

TRICYCLE

SERVICE-LEARNING COURSES
WITH CISL'S MINI-GRANTS
AY2020-21



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Going Green: We Care!

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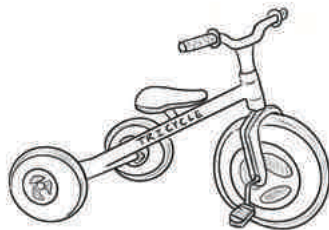
Looking Forward

PREFACE

Tricycle documents and celebrates the fruitful outcomes and successful deliverables of service-learning (SL) courses supported by SL mini-grants administered by the Centre for Innovative Service-Learning (CISL) at Hong Kong Baptist University (HKBU) in the academic year 2020-21. It is not merely a publication. It serves as a keepsake for all involved parties who have shown their determination and resilience to carry out SL despite mixed-mode teaching and learning during COVID-19.

“Tricycle” has a threefold connotation. First and foremost, this is the third academic year CISL runs credit-bearing SL courses. Soon after this third cycle, we are moving closer to one of the motives of setting up CISL: to provide at least one SL opportunity for every willing student to participate by 2023. Secondly, a tricycle signifies the tripartite relationship among the three major contributors to an SL project: students, teachers, and community partners. Try to imagine the three wheels of a tricycle: we need all of them – and their balance – to maintain the functionality of the vehicle. In a similar vein, the role and input of our students, teachers, and community partners are all indispensable. Last but certainly not least, tricycles are usually for toddlers, those who have passed their infancy stage but are not ready yet for bicycles. Toddlers on tricycles are still learning, adjusting, and adapting, trying their very best to familiarise themselves with their new toy and simultaneously preparing for unlikely occurrences on the road. This resembles our SL experience in these early years, particularly during the pandemic when everyone has to cope with unprecedented circumstances. Against all odds, like tricycles journeying across a hilly terrain, we are gradually progressing and moving forward.

SL courses in *Tricycle* are grouped under three main categories: direct service, indirect service, and research/advocacy. “Three’s a charm”, as the saying goes, and we present to you the collective efforts and dedications of our students, teachers, and community partners, who do not simply live and work under the new normal. They live *with* the new normal by embracing the challenges and make the best out of it at an extraordinary time. Let’s take pride in our work!



MESSAGE FROM PRESIDENT AND VICE-CHANCELLOR

My congratulations on the release of *Tricycle*, a publication that documents the service-learning courses under the Centre for Innovative Service-Learning. It is my first year serving at Hong Kong Baptist University, and it is exciting to know that students have been applying their classroom knowledge to serve the community.

While COVID-19 has brought about new hurdles and challenges, the education sector has responded swiftly to the pandemic and come up with various ways to cope with the new normal. We see the emergence of new pedagogies, interactive online/mixed-mode teaching and learning, as well as unprecedented research directions. Service-learning, I am proud to say, is no exception. Through direct service, indirect service, and research/advocacy, HKBU has shown our empathy and compassion to the community and society at large. For this, I must thank the hard work of students, teachers, as well as our community partners who have paid extra time and efforts to carry out meaningful services during a difficult period. This echoes the spirit of *Tricycle*: all parties' contributions have to be acknowledged. I applaud your zest and willpower.

We received some very good news in the last few months: HKBU has attained outstanding performance in the Research Assessment Exercise 2020, and we have succeeded in our bid to become the operator of Hong Kong's first Chinese Medicine Hospital. Research and teaching go hand in hand, and I believe that service-learning – an excellent pedagogy that enables students to serve and learn simultaneously – serves as something equally vital in university life. Let's continue to perpetuate our caring spirit, and stay strong together.

Ping-kong Alexander Wai
President and Vice-Chancellor
Chair Professor of Photonics

MESSAGE FROM VICE-PRESIDENT (TEACHING AND LEARNING)

The academic year 2020-21 was the third year of Hong Kong Baptist University's Institutional Strategic Plan which aims at providing a service-learning opportunity to every willing student by 2028. With the establishment of the Centre for Innovative Service-Learning (CISL), service-learning in academic courses has vastly expanded. *Tricycle* presents to you our students' empathetic endeavours under the support of service-learning mini-grants by CISL. I am very much impressed by their work, as well as the course deliverables they have co-created with their teachers and our dedicated community partners. My warmest congratulations to everyone who is involved.

2020-21 continued to be a challenging yet fulfilling year. I am thankful to colleagues here at HKBU who ceaselessly tried out new methods during mixed-mode teaching and learning, and to students for their understanding and willingness to make adjustments. One positive light behind the pandemic is certainly the flexibility and adaptability displayed by many of us. In fact, the need for service-learning to be receptive and responsive during COVID-19 is even more crucial. I concur with the message *Tricycle* conveys: while we are all still learning to adapt to the new normal, progresses are steadily made. What made the journey in the past year more impressive was that many service projects managed to maintain direct service with their users despite social distancing. Other forms of services also demonstrated how the pandemic could actually enable the humankind to be "together-apart": physical distance does not stop us from caring for each other.

We all look forward to the full resumption of classes and a campus full of energetic students. By then, service-learning at HKBU will go up by a notch because of the solid foundation we built before the pandemic and all the novel practices we have formulated during the pandemic. With the joint efforts of everyone involved, HKBU service-learning will fulfil both community needs and HKBU's educational goals.

Albert Chau
Vice-President (Teaching and Learning)

MESSAGE FROM DIRECTOR

I still fondly remember my first tricycle ride and the joy of pedalling around. Reading this *Tricycle* and recapturing a whole year of service-learning (SL) course deliverables reminded me of all the journeys of wonder and fulfilment that I have been taking since I took up the directorship of the Centre for Innovative Service-Learning (CISL) in 2020. This little booklet contains the extraordinary work done and extra miles walked by our students, teachers and community partners in AY2020-21, a challenging year shaped by the impact of COVID-19. Turning each and every single page means beholding their creativity and selflessness to connect with and serve the community during the pandemic. I am indebted for their empathetic deeds, and I must take this chance to also thank our donors' generous sponsorship, the editorial team and the CISL team for making this booklet, SL courses and our SL mini-grants possible.

Riding up and down the SL roads, one thing that really touched me was the many opportunities I got to step into the community with our students, teachers and community partners and witness the actual work they did together for the service users. Just like bikes, SL is powered by and for people, and such a mode of co-creation and student partnership is simply priceless. I am happy to see how SL allows students and teachers to turn their passion into action, and how SL, with each new passage, gives students an extra if not alternative dimension and perspective to look at the community and themselves anew. In the long run, SL at Hong Kong Baptist University will be tied in with TriAngle, the co-working space steered by CISL, so that students' talent and creativity in both SL and social innovation can be merged and grow into something impactful and sustainable.

Last but certainly not least, I would like to highlight that apart from the SL courses with mini-grants supported by CISL, there are also other SL courses that delivered equally impressive output, including but not limited to those produced by Level 3 General Education Capstone as well as Discipline x Healthy Lifestyle courses. With the full resumption of classes in AY2021-22, I believe all the SL courses available in HKBU's curriculum will continue to thrive and blossom. Our tricycle will not stop, and it is and will always be delightful to watch its wheels keep rolling.

Lisa Lam
Director
Centre for Innovative Service-Learning





OUR COURSES: DIRECT SERVICE

Direct services are actions that address the immediate needs of the community. Students' efforts can directly affect and impact the service users, and the betterment of their lives is oftentimes instant e.g. providing real-time interpretation to non-Cantonese speakers in a local community event, or installing computer software for low-income families. Direct services enable students to interview and get in touch in person with different people in society, ranging from ethnic minorities and domestic helpers to secondary school students and the elderly. Within the constraints posed by COVID-19, these experiences become even more valuable and worthwhile.



As a consequence of the ongoing pandemic, ordering takeaways has become a much commoner practice among citizens in most parts of the world, without a doubt including Hong Kong. Based on a survey conducted by local non-profit organisation Greeners Action in 2020, the number of takeaway food orders in the city every week has surged from 13.5 million to 21.1 million, reflecting an increase of 55% over the pre-pandemic figures. The increase also signified one more thing: the accompanying environmental hazards. Apart from visible plastic waste, there are also microplastics. Microplastics are plastic particles less than 5mm in length that may be consumed by marine animals and pose deadly threats to them. This year, our students in this course addressed specifically this issue and visited St Bonaventure College and High School, where they conducted an interactive experiment with the secondary school students and explored environmental issues associated with microplastics.

