



Perchance

An anthology of HKBU stories on
service-learning and social innovation

Perchance is published by the Centre for Innovative Service-Learning at Hong Kong Baptist University.

Editorial Team

Managing editors: Jason Ho, Lisa Lam

Editors and interviewers: Cheung Chi Fung, Noah Choi, Raymond Wong

Illustrator: Angela Lim Ching Yung

Grabbing Every Chance to Go Green!

While *Perchance* is printed on environmentally friendly paper, we urge you to share your copy with friends and colleagues to reduce paper waste. Our publication is also available online at <https://cisl.hkbu.edu.hk/publications>.

Preface

序

2021 marks the 4th anniversary of the Centre for Innovative Service-Learning, and we have so joyously witnessed and captured many unforgettable moments along this ongoing journey, a journey joined by students, teachers, alumni as well as community partners. Across these pages of *Perchance*, you will run into their stories, anecdotes, and experiences of all sorts, happy or unhappy, personal or professional, amusing or cautionary. Through them we take note of how far and how much we, as individuals and as a community, have sailed and grown.

Being a publication born in this time of great uncertainty and change, *Perchance* hopes to signify and celebrate every wonderful opportunity that we, all of us, have come upon and seized over the years by chance on this journey of service-learning and social innovation. From formulating a service-learning project idea to finally executing it in reality, the odds that something will go astray are always there. Thankfully, having defied the odds, much of what happened in the Centre's recent history has brought forth stories of positivity and empathy, stories that we would not have otherwise been able to feature in *Perchance* if something had gone awry somewhere during the writing of this publication.

Perchance centres around the protagonists of these stories, who, very naturally and humanly, are so similar yet so different in varied ways and to varying degrees. To better capture these similar differences and different similarities, there are four main sections into which they are divided, namely the Undaunted, the Exceptional, the Solicitous, and the Enthusiastic. As you read on and on, we hope you will find something within you being kindled, inspired and fuelled, like we did when the stories were first told to us.

創新服務學習中心邁向四週年，感謝各位師生、校友及社區伙伴與我們一同攜手創立里程碑。本書*Perchance*紀錄受訪者的生活點滴，從開始到現在，從現在到未來。不止記載他們多年的歷練，更渴望將他們的服務學習和社會創新理念的種子散播在每一人身上。*Perchance*包含三個不同意思：「偶然」、「每一個」和「機會」。將服務學習和社會創新的理念化作現實並不容易，四年以來，把握每一個偶然遇上的機會，通過重重難關，成為今天的我們。書內故事的主人翁擁有不同專長，有人出類拔萃，有人對服務充滿熱情和信心，有人推行社創時遇上挑戰仍不斷嘗試。他們走進社區，透過各種媒介進行服務。本書將他們分為四類，他們都各具特色，但願你在閱畢故事後，能切切實實感受到他們的精神，為你注入力量。

Notes from the Managing Editors 記



- Note that these are just notes, not a message. We do not want to sound too formal and official! *Perchance* is a leisurely read, we guarantee.

- Despite our titles i.e. "managing editors", we barely managed this publication. The biggest credits ought to go to Cheung Chi Fung, Noah Choi and Raymond Wong, our editors. We call them "The Three Boys" and they've spent one year of their boyhood with the Centre for Innovative Service-Learning (CISL), producing *Perchance* among other impressive work. They've done a wonderful job! Fung is going to stay in CISL in another capacity while Noah and Raymond will be moving abroad to seek career opportunities. We wish them all the very, very best.

- On a side note: The Three Boys were hired under the HKSAR Job Creation Scheme's Anti-epidemic Fund 1.0. This publication would not have materialised without this particular scheme that created extra job opportunities for young people during COVID-19.

- The cover, as well as the beautiful illustrations throughout this publication, is done by Angela Lim. The Three Boys call her "bling bling" as she loves to use the emoji ✨ in their WhatsApp conversations. Angela is a fresh graduate of HKBU and we proudly present to you yet another Academy of Visual Arts talent.

- Highlight 1: Reading *Perchance* is essentially a journey of getting to know more about service-learning and social innovation in the context of HKBU. We have a long and exhaustive list of interviewees, covering students, teachers, and community partners, the three indispensable parties in CISL's work by far. We are extremely grateful and thankful for their time and very interesting stories shared with us.

- Highlight 2: You'll notice that we try to group our interviewees under four categories: The Undaunted, The Exceptional, The Solicitous, and The Enthusiastic. While we initially came up with these categorisations in hope of grouping together different people with different characteristics, we eventually came to realise that our interviewees featured here – or essentially all people – are unique and versatile in nature and the categories they "belong" to are just like labels: temporary and ever-changing. Feel free to juggle them around and you'll see how a lot of them are undaunted, exceptional, solicitous and enthusiastic all at once!

- Highlight 3: As you flip through our work, you will notice that things are written bilingually if not trilingually – English, Chinese, and colloquial Cantonese. Most pieces feature at least two languages so that readers from all walks of life can get a glimpse of our interviewees' stories. Hope that you would enjoy them.

- Last but certainly not least, our heartfelt thanks to HKBU's senior management, members of the Committee on Innovative Service-Learning, our donors, all the students and teachers, and our community partners as well as service users and beneficiaries. You all contribute to the success of not only *Perchance* and CISL but service-learning and social innovation at HKBU.

**We care.
We initiate.
We serve.
We learn.**

Dr Lisa Lam

Director, CISL

Dr Jason Ho

Senior Service-Learning Consultant, CISL

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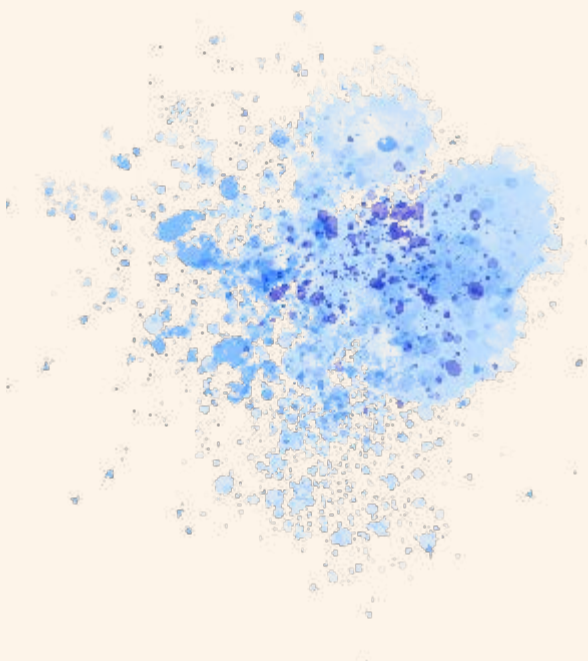
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韌 The Undaunted

Not giving way to difficulties and fears

Ms Christina Lee
Director at Wofoo Social Enterprises



李美辰女士訪談

你在何時開始對經營社會企業感興趣？

我在二十年前加入和富，創辦人就是我的父親。雖然不是我創辦，但當中有不同項目和單位由我成立。在大學時期修讀公共政策，對這方面本身就有興趣，後來進修的科目則與教育和社會福利相關，對我來說，能在服務社會的機構工作相當重要，藉此達到社會效益。

父親成立的和富社會企業沿用祖父創業的名稱及「人和家富，民和國富」的理念，當時我的祖父過身，霎時之間感覺到父親工作的辛勞，於是便自薦到和富幫忙。適逢基金成功辦學，我就此開始在和富服務。加上過去曾在會計師樓擔任有關公共領域的諮詢顧問，社會使命油然而生。

社會企業在過去並不普遍，但我認為現在的年青人都有服務社會的心，工作不一定是為賺取最多的金錢，以不同方式量度成功。

和富社會企業成立以來，你遇過最大的困難是甚麼？

不同的階段有不同的困難，二十年前和富社企成立，但社會大眾未必認識何謂社會企業。即使是一個認可的慈善機構，但商界、服務使用者或合作伙伴也不太理解為何從商的人要進行社會服務，所以初時很難讓大眾認識這個前所未有概念。加上與傳統社福機構有不同，因此同事們都有機會作出工種和待遇上的比較，起初凝聚公司相對困難。但現在更多人著重身、心靈的滿足感，似乎卻反而有機會遇上志同道合的同事。

疫情期間，和富社會企業的核心服務受到甚麼影響？

受最大影響是我們的安老院舍，長者和同事的健康狀況是最大的憂慮。即使如此，我們仍堅持專業和高水平醫學服務，院舍均由註冊護士領導，同時亦感恩上天保障同事們和服務使用者的安全。此外，和富旗下的中華青年交流中心的成員亦因為疫情關係不能到國內交流。如果同事願意，我們會幫助他們內部轉型至其他部門，不會因為暫時未能舉辦活動而影響工作。

疫情期間，和富以不同方式繼續服務，例如舉行互動講座，讓預備升小學的學生有更好的銜接。亦在蒲窩青少年中心提供可以帶回家中使用的STEM設備，讓千多名學生受惠。同時感謝各大團體信任和富的網絡，讓我們將物資派發到有需要人士手上。

和富歷年來舉辦多次活動，哪一項活動令你印象最深刻？為什麼？

水足印定向比賽，在沒有疫情之前，每年都會有數千人參加，曾經試過到遊輪碼頭和天水圍進行活動，有時甚至在街上看到有人穿著活動T-Shirt呢。傳統活動對象大多是學校和非政府組織，都是Business-to-Business (B2B) 合作。但水足印活動是Business-to-Consumer (B2C)，參加者未必知主辦機構是誰，但都會覺得值得參加，從中學習水資源的重要性，我也很期待未來重新舉辦大型的實體活動，與大家一同分享樂趣。

 足球和賽馬都是與香港人息息相關的東西，李美辰女士的父親李宗德博士不但以公司名義支持大埔足球隊，亦以「人和家富」、「民和國富」為馬匹命名，希望以最「貼地」的方式宣揚社會企業和慈善基金的理念。

企業家以男性比例較多，身為一個成功的女性企業家，你有甚麼秘訣可以跟同學分享？

這個問題很有趣，我讀女校十二年，也有兩個妹妹。我也沒太刻意去觀察身邊的男女比例。香港是片福地，和其他國家相比，女士也能獲得不少機會，男女平等就是我眼中理想的社會。當女性作為機構的負責人，就要取得與家庭責任的平衡。作為一名傳統女性，我很享受和家中三位「中童」一起的時光，唯一能做的就是好好分配時間，所以也沒有特別的秘訣。

帶領及服務和富企業多年，你如何維持源源不絕的動力？

要把東西做得好，必須兼顧各方面，也需要緊貼社會，這個想法為我帶來很多力量。另外少不了志同道合的好友和同事，無論是那一類型的社企，都有很多人願意一起走下去。我們會和夥伴一同互相幫助，也會互相分享煩惱，問題自然能迎刃而解。我也很感恩有他們對和富的貢獻！

你對浸會大學學生有甚麼印象？

這裏的學生很貼地，他們性格好學、不計較、而且充滿創意。可能因為課程中包含服務元素，同學們的想法和理念都很寬闊，和浸會學生合作過程也令我很愉快。我也是浸會大學的舊生呢！

你認為學生在進行社會倡議及創新項目之前，應該如何裝備自己？

首先在自己本科上一定要做得好，多種多樣的專門知識也很重要，也理應要不斷鑽研。另外，要找一些良師益友，培養良好的興趣。當然也不能忽視自己的體魄和健康，可能二十多歲的年青人未必會留意，但當在別人忽視身體的時候，就會看出分別。

而持續進修必不可少，每人學習的方法也不同，有人透過周遊列國體驗，也有人透過網上平台吸收新的知識，這些都是好習慣，而我亦會定時有進修計劃。

未來與浸會大學及創新服務學習中心(Centre for Innovative Service-Learning)及共享工作空間TriAngle會有哪些方面的社會創新合作計劃？

我嘗試看看有甚麼方法可以try and go，很多東西都值得試，為學生建立讀書和社會之間的橋樑，讓他們可以實現不同的計劃。例如一起構思服務方案、讓商業比賽得獎隊伍實現他們的計劃、裝備同學的design thinking skills等。

可否寄語有志於致力服務社會的同學？

回想自己成長時也錯失不少機會，可能沒有好好把握，也有可能是人到心不到，就好像在ZOOM的年代，螢幕前只有一副軀殼。但往往當下沒有珍惜機會，之後又要重新走回頭路學習，所以當有機會時，便盡量做好。雖然我們是做社創，但不一定要做全新的東西，即使是同一件事，轉換一個盡力的態度，可能結果已經會完全不同。也要反省進行社會服務時，到底是自己感覺良好，或是令情況真的變好。

最後我想告訴正閱讀這本書的人，或各位支持浸大學生的人說，年青人是很好的材料。即使發現他們有所不足，其實也只是反映社會大氣候的不足，我也很期望年青人為香港帶來新的動力。

About Her

Ms Christina Lee is Director at Wofoo Social Enterprises. 20 years ago, she recommended herself to her father, Dr Joseph Lee, and soon started her journey as a social entrepreneur while it began to establish its first primary school in Tin Shui Wai. She always believes that the youth are the pillar of the city and it is a delight to see the endeavours of teenagers and that our society is now on track.

About Wofoo

People in Hong Kong are at the heart of Wofoo Social Enterprises' credo. Driven by the belief of "Harmony brings a family prosperity, cohesion makes a nation wealthy," the enterprises are committed to collaborating with different governmental departments, private businesses, educational institutions, and social groups. The social enterprises endeavour to bring forth positive changes in society, fostering innovative and sustainable development that does good to everyone, particularly the youth and the underprivileged.

Spanning over two decades, the enterprises' spirit of love, care, and hospitality continues to take the helm, while the motivation to serve the communities and society at large has not faltered a bit. It is all for a better Hong Kong for generations to come.



Lawrence Wong

Project Director of Operation Santa Claus,
SCMP & RTHK

我們的合作伙伴 - Lawrence Wong
南華早報·香港電台 - 愛心送暖聖誕大行動

Despite the pandemic in 2020, the OSC campaign was a remarkable success, which gave Lawrence plenty of cherished memories. Before joining SCMP, he thought fundraising was a simple and straightforward exercise. But after meeting a teenager during one of his community visits, he realised many disadvantaged youths in the community require much-needed support. OSC amplifies charitable good work to inspire others to contribute meaningfully to society and the disadvantaged in Hong Kong. Lawrence believes that OSC has a role to promote diversity and help disadvantaged groups by raising awareness of the issues that impact minorities.

This year's campaign saw OSC promoting its performing arts initiative that aims to engage and revitalise disadvantaged communities in Hong Kong. Apart from fundraising, Lawrence hopes that OSC offers a platform for young people to cultivate an appreciation for arts and culture. By engaging across different communities, Lawrence is optimistic the campaign will enhance their sense of community and empathy, while highlighting the importance of inclusion.

Service-learning with SCMP

Dr Kimmy Cheng and her students collaborated with OSC to drive marketing promotion by developing social media content and creative artwork design for the campaign. It was a mutually beneficial arrangement that was equally valuable for OSC and the students as Lawrence found their energy, passion and having a keen sense of curiosity contributing meaningfully towards promoting this year's event. More importantly, it was a conducive learning environment for everyone with Lawrence sharing that he had also learnt a lot from the students and appreciated their creative inputs that helped audiences connect with the campaign.

Future thoughts

OSC amplifies charitable good work to inspire others to do the same. Lawrence hopes that OSC can continue collaborating with the University to help educate undergraduates and youths about social inclusion. He considers it more important than ever to impart important values to the next generation to elevate our society. He also sees this as an important opportunity to share his experience, knowledge and expertise on raising funds and donations, as well as project management skills while working closely with partners and donors to elevate Hong Kong's community.

Get to know Operation Santa Claus and Lawrence Wong

Lawrence Wong is the Project Director of Operation Santa Claus (OSC), an annual charity campaign jointly organised by the *South China Morning Post* (SCMP) and Radio Television Hong Kong (RTHK) since 1988. OSC aims to make a difference in the local community and beyond by combining the fundraising power of two of the most respected news organisations in Hong Kong.

Lawrence is one of our community partners and he works closely with Dr Kimmy Cheng and her students in the Department of Communication Studies. Over the past four years, he has been collaborating closely with HKBU, providing opportunities for their students to participate in the initiative. We interviewed Lawrence to learn more about OSC and get his perspective on his experience collaborating with our fellow students.

Career transition, memorable moments, overcoming challenges

Prior to joining SCMP, Lawrence worked in the telecommunications and finance marketing industry, with experience specifically on IPOs. He came to realise how CSR plays a vital role across all corporate organisations and chanced upon the opportunity to join the CSR team at SCMP. Having worked in Hong Kong and Canada over two decades, he brought his experience into strengthening OSC's fundraising operations and marketing strategies. He also found SCMP to be an organisation that had an inclusive and dynamic workplace culture with an international outlook. He was able to fit into the new role easily and was eager to make a meaningful contribution at the *Post*.

Since 2018, Lawrence has been the OSC's Project Director by managing the fundraising initiative on behalf of both SCMP and RTHK - two of Hong Kong's most respected news outlets.

人物: Thierry Neveux

對出生於法國，現在生活在香港的 THIERRY NEVEUX來說，香港曾經只是一個公幹的落腳點，而他亦曾經只是一位來港為公司發展事務的年輕銀行家。幾個十年經已過去，今天的他擁有自己的事業，亦有家室，可說是已扎根於這個與自己家鄉相距九千多公里的小城市。可是，一切來得不易。他經歷過香港的經濟轉型，體會過在異地生意失敗帶來的打擊，更一度體會到在職貧窮人士的唏噓。現在同時身為一位商人和法國商會慈善基金主席，縱使撇除主業後餘下的時間不多，他每個星期仍然投放多於二十小時在他的慈善工作，希望為社區上的在職貧窮人士帶來實際援助之餘，協助他們走出在職貧窮的經濟困境。

President of the French Chamber Foundation

THIERRY NEVEUX: HONG KONG WORKING POVERTY THROUGH THE FOREIGN EYES

When tapped on the shoulder and asked to offer some help to the needy by simply tucking a coin or a note, whatever the amount, in a donation box, what would you do? To most people in Hong Kong, the default response may be like this: pretending to have been so absent-minded that the request was not heard, or outright declining politely to make a donation. It is definitely not indifference or apathy; it is a lack of trust, an understandable lack of trust in charitable organisations. Will my money really be used to achieve the stated objectives? Will my 500-dollar note end up paying the organisation's overhead costs, or even worse, funding someone's luxurious lifestyle instead? These unspoken doubts have been there for a long time. In a way, such doubts became one of the reasons why the charitable organisation Make It Work HK was established by the French Chamber Foundation.

Long before the charity's establishment in 2015, Mr Neveux had already been living in Hong Kong. To date, he has lived in the city for more than three decades, and there is no other place where he

has resided for a longer time, not even his home country—France. During these many years in this tiny coastal city, which he now proudly refers to as his home, he has been a witness to many things: Hong Kong's economic transformation, the lows of his own life, those of the working poor, and that one trait commonly shared by many of them: the unwavering determination to be self-sufficient. If he were to portray it with an example, he would describe them as having a

tendency to find it shameful to ask for vouchers or coupons. In contrast, in some parts of Europe, the abuse of government financial aid has reached a point where there are voices calling for a reduction in the aid, as he has noted. For this reason, Mr Neveux finds the pursuit of self-sufficiency particularly admirable and honourable, hence his devotion to his voluntary role as President of the French Chamber Foundation.

Make It Work HK has an unmistakably simple yet significant aim, that is, to improve the living standards of the working poor, namely those who work hard and are still living undeservingly hard lives. To achieve so, it provides its beneficiaries with vocational training, food assistance, and job-matching services, hoping to bridge them to better job offers and to reduce their living costs. Usually, when someone knocks at the door and looks for employment assistance, they try to talk to him or her individually first so as to better

understand the person at a more personal level. Over the years, they have encountered a lot of stories that struck a deep chord with him. Divorce. Single parents. Cage homes. Cramped space. Constant day-to-day struggles to make ends meet. These were the usual constituents of those stories. These are negatives, but through these negatives shine the untiring positivity and resilience of these individuals. As a businessman, a husband and a father, Mr Neveux still spares many hours a week for his voluntary work for both the Foundation and the charity, pulling all the important strings, fundraising included, to offer the working poor as much practical assistance as possible. It is his best hope that, with such support, their positivity and resilience will pay off and yield something, something that would change their lives for the better, like, for example, a greater job offer.

There is not a solid line drawn to determine what types of services cannot be offered; as long as the service is feasible, useful, and central to the charity's commitments, it may materialise. In the past year, the charity collaborated with a service-learning course taught by Dr Emilie Tran on a community and engagement project, where our students gathered around and helped install software on laptops intended for needy households. It served its purpose, the computers being used by the beneficiaries, and, just as importantly, it delighted Mr Neveux that there was so much potential in this newly-formed alliance between the charity and the University, an alliance that is connected and driven not only by an empathetic concern for the disadvantaged in society, but also by a sense of readiness to help them.

There is one message from Mr Neveux: Anyone may end up being poor at one point in life. Having once lost everything he had and become a working poor himself overnight in Hong Kong, he is now convinced that no one, not even his current self, can ever assert that one will never plunge into poverty. Perhaps, his experience has added a personal dimension to his voluntary role, which leaves him feeling bright and fulfilled whenever a former beneficiary comes back to the centre of the charity, looking happier than ever before, not to seek assistance, but to offer assistance that the charity might need. This is beyond question a testimony to the charity's pragmatic help, and in essence a tribute to the founding principle of the charity—to give back to the community.



蘇麗麗的土瓜灣日誌

「開始之前」

大學畢業是青年人最迷惘的日子，大學時期的蘇麗麗Iris從未想過自己會做哪種工作。從浸會大學中國研究課程畢業，在Event行業闖練，為客戶帶來創意點子。眾所周知，行內個個精英，工作時寫稿、聯絡、OT，活動期間更是打仗一般，粗重工作、物流配合，仿如魔術師一樣，變出所有客人需要。

「我想行開下忘記咗呢個世界」

辛勞過後，需要身心的沉澱和休息，一趟旅程讓Iris發掘出真正樂趣。回港之後，沒有返回本身的行業，卻投身本地旅館工作。透過與不同的旅行者交流，在香港體驗旅遊的樂趣。輾轉之下，她回到自幼成長的土瓜灣區，成為了麻雀客棧一部分，也是這裏唯一的全職員工。

「麻雀雖小，五臟俱全」

客棧散發著一陣陣人情味，重視的不單止是旅館的收入，更以創新念頭服務社區。隨著2019年的社會運動和及後的疫情，Iris看見不少家庭磨擦和不睦。她將客棧大堂設計成共享空間，讓迷惘的人可以在這裏安躺，照亮社區每一顆孤獨的人心。

「文化旅舍」

疫情爆發前，麻雀客棧會將遊客與社區連結，為客人介紹土瓜灣的歷史小故事。既然失去遊客，客棧轉型讓本地人學習本土文化，與街坊合辦導賞團、香港農作物釀酒工作坊、土瓜灣公務員合作社展覽等，但她最渴望能將香港故事告訴來自世界各地的遊客。

「後記」

社區與生活緊密連接，就如Iris透過TriAngle「社創籽：社區提案創作比賽」再次與浸會大學連繫，協助同學動手構思社會創新提案。只要發揮創意，也能將各種不同的創新意念帶進社區，把念頭化作真實，承傳屬於你的香港價值。



The Mahjong
Address: 10-16, Pak Tai Street, To Kwa Wan

As the local saying goes, “Small as the sparrow (mahjong) is, it has all the vital organs.” It symbolises Hong Kong spirits and adventurous hearts. The Mahjong is a cosy hostel providing travellers with all they need.

Being not only a hostel but also a co-working space, The Mahjong is where events and exhibitions are held. It is a perfect place for locals and travellers to tell their own stories.

It was 2003 when Kimmy completed her bachelor’s degree in the US. Amid the epidemic of SARS in Hong Kong, she decided to move back here to see her family in person. After the hard times, she started working in local PR firms. She decided not to settle down and chose to accept new challenges. Kimmy has entered the education field to pursue her career.

