or intelligent logistics systems, or specially programmed computerized working systems for service recipients to improve the exiting conditions and environment of the premises 為服務對象提供按人類工程學所設計的設施工具及其工作坊或智能物流系統，或專門編程的電腦工作系統，以改善現在的居住條件和環境	People with disabilities or need special care 傷殘人士及有特別需要人士	NGOs serving in the health care sector and special needs education sector, such as schools for disabled children and workshop facilities for special needs individuals, etc.	Hong Kong 香港
	Department of Mechanical Engineering 機械工程學系	Engineering Design for the Community	To design some simple assistive tools to facilitate and ease the operations of the service recipients so as to rebuild their self-confidence and daily-life working ability 設計一些簡單的輔助工具，以促進及減輕服務對象的日常操作，以幫助他們重建自信心和日常生活的工作能力	Underprivileged people 弱勢社群	[1] The Hong Kong Government Elderly Commission [2] The Hong Kong Senior Citizen Association [3] The Institution of Mechanical Engineers, Hong Kong Branch	Hong Kong 香港
	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	To reduce the scientific divide in secondary students through teaching and learning STEM concepts and theories while cultivating a spirit of scientific literacy and thinking 透過教授服務對象一些理科的概念和理論，來培養中學學童對科學知識的認知和思維，以及減少其在科學上所遇到的學習障礙	Teenagers studying in underprivileged secondary schools 就讀弱勢中學的青少年	Local secondary schools	Hong Kong 香港
		Assistive Technologies: Service Learning towards the Elderly and Disabled	To analyze the situation, propose a solution and construct assistive devices for the service recipients 為服務對象分析現狀，提供建議及建造輔助裝置	People with disabilities 傷健人士	Special schools for the people with disabilities, NGOs and other rehabilitation related organizations	Hong Kong 香港
Faculty of Humanities 人文學院	Department of Chinese and Bilingual Studies 中文及雙語學系	Biomedical Engineering Services to Under-privileged People with Physical Disabilities	To assess, prescribe, construct and fit orthoses for the service recipients 為服務對象評估、製造及裝配矯形器	Children suffering from cerebral palsy 患腦癱症的兒童	China Disabled Persons' Federation	Chinese Mainland 中國內地
		Teaching Chinese as a Second Language in Local Schools	To improve the Chinese language skills of the service recipients, i.e. Cantonese speaking skills, Chinese reading and written skills 幫助服務對象改善中文的語言技巧，包括廣東話溝通能力及中文讀寫能力	Non-Chinese speaking students 非華語學童	[1] Kai Tak Peace Evangelical Centre Children, Youth and Parents Activity Centre [2] The Mong Kok Kai Fong Association Ltd Chan Hing Social Service Centre [3] The Salvation Army Hong Kong & Macau Command Yau Tsim Mong Integrated Service [4] Urdu Neighbour Centre	Hong Kong 香港

Faculty 學院	Department 學系	Subject Title 科目名稱	Service Nature 服務性質	Service Recipients 服務對象	Collaborative Partner(s) 合作夥伴	Service Location 服務地點
Faculty of Humanities 人文學院	Department of Chinese and Bilingual Studies 中文及雙語學系	Enhancing Bilingualism & Trilingualism through Language Service	To provide language services to the service recipients, e.g. composing of life story for the elderly, translation or interpreting service for children and parents of from low-income families with ethnic minority background, Chinese language tuition for primary students, etc. 為服務對象提供有關語文的服務，例如：為長者編寫生命故事紀錄、為少數族裔的低收入家庭兒童及家庭提供翻譯服務，及為小學學童補習中國語文	Underprivileged groups 弱勢社群	New Home Association	Hong Kong 香港
		Service Learning through helping primary students with specific reading difficulties	To provide training of the service recipients and report to their caregivers about the progress 為服務對象提供培訓，並向他們的監護人匯報有關的進展情況	Primary students with specific reading difficulties 有讀寫障礙的小學生	[1] Speech Therapy Unit at PolyU [2] Tung Wah Group of Hospitals	Hong Kong 香港
		Language Arts for Creative Community Projects	To organize and offer language arts activities for the service recipients in the form of innovative solution 為服務對象組織及舉行有關語言藝術的創新活動	Underprivileged members of the society, minority groups and school children or students with learning difficulties 弱勢社群、少數族裔及有讀寫障礙的學童	[1] Henry G. Leong Yaumatei Community Centre [2] Holistic Life Development Centre [3] Urdu Neighbour Centre [4] Yang Memorial Community Centre	Hong Kong 香港
	English Language Centre 英語教學中心	Teaching English as a Service Learning Experience	To plan and design programmes to facilitate the learning of English 策劃及設計項目來促進英語學習	Youth 青少年	[1] Asia Outreach Hong Kong Limited Glorious Light Neighbourhood Centre [2] Blessing Thai Service Centre [3] Jockey Club Tai Kok Tsui Integrated Services Centre, Tung Wah Group of Hospitals [4] Tokwawan Baptist Church	Hong Kong, Chinese mainland, and/or abroad 香港、中國內地、及域海外
		Advancing English Oral Presentation Skills through Teaching	To serve as literacy tutors to render a reading workshop for children in receiving school/community centre and facilitate other out-of-classroom activities 於學校社區中心的閱讀班擔任導師，以及促進學童其他課外活動	School children 學童	Renhua Tian Jiabing Primary School	Chinese mainland, Hong Kong 中國內地、香港
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	[1] To participate and assist in the delivery of after-school tutoring programmes for the service recipients 參與及協助為服務對象而設的課後輔導班 [2] To assist in the planning and delivery of tutoring, workshops or camps 協助策劃和執行輔導班、工作坊或活動營	People with learning difficulties 有讀寫障礙人士	Manulife Centre for Children with Specific Learning Disabilities at PolyU	Hong Kong 香港



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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	<b>Understanding Children in Poverty in Hong Kong</b>	[1] To visit the service recipients and reflect on social issues 探訪服務對象及反思有關的社會問題 [2] To provide service based on the recipients' needs, e.g. participating in group activities and advocating for social changes with the help of the partner NGO 為服務對象提供所需服務、參與團體活動，及在非牟利夥伴協助下提倡有關社會轉變的方針	Children living in poverty 貧困家庭的兒童	The Alliance Concerning CSSA Recipients	Hong Kong 香港
		<b>Promotion of Children and Adolescent Development</b>	To develop and implement educational and supportive services for the service recipients 制定並實施與服務對象有關的教育及援助服務	Underprivileged children and adolescents 弱勢兒童和青少年	<b>Shanghai</b> [1] Hands-on Shanghai [2] Mingde Foundation [3] School of Social Development, East China Normal University [4] Wu Jing Community Centre <b>Hong Kong</b> [1] Evangelical Lutheran Church Social Service - Hong Kong Society of Boy's Centre [2] The Children and Family Service Centre [3] The Salvation Army	Hong Kong/ Chinese mainland 香港 / 中國內地
		<b>Striving for a Sustainable Livelihood in Guangdong</b>	To facilitate the service recipients to strengthen their fair trade network and social enterprises through students' professional knowledge and creativity 透過本科生的專業知識及創意，鞏固服務對象的公平貿易網絡及社會企業	Peasant workers and floating population 農民工及流動人口	Guangdong Social Work Association for Advancement of Rural-Urban Sustainability	Chinese mainland 中國內地
		<b>You can Make a Difference to our Planet</b>	To plan, collect and re-distribute consumable food for low income families/individuals 為低收入家庭/個人策劃、收集及重新分配消耗食品	Low-income families and individuals 低收入家庭及人士	[1] Evergreen Association [2] Food Angel [3] Green Collars	Hong Kong 香港
		<b>Servicing School Dropouts</b>	[1] To help the service recipients return to school or join the workforce 協助服務對象重返校園或於社會工作 [2] To assist them to acquire the knowledge, attitudes and skills required for different jobs 幫助服務對象裝備所需的知識、態度和不同工作所需的技能	School dropouts 輟學青少年	Hong Kong Playground Association	Hong Kong 香港

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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	<b>Service Leadership through Serving Children and Families with Special Needs</b>	[1] To develop and implement workshops and activities that help service recipients understand themselves better, gain confidence and find their strengths and potential 製作及開辦一些工作坊及活動，幫助服務對象更了解自己、增強自信及發掘個人長處和潛能 [2] To act as mentors by providing psychological support and organizing tutorial classes 擔任導師為服務對象提供心靈上的支持及籌辦輔導班	Children, adolescents and their families with special needs, and/or with emotional and behavioral problems 有特殊需要及/或有情緒及行為問題的家庭、青少年及兒童	[1] Heep Hong Society [2] Society of Boys' Centres	Hong Kong 香港
		<b>Community Psychology</b>	[1] To deliver and plan community physical health activities for the service recipients 為服務對象計劃並舉辦社區康體活動 [2] To perform assessment and promotion work for service recipients with high behavioural health risk under supervision 在指導下，為有高危行為性健康問題的青少年提供評估及推廣工作	Residents of Tsing Yi district and adolescents with high behavioural health risk 青衣區的居民及有高危健康行為問題的青少年	Kwai Tsing Safe Community and Healthy City Association Ltd	Hong Kong 香港
		<b>Engaging with Diversity</b>	To work on Chinese language teaching, tutoring in doing homework, academic advising, mentorship and cultural exchange with the service recipients 為服務對象提供中文語言教學、功課輔導、學術諮詢、師友服務及文化交流	Ethnic minorities 少數族裔	[1] HKSKH Lady MacLehose Centre [2] The Mong Kok Kai Fong Association Chan Hing Social Service Centre	Hong Kong 香港
		<b>Growing Resilience in Children in Post-Disaster Contexts</b>	To organize a three-day summer holiday programme for a group of 30 to 60 children and their family members who have been affected adversely by a disaster 為受災難困擾的30至60名兒童及其家庭成員舉辦一個為期三日的暑期活動	Children in post-disaster contexts 災後兒童	[1] Expanded School Mental Health Network, Sichuan [2] Leader Training Institute of Scout Association of Hong Kong	Chinese mainland or abroad 中國內地或海外
		<b>Inter-Professional Health Promotion &amp; Rehabilitation Services in Hong Kong</b>	[1] To conduct health education talks for the service recipients 為服務對象舉辦健康教育講座 [2] To organize health assessment for them 為他們舉辦健康測試 [3] To design exercise programmes and organize recreational activities 設計運動項目及舉辦康樂活動	People with physical/mental disabilities and the elderly community 肢體/精神殘障人士及長者	[1] Helping Hand [2] Hong Kong Young Women's Christian Association [3] Hong Kong PHAB Association [4] Waiji Christian Service	Hong Kong 香港

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Faculty of Health and Social Sciences 醫療及社會科學院	Department of Rehabilitation Sciences 康復治療科學系	Serving People with Special Healthcare Needs in the Chinese Mainland	[1] To provide healthcare services for the service recipients in remote regions 為居於偏遠地區的服務對象提供醫療服務 [2] To develop play activities and games for the service recipients to improve their physical abilities and coordination, communication skills and self-confidence 為服務對象製作一些遊戲及玩意，以改善他們的身體機能及協調能力、溝通技巧和自信心 [3] To provide health assessment and recommend health maintenance programmes 提供健康評估及建議保健項目	People with special healthcare needs 有特殊醫療需要人士	[1] Christian Action [2] Goodrock Foundation [3] Hong Kong Society of Rehabilitation	Chinese mainland 中國內地
		Enabling Occupation : Home and Community Practice	[1] To assist organizations with limited resources to develop resources using an occupational therapy approach, to improve the capacity to self-help and sustain the new resources 為資源短缺的團體以職業治療方式開發資源、提升自力更新的能力，及維繫新的資源 [2] To facilitate equitable service access among the service recipients through direct service, cultural competence education, communication resources 透過直接受惠服務、文化水平教育及提供通訊資源，促進對服務對象的平等服務 [3] To promote the health and well being of the service recipients by modifying the physical environment, addressing safety issues and improving the acceptance of them in the neighborhoods 透過改善服務對象的自然環境、探討有關安全問題及改善鄰舍對他們的接受程度，來提倡健康及幸福的共融關係	Organizations with limited resources, minority groups, and underserved neighborhoods 資源短缺的機構、少數族裔群體及其鄰舍	[1] Caritas Macau - Mengfai Home for the Aged [2] Fresh Fish Traders School [3] Yu Chun Keung Memorial Care & Attention Home	Hong Kong, Macau, Guangdong 香港、澳門及廣東
	School of Nursing 護理學院	Collaborative Care in School Health and Safety	To plan and implement activities to promote health for the service recipients, including classroom talk, games, role play, poster displays and students' self-initiated events 策劃及實行推廣與服務對象健康有關的活動，包括課堂講座、遊戲、角色扮演、海報展示及學童自發性活動	Students from kindergartens, primary or secondary schools 幼稚園、小學或中學的學生	[1] Concordia Lutheran School [2] Kowloon Technical School [3] S.K.H. St. Andrew's Primary School [4] Wai Kin College	Hong Kong 香港
		Promotion of Healthy Ageing in the Community	To organize and implement health talks/workshops and to provide health screening services for the service recipients 策劃及執行健康講座/工作坊，並為服務對象提供健康檢查服務	Underprivileged older adults 弱勢及較年長人士	PolyU-Henry G. Leong Mobile Integrative Health Centre and its collaborating NGOs, including the Caritas Hong Kong - Service for the Elderly, the Hong Kong Society for the Aged, the Sik Sik Yuen Ho Kin Elderly Centre, the Fook On Church Elderly Centre, and the Kwai Tsing District Council	Hong Kong 香港

Faculty 學院	Department 學系	Subject Title 科目名稱	Service Nature 服務性質	Service Recipients 服務對象	Collaborative Partner(s) 合作夥伴	Service Location 服務地點
Faculty of Health and Social Sciences 醫療及社會科學院	School of Optometry 眼科視光學院	Public Health Optometry	[1] To organize and implement a community vision screening 策劃及執行社區視力測驗 [2] To organize a vision care education programme or eye health campaign for the service recipients 推行一項視力保健教育計劃或眼睛健康推廣活動給服務對象	People who may have difficulties in accessing optometric care including elderly people, school children, new immigrants, low-income families, ethnic minorities and people with physical and mental disabilities 驗眼有障礙人士，包括長者、學童、新移民、低收入家庭、少數族裔，以及肢體或精神傷殘人士	Local or Chinese mainland NGOs and schools	Hong Kong and/or Chinese mainland 香港及/或中國內地
		Service Learning through Design and Building for Remote Communities	To involve design and construction work such as architectural design, landscape planning, interior decoration, construction and design education 進行設計及建造工程，例如：建築設計、景觀規劃、室內裝飾、建築和設計教育	Villagers of remote communities 偏遠村落的居民	Wu Zhi Qiao (Bridge to China) Charitable Foundation	Chinese mainland or abroad 中國內地或海外
School of Design 設計學院	School of Hotel and Tourism Management 酒店及旅遊管理學院	Ecotourism in Rural and Developing Regions	[1] To assess/review the potential ecotourism resources for ecotourism development 評估/檢討潛在的生態資源來發展生態旅遊 [2] To design innovative ecotourism activities for tourists 為旅客設計創新的生態旅遊活動 [3] To plan itineraries for different targeted markets 針對不同的對象規劃不同旅遊路線 [4] To provide training to the local community 為當地居民提供培訓	Rural/remote communities 農村/偏遠社區	[1] Green Watershed [2] Youchange China Social Entrepreneur Foundation	Chinese mainland or abroad 中國內地或海外
		Community Tourism: Tour, Training, Operator, and Event from and for the Community	[1] To design authentic local community tourist guiding by Volunteer Community Ambassador (VCA) Programme 透過VCA活動，設計本地社區的旅遊指南 [2] To plan, organize, manage and evaluate a community event to promote the community tourism project 策劃、舉辦、管理和評估社區活動來推動社區旅遊項目	New arrival unemployed women 新來港失業婦女	Windshield Charitable Foundation (WCF) and WCF Social Services Kwun Tong Centre	Hong Kong 香港



## Future Development

In order to support the full implementation of SL at PolyU, OSL is making a strong effort to maintain a close collaborative partnership with academic departments and NGOs, and developing larger scale local as well as international projects.

### Closer Collaboration between OSL and Academic Departments

OSL is actively sourcing collaboration opportunities with NGOs, and has assisted many academic departments to develop successful SL subject proposals. We provide advice to departments on developing SL subjects and projects, and coordinate staff development programmes and workshops. In addition, we provide training to students, assist in supervising and monitoring students in the delivery of service, and guide students to reflect on their service experiences.

### Long Term Collaboration with Local NGOs

We will continue to develop long-term collaboration with our community partners, particularly large organizations which can offer larger-scale service projects to accommodate more PolyU students.

## 未來的發展

為了服務學習能夠在本校順利地全面實施，服務學習事務處致力維繫與本校各學系部門及非牟利團體密切的夥伴關係，積極發展大規模的本地及海外服務學習項目。

### 與學系部門的緊密協作

服務學習事務處積極發掘與非牟利團體的合作機會，並協助不少學系撰寫服務學習科目計劃書。本處會為各學系開展服務學習學科或項目提供建議，統籌舉辦相關的專題培訓及工作坊。此外，我們亦會協助培訓學生、指導及監督學生進行服務，並帶領學生反思其服務學習的經歷。

### 與本地夥伴的長遠合作

理大將會繼續與協作夥伴建立長遠密切的合作關係，尤其是可以發展較具規模的服務學習項目、為本校學生提供更多服務機會的大型機構。



### Large-Scale Projects in Hong Kong

STEM (Science, Technology, Engineering & Mathematics) subjects are offered from Semester Two of 2013-14, targeting underprivileged schools and students. PolyU students, under the guidance of academic staff and in collaboration with teachers in schools, design STEM projects and activities for students of these schools. This project is scalable, and can potentially offer a large number of SL opportunities particularly to students from FAST, FENG, and FCE<sup>1</sup>.

### Chinese Mainland Projects

A number of departments have developed strong projects associated with SL subjects on the Chinese mainland. With the active support of the Chinese Mainland Affairs Office (CMAO), and taking advantage of the outpost centers, OSL is in a good position to develop many of the current projects associated with CMAO into credit-bearing SL subjects. This will provide more opportunities for PolyU students to serve and understand the culture of and challenges faced by our motherland.

### 香港大型項目

大型理科服務學習項目STEM（科學、科技、工程及數學）於2013至14學年第二個學期推行，服務對象為弱勢學校和學生。在本校教職員與夥伴學校老師的指導下，理大學生設計一系列理科的專題練習和活動予服務的中、小學生。此項目的規模可靈活擴展，有潛質可以提供大量服務學習的機會予本校就讀理科相關學院（即應用科學及紡織學院、工程學院及建設及環境學院）的學生。

### 中國內地項目

本校已有不少學系部門在內地開展了與學科相連的服務學習項目。在本校中國內地事務處的積極支持，以及善用本校在內地的境外中心的優勢，本校已經發展了不少與學分制服務學習科掛勾的內地項目，成績相當不錯。這些項目讓理大學生有更多服務學習的機會，同時可以了解祖國的文化及其面對的挑戰。



<sup>1</sup> FAST refers to the Faculty of Applied Science and Textiles; FENG refers to the Faculty of Engineering; FCE refers to the Faculty of Construction and Environment.