In today's world, it is yet to be a universally recognised fact that certain personal care products are potentially harmful to both our environment and our bodies. In the laboratory, our students examined the microplastics in some everyday products such as sunscreen and shampoo together with the secondary school students. They observed

them under the microscope and estimated the number of microplastics. Although they were aware that the experiment was all about microplastics, the students were taken aback by the number of microplastics in one sunscreen sample “exposed” by the microscope. Upon finishing the experiment, they went on to study product ingredient labels in minute detail together, which is an important and necessary step to understand how to select products that are genuinely environmentally-friendly.

Environmental conservation starts with an eco-friendly mindset, and an eco-friendly mindset is fostered through education, while education starts with us. Led by our students and under the supervision of Dr Patrick Yue, the course instructor, the service project came to fruition with all its aims fulfilled: having the students professionally applied their academic knowledge in the service, raising the service users’ awareness about the issues linked to microplastics, and effecting positive changes in their lives, in our community and in our environment. To put it all in perspective, the laboratory would be a wasted place if it existed only for scientific experiments, as it could be – as demonstrated in this course – a place where green practices are inspired and begin.





EURO4006

EUROPEAN ECONOMIC AND BUSINESS LIFE:

TRAVAILLER EN CONTEXTE INTERNATIONAL

DR EMILIE TRAN



As the latter part of the course title *Travailler en contexte international* (Work in an international context) clearly suggests, this course, which is conducted in French, exposes students to professional corporate settings where they are expected to actively and directly engage with the French communities, offering them opportunities to further sharpen their communication and interpersonal skills in a French-speaking working environment. This year, our students partnered with The Climate Collage and The French Chamber Foundation (FCF), acquiring new skills which would be valuable assets to them in the 21st century and providing the needy in our society with a service.

The Climate Collage is a French non-profit organisation committed to raising public awareness of climate change. In a workshop organised by The Climate Collage, our students listened to experts and facilitators, and engaged in a collaborative card game. During the game, they discussed, reasoned and tried to work out the relationships between the factors linked to climate change represented by the cards. Complicated as the game may seem, it is in fact designed for the general public to understand the complexity of climate change as a global issue in a more comprehensive manner. With all the post-game activities, including a debriefing session, our students became qualified facilitators, meaning that they can now host their own workshops and help

increase the general public's better understanding of the issue. On the whole, it has been a rewarding experience, keeping in mind that they have earned themselves a set of new skills which would bridge them to more opportunities in the future.

Apart from the workshop, our students also collaborated with FCF and participated in a community and charity engagement programme titled "Oui care for a better Hong Kong", which is part of the larger initiative "Make It Work HK". Following a sharing session given by its President Thierry Neveux, who shared the vision of the initiative and the life stories of the working poor he had heard over the years, our students went on to install software on laptops for the households most in need. It was not a tough task, but it was significant enough to "make things work" for those whose lives would be positively transformed by the right laptop with the right software – especially during COVID-19.

To put it simply, this course has secured three "wins". Our students learned from the activities; the service was well received by the beneficiaries; and our community partners cheered for the wonderful outcomes. *Voilà*: let us have our fingers crossed that the spirit of service-learning will continue to thrive and bring forth more terrific news through new endeavours!





It is a first-year General Education course offered by the Department of History; it is also the first attempt of Dr Chen Fong-fong, the course instructor, to incorporate elements of service-learning into her course. The trial run was proven to be successful given the multi-layered deliverables students had to offer in two consecutive semesters.

As the title clearly suggests, this course deals with the cultural history of Hong Kong in relation to gender, class and race. After learning some textbook knowledge and theories as well as attending a few guest speakers' sessions on various topics, students started to do their own research on a specific topic in relation to Hong Kong's class structure, gender dynamics, and racial and sexual landscape. In the first semester, some grasped the opportunity to talk to the marginalised groups in our city to have a better understanding of the underprivileged populations in Hong Kong. The finale of the service-learning project was then held, which was a student-led, research-based exhibition titled "Seeing the Unseen: Hidden Stories from Hong Kong's Underrepresented Groups", featuring 26 posters and a video that reflected upon students' learning and interpretation of the lesser known in the community. Students scrutinised different subject matters afresh through new angles. For instance, one group observed and suggested that during and after the anti-extradition law amendment bill movement, the relationship between locals and South Asians had changed positively. Another group that consisted wholly of ethnic minority

students shared their views on language barriers in Hong Kong, and appreciated NGOs like The Zubin Foundation which offered Cantonese classes to South Asians. Direct interaction was also involved: a group that worked on LGBT issues interviewed an activist who shared his stance on religion and same-sex marriage. As Dr Chen stated in the foreword to the exhibition, let's hope that service-learning projects as such would continue to "inspire deeper thinking about ways of building a more inclusive and equitable community, as well as developing a sense of commitment to the common good."

When the course was offered again in the second semester, students paid even more efforts in making videos after conducting face-to-face interviews with various marginalised populations in Hong Kong. They covered a wide range of marginalities and went beyond the scope of the course i.e. gender, class and race. For instance, one group interviewed two itinerant hawkers and explored the hardships they faced during COVID-19. Other interviewees included domestic helpers in Hong Kong, tenants in Chungking Mansions, LGBT groups, South Asians, etc. and their stories were transformed into videos that narrated their everyday life. After that, students also wrote reflective essays regarding their experiences, and Dr Chen spoke highly of their endeavours to make the voice of the lesser known get heard. Despite the fact that it was a first-year General Education course, students had worked hard to express their empathy and compassion for the world at large.



看見看不見
Seeing the Unseen

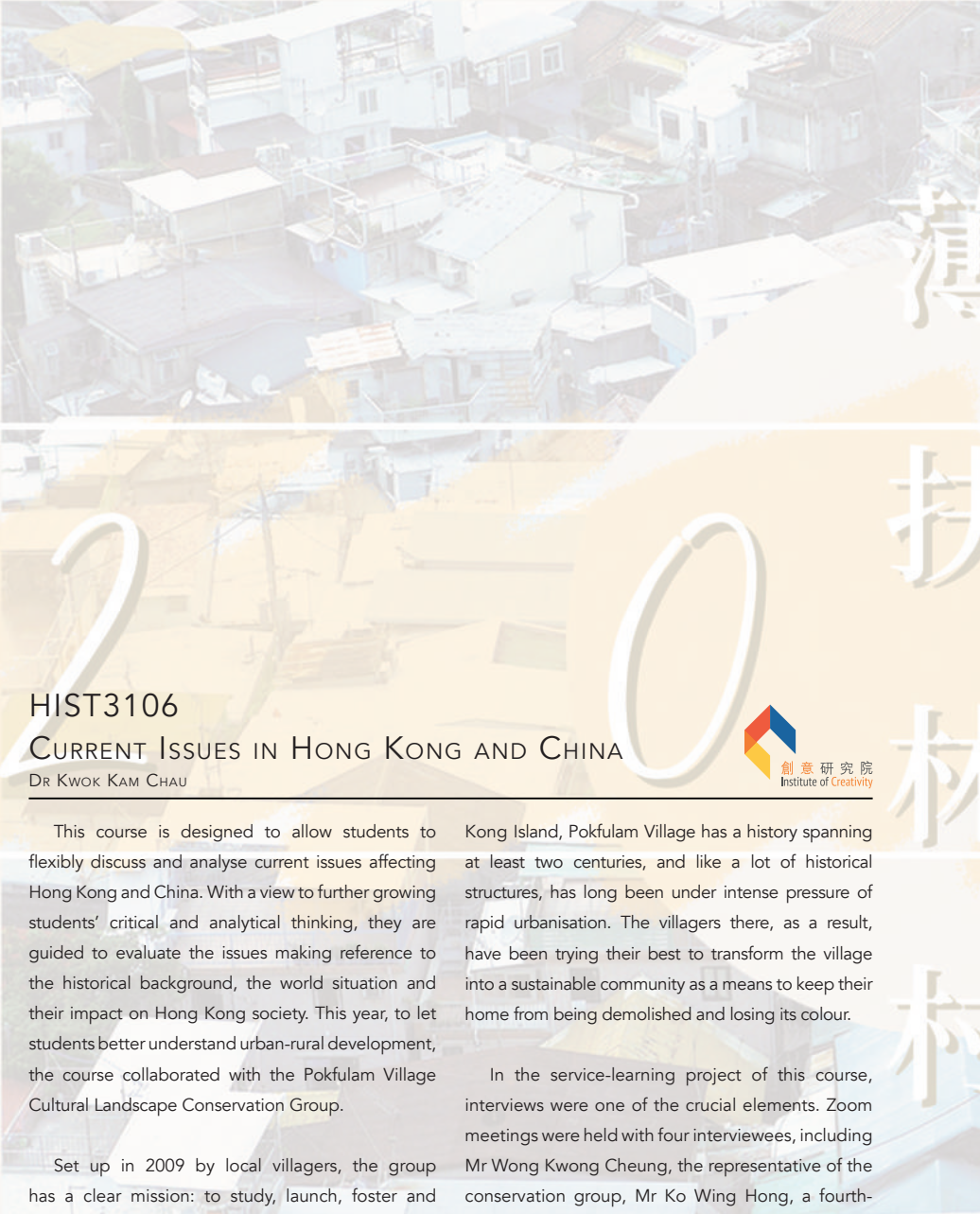
Hidden Stories from Hong Kong's Underrepresented