鄭依琳博士 Dr Kimmy Cheng

「教育最講求的是資源及支持，

盼望自己可出一分力。」

2003年，Kimmy於美國修畢學士學位，當時香港正值沙士疫情，社會看似一片死寂，人心惶惶。因為擔心父母，她決定放棄大學邀請直接修讀碩士的機會，選擇回港跟家人共渡困境。其後她在公關行業工作，幾年後決定進修，踏足大專教育界，轉眼已經過了11年。Kimmy坦言當初其實沒有想過自己會再進修，但看見本身的工作漸漸重覆，同時又收到大學的邀請，便決定離開職場，接受新嘗試。

謝謝你出席是次的訪問。請問在你成為教師前，你的工作是什麼？

我畢業後從美國回港，分別於四間不同的PR firm工作，也做到經理級的職位了。但是做PR的工時很長，常常要OT到凌晨，翌日清晨又要準時上班。我認為自己這種生活長遠會不利自己的健康，同時因為浸大早前曾邀請我修讀PhD，最後便決定返回學術界。

你認為有什麼特別原因讓你作出這個決定？

很大原因是因為我的父母。我在求學階段時他們給予我很大的支持，那時候做一個project，他們為了讓我可得到較好的成績，不惜花費金錢，額外買書本給我學習。那個年代要買一本插畫書，至少要500至600元起跳。長大後發現自己今天的成功，有賴父母當天的支持。從同理心的角度出法，這讓我明白學習資源對學生有很大的影響，但未必每個學生也能像我這麼幸運，所以希望自己能像父母，盡最大的努力去培育學生。我明白能力有限，未必能夠幫助到每位同學。但當我收到一些已踏進職場的學生寫信向我問好或道謝時，已讓我很安慰。



作為傳理人，除了實戰和工作經驗外，你認為有什麼知識是傳理人需要額外學習，從而提高競爭力？

我認為創意和溝通技巧最重要。我看見很多學生，他們的提出的想法大多是非常有潛力的，可是很多時他們無法向別人清晰表達，所以我常鼓勵學生主動找實戰機會，學習在職場上跟別人溝通，訓練自己的pitching skill，學習溝通技巧。

能分享你接觸service-learning的經歷嗎？

記得第一年我們和一間名為Elite Foundation的社會企業合作，那是我首次接觸service-learning。當時我要學習跟同學和community partner多方面配合。其後，我們也有跟SCMP Operation Santa Claus*合作，連續兩年讓同學為他們規劃活動，即使面對2020年的疫情，同學亦能夠克服這個挑戰，努力達成他們和partner訂立的目標。以今年為例，我們就和SCMP為他們這個campaign舉辦了一個直播的online event。在過程中也時常看見同學跟client合作的時候會出現一些不如意的處境。曾經有同學的計劃跟client的期望出現落差，如他們的idea有時候或會跟client預期有所出入，故會看見同學的失落，他們會在電話跟我傾訴。

聽聞你和學生關係十分友好，很願意聆聽他們的感受，請問你平時是如何看待他們呢？

我會視學生為朋友，我認為作為一名大學教師，彼此的關係應著重於交換知識，而不是著重地位高低去限制他們的想法。他們既年青又創意無限，看見的東西跟我不一樣，再加上他們已是成年人，已有選擇自己人生的權利，而我作為老師的要求也只是希望學生work hard, play hard 而已。

作為一名傳理人，我認為學生應該努力嘗試新事物，建立人際網絡，同時學習面對失敗。我自己過往的工作也常常有不如意的經歷，最常發生的跟同學一樣，就是自己的idea可能很有價值，但因上司不接納而最終事與願違。我想學生在跟client合作時明白這是常見的事，雙方也沒有對錯，因此他們必須加強訓練自己的心理質素，對所有事持開放態度，明白今天的挫折只是一個過程而不是結果。

* 愛心聖誕大行動，由SCMP舉辦的籌款活動，邀請不同企業、教育機構和組織捐款，以資助弱勢社群的日常所需。

Friends

Work hard

Family



Play hard

你曾於PR firm工作，你有沒有什麼想分享給有興趣踏足這個行業的學生呢？

起初我認為自己的性格是不適合做公關的，因為我不是24小時也喜歡跟別人交流的人。可是隨著工作經驗增加，自己也慢慢適應。因此，我會建議他們先試試水溫，不用害怕輸蝕，把眼前的目標放遠，先闖蕩過後再觀察自己是否適合，例如像我一樣工作幾年後才轉行做教師也可以啊。

若然你沒有做教師和PR，你認為你會做甚麼呢？

嫁個好男人吧。(大笑)

Choice and Opportunity

Prof Atara Sivan

人物: Prof Atara Sivan

出生及生長於以色列，經歷過戰亂，一個曾經從軍的教育家 Atara 自小便明白付出、奉獻和團結精神的重要性。具有改變世界的熱誠，她選擇了成為教育家。深信傳授好的價值、態度、知識，世界會因為她這舉動變得更美好。作為老師，她認為除了教導，還要負責聆聽，協助學生發展他們的潛能。任教超過二十載，Atara 從來不乏關愛精神，看見學生們能在學習過程中實現和諧，是她喜愛這份專業的最大原因。集中研究休閒教育的她，認為服務學習的理念能讓學生反省(reflect)，學習到底何謂「學習」。在這次訪問中，她分享了自己對教育和服務學習的理念。

“My mother was a survivor of the Holocaust (the Jewish holocaust in Europe),” Atara began. “As a child, I made a pledge to do whatever I can to make the world better and happier.” Our conversation was not on war atrocities or the war per se; it was on the choices that she has made as someone whose life is tinged by the realities of wars in Israel as a child, a soldier and an educator who contributed to the well-being of people. “In times of war, as a child, you would have to unite. In doing so, you would learn to give. You would learn to volunteer. It is important because that is how you survive together. It is by giving and uniting.” With her background, she always had this idea of changing the world, of bringing about positive changes. And she has always known it would have to be through education. This is why she chose to work in education.



It's Not Humanistic

Back in Israel, where Atara was born and raised, she had the opportunity to receive formal schooling. If there was anything about her early education that she was at odds with, it would be the pedagogical approach popular at that moment. “I wanted a more humanistic approach. To educate, as opposed to simply teaching what is in textbooks. I believe, with good knowledge, good values, good skills, good attitudes, things will turn out to be better.” She envisioned a system of education where teachers not only teach but also lend a listening ear, give a helping hand, and nourish children’s raw talents.

The Wonders That Leisure Does

During her undergraduate years, Atara came across the idea of leisure education, an area of study that later became her chief research interest. “Leisure is an area where you utilise your potential to the fullest. You become more of yourself. You are given free rein. You do things for your own satisfaction.” One of her recent studies showed that youngsters in Hong Kong, when given the liberty, are very creative in their free time. When she first came to Hong Kong as a following spouse, it came as quite a shock to her that most people seemed to work around the clock, knowing only when to have meals and when to get in bed, having the choice to relax but not having

much opportunity. People call it “work-life balance” but it should actually be “work-leisure balance” where you utilise the advantages of leisure for your relaxation, exploration and personal growth.

Atara in the Parallel Universe

In this universe, Atara is a professor, teaching her students the way she hoped her teachers had adopted, as evident in her devotion to service-learning. How about in the parallel universe, where she did not become a teacher for unknown reasons? With her counselling education and background, she would utilise more her knowledge to help people in need and contribute to society. “My door is always open. If students have any non-academic problems, they come to me, and I talk to them. I think I can help in this aspect. If I cannot teach a big class, maybe I can still counsel people face-to-face.”

The Harmony between Generations

Having taught at the University for already almost three decades, Atara in no way lacks heart-warming memories in her head, and it is always that moment where she sensed the familial harmony between intergenerational relationships that she remembers the best. It was one of her intergenerational learning community projects which involved service-learning. She saw people who were decades

apart in age holding hands, one group with black hair and the other group with silver hair, enjoying one another’s company. After the project had come to an end, she learnt that some of her students still made visits to the older adults at the community centre, and she finds it very moving.

Learn How to Learn

Service-learning cannot be service-learning without reflection. Easy as reflection may appear, it in fact goes far beyond remaining seated and letting disorganised thoughts run wild. “The ability to reflect is not innate; it needs to be taught. It is the job of the teacher to facilitate this kind of reflection.” She believes, with the right guiding questions, not just about “what”, but also about “how”, critical reflection can be cultivated in all students.

Anecdote: you were not even planned yet

Throughout the interview, Atara has been very engaged and enthusiastic in sharing her stories with us, and we can tell she is a charming and respected educator. What’s more, we can also tell that she must be a fun teacher. When she told our young editors that she had been working in Hong Kong for 27 years, she half-kiddingly said, “You were not even planned yet!” While she always seriously gave valuable comments and suggestions to CISL in the meetings of the Committee on Innovative Service-Learning, it is such a delight to discover this humorous and lively side of hers.

學無止境

鍾秉儒 Sunny

WHO IS SUNNY?

- In addition to being a fresh graduate in government and international studies, Sunny was also an avid supporter of service-learning. He took more than three service-learning courses, and he was CISL's Student Ambassador at [HKBU](#)!
- One of the service-learning courses he took was EURO2015 Model European Union, which simulated the Euro summit where Sunny took on the role as President of the [Czech Republic](#).
- Having once developed a sustainable tourism project to promote the Anping District in [Tainan](#), he is also a design thinking pioneer.
- He finished his overseas internship in [Australia](#).
- Upon the completion of the internship, he travelled to a few isles in Oceania, namely [Fiji](#) and [Vanuatu](#).

來自政治系的鍾秉儒Sunny人如其名，臉上掛著如陽光一樣燦爛的笑容，在他身上難掩年輕人不斷散發的活力能量。來到浸會大學已經是多年前的事，抱著「寧為雞首，不為牛後」的精神，他毅然放棄了入讀其他大學的機會，在浸會大學實現他的青春。四年過後，他接觸了不同的群體，看見了這所學府的多元化，在讀書以外，他也有著自己的目標。

同熱愛這片土地

社會問題是他最感興趣的一環，初次與服務學習結緣，正是參加「香港政府及政治」課程。除了本地同學，亦有國際學生一同參與服務項目，在多元的交流之下，共同探索本土議題。這次經驗也讓他驚嘆服務學習的自由度之大，為關注香港海洋生態，他們跳出班房，搖身一變化身中華白海豚，向大眾訴說迫在眉睫的污染問題。

從香港到歐洲

讓Sunny總結他對政治學的看法，他認為大眾將一切政治事務看得太過表面，或看過政評後使人云亦云，而沒有真正理解內在原因。參與「歐洲議會」課程中，他洞察到這是大部份人都有的問題。當時課程正加入服務學習元素，服務對象是對社會議題有興趣的少數族裔，每位浸大學生都會與中學生分成小組，代入歐洲政要的身份。內容相當緊湊，短短數月便要閱讀大量文件，處理國家大小事務。當所有人的組員都是高中生，唯獨Sunny與初中學生分成小組。能力越大，責任越大，他只能好好照顧這位同學，而心中卻無數忐忑，擔心組員的發揮。直到正式議會當日，組員發言時他仍不住提醒，害怕內容中有丁點出錯，但組員不論演說或辯論均妙語生花，讓Sunny不敢再從事物的表面判斷事物，也正是他對政治的反省。

大學五件事

除了體驗宿舍生活外，Sunny把大學五件事做得一件不漏。而他卻是上非一般的「莊」。在歐洲議會的勞碌過後，老師邀請他成為服務學習大使，參加後便投入服務學習至今。他與各大院校的同學一同合作，設計一系列有關推廣Design Thinking和Service-Learning的講座，宣傳以人為本的思考方法，過程亦擴闊了他的視野。在創新服務學習中心的支持下，Sunny遠赴台灣國立成功大學交流，透過Design Thinking為安平社區設計人性化的旅遊業方案，推廣當地旅遊業，同時保留本土文化。對他而言，服務是課堂的延續，學期完結後不再只有成績高低，更是留下對社區的愛與關懷。參與這類活動同時啟發了他的其中一個理想，他希望可以與朋友組織服務學習的團隊，由籌募資金開始，甚至成立NGO，繼續關心社區，傳承服務精神。

一個人的闖蕩

除了香港，Sunny將這份信念帶到世界各地。透過學系申請，他曾經遠赴澳洲的教育機構進行實習工作。過後，他獨自背上背包，漫步在大洋洲上的各個島國，試過身無分文，只靠著2公升牛奶度日。也曾經走到瓦奴瓦圖，目睹當地人純樸滿足的笑容。在斐濟設身處地感受當地社會貧富懸殊的悲哀，也見證了治安差劣的可怕，難忘經歷成為了他在大學最青春的時刻。

如果我們的語言是威士忌

上帝造水，人類造酒！千古風流人物多對酒精醉心神往，要選擇一樣東西代表自己，Sunny毫不猶豫選擇酒。對他而言，酒精代表他的人生，也是他的朋友，在人生中不同的階段，也會遇上特別投契的美酒。曾經出外學習品酒，而他最愛的威士忌在成為美酒之前，也只是隨處可見的穀物。經歷令Sunny慢慢發酵，也創造出他自己獨特的個性，就如人生的歷練一般，隨著時間變得香醇，淬煉成今天的他。



An aerial photograph of a dense forest with a winding path. The path is light-colored and curves through the green trees. The text 'THE DETOUR TO NATURE' is overlaid on the left side of the image.

THE DETOUR TO NATURE

人物: 馬雅燕博士 (Daphne)

展開在學術界的工作生涯之前，Daphne曾於明報擔任過數年記者。她喜歡探索，喜歡寫作，亦喜歡大自然。Daphne提起從小與父親一同看明珠台的野生動物紀錄片，或許正正因為這個原因，她自幼便懂得欣賞大自然的美好。在當記者的日子當中，每日都遇到不同的新鮮事，見識到世界之大，也漸漸對環境保育議題更感興趣。因此，喜歡探索及寫作的她決定朝研究及教學的方向進發。2018年開始，Daphne開始把服務學習元素融入至課程中，嘗試各種不同形式的服務學習活動，例如連結亞洲三地婦女的網上會議。透過服務學習，Daphne不但深深體會到教學及研究的相輔相成，更因此發掘到學生課堂外的寶貴一面。

I am not sure if it is true of most dads in Hong Kong, but it seems to be true of many: that wildlife documentaries on TVB Pearl are usually what they turn to when there is no other programme or show that is interesting enough, or more interesting, on other channels. In an hour-long interview, Daphne, when asked about her interest in matters related to the environment, said, “When I was a kid, my dad, despite not knowing a lot of English words, always had the television on TVB Pearl, watching those wildlife documentaries.” Perhaps, it was the very first moment when she, as a city dweller, saw with her bare eyes the grandeur of nature, the tropical lushness of forests, the alluring blueness of deep oceans, as well as the never-seen-before creatures living therein in motion. It was all fascinating to witness.

Now, as Director of Asian Energy Studies Centre and Associate Professor in the Department of Geography, Daphne is always writing and researching, not to mention being close to the environment, so to speak. Despite having these occupied much of her time, she was among the first at HKBU to have attempted to incorporate elements of service-learning into her courses and remains to be one of the most avid supporters of service-learning. Daphne is no different from other course instructors when it comes to her take on the pedagogical technique: it is a considerable investment, not only of time but also of effort, the kind that is for sure worthwhile at the end of the day nonetheless.



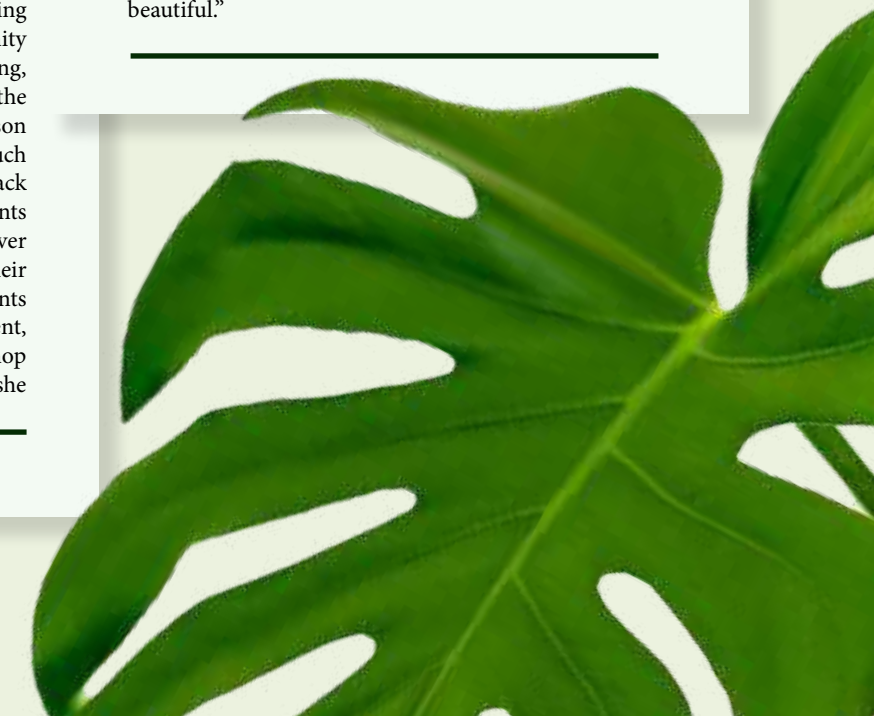
As a primary school student, Daphne was well aware of a journalist's responsibilities and duties. Always curious and having a liking for writing, she very naturally recognised it as a career she would pursue as she grew up. And she did. There she spent several years working at Ming Pao Daily News after graduating with a degree in journalism. To a certain extent, there were some subtle parallels between leading a life as a journalist and watching those wildlife documentaries: both deal with everyday happenings, the former in the wild while the latter in human society, and such happenings could be worrying, shocking, unheard-of, unexpected, exciting, heart-warming, eye-opening, and the list goes on. If these years had taught her anything, it would be that the world is indeed bizarrely big and intricate, and that, after all, she was not in the best place as far as her career was concerned; she realised that she wanted to pursue a career more related to the environment, a career involving more research, a career where she could offer support to the environmental cause from the back, as opposed to the frontline.

Usually teaching more than a course every academic year over the years, she has been experimenting with the way she administers the grant given for each of her courses, making a constant effort to make the most of the funds as well as the overall service-learning experience. By establishing a linkage between all the service-learning projects across her energy courses, which are all about energy-related matters, Daphne strives to achieve a more cohesive interconnection between and among them, drawing a greater significance and meaning from the work. Furthermore, as the findings of these projects can be used to complement and supplement the work of the department's research team, the sense of fulfilment that ensues always justifies the toil.



In times of crisis, just like these pandemic-stricken days, the implementation of service-learning is often challenged and impeded as typical social contact becomes atypically a risk to consider. For this reason, change becomes inevitable and necessary. In Daphne's case, the originally planned overseas service-learning trips were then turned into a virtual community workshop, which involved women from Hong Kong, Seoul, and Foshan. That workshop ended up being the first occasion Daphne and her students met in person throughout the semester. Having to take on roles such as moderators and facilitators who had to switch back and forth between several languages, her students were noticeably anxious, given this was their first-ever attempt at this innovative experience. But through their anxious gestures, she came to realise how her students treated it as something more than an assignment, exerting themselves to ensure that the workshop genuinely served its purpose. Speaking of which, she

remarked in mild wonderment, “I saw the seriousness in their eyes. I discovered one side of theirs not usually seen in the classroom. It isn't always about academic performance, and I think, service-learning enables them to show that particular side. As a teacher, I find it rather beautiful.”



社創藝術家 李家倫



1. 除了為青少年提供領袖計劃，Clive亦喜歡以藝術形式展示出對社會的關愛。在香港浸會大學視覺藝術院碩士畢業展中，Clive通過感觀、視覺以及燈光，設計藝術裝置，以此表達在疫症期間，人類面對逆境的復原力。2. Clive 邀請同學在名為Wishing Star的銅片上表達對未來的期盼，扭成獨特形狀，放置於校園內。3. 透過他本人參與設計的卡牌遊戲「馬騮反轉咗巴叻」教育公眾如何面對網絡欺凌。4. Clive曾在TriAngle共享空間舉辦工作坊，與同學一起進行這款新穎的卡牌遊戲。



A LETTER TO CLIVE

[f phoenixfellowship](#)
[o phoenixfellowship2020](#)
[in phoenixfoundation](#)
[t phoenixrise2020](#)

Dear 18-year-old Clive,

I am writing this letter to you at the age of 40, as a man who has experienced ups and downs. You are the first in your family to enter the university. When you get off the bus at HKU tomorrow, you are going to a whole new world. New school, new culture, new faces, new challenges and new life.

Let's start with the good news. You will see a boy named Philip at HKU, who is admirable, passionate and talented. A chapter of your friendship will be written. When you guys meet each other, a crazy and unbelievable journey will begin. You cannot imagine how supportive he is. No matter how things go, he will back you up and ask you to keep your faith. While you feel lost, he will tell you what to do. When you achieve success, he will celebrate with you.

Philip and you will set up a social enterprise together called "Envision Hong Kong", which offers self-directed learning mentorship opportunities for teenagers. It is established to inspire young people to believe in themselves and look for dreams and meanings in life. You're going to encourage them to develop their ability to serve as leaders, just like how Philip will be supporting you.

Maybe you will ask, "I am going to study Electrical and Electronic Engineering tomorrow, how could I start a business to serve teenagers?" Let's continue with your story.

Upon graduation, you will start your career as an engineer trainee in CLP. Engineering will teach you how to divide a problem into small bits, and solve it in a simple way. You will be very glad that your hardworking attitude and service commitment bring you a recognition as the Trainee of the Year Award from the Hong Kong Institute of Engineers. But life is not simple as you see the great divide of Sichuan in 2008, the ruthless earthquake will take away people's homes and families. It will turn a new page in your life. You will quit a stable job and start reflecting on yourself. What is the true meaning of life? In order to find the answer, you will visit Sichuan for disaster relief work in the gap year, trying to help people in need.

The journey will light up your innovative idea. When you see the croppers in Sichuan, you wish that a fair trade cooperative and export brand can be established for Sichuan farmers. Fortunately, there is a platform for you to shine. Please bring the idea to Bill Clinton, the former US president. Believe it or not, you will join Clinton Global Initiative University (CGIU) organised by him. CGIU holds a meeting every year, where students, experts and celebrities gather to discuss and formulate innovative solutions to global challenges. People will no longer make innovative products for money, but for the environment, human rights and poverty alleviation. Not only Clinton, but you will also meet Nobel Peace Prize laureates and national leaders. Many chances are awaiting you, so don't hesitate to grab them.

Put more effort in contributing to society. Maybe you will establish a foundation called "Phoenix" to promote resilience against adversities in the fast-changing world. I love this name because everyone will be reborn like a phoenix and shine for each other. Everyone in society will face a pandemic together, and things will come to a standstill like it's the end of the world. But I believe we will fight back like a phoenix and become stronger. Take this opportunity to relax and learn something new, like visual arts and art history.

"Art is when a human tells another human what it is to be human." – Adrian Elmer

Tell your story and share your experiences to inspire others. Use your success, wealth and influence to help teenagers and the needy in society. Let them learn from mistakes and find their true selves. Please dedicate yourself and hold them, lead them to where you are now, and where you will eventually go. Their creativity and innovation are an important asset to the world.

Invest in their future; giving alone is not enough.

Love,

Clive, Lee Ka Lun



「Service-Learning令我的溝通技巧有了明顯的進步，也學到了如何隨機應變解決問題。」

學生分享 - 杜國滔 Anthony

Anthony is a graduate majoring in Public Relations and Advertising. He took part in a couple of service-learning (SL) courses, such as ORGC3047 Organisational Event Planning and Management and HUMN3025 Chinese Song Lyric Writing. In this interview, he shared some of his thoughts on SL and how SL shaped his life afterwards.

阿滔是公關及廣告系四年級生，過去積極參加service-learning課程。他曾修讀「活動策劃及管理」，和他的客戶合作策劃活動，吸收公關行業的實戰經驗。

此外，他也選擇修讀周耀輝教授的中文歌詞班，用以往舉辦活動的經驗，負責計劃舉辦歌詞班音樂會。他認為這些經歷十分難得，在過程中也獲得不少成就感。「我認為service-learning在我學習的時間內，也同時能起到回饋別人的作用，因此我認為它的意義非凡，看見結果也令我感到十分窩心。」他認為服務學習提高學習動機，也幫助了他把學到的技能應用在日常生活。

光終有方 走出海跟浪 找自我

《虹光》歌詞創作@周耀輝歌詞班



挑戰

阿滔還分享了他在歌詞班的創作心得。他為了加強既有的音樂知識，所以報讀了歌詞班學習中文填詞。恰巧，他填詞的對象正是創新服務學習中心的何家珩博士 (Jason)。他認為歌詞班令他跳出書本的局限，增強了自己的觀察力，對事物也有多一番體會。以他填詞為例，他需要主動理解填詞對象的背景、理念、目標，才可把想法化成歌詞。因此，他認為在這個學科最大得益的地方正是在周耀輝教授的課堂中，不斷鼓勵他們多感受身邊的事物，從中不斷衝擊自己的想像力，有助開發自己的創意。

談未來

對於未來，阿滔認為在疫情影響下，失業率持續上升，令他對於自己的前景帶點擔憂。即將成為應屆畢業生的他認為現時的就業前景不太理想。因此，他打算努力尋找更多工作機會，令自己的履歷在找工作時更吸引。另外，他同時計劃出國進修，待疫情紓緩後能找到一份合適的工作。

ALL ABOUT HENRY

Can you imagine that Henry was already the programme director of the China-United States Exchange Foundation when he was not yet 25 years old, which allowed him to get acquainted with important political figures and business tycoons? What made him choose to return to HKBU as a lecturer, an occupation that seems to be thoroughly different? What is his impression of HKBU and the students? You will find out all the answers here!