## International Projects 海外項目

OSL has assisted in developing some overseas SL projects to provide more opportunities for PolyU students to broaden their horizons by serving people with different cultural backgrounds. In 2012-13, a total of 98 students participated in Cambodia, Indonesia, Rwanda and Vietnam projects. The brief introductions of five developing international projects are shown as follow:

理大發展了多個海外服務學習的項目，以提供更多機會予本校學生服務不同種族、文化背景的弱勢社群，藉此擴闊學生的視野。在2012-13年度，共98名學生分別前往柬埔寨、印尼、盧旺達和越南進行服務學習。以下將簡述目前正在發展的五個海外服務基地：

### Cambodia 柬埔寨

We have built a strong track record and a good reputation among many Hong Kong and international NGOs in Cambodia, and as such, we have developed a number of trusted partners in the country. We have also branched out from information technology into tourism, eyecare and other areas. The number of participating students has also grown from 20 in 2010 to around 50 in 2013. The number of subjects and academic staff involved is also growing. There is a very good prospect for developing Cambodia further into a strong base for our international SL projects.

本校已經與很多服務柬埔寨的本港及國際非牟利機構建立了信實可靠的合作紀錄和良好聲譽，因此，在當地擁有不少可信的合作夥伴。服務學習的項目，已由資訊科技擴展至旅遊、眼科保健及其他類型；參加學生人數亦由2010年的20名增加至2013年的約50名；參與柬埔寨服務學習的學科數目及參與的教職員人數亦同時上升。以上可見，柬埔寨有很好的潛質發展成為本校海外服務學習的主要基地。



### Indonesia 印尼

We have also found a good partner in Indonesia - Duta Wacana Christian University. They are experienced in and committed to SL, and we have worked together on a SL project very well since 2012. The pilot project was developed into a credit-bearing SL subject in 2013 with 20 student places. The number of students enrolled in the subject will be expanded in the coming year.

在印尼，本校亦有一個良好的合作夥伴—杜塔瓦卡納基督教大學。這所大學致力從事服務學習，並有豐富的經驗；合作始於2012年的服務學習科試點項目，合作關係非常好。該試點項目於2013年正式成為學分制的服務學習科，學額為20人，來年將會增加學額。

### Rwanda 盧旺達

In Africa, we have a strong partner - African Enterprise. They have operations in 10 African countries. In the summer of 2013, 12 students and 3 academic staff served in Rwanda as part of a SL subject. Next year, this subject will be extended to allow more students to serve in African countries.

在非洲，本校的合作夥伴是非洲企業。此機構的服務覆蓋了非洲的10個國家。2013年的暑假，作為服務學習科的項目之一，12名理大學生及三名教職員前往盧旺達進行服務。明年，該學科將會增加此項目的參加名額，為更多學生提供往當地服務的機會。



### Vietnam 越南

In the summer of 2013, we explored collaboration with Vietnam National University - Hanoi and Sunwah Foundation. As a result, we took 20 students to Hanoi on an exchange and service project. The experience will be used to develop future projects involving credit-bearing SL subjects.

2013年暑假，我們與越南河內國家大學及新華基金首次攜手合作，帶領20名理大學生在越南河內進行交流體驗及服務。是次經驗有助本校日後發展帶學分的服務學習課程。

### Myanmar 緬甸

Myanmar is the next destination. Built on past international SL project experience, PolyU is planning to send a team of 20 students to conduct a credit-bearing SL project in 2014.

緬甸是下一個致力發展的基地。建基於以往海外服務學習項目的經驗，本校計劃在2014年安排20名學生到緬甸進行首個帶學分的服務學習項目。

We are confident that by 2016, we should have at least 5-6 international sites where our students will be carrying out rather solid and sustainable SL projects.

相信到了2016年，我們可以發展至少五至六個海外服務基地，讓本校學生進行具體、切合當地所需及可持續的服務學習項目。







## Chapter 2 • 第二章

# Highlights of Service-Learning Subjects/Projects in 2012-13

## 2012-13年服務學習 課程/項目概覽

### Service-Learning Subjects / Projects in Hong Kong

While PolyU is dedicated to enriching our students' learning experience through Service-Learning (SL), this chapter provides insights about how our service projects have benefited the needy and the communities in Hong Kong, in the Chinese mainland and overseas.

In 2012-13, 487 PolyU students from 16 SL subject/projects<sup>1</sup> served, 1,119 people in Hong Kong. The students applied the knowledge and skills acquired from their subject learning to serve the needy in the community. There are five main scopes of services:

#### Learning Enhancement for the Needy

Students in the subjects *Teaching Chinese as a Second Language in Local Schools*, *Teaching English as a Service Learning Experience* and *Engaging with Diversity* provided tutoring service to the children and teenagers from newly arrived or ethnic minority families and helped them to get through the language barrier and integrate into society.

One SL subject and one project have been designed to help people who have difficulties in learning or cannot catch up with mainstream education. Students in *Understanding Learning Difficulties* addressed and identified the needs of the children with learning difficulties and provided tutorials to improve their learning. Moreover, our students organized a summer camp for both the children and their parents. Through the camp activities, the parents learned about positive attitudes and appropriate exercises to help their children to learn. The *Project Concern Sham Shui Po*, initiated by PolyU's English Learning Centre, is a language enhancement program offered to primary school students from low-income, single-parent or newly arrived families in Sham Shui Po. PolyU students motivated the children to learn English through reading classes, a campus tour at PolyU and a drama performance.

### 本地服務學習課程/項目

理大一直致力透過服務學習豐富學生的學習經驗，本章將會闡述有關的服務項目如何令在香港、內地，以及海外的服務對象受惠，為社會作出貢獻。

2012-13年期間，16個本地服務學習課程/項目<sup>1</sup>，共487名理大學生服務了1,119名在港人士。學生運用所學的知識和技能，服務社會上有需要的人士，服務包括下列五個範疇：

#### 提升學習效能

理大學生透過修讀*Teaching Chinese as a Second Language in Local Schools*、*Teaching English as a Service Learning Experience*及*Engaging with Diversity*三個科目，為新來港或少數族裔的兒童及青少年提供補習服務，協助他們克服語言障礙，融入社會。

另外一些服務學習的課程/項目是專為學習有困難或未能適應主流教育的學童而設。修讀*Understanding Learning Difficulties*的學生會了解及找出有學習障礙的學童的需要，從而提供針對性的補習輔導以提升他們的學習能力。此外，理大學生又為這些學童及家長舉辦夏令營，透過營內的活動令家長可以積極的態度及掌握適當的方式協助其子女學習。由理大英語教學中心主辦的*Concern Sham Shui Po*，是特別為深水埗區來自低收入、單親或新來港家庭的小學生設計的語言提升項目。透過舉辦閱讀班、參觀理大校園及話劇表演等活動，理大學生致力提升小學生學習英語的動機。



<sup>1</sup> SL subjects refer to credit-bearing SL subjects officially approved by the University and offered to the students under the four-year curriculum. SL projects are usually one-off or serve as pilots of the subjects. Some of the SL projects are non-credit-bearing.  
服務學習課程是指已獲大學通過予全日制四年制本科學生修讀的帶學分學科。服務學習項目通常為一次性或為學科之試點項目。部分服務學習項目是沒有學分的。



## Health Care Services

Teaching staff in the Faculty of Health and Social Sciences joined hands to provide a wide variety of health-care services to the needy. Making good use of their expertise, students in *Enabling Occupation in Home and Community Practice* offered occupational therapy services to the elderly and mentally disabled persons. Students in *Community Optometry* provided vision and eye-health care services to children and teenagers from newly arrived or low-income families. A SL project, *Community Care for Solitary Elders*, aimed to bring love and care to solitary elderly people who are suffering from cardiovascular disease; the students conducted regular home visits, recurrent phone calls and interactive activities to help the elderly enhance their capabilities for self-management and self-empowerment. In the *InterProfessional Collaborative Practice Project*, students from different disciplines, including Nursing, Occupational Therapy, Optometry, Physiotherapy and Social Work teamed up to deliver integrated health assessment and screening services to the elderly and mentally disabled persons.

## 醫療保健服務

理大醫療及社會科學院的教員攜手合作，為有需要人士提供多元化的醫療保健服務。修讀 *Enabling Occupation in Home and Community Practice* 課程的學生，運用他們的專長為長者及智障人士提供職業治療服務。而修讀 *Community Optometry* 課程的學生，則提供視力及眼部健康護理服務予新來港及低收入家庭的兒童及青少年。一個名為 *Community Care for Solitary Elders* 的服務學習項目，旨在為患有心臟血管病的獨居長者送上關懷和愛心；透過學生的定期家訪，電話慰問及互動交流，希望加強長者自我管理和自我充權的能力。在 *InterProfessional Collaborative Practice Project* 中，來自不同學系的學生，包括護理、職業治療、視光、物理治療及社會工作的學生，組成團隊協力為長者及智障人士提供綜合健康評估及檢測服務。



## Health Education for Children and Adolescents

Child and adolescent physical and mental health is always one of the issues of most concern in society. A SL subject, *Self, Service and Community*, aims to promote family harmony, in particular the relationships between children and parents, through interactive activities. This year, our students designed a series of activities for low-income families in Sheung Shui, to help the children to develop their potentials and overcome challenges, and to encourage the parents to act as role-models to lead their children in positive directions in life. While a team of nursing students in the subject *Collaborative Care in School Health and Safety* organized health education programs for secondary students in Shum Shui Po, another group of nursing students served in the *Mentoring Programme to Train Primary School Students to Become Health Ambassadors*. The program covered topics of healthy diet, regular exercise and personal hygiene, as well as basic health assessment and first-aid techniques.

## 兒童及青少年健康教育

兒童及青少年的身心健康一直是社會非常關注的議題之一。一項名為 *Self, Service and Community* 的服務學習課程，希望透過互動式的活動提倡和諧家庭，尤其強調親子關係的建立。今年，理大學生為上水的低收入家庭設計了一系列活動，幫助兒童發揮潛能、克服困難，同時鼓勵家長以身作則，引導子女邁向積極的人生方向。修讀 *Collaborative Care in School Health and Safety* 課程的護理系學生為深水埗的中學生舉辦健康教育活動；而另一隊參與 *Mentoring Programme to Train Primary School Students to Become Health Ambassadors* 項目的護理系學生則以培訓小學生成為健康大使為目的，培訓主題包括健康飲食、定時運動、個人衛生、基本健康評估及急救技巧。



## Promotion of Social Integration

In order to help disadvantaged new immigrants and ethnic minorities overcome language and technology barriers to earn a living, students in two Computing SL subjects<sup>2</sup> provided internet technology training for refugees, asylum seekers, domestic helpers and migrant workers. The training aimed to facilitate them to manage their personal documents or start up their own businesses by using the free cloud resources.

*Engaging Fashion Design in Therapy* was a SL project offered by the Institute of Textiles and Clothing. PolyU students provided training to ex-mentally ill persons about costumes, fashion photography and personal styling. Upon completion of the training, the PolyU students worked with their “students” to display their masterpieces in a cat walk exhibition. This program helped the ex-mentally ill persons to build up their self-images and self-esteem, and encouraged the public to accept and care for the ex-mentally ill persons.

## 促進社會共融

為協助處於弱勢的新移民及少數族裔人士謀生，克服語言、科技的障礙，修讀兩科由電子計算學系提供的服務學習課程<sup>2</sup>的學生，為難民、尋求庇護人士、家庭傭工及海外僱員提供互聯網科技的培訓。目的是協助他們處理個人文件或利用免費的雲端資源創業。

理大紡織及製衣學系舉辦的*Engaging Fashion Design in Therapy* 服務學習項目，由理大學生為精神病康復者提供有關衣著、時裝攝影及個人風格的培訓。培訓後，理大學生和他們的「學生」攜手在公開時裝表演上展示他們的傑作。這項活動有助精神病康復者建立自我形象及自尊，並鼓勵社會大眾接納及關懷他們。



## Improvement of Living Environment

Students in *Housing for the Community and Social Justice in Private Housing Redevelopment*, SL subjects offered by the Department of Building and Real Estate, conducted home visits and site survey to identify the specific needs of households in districts affected by urban decay and to match their needs with the various assistance schemes offered by the government. In addition to home visits and site survey, some students conducted building inspections and demonstrated empathy for solitary elderly and low-income families living in dilapidated buildings and sub-divided units. Another group of students provided an information service for elderly and uneducated homeowners affected by compulsory property acquisition for redevelopment; our students explained the relevant statutes and legal documents, advised on the estimated value of the property, and helped the homeowners to become familiar with the appropriate procedures under the relevant ordinances.

## 改善生活環境

由建築及房地產學系開辦的服務學習課程-*Housing for the Community*及*Social Justice in Private Housing Redevelopment*，學生透過家訪及實地調查了解受城市老化影響的地區住戶的特殊需要，配合訪問住戶的需要建議相對應的政府援助計劃。此外，部分學生進行樓宇檢驗，並向居住於舊樓及劏房的獨居長者、低收入家庭表達關懷。另一科目的同學則為受強制收樓重建影響的長者及未受過教育的戶主提供資訊，向他們解釋相關的法規和法律文件，建議有關物業的估值，並協助戶主熟悉有關條例的正確手續或程序。



<sup>2</sup> The two SL subjects offered by the Department of Computing are Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines and Service Learning and Civic Engagement in the Information Age

電子計算學系開辦的兩項服務學習課程為 Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines 及 Service Learning and Civic Engagement in the Information Age

## Service-Learning Subjects/Projects in the Chinese mainland

Six Service-Learning (SL) Subjects/Projects were organized in the Chinese mainland during 2012-13. The service sites, including Meizhou, Yangjiang and Shaoguan in Guangdong Province, Sichuan, Shanghai and Gansu, were catered for by different departments, namely the Interdisciplinary Division of Biomedical Engineering (BME), English Learning Centre (ELC), Department of Management and Marketing (MM), Department of Applied Social Sciences (APSS) and School of Optometry (SO).

These Mainland SL projects can be grouped under two main themes: healthcare and rehabilitation services for the community, and child and adolescent development through teaching.

## 中國內地服務學習課程 / 項目

理大於2012-13學年在中國內地開辦了六個服務學習課程/項目，服務地點為廣東省的梅州、陽江及韶關，四川、上海及甘肅，分別由不同學系開辦，包括生物醫學工程跨領域學部、英語教學中心、管理及市場學系、應用社會科學系及眼科視光學院。

以上的國內服務學習項目可歸納為兩大主題：社區醫療及復康服務、教學與兒童及青少年發展。

## Healthcare and Rehabilitation Services for the Community

Two service projects were conducted under the subject *Biomedical Engineering Services to Under-privileged People with Physical Disabilities*, in Meizhou and Yangjiang. This was in collaboration with two universities from the USA and involved PolyU and American students to serve the needy in China. The participants were senior year students from BME. The students provided orthotics services for underprivileged children suffering from cerebral palsy. In the first visit, they performed assessments and measurements. They then constructed the orthoses in the laboratory, and later delivered them to the children and made adjustments during their second visit. In this project, the students enhanced their professional skills, had a cross-cultural service experience, and even experienced a life-changing encounter. One student said the courage and faith he found in the children really influenced his attitude towards life.

A pilot service project *Community Optometry* was organized in the winter of 2012. The participating students carried out a vision screening in the rural area of Gansu Province and served over 400 local high school students. Under supervision, the students applied what they had learnt to identify children with suspected visual disorders and helped them to correct the vision by providing proper spectacles. Our students also conducted talks or seminars to raise public awareness and knowledge about eye health. The students overcame different difficulties during the trip, such as cold and snowy weather, poor transportation, insufficient lighting in the classrooms for conducting vision screening, a large number of targets to be served every day, language barrier, etc. A smile and a thank-you letter from the children more than repaid all our students' efforts. They also realized how their service made a difference to the children: It is not just about vision health, but to reduce their learning difficulties, to improve their quality of life, and even to boost their self-confidence.

## 社區醫療及復康服務

修讀 *Biomedical Engineering Services to Under-privileged People with Physical Disabilities* 課程的理大學生，與美國兩所大學的學生攜手合作，分別在梅州及陽江進行兩個服務學習項目，服務內地有需要的人士。理大參加者是生物醫學工程跨領域學部的高年級學生，為患有腦麻痺的貧困兒童提供矯形服務。在初次會面中，學生首先為兒童進行評估及量度，然後在校內實驗室製造矯形器，並於第二次探訪時交給他們，試用和調整。參與這個項目讓學生能夠提升自己的專業技巧，獲得跨文化的服務經驗，甚至成為改變他們人生的經歷。其中一名學生表示，受助兒童表現出來的勇氣和信念真切地影響了他的人生態度。

一個名為 *Community Optometry* 的試點服務項目在2012年的冬天舉辦。參與項目的學生為甘肅省農村的400多名中學生進行了視力檢測服務。在導師的指導下，學生運用課堂所學，篩選出懷疑患有視力障礙的兒童，透過配置合適的眼鏡為他們矯正視力。理大學生同時舉辦講座或研討會的形式，以此提高公眾對眼部健康的意識。參加學生在過程中須克服不少的困難，例如寒冷及下雪的天氣、交通不便、課室照明不足而影響視力檢測的進行，加上每日要服務大量對象和語言障礙等。然而，孩童的一個微笑和一封感謝信，就是學生努力付出的上佳回報。理大學生體會到這項服務如何改變孩子的生活：不只是視力的健康，同時減輕了孩子學習上的困難，改善其生活質素，甚至因此增強了他們的自信心。





## Child and Adolescent Development

Three service projects were organized to promote positive and holistic development as well as the language skills of children and adolescents through interactive educational activities to address the loopholes in Mainland China's education system.

*Advancing English Oral Presentation Skills through Teaching* provided an intensive English language programme in Shaoguan for local primary 1 to 4 students. 47 students coming from different disciplines worked together and developed teaching kits to improve the children's English reading and oral presentation skills. Initially, our students were shocked when the children could not even understand simple commands like "Why?", "What is it?", "Keep Quiet!". However, that is what the project was meant to be, "learn to teach, teach to learn". They have become confident literacy tutors after the trip.

*Rural Youth Holistic Development Service Programme* is a pilot project aimed at developing the leadership skills of rural teenagers in Sichuan. PolyU students divided into teams to arrange a 5-6 hour rundown of adventure-based leadership activities for children in the local primary schools. Organizing three consecutive days of activities was undoubtedly physically demanding, however, the PolyU students enjoyed it a lot. They expressed that the most challenging yet rewarding part was to lead a debriefing after the activities. A girl told one of our students in the debriefing session that she would like to serve others in future like this student had done for her.