Works by Students from
GPSC 2006 (GWSU)
An Introduction to Gender,
Class and Race (HCB)

Exhibition period
4-11 December 2020
Mondays to Fridays, 10am-5pm
(Closed on Saturdays and Sundays)

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HIST3106

CURRENT ISSUES IN HONG KONG AND CHINA

DR KWOK KAM CHAU



This course is designed to allow students to flexibly discuss and analyse current issues affecting Hong Kong and China. With a view to further growing students' critical and analytical thinking, they are guided to evaluate the issues making reference to the historical background, the world situation and their impact on Hong Kong society. This year, to let students better understand urban-rural development, the course collaborated with the Pokfulam Village Cultural Landscape Conservation Group.

Set up in 2009 by local villagers, the group has a clear mission: to study, launch, foster and monitor the conservation of Pokfulam Village and the surrounding cultural landscape. Reportedly the one and only existent indigenous village on Hong

Kong Island, Pokfulam Village has a history spanning at least two centuries, and like a lot of historical structures, has long been under intense pressure of rapid urbanisation. The villagers there, as a result, have been trying their best to transform the village into a sustainable community as a means to keep their home from being demolished and losing its colour.

In the service-learning project of this course, interviews were one of the crucial elements. Zoom meetings were held with four interviewees, including Mr Wong Kwong Cheung, the representative of the conservation group, Mr Ko Wing Hong, a fourth-generation resident of the village, Mr Ng Kong Kin, a veteran craftsman of the Tai Hang fire dragon, and lastly, Ms So Lai On, a local resident of the village



for twenty years. The varied backgrounds of the interviewees offered our students a more holistic picture of the history and culture of Pokfulam Village, its current situation and the challenges that lie ahead. From revitalised buildings and abandoned structures to flooding and the lack of a decent sewage system, our students got a sophisticated grasp of the village in different aspects.

Realising that promoting the village's unique culture is a key strategy to sustain it, our students worked in groups to design service plans to help its residents. Their plans contained a lot of creative work, such as designing calendars, red pockets, a promotional video as well as a webpage. With the creative work done, they then wrote articles for

the conservation group in hope of promoting the village's historical values to a wider audience. On top of all these, they assisted a religious group to distribute surgical masks and other personal protective equipment kits across the village.

Owing to this project, Pokfulam Village had the opportunity to introduce itself to a sizeable group of youngsters, and took a few more steps closer to its sustainable development goals. Besides the Pokfulam community, our students benefitted from the process too. It came as a timely opportunity for them to reflect upon the communities to which they belong, the city in which we live, and its historical-cultural values on which our society was built. It was an outcome to be celebrated and rejoiced at!





HUMN3025 CHINESE SONG LYRIC WRITING

DR CHOW YIU FAI



This course introduces students to the composition of Chinese song lyric, with a heightened focus on Cantopop. In this course, prominent lyricist Dr Chow Yiu Fai, the course instructor, shares with his students his crafts, his daily practices and his experiences as a lyricist. With the elements of service-learning incorporated into this course, the yearly student concert that comes with the course is now dedicated to a different community in society every year. This year, the students decided that their concert, or their songs, would resonate with the theme 'education', paying homage to those working in the education sector and their contributions, huge or modest, over the years.

To Dr Chow, lyric composition is not always solely about creative outbursts or imaginative ideas that hit out of the blue; it can be about everyday life, everyday matters, real people and real events, and it can be practised. As a result, each student interviewed a teacher or a tutor, listened to his or her stories, and then let their own creativity and emotion take the lead in the writing process. The interviewees ranged from a kindergarten teacher and university professor to a sex educator and Buddhist guru. Education is essentially boundless.

Owing to the pandemic, the concert this year could not accommodate live audiences despite the fact that it was still being held in the Tsang Chan Sik Yue Auditorium (AAB201) physically, and the show was simultaneously streamed on online platforms. Against all odds, everything went wonderfully smoothly – from students' to guests' performances – courtesy of the assistance from all the involved parties. With a total of 35 narrative songs, which were put under four distinctive categories, the concert ended in the best emotional way possible, with one additional song dedicated to Dr Chow who has taught the course for exactly ten years. It echoed seamlessly the theme 'education' and was an unrivalled finale to this very concert.

Thanks to this course, we are reminded once again by Dr Chow and his students that service-learning goes far beyond the very act of learning and providing services; with one of its core values put on focus, namely empathy, it can be a catalyst for interpersonal bonding, whether it be between the teacher and the students, or between different communities.





This course aims mainly to develop students' competence in crafting different professional documents, like policy briefs, consultancy reports, and managing writing situations in organisational settings. With the elements of service-learning infused, this year, this course collaborated with Family Value Foundation of Hong Kong, a local non-profit organisation, on a service-learning project. For the project, our students carried out interviews and wrote a number of feature stories, which ended up being a part of a booklet published by the organisation.

Founded in 2007, Family Value Foundation of Hong Kong is committed to promoting family values and fostering positive changes that contribute to the wellbeing of every individual in society. With the guidance of Dr Michelle Huang, the course instructor, as well as the assistance from Family Blessing Missionary, our students worked in groups and conducted interviews with four interviewees who all shared a similar family background: having grown up in single-parent families. After that, they went on to start writing feature stories for their interviewees, utilising what they had learned in class to better raise readers' awareness of the criticality of the parental role in child development. These stories were also written to hopefully achieve one more goal: to let the readers sympathise with the little ones who are now growing up in troubled families, show them more love, and if possible, take better care of them.

This project came as the first-ever opportunity to many of our students to gain valuable experience in composing feature stories as reporters in a real-life context. Rather than simply having interviews

and writing, they engaged actively throughout the process, including preparing interview questions, conducting interviews, photo shooting, video recording, writing original manuscripts as well as editing them to publishable standards. As the booklet was set to be published before Father's Day, all of our students were invited to the book launch in June 2021, where they could officially witness the fruits of their intellectual effort and empathetic engagement.



In hindsight, this service-learning project was a splendid success, with favourable outcomes to the community partners, the community, and particularly our students. If writing skilfully is seen as a hard skill to be honed in this course, listening and speaking empathetically can then be seen as the soft skill to be cultivated. Guided by the spirit of service-learning, this course managed to embody one saying, "The highest form of knowledge is empathy."





In modern society, the use of energy is largely inseparable from everyday life. In the face of the growing scarcity of natural energy resources, greater effort should be made not only to educate the public about the ways to save energy, but also to promote and develop the use of renewable energy. This year, in this course, students were first introduced to the theoretical knowledge of renewable energy sources and mechanisms of renewable energy technologies, and were then encouraged to produce their own educational materials on renewable energy for developmentally-challenged students.

Having acquired a more established understanding of renewable energy, our students visited The Boys' and Girls' Clubs Association of Hong Kong, the partnering charity organisation, to better understand children and youths with special educational needs (SEN). It was a preparatory step to ensure effective communication in the ensuing activity, which took place at Hong Chi Morninghope

School in Tuen Mun. There, our students delivered a fun and interactive presentation on battery efficiency and solar energy to a group of primary school students from Hong Chi Association. Knowing that it was a rather academic topic that most primary school students were supposedly unfamiliar with, our students did not expect much enthusiastic response from them. To their surprise and delight, they turned out to be highly attentive and inquisitive! Besides the presentation, our students seized the opportunity to visit the rooftop, where solar panels were installed, as well as the garden there, witnessing in person how far a school can practically go so as to maximise environmental sustainability on campus.

Through this service-learning project, our students came to realise one thing: one's enthusiasm and passion for learning is never confined to one's disabilities. Hopefully, it has propelled our students down a pathway towards both academic excellence and a vision of a more inclusive society.