如果命運能選擇，你會選擇在五光十色的官、商場中營營役役，還是重返陪伴自己成長的大學校園繼續發展？顯然，Henry選擇了後者。

Henry作為浸會大學的校友，在傳理系一級榮譽畢業後，便在中美交流基金會工作。當中的經驗為他帶來畢生難忘的體會。他主要的職責是帶領中美官員、商界精英、訪問學者及學生進行人文交流。二十出頭，Henry的工作—民間外交，讓他有機會遇見不同的社會賢達。美國新墨西哥州副州長、德州達拉斯市市長、大學校長、甚至叱咤商壇的商賈都曾是他交流團的成員。Henry坦言面對近年中美兩國關係緊張，其工作壓力日漸俱增。他深明語言既是最好的交流工具使人與人連結起來，同時亦是最強的子彈於頃刻之間破壞建立已久的關係。相比之下，他更喜歡招待學生。在他工作期間，遇上不少來自哈佛、耶魯等頂尖學府的訪問人員。從中獲得了很多寶貴的經驗，同時感到香港相對的渺小以及自身的不足。以上經歷啟發了他對自身未來career path的種種想像及可能性。

Henry回憶當初在基金會的工作，他十分感恩基金會給予他較大的自由度令他既能一邊在港大修讀碩士，一邊同時兼任基金會工作。不過，忙碌的工作相應地令他失去很多私人時間。有時候因為工作需要，他要出發到外地訪問交流十多天，再加上一系列的會議接踵而來；縱使他熱愛這份工作，但不可否認這樣的生活確實有點累，更遑論能抽空與家人、朋友見面。Henry憶述道「我記得喺7、8年前，大學畢業前幾個月，父親突然之間離世，三秒前仍然是一個活生生的人，三秒後就突然訓低咗。」親身經歷讓他更加珍惜與家人之間的關係以及相處時間。他提到「我無兄弟姐妹，每次離港都會好擔心媽媽自己一人留嚟到。」機緣巧合，這時候母校為Henry伸出橄欖枝。縱然心懷不捨，他毅然決定離開基金會。一方面為了可以有更多時間可以陪伴家人，另一方面也能實現他的「教授夢」。

2017年，正值在25歲這個美好年華的Henry再次回到浸會大學，身份一轉由學生變成了大學講師。走過的每一條路，每一程25MS小巴，學校的一草一木都讓他感到份外親切。問到他對浸會大學的印象，他笑指：「浸會（大學）最好係充滿人情味，每位老師都真心教好學生，但最唔好梗係canteen唔好食同無免費shuttle bus啦。」



從他的談話中可以感受到他對浸大格外有份親切感及喜愛。就這樣，Henry自2017年便在浸大編寫了人生的新一章節。

Henry回到浸會大學的那一年，碰巧正值創新服務學習中心(CISL)成立。他笑言「同CISL一樣咁大」。他猶記得當初尚未正式開始授課，前總監Cindy已經找了上門。年輕的老師與打著創新旗幟的部門可謂一拍即合。在一頓飯的時間，他決定支持CISL，並隨即落實加入一科具服務學習元素的科目作為畢業要求。科目則由過去由學生自行尋找實習工作，改為安排服務學習類型活動。這決定旨在透過此科目，在研習過程中，讓學生透過籌劃、執行、反思和評估他們的服務經驗，從中學習及成長。

Henry回顧與學生相處這幾年加上其作為浸大畢業生的身份，他認為BU學生有獨特之處：「每個BU同學都好肯學同做，但有時候就係唔夠信心，每當面對community partners嘅critical comments都會好擔心唔知點做。」培養浸大學生的信心，令他們能應對社會帶來的種種挑戰正正是Henry以及CISL想達到的目標！

“SOMETIMES IT’S OKAY NOT TO BE OKAY, STRIVE FOR THE BEST, PREPARE FOR THE WORST.” – HENRY FUNG



▲ Leading Harvard Kennedy School Delegation to China

Meeting US State Senators ▼



創 The Exceptional

Deviating from the norm

A few things about Dr Albert Chau you probably do not know

- Now as the University's Vice-President (Teaching and Learning), Albert had spent a good many years teaching psychology at The University of Hong Kong. As was the case with many of his former colleagues, psychology was in fact not the area of study he decided to delve into right after his secondary education; it followed his undergraduate studies in engineering. Now, despite his teaching days becoming distant bit by bit day after day, he finds what he has learnt in and through psychology, such as the soft and hard skills expected of someone trained in psychology, somewhat "serviceable" in his current capacity.
- When asked of his decision to make his not-so-uncommon detour into the scientific field, he said, "[It's because] I liked it." Smilingly.
- He is the brainchild of the Centre for Innovative Service-Learning and TriAngle, established in 2017 and 2020 respectively. Understanding that, in today's world, specialisation in a subject is no longer substantiated solely by an in-depth knowledge of a narrow area, but also by a proper understanding of a few more relevant areas, he is aware of the significance of transdisciplinary learning, as well as soft skills like problem-solving, empathy, and civic responsibility, when it comes to how students these days could make contributions to the humankind amidst the global challenges. Therefore, thoughts of establishing a unit that connects the university and the community and an innovative co-working space crossed his mind, and they eventually materialised.
- Albert is a great believer in multi-skills learning. He said that, as society develops, more and more would be expected of the younger generation who would need multiple skill sets to be successful professionals in their respective fields. Compared to the traditional belief that emphasises focusing on a single criterion, Albert's philosophy is to provide students with immersion opportunities in different areas and disciplines, and service-learning essentially serves the purpose of cultivating their social awareness and cultural sensitivity.
- Albert pursued his MSc and PhD 30 years ago in America. During his time there, he once met with a severe traffic accident and suffered serious injuries. In the aftermath of the mishap, he spent three months in bed, completely bedridden, and then had to walk with a crutch for almost a year. "To me, disability is a condition, as opposed to a trait. Every single of us needs tools; say, we all need lifts to get to different floors of a building. It is just a matter of the extent to which we [as different individuals] need such tools", he spoke of his misfortune.
- Bearing in mind the experience of needing tools that the "ordinary" folks may consider auxiliary, Albert has this clear insight into what the word "underprivileged" means, and in the same vein, into what service and service-learning can signify. When it comes to carrying out and wrapping up a service activity, the question of how to "exit" in a way that does not leave the service users feeling left behind is always there. At the end of the day, that's precisely the reason why we strive for the sustainability of service projects in hope of creating long-lasting community impact.



關於 周偉立博士 的二三事

關於心理學：也許你未必知道，Albert大學本科修讀工程學，但後來卻搖身一變成爲心理學博士。問到他何以作出如此巨大的轉變，他回答：「鍾意囉！」

關於經歷：他在大約三十年前於美國攻讀碩士及博士學位。在這段時期，他曾因一次嚴重交通意外導致臥床三個月，然後接著的十一個月都要使用拐杖協助才能行走。

關於關懷：意外後，他明白每個人都有機會面對傷患的時刻。他認為，肢體的障礙只是狀態，而不必用「傷殘」標籤別人。

關於創新：他曾經探訪數間美國大學，碰巧目睹對方簡約且創新的共享工作空間。看見當地朝氣勃勃的校園環境，他便想到浸大亦應該要有一個專門給同學發揮小宇宙的空間，繼而促使了TriAngle的誕生。

關於服務學習：他認為今時今日，要成爲一個「專業人士」需要具備不同領域的知識基礎及通用技能，而服務學習就是培育這類技能的上佳方法。

人物: Matthew Darwen Seaward

常常在李作權大道游走的Matthew總是給人交流生的感覺，可是在英國諾威治一個小村莊土生土長的他其實是浸大的本科生，並且快將畢業。在正式來港展開四年的學生生涯之前，他曾以遊客的身份來港。大城市的繁華、溫暖的氣候以及與城市的自然生態「催化」了他打算於香港讀書的決定。縱使這決定在開頭沒有得到身邊的人的支持，他選擇相信及堅守自己的決定，隻身來到香港。數年已過，知道自己是「商學院鬼佬」的Matthew不但已與本地學生打成一片，更熱衷於不同的新嘗試，盡情享受在香港的這段時光。

15 FACTS *a non-local undergraduate, a local. ABOUT an expat. a tourist MATTHEW: rolled into one*

1. He was born in Norwich, England. "Green" and "rural" were the two words he used to describe his hometown.
2. He sees his father as the most significant role model in his life, a supportive and loving man who has shown the young Matthew all the paternal qualities that any great father would display.
3. He has always been independent since childhood. He has never envisioned himself being one of those going with the flow. The idea of self-empowerment appeals to him.
4. He knows *Fact 3* is the reason why he has been able to travel miles away from home to Hong Kong for his undergraduate studies, without being overwhelmed by stress or homesickness.
5. He did visit Hong Kong more than once as a tourist before. His first visit to Hong Kong was his first visit to Asia as well.
6. He did face opposition when he made it clear that he wanted to pursue further studies in Hong Kong. He stood by his decision nonetheless, and he has not regretted it a bit.
7. He did not consider only rankings when it came to choosing a university, where he would spend a total of four years. What he sees in HKBU is the university's eagerness to grow and expand. And he has not regretted his choice to study here either.
8. He struggled with accommodation, an aspect that most international students struggle terribly with when they are forced to find shelter off-campus.
9. He appreciates the philosophy behind service-learning and has had a great time in the service-learning course he took!
10. He is a CISL ambassador!
11. He recognises himself as the "gweilo" of the business school.
12. He is not shy to integrate himself into the local community on campus. He finds it rude on his behalf not to do so.
13. He does know some Cantonese words and phrases. However, not all of them are decent enough to be used/said publicly.
14. He finds every day in Hong Kong unexpected and exciting. Just like that very day when he first had a bite of a dragon fruit!
15. He was left feeling emotional on the night when he turned 19, because his friends (including local, mainland and international students) all came together to celebrate his birthday. To him, they are like his brothers and sisters, his "family" in this city.

kingsley ng

art is art and life is life, but to live life artistically; that is the art of life

回到辦公室的Kingsley第一件事是打開窗戶，看著九龍仔公園綠油油的草地，感受夏天的溫暖陽光。窗外偶然傳來小巴煞車聲音和升key雀的叫聲，就在這個悠然舒適的空間內，娓娓道出他的故事。小時候和祖父相處的時間不多，但每一段住事也印象深刻。自小開始，祖父告訴他「人與生俱來就是一張白紙，生活中很多事情也是藝術」，如果駕車時讓乘客安穩，駕駛就是門藝術。用膳時能把筷子拿好，來說同樣也是藝術。「生活即藝術」的意識在Kingsley腦海中潛移默化，長大後逐漸明白這一個道理。

遠赴加拿大就讀中學，從當時開始有機會接觸繪畫、攝影等課程，在當時有了初次展出作品的機會。藝術為他帶來什麼？試著透過藝術感知世界，大學時亦順利成章，入讀相關的科目。身處文化多元的國度，他發現藝術的廣闊，人在遠異鄉，也在藝術底下看到人與人之間的差異和矛盾，原先的人隔著一幅高牆，卻通過文化和藝術的軟性交流，令他避過了很多人際衝突，看見更多可能性。和朋友帶著自己家鄉的食物，在同一個空間中分享，就成了當時社會實踐上的一門藝術。

從殖民到回歸，今夜星光燦爛，有人留守，有人離去。也許對這片土地有著身份認同和期許，1997年，彷如按下reset掣，回歸香港，將一切重新開始。對Kingsley來說，學習藝術的原因只是希望學習感知造詣，而非成為一個藝術家。他第一份工作竟是受聘於體驗營銷公司 (experiential marketing agency) 當空間及場景設計師，通過設計沉浸式感觀體驗，推動產業經濟。後來一邊繼續藝術創作，一邊在浸會大學教書，接觸青年人，接觸服務學習。

從他的過去談到現在，殖民地時期的歷史印記逐一褪色，集體回憶逐漸消失。從皇后碼頭到險被清拆的蓄洪池，問及他有沒有想過2047年的香港會變成怎樣？使徒襲來抑或成為Cyberpunk城市？他笑了一笑：「都好難諗咁遠，而家每個禮拜都有新鮮事。」，但他卻沒有完全悲觀，這個城市仍有很多人繼續努力，包括每一位身邊的年青人，讓他們守護著城市應該守護的事和物。

「藝術有好多種形式」

學習藝術同時學習生而為人，過程中透過藝術助人。他遠赴川端康成口中的雪國 — 日本新潟縣，參與「越後妻有大地藝術祭」，策劃團隊、義工和當地居民經過二十多年的努力和推廣，以社會參與藝術 (socially engaged art) 的方式，將本已衰退的農村重新賦予活力，重新帶動老化人口和勞動力。不只是藝術活動，更是以創新形式解決農村問題。

我們的世界一直被algorithm梳理，控制我們看它想我們看的世界。最令Kingsley欣喜的是同學在課堂之後有所得著，在光和影之間遊走，看見不一樣的顏色。世界不必然是某種色彩，也不單是某種型式。

The Proust Questionnaire is a set of questions answered by the French writer Marcel Proust, and often used by modern interviewers. Let's take a look at Kingsley's answers.

His Proust Questionnaire

What is your idea of perfect happiness?
→ When you don't need to ask this question again

Which talent would you most like to have?
→ Ability of listening

What is your greatest fear?
→ Put things clearly in a fixed box

What do you consider the most overrated virtue?
→ Leadership

What is your greatest regret?
→ Do things without understanding

What is the trait you most deplore in yourself?
→ Strengths can be weaknesses and weaknesses can be strengths

What do you most value in your friends?
→ Willing to share and listen

Where would you like to live?
→ Home

What is your favorite journey?
→ Joined Echigo-Tsumari Art Field in Japan

Who is your favorite writer?
→ John Berger

How would you like to die?
→ Naturally

If you were to die and come back as a person or thing, what do you think it would be?
→ Be myself

What is your motto?
→ "Before becoming a pianist, learn to be a musician.
Before becoming a musician, learn to be an artist.
Before becoming an artist, learn to be a person."
Fu Lei, Family Letters



生活即藝術
伍韶勁

Kingsley Ng
Associate Professor
Academy of Visual Arts

"Thanks to art, instead of seeing one world only, our own, we see that world multiply itself and we have at our disposal as many worlds as there are original artists, worlds more different one from the other than those which revolve in infinite space, worlds which, centuries after the extinction of the fire from which their light first emanated, whether it is called Rembrandt or Vermeer, send us still each one its special radiance."

Marcel Proust, *In Search of Lost Time*

感謝藝術，
讓我們看見不一樣的世界。
感謝Kingsley，
讓我們看見不一樣的藝術。

Prof Stuart CHRISTIE

WOLF OF WALL STREET:
SIGHTED AT HKBU!



關於Stuart Christie的五件事

1. 他曾在華爾街上班。並不是狼人，而是個marketing writer。
2. 他表示從華爾街上班的日子得益不少。若要給同學一則忠告，他講述：「想想如何使得自己從書本上學到的知識實在地融入自己周遭的世界。」
3. 他一度想過放棄攻讀他已攻讀了一段時間的博士學位。
4. 他仍記得一九九九年一月八日是他展開在浸大教學生涯的第一天。
5. 他懂得用廣東話流利地講：「我講廣東話都唔係好流利架噃。」

The Wolf of Wall Street film teaches us timeless lessons about the world, in particular about the business world. As someone who once commuted to Wall Street, albeit for a brief period during the mid-1990s, Prof Stuart Christie can readily attest to Wall Street being a place where a lot of life-long learning takes place.

Back then he was not a stockbroker or an investment banker, but rather a marketing writer. Much as it was a nerve-racking, and occasionally dehumanising, place to work in, the frenetic hustle and bustle of those days offered him good life lessons. There is often this assumption that if you are a professor in the humanities, you can have your head in the books (or clouds!) all day and choose not to be practically minded; or that your work does not need to impact the surrounding community for the better.

As for Stuart, he learned on Wall Street how to do some (hardly all!) more practical things, like how to use spreadsheets, how to write reports, and how to manage money, courtesy of his brief stint with the capitalist class. Now, with 23 years of work, teaching, and service at Hong Kong Baptist University (HKBU) behind him, Stuart still remembers the very first day here at the University, the first day of his work in Asia. “It was 8th of January 1999,” he told me, smiling a bit, and with eyes closed as if reliving the moment in his head. Over two decades have gone by since then, and Stuart has been in role as Head of the Department of English Language and Literature since 2014, as well as served as a founding member of the Committee on Innovative Service-Learning (ISLC) at HKBU. The latter is a role he has loved.

the lightbulb delivery guy

Throughout the years, Stuart has derived great joy from teaching Hong Kong students, most especially those from underprivileged backgrounds. It is not surprising; after all, he is doing something he had already fancied doing when he was still a young PhD student. Even

today, given his administrative duties, he still teaches from time to time—less than his colleagues, but still viewing teaching as the most rewarding part of his work. The zeal is self-evident.

Besides the pleasure, there is also a sense of pride because it is his first-generation students, students whose parents have never been to university, who continue to constitute the statistical majority among the students in his classes. Speaking of which, he paraphrased some data that Vice-President (Teaching and Learning) Dr Albert Chau reported at a staff and faculty orientation some years ago. I paraphrase Stuart’s recollection of the speech as follows:

60% of HKBU’s students are first-generation students—it was higher in the late 1990s—and out of that 60%, nearly 30% of that group are dangerously close to an average (median) family income near the poverty line. “Near” as in barely making it: if not quite poverty, then barely getting by. 30% of our students come from vulnerable families and are facing this kind of economic precarity each and every day. The VPTL came out (I thought rather bravely) and said: ‘This is who we are. This is our identity. Let’s be proud of it.’ In my experience, Albert was the first senior manager to come right out and declare this. He took the burden of lower socioeconomic status, or the stigma, or whatever, and reversed it, and made it into something to be proud of for our first-gen students and their families—which, by the way, the HKBU brand has always been about. Not only nurturing the elites of tomorrow, but lifting up the less fortunate to join the ranks of the elite someday.

This was a more precise statement articulating how Stuart had always thought about HKBU’s unique niche in Hong Kong, the liberal arts, and its students. Stuart continues in his own voice: “We don’t blame [our students] for it, and we are proud of them. We pick

them up on our shoulders until they’re ready to go forward themselves”. Having been a teacher this long, Stuart has had students who upon entry to the HKBU curriculum sometimes felt inferior to students from other universities. Stuart liked to meet initial student disappointment in this way: If he is the person who delivers the light bulbs, then his students are the ones who, over the course of their learning, and with an open mind, bring the electricity needed. There is always this underlying potential in HKBU students awaiting the opportunity to shine, and he and his colleagues feel so much pride and joy in seeing it happen.

a transdisciplinary future for service-learning

Stuart’s definition of service-learning: “To see how your book-acquired knowledge, your theoretical knowledge, can become practically embedded in the world around you, either for the benefit of yourself, your family, or your community.” Stuart’s credo: “to make knowledge serve.” The harshness of Wall Street he recalled, which permeates the financial centre of the stock market and the American financial system, led him to the realisation that the world is not so gentle. It leaves behind those who are neither born into wealth nor trained to exploit it.

Effective knowledge, by contrast, does not measure wealth or the privilege of those inheriting wealth. “Knowledge that serves” creates measurable outcomes person by person; it measures impacts one student and one service-learning beneficiary at a time. It measures achievements and the effects of quality interpersonal interactions. For this reason, it becomes essential for anyone with serviceable knowledge to look for ways in which the knowledge can bring forth changes operating to the advantage of oneself, one’s family, and one’s community. To help students from different socio-economic backgrounds achieve life outcomes on par with their elite classmates; this seems the best future for service-learning with everyone rising together regardless of background.

Finally, whether used as a pedagogical tool or as a motivational concept, service-learning has become less of an unfamiliar word for both course instructors and students. Stuart believes that while it is good to see that there are so many service-learning courses on offer across different departments and faculties throughout the University, further top-down coordination could be useful when consolidating overlapping service-learning curricula and the occasional duplication of the academic provision for service-learning at the course level.

If so, then professors from this or that department or faculty (and like-minded donors!) could put their heads together, utilise their own expertise, consolidate scarce resources, and join forces in their service-learning projects thereby building mass and scale and seeking transdisciplinary impacts for off-campus beneficiaries. In this way, the departments (or individual colleagues) would not be working all by themselves, and perhaps would not feel so “lonely” within the silos of their own separate sphere. Most importantly, making the service-learning provision transdisciplinary in its incubation would be like, figuratively speaking, tearing down the department walls, allowing for more room and space for broader scholarly exchange, more synergy, and added innovation to materialise.





陳智廷博士 “In the Mood for Music”

— 追尋王家衛美學的年輕學者

「我先生姓陳。」

若你有看過《花樣年華》，相信你對這句對白一定不會陌生，也一定會記得周慕雲和蘇麗珍二人的故事。但你可知道，原來這部王家衛的經典作品也啟發了一位來自台灣的學者，開展他自己的故事嗎？

陳智廷博士 (Timmy) 為香港浸會大學電影學院研究助理教授，亦是香港粵語片研究會會員。從小學習拉小提琴，喜歡音樂的他，畢業後決定立志踏上學者之路。因為喜愛王家衛和香港電影，2011年Timmy開始到香港大學修讀電影音樂系博士，獲得卓越的學術成就。於2015年，他憑「運用王家衛作品去研究「治外法權」、「音樂交換」等概念的博士論文獲香港大學頒發2015至16年度李嘉誠獎。Timmy認為得獎給了他一個肯定，還鼓勵了他繼續進行學術研究。

在研究的路上，他認為電影音樂不只限於原聲音樂，還不可忽略電影中聲音要傳遞的訊息。他提到香港的電影和台灣有很大的分別，除了因為他是王家衛粉絲外，最大的吸引力是香港電影讓他認識香港的文化。來港十年，他認為香港電影讓他融入這地方的文化，途中亦結識了不少志同道合的朋友，投入這裡的生活。

Timmy在2019年開始接觸service-learning。對他來說，這是他首次以學者身份去接觸社區。由2019年開始任教 GDCV1007 Hong Kong Cinema and Hong Kong Culture至今三年，課程與社區合作伙伴百老匯電影中心合作，學生曾親自拍攝了一套關於油麻地街坊的紀錄片，在電影中心和街坊一起觀賞作品，放映結束後，街坊們有機會跟同學互動。Timmy認為這科最大的得著是給同學機會親身了解社區，有別於以往同學們多數時間處於被動狀態，現在則化身成producer取替audience的學習模式。

熱愛教育工作的他，認為最大的喜悅是除了能集中學術研究外，還可以把自已的研究成果分享給學生，因此他認為研究跟教學是可以一體兩面的。現時他正集中進行華語歌舞片和60年代香港實驗電影(experimental film)等，繼續探討香港電影蘊含的獨有文化。

IN THE MOOD FOR MUSIC
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IN THE MOOD FOR MUSIC

Dr Timmy Chen is currently teaching in the Academy of Film at HKBU. Interested in music and inspired by Wong Kar Wai’s timeless films, he studied the musicology behind Hong Kong films. During his course of studying and teaching, he has made a group of friends here and adapted well Hong Kong as a Taiwanese scholar.

Studying music through Wong Kar Wai’s films, he received the 2015 Li Ka Shing Prizes with his PhD thesis *In the Mood for Music: Sonic Extraterritoriality and Musical Exchange in Hong Kong Cinema*, a shout-out to Wong Kar Wai’s film *In the Mood for Love*. Besides, Timmy believes that studying Hong Kong films helps him blend in the culture and society.

As for his teaching, he has been teaching GDCV1007 Hong Kong Cinema and Hong Kong Culture since 2019. Collaborating with Broadway Cinematheque, Timmy found the project meaningful for his students as it allowed them to become producers, shooting a documentary about the people living in Yau Ma Tei, and to share the results with the “kaifongs”.

Timmy enjoys both research and teaching as they create a knowledge-exchange process between him and his students. Currently, he is conducting research related to Chinese-language musicals and Hong Kong experimental films in the 60s to explore the hidden culture behind Hong Kong cinema.

陳家洛博士與服務學習

Kenneth and Service-Learning

The Book and the Sword is the first Kungfu (Martial Arts) novel by the late Louis Cha (Jin Yong). Kenneth believes that his father named him Chan Ka Lok after reading the novel half a century ago.

In the story, Chan Ka Lok led the Red Flower Society in a seemingly hopeful struggle against the Emperor of the Manchurian Dynasty and at one point went as far as to sacrifice the love of his life in search of a deal with the Emperor to restore the Han Chinese rule. In the end, he lost everything, fled and spent the rest of his life in exile. The tragedy revealed that our hero had little political acumen.

Is it a blessing or a curse for Kenneth, who inherited the name? We do not know. As a political scientist who always wants to study and get to understand whatever intrigues him, he has always found good reasons to venture out of the ivory tower, in a form of critical engagement with politics and policymakers from the street level to the international level.

Kenneth received his D.Phil. in Politics from Nuffield College, University of Oxford in 1998. His professional life has taken him to different parts of the world, but there has been a long-standing interest in European history and politics. He is a polyglot; he has learnt Polish, Czech, Slovene, Estonian, and Hungarian in search of the language of hope in times of despair.

His students are encouraged to be keenly aware of the everyday happenings in society. He has collaborated with CISL and provided support to students to conduct innovative services in every semester. They find it worthwhile to engage with different communities and observe what is happening in the city. No one has a crystal ball. What seems inevitable or impossible now should be seen as a challenge, not fate. “Instead of giving in to helplessness, try Service-Learning,” says Kenneth.