## 教學與兒童及青少年發展

理大籌辦的其中三個服務項目，透過以互動式的教育活動提倡兒童及青少年的正面和全人發展，以及語言技巧培訓，藉以協助彌補內地教育在這方面的不足。

*Advancing English Oral Presentation Skills through Teaching*課程為韶關當地小一至小四的學生舉辦強化英語活動。來自不同學系共47名學生為提升小學生的英文閱讀能力及會話演講技巧共同製作教材套。他們一開始對當地小學生連簡單的口令如「為甚麼？」、「這是甚麼？」、「保持安靜！」也不明白感到非常驚訝。然而，這正是項目的意義所在：「學習如何施教，從施教中學習」。完結後，他們都成為了自信滿滿的語文導師。

*Rural Youth Holistic Development Service Programme*為一試點項目，旨在發掘四川農村青少年的領導技巧。理大學生分為數個小組，各組負責安排每日連續五至六小時的歷奇訓練活動給當地的小學生。如此接連三日的培訓活動無疑對體力的要求很高，但理大學生樂在其中。他們表示最富挑戰性而回報又最大的是活動後的分享會。一個小女孩對其中一個理大學生說，希望將來可以效法這位學生去服務他人。



*Promotion of Children and Adolescent Development* adopts the "positive youth development" paradigm to build up the competence, resilience, and positive self-concepts of migrant children in Shanghai. PolyU students were responsible for organizing a summer camp and a farewell showcase for 120 migrant children under four topics: Living English, Interesting Science, Health and Hygiene, and Intrapersonal and Interpersonal Development. Our students helped the migrant children to build up a sense of achievement to develop their potentials. A genuine relationship was built among the PolyU students and the migrant children. This not only enabled our students to understand the needs of new immigrants in a new environment, but also triggered our students to reflect on their discriminative attitudes towards new immigrants who have moved to Hong Kong from the Chinese mainland.

The service projects in the Chinese mainland provided a valuable opportunity for PolyU students to walk closer to China, to witness its recent development, and to realize the needs of disadvantaged groups in rural or urban areas. The projects also helped them to reflect on their roles and responsibilities as national citizens of China.

*Promotion of Children and Adolescent Development* 應用了「青少年正面發展」的模式來培養上海民工子女的素質、韌力，以及正面的自我觀念。理大學生負責為120名民工子女舉辦夏令營和惜別會，主題包括：活用英語、趣味科學、健康衛生及自我與人際關係發展。理大學生協助民工子女發展他們的潛能，並從中建立其成功感，從而，雙方亦建立了一份真摯的友誼。這不僅讓學生真切體會到一般新移民處身於陌生環境的需要，更引發他們反思自己過往對新來港的內地移民所抱的歧視態度。

總括來說，中國內地的服務項目提供了寶貴的機會讓理大學生走近內地，親睹近年的發展，認識農村和城市弱勢社群的需要，同時亦讓學生反思自己作為中國公民的角色和責任。





## Overseas Service-Learning Subjects/Projects

In summer 2012-13, besides the service projects in Hong Kong and the Chinese mainland, PolyU students had opportunities to serve in Cambodia, Rwanda, Indonesia and Vietnam. Office of Service Learning jointly organized with the Department of Computing, Department of Land Surveying and Geo-informatics and Department of Applied Social Sciences to offer four service projects in three different themes, technology education and development, sustainable rural development, and rehabilitation and community development.

### Technology Education and Development

A team of 47 PolyU students studied *Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines* and *Service Learning and Civic Engagement in the Information Age* applied their technical skills to serve the community in Cambodia. This is the third time that this credit-bearing SL subject has been run, and the class size is enlarged every year.

In this year, PolyU students, in collaboration with the Asia Human Resources Development Institute taught computer literacy to local primary school children and orphans through digital storytelling, animation programming and robotics. They also performed an in-depth survey in slum areas, designed and built solar-powered lights for an orphanage, and set up computer labs at orphanages with a server containing e-books for their self-learning of basic English language and general education concepts. The "Lab in a Suitcase" was an innovative project developed this year, deploying a mobile computer lab. It brought computing resources to the schools and other underdeveloped rural areas. In this project, the students not only enhanced their technical skills, but also broadened their horizons to understand more about the culture of Cambodia through home stays and conversations with the local people.



## 海外服務學習課程 / 項目

在2012-13年夏天，除了本地及中國內地的服務項目外，理大學生還有機會到柬埔寨、盧旺達、印尼及越南進行服務。服務學習事務處分別與電子計算學系、土地測量及地理資訊學系及應用社會科學系攜手合辦四個服務項目，可劃分為三個主題：科技教育及發展、農村可持續發展，以及復康及社區發展。

### 科技教育及發展

一隊合共47名修讀*Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines*及*Service Learning and Civic Engagement in the Information Age*課程的理大學生，應用他們所學的技能在柬埔寨開展社區服務。這個帶學分的服務學習課程已經是第三年開辦，報讀學生人數每年持續增加。

在本學年，理大學生與亞洲人力資源發展學院合作，透過數位故事創作、動畫及機械人程式編程，教授當地小學生及孤兒電腦知識。此外，他們在貧民窟進行深入的問卷調查，為孤兒院設計及製造太陽能照明燈，在孤兒院配置電腦教學室並安裝載有電子書的伺服器，讓兒童可以自學基本英語和通識教育知識。本年的創新項目是「行李箱內的電腦教室」，利用流動電腦教室，把資訊科技帶入學校及其他落後的農村。此服務課程不僅加強了參與學生的技能，同時亦透過在當地家庭留宿及與村民交談擴闊了他們的眼界，令學生對柬埔寨的文化有更深入的認識。



Another team of 12 PolyU students studying the same subjects went to Rwanda during the summer. It was our first attempt to run a SL project in Rwanda. Similar to the Cambodia team, the PolyU students conducted three kinds of projects, namely engineering, teaching and training, and publicity projects. The engineering projects included setting up a computer lab and a server in a local high school, developing and deploying solar lightings and networking facilities, and building a house for a child-headed family. In addition, the students taught the NGO staff advanced computer literacy and taught teenagers basic knowledge of Information and Communication Technology (ICT). With regard to the publicity project, the PolyU students designed and developed publicity leaflets and a website for the collaborative NGO partner to raise the public awareness of the local community needs in Rwanda. The service project was not only beneficial to the NGO and the rural community in Rwanda, but also enabled the PolyU students to experience the poor lives and conditions in an undeveloped country and reflect on how their professional knowledge can improve people's lives and poor conditions in Rwanda.

另一隊12人修讀同一課程的理大學生於暑假期間前往盧旺達，首次在當地開展服務學習項目。與柬埔寨項目的學生差不多，這隊學生也推行了三個項目，分別是工程、教學與培訓，以及公關宣傳。工程項目包括在當地一所中學設置電腦教學室及伺服器、開發及安裝太陽能照明及網絡設施，以及為當地一個「小孩當家的家庭」建屋。此外，學生向志願機構的員工灌輸進階電腦知識，又教授青少年基本的資訊及通訊科技知識。公關宣傳項目方面，理大學生為協作的志願機構夥伴設計及製作宣傳單張和網站以提高公眾對盧旺達當地社區需求的關注。本服務項目不僅使志願機構及盧旺達的農村受惠，同時更讓理大學生體驗落後國家的貧困，反思如何運用他們的專業知識改善盧旺達人民的生活及困境。





### Sustainable Rural Development

*Land and Resource Management for Sustainable Development in Rural Area* was a re-run SL subject in Indonesia in 2012-13. 19 PolyU students from different disciplines lived in villagers' homes for three weeks to propose solutions to the problems faced by the local community and to empower their rural development.

Using the GPS technology and satellite images, the PolyU students made maps for the local villagers to summarize the demographic information and locate the available resources in the villages. The PolyU students identified the needs of the local villagers and taught them how to use the maps to make better use of the available resources. The students also built water filtration systems to filter the water from a river or rainfall, and taught the villagers how to make organic fertilizer, pesticide and mosquito biolarvicide. They also assisted the local community in tourism development, taught villagers how to make traditional food and handcrafts from natural resources and how to develop business plans, assisted villagers to get official licenses to perform unique traditional dance, and produced a booklet and video clip in English and Bahasa<sup>3</sup> to promote the traditional art. After three weeks of hard work, the students returned to Hong Kong equipped with strong problem-solving skills and deep understanding about the authentic needs of the village.

### 農村可持續發展

*Land and Resource Management for Sustainable Development in Rural Area*的服務學習項目於2012-13年第二度在印尼推行。來自不同學系的19名理大學生在當地村民家留宿三個星期，並為社區面對的問題建議解決方案，從而促進當地農村的發展。

理大學生利用全球定位技術和衛星圖像，為村民製作地圖，當中包括概述當地人口分佈的資料和可用資源的位置。學生一邊了解村民的需要，一邊教導他們如何使用地圖善用既有的資源。學生亦建造濾水系統以過濾河水或雨水，教導村民製造有機肥料，農藥和有機殺蚊劑。他們同時協助當地社區發展旅遊業，教導村民利用天然資源製作傳統食物和手工藝、如何開展生意、協助村民取得政府牌照表演獨特的傳統舞蹈，以及製作英語及印尼語的小冊子及短片以推廣傳統藝術。經過三星期的努力，學生的解難能力得以提升，對農村的切實需要亦有深刻的體會。

### Rehabilitation and Community Development

The Vietnam Summer Exchange and Community Service Programme was a pilot project aimed at developing a long-term partnership of student exchange and SL programmes in Vietnam. As Vietnam is a post-war country, it needs a lot of recovery and rehabilitation work to improve the livelihoods of the local people.

20 PolyU students worked with the local university students to visit and interview rural families to gain in-depth understanding of their culture and their issues of concern. They also visited schools for blind children and rehabilitation centers to introduce Hong Kong culture through games, orchestra and singing performances. The students also visited the Social Protection Center with where the residents included local solitary elderly, physically disabled adults and mentally retarded people. Through in-depth conversation with the local people, the PolyU students gained a better understanding of the social issues and welfare of Vietnam. The experience also nurtured the students' responsibilities as global citizens. This project will develop into a credit-bearing SL subject in the coming year.

### Future Development

We hope to facilitate our students to become responsible global citizens who make meaningful contributions to their professions and the community. In the coming year, PolyU will provide more opportunities for students to participate in international service projects. These service projects will be scaled up to conduct a wider variety of services and new sites such as Myanmar.

### 復康與社區發展

越南暑期交流暨社區服務計劃為試點項目，旨在發展與越南的長遠夥伴關係，促進學生交流及推行服務學習計劃。經歷過戰亂的越南，在復原和復康方面有很多的需要等待解決，以便早日提高人民整體的生活水平。

20名理大學生聯同當地大學生探訪了當地的農村家庭，藉此深入了解當地的文化和所關注的問題。學生探訪視障兒童學校及復康中心，透過遊戲、音樂及歌唱表演介紹香港文化。此外，學生亦到訪社會福利院，院內包括當地的獨居長者、身體殘障成人及智障人士。透過與院友的深入交談，理大學生對越南的社會問題和福利有了更深入的認識。這次服務經驗有助培養學生作為世界公民的責任感。本項目將於來年發展為帶學分的服務學習課程。

### 未來展望

本校希望培育學生成為負責任的世界公民，鼓勵他們為其專業領域和社會作出有意義的貢獻。未來一年，理大將會透過增加服務種類和發掘新的服務地點(例如：緬甸)，擴大海外服務項目的規模，為學生提供更多參與海外服務的機會。



3 Bahasa refers to the standard languages of Indonesia (Bahasa Indonesia) and of Malaysia, Brunei and Singapore (Bahasa Melayu)





### Chapter 3 • 第三章

# Collaboration with Outside Organizations

## 與校外機構攜手合作

### “PolyU Serves” Partners

Besides the great efforts of PolyU staff members and students, the success of Service-Learning (SL) is attributed to the support of many collaborative partners in the community. PolyU launched the “PolyU Serves” Community Service Campaign in 2012 which pronounced our commitment to serve the community through active engagement of PolyU staff and of duties in various SL initiatives, and close collaboration with our community partners. 76 non-governmental organizations, government departments and schools were invited to be our collaborative partners. They provided many learning opportunities for our students to serve different targets, including elderly people, people with disabilities, ethnic minorities, children and youth, and underprivileged families. In February 2013, we held a presentation ceremony in PolyU to reward the outstanding service projects and express our appreciation to the support of collaborative partners and donors. A tea gathering after the ceremony was held to provide valuable opportunities for the collaborative partners, PolyU staff members and students to share their service experience.

### 「理有心」合作夥伴

除了一眾理大職員及學生的努力外，服務學習的成功亦有賴於很多社區合作夥伴的鼎力支持。在2012年，理大推出「理有心」社區服務計劃，本校職員的熱心參與、積極發展各式各樣的服務學習項目、以及與社區夥伴的緊密合作，顯示對服務社會的承擔。76間非政府機構、政府部門及學校獲邀成為理大合作夥伴。他們提供了許多學習機會給本校學生服務不同類型的弱勢社群，包括長者、傷健人士、少數族裔、兒童及青少年，以及貧困家庭。在2013年2月，本校舉行了一項頒獎典禮，表揚出色的服務項目，同時感謝合作夥伴、捐助者過去一年內的鼎力支持。典禮後的茶聚，更為合作夥伴、本校師生提供了寶貴的機會互相分享服務的心得。



PolyU Associate Vice President (Undergraduate Programme) Prof. Daniel Shek, Head and Associate Head of Office of Service Learning Dr. Stephen Chan and Mrs. Winnie Lee took a picture with our donors and collaborative partners after the Ceremony

香港理工大學協理副校長石丹理教授、服務學習事務處處長及副處長陳志輝博士及李劉穎瑩女士，與我們的捐助者和合作夥伴在頒獎禮後大合照





A presentation ceremony rewarded the outstanding service projects and expressed our appreciation to the support of collaborative partners and donors  
在頒獎典禮內，表揚出色的服務項目，及感謝合作夥伴、捐助者的鼎力支持



A tea gathering after the ceremony to provide valuable opportunities for collaborative partners, PolyU staff members and students to share their service experience

典禮後的輕鬆茶聚，為合作夥伴、本校師生提供了寶貴互相分享服務心得的機會



PolyU President Prof. Timothy W. Tong expressed our appreciation to the support of collaborative partners

理大校長唐偉章教授代表理大向合作夥伴的支持表示感謝



PolyU Council Chairman Ms. Marjorie YANG and Associate Head of Office of Service Learning Mrs. Winnie Lee greeted the Executive Director and Manager of JP Morgan Ms. Jean SUNG in the tea gathering and shared experiences

理大校董會主席楊敏德女士、服務學習事務處副處長，及摩根大通銀行執行董事孫靜瑾女士於茶聚上，分享合作心得



## Partnership with Social Welfare Department and NGOs in the District

The close partnership between PolyU and the government bodies and NGOs in the districts is another key to the success of Service-Learning. In 2012-13, with the support of Social Welfare Department District Offices in Shum Shui Po, Kowloon City and Yau Tsim Mong, we successfully launched 3 Service-Learning subjects and 31 service projects in collaboration with non-governmental organizations and schools. The services included health check and promotion for the elderly and children, knowledge education for the youth and children, skill-equipped workshops for the ethnic minorities and new arrival families, fashion design for the ex-mentally ill people, and evaluation of housing problems for the underprivileged families.

## 與社會福利署及非政府機構在地區上的夥伴關係

理大與社會福利署及非政府機構在地區上的緊密合作，是服務學習另一成功的關鍵。在2012-13期間，在社會福利署深水埗、九龍城及油尖旺分區辦事處的協助下，理大成功與非政府機構及學校推行了三科服務學習課程及31個服務項目。這些服務包括為長者及兒童進行健康檢查及推廣、兒童及青少年的知識教授、少數族裔及新來港家庭的技能工作坊、與精神病康復者共同設計服裝，以及為弱勢家庭進行居住環境評估。



PolyU students taught the refugees practical IT skills  
理大學生教授難民實用資訊科技知識



PolyU Institute of Textiles and Clothing conducted a SL project to provide opportunities for students to design apparel with the ex-mentally ill people

理大紡織及製衣學系進行了一項服務學習項目，為本校學生提供與精神病康復者設計衣服的機會



Students from PolyU School of Optometry provided eye screening for the primary school students

理大視光學系學生為小學學童提供驗眼服務



A SL project of English Language Centre provided opportunities for PolyU students to apply their English knowledge in workshops

一項由英語教學中心舉辦的服務學習項目，為理大學生提供機會在工作坊內運用他們的英語知識





## Chapter 4 • 第四章

# Outcomes and Feedback 成效及回應



## Pre-and-Post Surveys on Service-Learning Subjects/Projects

The pre-and-post-surveys on Service-Learning (SL) subject/project<sup>1</sup> aim to: (i) measure the impact of the service-learning experience on the development of students' generic competencies, (ii) evaluate students' service-learning experience, and (iii) collect student feedback and suggestion for improvement on the SL subject/project.

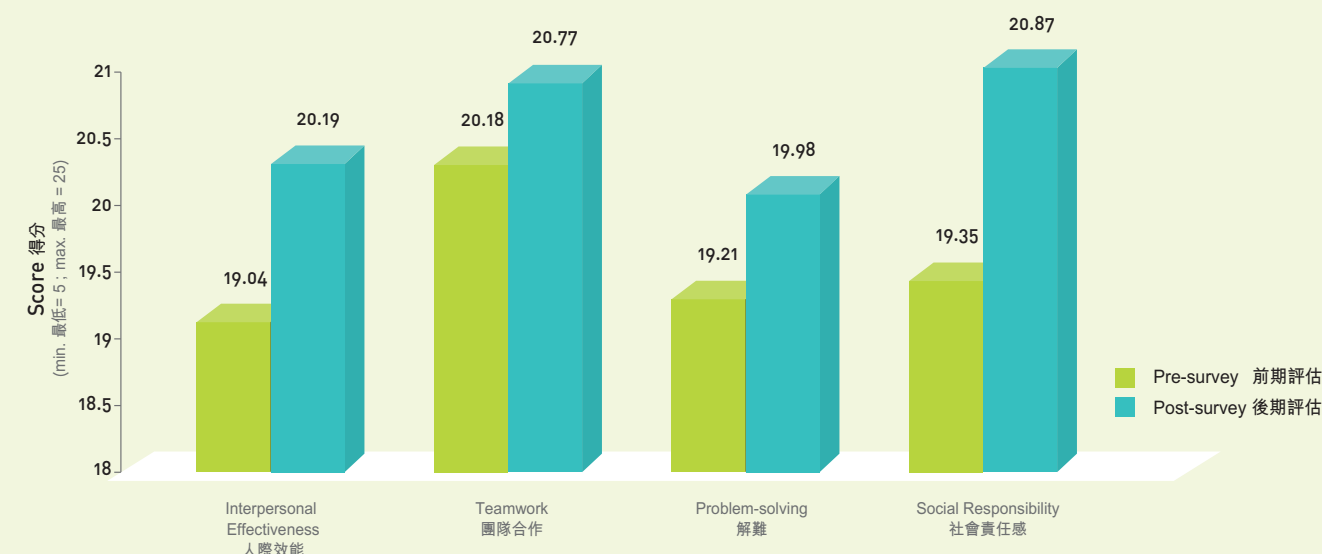
In the academic years of 2011-12 and 2012-13, 11 SL projects were run to serve as pilots of the SL subjects; 6 SL subjects were offered to the students under the four-year curriculum. We surveyed the 17 SL subjects/projects, with a total of 334 students. The findings show a statistically significant improvement in the four generic competencies measured, including interpersonal effectiveness (effect size=0.48, t-value=-7.77, p<0.001), teamwork (effect size=0.25, t-value=-4.09, p<0.001), problem-solving (effect size=0.30, t-value=-5.08, p<0.001), and social responsibility (effect size=0.57, t-value=-10.35, p<0.001).