TRAN4047

TRANSLATION WORKSHOP

DR JANICE PAN



This academic year marks the third year in a row that this practice-orientated course has been infused with the elements of service-learning. While engaging in a series of externally commissioned translation projects is for sure an essential part of the course, students have another task to be in charge of at the same time – the new issue of the yearly bilingual magazine *TransFeed*. Being a student-led company committed to the motto “We Serve the Community through Translation”, the course has provided free yet professional translation services to a range of clients since the first day of its service.

As if in a company, each student in this course takes on a different role, such as Public Relations Manager and Editor. Working both as a team and individually, our students work on the projects assigned and ensure smooth operation and timely completion of the tasks. This year, one of the translation projects was commissioned by A Plastic Ocean Foundation, a local charitable organisation. It was about an interactive game for junior secondary school students. In the process, they did more than translate; they learned a lot of extracurricular

knowledge. With a view to delivering accurate translations intelligible to the junior secondary school students, they had to research into Starfish Bay and the relevant areas related to marine life. Thanks to this very project, our students found the answers to questions that not every one of us can do, such as the biological differences between an octopus, a squid and a cuttlefish. To many of our students, such challenges came as moments of realisation that learning is lifelong.

As for this year’s issue of *TransFeed*, as a work from this pandemic-stricken age, it very naturally has a theme revolving around life amid COVID-19, featuring a number of articles that offer unique perspectives through which to interpret the impact that the pandemic has had on us. Besides, like previous issues, this issue continues to record highlights of their translated works and document their experience with the service projects they carried out throughout the semester. While this new issue is a manifestation of the growth of our students as translators, it at the same time serves as a physical reminder of the growth of this service-learning course as well.



2020-2021

TRANSLATION WORKSHOP

-We Serve the Community through Translation-

- Since 1992
- Student-led translation company
- Formed by Translation major students
- Professional Chinese and English translation services



HKBU Translation Workshop



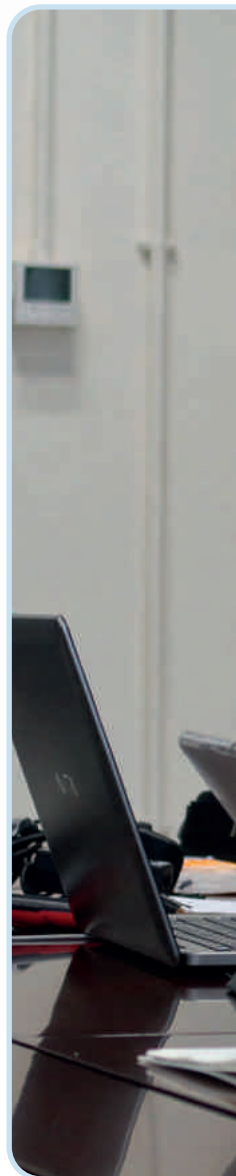
bu.translationworkshop@gmail.com



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Hong Kong Baptist University
Translation Workshop
香港浸會大學翻譯工作室







TRAN4056

COMMUNITY INTERPRETING

DR JANICE PAN



Dr Janice Pan calls this course a “sister course” of Translation Workshop, another service-learning course of hers. In this semester, Dr Pan’s students helped the community through not only written language, but also verbally. At the beginning of the semester, students formed a company called “Inter-Link” which aimed to provide high-quality and professional interpreting services and strived to contribute to the community through knowledge-sharing events.

Similar to Translation Workshop, the company was comprised of students carrying out different roles, ranging from Manager and Public Relations Manager to Designer and Web Language Editor. Throughout the semester, they provided different interpreting services for both medical and legal sectors. The first one was the Medical (Traditional Chinese Medicine) Day, on which Dr Xu Xiao Ling, a registered Chinese Medicine practitioner, was invited to deliver a talk and offer consultations to non-local participants. Members of Inter-Link, of course, became the professional interpreters to translate technical terms and jargons in Chinese Medicine from Chinese to English to the participants, such as a range of pain (stinging/stabbing; burning; dull; throbbing) that connoted subtle differences in Chinese Medicine. On the legal side, they invited Mr Tsang Man Sang, retired Senior Court Interpreter of the Hong Kong Judiciary, to share techniques and

hands-on legal interpreting experience. On top of these, the company also collaborated with CISL to provide simultaneous interpretation for participants in a few social innovation workshops, in which there were non-Cantonese speakers and participants. This was remarkable as it demonstrated the true spirit of inclusion at HKBU, which is something vital to a global campus.

The finale of the course was a performance day called “A Kaleidoscope of Community Interpreting”. The event featured three drama performances in relation to legal, medical and educational interpreting. Students became actors and applied the knowledge they had learned in the classroom through enacting in different roles to convey important messages in interpreting: the right and wrong behaviours of court interpreters during courtroom conflicts; the significance of medical interpretation in the face of cultural and language barriers; and the problems associated with working with non-professional interpreters especially when the service provided has a conflict of interest. The student actors’ language was eloquent and the audiences were amazed by their professionalism.

Inter-Link will continue its quality service by empathetically connecting with the community through language and interpretation. It is just their beginning.



OUR COURSES: INDIRECT SERVICE

Indirect services come in many forms: planning campaigns for NGOs; developing computer systems for social enterprises; making videos for community partners; or even fundraising. While students are not in the presence of the service users they are impacting, they identify and tackle community needs and problems. The pandemic has inevitably necessitated social distancing, and students transform the crisis into various opportunities through indirect services to carry on with their empathetic endeavours. Being apart together is perhaps becoming the new normal of service-learning under COVID-19, but caring has never ceased.



BIOL4015

FERMENTATION AND ENZYME TECHNOLOGY

DR PATRICK YUE



This course centres on the basic principles of fermentation and enzyme technology. In this course's service-learning project, our students designed several interactive experiments, which aimed to introduce the relevant basic scientific knowledge to the project's service users, namely a group of secondary school students from St Bonaventure College and High School.

They went on a visit to the secondary school and met the students in the school laboratory, where they explored the application of enzymes and the process of fermentation. They first observed the bacteria in yogurt drinks under the microscope and then made use of their knowledge of fermentation to make eco enzyme cleaners. Our students also prepared posters for small-group presentations, sharing with the secondary school students the use of fermentation in daily life, for instance, analysing the scientific mechanism behind weight loss supplements and certain cosmetic products.

In addition to fostering a closer connection between students, this service-learning project also sought to spark their interest in science and served as an opportunity to open their eyes and realise the relevance of science to our society and everyday life. It was a great chance for our students to put together what they had learned throughout the semester. By preparing games and teaching materials, our students could systematically reflect upon their learning progress and present the knowledge absorbed in an accessible way. Meanwhile, the secondary school students could have a taste of what it is like to learn in a university atmosphere while meeting some academic buddies and learning from them.

Unfortunately, due to the resurgence in COVID-19 cases in November 2020, the face-to-face workshop originally scheduled to be organised in the secondary school had to be cancelled to ensure students' safety. However, there was a contingency plan: our students recorded their presentations and shared them, together with their teaching materials, with the secondary school students on an online platform. Though the pandemic is still far from completely over, Dr Patrick Yue, the course instructor, already has ideas as to what to do when face-to-face meetings become less of a threat—to hold supplementary workshops with the students! We all look forward to seeing them materialise.



Closed Carbon Cycle



CHEM4085

FOOD ANALYSIS

DR GRAY HO



This is the third time Dr Gray Ho, the course instructor, incorporates the elements of service-learning into his course. Every year, Dr Ho tries to insert new elements into the service-learning project of his course. This year, he managed to secure one extra community partner on top of his regular collaborator. Throughout the semester, our students worked closely with Foodlink Foundation and GreenPrice.

At the very beginning of the project, our students attended a briefing session led by a representative from Foodlink Foundation, who talked about the charity's work as well as the alarming issue of food waste in Hong Kong. Students were stunned to learn that a staggering 3,500 tonnes of food waste is sent to landfills every day. This essentially set the tone for the service activities that followed, which were Foodlink's Hot Food Programme and Bread Programme. Students reflected a lot upon their experience. For instance, one of them who collected hot food from hotels shared her thoughts about how shocked she was as she witnessed firsthand the amount of food wasted in buffets with her bare eyes. Through the programme, she realised that an average citizen like her is never too "small" to lend a helping hand to those in need, with one small act of kindness.