論名字

「紅花會豪傑，碧血染蠻夷」每當聽到這首歌曲，定必想到金庸小說內那個文武全才，卻偏偏英雄氣短，不解政治的公子哥兒。陳家洛的書生論政換來徹頭徹尾的失敗，將中華大地的錦繡河山拱手相讓。而眼前這位卻盡然不同，同是腹有詩書，卻充滿政治智慧，他就是陳家洛博士。

「金庸嘅《書劍恩仇錄》創作咗呢一個名字，那些年父親同其他基層市民一樣睇報紙小說，呢個名又好似唔錯，就咁決定啦！」

名字的出處在大大小小的訪問被問及多次，甚至申請獎學金時也曾有人詢問，同學和朋友都會偶然稱他為「總舵主」。

論家庭

陳家洛擁有羨煞旁人的美滿家庭，育有四女一子，來自波蘭的太太Gabi從1998年開始居港生活。他說太太的個性隨和、有責任感，一邊鼓勵陳家洛嘗試不同的新事物，一邊提出質疑，思考充滿挑戰性的課題，在日常生活中就公道、平等這些問題「過招」，令夫妻關係有別於一般約定俗成的婚姻，也成為了他們之間獨有的相處之道。

「香港嘅屋企人係nuclear family，而太太嘅係extended family，兩者對比好大，對我就好似一個小衝擊。佢嘅家庭經驗遠豐富於我呢個習慣孤獨嘅獨生子，補足左我個人發展上缺少嘅元素，例如大家庭嘅感情維繫同支持。」

而對於子女，服務學習成為了他身教的一部分，五名子女自幼看著父親四處奔走服務，有時更會一起參與。有朋友會問他：「為什麼你不分開家庭和工作？」但對他而言，沒有東西比這一類近距離的身教言教和一起體驗更好。

「無理由將我斬成六件，淨係比一部分屋企人睇，我將所有嘢都攤出嚟，家人可以批評、指正、接受，無拖無欠！而對小朋友除咗愛錫佢哋，我都想佢哋對時代、對環境有種責任感。」

論教育

土生土長的他已工作三十載，範圍甚廣，包括教育和社會服務等，這是他口中「社會科學人」主要的工作類別。因擔任立法會議員而廣為公眾熟悉，但他強調這不是一份工。

「立法會設定任期，我覺得係公職，而唔係工作。有人會認為做議員係一份Job，搵方法一定要爭到張櫓坐又唔想走，但議會其實係一項公共服務。」

而教育才是他的志業，從唸大學本科開始萌生教書的念頭，他想鑽研和香港社會發展有關的學科，也想研究其他地方嘅政治及國際關係。而這些年間，他見證時代巨輪，走到現在。

「每個人都會有自己諗法，但好難唔受時代嘅影響，成為唔同事件中塑造出嚟嘅其中一個人。」

問到他做教育這個選擇是否為了為令社會帶來改變，他卻斬釘截鐵地否定了這個想法。擁有理想是一件好事，但推動改變絕無捷徑，必須明白改變社會的困難。要透過集體智慧來進行，耐性、IQ和EQ缺一不可，而不是鑽研政治和法律之後便有能力令社會變得更好。

「讀書嘅目的就係讀書，係認識社會。認識、解釋、到最後先可以思考改變。有時聽到年輕朋友讀政治係為咗入政府改變社會，絕對係一個認知上嘅偏差。」

而說到底，他委身教育的目的初心就是為要推動多元及開放社會。雖然離成功很遠，但卻沒有任何事教他放棄。

論目標

問起多年前讀書的個人目標，他坦言目標很「離地」，好像不太關自己事。

「我無好清楚介定自己崗位或者工種，但我想返香港見證時代嘅轉變。Embrace uncertainties，有好多嘢都唔係plan定。」

想起大學本科畢業在即，老師問他想到哪裏讀書，他回答想到牛津大學研究歐洲歷史和政治變遷，老師第一反應是：「有無搞錯！」那些年「正常」的想法是到美國長春藤聯盟研究中國，然後回來對中國課題作出貢獻。這種叫「成為中國問題專家」的「生涯規劃」在當年並不罕見，但他卻有自己的倔強和堅持，渴望嘗試沒有人試過的人生，未必看得見前路，也可能要承受後果，但他選擇了活在當下，跟從自己的興趣走出去。

「我被其中一個老師批死我搵唔到嘢做，又有朋友叫我唔好包拗頸，我淨係覺得香港都需要了解中國以外嘅議題，學完返咗嚟再想辦法囉。」

重要的是生涯不要因為滿足其他人而被規劃，一個人如果連思想和行為都只可以被「形勢」決定，隨波逐流，最多只會成為大機器內的一顆齒輪。人們都沒有水晶球預測未來，但擁抱一下不確定的生活，反讓他覺得人生會過得更精彩，更有自主性，是一個自由境界。



The Radcliffe Camera, Oxford University

論政治

談到現在每天為人關注的政治問題，看似一片灰暗，他竟然笑著笑說：「係咩？」

「如果講情感，真係每日都可以有四季，悲喜交集又有，沮喪哀傷又有。但我哋要行落去，同以往世界各地歷史比較，香港係咪最差呢？其實都仲有好多空間，反而要做好公民社會，做好溝通，時局越係變得陌生，就越要釐清方向感。」

他形容這就像西西弗斯的故事，將石頭推上山，抵達後卻滾回原地，每天重覆地看似荒謬的生活，但是否代表一切都要停下來呢？他理解人人都會想停一停，抖一抖，但當陳家洛休息時，就知有人會代他繼續推石頭，因此休息過後再重新上路。

「我哋好似bubble紙，每人都有一個氣泡，但有趣嘅地方係有啲氣泡就算點壓扁都仲有氣係入面。正正因為我哋香港有呢種特質，所以先會咁有張力。」

他縱觀亞洲，緬甸、泰國等地方同樣面對挫折，但

卻沒有放棄，相信香港也不是例外。困難與否，既來之則安之。當這個地方已經盡然不同，反思的過程仍然會帶來好的影響——包括在他的班房保存這個空間。

論服務學習

一路走來都喜歡把知識和社會參與結合，即使未有服務學習前，他亦陪伴學生走出象牙塔。

「服務學習一起步我就覺得好值得做，鼓勵學生用課堂知識去服務社區。你要問自己走出象牙塔做咩呢？走出象牙塔想自己有咩改變？走出象牙塔可以搵咩人合作，想有咩進展呢？」

服務成功或失敗，對他來說並不重要，但他更重視同學有沒有反省，是否願意參與更多的服務。他不能保證課程令學生滿意，也不肯定可以輕鬆快樂地完成服務過程，甚至有時候大家會感到挫敗，但過程都總有所得著，成功的話可能會找到新的意義，即使失敗也可以知道這條路不適合同學自己，會思考如何改變，不是人云亦云。他的課程著重推



動和倡議政策，他相信親自體驗才能知道問題的本質，同構想出解決方法。

「我讀書時都係咁，人地問我搞唔搞學生會？試下囉。搞唔搞學生報？好呀。但唔代表我有好成熟嘅睇法去改變宇宙，而係走入Unknown嘅處境入面整理經驗、累積學習。」

總會有學生不清楚服務學習是什麼，不想麻煩而先入為主地抗拒。幸好學生對服務學習有讚有彈，正常不過，但至少沒有學生在進行服務後覺得被「搵笨」。

「就算係服務學習，我都只係訂立框架，學生可以自己決定做咩，去海邊執垃圾又好，落區議會幫手又好。最後學生唔會覺得做服務係被逼就範，而服務之後係可以自己解釋點解自己個Idea係正，呢



種dynamic令我覺得好開心，好過只係教書考試，重重覆覆讀PowerPoint。」

作為老師，他很擔心教育在異化，服務學習令他進入學生的世界，這是一個重要的教與學元素。

論陳家洛

從陳家洛的世界不難發現「隨遇而安」、「擁抱未知」這一種態度，即使世界正崩壞，他仍然堅持用每個微小的方法將理念和知識傳開。一字一句，都包含了他對社會的期望。

面對種種問題，有人選擇離開、有人選擇折腰、有人選擇置諸不理，但問到他会否離開香港，他選擇留下。城市的未來會怎樣，誰知道呢？



A woman with dark hair, wearing a white V-neck shirt and a dark jacket, stands in a cluttered outdoor area. She is holding a silver camera with both hands. The background is filled with various items, including a blue and white striped tarp, a brick wall, and a building with a green window. The scene is brightly lit, suggesting daytime.

PROF LEUNG MEE PING (MOMO)

TO LIVE IS
TO STARE INTO
THE INTRICACIES OF LIFE

Spending time in solitude is not in any way negative to Momo, since there is too much to do by herself. Feeding coffee to the eight-legged invader at home. Watching it weave webs of never-seen-before patterns. Following purposeless-looking strangers on the streets and getting ready to be surprised by the unknown destination. Visiting convicted criminals in jails. Do these ever bore her? Not at all. Quite the contrary; she is intrigued and mesmerised by these, by the “microscopic” facets of life, delicate details invisible to the naked eye yet discernible to the human soul. She knows these moments would be very much wasted if they were to be witnessed by the eyes for only once, so she loves to have them captured on film, keeping them eternally vivid that the soul could not locate one blurred part when revisited.

So, that is briefly what Momo loves doing and has been doing, for decades.

「喝些咖啡吧，
蜘蛛仔。」

梁美萍教授 (Momo)

Academy of Visual Arts



童年時曾居住近海皮的她常常望向和自己家只有一巷之隔的大海，思考著遠處的水平線是否真的是一條能夠腳踏上去的實線。當視線回到室內時，她又會觀察著那隻長居於天花板角落的蜘蛛及牠的網。久而久之，她發覺蜘蛛似乎「喝」了時會散落在地上的液體，例如水及豉油，並且會因此織出不同款式的網。她對這個大發現深感興趣，因而決定要繼續測試那隻蜘蛛能夠玩出甚麼花樣。她給牠「喝」果汁甚至咖啡，如她所料，牠果然能夠因此交織出前所未見的網紋。她，便是學生稱為毛毛，現於視覺藝術院任教的梁美萍教授。

對於同時作為香港當代藝術家的毛毛而言，觀察及思考是生命的一部份。從得知水平線的存在開始，她便喜歡看人行鋼線。對這些願意賭上自己生命去完成一個行鋼線表演的人來說，生命帶有甚麼意義？為甚麼他們能夠如此有信心相信表演中不會有意外發生？諸如此類的問題令毛毛對那些社會普遍認為「卑微」的人的好奇心越來越大。雖然他們並不是偉大的政治家或企業家，或者大眾認為的「成功人士」，卻有著與社會期望截然不同的追求。對這種卑微的探索漸漸成為了毛毛創作路上的其中一大主題。因此，甚少被關注的角色，如流浪漢和重犯，都時會成為她作品不可或缺的主角。

多年來，毛毛曾在世界各地跟隨流浪漢，並在後方錄影著他們孤單的身影。其中一個出現在澳門。當晚四處都是放煙花的人，而她發現一個手上沒有煙花，在巷仔之間遊走的身影。該身影帶領她到一個似乎荒廢已久、四周佈滿垃圾的歐式水池。他停在水池邊，然後蹲下，把水池中的死水當作面盆的水洗臉。此情此景令她觸動不已，亦令她對那種無論「在最光亮或最昏暗的角落都存在孤寂感」更加著迷。

我當時收集了很多茶包，做了一個和一道牆差不多大的茶包作品。我要來來回回，一針一針把茶包縫上去。我有三個月時間浸淫在該過程中，然後我便發現自己是個很有耐性的人，可以長期投入在一件重覆性很高的事。

在很多創作的時候，毛毛都是獨自一人。在法國留學的時候，她已曾為畢業代表作花數個月時間把成千上萬個茶包繪成一道立體的茶包畫。而為了作品《記憶未來》，她更投放了至少四年時間，獨自在家中處理多年來收集到來自世界各地的人的頭髮，並把它們編製成一萬隻小鞋子。在這段日子中，香蕉成為了她的主食，因為夠方便快捷。聆聽著收音機，她每天一做便做十多小時。皆因收集回來的頭髮很多時都沾有污漬，日復日的清理工作更是可以用「厭惡」來形容。話雖如此，毛毛坦言很享受當中的體力勞動以及那種極致的孤寂感。

提到孤寂感，身為教授的毛毛便提及她在大學的工作。她與絕大部份教職員一樣，除了開會或是上課，其餘大部份時間都可能是在自己辦公室閉門工作，或者不在校園內。因此，她覺得平時獨自工作的自己與學院之間一直都存在一個分明的邊界。或許是機緣巧合，一直都有把服務學習元素融入至教學中的她發現原來服務學習能夠打破這個邊界。透過帶著浸大教師這個身份與學生一起離開校園「落區」，與社區內不同的人溝通，

同時把公共藝術帶到該社區，她發現受益的不是社區，而是代表著學院、作為服務提供者的她和她的學生。

經過這些年來的落區和服務，毛毛與很多社區內的人已成為好友，有著不斷的聯繫。每當空閒，毛毛更會親身到社區當中，到他們工作的環境探訪他們。俗語常言，人越大朋友越少。而她亦直言，除了學生之外，在WhatsApp中其次常常有聯繫的便是在社區中認識的他與她。見面聊天之餘，他們更會為毛毛儲下一些她有可能會有藝術用途的物資，猶如關係友好的鄰居守望相助，互相關照。「很多時候，我們做social engagement，其實都不是以一個從上以下的角度，而是一個大家都擁有均等權力的角度。而做服務學習，我亦都會用同樣的角度去看待我們服務的人。」或者，正正是因為毛毛這宗旨，使她不但熱衷於社區中的藝術服務工作，同時亦使她結下平時在校園或是辦公室結不到的緣。



storyboard

/ˈstoːrɪboːd/

noun

a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.

Definitions from Oxford Languages

我是葉鈺瀛

I AM YYY

I am a movie lover, a music lover, and a writer. When I was studying at the Academy of Film at HKU, my friends told me that Yiu Fai (See P.74) is a friendly teacher and they never felt any pressure in his class. This is the reason why I decided to register his course in my last semester.

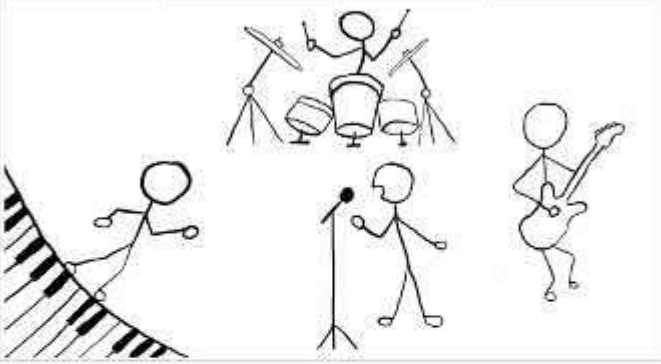
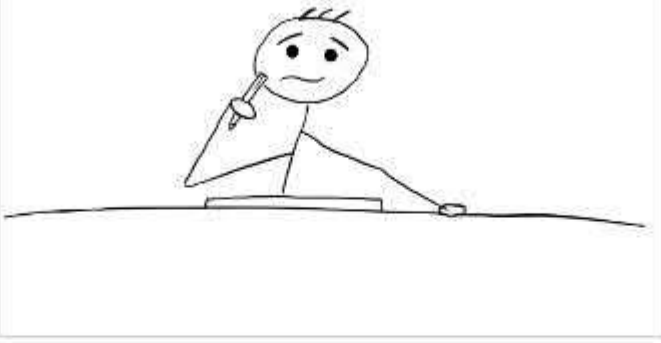
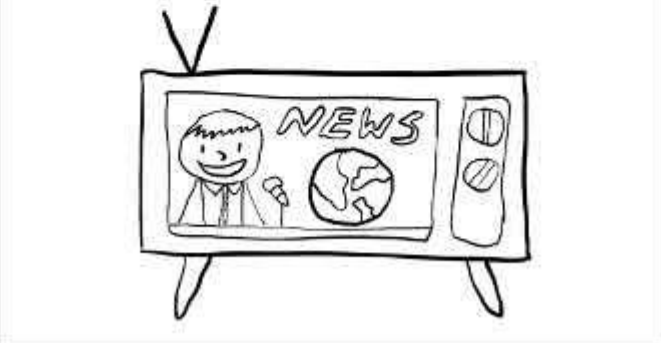
The course was called Chinese Song Lyric Writing. Throughout the semester, I had a chance to transform all my daydreams into lyrics, which I cannot recall at all. However, I still remember that my classmates had organised a concert outside the Atrium back then. That was the first year of the class.

Many years later, Yiu Fai and I still stay in touch with each other, and he invited me to be the tutor of his class after I graduated. I think that was a golden opportunity for me to share my ideas and beliefs.

Besides music and lyrics, filmmaking is my profession. Although I have seen the ups and downs of the film industry, I still believe it will never collapse since every filmmaker has put great effort in it.

As a film director who is pursuing my own dreams, I was luckily selected as a winner in the Higher Education Institution Group of the 6th First Feature Film Initiative. I wish you will all enjoy the film that I am now working on in the near future.

I am YYY. I am a film director.

Title: YYY's Story		Page: 1	
Scene No.	1	Shot No.	
			
Scene No.	2	Shot No.	
			
Scene No.	3	Shot No.	
			
Scene No.	4	Shot No.	
			

記得當初身邊所有人都入咗大學，得我一個讀ASSD，其實感覺好孤獨，唯有自己努力啦！好彩未完SSM就有浸會大學電影系offer！幾年大學生涯試左好多唔同範疇。

Year} 時，讀緊電影嘅我一心想做編劇，對自己寫作能力都有信心，平時又會亂改歌詞，咁咁聽人講上耀輝堂好開心，我就去試下！睇左咁咁樂壇頒獎禮咁多年，一直都覺得填詞好型，終於有機會學啦！

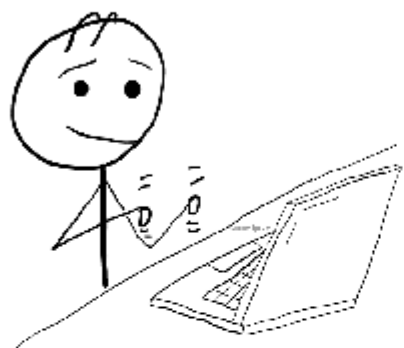
PS. 我聽到首歌就會估到邊個填詞人寫

十幾年前參加歌詞班，我淨係記得當時交功課嘅作品係一首關於發夢嘅歌，好似現實嘅夢ZZZZZ

最後仲同一班同學係ALL出面搞咗一個小小嘅音樂會，大家一齊唱自己創作嘅作品。

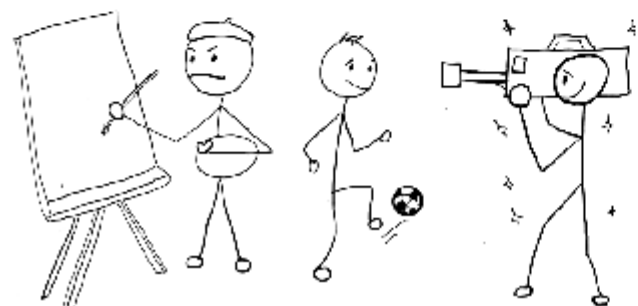
我創作靈感多數來自世界新聞，地球咁大，好多古怪事情會發生。呢啲怪事好易連繫到日常生活。而且係香港未必會有機會見到。

Scene No. 5 Shot No.



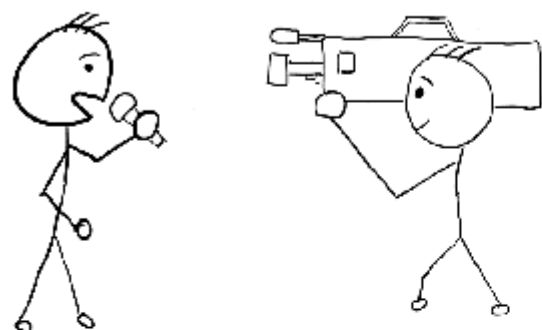
創作過程難免會有想放棄嘅時候，因為過程實在太漫長，一動筆寫劇本就係兩、三年時間，而且總會覺得可以寫得更加好。但我唔會放棄我最鍾意嘅嘢！

Scene No. 6 Shot No.



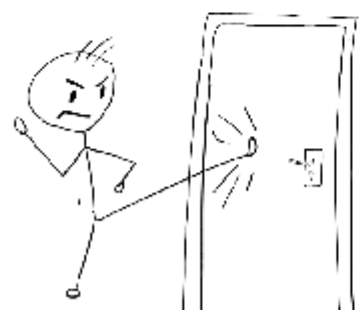
當初YU最早派offer比我，如果係中大先，我就會去咗做PR人，如果POL收我，我就會成為一個Designer。最後電影揀咗我，我仲參加咗歌詞班做填詞人。而家歌詞同電影對我黎講一樣咁重要。

Scene No. 7 Shot No.



好開心可以喺歌詞班中認識耀輝，佢俾此機會我參與製作唔同嘅音樂MV。畢業後，浸會大學邀請我拍攝人物專訪，碰巧受訪對象就係耀輝。

Scene No. 8 Shot No.



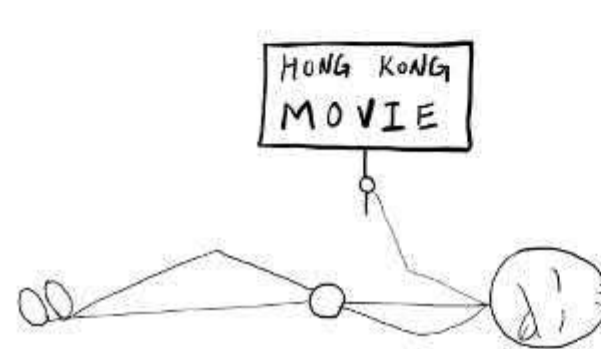
音樂以外，耀輝仲教識咗我做人態度。佢係一個好豁達嘅人，好識得體諒身邊每一位。有次我唔小心將自己反鎖係Studio出面，咁啱個日要交report比耀輝，最後真係交唔到。佢只係笑我大頭蝦，但無怪責我。

Scene No. 9 Shot No.



2019年，我再次參加歌詞班，身份唔再係學生，而係導師。同十年前相比，主題變得沉重，關於社會，關於破碎。我相信體會越深，詞就會寫得越好，寫詞都可以轉化成服務學習嘅其中一個形式。

Scene No. 10 Shot No.



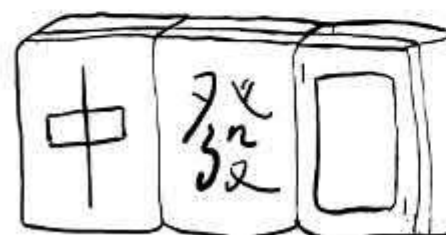
近幾年成日有人話香港電影已死，我敢講一定唔會！雖然市場無外國咁大，但大有大做，細有細做，一直以黎都出到好多好睇嘅電影。香港電影不會死！

Scene No. 11 Shot No.



由我讀小學直到而家，香港電影仍然係屹立不倒。我好慶幸可以係第六屆「首部劇情電影計劃」獲獎，拍攝我首部劇情電影。

Scene No. 12 Shot No.



如果要同大家介紹一套電影，我會介紹《咁嘅咁嘅新年財》，一套充滿力量嘅喜劇。人到絕境點先會有力量？大家都要記住，「爛牌有爛牌嘅打法，越爛嘅牌就越要比心機打。」我係葉鈺瀛，我係一個導演。



Silian Wong 王靖喬

Growing up in Canada since 11, Silian studied mathematics at the University of Toronto. Upon her graduation, she became a maths teacher and being an indie singer-songwriter is her side project.

During her teaching at HKBU, she created a project named “MathRomance”. By having episodes about love (feeling) and maths (logic), Silian and her co-workers aimed to encourage the younger generation to dig deeper into mathematics on top of academic purpose.

In the meantime, she focuses on songwriting as her hobby and she released her first EP *Insomnia* in 2018. In this interview, she shared her life as an educator and her creative process as a singer-songwriter.

Silian於十一歲時伴隨家人移居加拿大,在多倫多大學修讀數學系。其後她成為了大學講師,同時成為了一名獨立歌手,發展自己的音樂創作。在浸大任教期間,她創立了MathRomance (數毒求戀期) 項目,以愛情為主題,用網上劇場影片的方式推廣數學,從中提升社會對學習數學的風氣。

在浸大任教期間,Silian同時也一直專注創作音樂,在2018年,她以獨立歌手的名義發行了她首隻EP-Insomnia。在是次訪問中,Silian分享了她在這幾年的工作經驗。

是誰啟發了你創作音樂?

Silian:在加拿大求學期間,在大學有幸認識了一班玩音樂的Uncle,那時我受他們邀請擔任主唱,主要是cover不同歌手的歌曲。之後朋友鼓勵下,叫我試試自己作曲,便開始了學習創作。另外創作音樂能讓我和外界提供一個途徑去參透內在的自己。I do think composing originals is a method for my inner self and the outside world to understand what and who “Silian” is.

為什麼你會有MathRomance這個idea?

Silian:在台灣旅遊逛書店時,看到一本書名為*The Mathematics of Love*,作者是Hannah Fry。書中以數學與愛情結合為主題。我認為這主題很吸引年輕人,於是便借鏡這本書創立了MathRomance,希望可以令年輕一代除了透過考試,更加認識數學背後的意義。

有什麼想對你的學生說呢?

Silian:很多BU同學會擔心畢業後的前景,我認為不需過份憂慮。反而應把握大學的時光,盡情發掘自己的興趣,做喜歡做的事,Live in the moment,自然會走出一條路。

Ask Silian Anything

一開始要同時兼顧唱歌和教書,有什麼困難?

Silian:最初也要時間適應,日間是老師,下班後便要去studio練歌。作為老師要不停說話,唱歌也勞損到聲帶,最嚴重曾試過哮喘發作。可是後來學會了用聲,且培養了早睡多飲水的習慣,慢慢適應下來。



你的EP *Insomnia* 對來說有甚麼意義呢?

Silian:我認為創作令我找到了自己的唱腔,不再只是唱其他人的歌。另外也算是一個記錄,作為發展音樂的開始。另外,這個project也令我肯定即使有一份正職,但也不代表不可以發展其他興趣,所以這張EP也為我的生活增加了不少能量。

你認為數學和音樂之間有什麼微妙關係呢?

Silian:我認為可以用數學去解釋音樂。兩者既要求創意想像力,同時也要遵守特定的規則。以數學來說,有時候我們需要自己去作出假設解答問題,而不只是像考試答題那麼片面。音樂也是一樣,在講求創意的同時,當中也可以用樂理去解釋旋律。

創立MathRomance對你來說有甚麼得著呢?

Silian:對我來說是個十分難得的經驗,它讓我有新的體會。整個活動由策劃到實行都經我去執行,在拍攝中也認識了很多video production相關的知識,而且也是我第一次擔任幕前,是個很好玩的project。另外,它使我更輕易接觸學生,讓我有很多機會可以和他們交談,有助師生之間的溝通。

現時有什麼人生目標呢?

Silian:我暫別教師一職後回到加拿大,正研究蛋糕烘焙,正在建立一門蛋糕店生意(見後頁),另外也正學習新樂器,繼續發展自己的音樂。

Silian's current project: Silian Cakery



GRAND OPENING SERIES - RARE CHEESECAKE FANTASIA

Silian Cakery's Rare Cheesecake Fantasia brings cheesecake onto the next level. Each recipe has been tested by our cake designer Silian Wong for multiple times to achieve optimal texture and flavour. The best cheesecake you can find in Toronto. Try it and you are guaranteed an unforgettable cheesecake experience.

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*Come with me just hold my hand
Come with me I'll give you peace...*

- from Silian Wong's "Starry Night"

AVAILABLE ON YOUTUBE

余堅文博士

Dr Kevin Yue

Five is a key number in Chinese medicine as it stands for the 5 chief organs in the human body: heart, liver, spleen, lung, kidney (五臟: 心、肝、脾、肺、腎). And here are the 5 things you need to know about Dr Kevin Yue:

1. He has always been an astronomy fanatic that he was once the chairman of the Astronomy Club at secondary school.
2. He did not study Chinese medicine for his first undergraduate degree.
3. He is an expert in cancer and diabetes.
4. He struggled to carry on with his Chinese medicine studies in the very beginning.
5. He is now studying for his second doctoral degree.

