

16-20 NOVEMBER 2022

The 4th International Conference on Service-Learning

ABSTRACT BOOK

Organiser



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



SERVICE-LEARNING
AND LEADERSHIP OFFICE
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Message from the Conference Chair

Grace Ngai,
Head, Service-Learning and Leadership Office,
The Hong Kong Polytechnic University, Hong Kong

Welcome to the Fourth International Conference on Service-Learning (ICSL 2022) hosted by the Service-Learning and Leadership Office of the Hong Kong Polytechnic University. It is exciting to have so many like-minded colleagues join us for this event, and we hope that you will gain much and learn much from your time here with us!

PolyU made service-learning a key institutional strategy for achieving all-rounded education for our undergraduate students in 2012. Since then, our students have contributed over 1.3 million hours of service to the community. The services they have provided span a diverse combination, from language and STEM education, to psychosocial resilience, to art therapy, to infrastructure development. Time and time again, our evaluation and research shows that students do gain significant learning from their service-learning subjects. More recently, an evaluation project studying alumni 18 months after graduation showed that this learning “sticks”, with students who have undergone the service-learning requirement being more inclined to engage in society, whether via donating to charities or volunteering their time. As teachers who wish to teach students to be socially responsible citizens, and not just socially responsible students, this is exciting, and reassuring.

People tend to pay attention to our students, their projects, and the community. However, a lot less attention gets paid to what I believe is the most vital ingredient in service-learning – the teachers. Without the teachers, there would not be any service-learning. Without the teachers, there would not be any student learning. And while we focus on the learning for our students, it is also important to remember that we, as teachers, also need to learn. In fact, service-learning is often as much of a learning process as a teaching process for the teacher. As society keeps changing, our projects need to keep evolving so that our students’ services and learning stay current and relevant.

For many of us, the last three years put us on a very steep learning curve. As COVID restrictions kicked into place around the world, we had to adapt to new modes of doing service and reflection. Oftentimes, our community partners learned and experimented along with us. In the process, we not only kept civic learning alive for our students, and also discovered new ways of doing service and reaching new communities that we never thought of working with before!

This conference marks a come-back from three years of COVID, 10 years of service-learning at PolyU, and the 85th anniversary of our university itself. We are thrilled to see everybody here, and we are very much looking forward to an exciting and fruitful time of discussion.

Conference Committee

Conference Chair

NGAI, Grace	Head of Service-Learning and Leadership Office and Associate Professor of Department of Computing, The Hong Kong Polytechnic University, Hong Kong
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Organising Committee

NGAI, Grace	Programme Chair
LEUNG, Renee	Publicity Chair
LEONG, Hong Va	Proceedings Chair
LO, W. K. Kenneth	Finance Chair and Treasurer
LO, W. K. Kenneth	Local Organising Chair

Programme Committee

ABENIR, Mark Anthony	Ateneo de Manila University, Philippines
ALIPAO, Froilan	University of Santo Tomas, Manila, Philippines
CAMUS, Rina	The Hong Kong Polytechnic University, Hong Kong
CHAK, Yammy	The Hong Kong Polytechnic University, Hong Kong
CHAN, Kevin	The Hong Kong Polytechnic University, Hong Kong
CHEUNG, Kin	The Hong Kong Polytechnic University, Hong Kong
CHOW, Jessie	The University of Hong Kong, Hong Kong
FURCO, Andrew	University of Minnesota, USA
JORDAAN, Martina	University of Pretoria, South Africa
LAI, Po-Yan Pauli	The Hong Kong Polytechnic University, Hong Kong
LAM, Lisa	Hong Kong Baptist University, Hong Kong
LEANG, Un	Royal University of Phnom Penh, Cambodia
LEONG, Hong Va	The Hong Kong Polytechnic University, Hong Kong
LI, Ann	The Hong Kong Polytechnic University, Hong Kong
LIN, Shuheng	The Hong Kong Polytechnic University, Hong Kong
LO, W. K. Kenneth	The Hong Kong Polytechnic University, Hong Kong
MA, Carol	Singapore University of Social Sciences, Singapore
NGAI, Pui Ching Shirley	The Hong Kong Polytechnic University, Hong Kong
ONGTANGCO, Karen	University of Santo Tomas, Philippines
THADATHIL, George	Salesian College, India
WANG, Ho Simon	Hong Kong Baptist University, Hong Kong
WONG, Herrick	The Hong Kong Polytechnic University, Hong Kong
WOO, Kam Tim	Hong Kong University of Science and Technology, Hong Kong
WU, Cynthia	The Hong Kong Polytechnic University, Hong Kong
XU, Huixuan	The Education University of Hong Kong, Hong Kong
YUEN, David	The Hong Kong Polytechnic University, Hong Kong



HK Time	ICSL2022	Venue/ ZOOM	Remarks
<i>From To</i>			
09:15 - 10:45	WELCOMING SPEECH Prof. Jin-Guang Teng President, The Hong Kong Polytechnic University, Hong Kong WELCOMING MESSAGE Prof. Ben Young Vice President (Student and Global Affairs), The Hong Kong Polytechnic University, Hong Kong and Co-Chair of USRN Steering Committee Prof. Daniel T. L. Shek Associate Vice President (Undergraduate Programme) and Dean of Undergraduate Studies, The Hong Kong Polytechnic University KEYNOTE Social Responsibility, Artificial Intelligence, Technology and Entrepreneurship: What Lies Ahead for Higher Education? Prof. Barrett Hazeltine Professor Emeritus of Engineering (Teaching), Brown University, U.S.A. Moderator: Prof. Daniel T. L. Shek The Hong Kong Polytechnic University, Hong Kong	TU411 / ZOOM	Simultaneous Interpretation in Putonghua is available on Zoom
10:45 - 11:00	Break		
11:00 - 12:30	PARALLEL SESSION I: ASSESSMENT AND MEASUREMENT Session Chair: Dr Mark Anthony Abenir, Ateneo de Manila University, Philippines 1. Mapping Faculty Conceptions of Assessment with their Practices of Assessment: What, When, Why, and How to Assess Learners in an Online Context <i>Sahbi Hidri and Huda Alblooshi,</i> <i>Higher Colleges of Technology, United Arab Emirates</i> 2. Development and Validation of a Measure of Students' Experience of Service-Learning <i>Grace Ngai, Ka-Hing Lau and Kam-Por Kwan,</i> <i>The Hong Kong Polytechnic University and</i> <i>Hong Kong Baptist University, Hong Kong</i> 3. Do Self-Reported Learning Gains Measure Actual Gains in Service-Learning? <i>Shuheng Lin, Kam-Por Kwan, Grace Ngai and Stephen Chan,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 4. Learning to Learn in Service Learning with Support of Mixed Reality (MR) <i>Yuk-Ming Tang, Gary C.P. Tsui,</i> <i>Roy W.C. Law, Karen K.P. Cheng and C.Y. Tang,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i>	TU411 / ZOOM	N/A

Programme



Day 1, 16 Nov 2022, Wednesday

<https://www.polyu.edu.hk/sllo/icsl2022/zoom/>

HK Time	ICSL2022	Venue/ ZOOM	Remarks
<i>From To</i>			
11:00 - 12:30	PARALLEL SESSION II: REHABILITATION AND CHILDREN Session Chair: Dr Celso Jr. Pagatpatan, De La Salle Medical and Health Sciences Institute, Philippines 1. Implementation Inclusive Service Learning in Children with Disabilities in Daerah Istimewa Yogyakarta, Indonesia <i>Ida Triastuti, Winta Satwikasanti, Winta Guspara</i> <i>and The Maria Widagdo,</i> <i>Duta Wacana Christian University, Indonesia</i> 2. A Critique of Theories Underpinning Service Learning Projects Aimed at the Rehabilitation of Prisoners <i>Tutu L. Faleni, Madikela Lekalakala and Saltiel Mataboge,</i> <i>University of South Africa, South Africa</i> 3. Service Learning as General Education: A Case Study of a Teaching-Led Research on Para-Athletes <i>Bonnie L.Y. Chiu and Matthew H.K. Li,</i> <i>Hong Kong Baptist University, Hong Kong</i>	PQ703 / ZOOM	N/A
12:30 - 13:30	Lunch		
13:30 - 14:30	PLENARY PANEL Elevating Sustainable Development through Regional and Global Collaboration 1. Dr Mark Anthony Abenir, Ateneo de Manila University, Philippines 2. Dr Liu Hong, Fudan University, China 3. Dr Martina Jordaan, University of Pretoria, South Africa 4. Mr. John Kalenzi, African Evangelistic Enterprise, Rwanda Moderator: Dr Shuheng Lin, The Hong Kong Polytechnic University, Hong Kong	TU411 / ZOOM	Simultaneous Interpretation in Putonghua is available on Zoom
14:30 - 14:45	Break		
14:45 - 15:45	COMMUNITY SHARING Mr. Harry, Văn Anh Phạm, Founder and President of ECO Vietnam Group, Vietnam Moderator: Mr. Kenneth Lo, The Hong Kong Polytechnic University, Hong Kong		N/A
15:45 - 16:30	Break		
16:30 - 17:30	PLENARY PANEL Assessing and Reinforcing USR Impacts 1. Mr. Phil Baty, Times Higher Education (THE) 2. Dr Marisol Morales, Carnegie Elective Classifications	Live Stream at TU411 / ZOOM	N/A

Programme



Day 2, 17 Nov 2022, Thursday

<https://www.polyu.edu.hk/sllo/icsl2022/zoom/>

HK Time	ICSL2022	Venue/ZOOM	Remarks
<i>From To</i>			
09:00 - 10:00	INVITED TALK Why University Social Responsibility Efforts Fail: Ineffective Approaches to Institutionalizing Social Responsibility and Service-Learning in Higher Education Prof. Andrew Furco Professor and Associate Department Chair for the Department of Organizational Leadership, Policy, and Development and Director of the International Center for Research on Community Engagement at the University of Minnesota, U.S.A. Moderator: Dr Grace Ngai, The Hong Kong Polytechnic University, Hong Kong	TU411 / ZOOM	Simultaneous Interpretation in Putonghua is available on Zoom
10:00 - 11:00	PARALLEL SESSION III: CROSS-DISCIPLINE AND REFLECTION Session Chair: Ms Anna Ho, The Hong Kong Polytechnic University, Hong Kong 1. Developing Transdisciplinary Competencies through Research-based Community-Engaged Learning <i>Jack Tsao and Ian Paolo Villareal,</i> <i>The University of Hong Kong, Hong Kong</i> 2. How Service-Learning Teachers from Different Disciplines Conceptualise and Practice Reflection <i>Rina Camus, Grace Ngai, Kam Por Kwan,</i> <i>Calvin Lau and Stephen Chan,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 3. Transformative Service-Learning during the pandemic: the Lady Doak College Experience <i>Anita Tiphagne, Lady Doak College, India</i>	TU411 / ZOOM	N/A
	PARALLEL SESSION IV: PARTNERSHIP AND ENTREPRENEURSHIP Session Chair: Mr. Kenneth Lo, The Hong Kong Polytechnic University, Hong Kong 1. Women Handicraft Entrepreneurs <i>Tai-Ming Wut,</i> <i>College Of Professional and Continuing Education,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 2. United Board: A Centennial of Service and Quadrans centennial of Service-Learning <i>Lentson Amos P,</i> <i>United Board for Christian Higher Education in Asia</i> 3. Community-Based organizations' perceptions of the Service-Learning Partnership During COVID-19 <i>Tiffany O. Cheng,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i>	PQ703 / ZOOM	N/A