Another student who participated in the Bread Programme sentimentally shared that he became acutely aware of the surrounding hotels and skyscrapers as he arrived in Central after collecting

surplus bread from bakeries in less affluent districts. The irony of the great divide between the wealthy and the poor in this city struck him deeply. Generally speaking, students from the Bread Programme expressed that, thanks to NGOs and social enterprises, the gap between theory and reality can be bridged. They nicely summed up that when it comes to the study of chemistry in the science discipline, chemistry between people also matters.

Another group of students paid a site visit to GreenPrice, a local social enterprise committed to reducing food waste by rescuing perfectly-fine-to-eat food products that have passed, or are about to pass, their "best before" dates. Having listened to one of GreenPrice's co-founders share their mission and stories, students went to a store in the chain and collected different food products as samples for laboratory tests. Such tests were carried out to check and confirm whether the food was safe or good enough for consumption. In the end, reports were produced and sent to GreenPrice, since such data would serve as important information for under-resourced NGOs and social enterprises.

This is a record-breaking year for this course. 1310 loaves of bread were rescued by our students and other volunteers, which broke the record of the amount of bread collected on one single night. Both Foodlink and GreenPrice are grateful for our students' empathetic endeavours. Let's hope that this is not a one-off thing and students will be able to keep up with their humble yet noble work.







COMP4117

INFORMATION SYSTEMS: DESIGN AND INTEGRATION

DR MARTIN CHOY, DR JEAN LAI, MR KENNY CHENG



To laymen, computer science may be synonymous with strings of abstruse codes, an area of study that seems remote from our day-to-day lives. The fact, however, is that it is in many ways closely connected to our society, and especially more so in this time of global health crisis. While we are getting more and more used to an increasingly tech-driven world, some local NGOs are planning for a digital transformation which should enable them to serve the community in more accessible ways. This year, in order to further consolidate students' skills with advanced software tools and programming techniques for developing information systems, this course provided students with opportunities to build online systems for several NGOs and schools, including The Church of United Brethren in Christ, The Gymnastics Association of Hong Kong, China, Hong Kong Sheng Kung Hui, and the Holy Trinity College.

The online systems our students developed for the community partners included an event registration system, an equipment booking system, and an event calendar. All of these were aimed at reducing paper usage and streamlining administrative workflow. Additionally, they also designed and created interactive matching games for the elderly in hope of strengthening their finger muscles and cognitive abilities in an interesting and relaxing way. These were a testament to students' professional application of their technical knowledge and expression of creativity.





Throughout the semester, our students were in constant contact with their community partners in a bid to understand the needs of the service users as much as possible. After numerous meetings, discussions and trials, they came up with these systems and games which the partners were highly satisfied with and appreciative of. From a broader perspective, these collaborations have been hugely beneficial to our students too, on top of the partners themselves and the service users. As the saying goes, “Nothing ever becomes real till it is experienced.” Through working as a team on projects for real clients, our students turned the technical know-how which they learned in the classroom into hands-on experience that can be included in their CVs, not to mention the fact that they have even become better communicators in workplace settings. All in all, this course has demonstrated for the third time that service-learning is always capable of achieving this synergy that has a positive impact on everyone involved in the process.





PRAD3017

STRATEGIC COMMUNICATION AND EMERGING MEDIA TRENDS

JOUR3287

SOCIAL MEDIA CONTENT MANAGEMENT

DR REGINA CHEN, MR DANIEL WU



To most of us, YouTube has long been a primary source of entertainment and a social media platform from which we can effortlessly locate an extremely vast variety of information. This year, our students from these two courses came together in this service-learning project where they ran a number of YouTube channels for seven local artists, being the ones who provide intriguing and informative content. As they were formed into groups and had to produce their own videos, it became necessary for them to fully utilise what they had learned as communication studies majors in every phase of the project, namely content development,

video shooting, and video editing. Thanks to the guidance from VS Media, this collaboration with YouTube Hong Kong has been very fruitful, noting the fact that around 60 entertaining videos have been produced and made accessible to the public.

It goes without saying that marketing strategies are a staple of any campaigns, especially the digital ones. While our students were gradually taking their skills to the next level, they were actively and constantly learning what they did not usually learn in the classroom. Collaborating with the Environmental Campaign Committee, each of the groups



incorporated messages that promoted green, sustainable practices, like ecological conservation and upcycling, into a number of their videos. In order to spice up the videos and make watching them less of a passive experience, tailor-made games and interactive content were embedded in the videos. As the project entered its final stage, our students also lined up media interviews to make sure that their creative works could reach a much wider audience. In the end, some of their videos managed to secure over 100,000 views on their respective YouTube channels. It was a very encouraging number to our students, the course instructors, and the partners!

The encouraging number was not where the course ended. In the last few weeks in which the students had their final presentations, they showcased all of their videos and talked about the trend analysis they had done over the course of their campaigns. Not only did these presentations serve to exhibit the extra effort they had devoted to the YouTube channels, they also served to be an fantastic opportunity for them to express their appreciation for having been a part of this unique experience, which turned out to be probably a once-in-a-lifetime occasion where they could, as students, work with local public figures and several parties on a socially-driven project.







ORGC3047

ORGANIZATIONAL EVENT PLANNING AND MANAGEMENT

DR KIMMY CHENG



As the saying goes, planning without action is futile, action without planning is fatal. Neither a course on event management without application nor actual practice without formal and fundamental instruction can deliver the best learning experience to students who aspire to be event planners in the future. In order to maximise learning effectiveness, theory and practice must go hand in hand, which is why the course has incorporated service-learning components into its syllabus.

As a matter of fact, this is the third year in a row that service-learning has been at the very core of the course, which aims to equip students with the principles and concepts necessary for event management while providing them with an opportunity to gain hands-on experience in working with the Corporate Social Responsibility team of the South China Morning Post. Specifically, students were divided into a total of four groups, each of which was assigned the task of organising a virtual event for a charitable organisation or corporate, namely Italian Women's Association Hong Kong, Swire Properties, the Squash Section of Hong Kong

Football Club, and the South China Morning Post itself, to contribute to the newspaper's annual charity campaign Operation Santa Claus.

Despite the challenges posed by the pandemic, students found this year's service-learning project satisfying and rewarding. Marcus Leung, one of the students who ran a virtual event for Swire Properties, appreciated the opportunity to plan an event for a real-life client from scratch, from designing the theme to presenting their ideas to the client and eventually executing the event, and emphasised that such a learning opportunity was one of a kind. In fact, other students also expressed that they had learned a lot after receiving the feedback from their respective clients.

Overall, apart from fostering a sense of civic responsibility, the incorporation of service-learning components has benefitted students through reciprocity and reflection, tremendously enriching the course as well as advancing students' professionalism in the dealings of similar organisational matters.



PERM3037

MOTOR LEARNING AND DEVELOPMENT

PROF CHEUNG SIU YIN



The service-learning project of this course provided opportunities for our students to apply their knowledge in sport and recreation management through designing wellness programmes for the elderly in Hong Kong Baptist Hospital Au Shue Hung Health Centre. Due to COVID-19 and the many precautionary measures taken against it, the elderly had fewer opportunities to do physical activities, which might lead to a potential decline in their physical health. Considering the ongoing pandemic, the service-learning project of this course endeavoured to encourage active lifestyle among the elderly by providing them with online lectures on wellness and physical exercises.

The pandemic has been a tough challenge to this service-learning project. Unlike previous years in which the students and the elderly were able to do physical exercises and dance together, they did not have the opportunity to measure face-to-face the motor abilities of the elderly this year. As a countermeasure, the Health Centre nominated a few elderly representatives to be “exercise leaders”, whom the elderly met online. Exercise proposals by the students were presented to the leaders, social workers and nurses at the Centre. The proposals were revised based on their valuable feedback.

Our students eventually carried out four sessions of online exercise workshops. The elderly joined from their home or in the Health Centre with the support from resident nurses. The feedback from the elderly and the staff of the Centre was highly positive and encouraging. In particular, the exercise leaders felt that they were empowered to promote healthy lifestyle to themselves and their fellows. The leaders said they would teach other elderly people what they had learned when doing voluntary services at other elderly centres.

Prof Cheung Siu Yin, the course instructor, said it was fortunate to have Au Shue Hung Health Centre as a long-term partner. The Health Centre made every effort to accommodate the course in order to adopt the new model of service-learning. She was also happy to see, through the service, that students had developed their competencies to a greater extent, such as teamwork skills, communication skills, time management and civic responsibilities.