## 服務學習課程 / 項目前後期評估問卷

服務學習課程 / 項目前後期評估問卷，旨在 (一)量度服務學習經歷對學生通才技能發展的影響；(二)評估學生的服務學習經驗；(三)收集學生的意見和建議以改善該服務學習課程 / 項目。

在2011-12、2012-13學年，本校共進行11服務學習試點項目；並提供共6科服務學習課程予全日制四年本科學生選修。本處收集了17個服務學習課程/項目，共334名學生的數據。結果顯示學生在四項通才技能均有顯著的提升，包括人際效能(效應值=0.48，t值=-7.77，p值<0.001)、團隊合作(效應值=0.25，t值=-4.09，p值<0.001)、解難(效應值=0.30，t值=-5.08，p值<0.001)和社會責任感(效應值=0.57，t值=-10.35，p值<0.001)。

Comparison of students' learning mean scores  
on the four generic competencies before and upon completion of the SL subjects/projects  
學生在四項通才技能的前後期評估平均分比較



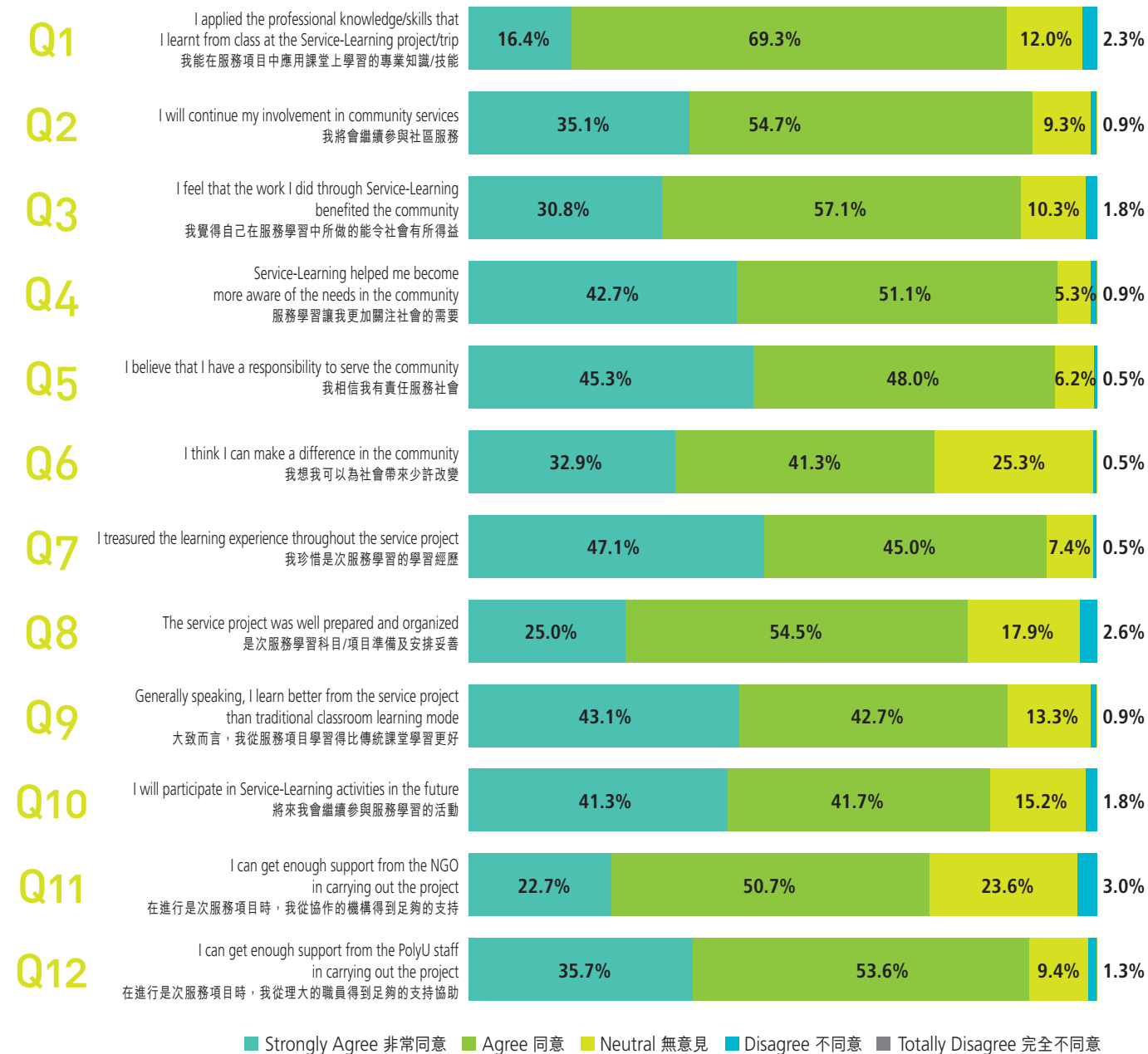
<sup>1</sup> Service-Learning (SL) subjects refer to credit-bearing SL subjects officially approved by the University and offered to the students under the four-year curriculum. SL projects are usually one-off or serve as pilots of the subjects. Some of the SL projects are non-credit-bearing. 服務學習課程是指已獲大學通過予全日制四年制本科學生修讀的帶學分學科。服務學習項目通常為一次性或為學科之試點項目。部分服務學習項目是沒有學分的。



The key findings in students' self-evaluation on their performances and learning experiences showed that, the statement "I treasured the learning experience throughout the Service Project" came top on the list, and was strongly agreed by 47% of the respondents. 45% of the respondents strongly agreed that they had a responsibility to serve the community; 43% strongly agreed that they learnt better from the service project than traditional classroom learning.

對學生在表現及學習經歷方面的自我評估的主要發現是，47%的受訪同學非常同意「我珍惜是次服務學習的學習經歷」，佔同意率回應的首位；45%的受訪同學非常同意自己有責任服務社會；43%的受訪同學非常同意他們在服務項目中的學習比傳統課堂式教授更有效。

### Students' self-evaluation on their performances and learning experiences 學生在表現及學習經歷方面的自我評估



### Students' Reflection 學生反思 Strengthen Professional Skills 加強專業技能

#### Wong Shun Yiu 黃信耀

Department of Rehabilitation Sciences 康復治療科學系

Project / Subject Title 項目/課程名稱:

Enabling Occupation in Home and Community Practice



This SL subject gave me the opportunity to explore what Occupational Therapy is from a different angle and to think deeply about what I can do for the community as an occupational therapist. It was really helpful for me to develop my career pathway.

這個服務學習課程讓我有機會從另一個角度去了解職業治療的意義，並深入思考自己作為職業治療師可以如何貢獻社會。這對我將來的職涯發展非常有幫助。

#### Fok Chun Lung, Juno 霍俊龍

Department of Logistics and Maritime Studies 物流及航運學系

Project / Subject Title 項目/課程名稱:

Vietnam Summer Exchange and Community Service Programme 2013

I applied my professional knowledge in the programme to study the production flow of farmers, since logistics not only relate to transporting something from location A to location B, but also include the production process. I made some suggestions to the local people we visited, and I hope my professional knowledge will lead to a positive effect for them.

我能夠在此服務項目中應用本科的專業知識研究農民的生產流程，因為物流不僅涉及將物品從甲地運往乙地，同時亦包括整個生產的過程。我在探訪時給當地的農民提了一些建議，希望我的專業知識能為他們帶來一些正面影響。





## Ling Wudao, Max 凌晤道

Department of Mechanical Engineering 機械工程學系

Project / Subject Title 項目/課程名稱:

**Land and Resource Management for Sustainable Development in Rural Area**



Being an engineering student in the group, I applied what I learnt from the course to draft the water tank using the product design software, Microstation. The Indonesia Service-Learning project improved my all-round ability in practice and I am sure I can apply what I have learnt from the classroom to contribute to society.

作為一個工程學系的學生，我運用在課程中學習的產品設計軟件(Microstation)繪製儲水箱的草圖。這個印尼服務學習項目提升了我各方面的實踐能力，同時令我相信可以運用所學回饋社會。



## Ng Hiu Mei 吳曉媚

School of Nursing 護理學院

Project / Subject Title 項目/課程名稱:

**Collaborative Care in School Health and Safety**

I applied my knowledge about nutrition to this service. During lectures, we learnt about food labeling. We used lecture notes as well as information from websites and journals as materials for the school talk to teach the students. I think I have deepened my knowledge about these topics and learnt more about how to use lab equipment as well. This project merged "learning" into "service". To make the project successful, it required us to apply what we have learnt from the classroom and our past experience from projects and presentations.

我運用了有關營養的知識在這項服務中。從課堂中，我們學了有關食物標籤的知識，我們利用講義、網上及期刊的資訊製作到校講座的教材，教導學生。因此加深了自己對這些主題的認識，亦學會如何使用實驗室的設備。這服務項目將「學習」與「服務」合併。為了令項目得以成功，它要求我們要融合課堂所學，以及過往參加項目、報告的經驗。



## Lai Tsz Fung 黎梓峰

Department of English 英文系

Project / Subject Title 項目/課程名稱:

**Teaching English as a Service Learning Experience**

The Service-Learning subject provided me an opportunity to apply my knowledge of the English language system to help the members of the community to learn English. With 20 years' experience of learning English, there were few chances for me to utilize English practically in the community. Through the teaching, I could share my English knowledge with the students, for example, grammar system, vocabulary and pronunciation. This opportunity advanced my English language skills, especially my spoken English.

這個服務學習課程讓我有機會運用英語系統的知識幫助社會人士學習英語。在我學習英語的20年以來，我甚少有將所學實際用諸社會的機會；但是通過是次教學，我能將英語知識與受惠學生分享，例如：語法系統、詞彙及發音。藉著這次機會，我的英語能力亦得以鞏固，尤其是會話的能力。

## Chak Nga Ting 翟雅婷

Department of Rehabilitation Sciences 康復治療科學系

Project / Subject Title 項目/課程名稱:

**Technology Beyond Borders: Service Learning across Cultural, Ethnic and Community Lines**



Before joining this course, I was completely "IT-idiot". With the assistance of my teammates, I learnt a great variety of IT skills. It is no exaggeration to say that my IT skills improved by leaps and bounds. Additionally, I learnt how to make solar panels and battery boxes and how to set up a computer lab. These are things that I might not have a chance to learn in my own major.

參加這個課程以前，我對資訊科技是完全一竅不通。在組員的協助下，我學會了很多不同的資訊科技技能。如果說我的資訊科技技能有飛躍式的提升也絕不算是誇大。此外，我還學會製作太陽能電池板和電池盒，以及如何設置電腦實驗室。這些都是不可能在我主修科目內學到的知識。



**Students' Reflection 學生反思**  
Enhance Personal Development and Potential  
個人成長及潛能提升

**Kwan Yan In 關欣言**

Department of Applied Social Sciences 應用社會科學系

Project / Subject Title 項目/課程名稱:  
**Engaging with Diversity**

It was indeed a pleasant learning experience to serve a local ethnic minority community and to learn more about their way of life and culture. Throughout the process, I was surprised by the fact that I learned so much more about myself through all the interactions and reflections from this subject. I had to break away from my own comfort zone and I did things that I did not expect I could do.

能夠服務本港的少數族裔，以及了解更多他們的生活方式和文化，實在是一次令人愉快的學習經驗。在整個過程中，我意外地發現從課程的各種交流及自我反思中，我對自己有了更多的認識。我不得不離開自己的安舒區，並做一些我沒預期自己能做到的事情。



**Chen Shiqi 陳詩琦**

School of Accounting and Finance 會計及金融學系

Project / Subject Title 項目/課程名稱:  
**Promotion of Children and Adolescent Development**



This service experience enabled me to enhance my overall abilities, which are essential for my future career and daily life.

I was not a very sociable person before. However, during this service I needed to collaborate with different people and to communicate with children to teach them and solve their problems. Therefore, I had to think more from other people's standpoints and control my emotions to solve problems rationally. After four months in this project, now I can express myself to others more efficiently and properly.

這次服務經驗令我提升了個人的整體能力，對我未來的事業及日常生活都很重要的能力。我本來不是一個善於交際的人，但是，在服務過程中，我需要跟不同的人合作，及跟孩子溝通以教導和幫助他們解決問題。因此，我必須多站在別人的立場上思考，並控制情緒，以理性解決問題。完成這四個月的課程後，我現在能更有效及準確地在別人面前表達自己。



**Meng Yutong 孟雨桐**

School of Hotel and Tourism Management 酒店及旅遊管理學院

Project / Subject Title 項目/課程名稱:  
**Technology Beyond Borders: Service Learning Across Cultural, Ethic and Community Lines**

First of all, I now know how to teach myself something totally unfamiliar and how to study independently and actively rather than waiting for teachers to teach me. My self-learning ability and information-searching capability have been enhanced. Second, I have become more positive and active in learning and a braver person to face challenges. I used to hope that my life could stay in peace forever. However, now I understand this is a sign of not having grown up. What I want for now is to receive more challenges, both in study and in life, because I know that's how I can become more mature.

首先，現在我明白怎樣教自己學習完全陌生的東西，以及如何獨立、主動地學習，不用等待老師來教導。我的自學能力及資料搜尋能力已經得到提升。第二，在學習方面，我變得更積極、正面，而且更勇於面對挑戰。我曾經期望我的人生永遠處於安穩和平的狀態，但我現在明白了這是不成熟的標誌。如今，無論是學習或生活，我只想接受更多的挑戰，因為我知道這才能令自己變得更成熟。

**Chan Nim Cho 陳念祖**

School of Hotel and Tourism Management 酒店及旅遊管理學院

Project / Subject Title 項目/課程名稱:  
**Vietnam Summer Exchange and Community Service Programme**



In this Service-Learning program, I was very lucky to be one of the organizing committee members. The experience of being an OC will definitely improve me for jobs like this in the future. One thing I learnt from the organizational part is that "every participant is important". We learnt the difficulties of being an activity holder, and realized that it's not possible to run the activity successfully without the help and cooperation of the whole team. During the last days of our service, I could really feel everyone was helping each other to make it work, and this is what team spirit and serving spirit really are. I love these passions and I will definitely remember this feeling and try to do my best to be a good, helpful and whole-hearted "participant" in the future programs like this.

在這個服務學習項目中，我很幸運能成為籌委之一。是次的經驗對我將來從事類似的工作有絕對的幫助。我在籌劃過程中學會的其中一項就是，「每一位參與者都是很重要的」。我們明白作為活動負責人所會面對的困難，同時了解到沒有整個團隊的協助和合作，是不可能成功舉辦活動的。在服務的尾聲，我真的感受到每位成員都互相幫助以完成工作，這就是團隊合作和真正的服務精神。我很喜愛這份熱情，我一定會緊記這種感覺，並在將來的服務項目中竭力做一個優秀、樂於助人及全心投入的「參與者」。



**Students' Reflection 學生反思**  
Cultivate Social Responsibility  
培養社會責任感

**Wu Chung Ming, Timothy 鄔忠銘**

School of Nursing 護理學院

Project / Subject Title 項目/課程名稱:

**A Mentorship Programme to Train Primary School Students becoming Health Ambassadors**



Through this mentorship project, I refined my presentation and communication skills. As the mentorship programme was a team-based approach, we learnt how to respect others' ideas and feelings. And that was a good lesson for my teammates and me to learn how to share others' views and integrate their ideas.

透過這個師友計劃，我的演說及溝通技巧改善了。由於是次師友計劃是以團隊形式進行的，我們學會了如何尊重他人的想法和感受；而且，這也是讓我和組員們學習如何了解及結合別人的看法。



**Ngai Yu Ki 魏雨琪**

School of Accounting and Finance 會計及金融學系

Project / Subject Title 項目/課程名稱:

**HeartFire 7<sup>th</sup> Shandong Service Trip**

This project developed and motivated me to understand myself deeply, discover my new potential for growth and give back to the communities that help to change our lives. Most importantly, the project enlarged my global visions and the experience helped me to better understand the lives of the people in other developing countries or cities. Such experience can help me to adapt to globalization trends and understand my responsibilities towards the whole world and what it means to become a global citizen.

此服務項目啟發並促使了我更深入地了解自己、發掘個人成長的潛能，並以之回饋社會從而改善我們的生活。最重要的是，這項目擴闊了我的環球視野，而且令我更了解在發展中國家或城市人民的生活。這些經驗能幫助我適應全球化的趨勢，了解個人在當中的責任，以及成為世界公民的含義。

**Luo Mengjie 羅夢婕**

School of Accounting and Finance 會計及金融學系

Project / Subject Title 項目/課程名稱:

**Project Concern Sham Shui Po**



The project benefited me by helping me to become more responsible to society. After joining the programme, I found that there is actually a large number of people needing our help. As it has been said, men are born equal. No one is supposed to feel privileged over those who are less fortunate. We, as members of this society, should also feel thankful and try our best to respect and cater for other people's needs.

此項目令我變得對社會更有責任感。參與了這項目後，我發現社會上的確有很多人需要我們的幫助。正如有人說過，人人生而平等。沒有任何人應該在較不幸的人面前心感優越。我們作為社會上的一員，理應心存感謝並盡己之所能去尊重和滿足別人的需要。



## Fan Chengkai 范城愷

Department of Logistics and Maritime Studies 物流及航運學系

Project / Subject Title 項目/課程名稱:

**International Service-Learning:  
Land and Resource Management for  
Sustainable Development in Rural Area**



In this programme, I had a deeper understanding about global and social issues. For example, rural development is a global problem existing in every country. There are many factors limiting the rural development in Indonesian villages, most of which can be common problems for other countries as well.

I think this can help me to have more focus when I do service in the village next time. Also, I feel responsible when I find these common social problems around the world.

在這個課程中，我對全球及社會問題有了更深的了解。例如：農村發展是每個國家均存在的全球性問題。有許多因素局限了印尼農村的發展，當中大部份是其他國家同樣也要面對的。

我認為這項目能幫助我下次服務農村時有更多的關注。同時，了解到全球共同面對的這些社會問題時，亦令我感受到自己的責任所在。

## Wong Yat Sing 黃逸昇

Department of Applied Social Sciences 應用社會科學系

Project / Subject Title 項目/課程名稱:

**Engaging with Diversity**



I learnt to communicate with school children of completely different backgrounds, and this allowed me to develop a kind of empathy which I did not have before, but now when I have this attribute, I can understand the lives and frustrations ethnic minorities are going through living in Hong Kong. This enabled me to know more about my privileged position, and how I should use it to help others who are less fortunate.