學醫

很多小朋友因為各種原因不喜歡數學，甚至討厭數學。相反地，小時侯的余堅文博士 (Kevin) 不但喜歡數學，還喜歡研究數學公式。很自然，這種與生俱來對數學的熱愛使他能夠輕鬆通過每一個數學考試。在Kevin的興趣中，或許繼數學之後的便是天文及科學。一說到天文，在初中時期曾為學校天文學會會長的Kevin便能隨口說出哪一個是甚麼星體，那星體與該星體相距多少公里等等，當中似乎沒有半刻的思考或遲疑。「天文是興趣，我可是沒有想過從事天文方面的工作。」他簡單解釋為何沒有成為一位天文學家。

「可是我從小就有從醫的想法，我喜歡對人。對人，醫人，我認為更加有意義。」

正因為此想法，Kevin在中學畢業後到英國攻讀生物化學，踏上從醫之路。

正如小時侯的他，Kevin對「研究」的熱誠從沒退減。本科畢業後，他留在英國一所醫學院研究癌症和糖尿病。從他作為醫生的角度來看，在治療癌症病人時，其中一個主要顧慮是如何延長病人的生命；而在治療糖尿病病人時，則是如何控制或減慢病人的病情惡化速度，務求將他們感受的痛苦盡可能減至最低。雖然「癌症」兩字好像比「糖尿病」三字嚇人得多，Kevin卻認為後者對病人的影響亦不容小覷。若沒有接受合適的治療，糖尿病病人便有可能漸漸喪失視力，或者需要定時洗腎，甚至截肢，大大影響日常生活質素。有見及此，對Kevin來說，研究糖尿病有另一種深遠意義。

香港 · 糖尿病

現時，香港有七十多萬名糖尿病患者，約為全港十分一人口。和十年前相關數據比較，香港糖尿病人口足足增加了一倍，而且有年輕化趨勢。同時，糖尿病亦為香港第十位「最常見致命疾病」。



那時在醫學院，Kevin有數位同事是中醫的「發燒友」，他們除了有深入的中醫知識外，更懂得以中醫角度看診。可是，當時的他對中醫理論未有深入見解，亦未算對中醫有濃厚興趣。但之後的一次經歷觸發了他對中醫深究。

「有一次，我看見他(一位中醫師)為一位已咳了差不多半年的病人診症。而我也認識該位病人。」

「他看過中醫及西醫，但也未能康復。所以他去找這位醫師。」

「他開了三劑藥給他。他便藥到病除。」

「該位病人告訴我，當藥材鋪的老闆看見醫師開的藥方，

便說開這道藥方的一定是『高手』。」

「因為該道藥方只有八種藥材。」

經過該次經歷，Kevin對中醫興趣可說是日益漸增。他決定進入中醫的世界，展開正式修讀中醫的日子。可是，未足一個月，Kevin已有放棄的念頭，原因是因為中醫的理論過於「玄」，不像西醫理論般實在。他嘗試用所有對西醫的認知去理解這片新領域，但那些像古文般的理論仍然讓人感到十分費解。正當他在放棄的邊緣，他碰巧在一次崇拜中聽到牧師講述一個有關謙卑的小故事。「若要把水倒進一隻已滿的杯子是不可能的，唯一的方法是把杯中的水都倒光，這樣才能把水注入杯子內。」故事雖短，Kevin卻馬上覺悟若要把中醫讀好，就必須把自己的西醫知識拋諸腦後，重新學習。這覺悟亦成就了今天的他。

人體的奧妙或許猶如宇宙的複雜，我們永遠無法對它們有完全的掌握。就算對已經有中西醫背景的Kevin來說，「學醫」也是一件沒有終結的事。即時到了今時今日，Kevin仍然是一位學生，一方面攻讀中醫博士學位，一

方面繼續將自己裝備成一個更好的「醫者」。至於要怎樣成為一個好的醫者，對他而言，專業知識固然重要，但另外同樣重要的是同理心。從2000年便開始接觸服務學習，他多年來不斷以不同方式培養學生的同理心，例如課堂上的角色扮演和長達十天的青海孤兒院探訪。在十天的青海之旅，除了為當地居民提供醫療服務，Kevin和同學們亦會探訪一眾「院友」。「院友」並不是指住在醫院內的病人，而是泛指當地已達十八歲，不能再住在孤兒院的腦癱病人。他們有部份人有智能障礙，有些則有行動障礙。可是，他們需要的並不是把脈或是施針，而是探訪者的時間和陪伴。「我認為，作為醫者，學生需要知道他們醫的不是心或腎，而是一個人。」活動過後，每當聽到同學形容在青海的所見所聞為「震撼」，Kevin便知道他們從活動中一定有所得著。也許，對他而言，作為醫者的意義不單止在於把病治好，更是把人也治好，達致真真正正的身心健康。



自由而囂張的溫柔



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周耀輝

教授

jau1yiu6fai1
Chow Yiu Fai

1961 • He was born.

1983 • He graduated from The University of Hong Kong, with a Bachelor of Arts degree, pledging to himself that his academic journey should end there and he would never go back to being a student again.

1989 • He officially started his career as a lyricist with his debut work “Love in the Time of Cholera” for Tat Ming Pair, a Cantopop duo with whom he continued collaborating closely thereafter. This year, he also resigned from his secure government job.

1992 • He met a Dutch person and started a relationship. Love led the way; he resolved to move to the Netherlands. There he spent one fifth of a century, with nothing much to complain about. Just like when he was in Hong Kong, he remained just as devoted as he had always been when it came to lyric composition.

2011 • He received his PhD from the University of Amsterdam, something that he might not have envisioned as a young adult. In the same year, he returned to Hong Kong and became part of a university again, not as a student but as a teacher. Teaching in the Department of Humanities and Creative Writing here at HKBU, he launched his trademark course, namely HUMN3025 Chinese Song Lyric Writing, in which he ‘shares’ rather than ‘teaches’, as he has taken to describing his approach in the creative course.

2018 • He incorporated elements of service-learning into his lyric-writing course. As there is a yearly student concert that comes with the course, he came to realise that the concert could be dedicated to a different community in society every year. To empathise is to understand; students are therefore encouraged to talk to members of that particular community and listen to their stories, whether joyous, poignant or bittersweet, before they ‘tailor-make’ the lyrics for them.

2021 • He has been back in his hometown and been the course instructor of one of the most sought-after courses out there at BU for a solid decade. This year has been, and continues to be, tumultuous for a lot of obvious factors, with the COVID-19 pandemic surely included. In spite of all these, he has decided to stay with his students, regardless of what lies ahead, because he knows they need support from somebody, and in turn, he needs the hope that flows from them.

▲image courtesy of 健邦/《字花》

#找我的一種旅行/自由地天昏地暗

1992年，張學友奪得叱咤樂壇男歌手金獎，王靖雯仍未改名為王菲。1992年，《審死官》成為當年票房最高電影，《家有囍事》緊隨其後。1992年，彭定康接替衛奕信，成為最後一任港督。1992年，雲巴士頓勇奪世界足球先生，周耀輝移居阿姆斯特丹。

他選擇荷蘭當然不是因為喜歡雲巴士頓，而是喜歡上另一名來自荷蘭的人。那個年代和現在很相似，人人也會考慮離開，有人真的離開了，有人沒有，而他也不是例外。以前讀過歐洲文學，對世界充滿好奇，他渴望去外國看一看。31歲，理所當然是開始安定，但他偏不喜歡理所當然，也沒有想過因為愛情的拉動，人生第一次離開香港，一去便是20年。

#就會突然能碰到某些國邦/於寬街窄巷/我再誕生過

回來之後沒有更喜歡香港，倒是對香港的感情更加強烈，更加掛心。耀輝說他那一代人其實大局已定，但對年輕的學生來說仍有大半生。看著學生畢業成長，未必認識每一位，但他仍努力服務著這片土地上的人，這種人際關係讓他覺得和香港的關係千絲萬縷。在香港的他總會帶著使命和責任，是一位公民。荷蘭的他盡是不同，像一個消費者，享受當地的生活，卻找不到方法貢獻。

從前在荷蘭，卻好像在廣播道五台山。曾經做過電台、也做過報章編輯，憑著這樣的觸覺，耀輝努力避免與香港的流行文化、音樂、潮流脫節，用一字一句寫下自己的故事。透過和朋友傳真和每年回港，他會走進旺角，感受年青人的氣氛，讓自己不致離地。一方面保留和香港的關係，另一方面也留著必然存在的距離，凡事留一點曖昧，找到最適合他的位置。

#讓我闖出新世界/交出真個性

多年來都從事媒體工作，將自己所寫的文字供其他人欣賞，慢慢開始想重新吸收知識和養份。剛巧認識了一些學者朋友，他覺得讀書的人有某一種吸引力，也十分羨慕。83年在香港大學畢業後，他跟自己說不會讀書了，直言自己不是讀書人，不想追尋學問，也只是懂得考試的人，想不到在二十多年後的荷蘭，卻踏上學術之路。後



▲image courtesy of Mark Slomkowski

來考慮讀PhD，再一次取捨，是否放棄原有的全職工作，走向一個新的領域呢？耀輝看似做所有事都見步行步，隨時轉變。他試過在朋友安排上班一天後便受不了公司文化而辭職，也試過為了旅居，31歲裸辭離開香港二十多年。但其實他每一步也是深思熟慮，也覺得眼前每一步也是值得。他只是輕輕鬆鬆地說了一句：「So what! 只要你對自己認真同有責任!」也因為他這個決定，他現在才會出現在浸會大學，成為我們眼中的他。

#為你的心碎/而心碎/但渴望散在天空會不碎

十年前回港，耀輝開始在浸會大學任教，開設中文歌詞寫作班，將自己專長傳授他人。十年過去，桃李滿門，課程更成為了浸大「神科」。直到第八年，注入了「服務學習」元素，同學由天馬行空的創作轉為需要訂立特定主題，寫出社區不同角落的小故事，和不同人的生命。耀輝重視歌詞必須有血有肉，不能單靠想像，但學生的年紀確實未夠閱歷，服務學習的過程讓學生向小眾進行訪問，就如耀輝平時了解歌手的故事後，再為他們度身訂造歌詞，讓學生關心每一個碎與不碎的心靈。

除了填詞人、教育家、藝術家，耀輝還是一個社會企業家。2018年，他和唱作人馮穎琪發起《Every life is a song—一個人一首歌》企劃，目的不單只是創作，更會以社區計劃扶持城內的每一個人。每一個生命也是值得歌頌的，計劃公開招募年青人，為特定的對象、例如長者的動人樂章，靠一雙手為生活打拼的日常等。



▲Photograph by Franky Li



▲image courtesy of 王志元/ Openbook閱讀誌

#世界再壞/仍舊不怕

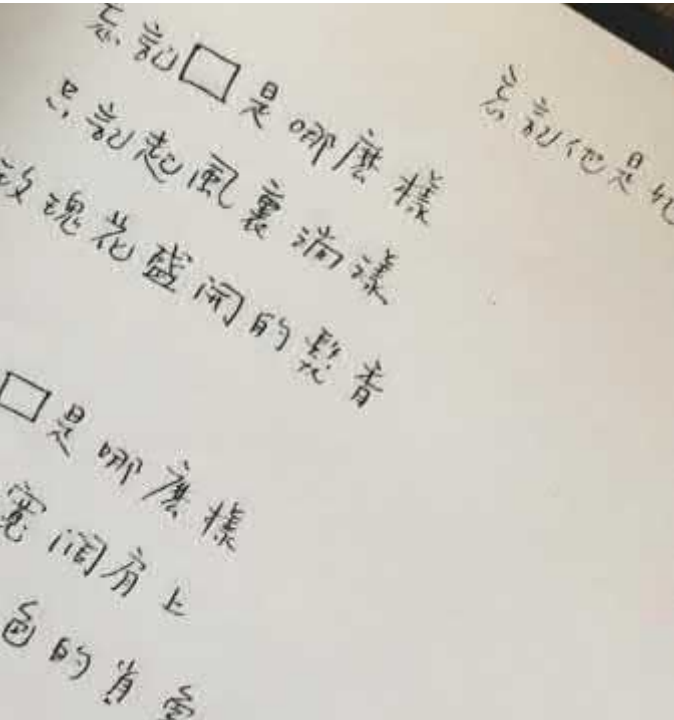
當初離開香港，對耀輝來說心中仍有一些愧疚，當年他們享盡香港經濟和文化起飛的日子，見證四大天王冒起。但那一代沒有令香港成為成為一個更平等的社會，不論制度或是機會，讓現在的年青人難以選擇前路，他認為是他這一代的責任。但悲觀對他來說不是一個選項，所以他在回來後，更願意花思和時間在年青人身上，在能力範圍內幫助他們。

#一再呼吸/太多美好懷疑就到

如何才能好像耀輝一樣樂天知命？最重要是找到讓自己活得快樂的方法，煮兩份餐肉公仔麵，一份是基本的，另一份是獎勵自己。失望時在Google上搜尋自己，發現自己原來也做得不錯，用最簡單方法使自己滿足。身心難以分開，Skincare、運動、持之以恆的健康生活對他來說是不可缺少。保持對世界的好奇，不停嘗試新事物，如此一來便能永遠年輕。

#狂雨降/寒風吹/尚有你

在《我心中尚未崩壞的部分》的文案上寫到「世界正崩壞。但因為有人，以至之間各種關係，世界尚存一點光。」我猜這個人就是周耀輝，在昏暗的城市寫下溫暖的樂曲，用溫柔有力的一字一句，提醒我們在天花亂墜的時刻仍要盡力呼吸。十年過去，透過他謙厚且真誠的心，照亮遇見的每一個人。



▲image courtesy of Chow Yiu Fai

His Proust Questionnaire

The Proust Questionnaire is a set of questions answered by the French writer Marcel Proust, and often used by modern interviewers.

➔What is your idea of perfect happiness?

The longing to be happy

➔Which talent would you most like to have?

I don't really believe in "talent"

➔What is your greatest fear?

Losing a loved one

➔Which person do you most admire?

My mother

➔What do you consider your greatest achievement?

Doing well for myself

➔What is your greatest extravagance?

Love

➔What do you consider the most overrated virtue?

Modesty

➔What is the trait you most deplore in yourself?

Talk too much

➔What do you most value in your friends?

That we can talk to each other

➔On what occasion do you lie?

Thought it would lead to something good

➔How would you like to die?

Right next to my beloved

➔What is your motto?

"Ours is essentially a tragic age, so we refuse to take it tragically."

DH Lawrence, *Lady Chatterley's Lover*



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A STORY OF SURVIVAL

Dr Emilie Tran

At that time, war was raging. Some lost their lives. Some fought to survive and succeeded. Some just happened to survive. And she, Dr Emilie Tran from the Department of Government and International Studies, is one of those who happened to survive. Now, as a survivor of the Cambodian genocide, she said to me, “Sharing is important to me because I survived and, as a survivor, I have the duty.” There she began, softly recounting her distant memories and her bittersweet experiences to me.

THE HARD START

At the age of five, she arrived in France with her mother and younger brother, with none of them knowing a French word. Without the language, making a living for a family was, needless to say, backbreaking. Despite the financial constraints, her mother insisted on giving her children the best education she could afford.

“She is a very courageous woman. She arrived in France with two young kids, having lost her husband, having had to work more than one job to make ends meet. So, a very courageous woman.”

A MEMORY THAT LINGERS ON

Their financial circumstances did not allow them to have a good supply of electricity. Therefore, when Emilie needed a bit of light, she turned to candles. As time went by, the habit of doing homework under the faint candle light began to hurt her eyes. She soon came up with a solution—to go out and utilise the light from a nearby building.

The only drawback of the plan was that the light needed to be turned on manually every minute, since it would automatically go off after 60 seconds. Regardless of the inconvenience, she clung to her only plan. After a short while, a woman living next door opened the door and soon realised what was going on. What happened next was a mixture of angry yelling, name-calling and other unpleasanties.

“That’s a painful memory, although it’s no longer painful.”

THE DAY-TO-DAY ESCAPIST READING

Throughout childhood, Emilie had always understood that she had to study as hard as possible, because she never took anything for granted, especially the opportunity to receive a decent education. In her spare time, she read and read and read. She was reading books from different bookshelves in different aisles in a nearby library. Rather than knowledge, she was in fact looking for a way out of the real world in books.

“I was learning for sure but I was not reading to learn. I was reading to escape into dreams.”

KINDNESS BREEDS KINDNESS

The horrors of war that Emilie was exposed to have never overshadowed the kindness she received from kind-hearted people. ‘Cruelty breeds cruelty’ just does not apply to her case. Every act of kindness, Emilie remembered and still does. In truth, it is more than merely remembering. Growing up, she has ‘absorbed’ and internalised every pinch of kindness ever offered to her. That is why she feels morally responsible for always staying kind and gentle.

“And I learnt that after cruelty and war, and sadness, you have good hearts and good people.”





If there was anything that
Emilie wanted to tell her 10-year-old self,
it would be:

***“Don’t worry,
because you will have a
good life after all.”***

THE QUESTION OR THE CALLING

As a girl who had lost family members to war, Emilie was very often intrigued and preoccupied with the question of why people fight and kill. What is that very thing that causes people to wage wars and risk their lives? To get the answer for herself, she resolved to study social sciences while she was a secondary school student. Once she decided on the direction, the thought of changing direction had not crossed her mind, not even once.

“Even today, I can’t see myself studying something else.”

A JOB THAT SERVES OTHERS

Emilie always had a blueprint for her life, career-wise; she wanted to pursue a career where she would feel *useful*. So, she thought of becoming a medical doctor first. Not particularly interested in mathematics or sciences, she then reconsidered the alternatives out there and finally chose to become a teacher, a profession where she can share with the young minds what she knows and what she experienced. Like a medical doctor, a teacher works *on* and *with* people, too.

“I’m very grateful for being alive today, so that’s why I said to myself to not waste my life since I survived and so many members of my family passed away.”

THE SECOND MOTHER

“Do not do what you do not want others to do to you.” This is what tops Emilie’s parenting checklist. When it comes to her children, she never scolds, never yells, never punishes. She is there and never ceases to offer help and support. As a mother, she knows she has to not only love her children, but also make them feel loved, as what French poet Jean Cocteau once said: *Il n’y a pas d’amour, il n’y a que des preuves d’amour*, which in English means “There’s no love, there’s only proof of love.”

As a teacher, Emilie is just as supportive to her European Studies students, whom she mentors throughout the four years of their study. Over the years, she has always had her room’s door open for students who want to talk about non-academic matters. They would sometimes call her “the second mother”, and she is happy with this very name.

“And if I can help, I help. If I can listen and make them feel better, I am happy to be that person.”

THE FOND MEMORIES AT HKBU

As a regular blood donor and a registered bone marrow donor, Emilie is always ready and willing to offer help to whoever needs it. That explains why she is an enthusiastic advocate of service-learning. Ever since the establishment of CISL, Emilie has been infusing the elements of service-learning into courses that she teaches every year.

Year after year, “uniqueness” remains to be a characteristic of the projects she has arranged for her courses. Although every brand new project idea is no doubt a huge investment of time, energy and resources, which is particularly true when the project is an overseas one, the unmatched experience often, if not always, becomes yet another memory that she will treasure and remember for the rest of her life.

“So, it is a lot of work, but I think, for students it is an experience that they will remember better after graduation.”



人物: 陳秀琮博士
她:

- 曾是位從柬埔寨流亡到法國的小女孩
- 沒有選擇困在痛苦的回憶當中成長
- 相信仁慈、相信善良
- 是同學眼中的法裔媽媽
- 也是service-learning的忠粉!

As the interview came near its end, I asked Emilie what made her most proud and most spiritually satisfied as a teacher, and she said,

“That they enjoyed the course. That they learned something they can take home and reflect on.”

God¹ called. He answered². “Hello, Watoto³.”

1. *God*: (in Christianity and other monotheistic religions) the creator and ruler of the universe; the supreme being.

This concerns Wallace's background and personal aspirations. To him, the idea of helping and serving others could be described as constantly predominant, so predominant to the degree that he resolved to study theology at a seminary in Hong Kong, and, upon completing his studies, to work for a church and engage in humanitarian endeavours associated with different non-governmental organisations.

2. Having been part of a church for many years, Wallace has established contact with people from all around the world, one of them being the founder of Watoto (See *note 3*). In 2006, an opportunity to join Watoto arose, and he took it, a decision driven by his passions, or in religious terms, by a divine calling.

3. *Watoto*: (in Swahili) children, babies, kids.

Watoto is also the name of a charity headquartered in Uganda, founded in 1984, devoted to holistically bettering the livelihood of the Ugandan people, in particular children and women. Currently, Watoto has offices in many parts of the world, including Asia. In 2008, its office in Hong Kong was officially set up and began to formulate collaborations between the city and Uganda.

Being a key member of the Watoto family, Wallace flies between Hong Kong and Uganda fairly regularly, making things work and making things happen. He leads service trips, hunts for new partnerships, draws up development schemes, takes care of the Watoto children's choir as they fly out of Africa and to other continents, just to name a few.

A few facts about Watoto, Uganda & Wallace:

- Watoto has collaborated with HKBU more than once. One collaboration was a service-learning project, in which our students produced short films documenting the Watoto children's choir's stay in Hong Kong.
- Watoto has a total of three Watoto villages designed to give orphans and abandoned children a safe space where they can grow up feeling loved and healthy. Each of the families residing there is cared for by a widowed lady, who takes on the role of mother and provides the children with round-the-clock care. For the record, Watoto villages are supporting more than 3,000 children and 1,000 infants for the time being.
- The idea of an “orphan” is defined differently in Hong Kong and Uganda. In Hong Kong, an orphan is usually understood as a child whose parents are both dead, whereas in Uganda an orphan is a child who has lost either or both of his/her parents.
- Wallace remembers vividly what a girl from the Watoto children's choir said at a farewell party in Hong Kong: “Thank God. I am still alive!”
- Watoto has child sponsorship programmes, and they genuinely walk the walk. Years ago, to everyone's surprise, a Watoto boy visiting Hong Kong bumped into his sponsor, who happened to live in Hong Kong as well. Wallace was there, witnessing how everyone was left teary seeing the two interact.

人物: 梁志明 (Wallace)

Wallace在香港修讀神學，於神學院畢業。畢業後的十多年，他一直在教會擔任牧師一職，更時而會與社福界中不同非政府機構合作。一次機緣巧合下Wallace認識了致力幫助烏干達兒童及婦女的機構Watoto，更得悉有機會能夠參與Watoto在亞洲事務。由2008年開始，他一度擔任Watoto的義務亞洲分會董事會主席一職，直至2017年轉為全職，全力負責事工發展及伙伴方面的工作。多年來，他曾與不同學校及機構在林林總總的項目上，單單與浸大已有音樂會及服務學習等合作。

**One month after this interview, Wallace officially stepped down from his long-running role at Watoto and was set to go into his early retirement. We hereby wish him a retirement blessed with great joy, great health, and all the finer things in life.*



THE FULL-TIME GUIDE RUNNER AT HKBU

We often refer to men who demonstrate admirable, courtly manners as “gentlemen”, but we rarely use “gentlewomen” to refer to ladies who are alike in manners. From the way she guided me to the meeting room, the way she asked me which seat she should take to better the interview experience and the way she often responded kindly with affirmative words like “sure” and “definitely”, Beina established herself as a gentlewoman in my mind only minutes into our conversation. I wondered what kinds of “gentle” activities she would do in her spare time so I asked. She said, just as kindly, “I’m quite an extrovert by nature. I like outdoor activities. I used to do trail running and compete in triathlons. Now, having a job but not having the time for extra athletic practice, I stick to running and hiking.” Please bear in mind her love for sports, I have something to share with you later on. By the way, it seems that I have not introduced Beina’s role at HKBU to you. You may want to note the following clues:

She is not a teacher.
Not every student knows her.
Every SEN student knows her.
She knows well about every SEN student.

陳麗芳 Beina

於2014年加入浸大，與校方共同創立學生事務處轄下的特殊教育需要支援組。特殊教育需要支援組旨在為所有SEN學生提供平等學習機會，並同時致力於宣揚及推動校內的共融文化。除了校內工作，Beina亦曾代表浸大與其他大專院校及非牟利福利機構合作，以不同形式推廣包容共融文化。

「在香港，我們一說到SEN同學，就好像只想到他們需要別人幫助。但是我到目前為止接觸過的SEN同學，他們在香港教育制度下，能夠克服到自身不同程度，外在或內在的身體障礙，再繼而成功考到公開試升上大學。對我來說，其實他們是一群精英。」

What is SEN?

SEN refers to special educational needs, an umbrella term covering a wide range of developmental difficulties, disabilities and health issues that adversely affect one's ability to learn. They include but are not limited to:

- Attention-deficit hyperactivity disorder (ADHD)
- Autism spectrum disorder
- Physical disabilities
- Visual impairment
- Hearing impairment
- Specific learning difficulties (e.g. Dyslexia)
- Mental illnesses
- Visceral disabilities
- Chronic illnesses

stack of paper in her hands, from which she read the known troublesome spots across the campus: missing signs that mark the presence of barrier-free washrooms, overly steep wheelchair ramps that may cause wheelchairs to flip over backwards, heavy non-automatic doors that distress users with disabilities, and so on and on. As a connector, Beina would then liaise with and put forward recommendations to the concerned administrative bodies. Some may see SEN students as needing additional support; however, from Beina's perspective, SEN students are simply suffering from a lack of facilities that are fundamental to their campus life, facilities that are long overdue.

"Hello, Beina. I cannot feel right when I am surrounded by people."