那些年， 我們穿過的糖果服飾



潮流從來就是一個循環！

50+



45-64歲較容易有抑鬱？

日本森林治療法教你如何因禍得福



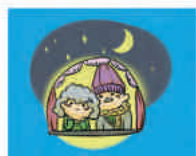
老婆：「老公切西瓜特別甜！」

50+



老公：「春夏秋冬都有妳陪伴！」

50+



老公：「你如星星照亮我一生！」

50+



老公：「最幸福是我與你共舞！」

50+

facebook

“Campaign planning” may be too simplistic of a term since it leaves the impression that it involves only planning, while it too entails research, design, evaluation as well as analysis. In this course, our students examine these significant steps involved in campaign planning and have the opportunity to autonomously organise and manage campaigns for a real client. This course has never stopped hunting for new partnership opportunities with clients whom it has not worked with before. This year, they worked for 50 Add Oil, a digital platform specially designed for young-olds (those aged between 50 and 64) in Hong Kong and dedicated to helping them stay on track for a happy retirement in varied ways.

Currently, over 41.7% of the Hong Kong population is aged 50 or above, meaning that the platform has a target audience of no fewer than 3,000,000 young-olds. Generally speaking, the majority of them do not know how to access useful, relevant information related to health, finance, smart living, etc. in the cyber world. With the shadow of the pandemic still looming large, our students joined forces to think of ways to better engage and empower these young-olds who are facing different situations during this global health crisis in the digital age.

So, having done some in-depth research on their target audience, our students established clearer objectives of their campaign project: to encourage empowerment among the young-olds in Hong Kong, and to help optimise their social interaction with one another and therefore facilitate the overall functioning of the community. To achieve these objectives, our students were divided into twelve groups and came up with a vast variety of campaign ideas and concepts, together with concrete content and videos. With the ideas and the materials ready, they communicated what they wanted to convey, including information about lifestyle, healthy eating and travelling, via various social media platforms, such as Instagram, YouTube and Facebook. A lot of their campaigns were humorous yet touching at the same time. For instance, inspired by the Internet craze “100,000 reasons to make your girlfriend mad”, one group came up with ideas for young-old couples to express their love to their significant other as many of them were restrained to say “I love you”. In retrospect, campaign planning and management are not merely about budget control; when service-learning elements are incorporated, empathetic and compassionate contents can consequently be infused.

VART3405

STUDIO: EXPERIENCE DESIGN

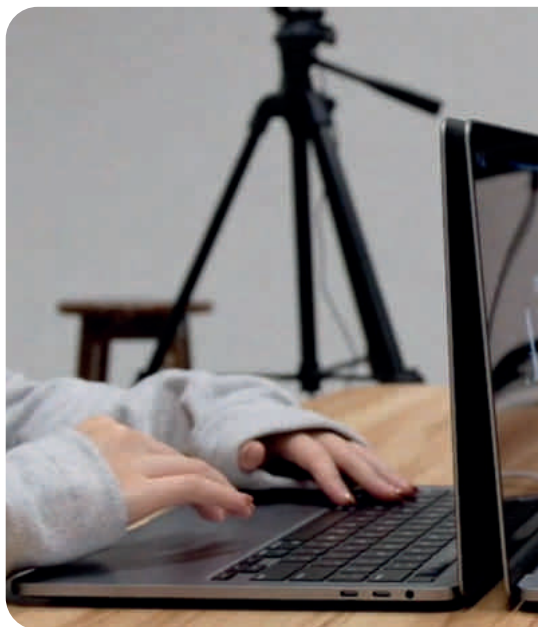
MR KINGSLEY NG, MR PETER BENZ, DR EVELYN KWOK



Incorporating service-learning components for the second time, this course once again addressed something pressing that was much needed during the pandemic: resilience. Having lived with COVID-19 for over a year, how do people in Hong Kong cope with the new normal? Young artists from the Academy of Visual Arts tried to come up with creative yet therapeutic means for city dwellers to come to terms with the virus and its aftermath.

Partnering with Hong Kong Arts Centre, the service-learning project in this course was initially planned to be executed in the physical venue provided by the Centre. For safety reasons, the final exhibition was eventually held online instead. Unconstrained by this limitation, students achieved impressive outcomes by introducing a few innovative projects that were designed to soothe participants' minds and souls during the pandemic. One of the biggest challenges, as one could imagine, was to connect people together since the theme of the students' works was precisely resilience. Exploring separated togetherness, one project inspired participants to rethink leaving and death. Participants were asked to search the Internet for a person who had passed away because of the virus, and put down the person's name in the chat box of a Zoom meeting. The student would then write down the names of these persons on a paper and put the papers into alcohol, where the writings of the names dissolved. Despite the fact that the whole thing was done virtually, participants agreed that it was an immersive and healing experience.

Both teachers and students spoke highly of the brand-new experience taking place in a virtual context. Peter Benz, one of the course instructors,





highlighted that while it was easy to do the traditional type of presentation, it was challenging yet positive to do so online. As an educator, he was able to explore new theatre-like formats and performative approaches, and it was a great opportunity for them to try out experiential and experimental things. Students, meanwhile, also found it to be an experience that was not only awesome but also wholesome, and deemed that holding virtual exhibitions as such, as opposed to physical ones, would very likely be one of the new trends under the new normal.

Resilience should not be just a buzzword. When people join hands and complete something together for the common good, its impact can reach far beyond imagination, transcending spatial boundaries, linguistic barriers and the sense of social isolation imposed by the global pandemic.



一塊太陽能板，您會點樣用呢？
請寫低您的睇法啦！





OUR COURSES: RESEARCH AND ADVOCACY

Research and advocacy involve students to gather information that demands and calls for action. They become advocates, using their own voice to speak up for or against a wide range of solutions and issues: medical, cultural, environmental, socio-political, etc. Students also become young researchers to help community partners identify needed changes, and come up with creative yet informative deliverables that make a contribution and raise awareness. These include position papers, short films and animations, proposals and posters, and even exhibitions. While students might not have the opportunity to meet service users directly, research and advocacy essentially bring about long-term and sustainable impact.

EURO4015

CONTEMPORARY EUROPEAN SOCIETIES II: QUESTIONS D'ACTUALITÉ

DR EMILIE TRAN

The service project of this course is a very timely one. It involved three steps: using a comparative perspective, students from the French Stream of European Studies first explored and researched the narratives of France and Hong Kong from the government, the scientific community and the people about the most pressing “questions d’actualité” (current affairs): mask wearing during the pandemic. It was then followed by a photo exhibition, and towards the end of the semester, students shared their research findings and results with students in Lyon.

The highlight of the project, of course, would be the said photo exhibition: “Mask is the New Normal”. Having learned a painful lesson from SARS in 2003, Hong Kong people had been extra vigilant in wearing masks to combat COVID-19. French artist and photographer Cyrille Bellier documented the mass adoption of mask wearing in Hong Kong from the early days of the virus outbreak and presented a series of black-and-white photos that served as a timely keepsake for Hong Kong people to remember this historic moment of the city. Students then chose from Mr Bellier’s works and wrote their thoughts and reflections – in both French and English – in response to the photographs. This was essentially a cross-cultural experience in which the global captured and dissected the local, and the local interpreted



and appropriated the global. What Hong Kong students picked from Mr Bellier’s corpus of work was very telling and suggestive in terms of the ways in which the younger generation understood and related the virus to themselves. Through the interplay of words and images, the global pandemic was recontextualised to Hong Kong, a cramped city that showed its unique resilience and determination in combating COVID-19.

This service-learning project had a modest vision: to spread the idea of solidarity in adversity. The very notion of “by protecting myself, I protect my community” became exceptionally relevant in times of crisis, and the need to care for each other and be empathetic was crucial to our wellbeing. We hope this exhibition was just a start to share our city’s concern and love for people around us. Mr



Bellier's photos were documented in a booklet, and the exhibition was also transformed into a VR tour so that the impact of the project could be further disseminated.

After the opening ceremony which featured a students' performance, we conducted an interview with Mr Bellier and Mr Stéphane Lam, Director of Le Pavillon Rouge des Arts who is another partner of the project, as well as the course instructor Dr Emilie Tran. Dr Tran dearly thanked the goodwill of her students, and deemed this project as a prime example of HKBU internationalisation at home. Mr Bellier and Mr Lam described HKBU students as dedicated, focused and open-minded, and they found them very cooperative. After all, collective work matters, and this service-learning experience left everyone fulfilled and soothed amid the pandemic.