Programme



Day 2, 17 Nov 2022, Thursday

<https://www.polyu.edu.hk/sllo/icsl2022/zoom/>

HK Time	ICSL2022	Venue/ZOOM	Remarks
<i>From To</i>			
11:00 - 11:15	Break		
11:15 - 12:15	PLENARY PANEL Education to Cultivate Social Responsibility <ol style="list-style-type: none"> 1. Prof. Mikiko Nishimura, International Christian University, Japan 2. Fr. Prof George Thadathil, Salesian College, India 3. Ms. Huong Thi Thanh Tran, Vietnam Campus Engage, Vietnam 4. Dr Angela Wai Ching Wong, United Board for Christian Higher Education in Asia Moderator: Dr Rina Camus, The Hong Kong Polytechnic University, Hong Kong	TU411 / ZOOM	Simultaneous Interpretation in Putonghua is available on Zoom
12:15 - 13:15	Lunch		
13:15 - 14:45	PARALLEL SESSION V: CONCEPT AND MODEL Session Chair: Dr Shuheng Lin, The Hong Kong Polytechnic University, Hong Kong <ol style="list-style-type: none"> 1. Advancing Gender Equality: Applying Experiential Learning Principles in the Development of University-Community Engagement Project <i>Siew-Ling Lee, Razwana Begum and Grace Chee, Singapore University of Social Sciences, Singapore</i> 2. AraLinkCoD : A Proposed Service Learning Praxis Framework of UST vis-à-vis Salamanca Process <i>Froilan A. Alipao, University of Santo Tomas, Philippines</i> 3. Service-Learning and Development Sociology: Towards Understanding the Praxeology <i>Shilpita Gine, Salesian College, Siliguri, India</i> 4. Pedagogical Approaches and Methods in Service-Learning: A Multiple-Case Study <i>Evalyn B. Abiog, University of Santo Tomas, Philippines</i> 	TU411 / ZOOM	N/A

Programme



Day 2, 17 Nov 2022, Thursday

<https://www.polyu.edu.hk/sllo/icsl2022/zoom/>

HK Time	ICSL2022	Venue/ZOOM	Remarks
<i>From To</i>			
13:15 - 14:45	PARALLEL SESSION VI: MEDICAL STUDENTS AND HEALTH Session Chair: Ms. Ida Ayu Triastuti Duta Wacana Christian University, Indonesia 1. Medical Students' Perspectives on the Program Outcome Drivers of Community Immersion: A Realist-Informed Study <i>Celso P. Pagatpatan, Jr., Maria Corazon E. Gurango, and Jose Marcelo K. Madlansaca, De La Salle Medical and Health Sciences Institute, Philippines</i> 2. Analysis on the Attitudes of Medical Faculty and Students Towards Community Service-Learning Activities <i>Ma T. T. Guison-Bautista, University of Santo Tomas</i> 3. Dimensions of a Culturally-Sensitive Community Service Attitude Scale for Filipino Medical Students <i>Ma T. T. Guison-Bautista, University of Santo Tomas</i> 4. Service-Learning in Digital Mental Health Intervention: Cultivating Competent Student Peer Supporters <i>Ieng-Wai Hong, University of Macau, Macau</i>	PQ703 / ZOOM	N/A
14:45 - 15:00	Break		
15:00 - 15:45	COMMUNITY SHARING Mr. Vatanak Serey Vong, Founder, Living Water Farm, Cambodia Moderator: Mr. Kenneth Lo, The Hong Kong Polytechnic University, Hong Kong	TU411 / ZOOM	N/A
15:45 - 16:00	Break		

Programme



Day 2, 17 Nov 2022, Thursday

<https://www.polyu.edu.hk/sllo/icsl2022/zoom/>

HK Time	ICSL2022	Venue/ZOOM	Remarks
<i>From To</i>			
16:00 - 17:50	PARALLEL SESSION VII: COMBATING THE PANDEMIC I Session Chair: Dr Pauli Lai The Hong Kong Polytechnic University, Hong Kong 1. E-Service-Learning during the COVID-19 Pandemic: The Experiences of Mainland Chinese Students Studying at a University in Hong Kong <i>Meng Du, Yu-Shan Zhang, Qiang Tan and Lu Yu,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 2. Investigating the Impact on Partner Communities of Fully Online Academic Service-Learning Engagements <i>Mark Anthony Abenir,</i> <i>Ateneo de Manila University, Philippines</i> 3. Combating Challenges of Overseas Service-Learning in the Pandemic <i>Pauli Lai and Chi-Ho Chan,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 4. A Case Study on Integrating Design Thinking into Service-Learning during the Pandemic <i>Chad W.F. Chan, Nicholas Ooi, Michael H.F. Kum and</i> <i>Jessica K.W. Wong, Lingnan University, Hong Kong and</i> <i>Hong Kong Baptist University, Hong Kong</i> 5. Sustainability of a Service Learning Project through the Participatory Development Approach - "Hawak Kamay" A Series of Capacity Building Initiatives <i>Diannie Mangali, Yanni Francisco, Sophia Tabanao,</i> <i>Julianne Makalintal, Jerrold Cainglet, Mandrake Medina,</i> <i>Maria Purnell, Ateneo de Manila University, Philippines</i>	TU411 / ZOOM	N/A
	PARALLEL SESSION VIII: SERVICE-LEARNING CASES I Session Chair: Mr. Harry, Văn Anh Phạm, ECO Vietnam Group, Vietnam 1. Prospects of Sustainability of Community Engagement and Service Learning: Lessons from a Pilot Study <i>Siphokazi Kwatubana and Melody Mtimkulu,</i> <i>North-West University, South Africa</i> 2. Service Learning in the University of Santo Tomas: Translating Theory to Practice <i>Melanie Turingan, University of Santo Tomas, Philippines</i> 3. Unique Features of FS 3002: An Award-Winning Service-Learning Program <i>Chandana Wijayanama and Deepthi Wickramasinghe,</i> <i>Siam City Cement Lanka Limited & Department of Zoology,</i> <i>University of Colombo, Sri Lanka</i> 4. Enhancing Service Delivery at Local Government Through Service Learning: The Case of uMhlathuze Local Municipality <i>Nduduzo C. Ndebele,</i> <i>University of Zululand, South Africa</i>	PQ703 / ZOOM	N/A

Programme



Day 3, 18 Nov 2022, Friday

<https://www.polyu.edu.hk/sllo/icsl2022/zoom/>

HK Time	ICSL2022	Venue/ZOOM	Remarks
<i>From To</i>			
09:30 - 10:30	INVITED TALK Revisioning the Possibilities of Service Learning to Assist Student Learning and Community Engagement Prof. Nicole Webster Professor of Youth and International Development & Director of the Global Youth Civic Lab, Penn State University & Vice-Chair of IARSLCE, U.S.A. Moderator: Dr Stephen Chan, The Hong Kong Polytechnic University, Hong Kong	TU411 / ZOOM	Simultaneous Interpretation in Putonghua is available on Zoom
10:30 - 10:45	Break		
10:45 - 12:15	PARALLEL SESSION IX: COMBATING THE PANDEMIC II Session Chair: Mr. Harry, Văn Anh Phạm, ECO Vietnam Group, Vietnam <ol style="list-style-type: none"> The Impact of e-Service Learning in the Era of Covid-19 Yee-Mun Low, Methodist College Kuala Lumpur, Malaysia A Duoethnography of Planning and Developing a Digital Storytelling Service-Learning Subject during Covid-19 Pandemic Eric L.M. Cheung and Huiwen Shi, College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong eService-Learning: Understanding College Students' Online Community Engagement in Time of Pandemic Heiden C. Anorico, National Service Training Program Department, University of Santo Tomas, Philippines Conversing with the New Normal: Virtual Service-Learning Amid COVID-19 Jason Ho, Hong Kong Baptist University, Hong Kong Johnson Cheung, The University of Hong Kong, Hong Kong Wallace Tsang, Hong Kong Shue Yan University, Hong Kong Kon-Chi Wong, Society for Innovation and Technology in Social Work Ltd., Hong Kong 	TU411 / ZOOM	N/A

Programme



Day 3, 18 Nov 2022, Friday

<https://www.polyu.edu.hk/sllo/icsl2022/zoom/>

HK Time	ICSL2022	Venue/ZOOM	Remarks
<i>From To</i>			
10:45 - 12:15	PARALLEL SESSION X: Service-Learning Cases II Session Chair: Prof Siphokazi Kwatubana, North-West University, South Africa <ol style="list-style-type: none"> 1. Involving English Language Students in a Multimodal Community-Engaged project: Students' Perspectives and Readiness <i>Anna Ho,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 2. Service-Learning in an EFL Context: May I Speak Chinese? <i>MengYing Li, Tunghai University, Taiwan</i> 3. Service-Learning and Environmental Sustainability <i>Wang-Kin Chiu and Ben Y.F. Fong,</i> <i>College of Professional and Continuing Education,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 4. Personal Gains and Challenges of Virtual Intergenerational Service-Learning in Health Promotion <i>Tommy K.C. Ng, Ben Y.F. Fong, Oscar W.K. Chiu and Rebecca S.W. Lee,</i> <i>College of Professional and Continuing Education,</i> <i>The Hong Kong Polytechnic University, Hong Kong</i> 	PQ703 / ZOOM	N/A
12:15 - 13:30	Lunch		
13:30 - 14:30	PLENARY PANEL Assessment in Service-Learning in China <ol style="list-style-type: none"> 1. Prof. Kan Chen, Fudan University, China 2. Dr Yuanyuan Wang, Shenzhen University, China 3. Dr Rong Xiang, Yunnan University, China 4. Dr Zheng Zhou, Southwestern University of Finance and Economics, China Moderator: Dr Liu Hong, Fudan University, China	TU411 / ZOOM	Simultaneous Interpretation in Putonghua is available on Zoom
14:30 - 14:45	Break		
14:45 - 15:45	COMMUNITY SHARING Dr Martina Jordaan Head of Community Engagement Research and Postgraduate Studies, University of Pretoria, South Africa Moderator: Mr. Kenneth Lo, The Hong Kong Polytechnic University, Hong Kong	TU411 / ZOOM	N/A
15:45 - 15:55	CLOSING REMARKS	TU411 / ZOOM	Simultaneous Interpretation in Putonghua is available on Zoom



BARRETT HAZELTINE

Professor Emeritus, Brown University, USA

BARRETT HAZELTINE was Professor of Engineering at Brown University. He is now Professor Emeritus but continues to teach at Brown. From 1972 to 1992 he was also Associate Dean of the College. He is a graduate of Princeton University—BSE - 1953, MSE - 1956 and the University of Michigan—Ph.D. - 1962.

In 1991-92 he held the Robert Foster Cherry Chair for Distinguished Teaching at Baylor University. He was awarded teaching citations from thirteen senior classes at Brown University until the award was named in his honor. In 2015 he received the Susan Colver Rosenberger, the highest award the Brown Faculty can bestow. He has received various other awards.

He has taught at the University of Zambia in 1970 and 1976, at the University of Malawi in 1980-81, 1983-84, and 1988-89, at the University of Botswana in 1993, and Africa University in Zimbabwe—1996-97, 2000, and 2006. He has also taught or consulted in Bangladesh, Indonesia, Mozambique, Nigeria, and South Africa. He was a Fulbright lecturer in 1988-89 and 1993.

His research deals with appropriate technology, entrepreneurship, and management of technology companies. He teaches courses in these areas, with a particular interest in technological literacy.

Two books he has authored, both with Christopher Bull are: Field Guide to Appropriate Technology and Appropriate Technology: Tools, Choices, and Implications.

He was a Trustee of Stevens Institute of Technology and was on advisory committees at Baylor University, Roger Williams University, and the State University of New York at Stony Brook. He was also a Trustee of the Paul Cuffee School, a charter school in Providence and active in other organizations.