我學會了怎樣跟自己背景完全不同的學童溝通，並且讓我建立以前所未有的同理心。現在有了這種能力，我能明白少數族裔在港的生活和遇到的挫折。這項目使我更了解自己優越的處境，同時我應該如何善用來幫助其他較不幸的人。

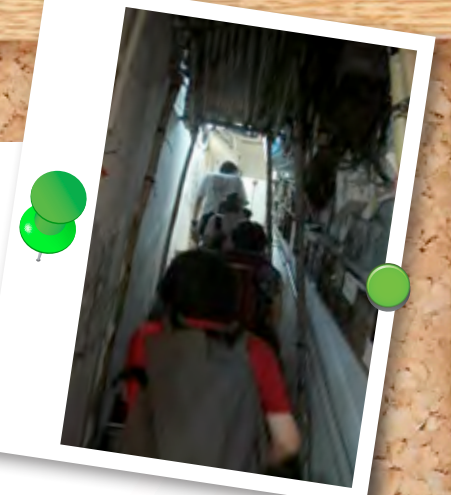
## Collaborating Partners' Feedback 合作夥伴的回饋

Comment from the collaborating partners 合作夥伴的回饋:

**Society for Community Organization  
香港社區組織協會  
Engineers Without Borders  
無國界工程師  
Aberdeen Social Welfare Centre**

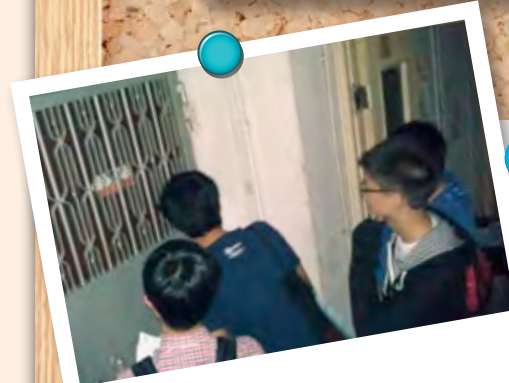
Project / Subject Title 項目/課程名稱:

**Housing for the Community**



We found PolyU students proactive in preparing the home-visits and carried a positive attitude in conducting the interviews, though a little bit "green" in handling sensitive conversations, in particular, with elderly whose pride and dignity must be well-regarded.

雖然在處理敏感的談話內容時表現略為「青澀」，我們發現理大學生在準備家訪時表現非常主動，同時面談時的態度正面，尤其是面對需要他人尊重及自尊心強的長者時。



Comment from the collaborating partners 合作夥伴的回饋:

**Senior Citizen Home  
Safety Association (SCHSA)  
長者安居協會**

Project / Subject Title 項目/課程名稱:

**Social Justice in Private Housing Redevelopment**

PolyU students have the enthusiasm in showing concern and empathy to elderly homeowners who are affected by potential compulsory acquisition. Homeowners of the targeted buildings generally welcomed the home visits by PolyU students. As observed, the students were able to show genuine concern and empathy to the affected homeowners regarding their situations and the potential problems that they are facing. The goodwill of the students is appreciated by the homeowners that are being visited.

理大學生對房屋將會被強行收購的獨居長者戶主十分熱心，表示了關懷及同理心。基本上，目標樓宇的戶主均歡迎理大學生進行家訪。據我們的觀察，理大學生能夠真誠地表示關心，切身處地理解受影響長者的處境及其將面對的困難。受訪的戶主均對學生的友好表示欣賞。



Comment from the collaborating partners 合作夥伴的回饋:

## China Holiness College 中聖書院

Project / Subject Title 項目/課程名稱:

**Technology Beyond Borders:  
Service Learning Across Cultural, Ethnic and Community Lines and  
Service Learning and Civic Engagement in the Information Age**

We are very pleased to have PolyU students organized this project for our students. Throughout the process, I feel that the PolyU students were very attentive to teach our students. Although most of them were first-time volunteers, their performance was very professional. During the teaching session, our students were quickly able to learn some filmmaking skills. I think it is not easy for our students to finish a short film by themselves. They need much help. But now they can complete a movie with the help of their mentors. This can enhance their self-confidence and contribute to their growth. Finally, I am very grateful that the related PolyU departments can provide us this service project.

我們對於理大學生能夠籌劃這個服務學習項目給本校學生感到非常高興。在整個過程中，我感覺理大學生很專注地教導我們的學生。雖然大部份理大學生是第一次參與義工服務，他們均表現得非常專業。在教學的環節中，本校學生很快就能掌握影片製作的技巧。我認為要求他們自行完成一個短片的製作是不容易，他們需要很多的幫助，現在他們能在理大學長的指導下完成影片，這有助他們的個人成長及自信心的建立。最後，我衷心感謝理大相關部門為本校帶來了這個服務項目。



Comment from the collaborating partners 合作夥伴的回饋:

## Kowloon Technical School 九龍工業學校

Project / Subject Title 項目/課程名稱:

**Collaborative Care in School Health and Safety**

The projects are well-planned, with a focus, relevant to our secondary students' needs, and to some extent can fit into our curriculum. Our secondary students who were involved in the project seemed to enjoy the learning experience. Hopefully, this project can lead to a long-lasting effect on their healthy habits. The PolyU students are generally independent and capable. Some are good presenters and can engage the secondary students in the activities.

這個項目是精心策劃的、有目標、能對應中學生的需要，以及某程度上切合我們的課程。我校參與是次項目的學生看來很享受是次的學習經驗。我們期望這個項目能在日後對他們健康的日常習慣上帶來長遠的影響。理大學生大多獨立及有才能，當中有些學生更精於演說，同時能令我校學生投入參與活動。

Comment from the collaborating partners 合作夥伴的回饋:

## Shamshuipo Kaifong Welfare Association Primary School 深水埔街坊福利會小學

Project / Subject Title 項目/課程名稱:

**Technology Beyond Borders: Service Learning Across Cultural,  
Ethnic and Community Lines and Service Learning and  
Civic Engagement in the Information Age**

We would like to compliment PolyU for their support to the socially underprivileged children in our school by bridging the digital divide with creative mobile-learning workshops and activities. The sound art workshops, digital storytelling workshops, and stop motion animation workshops are highly inspiring and interesting. We have always been pleased by the friendly faces and helpful minds of PolyU staff and students, who are definitely good role models for our young children. We genuinely thank you once again for the support and time given by J.P. Morgan and PolyU. We sincerely hope that PolyU will continue to extend your valuable support in our school to enrich the children's lives.

我們讚賞理大支持本校弱勢學生，為之提供創意行動學習工作坊和活動以填補數碼隔膜。聲音藝術工作坊、數碼故事製作工作坊和動畫製作工作坊都很有啟發性和趣味性。我們很高興看到理大師生親切的面孔和友善的態，他們絕對是我們年青一輩的良好榜樣。我們再次衷心感謝摩根大通及理大的支持和付出的時間。期望日後理大能繼續加強對本校的支持，令小朋友的生活更充實。



Comment from the collaborating partners 合作夥伴的回饋:

## Sunwah Foundation 新華基金

Project / Subject Title 項目/課程名稱:

**Vietnam Summer Exchange and  
Community Service Programme 2013**

We think this trip was a great experience not only for students but also for us to understand more about social services in Vietnam. We can see that students from PolyU are very friendly, enthusiastic and kind. They are well prepared and very good at doing social service.

我們認為這個項目不單是對理大學生，甚至對於我們，也是一次難得可以了解越南社會服務的經驗。我們看到理大學生非常友善、熱心和仁慈。他們在進行服務時有充足的準備，而且表現很好。



Collaborating Partner 合作夥伴:

**Kowloon Technical School**  
**九龍工業學校**

Project / Subject Title 項目/課程名稱:

**Collaborative Care in School Health and Safety**

Feedback from the secondary students  
who participated in the service projects  
參加者(九龍工業學校中學生)的感想:



After the activity, I learned about the adverse  
consequences of skipping breakfast, e.g. may  
get fat if skipping breakfast. Since then, even  
though time is tight, I do prepare myself a  
healthy breakfast every day.  
參加了這活動後，我了解了不吃早餐所帶  
來的壞處，例如：容易變胖。此後，縱使  
早上時間緊迫，我每天都會為自己準備一  
份健康的早餐。

We always talk to or work with our schoolmates  
in the same form but rarely have contact with the  
upper- and lower-form students. In the activity,  
senior students led the lower-form students to play  
games. We got to know each other and this can  
broaden our social network within our school.  
我們經常和同年級的同學溝通合作，但甚少接  
觸其他年級的同學。是次活動是由高年級  
的學長帶領初年級的學弟妹一同進行競賽活  
動，令我們互相認識，擴闊了大家在學校的社  
交圈子。



Feedback from  
the Service Recipients  
服務對象的感想

Feedback from  
the Service Recipients  
服務對象的感想

Collaborating Partner 合作夥伴:

**Mingde Foundation**  
**明德基金會**

**Hands On Shanghai**  
**牽手·上海**

**Wu Jing Community Centre**  
**上海吳涇社區服務中心**

**East China Normal University**  
**華東師範大學**

Project / Subject Title 項目/課程名稱:

**Promotion of Children and Adolescent Development**

Feedback from the school children from Shanghai,  
China, aged between P.1 to S.2 students, identified by  
Hands On Shanghai and Wu Jing Community Centre  
上海新移居學童(小一至初二)的感想:

This is the first time  
I felt "love" from others.  
這是我第一次  
從別人處感受到愛。

I will remember the times we had lunch together,  
lessons together, and breaks together... I will never  
forget your smiling faces. Each of you, and all the  
teachers have taught me the passion to contribute  
to others.  
我會回憶起我們一起吃飯的時候，上課的時  
候，休息的時候... 那一張張燦爛的笑臉，讓  
我一生都忘不了。我一定要向你們學習，向所有  
老師學習，學習你們的奉獻精神。

I wish that your dream to become an  
outstanding nurse will come true.  
You can do it, and I will strive for my  
dreams too!  
祝願你夢想成真，成為一位出色的  
護士，你一定做得到。我亦會為我  
的夢想努力！

I appreciate  
the seniors from PolyU for their  
patience in tutoring.  
I will live up to your expectations.  
我感激大學哥哥姐姐們的  
悉心教導，  
我不會辜負你們的期望。





Collaborating Partner 合作夥伴:

**TWGHs Wong See Sum Primary School**  
**東華三院黃士心小學**

**CNEC Lui Ming Choi Primary School**  
**中華傳道會呂明才小學**

**Po Leung Kuk Chan Yat Primary School**  
**保良局陳湓小學**

Project / Subject Title 項目/課程名稱:

**A Mentoring Programme to Help Primary School  
Students to Become Health Ambassadors**

Feedback from  
the Service Recipients  
服務對象的感想

The program is very interesting and I am very pleased to participate in it. I can apply what I learnt in my daily life, e.g. my diet has become healthier. I have more vegetables in my diet and do more exercises.

很高興可以參與這個活動，  
非常有趣且可以學以致用，好開心！  
我比以前多吃了蔬菜和多做運動。

I feel successful when I can share what I learnt from school with my family and parents. I know how to perform a basic health check for my parents and family, e.g. measuring BMI, pulse and blood pressure. Now, I check and keep a record of my parents' pulses and blood pressure every day. 現在我每天都幫父母記錄和量度血壓。可以將所學應用協助家人進行基本的健康檢查，我感到很有成就感。

I feel a glow of satisfaction when I can encourage my junior schoolmates to adopt healthy eating habits and proper hand-washing techniques. I can build a better relationship with my schoolmates through the program. 我鼓勵學弟妹實踐健康飲食習慣和教導他們正確洗手的方法，從中獲得莫大的滿足感，我們的感情亦變得更深厚。



Feedback from the primary students who participated in the Health Ambassadors Program  
參與健康大使計劃的小學生的感想：



## Chapter 5 • 第五章

# Story Sharing 故事分享



Students' Sharing  
學生分享

# Bitter & Sweet 苦・樂



**Wu Chung Ming, Timothy 鄔忠銘**

School of Nursing 護理學院 Year 年級：2

Project 項目：

**Mentorship program to help primary school students to become Health Ambassador**



“Training health ambassadors can be a bitter-sweet challenge...  
I had to deliver a speech for over 900 students...  
Although there are times when I feel uneasy, my confidence has grown...  
The diverse role of a mentor is truly amazing...”

培訓健康大使是一項苦樂參半的挑戰... 我要面對著900多名學生講解...  
雖然仍然會偶爾感覺不自在，但因為曾經有機會學習並擔當友師的角色，現在的我已信心倍增...  
友師的多重角色實在很精彩... ”

Being mentors, it is essential to position our roles and responsibilities such that we can contribute to the school and community. We are not only the students' mentors but also role models. If we do not set clear goals and instructions, mentees will find it difficult to carry out their assigned tasks as health ambassadors.

Training health ambassadors can be a bitter-sweet challenge. I will never forget my first day as a mentor in the primary school to which I was assigned. When I had to deliver a speech on health alert information for over 900 students, my heart was pounding so loudly and I felt like the whole room could hear it. And the lump in my throat was so big that the words couldn't get through; those that got through were trembling.

On reflection, it makes me smile and I wonder why I felt so nervous at times. Although there are still times when I feel uneasy, my confidence has grown as it provides me an opportunity to learn and apply my role as a mentor.

The diverse role of a mentor is truly amazing. We are not only healthcare providers, but also health educators and advocates.

I am glad that I was invited to be part of this meaningful project. As a result of this mentorship programme, I have refined my presentation and communications skills. It has also provided me with a picture of school health services, primary health promotion and community health services. I must extend my thanks to the project advisor, Dr. Regina Lee, and my fabulous teammates. Without their continuous support, the mentorship programme could not have been implemented so smoothly.

I would like to express my gratitude to the university also. The TDK-SAE Corporate Social Responsibility Innovative Service-Learning Fund 2012-13 provided a golden opportunity for us to serve society and take up social responsibility. I hope the fund will continue to support the mentorship programme and that, in the foreseeable future, the programme can be promoted in other districts so that many more school-aged children can promote healthy lifestyles in the community.

作為友師，我們必須為自己的角色和責任定位，方能對學校和社會作出貢獻。我們既是學生的友師，也是他們的榜樣；如果我們沒有為他們訂立明確的目標和指引，學員便很難履行作為健康大使的任務。

培訓健康大使是一項苦樂參半的挑戰。我永遠不會忘記第一天在被派往的小學當友師的經歷。當時，我要面對著900多名學生講解有關健康警報的資訊，我的心怦怦直跳，心跳聲大得整個房間的人都可以聽見。喉嚨像是被偌大的腫塊哽著，話都吐不出來似的，能夠開口說出來的又是顫抖不堪。

回想起來，只覺得可笑並奇怪自己為甚麼當時會如此緊張。雖然往後仍然會偶爾感覺不自在，但因為曾經有機會學習並擔當友師的角色，現在的我已信心倍增。

友師的多重角色實在很精彩——我們不僅是健康服務的提供者，同時也是健康教育的導師和倡導者。

我非常慶幸自己獲邀參與這個有意義的項目。這個友師計劃不僅增進了我的演講和溝通技巧，更讓我了解學校健康服務、基層健康宣傳及社區醫療服務的實況。我要感謝項目的顧問李麗棠博士，和一群優秀的隊友。沒有他們一直以來的支持，友師計劃無法如此順利進行。

我也感激理大的栽培，以及TDK-SAE創新服務學習計劃基金為我們提供服務社會和履行社會責任的寶貴機會。我希望基金會繼續支持友師計劃，並希望將來友師計劃能被推廣至其他地區，讓更多適齡學童在其社區內提倡健康的生活方式。





# My Inspiring Journey to Sichuan 畢業前的意外收穫

**Chan Hoi Shing, Kris 陳凱成**  
Department of Chinese and Bilingual Studies  
中文及雙語學系 Year 年級：3

Project 項目：  
**Rural Youth Holistic Development Service Programme**



*"I dare say all my expectations have been fulfilled. What is more, I have obtained additional bonuses which are out of my expectations... Yes, this is a service learning trip. A trip for you to be a role model for others to learn, but more importantly, you learn..."*

我敢說自己的這些願望已經一一實現了，並有意意外收穫...  
沒錯，這是一次服務學習之旅。過程中，我必須作為其他人的學習榜樣，  
但更重要的是我自己也從中學到...」

When it came to the final semester of my undergraduate study, I started to review my university life. It was "diagnosed" that my life was filled with academic study and part-time jobs, probably accompanied by several exchange and internship opportunities. I was wondering whether I lacked anything distinctive before wearing the mortar board. Soon I found out that I had never taken part in any voluntary work within the years at PolyU, in which I could genuinely contribute a little effort to society.

Then I discovered the precious opportunity provided by the Office of Service Learning – the Rural Youth Holistic Development Service Programme (Sichuan 2013). I submitted the application with no hesitation, as I believed that it would be a new attempt for me. I expected to make new friends with the PolyU cohort, provide sincere service for the Sichuan kids, and give my warmest regards to the people there.

I dare say all my expectations have been fulfilled. What is more, I have obtained additional bonuses which are out of my expectations.

Lifelong friends have been made throughout the whole journey. We started to know each other on the day we had the training workshops. We worked hand-in-hand to devise well-planned schedules for the service. We devoted ourselves to the project, giving innovative ideas and exchanging our expertise, especially as we were diversified majors at the university. You cannot imagine how wonderful it is to work interactively and cooperatively with a group of your counterparts unless you truly step into the exclusive experience, provided that the whole group has the common goal and belief. Till now I still keep in touch with my "Sichuan buddies". We have gatherings from time to time.

My most impressive memories in Sichuan would be owing to the children there. The kids are utterly different from those in Hong Kong. The difference was particularly noticeable to me since I often dealt with kids for my part-time job. I used to be an English teacher in a primary cram school. From my observation, Hong Kong children are somehow indulged by their parents. They take their possessions for granted. They are imbued with materialism and you can spot this easily from what they are carrying all the time – technological products such as iPhones, iPads, PSPs and so forth.

Nevertheless, Sichuan children know well that life is unpredictable. They tend to review their lives and, as a result, we could be very astonished by their words. There was an unforgettable scene for me. My team and I held a simple game for the kids with several building blocks. The kids' mission was to construct a building with the use of the blocks. They were dedicated to the game and when I asked what they had learnt from the game, there was an amazing answer. "Great oaks from little acorns grow", a boy replied. Imagine if the game was held for Hong Kong children, what would it be?

Above all, I want to conclude that my journey to Sichuan was invaluable and inspiring. Yes, this is a service learning trip. A trip for you to be a role model for others to learn, but more importantly, you learn. You learn from the people and know how beautiful simplicity is. You learn from the people when you do the utmost to motivate them. And, you learn from the people that possessions never come easily, that you should treasure everything in front of you.