MASK IS THE NEW NORMAL

2020.10.27 - 11.10

Time: 9 a.m. – 5 p.m.
Venue: TriAngle
306, David T. Lam Building
Shaw Campus
Hong Kong Baptist University
34 Renfrew Road
Kowloon Tong

Photography: Cyrille DILLIER
Co-ventured by:
Le Pavillon Rouge des Arts (LPR) L.A.R.
Tous IV studios de l'École d'Art
European Institute of Design
13 B&B art/Contemporary European
Sociétés partenaires d'activités

Organized by:

Assisted by:







FILM4017

MOTION GRAPHIC DESIGN

MR MICHAEL ROBINSON



While this is one of our new service-learning courses this academic year, its instructor Mr Michael Robinson is not a newbie in service-learning. As a matter of fact, he was one of our “guinea pigs” when CISL rolled out its first batch of service-learning courses three years ago. It was a course on documentary making, and this time, students were in motion graphic design. After learning the basics of motion graphic, students worked with four clients and produced short videos for each partner, which were meant to both serve promotional purposes and raise public awareness of various issues.

The project started with a briefing session in which students met in person all the clients – Hospital Authority, Division of Nursing Education (HKBU’s SCE), Stewards and Towngas – and got to know their needs and expectations. Each party

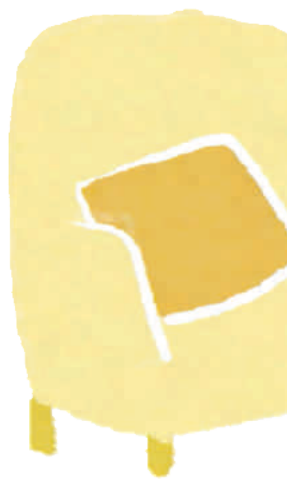
had their own targets which they hoped could be met by the students. For instance, for the medical professionals, they found some of their pamphlets outdated and old-fashioned; they looked for educational materials that are livelier and more relatable, precisely something like an animated video that can be shown in hospitals’ waiting rooms. Stewards, an NGO that serves a wide range of service users, would like our students to work on something in relation to mental health. As for Towngas, their CSR team was having in mind promotional campaigns to encourage eco-living, such as green cooking.

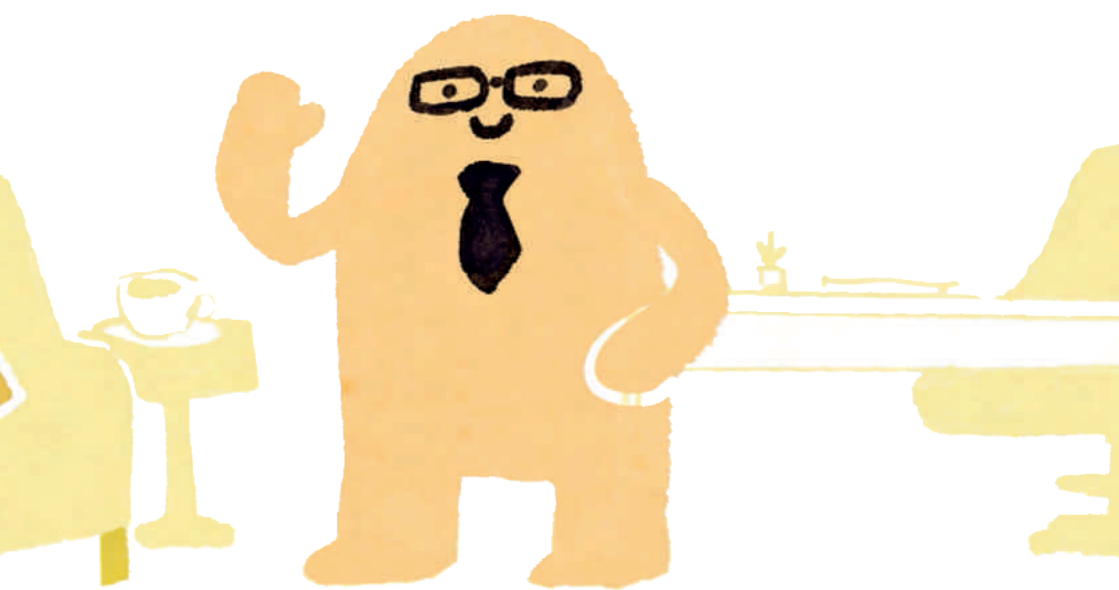
In view of these demands, students chose their topics according to their interests and strengths. Within a month’s time, they came up with some preliminary ideas and pitched them to



the clients, and the work was remarkable. The key art and storyboards covered an array of issues, ranging from obesity and allergy to depression and the prevention of gas leakage. It then took them another month's time after humbly taking in clients' feedback to deliver their final products, which were contentedly received by all of our community partners. One group of students was even interviewed by the press. In the interview, our students shared their experience in conveying positive energy and messages to children who had no choice but to be confined to their home during the pandemic. These fruitful outcomes resulted from a combination of talent, creativity and innovation, effective communication, and of course – empathy. This is yet another example of how service-learning is proven to be beneficial to all parties involved in the project.









GEOG3007

ENERGY PROBLEMS AND THE ENVIRONMENT

DR DAPHNE MAH



In this course, students examined how energy production and consumption had far-reaching impact on our economy, environment and society. The service-learning project was divided into two parts. Firstly, a half-day community workshop was held in Sai Kung in late October 2020. Collaborating with a Sai Kung District Council member, our students introduced the idea of green living, energy saving and renewable energy to the residents in the district. They were able to engage adults and children using a creative mobile solar bubble machine. Asking the question “What would you do if you had one solar panel?”, our students invited the Sai Kung locals to come up with new ideas of using sustainable energy. They also conducted surveys with the locals regarding their views on sustainable energy. This was a valuable experience in which students learned how communities could play an active role in energy saving and renewable energy developments.

The second part of the project was a student-led knowledge exchange activity in relation to the developments of sustainable energy communities in New Taipei City in Taiwan and Hong Kong. In late

November 2020, an online conference between the two cities was held. Prior to the conference, students prepared themselves for it by conducting desktop research on sustainable energy in Hong Kong as well as consolidating the survey results from Sai Kung residents. They formed teams to share the insights gained to the attendees in Taiwan, including scholars, students and community organisations. A four-day service tour was planned as the finale of the service-learning project. Hopefully, the pandemic condition will be under control by the beginning of the next academic year, so that our students can visit self-reliant communities in New Taipei City in person and organise community workshops there, investigating how New Taipei City manages to effectively engage communities in the development of sustainable energy transitions.

Developing sustainable energy not only involves science and government policies but also requires bottom-up community efforts. In this service-learning project, our students ultimately acted as sustainable energy ambassadors, proactively building a bridge between the communities in Hong Kong and Taiwan for a greener future.



GEOG4016

SUSTAINABLE ENERGY AND TECHNOLOGICAL INNOVATION IN CHINA

GEOG4065

ENERGY POLICY AND ANALYSIS

DR DAPHNE MAH



Taught by Dr Daphne Mah, these two courses centred around the topic of energy, examining and analysing in particular energy policies with a focus on sustainable energy. Due to the pandemic, the planned service-learning trips to Guangzhou and Seoul had to be called off. However, by integrating service elements into the two courses, Dr Mah managed to turn the challenge into an unforeseen opportunity by drawing up a new project as a substitute for the trips – online community workshops.

The project, of which the workshops were the highlight, endeavoured to empower women in the sustainable low-carbon communities. Prior to the workshops, our students conducted desktop research in groups on international examples of community-based sustainable energy development movements led by women, particularly those related to energy-saving and solar energy initiatives. Thanks to their researches, which provided them with a solid foundation for the subsequent workshops, they became more self-assured and motivated to discuss sustainable energy with others.

In the two online community workshops, students took on the important role as moderators, facilitating the entire process. Besides the students and Dr Mah, there were a total of 25 female representatives from four communities, namely Sai Kung and Wong Tai Sin in Hong Kong, Sungdaegol in Seoul, and Yuexiu in Guangzhou, as the attendees.

They shared and discussed good practices, talked about their major obstacles, and discussed future feasible energy-saving and renewable energy initiatives in their respective communities. Broadly speaking, these workshops were a capacity-building process for them. Through the exchange of knowledge and experience, the three Asian cities enlightened one another. Their fruitful discussions were well documented too by the students, with the information further analysed and developed into case studies to be featured on the website of Hong Kong Solar Partnership. Moreover, these case studies carry a significant message to the public that women, both housewives and working mothers, can be critical agents of change towards a much more sustainable and greener future, since they are often the decision-makers when it comes to household energy use.