SEN students make up less than one percent of the number of enrolled students at each of the eight public universities in Hong Kong. In her eyes, connecting takes place in many ways. Sometimes it is through a meeting, a call, or an email; at other times, it is through programmes and workshops open to typical students, who are the 99 percent on the campus. Imagine being a student with social anxiety disorder and having to work on a group project with a group of people who know nothing about your difficulties. Fear meets misunderstanding. It could be a dreadful experience. Ever since 2014, Beina has been (co-)organising activities that advocate campus inclusion, raise awareness and dispel misconceptions. Here below are a few highlights in recent years:

- 2021
- Introductory Training Session for Inclusion Student Ambassador Programme
 - Student Workshop of "Not Homebody, Not Nobody. Autism can be Somebody"

- 2020
- eLearning on Hong Kong Sign Language
 - Joint-University Barrier-Free Discovery (Taiwan)

- 2019
- How Braille Was Invented
 - Embrace Inclusiveness: The Miracle of the Factory for the Blind

A FACT ABOUT BEINA

Remember Beina is a big fan of sports and outdoor activities? She had been a guide runner¹ in her spare time, running alongside visually-impaired runners in local and overseas races and providing whatever assistance is needed. It might have started as simply a volunteer service or a meaningful pastime, but it ended up being an experience that enabled her to experience firsthand the struggles of those who can see nothing but darkness, whether in daily life or in races. Those runs turned out to be one of the very reasons why she is now here, running with our SEN students every semester.

¹A guide runner is a person, usually a volunteer, who is trained to run or jog with individuals with visual impairment at a steady pace.

"Hello, Beina. I'd like a chat with you."

Yes, Beina is a member of a two-member unit of the Office of Student Affairs—Unit for Students with Special Educational Needs (USSEN). "I think I am like a connector, connecting different SEN students to resources that correspond to their needs," Beina spoke humbly of her role. In fact, she does more than connect. Every new academic year, newly enrolled SEN students will be referred to Beina, who will then study their files individually and invite them to one-on-one meetings, which are known as individual need assessments. The point of such meetings is to let them know that their limitations are recognised and taken into serious consideration by the University and, most importantly, that the University cares and is willing to make plans that could possibly minimise their challenges. It does not matter if the student is too shy to meet at this early stage of their university life, since Beina will always be one call or one email away throughout their years of study here.

"Hello, Beina. The door on 4/F is too narrow for my wheelchair."

Before functioning as a connector, Beina would sometimes venture out of the office and patrol the campus, from one floor to the other, one building to the other, just to see if there is anything causing trouble to students with mobility difficulties. "There are still lots of problems to be solved," said Beina, with a



Liam was graduating soon, while Sophie was a newcomer to the university. They were never in the same class, and Sophie was supposed to be familiarising herself with the new environment on her own, just as Liam was supposed to be super busy with what he had to deal with as a final-year student. It seemed for some time that the two of them were just some strangers to each other. But just for some time.

Things started to change when they learnt of each other's existence and that one thing they had in common—the need to use a wheelchair. Having studied here for a couple of years, Liam had already been well-acquainted with the geographic features of the entire campus, therefore knowing where his wheelchair could travel safely and where troubles and dangers lurked. He shared with Sophie all the tips he had for navigating around the campus in a wheelchair. The weighty doors. The risky slopes. The locations of barrier-free toilets. The inconvenient entrances to places without wheelchair-friendly main entrances. Sophie was reminded of them all, and it saved her from a lot of hassle.

Not every wheelchair user is physically able to go to the toilet alone. As for Liam and Sophie, their conditions did not allow them to do it effortlessly on their own, and they would need a bit of help in undressing and getting seated on the toilet seat, which is usually given by their caregivers or trained professionals. It explains their parents' occasional visits to the university. Time flew, Liam graduated and Sophie was given an internship offer. The stars aligned and they happened to be working in the same district, to be exact, in two buildings that were literally next to each other respectively. One day, Beina received a call from Sophie's mother.

"Hello. Beina. It's Sophie's mother. Sophie's now working in Wan Chai."
"I'm going to Sophie's office at certain times every day to help her use the toilet."
"I've realised Liam is just working next to Sophie's block."
"I can help him as well if he doesn't mind!"
"Could you ask Liam about it for me? Thanks!"

At a dinner table, Beina delivered Sophie's mother's message to Liam. Overwhelmed by the unexpected kindness, he quickly said yes to the offer and could not help exclaiming in joy and surprise.

"How can she be so kind?"

Beina has a lot more stories to share, and it would take a hundred or more pages to write them down. She does have a message that she wants to deliver to all SEN students at HKBU. It is just down here.

“

I am so honoured to be able to be a companion with a group of elites. Add oil!

”



AN INDELIBLE MEMORY // A SINGULAR TRUE STORY

Hong Kong Sports Anecdotes

Prof CHEUNG Siu Yin

It may sound cliché, but be grateful when you are healthy at this very moment. Common sense may lead some to think that being healthy simply equals not being sick or not having a cold. However, in fact, it could just be as simple as being able to breathe and to jump. A realisation that has long hit Prof Cheung.

Over the past decade, Prof Cheung and her students have had a good many encounters with members from some of the oft-neglected communities, from juvenile former drug abusers to athletes with disabilities. In those short moments spent together, she saw dispirited eyes, discouraged souls and disheartened youngsters. Prof Cheung knew what was needed—encouragement and positivity—and she tried to bring about a change together with her students. And she did, with her students.

If there was anything else that Prof Cheung wanted for her students as a teacher, in addition to an inquisitive mind to learn things in class, it would very probably be a grateful heart, one that is grateful enough to recognise their good health and their potential to bring light into the lives of those not as healthy among us.

香港體育軼事

張小燕教授





談到海泳，很多游泳初學者都因潛伏在大海中的危險而卻步。一來怕喝到未經任何過濾的海水，二來恐懼那深不見底的海床，三來怕遇上潛伏在海岸的海洋生物。可是對於來自體育、運動及健康學系的張小燕教授來說，這些都不曾為她初初接觸游泳的顧慮。在她只有幾歲的時候，她已跟著爸爸到荃灣的海灣學習游泳。我非常好奇地問她在大海中有沒有「難忘」的經歷，而她回答道：「我想，在大海中游泳，你最需要留意有沒有白鯨。不要被牠們『炸』到。」我再追問她有沒有被「炸」過，她說：「有啊！幸好小小而已。只是被牠的一條鬚掃過。但真的很痛。」縱使如此，她仍然繼續在海中游泳的習慣，並笑言游泳遇見白鯨，而且被牠整到可說是一個人生經歷。生命中往往有不同的人與事在我們腦海中留下深刻印象，甚至改變我們對生命中各式各樣的事與物的看法，而對小燕教授而言亦當然不例外。

外出服務篇：一群正戒毒的青少年

甚少出海，長期生活在石屎森林的我們甚少見到白鯨。同樣地，長期留在自己圈子的我們亦甚少與戒毒人士接觸或互動。多年來，小燕教授積極推行服務學習，與不同類型的社福機構合作，好讓學系的同學們能有機會運用他們體育康樂方面的知識幫助更多平日鮮有接觸到的社群。在一次服務學習的活動中，小燕教授與學生們一同到一所戒毒中心，首次親身服務戒毒人士。

事隔多年，該次活動經歷對小燕教授仍然記憶猶新。「其實那些正在戒毒的朋友，很多都很年輕，與我們的同學年紀都是差不多。」她憶述當年在該中心的畫面。「我發覺他們就像失去了自我。對於他們而言，有很多的決定並不是他們自身決定，而被所吸食的藥物控制。」

在小燕教授探究多年的運動心理學中，訂立目標是一個非常重要的概念。透過訂立明確且可達成的目標，我們才會有動力去付諸行動。當在努力後達到目標，定必會感到鼓舞，從而使自己的自信心得以提昇。而當天在戒毒中心中，小燕教授在那正戒毒的年輕人眼中不僅看不到自我，亦看不到目標。「我想這班朋友知道，他們需要有一個夢想。」正正因為此「夢想」，在該活動之後，小燕教授決定帶這群年青人到大學校園，並讓學生們進行體能測試，然後一起在籃球場揮灑汗水，純粹希望大學校園體驗及體育活動能夠為他們對未來的憧憬注入正能量。該次經歷給小燕教授帶來很大的感觸。亦因如此，她之後再安排學生到位於大嶼山芝麻灣的正生書院，與另一群社會甚少關注的年輕人生活一天。

課堂教學篇：放棄自己曾經所好的聽障運動員

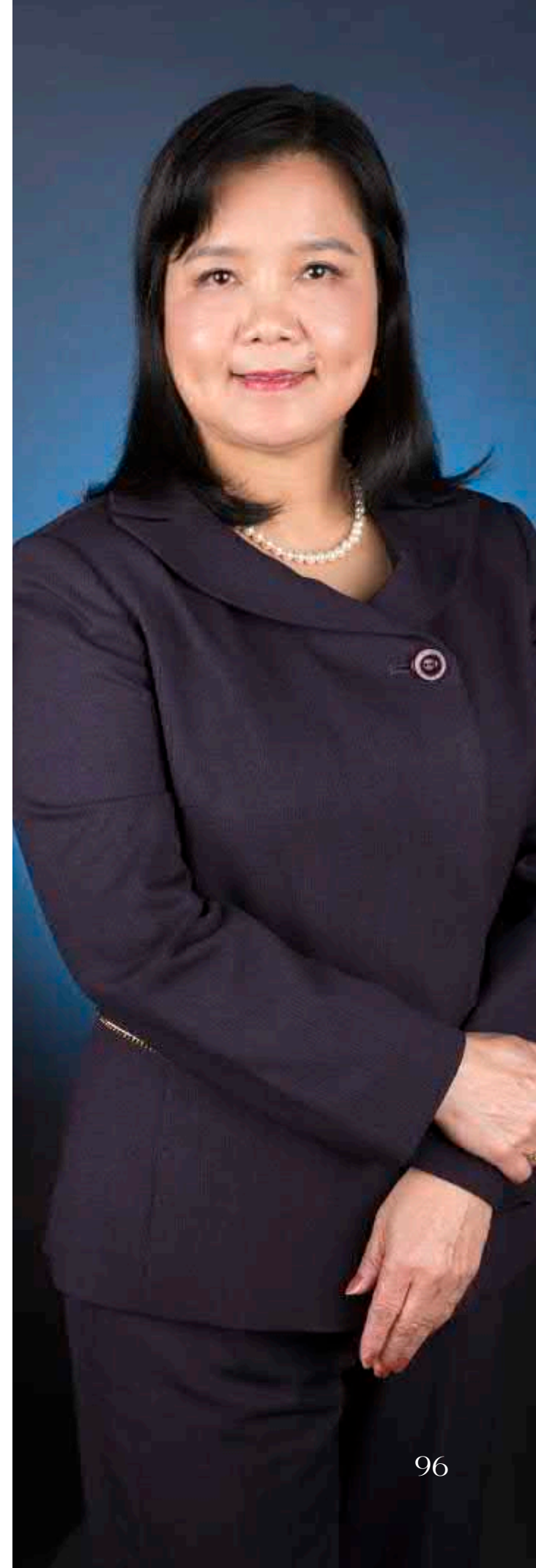
在學生面前，小燕教授很少用「同學仔」來稱呼同學，因為她不想學生有種自己仍然是小朋友的感覺，而他們已是成人，更是將來的領袖。在多年的教學經驗中，很多學生在畢業後都成為了老師、教練或從事其他較重領導才能的職業。「他們未來會怎樣看待工作上遇到有特殊需要的人士？」這或許是小燕教授時會想到的問題。因此，她曾邀請特殊奧運運動員、匡智會的朋友以及有不同身體障礙的人士到她的課堂中，包括分享他們的運動經歷以及當中曾面對的歧視。而其中令她印象特別深刻的是位有聽障的籃球愛好者。

他從小便喜歡籃球，籃球技術也很不錯。不久後，他便成功成為校隊一分子，更遇到一位視他如一般隊員一樣的籃球教練。這位籃球教練在適當的時候會提供適量的協助，好讓他不曾覺得自己受到教練的特別待遇，而且同時擁有靠自己發展的空間。可是，事與願違，一段時間後，當他轉到另一所學校，新教練對他的態度截然不同，放大了他聽力上的障礙，沒有把著眼點放在他的技術上。久而久之，因為他人的目光，打籃球不再令他高興，而他亦從此沒有再觸碰過籃球。

小燕教授想著，作為教練或老師時，甚麼最為重要？學生表現？學生個人發展？校隊聲譽？不論怎樣的排序，該位朋友的分享令她更體會到教練或老師都必須有一種“awareness”，留意身邊不同人的需要以及互相尊重，因為帶領著新一代的他們正在擔當一個非常重要、而且有著莫大影響力的角色。即使是已在大學任教多年的她，她直言她也時常提醒自己：「你怎樣看待學生，學生便怎樣看待你。」

當能夠感恩時感恩

對小燕教授來說，每一次的經歷都叫她更加感恩，而她亦都希望同學們像她一樣，變得更加感恩，感恩在「當下這一刻」我們仍然健康健全，可以跑，可以跳，看得清楚，聽得清楚，因為一切並非必然。拋波接波的動作看似簡單，在社會上卻有一群人需要為這動作每天努力練習雙手相關肌肉。除了心存感恩，她亦會繼續與同學身體力行，接觸社區男女老幼，鼓勵平日少做運動的人更常運動，透過他們學科的知識去幫助有身體障礙的人克服自身難以克服的困難，好讓任何人亦能切身感受運動帶來的正能量。





Meet the Experts



黃幹知 Kon-Chi Wong

/SLASH社工/

中大社工系兼任講師 / 理大兼任實習督導 / 為推動模擬長者體驗的社企Eldpathy擔任顧問。過去開創多個創新項目時，不時嘗試把科技結合在服務設計、規劃及營運流程管理。

A part-time lecturer and fieldwork supervisor in universities, as well as a consultant at the social enterprise "Eldpathy". He has established many innovative projects which integrated creativity with technologies.

何振宇 Stanley Ho

科創社工

註冊社工，有志於發展結合創意科技與人本關懷的社會服務，對處理數碼健康相關問題及社會服務社交媒體策略具豐富經驗。

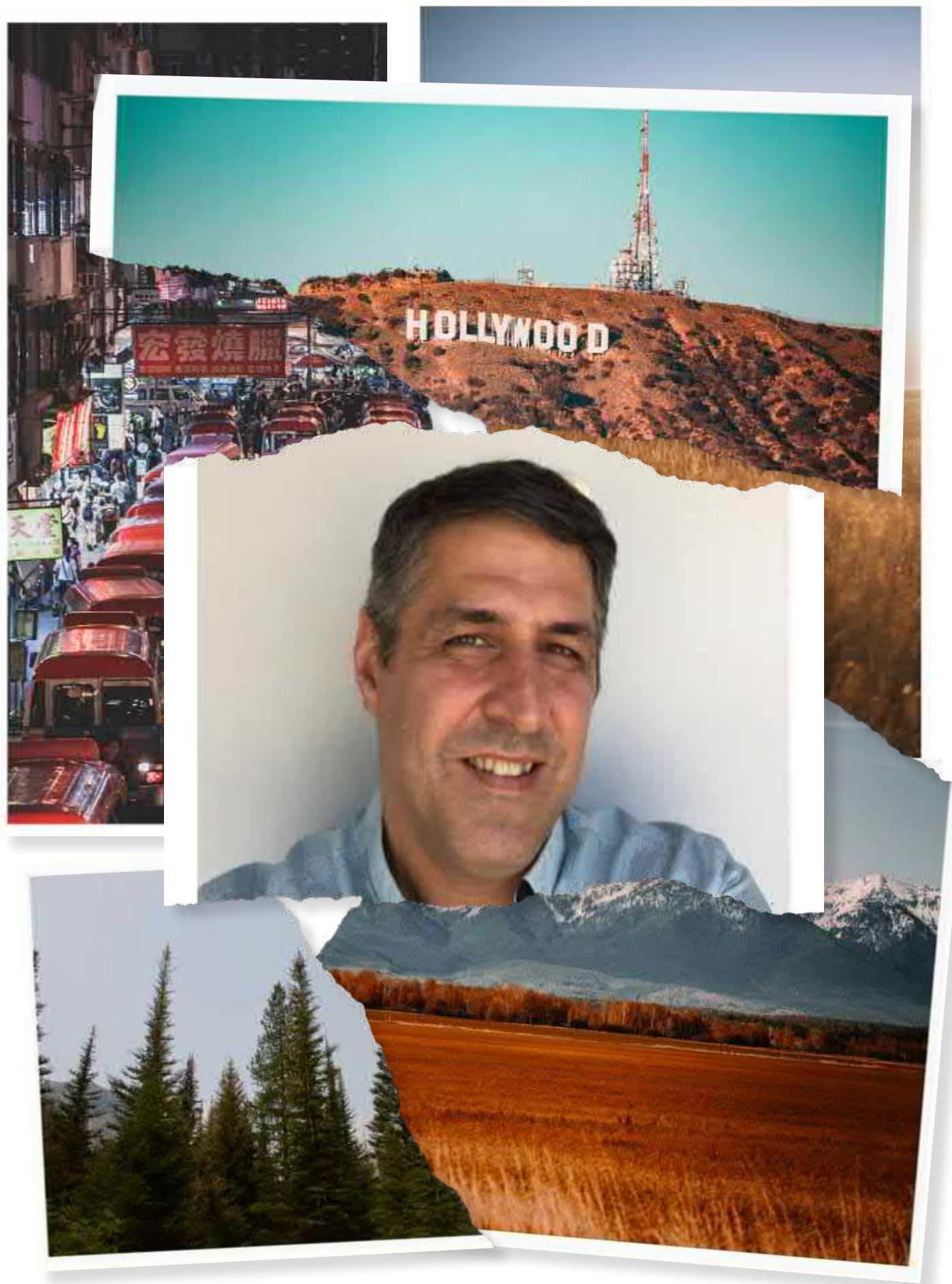
A registered social worker who is passionate about bridging the gap between creative technology and social work. He is experienced in managing digital healthcare issues and social media strategies for community services.

一般人覺得社工的工作只是服務個案對象，助他們走出困境。時移世易，在科技進步時，社福界也一同進化。知sir和Stanley有別於傳統社工，一位是SLASH社工，另一位是科創社工，二人相識多年卻第一次如此坐在一起聊天，又會擦出甚麼火花？

起初，Stanley在外展工作中介紹年青人進修不同的課程，尋找人生方向。學員對課程好評如潮，原來負責導師就是知sir，而二人都因此相識。知sir也有聽過Stanley的分享，當時Stanley正進行一個社福界內比較創新的網上外展計劃，例如在論壇尋找有需要幫助年青人，而知sir則伙拍教育局為通識科老師舉辦電子學習培訓。網上工具和媒體是青年服務新趨勢，二人亦因科技和創新想法相似而走在一起。

二人在社福界從事不同範疇服務，但都沒有受制於傳統的模式，反而花更多時間嘗試實踐社創，例如知sir曾經協助創辦初創社企「Eldpathy歷耆者」，結合長者的經驗智慧與年青人的創意熱情，讓參加者感受長者的身心狀況，促進跨代共融。而Stanley為科創社工學會的創辦人，以創新意念的應用，發展與時並進的社會服務，並讓這理念傳承下去。

本學年，知sir和Stanley將他們的創新想法帶到浸會大學。在後疫情時代，他們共同鑽研虛擬服務學習活動，例如讓中醫藥學院學生在網上進行骨傷推拿教學，讓行動不便者安坐家中就可通過視像軟件接受服務。另外亦有傳播系學生成為高中生的導師，以網上學習方式，訓練他們的面試技巧，應付未來種種挑戰。面對瞬息萬變的世界，他們成為年青人之間的橋樑，以全新面貌進行服務學習。



人物: Michael Robinson (Mike)

蒙大拿州是美國第四大的州份，位於西北部，面積約為整個英國的1.6倍，人口卻不足香港的五分之一，山脈及平原隨處可見。對於在蒙大拿州長大的Mike，時常想著自己喜歡的樂隊甚麼時候會來自自己居住的小鎮演出，但他們的表演行程往往只會包含其他州份的大城市，並不會到蒙大拿州。在當時那個沒有互聯網的時代，平平無奇的生活令他非常嚮往大城市的生活。或許大自然真的如別人所說，有著啟迪創作思維的能力，從小開始，他便對藝術範籌感興趣。大學畢業後，Mike決定到電影學院進修，並深入鑽研動畫製作。熱愛創作的他可以選擇到Pixar或其他電影公司工作，就如他當時的同學及同事一樣，可是因為電影業內的商業考慮及創作限制，他選擇走另一條路。機緣巧合下，他來到香港，並開始在亞洲教學的生涯。

“GET THE
[?] OUT OF
MONTANA,”
he laughed

THE WILD WEST:

AN UNUSUAL PLACE TO GROW UP IN

“Wild” and “unusual”. These are the two adjectives that Mike used when describing Montana, the fourth-biggest state in the US, where he spent a good proportion of his formative years. Growing up in this mountainous, landlocked state, which, you should know, is about 1.6 times larger than the UK, he would casually see vast tracts of land stretching all the way to the horizon as he cast his gaze further into the distance, with no ocean in sight. In Montana, there were/are not a lot of inhabitants; as of 2019, its population just slightly exceeded one million, still a number significantly smaller than Hong Kong’s. Much as Montana is blessed with what many city dwellers crave, such as spectacular nature and free space to run around, Mike had always felt boxed in, finding himself missing out on a lot of excitements which he would not have otherwise missed out on if he had been in some big city all along. However, is there any perk of growing up with nature? If you ask me, it would be easy access to the perennial source of inspiration, that nature itself is.

MR ARTS

Mike gravitated towards the arts at a rather young age. He was never a fan of mathematics. As a kid, he always had these dreams of becoming Mr Design or Mr DeeJay one day. As he went to college, he chose journalism as his major. Music. Designs. Words. All of these are expressive in their own unique ways. Things took an even more decided turn in his senior year of college, when he was offered to play a part in the production of an employee newsletter. There he dealt with layouts, graphics, and designs, things that intrigued and kept him pleasantly occupied. He liked all of these novelties (probably more novel than you think as back then it was a pre-internet era) presented to him, and he therefore tried to take all the elective courses that touched on these unfamiliar territories. This experience more or less set the tone for much of Mike’s career, but surely not entirely.

TO WORK IN HOLLYWOOD OR NOT TO WORK IN HOLLYWOOD

Years after completing his undergraduate studies in journalism, Mike decided to go in the direction of animation and to pursue further studies at a film school. Rather understandably, many students had one common goal to strive for, which was to find a job at Pixar or other big names in the film industry. Some of his old classmates and former colleagues did manage to realise their dreams of working behind the scenes for blockbusters, one of them being Swedish composer Ludwig Göransson, who composed scores for films like *Black Panther* and *Tenet*. However, to Mike, who has too done quite an amount of “commercial stuff” prior



to his teaching career here in Hong Kong, like producing animations and designing web pages for MTV Networks, the idea of having his name appear in the rolling credits of a Hollywood production was lovely, but it was not really that alluring because he has always understood that he, as a creative, will normally not be given the creative control he wants in the world of commercial filmmaking. Therefore, independent productions that are smaller in scale are typically what Mike is more attracted to.

*“It’s not about the content.
It’s just about my role.
It’s very limiting.”*

THE WATERSHED

“Mike, have you considered being a teacher? You will be a great teacher.” A former colleague of Mike’s, who was the creative director in charge of South Park toys, said to him back when he was still living in the US. Seeds were sown at that very instant. Soon, Mike got his first chance to experience teaching as a graduate student at the University of Southern California, and he just loved every minute of it. In teaching, he found flexibility, stability, and a high degree of applicability of his knowledge and, most importantly, creativity, uninhibited. Since then, teaching became a nearly integral part of his professional life in the US, and life went on as usual, until he reached a low point in his personal life over a decade ago, which inadvertently brought him abroad to Hong Kong, where he now leads a life presumably impossible to conceive three decades ago when he was in Montana.

TO MAKE THE BEST OF CREATIVITY

Throughout all these years here at HKBU, Mike has taught courses revolving around animation, documentary produc-

tion as well as motion graphics, and he was among the first to incorporate elements of service-learning into his courses. Sometimes such creative courses may somehow give the erroneous impression that design disciplines do not contribute much to society, but his attempts to implement service-learning have debunked it and proved otherwise. Last academic year, a group of his students collaborated with the Hospital Authority and made a series of short videos introducing different medical conditions to be played in public hospitals. From Mike’s viewpoint, the students have done a task that doctors and nurses are not expected to do, a task just as important as giving out treatments, namely disseminating essential health information. Despite the fact that service-learning can be a bit of a gamble since it is bound to “bring in new people”, in his words, the risks involved are more often than not outweighed by the attendant benefits, for instance, tactful communication skills. In the bigger picture, such endeavours usher both Mike and his students out of “the ivory tower” and into local communities, where creativity is given room to breathe, to roam, and to give birth to meaningful collaborations.

黃健明博士 Dr Aries Wong

“Empathy and interpersonal skills can matter even more in today’s business world.”