當大學本科學習到了最後一個學期，我著手檢視自己的大學生活。「診斷」結果是我的人生滿是學業和兼職，還有的是幾次交流和實習的機會。我在想自己戴上四方帽之前還有甚麼明顯缺少的呢？很快我便發現自己在理大的日子從未參與義工服務為社會作出微薄貢獻。

於是，當我發現服務學習事務處提供了這次寶貴的機會——農村青少年全人發展服務計劃（四川2013），我毫不猶豫便遞上申請表，相信這對我是一項新嘗試。我期望從中可以結交理大的新朋友，真誠地為四川的孩童服務，並向當地人送上由衷的關懷。

我敢說自己的這些願望已經一一實現了，並有意意外收穫。

這次四川之行讓我結識了可以維繫一輩子的朋友。自從培訓工作坊第一天起，我們互相認識，齊心合力為服務制定周詳的流程表。我們全心投入服務項目，提供創新意念和交流彼此的專長，因為我們在大學均主修不同的科目。如果不是親歷其境，別人也許很難想像一群擁有共同目標和信念的同道中人在一起互動合作時是何等的美事。時至今日，我仍然與當日的「四川手足」保持聯絡，不時相約聚首一堂。

但我最深刻的四川回憶始終是那裡的孩子。他們和香港的小孩截然不同；對於經常在兼職工作中與本地小朋友共處的我來說，兩者的差別尤其明顯。我曾在小學補習班擔任英文導師，就我個人的觀察，香港的孩子多受父母寵愛，對自己所擁有的均視為理所當然。他們滿腦子物質的欲望，從隨身攜帶的東西便可見一斑——科技產品諸如iPhone手機、iPad平板電腦、電子遊戲機等等。

然而，四川的孩子卻深明人生無常。他們不時會反省人生，說出來的話往往讓我們感到驚訝。其中最難忘的一幕，我和組員給了孩子們幾件塑膠塊進行一個簡單的遊戲，任務是利用塑膠塊築起一座「建築物」。過程中他們全神貫注，當我詢問他們從遊戲中學到甚麼時，回應令人讚嘆不已——「萬丈高樓從地起」，小男孩這樣答道。試想像如果和香港的孩子玩這個遊戲，反應會如何？

總括來說，我的四川之行既難能可貴也發人深省。沒錯，這是一次服務學習之旅。過程中，我必須作為其他人的學習榜樣，但更重要的是我自己也從中學到。我從當地人身上學會了簡單就是美。當我竭盡所能誘發他們積極參與的同時，我也從他們身上有所得益。我學會人們所擁有的都得不來不易，應該好好珍惜眼前的一切。





Students' Sharing  
學生分享

# Do Small Things with Great Love 懷抱大愛做小事

**Ma Tsz Ying, Prudence 馬紫瑩**

Department of Computing  
電子計算學系 Year 年級：4

Project 項目：

**Cambodia Service-Learning Project 2011,  
Rwanda Service-Learning Project 2013**



"Not all of us can do great things.  
But we can do small things with great love.

也許不是每個人都是做大事的人，  
但是我們可以在做小事中滲入大愛。"

Mother Teresa 德蘭修女

This service-learning project in Rwanda was truly a wonderful experience; I got to visit a new country, met some new people and learnt about a different culture. Not only did I learn from them, I am really grateful that, with my limited power, I also return something to them.

My biggest personal challenge was stage fright; I have a tendency to think too much and got stuck. Also, my thinking process takes a long time, and so if there is anything unexpected, I might get some kind of shock and will have to take some time to think of a solution. Because of that, I was really afraid that I could not teach the recipients what we had prepared for them. But, when I went into the classroom and saw the recipients, my mind switched into teaching mode, and my heart said, "Here are the recipients wanting to learn, all I can do is to do my best and hope they can understand these materials! Come on, Prudence, you can do it!" I feel more confident, and I am extremely proud that I have taught the staff at the AEE Rwanda the techniques to make a leaflet for promotion purposes.

The community here is very positive and optimistic, they were really happy that they could learn more stuff from us; they were selfless, unselfish and extremely grateful for what they receive. I hope that, after sometime in the future, after gaining more knowledge, I can pass on my knowledge to them again.

I first joined service-learning in Year 1, before that, all I did was study, and all the extra-curricular activities I did were for the sake of getting into a good university. I was quite disappointed at first seeing my secondary school friends get into some top universities in the world while I was unable to. Then again, I realised that, even though I was rejected from something good, I was actually being re-directed to something better. By participating in service-learning, I developed as a person, knowing that there are more important things in life other than studying.

During the service trip, there were numerous last-minute changes and, to be honest, it was quite stressful, but the support and encouragement from the team pulled me through and I feel really blessed to have been able to work in such a fantastic team.

When I become older and look back on my life, this trip will definitely be one of the best memories that I will cherish.

這次參加盧旺達服務學習項目確實是一次非凡的體驗；我要踏足一個從未到過的國家，認識一些全新的人和事，學習一種不同的文化。我不僅從他們身上學習，我亦有幸可以自己有限的力量回饋他們。

怯場，對我個人來說一直是個最大的挑戰；我經常會想得太多，甚至鑽牛角尖。此外，我也習慣深思熟慮，所以如果出現突發事情，便會有點驚惶失措，需要好些時間才能想到解決方案。正因為這樣，我非常擔心不能把原來預備好的內容教授給學員。然而，當我踏進課室見到學員的時候，我的心神隨即專注於教學，因為我的內心對我說：「這裏坐著的學員都渴望學習，我能做的便是竭盡所能教授，令他們可以懂得教材上的知識！加油呀，Prudence，你一定可以做到！」我感覺比以前自信了，更為能夠教導盧旺達非洲福音機構 (AEE Rwanda) 的員工製作宣傳單張而感到自豪。

當地社區的人們很積極和樂觀，為了能夠學習新知識感到非常欣喜；他們忘我、無私，對於自己有所得著感恩不已。我希望在不久的將來，可以再次把自己所學的知識傳授給他們。

大學一年級時，我首次參加服務學習，在此之前，我只顧埋頭讀書，參加的所有課外活動都只為了能夠升讀好的大學。當初見到部分中學同學考進了世界頂尖的學府，而自己卻被拒諸門外時，我感到有些失落。但後來我明白到「塞翁失馬，焉知非福」，事實上有更好的在等著我呢。參與服務學習，讓我得以成長，明白到生命中有些東西比讀書更重要。

在這次的服務旅程中，曾經出現過無數次臨時的變動，坦白說，這對我的壓力很大，幸好隊友的支持和鼓勵助我渡過了難關，能夠與這樣一支傑出的團隊共事實在是我的福氣。

當我年紀漸老，回望人生的時候，這次旅程必定是我珍而重之的美好回憶之一。





Students' Sharing  
學生分享

# Seize the day and grasp your chance, make your life extraordinary 掌握機遇，創造精彩人生

**Wong Tsz Ming, Prince 黃梓銘**

Department of Rehabilitation Science

康復治療科學系 Year 年級：1

Project 項目：

**Indonesia Service-Learning Project 2013**



“If I had not participated in this project, I would not have had such a deep reflection on my life. These experiences will be very useful for my whole life!

如果沒有參加這個項目，我便不會對自己的人生有如此深刻的反省。

這些經驗將使我一生受用！”

Last summer, we travelled to a rural part of Yogyakarta - Banjaroya - to conduct our service-learning program. It was never an easy trip for all the students from Hong Kong. Once we arrived in Indonesia, we were divided into ten groups and sent to ten different hamlets. There was no hotel in the hamlets, but we stayed in the hamlet leader's house. All we had to do was to promote and encourage sustainable development in only 20 days of the home-stay period.

One of my friends and I were assigned to a hamlet called Plengan. At first, both of us were quite confused about how we should start with our project. Yet, with the help of four Indonesian students who stayed with us, everything seemed to be easier.

Indonesian people were very friendly. Not only did they treat us well, they even helped us a lot during the trip. I especially remember what happened at the beginning of the service when we were required to create a map showing the assets of the community. It was really an amazing experience in using GPS for map creation. However, we did not even notice that we had already put our Indonesian teammates into trouble. Because they were afraid us of having any accident or conflict during the community walk, they accompanied us on foot along the steep hillside for 4 days, 8 hours each day. It was so touching and they reminded me that we were of the same team no matter our different nationalities!

It was an unforgettable learning experience, from investigation to evaluation of the whole service. We conducted programs on pest control, art certification, bamboo handicraft and rainwater collection. It was great to see the immediate effect of the programs and to foresee the possible long-term effects of what we have done. It was also great to see the collaborations between the teaching team, students and the community. Without their help, we certainly could not have been successful.

Taking the opportunity to be involved in this service-learning program, I tried many things that were new to me. Taking the flight to other country, leaving my family for a month, making friends of different nationalities, hiking every day, using GPS, being interviewed by reporters as the Hong Kong students' representative, making my own bamboo handicrafts..... it was my "first time" to do all of these things. These experiences now make me feel no regret about my original decision to take this service-learning subject. I learnt to be independent and reflected on my interpersonal relationships during these 25-days. If I had not participated in this project, I would not have had such a deep reflection on my life. These experiences will be very useful for my whole life!

去年夏天，我們出發往日惹的農村班圖爾 (Banjaroya) 進行服務學習項目。對香港學生來說，這次行程絕不輕鬆。抵達印尼後，我們分為十個小組被派往十個不同的村落。村內沒有酒店，我們均在當地村長的家裏留宿。我們的任務是在僅僅20天的逗留期間，在當地提倡和鼓勵農村的可持續發展。

我和另一位組員被派往一個叫Plengan的村落。開始時，我倆對如何開展服務茫無頭緒。但幸得同住的四位印尼大學生協助，很多問題都能迎刃而解。

印尼人非常友善。他們不僅善待我們，更在旅程中幫了我們的大忙。特別難忘的是服務開始時，我們須製作地圖顯示社區的各類資源，而利用全球定位系統來製地圖讓我們得心應手、感覺尤佳。然而，我們卻全不察覺這樣會為印尼隊友添上麻煩。因為擔心我們在社區視察時會發生意外或衝突，他們連續4天每天8小時跟隨我們沿著陡峭的山坡步行。我們深受感動，他們還強調即使不同國籍，我們可是同一個團隊！

從調查到整個服務項目的檢討，這是一次令人難忘的學習經驗。我們進行有關防治蟲害、藝術認證、竹製工藝品和收集雨水的計劃。能夠見證計劃的即時果效，以及預視它所帶來的長遠效益使我們雀躍萬分。更可喜的是看到教學團隊、學生和社區之間的齊心合力，沒有他們的協助，我們不可能成功。

參與今次的服務學習計劃，讓我有機會作多項嶄新的嘗試。坐飛機往外地、離開家人整個月、與不同國籍人士交朋友、天天行山遠足、使用全球定位系統、以香港學生代表身份接受記者訪問、自己用竹來製作手工藝... 以上種種全是我的「第一次」。這些經驗讓我無悔原先修讀服務學習課程的決定。我學會獨立，並在25日的旅程中反思自己的人際關係。如果沒有參加這個項目，我便不會對自己的人生有如此深刻的反省。這些經驗將使我一生受用！





# Learn + Experience + Reflection 學習 • 體驗 • 反思

**Dr. Regina Lee 李麗棠博士**

School of Nursing 護理學院

Project 項目：

**Nourishing Undergraduate Healthcare Students in Primary Health Care Curriculum by Adopting an Interprofessional Collaborative Practice; A Mentorship Programme to Train Primary School Students Becoming Health Ambassador**



“Reflection... can allow program experiences to live on in the students' lives in new experiences and new learning.”

反思...讓計劃的經驗繼續在學生的生命中發酵，激發新新的經驗和學習。”

Conrad and Hedin 康拉德及斯文赫定

The goal of mentoring in training health ambassadors is to cultivate social responsibility in our future nursing leaders through mentorship, career exposure and leadership development. The “Health Ambassador Mentoring Programme” is an 8-month programme whereby primary school students are educated in a variety of health topics including nutrition, CPR and health assessment skills. The purposes of the health ambassador mentoring programme are to promote leadership development and tiered mentorship through raising awareness about health inequities that disproportionately affect minority group in the school community.

Service projects in the community set up multifaceted and potentially challenging situations that encourage nursing students to solve problems on their own. All the planned activities require that the nursing students have a sense of intellectual ownership and a better understanding of themselves and their own abilities. They showed a higher level of thinking and improved performance in the service delivery. One of the major goals of this mentoring programme is to cultivate nursing students' social responsibility to serve needy people in the community. They were caring and effective in their communications with the schoolchildren and the community stakeholders throughout the programme.

The mentees and service recipients were surveyed and interviewed in focus groups about the impacts of these programmes on the students and their peers. The findings were very positive and encouraging. Team members also developed a sense of ownership of the project and a commitment to its success. As the project supervisor of this innovative project, it was an absolute honour to be one of the members of the team. This 8-month project could not have been completed without the support and commitment of the five nursing students.

I commend the excellent work delivered by all these committed team members, who were year-2 nursing students. It was great to work with this team, and their determination and perseverance throughout this service learning project are worthy of applause. It shows that they are committed to the project goal and set up a good role model for others to follow. I would also like to take this opportunity to express my sincere thanks to our project leader, Samuel Cheng Hung Nam, who accepted this challenging task gracefully; I congratulate him on the success of the programme implementation.

I would like to end this reflection by sharing the following quote from Conrad and Hedin: “Reflection... can allow program experiences to live on in the students' lives in new experiences and new learning.” To say that experience is a good teacher, however, does not imply that it is easy, as “Experience is not what happens to a man, it is what a man does with what happens to him”.

以友師方式培訓健康大使，目的是透過擔任導師、與專業相關的體驗和發展領導才能，培養未來護理人才的社會責任感。「健康大使導師計劃」為期八個月，期間小學生須接受各項有關健康課題的教育，包括營養知識、心肺復甦和健康評估技巧。導師計劃旨在了解衛生不公平現象如何不成比例地影響學校社區內的少數群體，透過提高這項意識，從而促進領導才能的發展和有層級的導師培訓。

在社區推行服務項目，往往會遇上多面向而又富挑戰性的處境，激發護理系學生自己尋求解決方案。計劃中的各項活動要求學生擁有知識主權，以及對自我和自己的能力更清晰的了解。他們在提供服務時顯示了比之前更高層次的思考方式和更出色的表現。導師計劃其中一個主要目標是培養學生的社會責任感，鼓勵他們服務社會上有需要的人。在整個項目中，學生都表達了關懷之心，以及與學童及其他社區持分者有效地溝通。

同時，為了解這些計劃對學生及其同儕的影響，以關注小組的形式訪問了學員和服務受眾。結果非常正面和令人鼓舞。團隊的成員都把項目視為自己的項目，致力令其成功。作為這個創新項目的顧問導師，我以身為團隊的一分子感到非常榮幸。如果沒有這五位護理系學生的支持和付出，這個為期八個月的項目是無法完成的。

他們全是二年級的學生，我對於他們的全情投入和傑出工作成果予以高度評價。同時，很高興能夠和他們合作，他們在服務過程中所表現的果斷和堅毅實在值得讚賞；這顯示了他們對本項目目標的認同，並為其他人樹立了良好的典範。我亦希望藉此機會表達對項目組長鄭洪南同學的誠摯謝意，他坦然接受此項挑戰，今計劃得以成功推行，實在值得恭賀。

最後我希望引用康拉德(Conrad)及斯文赫定(Hedin)的話為本文作結：「反思……讓計劃的經驗繼續在學生的生命中發酵，激發嶄新的經驗和學習。」若說經驗是我們的良師，並非意味那是一件容易的事，因為「經驗並不是指發生在一個人身上的事，而是指一個人如何面對發生在他身上的事」。





# Sharing of Knowledge and Experience 薪火相傳

**Dr. M.S. Wong 黃文生博士**

Interdisciplinary Division of Biomedical Engineering  
生物醫學工程跨領域學部

Project 項目：

**Biomedical Engineering Services to Underprivileged People with Physical Disabilities**



“ Our new Prosthetist-Orthotist generation is so willing to continue this good practice and this has become a professional culture.

我們新一代的義肢矯形師均樂於薪火相傳，將這良好的做法變成專業裡的一種文化。”

In this academic year 2012-2013, we conducted two service trips - one was in May 2013 (Meizhou Rehabilitation Centre, China Disabled Persons' Federation) and the other was in August 2013 (Yangjiang Rehabilitation Centre, China Disabled Persons' Federation). Each lasted for two weeks. PolyU students paired up with WUSTL (Washington University in St. Louis) students in the first trip and UPen (University of Pennsylvania) students in the second trip. As the second trip fell in the typhoon season, our team was delayed by the Typhoon Utor - a very special experience for our students, especially those from the USA.

Although, I have years of experience in leading service teams to provide community service, I treasure every service delivery opportunity. Each service trip can bring me different memorable experiences, satisfaction and enjoyment, in particular when I see our students getting more competent in clinical and communication skills, as well as our clients (children with cerebral palsies and their parents) satisfied with our services. This is a win-win arrangement for all the parties involved.

In addition, I am so fulfilled to see that our fresh graduates are very willing to join our service team after having one year of clinical experiences in public hospitals. They use their own vacation leaves for the trip. They help to provide clinical inputs to the final-year students while the final-year students share their previous service experiences with the junior students because our team has a good mix of students from different years. Our new Prosthetist-Orthotist generation is so willing to continue this good practice and this has become a professional culture. They now serve both local and non-local less-privileged clients on a regular basis.

The community service becoming a mandatory service learning subject in PolyU can formally recognize the students' efforts and social contributions during their undergraduate studies. This can help to nurture their senses of national and social responsibility and to prepare them better to serve the community.

本部於2012-13學年舉辦了兩次服務之旅，目的地分別是2013年五月的中國殘疾人聯合會梅州康復中心和八月的中國殘疾人聯合會陽江康復中心。兩次旅程均為期兩週。第一次旅程理大同學夥拍華大(華盛頓大學聖路易斯分校)的學生，第二次旅程則和賓大(賓夕法尼亞大學)的學生合作。由於第二次旅程正藉颱風季節，我們的行程受到颱風尤特阻延，是次的經驗也給學生，特別是美國學生留下了深刻的印象。

雖然我有多年帶隊去做社會服務的經驗，但我仍然珍惜每一次服務的機會。每一趟服務之旅都為我帶來不同的難忘經驗、滿足感和樂趣，特別是當看到學生的臨床和溝通技巧有所增進，以及服務對象(患腦麻痺的兒童和他們的父母)對我們的服務感到稱心滿意。這實在是一個雙贏的安排，令各方均有所裨益。

此外，我們的畢業生經過一年在公立醫院的臨床工作後，仍很樂意加入服務團隊，令我感到非常欣慰。他們利用自己的假期來參加服務，並向畢業班同學傳授臨床經驗，而畢業班同學向低年級同學分享自己過往的服務經驗，因為我們的團隊是由不同年級的同學所組成。我們新一代的義肢矯形師均樂於薪火相傳，將這良好的做法變成專業裡的一種文化。他們現在會定期為本地及非本地較弱勢的對象提供服務。

理大把社會服務納入為必修的服務學習科目，正式認可學生在本科的學習時對社會所作的努力和貢獻。同時，這亦有助培養其對國家和社會的責任感，為他們日後服務社會作更好的準備。





Teachers' Sharing  
教師分享

# Seed of Hope 希望的種子

**Dr. Pauline Chan 陳鳳儀博士**

Department of Applied Social Sciences  
應用社會科學系

Project 項目：

**Vietnam Summer Exchange and  
Community Service Programme**



“Respect for life, reject violence, share with others,  
listen to understand, preserve the planet, rediscover solidarity. I find that service-learning  
is in echo with the global appeal for genuine peace.”