In the wake of the cross-cultural workshops and all the preparation work, students had their knowledge in energy policy consolidated and developed a keener sense of shared responsibility to the environment. What is even more encouraging is that they felt empowered and more confident in formulating creative policy solutions to address climate and energy challenges for the Hong Kong energy sector. Deviating from traditional service-learning projects that are usually held in one location, this is an excellent example of cross-region virtual service-learning, with even more far-reaching impact achieved by the involved communities.





POLS2007

INTRODUCTION TO RESEARCH METHODS

POLS2015

GOVERNMENT AND POLITICS OF HONG KONG

DR KENNETH CHAN



Dr Kenneth Chan's courses address timely issues amid Hong Kong's turbulent political atmosphere. For instance, his previous students' service-learning projects dealt with the controversy revolving around the building of the Hong Kong-Zhuhai-Macau Bridge. Dr Chan's service-learning projects usually involved two stages: students first did research on a specific topic, which equipped them with knowledge and basic background of a certain political issue; after that, they worked on their deliverables in hope of raising public awareness. This model, which addressed both research and advocacy in service-learning, was proven to be effective, and it was once again applied in this academic year.

In response to the discussions and debates on both the Legislative Council and District Council elections in Hong Kong, the service-learning project of Dr Chan this time was on electoral integrity. Students worked on three main themes, namely challenges in voting brought about by the COVID-19 pandemic, overseas and new methods of voting, and monitoring campaign expenses in Hong Kong. After attending workshops given by international polling station election observers, students started their research work and transformed the data they had collected into huge and eye-catching posters. One group, for instance, worked and researched on how six countries – the US, Myanmar, Italy, South



Korea, Poland and Singapore – managed to conduct voting safely and peacefully amid the pandemic, and recommended that Hong Kong should also be able to carry out voting during this health crisis. Another group's project, titled "Safeguarding Electoral Integrity in Hong Kong", showcased the discrepancy in voting campaign expenses between a candidate with a political party background and an unaffiliated amateur. Towards the end of the semester, they did their final presentations in TriAngle together with the posters they had designed that demonstrated the very useful – and sometimes alarming – findings they had. All these important and significant materials will be beneficial to all voters in Hong Kong and they will be made available on various platforms in the near future.

Last but certainly not least, the cross-cultural experience these courses brought about was a definite plus to students, as Dr Chan's courses always attract international students to enrol in. "I found the experience extremely fruitful, given that it was an area that I was already interested in. I chose to do my research on how our recommended methods, along with the government's current plan, are to be implemented. I read the potential problems in the concerned voting methods and pondered over which solutions can be initiated in this specific case to tackle them. This had exercised my reasoning and problem-solving skills in an electoral context, which is something new", said one of them, Mark Musette Alger Ramos. Service-learning indeed enables our students to bear civic responsibility and become not only socially responsible individuals but also global citizens.



What have we Done

Controversial issues
that may exist in different
measures to
promote elections

Hard measures
implemented to prevent
the outbreak of COVID-19
during the election

How should Hong Kong
refer to the examples of
foreign elections and apply
them to Hong Kong
elections

Lesson for Hong Kong to learn
about the election contingency
measure.

Ensure that citizens still have
the right to vote in the election
of a public health problem







SOWK3207

CREATIVITY, WELLNESS AND ART THERAPY

DR JOSHUA NAN



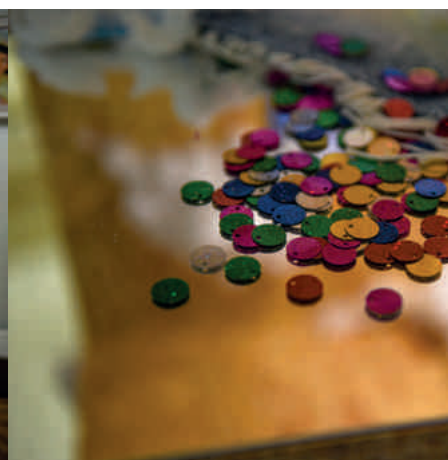
Mental health is becoming less of a topic to shun in recent years; rather, it has been receiving increasing attention as an issue that everyone ought to address as seriously as we address physical health, as the two are equally important to our overall wellbeing. While doing sports has been popularly known for years to be positively linked to mental health, art therapy has also emerged in recent decades as a great avenue for people to be in better touch with themselves emotionally and to consequently address their mental health. This year, students in this course not only became active participants in art therapy, they also took one additional step and talked to professionals in the field so as to gain a more profound understanding of how art and mental health are correlated.

In the beginning of the semester, our students first immersed themselves in the creative process of art making and cultivated an inner dialogue with themselves during the art-making workshops in class. After that, they stepped out of the classroom and talked to art therapists from the Hong Kong Association of Art Therapists and Healing Arts. There is one thing that these art therapists have in common: they all work with members from different population groups in the city. Knowing first-hand how art can have a positive influence on one's emotional state, cognition and creativity, students

came to have a clearer and broader picture of the therapeutic power of art.

To reflect upon what they had experienced throughout the 13 weeks, both on campus and off campus, and to share it with the teachers and students at HKBU, each of the students had their own artworks created and creative-reflective journals written, all of which were showcased at the one-week art exhibition curated by the students themselves in TriAngle near the end of the semester. During the week, there was a student-led guided tour every day at lunchtime. "Since we are from different disciplines, we have created works of great variety. There are paintings, 3-D installations, photographs, etc. It has been a precious experience for us in the sense that we could assemble and share our unique experience with those who join the tour," a student said after listening to the positive feedback from visitors.

To put it very simply, what has been manifested by this course is that artistic practices are not only for the eye, but also for the soul – our emotional, spiritual compass. Through art, our students went on a journey of emotional healing, self-discovery and human connection, which is vital to social inclusion. Hopefully, this service-learning course will cruise farther and farther, taking more and more students on this meaningful journey.





OTHER SERVICE-LEARNING COURSES

Apart from the service-learning courses supported by CISL's mini-grants, there were other courses offered in AY2020-21 that brought out equally notable service-learning deliverables. We would like to acknowledge them too for contributing to the development and expansion of service-learning at HKBU.

Course Code	Course Title
BIOL2017	Cell Biology
ECON3075	Service-Learning in Sustainable Development
GCAP3005	MathRomance
GCAP3006	Implementation of Service-learning Engagement through Chinese Storytelling and Writing
GCAP3016	Historic Landmarks, Heritage and Community
GCAP3045	Hong Kong Cinema, Culture, and Society
GCAP3067	Paths to Service Leadership in Health Services
GCAP3076	Service-learning in Fighting Poverty
GCAP3087	Canine Service Partners for Inclusive Community
GCAP3106	Reading Picture Books with the Community
GCAP3127	Media Communication in the AI Era
GCAP3135	Sport and Disability in the Hong Kong Chinese Media
GCAP3136	Storytelling for Hong Kong Minority Communities
GCAP3185	Service Leadership Practicum
GCAP3186	Service Leadership in Learning Communities
GCAP3187	Connecting the Elderly with the Internet - E-sports
GCAP3205	Be a Better Service Leader: Emotional Intelligence in Action
GDCV1017	Communication in Interpersonal Encounters
PCMD3036	Health Care in Chinese Medicine

ACKNOWLEDGEMENT



Recapping the essence of *Tricycle*, CISL would like to devote a word of thanks to our students, teachers, and community partners whose hard work is indispensable to the completion of the SL deliverables documented in this booklet. Our gratitude also extends to our generous donors as well as the unwavering support of HKBU's senior management and the Committee on Innovative Service-Learning. Thank you everyone for witnessing the growth and glow of CISL in these three years.

LOOKING FORWARD

Speaking of “Tri”...

Another achievement unlocked in AY2020-21 is the full resumption of TriAngle, HKBU's first co-working space steered by CISL. Echoing its homonyms, TriAngle has enabled our students to try and go with their creative ideas through the Social Innovation Makers (SIM): Prototype Making Competition as well as a number of other programmes and activities. The space has not only provided a physical venue for SL courses to showcase students' deliverables and host their finales, but also offered an important platform for students' creativity to blossom and social innovation projects to materialise. Engaging students during mixed-mode teaching and learning has become our utmost priority.

In the coming year, we wish that TriAngle and our SL courses can join hands tighter together to create higher visibility and bigger social impact. As the condition of COVID-19 gets more and more stable, overseas SL can hopefully be carried out. We will also be scaling up some of our SL courses and projects, and invest a lot of time and resources to investigate and implement virtual SL in various manners. After all, as the pandemic continues to haunt us, we ought to find ways to outperform, excel, and make headway.

We will be persistently upgrading and remodelling our tricycle. Do you have faith in us?







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