可持續發展與經濟學 Sustainable Development and Economics

黃健明博士現於經濟系任教。從事了大專教育工作已經超過十二年的他，踏入教育界前，曾在銀行的信貸和風險管理崗位工作了一段不短的時間。工作期間，他同時兼讀了風險管理的碩士學位，由於進修和工作的需要接觸了不少學術研究，於是漸漸對於學術研究產生興趣。最後他在2016年辭去了正職，重返大學研究院，其後逐步取得博士學位並展開教學生涯。

大概是出於過去在業界的工作經驗，Aries特別重視以知識和技能的應用性，來提升同學的學習興趣和動機。他認為身處資訊氾濫的年代，學生單從互聯網就能獲得大量資訊和學習新事物，不像以往必須依賴老師，所以老師的角色也應該從傳授知識轉變為引導學生發掘知識和激發他們的學習動機。

幾年前開始，Aries開始負責服務學習形式的科目，希望把回饋社會的理念帶給學生。他在中四開始參加義工服務，透過參與當時社會福利處組織的義工隊，探訪偏遠鄉村的老人、為弱勢社群舉辦活動和替低收入家庭的學童補習等等，幫助弱勢社群。他認為社會服務能夠讓同學發展出同理心，而服務學習則更加可以為同學提供一個運用自身知識和技能服務社會的機會。

雖然他任教的經濟系隸屬於工商管理學院，可是他認為除了商業決策相關的本科知識（硬實力）以外，服務學習提供的社會服務經驗同樣有助擴闊學生眼界，提升同理心、溝通技巧、處事態度等重要技巧（軟實力）。就像他負責的ECON3075 Service-learning in Sustainable Development課程，同學透過參與非物質文化遺產保育、環境保育、社會共融等各種可持續發展議題的服務學習專題研究，有機會接觸社會上的不同持份者，彌補了在「象牙塔」中所學知識的不足。

最後，Aries寄語同學要以廣闊的胸懷，行有餘力，則以助人。

As an Economics lecturer, Dr Aries Wong has shown us a perfect example of studying business doesn’t necessarily mean earning money per se.

Recalling his voluntary work experience when he was young, Aries has developed a passion in helping the marginalised and the underprivileged.

I used the example of shortage of masks when I taught demand and supply. You have to let students relate knowledge to reality.”

Environmentalism, conservation of intangible cultural heritage, and promoting inclusion and diversity are some of the service-learning projects Aries is interested in.

Soft power, like empathy and interpersonal skills, can matter even more in today’s business world.”



DR GRAY HO KOON SING



“YEAH, SCIENCE!”

何觀陞博士

自小喜愛化學、具有處事謹慎的性格，Gray於香港大學理學士畢業後修讀博士。其後加入浸大任教，在2020年他獲得英國皇家化學學會頒授「特許科學老師」資格，以表揚他在科學教學成就。在此之前，他自2018年起與CISL合作，向他的學生推動服務學習。

With a love in chemistry and having a detail-minded personality, Dr Gray Ho graduated from The University of Hong Kong with both bachelor and doctoral degrees. After that, he started his career teaching chemistry at HKBU. In 2020, he has been awarded Chartered Science Teacher (CSciTeach) by the Royal Society of Chemistry in recognition of his excellence in science teaching and learning.

By perfect coincidence, he met CISL's former Director Cindy Chan who invited him to add service-learning elements into his course. Gray liked the idea and believed it could make his class more interesting and less repetitive, which would also bring more meanings to the students. Since then, Gray's course CHEM4085 Food Analysis started working with Foodlink and it marked the beginning of his service-learning journey.

In 2018, Gray teamed up with Foodlink under the support of CISL to find good learning opportunities for his class. They decided to allow students to work in the volunteer projects “Bread Run” and “Hot Food” - a programme under Foodlink that collaborated with local bakeries and convenience stores for them to donate unsold bread after their shops closed. Meanwhile, “Hot Food” aimed to collect surplus food from hotels for the same purpose.

The project allowed students to carry out food analysis and apply their knowledge in real-life situations. They needed to test the collected bread and decide whether it was still edible. Unlike the usual food testing that took place solely inside the lab, Gray and his students contributed their lesson hours to the organisation and help the community while achieving curriculum goals.

EXTRA CARE; EXTRA WARMTH

After working with Foodlink for a while, Gray suggested adding nutrient analysis to the project, as he found out that some surplus food was safe to eat but not necessarily healthy for consumers. As a result, they started providing feedback to Foodlink. Gray and his students carried extra tests on the ingredients used in the food to determine the quality and safety of the food. With the data, they helped Foodlink to provide a more comprehensive service to the people in need.

Apart from Foodlink, Gray's class also collaborated with 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. Students went to a store in the chain and collected different food products as samples for laboratory tests. It seems that caring has never stopped in Gray's SL projects.

“I have always been obsessed with science, particularly in chemistry starting at a young age.”



BUILDING CHEMISTRY

Having incorporated service-learning elements into his course, Gray found out that the course not only helped students to apply their knowledge, but also served to contribute to society as well. He was content that he could provide his knowledge to Foodlink as he had never thought there was a way to get engaged to the community as a university lecturer before.

“It's a great experience for both students and myself. I don't think I would have such an opportunity to use chemistry to contribute to the community without service-learning. After all, it makes me feel that I am less stuck inside the lab.”

In addition, he thinks that this is a pathway for him to build better communication with his students, as he is worried about generation gaps as he ages. (No worries, Gray! You look super young – especially as a prof!) He thinks that he and his students treat each other as friends during the SL project, and this helps to narrow the generation gap – if any.

GRAY MATTER

As a matter of fact, Gray is very humble and deems that he still has a long way to go to become a successful teacher. (He has probably forgotten his President's Award 2018 for Outstanding Performance in Early Career Teaching!) He believes that service-learning is one of the milestones for his career development and a good experience for his future teaching.

While service-learning certainly creates a heavier workload for him, Gray points out that it is worth the energy as it suits his teaching philosophy: to see his students grow. Being able to help his students learn better is his ultimate goal as a chemistry teacher, and what matters most is to see the changes of his students alongside his teaching. While there are no perfect chemical formulas, this is the formula for Gray to balance between his students and his teaching career.



「為何怎樣做也一直有食物被扔出來？」

- 陳順慶

陳順慶(Joel)和很多香港人一樣，小時候開始，家人便經常提醒食飯時要把飯碗「吃乾淨」，原因很簡單，因為粒粒皆辛苦。日子久了，「惜食」的概念亦因此不知不覺變得根深蒂固。話雖如此，當時年紀尚輕的他並沒有堅決打算長大後從事救食工作。他喜歡電影。因此，他曾經一度以成為一名導演為夢想。他接觸過、學過、試過，但感覺還是不對。成為導演的志願離他越來越遠，遠得對現在的他來說只是中學時期的一個遐想。

人生轉捩點

在2011年，普遍港人對惜食、救食等概念尚未有很深入的認知。當年獨立記者陳曉蕾撰寫了她的著作《剩食》，一本深入探究香港食物浪費問題的調查報告。除了詳細講解了其成因及以大量相關的駭人數字告訴讀者問題嚴重性，《剩食》更提供了一系列的解決方法。在一次偶然的機會中，Joel遇到了《剩食》。翻閱數頁後，他便買下了這本書。他的救食之路亦隨之然開始。

香港剩食問題

在今時今日，每天有多於3,600噸「廚餘」被送往堆填區。但在這3,600噸中，其實有不少是尚可食用的食材和剩食。反觀另一方面，現時香港有130多萬的人口正生活於貧窮線下，當中更有不少家庭是三餐不繼。救食不但能減少堆填區的負擔，還可以令不少家庭有基本的飽肚感時，救食工作對Joel來說變得更有意義。

最浪費的情況

Joel在Foodlink工作。說到最浪費的畫面，他指大時大節的前夕往往是最多剩食被捐出的時候。而當中最深刻的一幕便是某年的中秋節前夕，他們收集到過萬個完全適合食用的月餅。若果食物沒有被捐出，它們便會同樣被其他廢物一同處理。

最沮喪的時刻

縱使近年香港惜食風氣越來越盛行，浪費食物之舉並沒有在城市中絕跡。他亦不禁嘆息：「為何怎樣做也一直有食物被扔出來？」

最觸動的畫面

每當有食物派發的活動，一些朋友便會提早一個小時多到地點預先排隊。其實每位朋友能獲派的食物份量並不多，份量或許只是足夠維持日常基本所需。儘管如此，他們想要的就是很平凡、很簡單的生活。

與浸大一同救食

Foodlink與浸大的合作可說是一拍即合。從2018年開始，Foodlink便展開了與浸大Dr Gray Ho 的服務學習課程CHEM4085 Food Analysis合作。課程中的同學除了到不同麵包店收集未被賣出的麵包外，更會帶食物樣本到實驗室進行檢測，以確保收集回來的食物能安全食用。可是，單單食品安全並不足夠，因為食物理應有營養及有助健康。有見及此，Dr Gray Ho及他的學生決定多行一步，為樣本進行營養分析。此舉使Foodlink更有信心派發有營養的食物給有需要的朋友之餘，同時亦給課程中的同學一個珍貴的機會把理論知識應用到生活層面上，以學生的身份為弱勢社群出一分力。

Profile: Joel Chan



Joel was part of Foodlink Foundation, a local charity committed to citywide food-rescue work, for more than half a decade.

He knows how much food waste is sent to the landfills every day.

He knows what time of the year huge amounts of surplus food would typically emerge across the city and await collection (or disposal).

And, to his utter frustration, he knows there is still food being wasted every day in 2021, regardless of the ever-increasing awareness of food waste and food-rescue work carried out by different organisations.

“Why is there STILL food being thrown out despite our never-ending efforts?” he asks.

Much as these facts can be demoralising to Joel, there is this one fact that keeps his head always up: that he knows there are people who live on what he and his colleagues do.

After all, what drives Joel down the path to saving surplus food? The answer is *Food Waste*, a book by independent reporter Leila Chan.

Facts about Food Waste

Food Waste, written by independent reporter Leila Chan, is a 205-page comprehensive report on the issue of food waste in Hong Kong.

Food Waste stresses one thing throughout the book: **every piece of rubbish is in fact a misallocated resource; leftovers are not rubbish at all.** Published in 2011, *Food Waste* serves as an in-depth guide to understanding the issue of food waste in Hong Kong from various perspectives. Apart from investigating the many origins of food waste, such as hotels and university canteens, *Food Waste* also draws insights from countries that have been effectively dealing with surplus food, such as the UK, and offers practical recommendations to catering service providers and the general public for reducing surplus food at source.

Although *Food Waste* has been published for a decade, it (sadly still) remains highly relatable to today's Hong Kong, where over 3,600 tonnes of food waste is disposed of and sent to landfills daily. Just as the author writes in the very beginning of the book, the problem of food waste is tied not only to consumer behaviour, but also to the business sector's indifference towards overproduction practices.

Facts about Foodlink

A registered charity established in 2001 committed to reducing food waste and alleviating hunger in Hong Kong. As of 2021, Foodlink has a total of 117 donors, including hotels, canteens, caterers and retail stores. From them, uncooked or unsold safe-to-eat surplus food is collected regularly. To ensure freshness, upon collection, the surplus food will be immediately delivered to the closest recipient charity, either for later cooking or as readily-made meals.

** A few months after this interview, Joel stepped down from his role at Foodlink and began pursuing his aspirations outside the city. We hereby wish him a life full of not only happiness and peace, but also passion and fulfilment.*

Dr Tam Dic Sze, Daisy

She teaches and rescues bread.

人物: 譚迪詩博士 (Daisy)

當說到糧食安全、糧食危機等問題，居住在香港的我們不太可能會馬上把它們和香港這個「大都市」聯在一起，因為食物對我們來說可說是垂手可得。喜歡食物而且已從事糧食系統研究多年的Daisy卻表示因香港極度依賴進口食物，當進口供應被各種不能預視原因切斷，香港便會隨即出現糧食危機。面對此潛在危機，市民可以做的便是「救食」。香港食物浪費問題嚴重，單是麵包，每天已有1,500公噸被送往堆填區，其數量相當於104輛滿滿的雙層巴士。她相信若這些食物能夠被「救」及分配到合適的地方，例如三餐不繼的家庭或社群，長遠來說不但能幫助緩解了他們膳食方面的負擔，還可以同時減輕對堆填區的壓力。因此，她於2019年創立了回收剩食平台Breadline，整理那些被錯配的資源，為這城市增添一些抗逆力。

The year 2021 marks different anniversaries to every single one of us. To Dr Daisy Tam, it marks the 10th anniversary of her teaching in the Department of Humanities and Creative Writing at HKBU, as well as the 1st anniversary of Breadline, a first-of-its-kind crowdsourcing web app that she developed for food rescue. The public platform mobilises volunteers to save perfectly edible leftover bread from being sent to landfills. Now, every week, with a team of committed volunteers, Breadline saves over a thousand pieces of unsold bread from being wasted and distributes them to a number of charities and community organisations serving the homeless, refugees, and the elderly poor. Why did Daisy develop Breadline in the very beginning? One of the reasons is that the sight of unsold food being doused with bleach never fails to upset her.

“Why throw it away while it is completely good to eat?” She often asks.

Years ago, when she was working as a “market girl” at Borough Market in London, specifically an apple stall, she used to exchange leftovers for other food products like bread and cheese with some of the other stall owners, which was a common after-hours practice there. Years went by and the after-hours exchange remained an evening ritual. It was not very often to see food being destroyed, but it did happen from time to time where bleach was thrown over unsold food, which would infuriate her. Those were the days in London when she learnt to respect the merits and criticality of food rescue.

Back to the present, as is the case with most teachers at university, teaching and research already require a considerable investment of time and energy from Daisy. Building a digital food-rescue platform from scratch, as well as running it thereafter, just requires as much time and energy. To a

foodie like her, a genuine love and respect for food is definitely one factor that led her to undertake her food-related research and start her food-rescue work. However, there is something else of greater substance to her—social justice. Why do some have three filling meals every day while some struggle to have three simple meals? Why is there so much food being wasted while there are hundreds or even thousands of families suffering from a lack of it? Such questions puzzle her and move her to action. For your information, one cruel fact: in Hong Kong, there is a staggering 1,500 tonnes of unsold bread, which translates roughly into 104 fully-loaded double-decker buses, sent to landfills and left to rot among rubbish of all sorts on a daily basis.

Now as Associate Professor at the University and a local urban food system expert, Daisy has already been used to speaking in lecture halls and in public. There is not a confidence issue at all, obviously. Judging by the way she articulates words and laughs, one would have a difficult time picturing an unconfident version of hers. In a longer-than-an-hour interview, she talked about the unconfident girl that used to live within her, the experiences that shaped her into who she is today, a little-known role of hers, and so much more that she would not normally explore in class or in public.



Launched in April 2020, Breadline connects volunteers to bakeries to collect surpluses for those who need it. Using real time information, Breadline leverages on the collaborative power of individuals to help collect over a thousand loaves of bread every Friday. By making it easy for volunteers, Breadline also reminds the public that every individual has the power to act. To date, over 80,000 loaves of bread have been served to those who need it.

Read on to find out more. ➡



Noah: Do you remember having any aspirations when you were at primary or secondary school?

Daisy: I knew teaching would be a great fit for me at quite a young age, and I did not have a “lofty” aspiration, actually. I would not say I grew up feeling constantly frustrated or discouraged, but while I studied at a prestigious school, I never was a high-achiever; instead, I was always one of those who just gets by. So, growing up in an elitist education system, I did not have much self-confidence, which explains why my aspiration was not “lofty”.

While I did not excel in most subjects, I did excel in English. That’s probably due to the fact that I read a lot. So, I began working part-time as an English tutor. Since all the part-time jobs I did were all related to teaching, I had then been driven to think that I was suited for the job and to think of becoming a teacher as some kind of a goal.

Noah: Has there been a turning point in your student life that you think has had a far-reaching impact on you?

Daisy: I think the turning point was when I got to choose English literature as my elective when I was a senior at secondary school. Studying an interpretive subject like this, I came to realise that studying was not only about memorising things. It could be about multi-perspective thinking, which was something I was interested in and found myself capable of, hence the better academic performance in this regard. That’s the point in my life where I began to recognise my ability. Then I went on to study comparative literature at HKU. Things started to develop slowly and gradually. Yes, I think that’s the story.

Noah: In what way has studying subjects like comparative literature and cultural studies influenced you?

Daisy: The influence has been rather profound. Multi-perspective thinking. Sensitivity to words and meaning. Critical thinking. These were the kinds of training that the studies of comparative literature provided me with. Very often, the subjects that ask questions to which there is no absolutely correct answer are the ones that test your thinking. The way you understand and interpret an issue. That’s the most fundamental training from the studies of comparative literature.

What I learnt from cultural studies is that academic studies can change the way we interpret our society, enable us to conceive of a better future, and reconfigure our actions towards a more equitable and sustainable future—it can achieve a better version of society that is more equitable and more sustainable. To me, the humanities are more than a certificate or a diploma; they are an attitude to life. To be frank, such subjects changed my value system.

Noah: What do you want your students to learn the most from your classes?

Daisy: I want them to become what I call “critical optimists”. First of all, they have to be optimistic. Secondly, they have to be critical in the sense that they have to know how to analyse a situation and figure out where to improve. If you are pessimistic, you’ll then do nothing; if you are uncritically optimistic, you’ll then see everything as perfect and needing no further improvement. Improvement can mean better collaboration, better social relations, etc. I hope that they will make an effort to remember this.

Noah: I have one question about Breadline. How would you describe what Breadline has achieved so far?

Daisy: Um, I am very proud of it, hahahaha! It’s been a difficult year, given the social movement and the pandemic. Because of the decentralised system design, everyone can rescue bread independently. That’s why our weekly food-rescue work has not paused at all. So, more than 80,000 pieces of bread were collected over the year. I think it’s remarkable!

Noah: Back to the topic of food. What do you think about our canteens on campus?

Daisy: There isn’t much variety on the menus. Not only the variety of prices, but also the variety of healthy choices. A heavy lunch, one with a lot of rice and gravy, can leave me feeling very drowsy. I believe if it happens to me, it happens to students too. Besides, I think accessible healthy food is essential and should be made a top priority by the University, so you should support me opening my own café, hahahaha! I have already told a lot of people about it, my department head included!

Noah: What kind of café would you like to run?

Daisy: I do have an idea and I have already told the Dean about it. Apart from running a physical café on campus, which would need to be licenced, I know there are quite a number of possible ways to provide catering services on campus. There is one charity in Hong Kong that I really like. It’s named Table of Two Cities. They hold events where cuisine from different countries is served, the dishes of which are usually vegetable-based. Africa, the Middle East, and so on. Elements of music and storytelling are very often incorporated into the events.

The university is an ideal place for such events, where students can have an affordable good meal and listen to their (the refugees’) stories. This is so far what I want to do the most! For example, we can call the coming week Africa Week, serving dishes from different African countries every day within the week. Surely, budget is something that needs to be handled, but I believe it is just a matter of whether you want to make it simple or fancy.

Noah: I know that you are also part of Enrich, a non-governmental organisation that promotes economic empowerment of foreign domestic helpers in Hong Kong. What are you responsible for?

Daisy: Oh, I just stepped down as board chair last December, since I want to see new people take the helm, to bring new insights and energy. I had been part of the organisation for many years, unofficially for 8 to 9 years, officially for 6 to 7 years. It’s not a large organisation, so I would describe what I did as very down-to-earth.

It all started with understanding their background, for example, their family stories and the main reasons why they had decided to come to work in Hong Kong. Some came here for their children, while some for their parents, generally speaking. It’s all very human. I’d then talk to them about our workshops, which aimed to introduce the idea of financial literacy to them. Right information, right training, right workshops. It’s all about education after all.

I think the central idea is about how we can support and offer them better opportunities so that they can make the best of their time here in Hong Kong, learning as many skills as possible. Apart from that, I would do a lot of public speaking, simply letting the general public know that foreign domestic workers have their families, their stories and their lives. If you help them, you’re helping their families as well.

So, briefly speaking, my work at the organisation spanned several areas: programme development, fundraising, and research and communication.

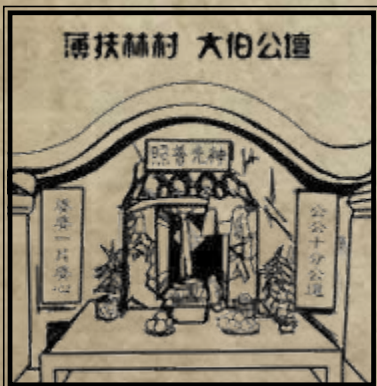
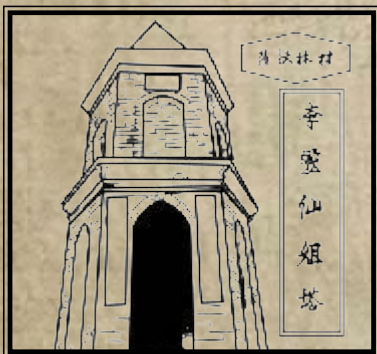
Noah: Was there a particular experience or story that prompted you to take serious note of the foreign domestic helpers and their welfare?

Daisy: There isn’t a special story actually. It has more to do with ideas like social justice, diversity, social inclusion, equality and equity, which I see as my value system. In Hong Kong, there are many families that are heavily dependent on these migrant workers, to fill the gap between elderly and child care, given the poor elderly care and poor child care. They are indeed a strong contribution to Hong Kong’s prosperity, especially during this difficult time.

Noah: What is the ideal for foreign domestic helpers that you can picture in mind?

Daisy: The ideal would be that they could achieve what they want within their temporary stay in Hong Kong. Without financial planning, some have worked here for thirty or forty years, in a place where they can never integrate. In that case, they can call neither Hong Kong nor their country their home. If they had children, their children would have reached their middle age by the time they returned. So, I hope that Hong Kong can be a place where they can make their dreams come true.





DAY AND NIGHT IN POK FU LAM VILLAGE DANIEL'S STORY

Their story dates from the 17th century. People who are now settled in the Pok Fu Lam area. Maybe they had fled there, or maybe they were Cheung Po Tsai's posterity. No matter where their origin is, they have gone against the tradition of having only one surname in the same village.

Today, when you walk into Pok Fu Lam Village, you can feel the harmonisation of East and West. New and old festivals develop together and continue to record every bit of life. From the Department of History of Hong Kong Baptist University, Dr Daniel Kwok led his students to participate in it through service-learning.

Many years ago, he embarked on his journey to delve into historical anthropology. History is recorded in words, while anthropology emphasises

on-site surveys and visits. Visiting in person and being a part of a certain community is the most important element of service-learning, and it perfectly fits his pedagogy. He went to Pok Fu Lam Village with students, talked with the villagers there and learned about their stories, trying to better understand how local revitalisation could be better achieved.

In the process of creation and innovation, students handcrafted various souvenirs that captured the very essence of the village. Hopefully they would serve as local artefacts that preserve local culture and help to build sustainable communities.

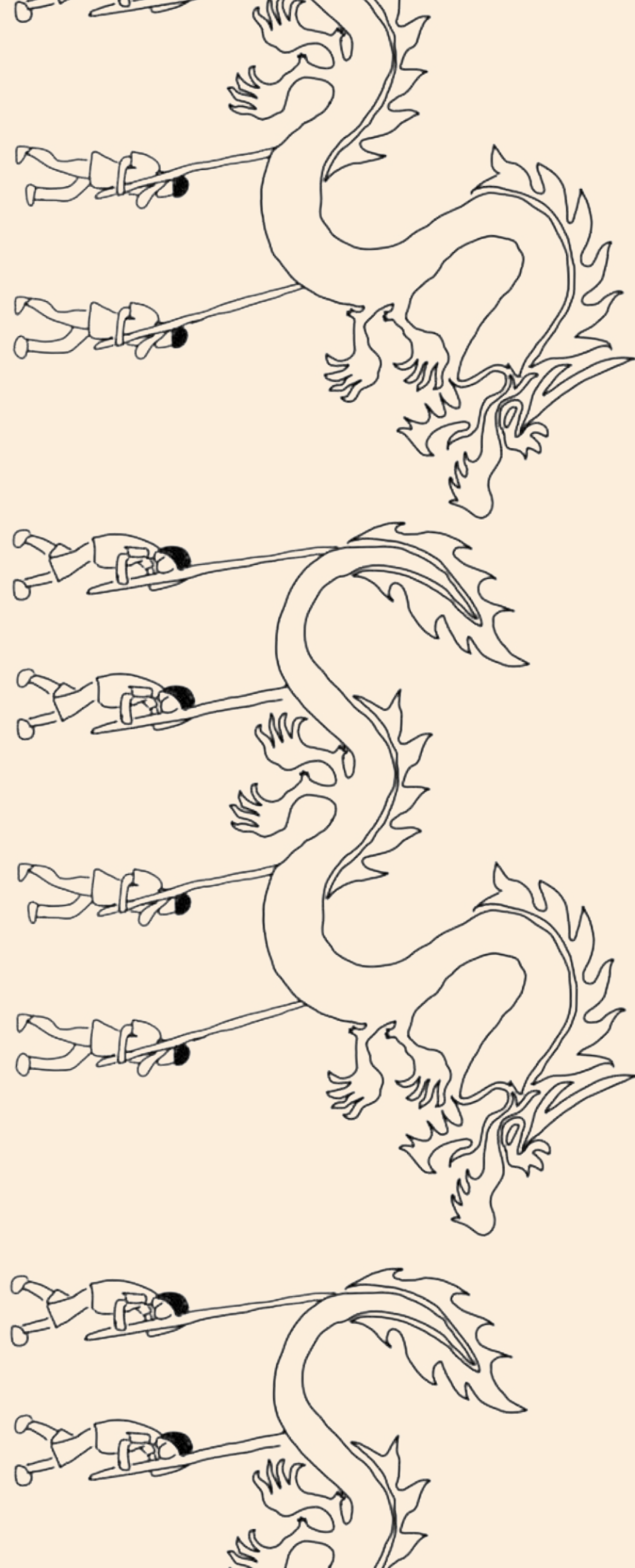
薄扶林村的日與夜

郭錦洲的故事

原住民的故事早在十七世紀說起，當時薄扶林一帶滿是聚落，有人說他們是逃難至此，也有人說張保仔後人在此定居，打破村落同姓同宗的傳統。時至今日，村落雖不起眼，但當走進裡頭，便能感受到中西交融之美。縱橫交錯的村中小徑如脈絡一樣，帶你走過村的祭壇、靈塔和草廬。另一頭，卻是內一座又一座的哥德式堡壘，讓人想到《玻璃之城》中黎明和舒淇分手後重逢的凄美。古村與一旁的貝沙灣豪宅相映，看到了兩種截然不同的生活。除了固有的舞火龍和李靈仙姐誕，村民更加入「新傳統」，每年以「薄扶林村歷史聚落節」和「豐收節」紀錄生活的一點一滴，讓村落在新舊之間繼續發展。浸大歷史系講師郭錦洲博士帶領同學以服務學習形式參與其中。

話說當年，郭博士的老師將一張名片交到他手中，邀請他到黃山市進行有關宗族的考察，自此他便開始歷史人類學之旅。歷史以文字記載，人類學則重視實地觀察和溝通訪問，兩者相輔相成，印證每一段流傳萬世的故事。服務學習最重要的元素是投入社區中，正與他的教學方法吻合。在創新服務學習中心協助下，他與同學一起進入薄扶林村，尋找文獻中描述的牧場和製奶工場。與村民對話，認識多代族人的發跡故事，了解當地的活化需要。

服務橫跨兩個學期，第一學期的同學提出服務計劃，而第二學期的同學將他們的計劃執行。當地居民並無固步自封，反而與浸大一群年青人創作具當地特色的紀念品，例如日曆和利是封等，以此成為保留在地文化的高牆，捍衛本土聚落的一道防線，建設永續社區。疫症期間，雖然同學無法再到實地考察，仍能與居民在網上進行交流活動，就如郭博士所言：「在服務學習上，不要因為困難而放棄，而要想辦法做更多。」



衷
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Diving into the Unknown



2,381 ratings

Always seen in chic outfits and wearing mystic charms, like gourd-shaped necklaces, she had her ways of creating an image of herself in the heads of others. She had a territory where she reigned. She was the mastermind behind an emerging trend in her territory. She had goals. She exerted herself to have these goals fulfilled.