ANDREW FURCO

Professor and Associate Department Chair for the Department of Organizational Leadership, Policy, and Development and Director of the International Center for Research on Community Engagement, University of Minnesota, USA

Andrew Furco is Professor and Associate Department Chair for the Department of Organizational Leadership, Policy, and Development and Director of the International Center for Research on Community Engagement at the University of Minnesota. He also serves as Associate Editor for Research for the Journal of Higher Education Outreach and Engagement, and serves on the Editorial Board of Directors for Revista Iberoamericana de Aprendizaje Servicio, the first scientific journal in Spanish dedicated to disseminating research, reflections, and experiences pertaining to service-learning.

From 2008-2021, Professor Furco served as the University's Associate Vice President for Public Engagement. In this role, he worked units across the University of Minnesota to advance the institutionalization of community engagement within the University's research, teaching, and outreach missions. Prior to arriving at Minnesota, he worked as a researcher and faculty member in the Graduate School of Education at UC Berkeley, where he served as founding director of the University's Service-Learning Research and Development Center (SLRDC). During his 13 years as SLRDC director at Berkeley and his 15 years at the University of Minnesota, he had the privilege of working with more than 50 graduate students, from a broad range of disciplines and fields, who have served as research assistants and partners on a wide of projects.

In 1998, he was selected by the National Campus Compact to serve as a National Engaged Scholar. Through this work, he developed and standardized the Self-Assessment Rubric for Institutionalizing Service-Learning in Higher Education, which has been incorporated into the service-learning work at more than 400 colleges in various counties.

Professor Furco has consulted with more than 100 universities in more than 30 countries on issues pertaining to the advancement and institutionalization of service-learning and community engagement. His publications include the books, *Service-Learning: The Essence of the Pedagogy* (2001), *Service-Learning Through a Multidisciplinary Lens* (2002), *Service-Learning: How Does It Measure Up?* (2016), as well as more than 100 journal articles and book chapters that explore the study and practice of service-learning and community engagement.



NICOLE WEBSTER

Associate Dean of Faculty Affairs and Diversity, Equity, and Inclusion and Professor of Recreation, Parks, and Tourism Management (RPTM), College of Health and Human Development, USA

Nicole Webster, Ph.D., is the Associate Dean of Faculty Affairs and Diversity, Equity, and Inclusion and Professor of Recreation, Parks, and Tourism Management (RPTM) in the College of Health and Human Development. Her scholarship and teaching incorporate facets of youth development, civic engagement, and equity in public spaces, specifically in relation to historically marginalized youth in domestic and international settings. In addition to her work in formal academic settings, she has designed, facilitated, and evaluated national and international training focused on equity and inclusion in civic educational spaces.

Plenary Panel Speakers

16 November 2022,
13:30-14:30,
TU411

Panel I: Elevating Sustainable Development through Regional and Global Collaboration

Abstract

This is a panel discussion among representatives from organization and higher education institutions involved with collaborative community development projects at the regional and global level. In addition to sharing examples of such innovative projects, the speakers will also offer insights on what sustainable development means from the economic, social or environmental perspective, what works when it comes to global collaboration, and what reaching across the border or even continent for partnership brings to the table.



Dr Mark Anthony ABENIR

Associate Professor , Ateneo de Manila University, Philippines

Dr. Abenir makes use of Service-Learning as a research and pedagogical approach in the course he handles such as Community Development and Social Change, Project Management, and The Economy, Society, and Sustainable Development. He is a Section Co-Editor of the International Journal of Research on Service-Learning and Community Engagement. His professional expertise is on the design, implementation, monitoring, and evaluation of community, social welfare, and poverty reduction/eradication programs that are participatory, people-centered, gender-sensitive, and rights-based. His research interests are in Community Development, Social Development, Service-Learning and Community Engagement, Disaster Resilience, and Children and Youth Studies.



Dr Liu HONG

Associate Professor, Fudan University, China

Dr. Hong is an Associate Professor at School of Social Development and Public Policy, Fudan University, China. His research interests are related to social policy in developing contexts, youth participation and positive development, evidence-based social program development and evaluation.

He considers himself a “practitioner-researcher”. He is actively involved in knowledge translation and innovations in social services and education in a developing context. He entered the field of service-learning in 2009 as a program evaluator. Now he is an enthusiastic advocate of adoption and adaptation of service-learning practices in higher education in China, assuming the roles of curriculum designer and chief researcher on the service-learning curriculum committee at Fudan University, where he helped initiate a university-level credit-bearing service-learning program since 2016. He also has experience in rural development work in Southwest China.

Plenary Panel Speakers

Panel I: Elevating Sustainable Development through Regional and Global Collaboration

16 November 2022,
13:30-14:30,
TU411



Dr Martina JORDAAN

**Head, Community Engagement Research and Postgraduate Studies,
University of Pretoria, South Africa**

Martina Jordaan is Head of the Community Engagement Research and Postgraduate Studies at the Mamelodi campus, University of Pretoria. She was previously responsible for a compulsory undergraduate module, Community-Based Project, of the Faculty of Engineering, Built Environment and Information Technology. Annually more than 1600 students enrol for the module and they are involved in more than 570 projects in various communities. Martina has a doctorate in History and a Masters in Development studies. She was also head of the Education Museum in Pretoria and thereafter responsible for developing pre-schools in the informal settlements next to Pretoria and skills development of staff of various schools in Pretoria.



Mr. John KALENZI

Executive Director, African Evangelistic Enterprise, Rwanda

John Kalenzi is the Country Director for AEE Rwanda, holding the role since 2009. AEE Rwanda is a Christian, Local, Non-Governmental Organization dedicated to working with children, youths, families, and their communities to address the root causes of poverty. John has been with AEE Rwanda for 22 years, previously working for World Vision Rwanda as the Zonal Manager for the Southern Region.

In his role as Country Director, John is actively involved in shaping projects/programs to meet AEE Rwanda's vision of "a country in which all people honor God and have opportunities to fulfill their human potential." John works closely with AEE Rwanda's donors and partners, from institutional donors rolling out national and regional programs to philanthropic organisations and individuals looking to make a difference to the lives of the poor in Rwanda.

John graduated from the National University of Rwanda in 1999 and has since earned a Post-Graduate Diploma in Project Management from Uganda Management Institute (2004), an MBA from the Maastricht School of Management (2006), and an MSc in Development Studies from University of Rwanda (2016).

John lives with his wife and two children in Kigali, Rwanda

Plenary Panel Speakers

Panel II: Education to Cultivate Social Responsibility

17 November 2022,
11:15-12:15,
TU411

Abstract

This panel brings together service-learning practitioners from Asian academic institutions and an NGO. The speakers will offer different perspectives about cultivating social responsibility through service-learning, in particular: how essential elements of service-learning transforms students in Japan (Prof. Nishimura, Japan); how service-learning contributes to social change and public services in Vietnam (Ms. Huong); the Hong Kong-based United Board for Christian Higher Education in Asia's experience of cultivating social responsibility through its "Campus-Community Partnerships" (Dr. Wong); and, finally, the benefits of a college's engagement in collaborative service-learning projects in India (Fr. Prof. Thadathil).



Prof. Mikiko NISHIMURA

Professor, International Christian University, Japan

Mikiko NISHIMURA is a Professor of Sociology of Education and International Educational Development and Director of Service-Learning Center at International Christian University. Prior to the current position, she was an Associate Specialist in Human Resource Development at Japan International Cooperation Agency, a development consultant, and an Associate Professor at Graduate School of International Cooperation Studies of Kobe University. Her primary research interests are analysis of education reforms and policies, community participation in education, gender in education, civic/community engagement and liberal arts education. She has worked extensively in education planning and research in developing countries as a development consultant and researcher.



Fr. Prof. George THADATHIL

Principal, Salesian College, India

Prof George Thadathil sdb is presently the Principal of Salesian College Sonada and Siliguri Campus. He completed research in the University of Madras, in 2000, as a Junior Research Fellow of Indian Council of Philosophical Research (ICPR). His area of specialization is Cross Cultural Social Philosophy. He has organized various research seminars engaging local scholarship with contemporary concerns of identity, language and ethnicity. He is the author of Vision from the Margin: Study of the Sri Narayana Guru Movement in the Literature of Nitya Chaitanya Yati (2007) and has edited and co-edited the books Communities and Identity Consciousness: South Indian Trajectories (2004), Cultural Identity in Nepali Language and Literature (2005), Subaltern Perspectives: Philosophizing in Context (2005), Cultural Linguistic Transitions in the Nepali Speech Community of Darjeeling (2009), Teesta on the Run: Development Induced Displacement in Sikkim 1975-2010 (2016), Brahmarshi Narayana Guru (Tr-2016), Intellectual Property Rights (2022) besides contributing to a number of journals and edited volumes on Philosophy, Literature and Social Sciences. His publications are the outcome of an attempt to apply the research findings in South India (Ezhava Movement) onto the Language and Ethnicity based identity formations in Darjeeling District, North East India.

Plenary Panel Speakers

Panel II: Education to Cultivate Social Responsibility

17 November 2022,
11:15-12:15,
TU411



Ms. Huong Thi Thanh TRAN

Director and Founder, Vietnam Campus Engage, Vietnam

- Founder and Director of Vietnam Campus Engage
- Masters degree in International Development and Social Change in 2005-2007, Clark University, USA, with International Ford Fellowship Award.
- Former Director of Non-Profit, CAO Social Enterprise, 2019
- Former Director of Center for Service-Learning, Hoa Sen University, 2016-2017
- Former Founding Director and Senior Advisor – Center of Service-Learning, University of Economics and Finance, Ho Chi Minh City, 2018-2019
- Senior Advisor, Center for Engaged Learning, Da Nang Architecture University
- Director and Member of the Board of Directors of LIN Center for Community Development from 2009 to 2018



Dr Angela Wai Ching WONG

Vice President for Programs, United Board for Christian Higher Education in Asia

Wai Ching Wong lives and grew up in Hong Kong and received her doctorate from the University of Chicago. She was a long-time faculty member of The Chinese University of Hong Kong, serving the Department of Cultural and Religious Studies, and headed the Graduate Divisions of Cultural Studies and Gender Studies, the Gender Research Centre, and many academic programs. Ecumenically committed, she was a member of the board of trustees of the United Board (2002-2012) and the Presidium of Christian Conference of Asia (2000-2005); the chairperson (1995-1999) and regional secretary (1993-1995) of the World Student Christian Federation; and co-moderator of the Congress of Asian Theologians (2000-2004). As an academic, she has published widely in Chinese and English on topics of religion, gender, and culture in Asia.

Plenary Panel Speakers

Panel III: Assessment in Service-Learning in China

18 November 2022,
13:30-14:30,
TU411



Prof. Kan Chen

Professor, Fudan University, China

- Associate Professor of Psychology Department in Fudan University
- Journal Editorial Board of JAP (Journal of analytical psychology)
- Jungian Analyst (IAAP, 2018)

Education and Professional Experience:

- 1995-2005: South China Normal University, Psychology department, Master degree and Doctor degree on clinical psychology.
- 2005-2006: Eastern China Normal University, Psychology department, Post-doctoral
- 2007-till now: Associate professor in psychology department in Fudan University.
- 2010-till now: Invited Researcher in Faculty Development Center in Fudan University, Shanghai, China.
- 2015-2016: Visiting scholar in department of education and human resource, UMASS Boston, USA.



Dr Yuanyuan WANG

Lecturer, Shenzhen University, China

Dr Wang Yuanyuan is a Lecturer of the Department of Educational Information Technology, Shenzhen University. Her current research interests are learning analytics, and learning resource recommendation system. She has a good number of scholarly outputs in Knowledge and Information Systems, IEEE Access and DEXA. She is the awardee of the "Undergraduate Teaching Award" of Shenzhen University. She has engaged in several research projects, such as "Big data analysis technologies in education", "Research on the training mode of educational technology engineering talents for the new generation of information technology", "The impact of online consumer reviews on product sales and reverse manipulation" and so on.