尊重生命、反對暴力、與他人分享、用聆聽來理解、保育地球和重現團結等重要信息。

我認為服務學習正回應了全球對真正和平的渴求。」

Living with a culture of peace, the post-war Vietnam is actively working on poverty alleviation through strengthening market economy and developing its welfare to support the disadvantaged poor. Volunteering is an emergent and exciting development in this Asian city. Xin chào, Hanoi, it is an inspiring new experience for me to work in this pilot project nicely with Winnie and Cindy, Quyen and Nga.

Good citizenship will only be nurtured by a shared sense of compassion. To challenge the causes of deep-seated discrimination, we need to plant in ourselves “... the nature of inter-being, there is no true well-being that does not consider the well-being of others.”<sup>1</sup> In UN Manifesto 2000, there are the important messages about respect for life, reject violence, share with others, listen to understand, preserve the planet, rediscover solidarity. I find the service-learning is in echo with the global appeal for genuine peace. I try to reinforce an attitude of social empathy with the poor, and of humbleness to learn from the ‘developing’ country.

I appreciate that students learn by heart, they sing the traditional Vietnamese children song so well with a local accent during the friendly visits! They co-work with the local students of International Studies to offer gifts, games and performance to the victims of Agent Orange and other blind children. Their hug with the elderly and the close touch with the handicapped in the social protection centre are so warm and natural.

“The essence of love and compassion is understanding, the ability to recognize the suffering of others. We have to be in touch with the physical, material, and psychological suffering of others.”<sup>2</sup> Students move into deep reflection: am I serving them? Or are they teaching me to be a good person? Around the dining tables, every night we form circles to debrief and listen to each concern. Dialogues really help us to serve better.

We also enjoy laughters in the journey. At midnight, the students held a sweet mini party with fun of balloon twisting to celebrate the 19th birthday of our lovely member while we are busily collaborating and preparing the materials for the programmes. The glues, poster colors, balloons and glittering paper spread around, showing our excitement and hospitality to serve the local people.

Other moments of joy are found in the conversation with the villagers. We are divided into teams to visit the families and invite their participation in the community event. It is a collection of their stories to be shared. When the vice village committee leader talks about his memorable days, he solemnly shows us the large framed picture of his father being the respectable General in Vietnam War. The old strong man in army uniform is proudly wearing badges of honor, telling us his bravery and duty to fight against intrusion and suffering. Then the leader turns into smiling and blushing face, talking about his happy time of bottle-feeding the grand-baby. He turns soft, with a strong belief in inter-generation love. The income from rice cultivation is unstably low and rural poverty is yet a problem to be well addressed. I still remember in the community hall, when adults are invited by students to draw images of their assets and future development plan, their blessing seems planting a lotus of hope for all.

生活在和平文化的傳承之中，戰後的越南正積極展開扶貧工作，透過強化市場經濟及發展福利支援弱勢貧困人民以改善民生。你好，河內。義務工作在這個亞洲城市是新興和令人興奮的發展。這個試點項目中，我與Winnie Cindy Quyen及Nga合作愉快，對我來說是一次具啟發性的嶄新經驗。

良好的公民只能靠一份共有的同情心來培育。要挑戰根深蒂固的歧視源頭，我們須在自己身上根植「一種與他人連結的本質，不去考慮其他人的福祉便不會是真正的幸福」<sup>1</sup>。2000年聯合國千禧年宣言當中包含了尊重生命、反對暴力、與他人分享、用聆聽來理解、保育地球和重現團結等重要信息。我認為服務學習正回應了全球對真正和平的渴求。此外，我嘗試強調對待貧困時要有社會同理心的態度，以及向「發展中」國家學習的謙卑。

我欣賞學生的用心學習，他們在親善探訪時以地道的口音唱起傳統的越南兒歌，非常動聽！他們又與當地修讀國際研究的大學生合作，送贈禮物、安排遊戲和表演給橙劑（Agent Orange）的受害者及其他失明兒童。他們在社會福利院內與長者的擁抱、與殘疾人士的近距離接觸是那麼溫暖和自然。

「愛與憐憫的真諦是理解，了解別人所受之苦的能力。我們一定要接觸別人在身體、物質和心理上所受的痛苦。」<sup>2</sup> 學生們深刻反思：我是在服務他們嗎？還是他們在教導我們如何做一個好人？每天晚餐的餐桌上，我們圍坐一起進行反思，同時聆聽各人的關注。這些對話真的令我們把服務做得更好。

我們同時享受著旅程中的歡笑聲。午夜時分，正當大家忙於協作和準備活動的物資時，學生們還用扭扭汽球舉行了一個溫馨的小型派對，為一位可愛的隊友慶祝19歲生辰。當晚，膠水、廣告彩、汽球和彩紙散落周圍，盡顯我們服務當地人們的興奮和熱誠。

和當地村民的交談也給我們帶來了歡樂。我們分組進行家庭探訪，同時邀請他們參加社區活動，並分享從他們收集所得的故事。當鄉委會副書記談到他的光輝歲月，他鄭重地向我們展示一幀大照片，上面是他父親在越戰時當將軍的肖像。相中強悍的老人身穿軍服，自豪地配戴著榮譽徽章，向我們說明了他如何勇敢、盡忠地抵抗入侵和苦難。然後，副書記換上一副笑臉，娓娓道來他為孫兒餵奶的樂事。此刻，他變得溫柔，並堅信隔代之間的愛。耕種稻米所得的收入既不穩定又微薄，同時農村貧窮的問題仍然有待解決。我仍然記得當日在社區會堂內，當學生們邀請當地的大人以圖畫描繪他們的財產和未來的發展計劃時，他們以蓮花祝願，為所有的人播下希望的種子。

1. ThichNhatHanh (2012a). Good Citizens: Creating Enlightened Society. Parallax Press: Berkeley. P.61

2. ThichNhatHanh (2012b). “Awakening” of the Heart: essential buddhist sutras and commentaries. Parallax Press: Berkeley. P.160



# Learn, Apply, Reflect, Love 學以致用・愛心常在

**Dr. David Yuen 袁振華博士**

Department of Chinese and Bilingual Studies  
中文及雙語學系

Teaching Chinese as a Second Language in Local  
Schools



“The subject ended, but the love never ends!”

Every time I see the poster on the wall of our university library,  
I think of the Service-Learning subject I taught in Semester One of 2013-14, Service  
Learning Subject-Teaching Chinese as a Second Language in Local Schools.

『課程完結了，但是學生心中服務社會的愛永遠不會停止！』每當看到駐在理工大學圖書館牆壁上的海報，我就想到了2013年第一學期我任教的服務學習-對外漢語教學課程。」

## Service-Learning for the benefit of mankind

According to the results of the Government's 2011 Census, there were around 450,000 ethnic minorities residing in Hong Kong, constituting 6.4% of the total population, and about 12,000 non-Chinese speaking (NCS) students enrolled in primary and secondary schools. The Chinese language learning barrier faced by NCS students has always been a pressing social concern for schools, teachers and parents. The lack of Chinese proficiency not only affects the schooling and employment of NCS students, but also their daily lives. For those who do not know Chinese language, even going to hospital for consultation will create lots of hurdles.

In the community where we live, there are many who need us to help them through applying the knowledge and skills we learn. One of the Service-Learning (SL) subjects organized by the PolyU's Department of Chinese and Bilingual Studies was targeted at the Chinese learning difficulties of NCS students in Hong Kong. The learning goals of this subject echoed the PolyU motto – “To learn and to apply, for the benefit of mankind”. It encouraged PolyU students to integrate their professional knowledge with social service practice.

Coming from poor families with parents who know little Chinese, many NCS students are unable to get any help with their Chinese learning at home, and their parents do not have the money to find Chinese tutoring for them. In view of such education barrier, senior students enrolled in the SL subject of the Department of Chinese and Bilingual Studies, ‘Teaching Chinese as a Foreign Language’ offered as a service for NCS students from Pakistan, India and Nepal. They hoped to help these students to learn Chinese and to become better integrated into Hong Kong's mainstream education system as soon as possible.

## Apply learning to practice with impressive outcomes

PolyU students taking the SL subject were required to go through seven weeks of training. The content included teaching Chinese as a foreign language, Chinese teaching skills, the writing of teaching materials and cross-cultural exchange, followed by 40 hours of fieldwork placement in schools and non-profit organizations attended by NCS students, teaching them methods and skills of learning Chinese.

To lend active support to the teaching service rendered by PolyU students, we, as instructors in the SL subject, had to communicate with school teachers of NCS students as well as social workers from non-profit organizations. We felt deeply moved to see the active involvement of the NCS students in their learning; they regarded the PolyU students as their Junior Teachers. Our fatigue resulting from long travel to classroom observation was all gone once we witnessed the yearning in the NCS students' eyes.

## 服務研習，勵學利民

根據2011年政府統計數據，香港約有45萬名少數族裔人士，佔全港人口的6.4%，約有1.2萬名非華語學生在本港中小學就讀。非華語學生學習中文的障礙一直是學校、教師和家長十分關心的社會問題。學不好中文不僅會影響非華語學生在港升學和就業，甚至會影響他們的日常生活。不諳中文，就連去醫院看病都困難重重。

在我們生活的社區，有很多人需要我們運用所學的知識和技能去幫助他們。理大中文及雙語系的其中一個服務學習課程就是針對香港非華語學生的中文學習困難而開辦，其教學目標響應了理工大學的校訓——「開物成務、勵學利民」(To learn and to apply, for the benefit of mankind)，鼓勵理大學生把專業知識學習與社會服務應用相結合。

很多非華語學生都來自貧窮的家庭，父母都不太會中文，很難在家教導孩子中文，也沒有經濟能力讓孩子去補習中文。面對這個教育難題，中文及雙語系的高年級學生，通過參加服務學習課程為來自巴基斯坦、印度、尼泊爾等地的非華語學生提供「對外漢語教學」服務，協助他們學習中文，儘快融入香港的主流教育制度。

## 學以致用，收穫感動

參加服務學習課程的理大學生需要經過七個星期的培訓，包括對外漢語教學、中文教學技巧、教材編寫和跨文化交流等內容。然後，去非華語學生學習的學校和非牟利機構完成40小時的服務，教導非華語學生學習中文的方法和技巧。

作為服務學習課程的導師，我們要和招收非華語學生的學校老師及非牟利機構的社工溝通，積極支援理大學生的教學服務。最令老師們感動的是，那些非華語學生視理大的學生為小老師，積極投入學習。每每看到非華語學生期盼的眼神，都會使我們長途跋涉去觀課的勞累一掃而空。



### Love and care sustain after deep reflection

As revealed in their teaching practice final reports, the PolyU students taking this SL subject had engaged in deep reflection. One of the students wrote: "The experience I gained through direct involvement helps me realize that little difference exists between the dispositions and learning abilities of non-Chinese and Chinese students. Living in a non-native speaking community has caused a great deal of frustration and distress, or even trauma, to NCS students and their learning, which renders them in great need of our service."

Another student evaluated the education policy on local NCS students, "NCS students whose families are better off will opt for international schools, and they do not have to worry about the CE/AL/DSE Chinese language examination results affecting their entrance to university. For the remaining bulk that is from average-income or even poor families, they do not have choices other than sitting for the local Chinese Language examination."

What is encouraging is that some PolyU students continued to serve as volunteers in the schools and non-profit organizations even after the completion of their studies, teaching Chinese to NCS children. Some others based their graduation theses on the difficulties faced by NCS students in learning Chinese, while some decided to pursue master degrees in linguistics and research on teaching Chinese as a foreign/second language. Still some others, because of their participation in this SL subject, have been employed by non-profit organizations upon graduation to continue serving the NCS community.

It is common for students to forget everything they have learned once tests and examinations are over, whereas SL subjects enable university students to step out of their ivory tower and merge into society, to acquire practical experience using their professional knowledge and skills to serve the community. The ability to identify the needs of disadvantaged groups and reflect in order to accumulate social experience becomes a great asset to their employment after graduation!

The studies end but not the spirit of serving the community, which will endure and grow within the students. This is also the true value of our university education.

### 深刻反思，愛心延續

在教學實踐結束後的報告上，參與服務學習課程的理大學生做了深刻的反思。一位學生寫道：「這次的親身體驗讓我覺得非華裔學生的性格及學習能力和一般學童無異，只不過是因為居住於一個非母語的社區而在學習上受到諸多挫折和困擾，甚至留下心理陰影，因而非常需要我們的幫助。」

另一位同學對於本港對非華語學生的教育政策也作出了檢討：「家境較富裕的非華語學生都會選擇國際學校，他們可以不用擔心因CE/AL/DSE的中文科成績而考不進大學，但家境普通的乃至貧困的非華語學生卻沒有選擇的餘地，只能無奈面對主流的中文科考試。」

令人欣慰的是，有些學生即使在課程完結後，還會繼續去學校和非牟利機構做義工，教導非華語小朋友中文；有些同學在畢業論文裡，繼續研究非華語學生在學習中文時遇到的困難和對策，或攻讀語言學的碩士課程，繼續研究對外漢語教學和二語習得；有些學生因為參與了針對非華語學生服務學習，畢業後被非牟利機構聘請為幹事，繼續為非華語人士服務。

有一些課程學生讀完書、考完試就甚麼都不記得了，而服務學習這個課程卻能讓大學生走出象牙塔投入社會，親身獲取以專業知識技能服務社區的經驗。大學生通過體察弱勢社群的需要，通過反思積累社會經驗，對其畢業後投身工作大有幫助！

課程上完了，但學生心中服務社會的精神會常在，這正是我們大學教育的價值所在。



## Chapter 6 • 第六章

# Funding Support and Scholarship

## 服務學習

## 資助及獎學金



## PolyU Community Service Fund

The University launched the “PolyU Serves” Community Service Campaign in February 2012 to reaffirm its continued commitment to serving the community and solicit support for its various community service projects initiated by its staff and students. Donations received since then have been used to set up the PolyU Community Service Fund. The objectives of the Fund are:

- i) To support efforts in initiating, developing and consolidating Service-Learning (SL) at PolyU; and
- ii) To support PolyU staff and students to implement service projects that have sustainable impacts on student learning, service recipients, and the local, Chinese mainland and/or overseas communities.

A Committee has been set up to oversee the usage of the Fund. The call for applications will be made twice a year. Both credit-bearing and non-credit-bearing SL subjects/projects would be considered for funding support. Applications will be vetted by the Committee.

## Service-Learning Scholarship Scheme

In 2013, the Service-Learning Scholarship Scheme was set up to award students who had outstanding performances in the SL programme during the academic year 2012-13. During this year, we received 90 applications from 20 SL subjects/projects and selected 74 awardees. An award presentation ceremony was held on 12 November 2013 at PolyU.



Donors and the subject/project advisors were invited to attend the Service-Learning Scholarship Presentation Ceremony to celebrate the happiness of the scholars.

捐贈者及服務學習導師均獲邀出席服務學習獎學金頒獎典禮，分享得獎學生的喜悅。

## 理大社會服務基金

理大於2012年二月推出「理有心」社會服務計劃，貫徹大學一直以來對服務社會的承諾，同時為理大師生開展的多個社會服務項目尋求支持，從中所獲捐款即用以設立理大社會服務基金。

基金的成立目標如下：

- i) 支持在校內開辦、發展及鞏固服務學習的各項有關工作；及
- ii) 支援理大師生推行對學生學習、服務對象，以及在本地、中國內地及/或海外社區有持續影響的服務項目。

理大已經成立了委員會負責監察基金的運用。基金每年兩次公開接受申請，帶學分或不帶學分的服務學習課程/項目均可申請撥款資助。所有申請將會由委員會負責審批。

## 服務學習獎學金計劃

理大於2013年成立服務學習獎學金計劃，嘉許於2012-13學年在服務學習計劃中表現出色的學生。本年度，我們共收到來自20個服務學習課程/項目的90份申請表格，從中選出74位得獎者。頒獎典禮在2013年11月12日在理大舉行。



Scholars have already completed three training workshops and will work as student leaders in different SL subjects/projects.

得獎學生已完成三項培訓工作坊，並將會以學生領袖角色參與不同的服務學習課程/項目。

The Scheme aims to encourage students to continue their involvement in community service and share their experiences as Service-Learning Student Leaders (SLSL) to support the SL subjects/projects at PolyU.

Training workshops were organized by the OSL to equip them with leadership and problem-solving skills before taking up their roles as SLSLs.

Upon completion of the training workshops, awardees are designated to serve a SL subject/project for at least 20 hours and provide support for the development of the SL subjects/projects.

In order to strengthen the learning outcomes, awardees are required to write reflective journals to reflect on their service experiences as SLSLs in the areas of development of generic competencies, personal development and social responsibility.

獎學金計劃成立的目的是鼓勵學生繼續參與社會服務，並以服務學習學生領袖的身份分享經驗，以此支援理大的服務學習課程/項目。

服務學習事務處舉辦了有關領袖及解難技巧的培訓工作坊，以裝備得獎者成為服務學習學生領袖。

完成培訓工作坊後，得獎者將獲安排服務其中一個服務學習課程/項目，協助該課程/項目的發展，服務時數不少於20小時。

為了加強學習成效，得獎者在擔任服務學習學生領袖後，須撰寫學習日誌從共通能力的發展、個人成長及社會責任感各方面反思個人的服務經歷。



Scholars from the Cambodia Service-Learning project shared their service experience and reflection during the presentation ceremony. 柬埔寨服務學習項目的得獎者在頒獎典禮上分享服務的經歷及反思。



## Donations Received in 2012/13

In 2012/13, the University received generous donations from different sectors of society, including corporations, foundations, alumni and individuals, to support various PolyU Service-Learning subjects and projects.

In addition to direct donations, the University also organized a fund-raising event "PolyU Cheong Lee Securities Invitational Golf Tournament" during the year to solicit support from the community. Net proceeds of the event are used to support Service-Learning subjects/projects other than the establishment of Service-Learning Scholarships Scheme for the 74 PolyU students who had outstanding performances in the SL programme during the academic year 2012-13.

We are deeply grateful to all of the donors for their generous support to PolyU and its commitment to excellence in Service-Learning education.