Plenary Panel Speakers

Panel III: Assessment in Service-Learning in China

18 November 2022,
13:30-14:30,
TU411



Prof. Rong XIANG

Director, Institute of Social Work, School of Ethnology and Sociology,
Yunnan University, Yunnan University, China

For more than two decades, XIANG Rong, has been leading the Institute of Social Work in the School of Ethnology and Sociology, Yunnan University. Her research focuses on developmental social work, service-learning and action research in southwestern China, characterized by multi-ethnic, poverty-stricken and massive rural-urban migration. XIANG pioneered the development of the first social work organization-Heart to Heart Community Care Centre in rural-urban migrant community work in Yunnan, the first social work incubation platform for urban and rural social work organizations in Yunnan, the first community philanthropic foundation in Yunnan. XIANG is the legal representative of the Yunnan Social Work Association. She has been awarded as National Social Work Leader in 2016 and National Top Ten Influential Social Workers in 2017 by the Ministry of Civil Affairs, PRC.



Dr Zheng ZHOU

Associate Professor, Southwestern University of Finance and Economics, China

Zheng Zhou is currently an associate professor at the Research Institute of Social Development in the Southwestern University of Finance and Economics, China. She received her Ph. D. in Educational Psychology at the Chinese University of Hong Kong, MA of psychology at Beijing Normal University and BA of Economics at Beijing Normal University, Zhuhai. Zhou Zheng' research interests include positive youth development, child well-being and service-learning.

Parallel Session

Paper Presentation I: Assessment and Measurement

16 November 2022, 11:00 – 12:30, TU411

1. Mapping Faculty Conceptions of Assessment with their Practices of Assessment: What, When, Why, and How to Assess Learners in an Online Context
Sahbi Hidri and Huda Alblooshi, Higher Colleges of Technology, United Arab Emirates
2. Development and Validation of a Measure of Students' Experience of Service-Learning
Grace Ngai, Ka-Hing Lau and Kam-Por Kwan, The Hong Kong Polytechnic University and Hong Kong Baptist University, Hong Kong
3. Do Self-Reported Learning Gains Measure Actual Gains in Service-Learning?
Shuheng Lin, Kam-Por Kwan, Grace Ngai and Stephen Chan, The Hong Kong Polytechnic University, Hong Kong
4. Learning to Learn in Service Learning with Support of Mixed Reality (MR)
Yuk-Ming Tang, Gary C.P. Tsui, Roy W.C. Law, Karen K.P. Cheng and C.Y. Tang, The Hong Kong Polytechnic University, Hong Kong

Paper Presentation II: Rehabilitation and Children

16 November 2022, 11:00 – 12:30, PQ703

1. Implementation Inclusive Service Learning in Children with Disabilities in Daerah Istimewa Yogyakarta, Indonesia
Ida Triastuti, Winta Satwikasanti, Winta Guspara and The Maria Widagdo, Duta Wacana Christian University, Indonesia
2. A Critique of Theories Underpinning Service Learning Projects Aimed at the Rehabilitation of Prisoners
Tutu L. Faleni, Madikela Lekalakala and Saltiel Mataboge, University of South Africa, South Africa
3. Service Learning as General Education: A Case Study of a Teaching-Led Research on Para-Athletes
Bonnie L.Y. Chiu and Matthew H.K. Li, Hong Kong Baptist University, Hong Kong

Paper Presentation III: Cross-discipline and Reflection

17 November 2022, 10:00 – 11:00, TU411

1. Developing Transdisciplinary Competencies through Research-Based Community-Engaged Learning
Jack Tsao, The University of Hong Kong, Hong Kong
2. How Service-Learning Teachers from Different Disciplines Conceptualize and Practice Reflection
Rina Camus, Grace Ngai, Ka-Hing Lau, Kam-Por Kwan and Stephen Chan, The Hong Kong Polytechnic University, Hong Kong
3. Transformative Service-Learning During the Pandemic: The Lady Doak College Experience
Anita Christine Tiphagne, Lady Doak College, India

Paper Presentation IV: Partnership and Entrepreneurship

17 November 2022, 10:00 – 11:00, PQ703

1. Women Handicraft Entrepreneurs
Tai-Ming Wut, College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong
2. United Board: A Centennial of Service and Quadrans Centennial of Service-Learning
Lentson Amos P, United Board for Christian Higher Education in Asia
3. Community-Based organizations' perceptions of the Service-Learning Partnership During COVID-19
Tiffany O. Cheng, The Hong Kong Polytechnic University, Hong Kong

Parallel Session

Paper Presentation V: Concept and Model

17 November 2022, 13:15 – 14:45, TU411

1. Advancing Gender Equality: Applying Experiential Learning Principles in the Development of University-Community Engagement Project
Siew-Ling Lee, Razwana Begum and Grace Chee, Singapore University of Social Sciences, Singapore
2. AraLinkCoD : A Proposed Service Learning Praxis Framework of UST vis-à-vis Salamanca Process
Froilan A. Alipao, University of Santo Tomas, Philippines
3. Service-Learning and Development Sociology: Towards Understanding the Praxeology
Shilpita Gine, Salesian College, Siliguri, India
4. Pedagogical Approaches and Methods in Service-Learning: A Multiple-Case Study
Evalyn B. Abiog, University of Santo Tomas, Philippines

Paper Presentation VI: Medical Students and Health

17 November 2022, 13:15 – 14:45, PQ703

1. Medical Students' Perspectives on the Program Outcome Drivers of Community Immersion: A Realist-Informed Study
Celso P. Pagatpatan, Jr., Maria Corazon E. Gurango, and Jose Marcelo K. Madlansaca, De La Salle Medical and Health Sciences Institute, Philippines
2. Analysis on the Attitudes of Medical Faculty and Students Towards Community Service-Learning Activities
Ma T. T. Guison-Bautista, University of Santo Tomas
3. Dimensions of a Culturally-Sensitive Community Service Attitude Scale for Filipino Medical Students
Ma T. T. Guison-Bautista, University of Santo Tomas
4. Service-Learning in Digital Mental Health Intervention: Cultivating Competent Student Peer Supporters
Ieng-Wai Hong, University of Macau, Macau

Paper Presentation VII: Combating the Pandemic I

17 November 2022, 16:00 – 17:50, TU411

1. E-Service-Learning during the COVID-19 Pandemic: The Experiences of Mainland Chinese Students Studying at a University in Hong Kong
Meng Du, Yu-Shan Zhang, Qiang Tan and Lu Yu, The Hong Kong Polytechnic University, Hong Kong
2. Investigating the Impact on Partner Communities of Fully Online Academic Service-Learning Engagements
Mark Anthony D. Abenir, Ateneo de Manila University, Philippines
3. Combating Challenges of Overseas Service-Learning in the Pandemic
Pauli Lai and Chi-Ho Chan, The Hong Kong Polytechnic University, Hong Kong
4. A Case Study on Integrating Design Thinking into Service-Learning during the Pandemic
Chad W.F. Chan, Nicholas Ooi, Michael H.F. Kum and Jessica K.W. Wong, Lingnan University, Hong Kong and Hong Kong Baptist University, Hong Kong
5. Sustainability of a Service Learning Project through the Participatory Development Approach - "Hawak Kamay" A Series of Capacity Building Initiatives
Diannie Mangali, Yanni Francisco, Sophia Tabanao, Julianne Makalintal, Jerrold Cainglet, Mandrake Medina, Maria Purnell, Ateneo de Manila University, Philippines

Parallel Session

Paper Presentation VIII: Service-Learning Cases I

17 November 2022, 16:00 – 17:50, PQ703

1. Prospects of Sustainability of Community Engagement and Service Learning: Lessons from a Pilot Study
Siphokazi Kwatubana and Melody Mtinkulu, North-West University, South Africa
 2. Service Learning in the University of Santo Tomas: Translating Theory to Practice
Melanie Turingan, University of Santo Tomas, Philippines
 3. Unique Features of FS 3002: An Award-Winning Service-Learning Program
Chandana Wijayanama and Deepthi Wickramasinghe, Siam City Cement Lanka Limited & Department of Zoology, University of Colombo, Sri Lanka
 4. Enhancing Service Delivery at Local Government Through Service Learning: The Case of uMhlathuze Local Municipality
Nduduzo C. Ndebele, University of Zululand, South Africa
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Paper Presentation IX: Combating the Pandemic II

18 November 2022, 10:45 – 12:15, TU411

1. The Impact of e-Service Learning in the Era of Covid-19
Yee-Mun Low, Methodist College Kuala Lumpur, Malaysia
 2. A Duoethnography of Planning and Developing a Digital Storytelling Service-Learning Subject during Covid-19 Pandemic
Eric L.M. Cheung and Huiwen Shi, College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong
 3. eService-Learning: Understanding College Students' Online Community Engagement in Time of Pandemic
Heiden C. Anorico, National Service Training Program Department, University of Santo Tomas, Philippines
 4. Conversing with the New Normal: Virtual Service-Learning Amid COVID-19
Jason Ho, Hong Kong Baptist University, Hong Kong
Johnson Cheung, The University of Hong Kong, Hong Kong
Wallace Tsang, Hong Kong Shue Yan University, Hong Kong
Kon-Chi Wong, Society for Innovation and Technology in Social Work Ltd., Hong Kong
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Paper Presentation X: Service-Learning Cases II

18 November 2022, 10:45 – 12:15, PQ703

1. Involving English Language Students in a Multimodal Community-Engaged project: Students' Perspectives and Readiness
Anna Ho, English Language Centre, The Hong Kong Polytechnic University, Hong Kong
2. Service-Learning in an EFL Context: May I Speak Chinese?
MengYing Li, Tunghai University, Taiwan
3. Service-Learning and Environmental Sustainability
Wang-Kin Ng and Ben Y.F. Fong, College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong
4. Personal Gains and Challenges of Virtual Intergenerational Service-Learning in Health Promotion
Tommy K.C. Ng, Ben Y.F. Fong, Oscar W.K. Chiu and Rebecca S.W. Lee, College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong

Paper Presentation I : Assessment and Measurement

16 November 2022, 11:00 – 12:30, TU411

Mapping Faculty Conceptions of Assessment with their Practices of Assessment: What, When, Why, and How to Assess Learners in an Online Context

SAHBI HIDRI ¹, HUDA ALBLOOSHI ²

¹Abu Dhabi Women's Campus, Higher Colleges of Technology, United Arab Emirates

²Fujairah Women's Campus, Higher Colleges of Technology, United Arab Emirates

The present study investigates the extent to which university teachers' conceptions of online assessment are congruent with their online practices of assessment, and how these conceptions and practices of assessment relate to students' learning. While much has been written on conceptions and practices of assessment in face-to-face environments, little is known about how faculty understand and use assessment in online contexts such as the pandemic. Drawing on a sample data of 314 faculty belonging to different departments in a university context in the UAE, teachers were asked to define their agreement with assessment conceptions (using Brown's inventory (2006) on school accountability, student accountability, improvement, and irrelevance of assessment), as well as their frequency of using practices of assessment (purposes of assessment, methods of assessment, and test design) in an online survey. Descriptive and inferential statistics were conducted to check if there was any mapping between conceptions and practices of assessment. Findings of the structural equating model (SEM) indicated that teachers had a distorted view of assessment both at the theoretical and practical levels since Brown's model was found to be inadmissible in this context. Also, faculty had conflicting views about assessment practices. We conclude that teachers need to be more committed to the conceptions and practices of assessment and that policymakers should involve teachers in continuous PD programs to empower them to be more assessment literate, and therefore, map the assessment conceptions with their practices. The study had implications for assessment policy and planning in this university context.

KEY WORDS

Online Conceptions and Practices of Assessment, Model Fit, AMOS, FACETS, HCT, UAE

Development and Validation of a Measure of Students' Experience of Service-Learning

GRACE NGAI ¹, KA-HING LAU ² and KAM-POR KWAN ¹

¹The Hong Kong Polytechnic University, Hong Kong

²Hong Kong Baptist University, Hong Kong

This paper reports the process for developing and validating an instrument for measuring students' experience of service-learning. The study involved three phases: a) construct identification and item generation by the research team; b) content and face validation of the draft items through expert judgement (n=12 experienced service-learning researchers/ practitioners) and cognitive interviews (n=11 students); and c) construct validation through exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and reliability analysis (n=530 students). Results show that the final 18-item instrument is a reliable and valid measure of students' service-learning experiences on six dimensions, namely, goals and objectives, meaningful service, challenge and interest, exposure to diversity, reflective activities, and preparation and support. Limitations and implications of the study were also discussed.

KEY WORDS

Service-Learning, Instrument Development, Scale Validation, Student Experience, Learning Outcomes

Paper Presentation I : Assessment and Measurement

16 November 2022, 11:00 – 12:30, TU411

Do Self-Reported Learning Gains Measure Actual Gains in Service-Learning?

SHUHENG LIN, KAM-POR KWAN, GRACE NGAI and STEPHEN CHAN

Service-Learning and Leadership Office, The Hong Kong Polytechnic University, Hong Kong

Many studies support SL as a highly effective teaching pedagogy, but the conclusions are mostly based on student self-reported learning gains as other forms of assessments are not usually available. Self-reported data are commonly used in research on student learning, but whether they are valid measures of actual learning remains contested in the literature. This study investigates the extent to which self-reported learning gains are congruent with student subject grade. We find that reliable self-reported data are indicative of actual learning, but they are not fully consistent.

KEY WORDS

Learning Outcomes, Self-Report, Assessment Method in Service-Learning

Learning to Learn in Service Learning with Support of Mixed Reality (MR)

YUK-MING TANG, GARY C.P. TSUI, ROY W.C. LAW, KAREN K.P. CHENG and C.Y. TANG,

The Hong Kong Polytechnic University, Hong Kong

In order to maximize outcomes of student learning, service learning is an approach in higher education, which integrates classroom instruction, personal introspection, and community service. However, the outcomes are still not satisfactory since it depends largely on individual student participation and their ability to discover new knowledge. Development of students learning to learn capability is important to cultivate them to explore new knowledge initiatives. One option for enhancing and supporting students learning to learn activities is using mixed reality (MR). MR is one of the latest immersive technology to provide students with immediate responses and interactions with digital content to enhance students' interest to explore new things. Additionally, they are not widely employed in delivering learning to learn pedagogy. Thus, it is to investigate how MR can help students engage in learning to learn in the service learning subject.

KEY WORDS

Learning to Learn, Service Learning, Mixed Reality, STEM, Autonomy, Learning Motivation

Paper Presentation II : Rehabilitation and Children

16 November 2022, 11:00 – 12:30, PQ703

Implementation Inclusive Service Learning in Children with Disabilities in Daerah Istimewa Yogyakarta, Indonesia

IDA TRIASTUTI ¹, WINTA SATWIKASANTI ², WINTA GUSPARA ² and THE MARIA WIDAGDO ¹

¹ Faculty of Medicine, Duta Wacana Christian University, Indonesia

² Faculty of Architecture and Design, Duta Wacana Christian University, Indonesia

Service learning is known to facilitate students with experience of any “real world” problems, including in vulnerable communities. Children with disabilities have various complex problems, hence, collaboration inter disciplines is needed to be able to identify and make innovations. Studies are needed to accommodate an appropriate framework for service learning with complex conditions. This research is a service learning conducted at a special school for children with disabilities in the Special Region of Yogyakarta from February to June 2022. The implementation was attended by students from 8 different professions, namely Medicine, Product Design, Architecture, Information Technology, Information Systems, English Education, Management, and Biotechnology. The framework used is design thinking which consists of four stages, namely discovery, define, ideation, and deliver. In the discovery process, students conduct interviews and observations to explore what problems exist. The problem identification process is carried out by discussing with lecturers and teachers to narrow down the problem, then students develop ideas in the form of product innovation and advocacy. The results of these products and innovations are then delivered to students, teachers, and parents. Students get experiential learning how to collaborate to identify problems and make innovations inter disciplines with a design thinking method.

KEY WORDS

Inclusive, Service Learning, Design Thinking, Inter Discipline, Disabilities

A Critique of Theories Underpinning Service Learning Projects Aimed at the Rehabilitation of Prisoners

TUTU L. FALENI

Department of Educational Leadership and Management, University of South Africa, South Africa

Since the dawn of democracy in 1994, South Africa has experienced an increase in the population of prisoners. The rise in prison population could be attributed to many factors such as the increase in the general population of black South Africans, the abiding legacy of close to half a century of Apartheid and centuries of colonialism, weaknesses in the judicial system. The legacy of colonialism and Apartheid has resulted in many social ills like poverty and unemployment. High levels of crime have directly contributed to an overpopulation of prisoners in various correctional centres across the nine provinces of South Africa.

The post-Apartheid government has adopted a multidimensional approach to the challenge of reducing the prison population and rehabilitating prisoners. Non-governmental organizations have also developed interventions aimed at rehabilitating prisoners in South African prisons. South Africa, which has a combination of better equipped privately owned prisons and state managed prisons provides an interesting study of the effectiveness and sustainability of service learning based prisoner rehabilitation projects.

This paper will provide a brief analysis of service learning focussed prisoner rehabilitation projects in South and use relevant literature to critique the sustainability and effectiveness of such projects.

The literature review will draw from best practice in service learning based prisoner rehabilitation projects and propose a model for sustainable prisoner service learning based rehabilitation projects in South Africa.

KEY WORDS

Rehabilitation, Reintegration, Service Learning, Recidivism

Paper Presentation II : Rehabilitation and Children

16 November 2022, 11:00 – 12:30, PQ703

Service Learning as General Education: A Case Study of a Teaching-Led Research on Para-Athletes

BONNIE L.Y. CHIU and MATTHEW H.K. LI
Hong Kong Baptist University, Hong Kong

This paper presents a case study of teaching-led research on The Portrait of Disability Sport and Disabled Athletes by the Hong Kong Chinese Media based on a General Education Capstone (GCAP) Service Leadership Education (SLE) course. The GCAP SLE course concerned is about sports, journalism and disability-related issues. It has a tight teaching schedule, comprising theory, activity-based learning such as wheelchair basketball activities and related lecture, etc. As the course is not designed for teaching-led research, adjusting the contents and curriculum to include teaching-led research could be very challenging. In view of this, this paper demonstrates how teaching-led research can be planned, incorporated and conducted within a GCAP SLE course. The role of students in data collection, the challenges faced by instructors and reflections from instructors on teaching and learning are illustrated.

The two instructors involved are of the view that teaching-led research will further help GCAP students to apply service leadership concepts to a global or societal problem. It is because, through the entire research process, students can be exposed to first-hand information, raw data, as well as being enlightened to find innovative solutions to such problems. It is concluded that GCAP instructors should conduct more research with students, but extra resources should be added to facilitate the same.

KEY WORDS

Service Learning, General Education, Teaching-led Research, Disabled Sports, Para-athletes

Paper Presentation III : Cross-Discipline and Reflection

17 November 2022, 10:00 – 11:00, TU411

Developing Transdisciplinary Competencies through Research-Based Community-Engaged Learning

JACK TSAO

The University of Hong Kong, Hong Kong

The paper explores the development of undergraduate students' transdisciplinary competencies through a community partnership programme. The partnership involved undergraduate students virtually providing research and advocacy support to Rotary Peace Fellows overseas, working on real-impact projects around peacebuilding and change-making. We applied the competence fields framework by Pearce et al. (2018) to measure dimensions of transdisciplinary learning around sustainability-related projects, collecting data from survey questionnaires and focus group interviews. Our findings suggest that the struggles in working through ambiguous and ill-defined problems can generate productive conditions that foster the transdisciplinary competencies measured.

KEY WORDS

Community-Engaged Learning, Service-Learning, Transdisciplinary Education, Sustainability, Student Future Readiness

How Service-Learning Teachers from Different Disciplines Conceptualize and Practice Reflection

RINA M. CAMUS ¹, GRACE NGAI ¹, KA-HING LAU ², KAM-POR KWAN ¹ and STEPHEN CHAN ¹

¹ The Hong Kong Polytechnic University, Hong Kong

² Hong Kong Baptist University, Hong Kong

Faculty from very diverse disciplines are now teaching service-learning where reflection is an essential element. As a pedagogical tool, reflection is understood and practiced differently across disciplines. This a qualitative study of how faculty from different disciplines conceive and practice reflection in their service-learning courses. Twenty-four participants who teach service-learning subjects in The Hong Kong Polytechnic University were interviewed. Findings suggest that disciplinary differences are a factor in how faculty conceive and practice reflection. In turn, how faculty conceive reflection is an important factor in reflective practice. The study corroborates the thesis that disciplinary differences and concept of reflection both influence practice. Moreover, it identify ways of conceptualising reflection which are more conducive to effective use of reflective pedagogy.

KEY WORDS

Reflection, Concept, Practice, Service-Learning, Higher Education

Transformative Service-Learning During the Pandemic: The Lady Doak College Experience

ANITA CHRISTINE TIPHAGNE

Lady Doak College, India

The pandemic warranted a crisis response in the higher education scenario. Online education at Lady Doak College (LDC) was a reality that was envisaged as an opportunity to prevent academic delays for the students. Service-Learning (S-L) projects, known as Life Frontier Engagement (LiFE) at LDC also became an online reality. This study, working with a sample of students, documents the challenges and learnings associated with the pandemic S-L experiences. The strengths of reciprocal learning and also the reality connect for the students were highlights. The loss of the grassroots 'hands on' experience was the significant challenge documented.

KEY WORDS

Pandemic, Life Frontier Engagement (Life), Challenges, Service-Learning (S-L), Online

Paper Presentation IV :Partnership and Entrepreneurship

17 November 2022, 10:00 – 11:00, PQ703

Women Handicraft Entrepreneurs

TAI-MING WUT

College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong

The paper is based on the pilot run of a service learning course, BHMS4709 Entrepreneurial Marketing in Practice, in the Hong Kong Polytechnic University College of Professional and Continuing Education. The service recipients are young people who have some specific art and craft skills but do not know how to promote their product in the digital economy. It is found that their challenges are long product development process, small local market, high rental rate and ineffective social media engagement.

KEY WORDS

Women Entrepreneurs, Handicraft, Entrepreneurial Marketing

United Board: A Centennial of Service and Quadrans Centennial of Service-Learning

LENTSON AMOS P

United Board for Christian Higher Education in Asia

United Board for Christian Higher education in Asia (United Board) celebrates its centennial. From its inception, it has been committed to the whole person education of the individual, to develop the individual intellectually, spiritually, and ethically (United Board, "n.d."-a). The paper begins with United Board's support for service-learning in fostering whole person education. A simple survey is designed to understand the level of United Board's partner institutions in their institutionalization of service-learning. Based on the survey's outcome, specific programs were organized to address the challenges faced by the institutions. As institutions apply the knowledge learned from these programs, United Board hopes there will be a marked increase in their awareness and adaptation of service-learning. The effectiveness of the programs can be measured in the future. If the results are promising, these programs can be used as models in other areas and institutions trying to implement service-learning.