## 2012 / 13年度捐款

2012/13年度，理大承蒙社會各界，包括企業、基金會、校友及其他個人的慷慨捐助，支持理大各項服務學習課程／項目。

除了直接捐款，本年度亦舉辦了「理大昌利證券高爾夫球邀請賽」的籌款活動，繼續爭取社會的支持。是次活動的淨收益除了用於設立服務學習獎學金計劃，嘉許2012-13學年在服務學習課程／項目中表現出色的74名理大學生外，亦用於支持校內的服務學習課程／項目。

衷心感謝所有善長對理大，以及理大推行卓越服務學習教育的慷慨支持。



The President, Prof. Timothy W. Tong, had a group photo with the scholars after the presentation ceremony.  
唐偉章校長在頒獎典禮完滿結束後，與一眾得獎學生留影。



## Chapter 7 • 第七章

# Office of Service Learning

## 服務學習 事務處





## Establishment and Role of the Office of Service Learning

Established in 2012, the Office of Service Learning (OSL) promotes and supports the institutionalization of Service-Learning (SL) at PolyU. In the early stage of establishment, OSL has identified the following as its focus areas:

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

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

## 服務學習事務處的成立及角色

服務學習事務處於2012年正式成立，目的在推廣及支援理大將服務學習納入正規課程的發展。成立初期，本處將以下列各項為工作重點：

- 推廣、加強師生對服務學習概念及實踐的認識；
- 提供指引及支援，協助學系發展服務學習科目；
- 制定各項與服務學習科目相關的措施及指引；
- 為師生舉辦服務學習工作坊及培訓課程；
- 物色合適社區伙伴，尋求合作以開展服務學習項目；
- 提供行政支援以落實理大有關服務學習的各項要求；
- 提供籌募服務學習項目經費的指引及支援；
- 制定服務學習科目的評估及反思方法；
- 監察、評估大規模服務計劃，如深水埗、油尖旺的地區性項目；
- 評估理大服務學習科整體的成果、影響及效益；
- 進行有關服務學習的研究；

本處的角色和工作，將配合理大整體的策略性規劃、服務學習科目發展，以及師生的實際需要，作出適度的調整，與時並進。

## Resources Available

### E-learning Initiatives

OSL has developed two e-learning courses on SL:

- **An Overview of Service-Learning – for Academic Staff** is a three-hour web-based e-learning package providing basic training in SL for staff members who are interested in teaching and/or developing credit-bearing SL subjects. The package consists of many practical cases and resources for in-depth study. It was launched formally in September 2012.
- **Service-Learning at PolyU: An Introduction** is a ten-hour web-based e-learning module designed for students. It provides essential information on basic concepts and practices of SL, including how to plan and execute a SL project, the expected attitudes and practical skills needed in serving, etc. The module, with the integrated use of animation, images and videos, explains the concepts, demonstrates the exemplary service projects and stimulates thought for study. It was launched formally in January 2013. OSL also offers interactive training for students upon completion of the e-learning module, to strengthen their understanding.

As of now, 117 staff members have registered for the staff training package. The e-learning module for students has been integrated as part of the teaching and learning methodology by 10 SL subjects/projects, which constitute 42% of the total SL subjects/projects offered or on offer. 7 of the subjects/projects were offered in academic year 2012-13 and taken by 171 students.

The e-learning courses are updated, evaluated and offered regularly.

For more information, please feel free to contact Miss Jessie Kar by email ([jessie.kar@polyu.edu.hk](mailto:jessie.kar@polyu.edu.hk)).



## 服務學習資源

### 電子學習課程

以下兩項為本處設計的服務學習電子學習課程：

- **服務學習課程—教職員適用**，三小時網上電子學習課程，為有志教授或發展學分制服務學習科目的教職員提供有關服務學習的基本培訓。本課程於2012年9月正式推出，內容包括實用個案及相關參考資料，幫助學員作深入研習。
- **服務學習課程—學生適用**，一個專為學生而設、為時十小時的網上電子學習課程，內容涵蓋服務學習的基本概念及實踐經驗，包括如何籌劃及進行服務學習項目、參與服務時應有的態度及所需的技巧等。本課程結合動畫、影像和影片以解釋概念，並展示過往服務計劃的卓越例子，藉此刺激學生思考學習。在2013年1月正式推出後，本處同時為修畢課程的學生提供互動培訓以鞏固所學。

本處的電子學習課程開辦至今，已有117位教職員報讀。至於為學生而設的課程，更被其中十個服務學習課程/科目採納為科目教授的一部分，佔所有已辦或現有服務學習課程/項目總數的42%；在2012-13的學年，有七科採用該課程/項目，共171位學生修讀。

為配合服務學習的發展，電子學習課程將定期更新、檢討及推出供理大師生報讀。

欲查詢詳情，請以電郵與本處賈鳳儀小姐聯絡 ([jessie.kar@polyu.edu.hk](mailto:jessie.kar@polyu.edu.hk))。





## Community of Practice in Service-Learning (CoP-SL)

To foster a culture of peer support and collaborative professional development in higher education, the University Grants Committee (UGC) has advocated the establishment of a “Community of Practice” (CoP) by providing seed funding to support all tertiary institutions. PolyU set up five communities of practice to instill a culture of sharing and continuous improvement in teaching and learning across the University in the last academic year. The Community of Practice in Service-Learning (CoP-SL) is one of them. CoP-SL aims to enhance the design, delivery, assessment and evaluation of SL at PolyU continually. The more specific objectives are:

- To establish a network of PolyU staff with a common interest in the theory and practice of SL pedagogy;
- To provide a forum to share experience and expertise in designing, delivering, assessing and evaluating SL subjects and projects;
- To encourage and support members to further develop their understanding of and competence in SL pedagogy; and
- To promote a scholarly approach to, and a culture of critical inquiry and reflective practice in SL.

## 實踐社群—服務學習

為求在高等教育界營造相互支持和共同提升專業水平的氛圍，大學教育資助委員會(教資會)提倡建立「實踐社群」，並提供種子資金，支持各大專院校的發展。理大遂於上學年成立五個實踐社群，期望在大學層面注入共享及精益求精的教與學文化。實踐社群—服務學習便是其中一個例子，旨在持續提升理大服務學習在設計、推行、評估及檢討各方面的水平和成效。更具體的目標包括：

- 成立網絡，連繫對服務學習教學法的理論和實踐有共同興趣的理大教職員；
- 提供平台，分享服務學習課程及項目在設計、推行、評估及檢討各方面的經驗及專長；
- 鼓勵及支援成員優化他們對服務學習教學法的認識和掌握；及
- 提倡服務學習採用學術導向，同時發展批判性研習及反思性實踐的文化。



To celebrate the formation of CoP-SL, a launching gathering was held on 3 June 2013. Over 30 staff members from academic or academic support units attended the gathering and shared their expectations and suggestions on the vision and development of CoP-SL. Some of the members also shared their teaching or organizing experiences of SL subjects/projects with other members.

Besides the launching, CoP-SL is organizing a wide variety of activities for the enhancement and benefits of its members in 2013-15, including:

1. Regular lunchtime workshops/seminars/sharing sessions on SL
2. Thematic forums/discussion sessions on identified issues and challenges
3. Bi-monthly gatherings with invited talks/seminars by external speakers
4. Mentoring and direct SL experience for staff development
5. Support for critical inquiry and pedagogical research in SL
6. Mini-conferences or other forms of disseminating the deliverables and outcomes of the CoP

為隆重其事，理大於2013年6月3日舉行實踐社群的成立慶祝會，有超過30名學術及學術支援單位的教職員出席，分享他們對實踐社群的願景和發展方面的期望及建議。部分成員更和與會者分享他們在服務學習課程及項目方面的教學及組織經驗。

除此之外，實踐社群也於2013-15年間為成員舉辦一系列優化活動，它們包括：

1. 定期的午間服務學習工作坊/研討會/分享會
2. 以特定議題和挑戰為題的專題論壇/討論會
3. 邀請校外講者主持的雙月講座/研討會
4. 為教職員提供指導及直接參與服務學習的機會
5. 支援有關服務學習的批判性研習和教學研究
6. 小型會議或其他形式公開實踐社群的經驗和成果



### Staff Development Short Course – Practical Experience in Service-Learning

A short course, offered annually during the summer break, aims to provide interested staff with practical experience in SL in authentic and challenging situations. Academic staff may find the experience useful for designing, developing or teaching their SL subjects or projects through on-site observation of and participation in one of the well-established overseas SL projects, experiencing the service provision and meeting with potential partners.

### Seminars and Workshops for Academic Staff

To facilitate academic staff to develop and implement SL subjects, a variety of seminars and workshops has been organized. Participants can find ideas, network with other colleagues with a common interest in SL, and acquire updated knowledge and skills in designing, delivering, assessing and evaluating SL subjects and projects. Since 2011, OSL has collaborated with the Educational Development Centre (EDC) to organize around ten workshops or seminars yearly to cover the following focus areas:

- Proposal writing to design and develop new SL subjects at PolyU
- Teaching and assessment tools for SL
- Sharing of exemplary SL subjects at and outside PolyU

### 教師發展短期課程—服務學習實踐經驗

每年暑假，本處均會推出短期課程，旨在提供機會讓理大教職員在真實而具挑戰性的情景下獲取服務學習的實踐經驗。透過實地觀察及直接參與其中一項海外服務學習計劃，教師們可親歷其境，掌握服務的過程及尋找、接洽有合作潛力的機構，這些對他們將來在構思、發展及教授服務學習科目均有幫助。

### 教師研討會及工作坊

為協助教師發展及推行服務學習科目，本處舉辦一系列的研討會及工作坊，讓參加者從中獲得啟發，得以與其他有志於服務學習教學的同事聯繫，同時在籌劃、推行、評估及檢討服務學習科目及項目方面，獲取最新的知識及技巧。自2011年開始，本處與教學發展中心攜手合作，每年舉辦約十個工作坊或研討會，內容包括以下幾方面：

- 如何籌劃服務學習科目及撰寫計劃書
- 服務學習的各項教學及評估工具
- 分享校內、外服務學習科目的卓越例子

### Training Packages for Students

To prepare students better to implement SL subject-related service projects, and enhance their generic competencies, OSL has developed a variety of training packages for students:

- Classroom Management Skills – From Preparation to Reflection
- Concepts and Practical Skills of Service-Learning
- How to Develop Effective Leadership Skills
- Programme Planning for Service Projects
- Skills in Learning Reflection and Project Evaluation
- Together Everyone Achieves More – Build Your Teamwork Skills
- Understanding the Needs of Various Target Groups

SL subject teachers are most welcome to involve OSL colleagues to provide interactive training for students in class. More training packages will be developed to meet students' needs.

### Publications

- Service-Learning Handbook aims to provide a comprehensive reference for teaching staff and students who will take or are taking SL subjects.
- The Service-Learning Newsletter will be issued half-yearly to update the development of SL at PolyU and to share information.
- The Service-Learning Yearbook provides a comprehensive report on the achievements and development of SL at PolyU.
- Other publications related to Service-Learning that PolyU staff has produced.

### 學生培訓課程

本處舉辦一系列學生培訓課程，旨在協助學生在參與服務學習科目相關的服務項目前，作出更充足的準備，並增強他們各方面的技能：

- 課堂管理技巧 — 從備課到反思
- 服務學習的概念及實踐技巧
- 如何培養有效的領導技巧
- 服務學習項目籌劃
- 反思及服務項目的檢討技巧
- 團結就是力量 — 建立團隊合作的技巧
- 理解不同服務對象的需要

本處歡迎負責服務學習科目的老師邀請本處同事參與教學，為學生提供上述的互動培訓。我們將陸續制訂更多實用的培訓教材回應學生需要。

### 刊物出版

- 服務學習手冊，專為有意或正在修讀服務學習科目的理大師生，提供完備的參考資料。
- 服務學習通訊，每半年出版一次，發放理大服務學習發展以及本處的最新消息，並分享其他相關資訊。
- 服務學習年刊詳盡及全面地報告理大在過去一學年有關服務學習方面的回顧、發展和成果。
- 其他由理大教職員編寫有關服務學習的刊物





## Website

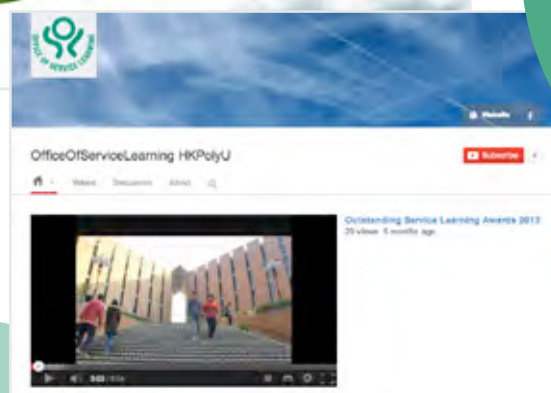
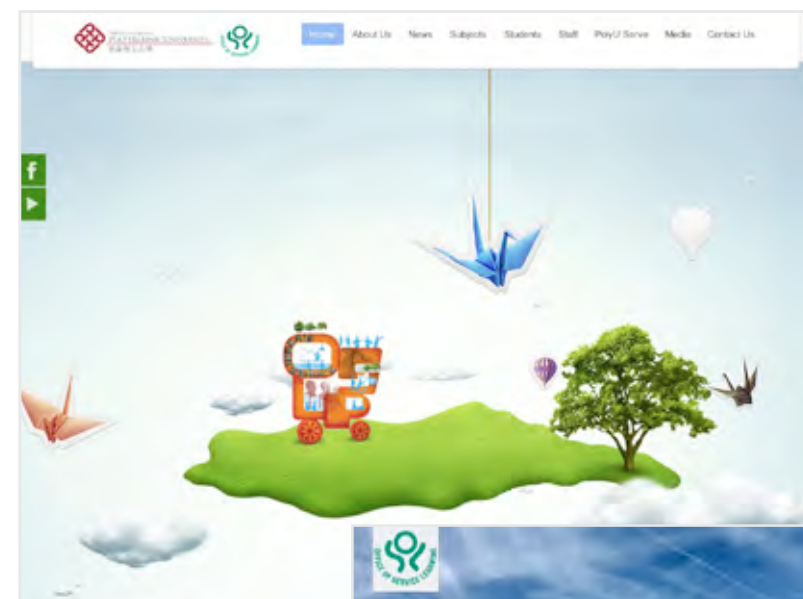
The OSL website aims to share and document valuable resources about SL experiences and practices.

Students can get the most updated information, such as subjects that are offered, details about information sessions, useful workshops and scholarship opportunities. In addition, students' experiences and success stories will be shared.

Academic staff members can find not only the procedure for proposing a SL subject, but also more about how OSL can assist them in developing and implementing SL subjects or projects. As well, academic staff members can join the staff development short courses, seminars and workshops via the online registration page.

Donors and NGOs can know more about our mission of SL after viewing information about our past projects. Donors and NGOs who are interested in offering more service projects or making a donation can fill in the online application form.

A new website interface will be launched in 2014-15.



## 網站

本處網站的目的是分享及記錄各類有關服務學習寶貴的實踐經驗。

學生可以從網站獲得關於服務學習的最新資訊，例如可供選修的科目、選科前有關服務學習科的簡介會、實用工作坊及獎學金等詳情。此外，也可以瀏覽其他同學的服務學習經驗及成功故事。

對教職員來說，網站不僅提供發展及推行服務學習科目所需的相關程序，更列明本處可提供的各項支援。教職員可透過網上報名本處舉辦的培訓工作坊。

捐助者或非牟利機構可以了解本處的使命，和瀏覽過往各服務學習項目的成果；同時可以填妥網站上的表格捐款支持，或提出服務項目的建議。

全新網站界面將於2014-15年啟用。

Please visit our website  
歡迎瀏覽本處網頁  
<http://www.osl.polyu.edu.hk>

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## Acknowledgement 鳴謝

It gives me much pleasure to say thank you, on behalf of the Office of Service Learning, to all the parties who have been involved, in one way or another, in the implementation of Service-Learning (SL) at the University. We would like to thank all of the academic departments and colleagues for working so hard to develop these wonderfully meaningful SL subjects for our students. Without your support, we could never have been able to make such a good start. Our heartfelt thanks must also go to the collaborating agencies and schools for providing our students with so many valuable service opportunities in Hong Kong, on the Chinese mainland and abroad. We must also thank our donors for supporting our many SL initiatives over the past year. It is only because of your generous donations that so many SL projects have become possible.

Last but certainly not the least, we applaud our students who have served the community with professional knowledge, commitment and passion. Nothing touches us more than our students' dedication in serving and learning.

PolyU is committed to providing a holistic education to our students. Our focus is not only in critical thinking, problem solving, professional knowledge and career development, but also in intangibles such as civic responsibility and social justice. One of our goals is to develop students into "globally responsible citizens". We hope to have your continued support in the years ahead.

Dr. Stephen Chan  
Head  
Office of Service Learning  
December 2013

## Acknowledgement 鳴謝



本人謹代表服務學習事務處，衷心感謝下列各位的參與及支持，讓理大得以順利推行服務學習：感謝各學系老師盡心盡力為同學開辦了各樣饒有意義的服務學習科目，沒有您們的支持及參與，服務學習不可能開展得如此順利；同時，衷心感謝我們的協作機構和學校，為理大學生在香港、內地及海外提供了很多寶貴的服務學習機會；更要感謝各位捐贈者，因為有您們的慷慨捐贈，理大才能開辦這麼多的服務學習項目。

此外，當然要為過去一年以專業知識和熱誠致力服務社會的所有同學鼓掌。看見您們在服務和學習時的那份積極投入，令我們感動不已。

理大致力為同學提供全人教育，着眼的不只是學生敏於思辨、精於解難、專業知識和個人事業的發展，亦同樣重視培育同學的品德，如公民責任感和社會公義。本校的目標是培育學生成為「負責任的世界公民」。我們期望在未來的日子能繼續得到您們的支持和參與。

香港理工大學  
服務學習事務處 處長

二零一三年十二月



OSL Staff (2012-13)  
服務學習事務處職員 (2012-13)

Head 處長	Dr. Stephen CHAN 陳志輝博士	{852} 3400 3423	stephen.c.chan@polyu.edu.hk
Associate Head 副處長	Mrs. Winnie LEE 李劉穎瑩女士	{852} 3400 3425	winnie.lee@polyu.edu.hk
Service Learning Manager 服務學習事務經理	Ms. Jeice CHEUNG 張元妹女士	{852} 2766 5597	jeice.cheung@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Miss Jessie KAR 賈鳳儀小姐	{852} 3400 3424	jessie.kar@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Miss Cindy LAM 林曉茹小姐	{852} 3400 3410	hy.lam@polyu.edu.hk
Service Learning Officer 服務學習事務主任	Miss Renee Leung 梁蕙小姐	{852} 2766 6802	wai.l@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Mr. Chi Kin Lau 劉智健先生	{852} 3400 3409	chi-kin.lau@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Mr. Kenneth Lo 盧瑋崑先生	{852} 3400 3516	kenneth.wk.lo@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Miss Wing Wong 黃穎沁小姐	{852} 3400 3517	wing.ww.wong@polyu.edu.hk
Assistant Service Learning Officer 助理服務學習事務主任	Miss Tobe Yau 游曉欣小姐	{852} 3400 3128	tobe.yau@polyu.edu.hk
Clerk 文員	Miss Suki Ho 何艷婷小姐	{852} 2766 4376	yt-suki.ho@polyu.edu.hk
Clerk 文員	Miss Mandy Yau 游婉婷小姐	{852} 2766 7776	mandy.yau@polyu.edu.hk

Contact Us

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

聯絡我們

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

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Office of Service Learning