KEY WORDS

Service-Learning, Whole Person Education, United Board

Community-Based Organizations' Perceptions of the Service-Learning Partnership During COVID-19

TIFFANY O. CHENG

The Hong Kong Polytechnic University, Hong Kong

The partnership dynamics between the university and the community-based organizations might have shifted due to the challenges due to COVID-19. The study compares two community-based organizations' perceptions of the service-learning partnership with universities during COVID-19 using Clayton et al.'s framework for exploitative, transactional and transformational relationships (2010). It was found that COVID-19 poses challenges to the implementation of service-learning, but promotes renegotiation of the process that allowed for deeper sharing and understanding. Although the two community-based organizations preferred a transactional relationship, one of them changed to a transformational relationship because the university provided new ideas and insights that supported their urgent needs. The findings from this study provided an understanding of the negotiations that took place between the service-learning partners during COVID-19, the changes in partnership dynamics, and insight into the experiences and perspectives of community-based organizations to add to the service-learning literature in Hong Kong and more generally.

KEY WORDS

Community Partners, Service-Learning Partnerships, Partnership Dynamics

Paper Presentation V : Concept and Model

17 November 2022, 13:15 – 14:45, TU411

Advancing Gender Equality: Applying Experiential Learning Principles in the Development of University-Community Engagement Project

SIEW-LING LEE, RAZWANA BEGUM and GRACE CHEE
Singapore University of Social Sciences, Singapore

This paper illustrates the learning experiences of students who had implemented a community engagement project at Singapore University of Social Sciences (SUSS), in partnership with two non-profit organizations. The students worked on a public education campaign "Project Behind the Screens" (PBS) to address issues of gender and technology-facilitated sexual violence (TFSV). This paper focuses on the design and inclusion of experiential learning principles in evaluating this community engagement project.

Through two sharing circles, students, community partners, as well as university staff critically reflected on the project and learning outcomes of PBS. In unpacking reflections from students and community partners as equal participants in this collaboration, we learnt that experiential learning practices within the context of university-community engagement is not a linear process. For students, there is a constant spiral through learning cycles that nurtures their self-awareness, learner identity, and contributions to team learning and development. Community partners play the educator roles of facilitator, coach, and expert to nurture student's learner identity and development. Students have increased confidence to be engaged in and contribute to gender equality and TFSV community-based learning. We value the mindset paradigm shift for community partners who are willing to prioritize developmental outcomes, beyond project achievements.

KEY WORDS

Experiential Learning, University-Community Engagement, Gender Equality

AraLinkCoD: A Proposed Service Learning Praxis Framework of UST visà vis Salamanca Process

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As a Dominican in origin, the Salamanca process started as theological research during the sixteenth century during the colonization of America, and wherein there was a realization to protect the life, dignity, and rights of indigenous peoples against disrespect and violations. The Salamanca process led to the development of principles and laws protecting the lives and cultures of exploited, disremembered, and deprived peoples.

The Salamanca process is a process of doing theology as complementary to law, order, respect, and promotion of human dignity and rights of individuals and society. In this sense, it poses the significance of dialogue between religious, theologians, scholars of different disciplines, and peoples from the margins experiencing rights violations and disrespected dignity. It is significant to intertwine intellectual and apostolic life, meaning integrating study and mission as an integral facet of Dominican spirituality.

One of the particular commitments in this 800th year of St. Dominic is to "adopt and promote Salamanca process which calls on Dominicans, educational institutions and ministerial programs to direct study, research, analysis, and actions towards addressing the challenges of the world face, thus creating a passionate synergy between intellectual and apostolic lives." Thus, this paper aims to develop a proposal for the Salamanca Process as a Service Learning praxis framework of the University of Santo Tomas Manila.

KEY WORDS

Salamanca Process, Dominican Educational Institutions, University of Santo Tomas, Service-Learning, Critical Reflection

Paper Presentation V : Concept and Model

17 November 2022, 13:15 – 14:45, TU411

Service-Learning and Development Sociology: Towards Understanding the Praxeology

SHILPITA GINE

Salesian College, Siliguri, India

With an attempt to amalgamate approaches of Sociology as a discipline with practices of service learning, the paper aims to explore the ways in which sociological theories in general and Development Sociology as an actor-oriented sub-discipline can shape service-learning objectives critically considering the macro-level structural and cultural constraints. Praxeology, etimologically derives from 'praxis' referring to an action having a particular purpose and 'logos' referring to the thought, originally was used to understand the application of the knowledge towards the well-being and betterment of individuals.

KEY WORDS

Development Sociology, Civil Society Organizations, Service-Learning

Pedagogical Approaches and Methods in Service-Learning: A Multiple-Case Study

EVALYN B. ABIOG

University of Santo Tomas, Philippines

Service to the society has always been one of the major facets of an institutional mission. Students, especially in the academe, are formed to be holistic individuals and future professionals who are equipped with knowledge and skills to improve the lives of the communities particularly the poor and marginalized. In recent years, higher education institutions have recognized the importance of Service-Learning (SL) by integrating it into the curricula. However, SL integration is rarely formalized in teaching, research, and community extension. It is in this light that this study qualitatively analyzed the pedagogical approaches and methods of four cases of college academic programs at the University of Santo Tomas (UST), Philippines. Described as 1) exploratory, 2) transformative, 3) social constructivist, and 4) research based, the findings of the study provide a critical lens to the future directions of SL in Philippine higher education institutions particularly the pedagogies involved in the institutionalization of SL in the academe.

KEY WORDS

Service-Learning, Higher Education Institutions, Institutionalization, Communities, Pedagogical Approaches and Methods

Paper Presentation VI : Medical Students and Health

17 November 2022, 13:15 – 14:45, PQ703

Medical Students' Perspectives on the Program Outcome Drivers of Community Immersion : A Realist-Informed Study

CELSO P. PAGATPATAN, JR., MARIA CORAZON E. GURANGO and JOSE MARCELO K. MADLANSACAY
De La Salle Medical and Health Sciences Institute, Philippines

Introduction: The effects of community-based medical education programs on students have been highlighted in the literature. However, the driving factors that generate these outcomes are not emphasized by many authors. This study aimed to identify and explain the important contextual factors and mechanisms, considered as driving factors of community immersion program outcomes.

Methods: An explanatory qualitative inquiry that employed focus groups, in-depth interviews, and reflection papers was utilized. The realist approach provided the structure in eliciting and analyzing medical student's perspectives. Data were analyzed through thematic analysis.

Results: Two major driving factors for the identified program outcomes were uncovered: "perceiving things from a different perspective", and "positive attitude towards community health". Various contextual factors that trigger these driving factors were unpacked that provide a backdrop to the community immersion program.

Implications: Focusing on the factors that bring about community immersion program outcomes may allow community preceptors to have clearer perspectives on what to focus on in teaching community medicine through community immersion. It is recommended that community preceptors nurture these factors during community immersion to be effective in teaching medical students in the community setting and in the provision of primary health services to communities.

KEY WORDS

Context–Mechanism–Outcome Configurations, Complex Intervention, Community-Based Medical Education, Community Preceptors

Analysis on the Attitudes of Medical Faculty and Students Towards Community Service-Learning Activities

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University of Santo Tomas, Philippines

INTRODUCTION: The promise of using a service-learning curriculum to attract students to the field of medicine cannot be fulfilled if students and faculty do not have positive attitudes with respect to it. Furthermore, understanding faculty and student attitudes toward service learning can help in the development of the curriculum and training for faculty who will teach and implement. This paper aims to describe and compare student and faculty attitudes with respect to service learning activities prior to entertaining curricular changes and interventions directed at enhancing community service.

RESULTS: The medical students and faculty staff respondents had comparable attitude towards community service-learning activities. Similarity was prominent in the domain of activation spectrum from awareness, action to sense of responsibility. Other sequential domains or phases that lead to a decision to engage in community service could still be improved for both respondent groups especially in terms of weighing in costs over benefits of helping. Among students, the younger batches, particularly the second year level representing the 22 age group had outstanding perspectives in the context of moral obligation to help, reassessment of potential response, and engaging in helping behavior. Recognizing this asset for a particular subset of population could present as a potential for growth.

CONCLUSION: The comparable attitude and areas of mismatch towards community service-learning activities among students and faculty could challenge faculty to step up as role models. Enhancing medical curriculum that intends to impel students and faculty towards community service learning activities should be well aimed at improving its limitations as well as optimizing its strong points.

KEY WORDS

Activation, Obligation, Defense Response Phases, Subphases

Paper Presentation VI : Medical Students and Health

17 November 2022, 13:15 – 14:45, PQ703

Dimensions of a Culturally-Sensitive Community Service Attitude Scale for Filipino Medical Students

MA T.T. GUISON-BAUTISTA

University of Santo Tomas, Philippines

Introduction: To date, all attitude instruments pertaining to community service are western-based validated including the Community Service Attitude Scale (CSAS). There are no studies that verify its statistical concurrence and factor alignment. Hence, this study attempts to test its construct framework through a confirmatory factor analysis (CFA), which may expose gaps in the community service questionnaire that are specific to Filipino counterparts.

Methodology: A total of 672 completed CSAS forms by Filipino medical students were analyzed. Statistical CFA and discriminant validity using Heterotrait-monotrait ratio of correlation were performed.

Results: The study demonstrated that the original eight (8) factors for CSAS had convergent and divergent validity issues. Exploratory factor analysis uncovered new rearrangement of questionnaire items according to the construct influenced by the responses of Filipino medical students. The reformed CSAS demonstrated acceptable to excellent model fit measures with good factor loading and resolved discriminant validity issues.

Conclusion: This “new arrangement” of CSAS could suggest a more Filipino culture sensitive order and form of questioning. The thematic labeling of the unnamed seven (7) CSAS factors as a result of the regrouping of questions was likewise proposed accordingly: Impact of volunteer work, Social responsibility, Benefits, Costs, Significance of Service, Social Norms and Awareness.

KEY WORDS

Community Service Attitude Scale (CSAS), Factor Analysis, Discriminant Validity

Service-Learning in Digital Mental Health Intervention: Cultivating Competent Student Peer Supporters

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Online service-learning was adopted as an pedagogy for the student peer supporters of a “Step-by-Step” digital mental health intervention to address common mental health issues within a university setting. Students were trained to be competent service-providers (ehelpers) and provide peer support for service recipients (app users) with mild depressive symptoms. This study explored the competencies that students acquired through their service-learning experience. This study utilized qualitative interviews with a total of 15 university students at a major university in Macao in June 2022. The study found that the e-helpers have developed a set of positive mindsets, effective helping skills and adequate mental health knowledge. Compared to face-to-face service delivery mode, online service delivery mode in a digital mental health intervention place higher demands on service providers’ communication skills. The peer-support practice in digital mental health intervention is an innovative approach to address common mental health issues within a university setting.

KEY WORDS

Digital Mental Health, Online Service-Learning, Peer Support, Competency

Paper Presentation VII : Combating the Pandemic I

17 November 2022, 16:00 – 17:50, TU411

E-Service-Learning during the COVID-19 Pandemic: The Experiences of Mainland Chinese Students Studying at a University in Hong Kong

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Online teaching and learning have been widely adopted around the world during the COVID-19 pandemic as a replacement for face-to-face teaching and learning. This rapid shift has presented challenges to service-learning—an educational approach whereby students apply what they have learned in the classroom in community service and engage in reflections on their service to deepen their understanding of the knowledge gained and develop a sense of civic responsibility. While service-learning is a powerful experiential learning pedagogy, its effectiveness heavily relies on the extent to which students engage in on-site service and the depth of their personal reflections in regard to integrating knowledge and service (Marcus et al., 2020). It is questionable whether students will still be able to “achieve real objectives for the community and deeper understanding and skills for themselves” by participating exclusively in online service-learning (Bandy, 2011).

The present study adopts a unique perspective and focuses on the service-learning experiences of mainland Chinese students studying at The Hong Kong Polytechnic University (PolyU) during the pandemic. The service-learning process for them includes learning in the classroom, preparation for service, the implementation of service, and post-service reflections, all of which has been conducted online. We investigated how mainland Chinese students perceive their e-service-learning experiences during the COVID-19 pandemic and identify their learning gains, as well as associated factors.

KEY WORDS

Online/e-service-learning, Mainland Chinese Students, Hong Kong, University

Investigating the Impact on Partner Communities of Fully Online Academic Service-Learning Engagements

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This study sought to investigate the impact of fully online ASL projects conducted by junior college students of the Ateneo de Manila University (Ateneo) on the well-being of partner communities during the second semester of the School Year (SY) 2021-2022. The quantitative results showed that online ASL projects have helped partner communities, who are willing to continue with such SL partnerships, augment their resources and acquire new knowledge, insights, ideas, and techniques. On the other hand, qualitative data complements quantitative findings but reveals areas for improvement to make online ASL projects more engaging, meaningful, responsive, inclusive, and effectively doable and sustainable. This study points to ways in which online ASL engagements can be beneficial and more impactful to CPOs and project beneficiaries, despite the technological hurdles faced by developing countries in effectively implementing a fully online modality of ASL.

KEY WORDS

Online Academic Service-Learning, Community Impact, Service-Learning Partnerships, Mixed Methods, Philippines

Paper Presentation VII : Combating the Pandemic I

17 November 2022, 16:00 – 17:50, TU411

Combating Challenges of Overseas Service-Learning in the Pandemic

PAULI LAI and CHI-HO CHAN

The Hong Kong Polytechnic University, Hong Kong

Before the pandemic, we initiated a service-learning subject to raise developing countries' digital literacy by introducing to the clients some up-to-date I.T. knowledge to reduce their digital divide. Back in 2019, we arranged a service-learning trip to several sites in Vietnam and Cambodia to bridge the digital divide of these developing countries. There was positive feedback from the clients. After the outbreak of COVID-19, we suspended overseas service-learning trips because of travel restrictions. We then turned the service-learning into an online mode, which posed limitations that cannot be resolved over the Internet. In 2022, with the easing of travel restrictions amid the pandemic, we managed to have an on-site service-learning trip with six students in Vietnam. The on-site delivery of community services during the pandemic presented us with many challenges. But our students overcame them and successfully delivered the service to the local kids, with positive feedback from the client.

KEY WORDS

Overseas Service-Learning, On-Site Service Delivery, International Service-Learning, Pandemic, COVID-19

A Case Study on Integrating Design Thinking into Service-Learning during the Pandemic

CHAD W.F. CHAN¹, NICHOLAS OOI², MICHAEL H.F. KUM¹, and JESSICA K.W. WONG¹

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² Hong Kong Baptist University, Hong Kong

Service-Learning (S-L) has been widely integrated into academic courses in various Hong Kong higher education institutions. However, the implementation of Service-Learning faced multiple challenges during the pandemic because of the restricted social distancing policy. On the other hand, design thinking is widely adopted in Hong Kong higher education institutions, NGOs, and startups for entrepreneurship and social innovation training. And design thinking is one of the solutions to addressing the challenges in S-L.

Three case studies were conducted by purposive sampling to investigate the effectiveness of the students learning in Service-Learning through online design thinking. The three case studies were categorized and summarized. The results show that the combination of Design Thinking and Service-Learning creates more impacts on student learning.

KEY WORDS

Service-Learning, Design Thinking, Effectiveness of Student Learning

Paper Presentation VII : Combating the Pandemic I

17 November 2022, 16:00 – 17:50, TU411

Sustainability of a Service Learning Project through the Participatory Development Approach - “Hawak Kamay” A Series of Capacity Building Initiatives

DIANNIE SKYE MANGALI, YANNI JOSE FRANCISCO, SOPHIA SUE TABANAO, JULIANNE MAXINE MAKALINTAL, JERROLD CAINGLET, MANDRAKE ELIAN MEDINA and MARIA KRISTIN PURNELL

Development Studies, Ateneo De Manila University, Philippines

“Hawak Kamay”, roughly translated to “hand in hand”, is a series of capacity-building initiatives aimed to address the inadequate internal and external capacities of the student group’s partner community “Gawang Kamay” (GK) in Quezon City, Philippines. Issues within the organization include the insufficient skills in creating formalized policies and regulations that have led to problematic planning and gaps in accountability. Furthermore, a lack of leadership formation and conflict management skills among officers compromise the organization’s sustainability and resilience. Last, was the lack of knowledge of different business processes and licenses in order for the business to grow. The sustainability and effectiveness of this service learning project owes its success to the principles of the Participatory Development Approach in the context of Community Development that governed all three initiatives.

KEY WORDS

Participatory Development, Organizational Constitution, Conflict Management, Leadership Formation, Business Development

Paper Presentation VIII : Service-Learning Cases I

17 November 2022, 16:00 – 17:50, PQ703

Prospects of Sustainability of Community Engagement and Service Learning: Lessons from a Pilot Study

SIPHOKAZI KWATUBANA and MELODY MTIMKULU
North-West University, South Africa

Community engagement is adopted by many institutions of higher learning in South Africa with the intent to be more engaged with their communities. There is a need to understand how such projects can be sustained. Understanding factors that contribute to the sustainability of community engagement projects will enhance and strengthen not just the communities which surround the universities but also the universities as knowledge intensive institutions. With this in mind, we reflected on the observations of the initial stages of service learning of student volunteers of a Faculty of Education in South Africa. Specifically, we were looking for factors that have the potential to influence sustainability in the community service learning of student teachers, the observation was therefore systematic. We reflect on observations of activities and interactions with various groups (students, two officials of the Department of Agriculture, community members, and elders of an old age home) within the community service-learning initiative. The finding in this research is that strategic planning in the form of structuring service learning and mutual reciprocity of partners can sustain community service learning.

KEY WORDS

Student Teachers, Service Learning, Sustainability, Community Partners, Structured Service-Learning

Service Learning in the University of Santo Tomas: Translating Theory to Practice

MELANIE TURINGAN
University of Santo Tomas, Philippines

Higher education institutions in recent years recognize the importance of Service-Learning (SL) by integrating curriculum objectives and service to the communities to achieve their institutional goals. However, SL integration is rarely formalized in teaching, research, and community extension. It is in this light that this study examined the integration of Service-Learning into the college curricula, particularly to identify how guidelines and requirements were set and most importantly, to describe its methods of implementation. Specifically, the study is aimed at describing the history of how Service-Learning was employed by the academic units of the University of Santo Tomas, Philippines. Utilizing Dewey's theory on curriculum, this study presented within-case themes in SL, which describe Service Learning as 1) exploratory, 2) transformative, 3) social constructivist, and 4) community-based research. The findings of the study also present the future directions of SL towards an enriched SL delivery across disciplines. Results showed that across disciplines Service Learning in the University of Santo Tomas is said to be social, constructive, and expressive. It is in this manner that Service Learning in this institution is defined as a course pedagogy that is integrated into the curriculum to strengthen students' civic engagement and deepen their learning of the discipline.

KEY WORDS

Service-Learning, University of Santo Tomas, Curricula, History

Paper Presentation VIII : Service-Learning Cases I

17 November 2022, 16:00 – 17:50, PQ703

Unique Features of FS 3002: An Award-Winning Service-Learning Program

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Despite good performance during university education, fresh graduates struggle to fit into the job roles of corporate organizations. Service Learning is a novel educational program launched by the Career Guidance Unit (CGU) of the Science Faculty of the University of Colombo in 2012. This article strives to highlight the unique features of the program found in a study that adopted a qualitative research approach and grounded case study methodology introduced by Eisenhardt (1989). Four academics and twenty-one students were involved in the study with a multistage interviewing process. The outcome of the study highlighted unique features of the service learning program such as enhancement of student employability as a program objective, partnership with corporate organizations, voluntary team formations by the students, mentoring support by university lecturers and coaching support by the corporates. The program also provides a platform for collaboration among four important stakeholders: the university, students, corporate organizations and the community.

KEY WORDS

Graduate Employability, Service Learning, University Partnerships

Enhancing Service Delivery at Local Government Through Service Learning: The Case of uMhlathuze Local Municipality

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Many governments worldwide, including South Africa, seek to provide inclusive services to their citizens. There is an increasing body of evidence that suggests that service-learning experiences can have a significant impact on the development of students. Service learning is about the exchange of ideas and knowledge from different stakeholders or partners (researchers, students, and the community) with the aim of achieving a common goal. Furthermore, students, lecturers and municipal officials have an opportunity to explore their theoretical part of any subject to solve a real-world problem in the communities to enhance their understanding of that subject. The study seeks to enhance the delivery of services through service learning. The study will include University of Zululand lecturer teaching under the department of Public Administration, final year Public Administration as well as municipal officials as well as community members from Umhlathuze Local Municipality with an aim of identifying gaps that can be addressed to enhance service delivery and reduce service delivery protects. The results show that there's a need to infuse service learning to ensure that municipality officials and the community are capacitated about their role in delivering services to the community. The study concludes that service learning provides necessary skills that are needed in the professional world, for example, the importance of approach when involved in community engagement. It also gives insight into the importance of reflecting on meaningful experiences and critical reflection of students/lecturers/researchers.

KEY WORDS

Service Learning, Service Delivery, Local Government, Community

Paper Presentation IX : Combating the Pandemic II

18 November 2022, 10:45 – 12:15, TU411

The Impact of e-Service Learning in the Era of COVID-19

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Service Learning (SL) or better known in Malaysia as Service-Learning Malaysia – University for Society (SULAM) is a teaching strategy used worldwide as a progressive move from traditional teaching style. It helps students to learn to apply academic knowledge in practical setting as well as meeting community needs. As covid has impacted the community all around the world, it has also impacted how SULAM was conducted in Malaysia. Students were no longer able to complete their recommended 20 hours of service during the pandemic. Hence, students were tasked to conduct a one-off impactful project. Recommendations on how impact report and reflective journals can be used to measure the success of students' projects.

KEY WORDS

Project, Impact Report, Hybrid, Online

A Duoethnography of Planning and Developing a Digital Storytelling Service-Learning Subject during Covid-19 Pandemic

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This paper aims to highlight the important episodes of planning and developing a service-learning subject regarding digital storytelling and serving refugee children in Hong Kong, under the socio-cultural context mainly marked by the Covid-19 pandemic. Adopting the approach of duoethnography, narratives generated by the subject developers (i.e. the authors) during the stages of subject development were analysed. The narratives were supported primarily by communications from three sources: (i) the academic partners (i.e. the academic division's subject development team, CPCE Taskforce for Service-Learning Subjects, and PolyU's Service-Learning and Leadership Office) (ii) the community partner (Centre for Refugees, Christian Action) and (iii) the digital stories from the students and service recipients, the major assessed outcome of the subject. Initial findings suggest the importance of establishing strong trust with the community partner, identifying their needs prior to the subject planning, and adopting a "teacher entrepreneurship" mindset to temporarily shift subject developers' attention towards the service "clients". The findings may provide insights into how academic knowledge are recontextualised into practical knowledge, so that students can learn more deeply through service experience alongside the subject's academic focus.

KEY WORDS

Communication, Service-Learning Development, Duoethnography, Community Partnership, Entrepreneurship and Leadership in Higher Education

Paper Presentation IX : Combating the Pandemic II

18 November 2022, 10:45 – 12:15, TU411

eService-Learning:

Understanding College Students' Online Community Engagement in Time of Pandemic

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The Covid-19 pandemic reshaped people's lives, encompassing the educational landscape as it was forced to suddenly shift to a fully online or blended mode of delivery and instruction. Stakeholders involved in service-learning were likewise pushed to the unfamiliar territory of a fully online engagement. This phenomenological study explored Filipino university students' accounts of eService-learning to better understand their adversities and appropriately address their needs. Eleven students were interviewed on their online engagements during the initial months of lockdowns in the Philippines. Thematic analysis out of students' significant statements helped formulate an eService-Learning Triad of Students' Community Engagement model to present linked areas of students' experiences in online community engagement. The model provided the implication that enhancements in the delivery of eService-learning may matter in new modes of conducting service-learning to fit the new normal. Community members' capabilities and special needs of unrepresented sectors must also be taken into account to provide service that is inclusive and effective.

KEY WORDS

eService-Learning, Community Engagement, Higher Education, Pandemic

Conversing with the New Normal: Virtual Service-Learning Amid COVID-19

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This paper offers an overview of a virtual service-learning (SL) initiative called "Integrating Service-Learning and Virtual Teaching and Learning Technologies: A Collaborative Project with Teachers and Community Partners" that took place during the outburst of COVID-19. While some might assume that SL activities had to be cancelled or put on hold because of the pandemic, this initiative conversely explored the potentialities of organizing SL courses and programs online, and delightfully found out that virtual SL could be even more effective and efficient under certain circumstances brought about by social distancing. This paper thus highlights the advantages of conducting SL online, and delineates the community impact that the initiative has created. With the help and connections offered by a social enterprise, the 1.5-year project is an attempt to discover new SL pedagogies via technology. The new normal, as the paper proves, has enabled and facilitated multifaceted ways of implementing SL in a post-pandemic society.

KEY WORDS

Virtual Service-Learning, Pandemic/COVID-19, Community Impact

Paper Presentation X : Service-Learning Cases II

18 November 2022, 10:45 – 12:15, PQ703

Involving English Language Students in a Multimodal Community-Engaged project: Students' Perspectives and Readiness

ANNA HO

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In this paper presentation, the subject leader of ELC2S03, a Service-Learning (SL) subject offered by The Hong Kong Polytechnic University, will share her experience in mobilising a group of students to develop multimodal profiles for local NGOs. Students were required to intertwine language, images, sounds and space in this project with a view to enhancing the public image of their NGO partners. Students' output was of very high quality and their feedback on the multimodal orchestration process was very positive. Such rewarding experience has led the subject leader, who is both a frontline English language teacher and an SL practitioner, to come to the conclusion that SL is an ideal pedagogy to enable students to connect multimedia, communication and civic engagement.

KEY WORDS

Multimodal Communication, Civic Engagement, Service-Learning, English Language Teaching

Service-Learning in an EFL Context: May I Speak Chinese?

MENGYING LI

Tunghai University, Taiwan

Course-based service-learning can help learners develop academic, social, and civic potential. In particular, its communicative and cross-cultural aspects can provide pedagogical support in a language classroom by creating language exposure through community engagement. However, foreign language learners may not have access to community partners who speak the target language. Depending on participants' level of language proficiency, the choices of services may also be limited. By analyzing quantitative data collected from pre-and-post service-learning surveys, this study sought to investigate how the primary use of first language during community interaction would affect students' learning experiences of a service-learning project in an English as a Foreign Language classroom. The results showed significant positive differences in seven out of the 14 learning outcomes measured. This study serves as a preliminary example of implementing a service-learning project in an English as a foreign language classroom and provides pedagogical implications for language instructors who plan to incorporate service-learning into their curriculums.

KEY WORDS

Service-Learning, Community Service, Language Learning, EFL, ESL

Paper Presentation X : Service-Learning Cases II

18 November 2022, 10:45 – 12:15, PQ703

Service-Learning and Environmental Sustainability

WANG-KIN CHIU and BEN Y.F. FONG

College of Professional and Continuing Education, The Hong Kong Polytechnic University, Hong Kong

Applying what has been learnt in the classroom to serve the community is considered one of the major benefits of Service-Learning. It has been established that Service-Learning is a significant pedagogic component of chemistry education providing valuable experiences for students to develop essential skills. Recently, there has been a growing number of studies investigating Service-Learning in chemistry relating to environmental sustainability. These studies are of significant value for the promotion of well-being, in particular when considering the worldwide ageing population and the importance of a clean and sustainable environment. In this review paper, we will describe the teaching practice and innovations adopted in Service-Learning in connection with environmental issues. The current study highlights some of recent advance in connecting Service-Learning, chemistry and environmental quality while the major areas being applied in the reported studies will be identified. The findings are expected to provide insights for future planning and development of Service-Learning subjects which address the importance of a sustainable environment for promotion of good health and well-being.

KEY WORDS

Service-Learning, Environmental Sustainability, Chemistry Education, Analytical Laboratory, Experiential Learning

Personal Gains and Challenges of Virtual Intergenerational Service-Learning in Health Promotion

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The Coronavirus Disease 2019 (COVID-19) pandemic has disrupted the conventional face-to-face learning since 2020. Face-to-face intergenerational service-learning was switched to online learning. This study aimed to evaluate and analyse the personal gains and challenges of virtual intergenerational service-learning among undergraduate students in the health promotion subject. 56 undergraduate students in the top-up health studies programme taking the compulsory subject of Practices in Health Promotion were involved in this study. A deductive content analysis on students' reflective essay was conducted to evaluate the personal gains and challenges of virtual intergenerational service-learning. Results indicated that students gained leadership skills, built a reciprocal relationship with the community, had impact of future development and changed in perception of older adults after the virtual intergenerational service-learning. Challenges of virtual intergenerational service-learning consisted of technical issues and support, orders during online presentation and effectiveness of services. Recommendations are provided for academic and community settings to achieve successful virtual intergenerational service-learning.

KEY WORDS

Intergenerational Service-Learning, Virtual, Personal Gains, Challenges, Older Adults

Campus Map

校園地圖

KEY TO CAMPUS MAP

校園索引

- | | |
|---------------------------|-----------------------------|
| Core | Toilet |
| Block | Accessible Toilet |
| Guard Post | Bank / ATM |
| University Health Service | Canteen / Restaurant / Cafe |
| Convenience Store | Bus Stop |

Location Map of Off-Campus Venues 校外場所位置圖



1. PolyU Main Campus 香港理工大學主校園
2. Student Halls of Residence (Hung Hom) 學生宿舍 (紅磡)
3. Student Halls of Residence (Homantin) 學生宿舍 (何文田)
4. PolyU Hung Hom Bay Campus 香港理工大學紅磡灣校園
5. PolyU West Kowloon Campus 香港理工大學西九龍校園
6. Off Campus Housing (The Grand Blossom) 校外宿舍 (益翠華庭)
7. Off Campus Housing (OCH - Hillwood Road) 校外宿舍 (山林道)

TO MTR JORDAN STATION
往佐敦港鐵站



TO MTR HUNG HOM STATION
往紅磡港鐵站

D1 Exit 出口

告示

- 本校園內：
 - 部份地點已裝設保安設施
 - 電視系統
 - 校園內嚴禁吸煙

NOTICE

- On this Campus:
 - CCTV cameras are installed at some locations for security purpose
 - Smoking on campus is prohibited



Hotel Entrance
酒店入口



Mr and Mrs
Chan Chak Fu
Building
陳澤富伉儷樓
School of
Hotel & Tourism Management
酒店及旅遊管理學院

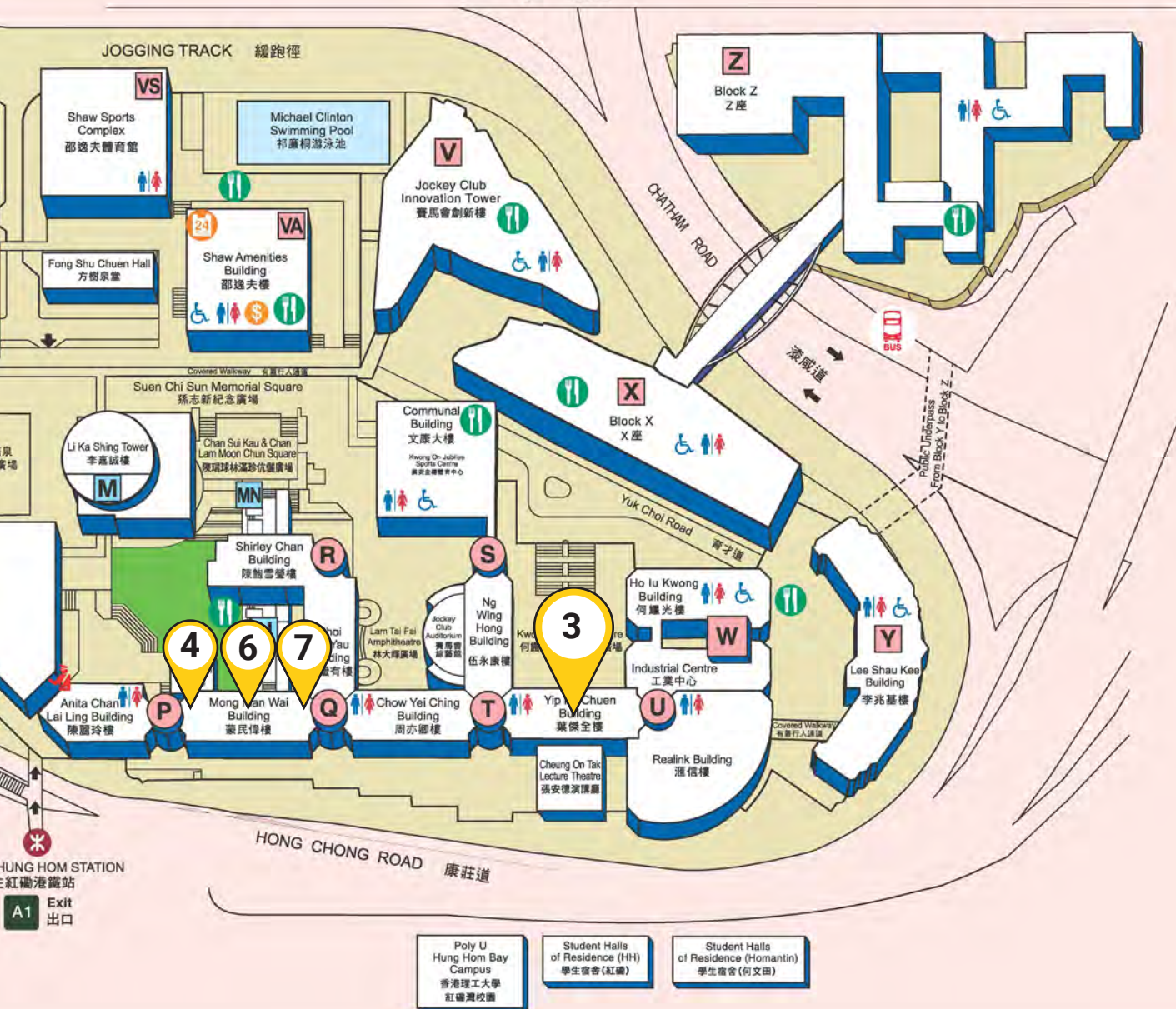


THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



Poly U
West Kowloon
Campus
香港理工大學
西九龍校園

Ho Man Tin
何文田



1. Chiang Chen Studio Theatre
 2. FJ301
 3. TU411 & TU432 (exhibition & rest room)
 4. PQ703
 5. FG Wing (exhibition)
 6. PQ412 (rest room)
 7. PQ512 (rest room)
- ★ PCR booth (only open during lunch hour of conference)



Conference Website
<https://www.polyu.edu.hk/sllo/icsl2022/>