Now, however, she cannot be found where she used to be found. She has found another territory, one that is mountains and oceans apart from her old one. She is playing roles she has no or little experience of playing. Despite the sea change, she continues to explore the uncharted under her own momentum, undaunted and determined.

So, where is she?

[Memoir](#) [Biography](#) [Non-fiction](#) [Education](#)

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Community Reviews

**Noah**28 reviews
71 followers

Before she moved abroad, Cindy was Director of the Centre for Innovative Service-Learning, a relatively new unit of Hong Kong Baptist University (HKBU), established in 2017. Service-learning, at that time, was far from popular as both an idea and a pedagogy. For her, someone who had never worked at HKBU, one of the main missions was of course to make connections here and there across the campus, and then, with that achieved, to promote service-learning. Dashing from one academic building to another, with her handbag in the crook of her elbow and all the documents needed for the “promotion” in another hand of hers, she talked to department heads and course instructors, and then eventually returned to her office, triumphant with what her colleagues considered “deals”—the yeses from course instructors to infuse the elements of service-learning into their credit-bearing courses. From her vivid account, it became easily imaginable how painstaking and down-to-earth her work as Founding Director had been at the very beginning of the Centre’s establishment.

Cindy worked in the capacity for close to 3 years. It may be a brief period, in some’s eyes, given one particularly fact: she had served at The University of Hong Kong for more than 22 years prior to her service at Hong Kong Baptist University. In spite of the relative brevity, her time at HKBU was not in any way without indelible memories; rather, sometimes at midnight, she still finds herself being visited by what she learnt and heard as the unit’s Founding Director. Below is a quote from her that I find the most amusing:

“Caring. Creative. Global. Some words that I still remember vividly.”

If you ever studied or worked at the University, or happen to have heard enough about its background, you know these adjectives represent the most valued qualities that it prides itself on as a liberal arts institution and the salient attributes that are expected to drive its staff and students. It is oddly compelling to think that how precisely these traits have been described as HKBU’s DNAs, noting how they have seeped into and continue to operate in her subconscious (and definitely her new life in Canada)!

Cindy’s story is one brimming with optimism and resilience.

**Raymond**30 reviews
84 followers

Caring for everyone!

At the beginning of the pandemic, Cindy and her colleagues organised a surgical mask collection campaign, which appealed to everyone in the city to donate any extra surgical masks, whatever the quantity. Due to the scarcity of surgical masks on the market at that time, it was nearly impossible for the general public to purchase masks at affordable prices. While working from home, Cindy thought it would be great to ask every colleague to donate masks back to the office, then the Centre could donate them to those who needed them the most, such as the elderly. The campaign happened very quickly (less than a week!) and was hugely successful (more than 10,000 surgical masks collected), and Cindy was hailed as “Heartwarming OL”!

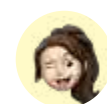
**Fung**25 reviews
78 followers

OMG, Cindy has never forgotten the values of HKBU and CISL. She is a working woman who is competent and proficient in management.

From street level to international level, her devotions to service always remain. Now, even in the Land of Maple Leaf, she works for vulnerable groups and gives support to them. The spirit of care, empathy, and universal love lasts forever.

Cindy雖然已經遠赴他鄉，但服務的心從未因此而消退，現在主要為可見少數族裔提供協助，讓他們能融入社會！

[\(See original text in English\)](#)

**anonymous**41 reviews
211 followers

原來陳璧瑩Cindy之前在香港大學工作多年，然後再到浸會大學成為創新服務學習中心的總監！起初好像開荒般尋找有興趣在課程中加入服務學習元素的老師及社區夥伴，到共享空間TriAngle正式開幕，她凡事親力親為，讓中心成為各學系和社區聯繫的橋樑。

她已在一所於溫哥華的社區學院為弱勢社群服務工作近半年，逐漸適應新文化和新環境。希望她能夠享受新的工作之餘，亦能夠享受在加拿大的生活。[\(See original text in English\)](#)

**Dr Jason Ho**58 reviews
531 followers

初初見本書個封面幾靚（嘩，係幾靚咋，唔係好靚！）諗住買嚟睇下啦，嘩，點知原來啲內容咁深咁chur!! 真係old rain have cloud: Never judge a book by its cover!

聽其他人講仲話本書好inspiring，因為Cindy Chan無論喺高等教育界同埋人生嘅閱歷都好豐富，亦都係一個好好嘅上司、mentor同朋友，所以會學到好多嘢。但係呢本書真係唔啱我！我prefer leisure reading!!

兩粒星啦，一粒畀個封面一粒畀盧廣仲，因為「刻在我Cindy的名字～」📖我都係返去睇BL算了，不過都順道祝Cindy喺加拿大開開心心，身體健康；揸好車，多喝水。[\(See original text in English\)](#)

Journey in Service-Learning and Social Innovation

Edward Wong Yun Kit 王潤傑

Bachelor of Science (Hons) in Physics and Green Energy Year 2 student

我曾修讀PHYS2026 Renewable Energy Sources and Technologies II課程，服務過程中教導SEN學生關於可再生能源的概念。除了分享我日常學習的知識，這個服務學習的機會讓我有機會跟SEN學生相處和溝通，教導他們相關的科學知識。在此之前，自己未曾親身了解何謂共融，應該怎樣去關懷社會等等。故此，這些服務學習的經歷對我有很大意義，也讓我有所得著。

於2021年暑假期間，我參加了由TriAngle舉辦的社創計劃 — 「GO! 土瓜灣快線」。活動旨在強調讓同學深入認識社區，運用創意去和社區產生連結。最令我印象深刻的是參觀了位於土瓜灣的工作室和畫廊，發現了土瓜灣除了大眾一般的刻板印象外，原來還有很多不被人發現的魅力。

透過參與服務學習和社創活動，我認識了很多本科以外的朋友，除了有機會一起構思創新計劃，亦擴闊了自己的社交圈子。



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Costa Cao Kai Ying 曹凱瑩

Master of Science in Business Management Graduate

我和同學們在畢業後創立了Hong Kong Internship Platform，為其他同學提供一個尋找實習職位和建立人際網絡的平台。

最初學習信息技術和編碼的知識，希望可以透過這些知識去完成一個實質的計劃，我構思出工作配對這個主題，有助學校、學生與企業之間建立橋樑。成立初創與打工比較，我認為打工固然能讓我從中學習，但創業更考驗我的意志力、耐心和熱誠。但我仍會建議可以先在職場跟較有經驗的人學習後，再考慮自己的性格是否適合創業。

關於創業，我會為自己訂立目標，去確保營運過程能達到短期目標，讓企業持續地生存和成長。現時我們團隊有大約十人，希望未來能和更多人士合作，擴大平台發展。

我對TriAngle舉辦的活動非常有興趣，先後參加了SIM「社創籽：社區提案創作比賽」和「GO! 土瓜灣快線」。社創籽的活動過程能與導師和同學交換心得，他們亦有分享對Hong Kong Internship Platform的看法，為初創之路帶來新構思。

而參加土瓜灣快線活動除了可以認識社區，也讓我有機會接觸到工商管理課程以外的同學，當中亦有活動加強我的演說技巧。我會建議同學考慮參加TriAngle的活動，擴闊知識領域和圈子。



潘琚博士為浸大文學院翻譯、傳譯及跨文化研究系副教授。從她的求學時段開始，她已立志鑽研翻譯及傳譯，成為一名傳譯員。

畢業後，她先後做過傳譯自由工作者和創立自己的公司。後來，她繼續進修，考獲博士學位，成為了翻譯教師和研究員，並進入了大學任教。CISL在2017年成立起，潘博士一直跟我們有緊密合作，把服務學習加入了她任教的課程。

學生們在修讀以上的學科後分享了以下的感想：

-- 翻譯工作室(Translation Workshop) 非常實用，因為它是以一間公司的模式去讓同學經營。我們要親自面對client，為他們服務。用服務學習的學習模式有助同學的生涯發展，累積經驗。

-- 服務學習令我對自己做的事變得更有成就感。能有機會和同學一起努力，相比起在成績單上拿到一個A更為滿足。

-- Translation Workshop 讓同學們可以體驗現實的工作環境，增加了合作精神。

Dr Janice Pan

I love Translation because...



Origin

Starting at a young age, Janice had a strong interest in becoming an interpreter. During her study life, she has dedicated her work to interpreting and translation. After graduating from university, Janice started to work as a freelance interpreter and even started her own business at a young age. With the motivation to learn more about the subject, she studied PhD and entered the academic field to become a translation teacher in order to focus on teaching and researching.

Previously, she taught in several institutions and she decided to come to HKBU in 2014. Since then, she started to teach one of the signature CISL service-learning courses - TRAN4047 Translation Workshop. One of the major influences for Janice to work in the academic field is that she wants to take translation as a means to study different cultures. She believes that studying in this art will ultimately link the bridge with different cultures.

A perfect coincidence with Service-Learning

Janice has always been interested in experiential learning in interpreting and published on this subject before joining HKBU. A few years ago, she was commissioned to write a book about service-learning in translation. The parties involved wanted her to bring more evidence to her claims. Under this circumstance, Janice met CISL's previous director Cindy Chan and Senior Service-Learning Consultant Dr Jason Ho. After their introduction, she was very interested in implementing service-learning in her courses. She was among the first in the university to practise service-learning with the help of the Centre for Innovative Service-Learning and the service-learning mini-grant.

During the first year, Janice stated the course faced many difficulties, such as insufficient time for course promotion, difficulties in connecting with community partners, etc. But since she had the experience of owning a translation firm before, she was quite optimistic and able to use her experience for managing Translation Workshop.

“When we first started the course, there was a lot of trial and error, but we could overcome these challenges.”

The future of Translation Workshop

Janice said Translation Workshop will continue to operate in the coming years since she thinks students are very engaged in the course. The goal in the future will be to invite more community partners and to scale up the size of the project. Meanwhile, this year (2020-21), she started a new course - TRAN4056 Community Interpreting, to focus more on the area of interpreting, which allowed her students to have a more all-round development in their major studies. They are targeting community partners in the healthcare, legal and education sectors.

During the past years of involvement in service-learning, Janice is very pleased to see the growth of her students. She noticed that they had become more mature, more responsible, and become better at communication. As Translation Workshop operates as a company, it has a Manager, Treasurer, PR Coordinators, Designers, CAT/DTP Specialist and Editors. All students are part of the organisation so every student bears responsibilities for their organisation. In addition, they can work with their peers at the same setting and learn how to communicate with each other and the clients.



We love Translation because...



Henry Kiang, Public Relations & Translator

I enjoy learning translation in Translation Workshop. It's very practical for us that I can work and provide service to my target client. Apart from that, the learning model is quite different since it's more about learning from working instead of remembering theories. It's very useful for career development and it makes me have a clearer goal for my future development.

Melody Mak, Public Relations

I signed up for this course because Dr Janice Pan said there were many external job opportunities in Translation Workshop. It gives me a sense of accomplishment for creating *TransFeed* since it is done by me and my peers. It makes me feel great while cooperating with my friends, and I believe it is more meaningful than getting an A in a regular course.



Stephanie Yeung, Chinese Language Editor

I was in charge of Chinese editing in *TransFeed*. I needed to ensure the word style and format remain the same since most of our writing style was different, and my job was to modify the style and make it publishable. I like to work in a team with my classmates, and it's not just a group project since we were representing an actual company.



TRANSFEED

TranStop
人生譯站

TransDemic
譯來疫去

TransWork
譯人疫事

TranService
譯務之旅

TransFormation
翻轉疫情





科學化石人 余英傑

學生會叫他Patrick，而家庭觀眾也會叫他余博士，他會在電視內介紹不同的生活小知識，一邊餵著白老鼠喝酒，一邊說說解酒丸是否真能解酒，也會看見他講述長命不老的秘訣。他是來自浸會大學生物系，也是你們的電視節目嘉賓：余英傑。

Patrick Yue Ying Kit A Man from the Stone Age

“I am a human fossil,” he said.

Living in the current digital era, he still prefers using papers and pencils to jot his notes down. The lecture notes and textbooks have been neatly placed on his bookshelf for more than 20 years. He believes that these treasures will be useful someday.

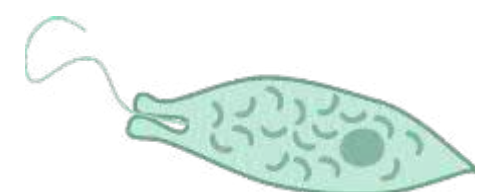
Although he identifies himself as a traditionalist, it doesn't mean that he is unwilling to try new things. He has created a Facebook page recording his teaching journey, including the anecdotes from his service-learning courses and his lectures to secondary school students.

What is enzyme? How to sober up when you have drunk too much? You may have seen him answering these questions passionately in certain television shows. Besides fun scientific facts, health tips are also discussed on these programmes. The complicated knowledge about biology is transformed into simple expressions by him, who keeps on exploring the connections between science and daily life through different experiments.

Who is he? He is Dr Patrick Yue from the Department of Biology at HKBU.



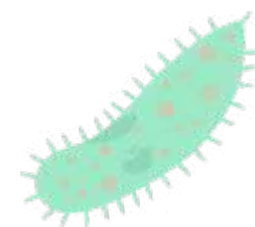
早在二十多年前，當同學在高考校本評核仍在做文獻回顧，Patrick已經四處遊走，把樣本帶回實驗室研究，對生物學濃厚的興趣亦因此而起。畢業後入讀浸會大學生物系，從此沒有離開這個校園。不論本科畢業後的工作，還是攻讀博士，全部發生在這裏。由中醫藥學院的研究助理開始，然後成為技術員，工作時不忘讀書，碰巧有機會到生物系任教副學士課程，一步一步的成為本科生的教師，現在更是應用生物學課程的課程總監，也獲得過校內外大大小小的獎項。在別人眼中看來順風順水，但各種轉變意味著他要更新自己，學習新事物，過程中經歷不為人知的高低低。





曾幾何時在期末的課程問卷收到大量負面評價，Patrick經過一個災難性的學期，面對學生時好像不懂教書一樣，對他來說是亮起了警號，也明白要令所有學生明白課堂內容實非易事。為了改善教學質素及模式，Patrick嘗試新的教學方法。首先是編制網上自學單元平台（FutureLearn），然後到服務學習。起初他對這些教學方法一知半解，甚至完全不知到甚麼是Service-Learning，於是他也像學生一樣參加不同培訓課程和研討班，把新的教育概念學習一次，隨即開始推行。

自從創新服務學習中心成立起，Patrick就是這裏的擁躉。如何進行服務學習、工作坊設計、時間安排等等都作出不同的調節，不斷求變，不斷進步，讓學生在學術層面及服務層面上都有得著。推行不同的教學及評核自不然要花更多時間備課和教學，而且對他來說也是額外的東西，每年更有2至3科要處理。但與其要求學生進行一次性的期末報告或考試，他更願意用新興的教學方式推動學生學習。每當看見同學合作完成課題項目，也讓他感動不已，一直堅持下去。服務過程很難以實際的數字定奪成績的高低，但在他眼中卻能看見學生全方位的進步。



Patrick勇於在浸會大學探索Service-Learning這個全新的領域，不管課室內外，Patrick也是一個有趣的人。他笑言自己是一個「都市化石人」，甚至形容自己為荒島中的綠洲。他的辦公室收藏著多年來的寶藏，在電子化的年代，他的書架上保留著多份手寫筆記和影印的大學教科書，這些珍貴的財產從他中學時期開始保留至今。儘管部分內容早已過時，也未必會時常拿出來，但他仍然珍而重之。他的「收買佬」心態讓自己可以學習更多，無論是一份舊筆記，抑或一句說話，也許就在某天也會發揮奇效。

隨著時代巨輪的運轉，化石人雖然保守，但卻非不願接受新事物。在資訊爆炸的年代，Patrick設立自己的網上專頁。他不時分享與教學相關的內容，例如講座、服務學習活動等，也為他的工作留下足跡。他的踪影豈只留在網絡上？日常在電視框內不難看見Patrick，對他說，媒體曝光是對觀眾的回饋。他分享的內容多數與平時的研究和教學的題目有關，例如近日相當流行的微膠粒。生活和科研互補，用顯淺方式向觀眾分享生物學的奇妙之處。

Patrick的科學世界不只是學術上的理論，也不單是傳統的教學方法，而且包含更多的生活元素。生物學中的「酶」的作用是催化，加快化學反應速度，Patrick以自身作為催化劑，以服務學習方式加強學生對社會的關心和參與。而學生則是另一種酶，與社會互動，讓受服務的大眾也能感染年青人的活力。



也許你沒有聽過她的名字，但想必每個浸大學生也上過她推廣的課堂。自2013年以來，Michelle在浸大推廣名為「Public Speaking」的課程，將話語化作藝術。對話間溫文爾雅的談吐，井井有條地把一字一句說出，不難感受到她確實把語言帶到另一層次。

小時候的某天，渴望成為大學教師的念頭從她腦袋中憑空而出，她直言修讀語言學的幾年是人生中最快樂的日子，全心全意浸淫在無窮無盡的書海，尤如一塊海綿，把汪洋大海的知識吸收。在那些年，Michelle主動參加不同public lecture以增廣見聞，與科目有關無關，亦會從中學習，這些經歷一直影響她至今。

隨著所學的東西越多，人總會變得越謙厚，與其說她是一位老師，不如稱呼她為一位facilitator。在她眼中所有學生都是有能力的，只要給予支持和空間，必定能發揮所長。Michelle覺得「溝通」是一門跨學科的學問，她在服務學習的歷程內加入不同的元素，在過去的學期安排了ORGC3046 Writing for Professional Communication的學生訪問破碎家庭，除本身與傳意有關的理論，過程中亦不乏與心理學和社工相關的知識，人與人之間的尊重和理解，使每一次的溝通盡善盡美。

她坦言不喜歡「Babysit」般的教學方式，「有Guideline時同學可以做得好好，但無呢？」服務學習正是一個絕佳的機會，不能預知服務對象的反應，不知道過程中會發生的突發事情，同學親身上陣，一手一腳解決服務對象的問題。

說話的藝術 黃澤萍

Why do we communicate? Why do we serve?

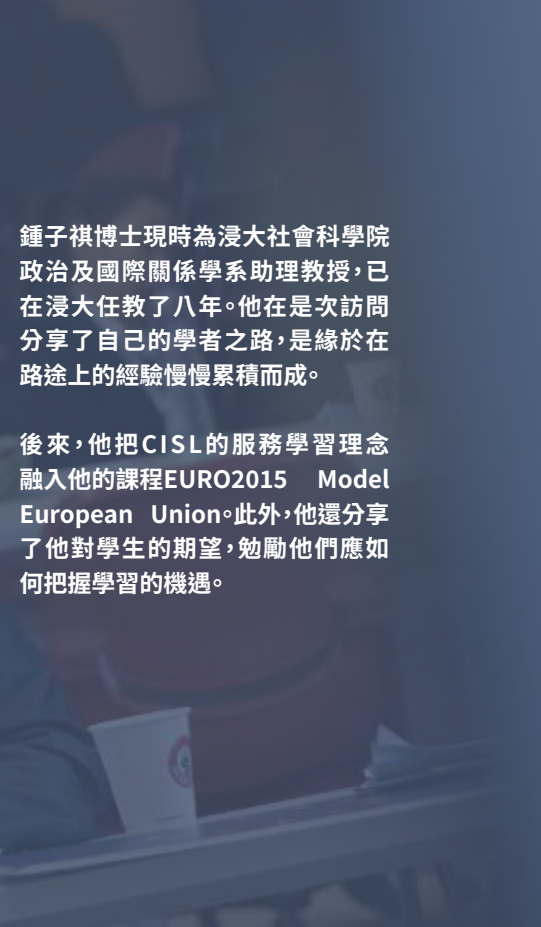
The Art of Persuasion

Communication is a form of art. Different voices and different gestures deliver different messages. HKBU students need to take the course “The Art of Persuasion” as a graduation requirement. The course was formerly titled “Public Speaking”.

Michelle has promoted the course since 2013 so as to develop students’ speaking skills. The course will take students step by step to construct high-quality persuasive speeches. As Michelle mentioned, **language is power**, and she hopes that everyone can further develop their public speaking competencies. Let words become the best tool in their lives.



「學習不只在乎成績，更重要的是你們的態度。」
“Your attitude, not your aptitude, determines your altitude.”



鍾子祺博士現時為浸大社會科學院政治及國際關係學系助理教授，已在浸大任教了八年。他是在是次訪問分享了自己的學者之路，是緣於在路途上的經驗慢慢累積而成。

後來，他把CISL的服務學習理念融入他的課程EURO2015 Model European Union。此外，他還分享了他對學生的期望，勉勵他們應如何把握學習的機遇。

Dr C.K. Martin Chung 鍾子祺 博士

Be Open to Possibilities

Dr Martin Chung is Assistant Professor in the Department of Government and International Studies. He earned a master's degree in European Studies from the University of Macau and a PhD from The University of Hong Kong in 2008 and 2014 respectively.

Martin has been working with CISL for three consecutive years starting from 2018, teaching EURO2015 Model European Union. In this course, students are involved in a simulation of European Council summit meeting with secondary school students from various ethnic backgrounds to promote diversity and understanding. We are glad to have the opportunity to conduct an interview with him, in which he shared his thoughts related to his career and teaching over the years.

How long have you been teaching at HKBU?

M: I started teaching in 2013, and this is my 8th year teaching at HKBU. Previously, I had taught at the University of Saint Joseph in Macau from 2007-2009 as a lecturer and worked as Research Assistant Professor in the European Union Academic Programme Hong Kong during 2014 - 2016.

How did you get into teaching European Studies? Is this your interest?

M: Honestly no. At first, it was not based on my interest. Before I studied for my master's degree, I had zero knowledge of Europe apart from superficial impressions. But I found European Studies to be enlightening eventually as I progressed through my postgraduate education. So you can say my passion only arrived after I had set sail.

Could you share your first-year experience in service-learning teaching?

M: At that time, I was invited by Dr Jason Ho, and I didn't know the concept of service-learning back then. With the help from CISL and TREATS, our NGO partner, we were able to involve secondary school students from different ethnic backgrounds. Without the support, I don't think we could have run this course successfully in the first year as it required a lot of coordination with partners.

Was there any memorable experience when teaching model EU?

M: I remember an exchange student from Austria said that the course had allowed her to connect with Hong Kong ethnic minorities. She said the experience was precious and it was the only opportunity for her to connect with a different group of people in society from the other side of the world.

What is your current teaching goal?

M: For this year, I am offering a new GE course. It's called "Sustainable Peace: Conflict Resolution and Reconciliation of Divided Communities". It is a new conflict and peace studies course. I am aiming to bring more all-round teaching to the students.



If you didn't become a teacher, what would you do?

M: I worked in the advertising industry after my undergraduate studies. I also worked in retail, translation, and did some freelance writing too. But I found most fulfilment in teaching and writing so I decided to become a teacher and researcher.

In your opinion, what are the pros for being a teacher?

M: I love seeing the feedback from my students. You can feel if they like your teaching by their reaction. If most of them are engaged in my class, then I know I am doing fine. But you don't have that direct relationship with those affected by your work in the advertising world. You're just a tool of your clients' and that's it.

What advice can you give to your students?

M: Be open to the possibility that we don't really always know what we need to learn, including the how and the where. Surprises may very well be found in the encounter with the "others" - both abroad and at home.



A discussion about Computer Science and Service-Learning

Dr Jean Lai, Dr Martin Choy and Mr Kenny Cheng

are currently teaching Computer Science at HKBU. With their desire to encourage students to have more workplace experience, they work along with CISL and incorporate service-learning into their teaching. Over the years, they have seen many successful projects created by the students. In this interview, we can get to know their thoughts on service-learning and their co-teaching experience.

Facts about Jean, Martin and Kenny:

-- Invited by former CISL Director Cindy Chan, they stepped into the service-learning world for the first time with one clear mission: to let students step outside the classroom and explore the real world. Previously, students would create a project, but without any clients' interaction, engagement and feedback. Most projects were just a one-off

experience for them. With service-learning, it allows students to create something for their clients instead of just getting good grades in class; some projects are currently still in practice after a few semesters have passed.

-- Jean, Martin and Kenny have been co-teaching their SL course for a long time. For them, they do not find this teaching mode weird when there is more than one teacher in class.

On the contrary, they find this teaching style suitable for them as they can provide feedback to each other, which improves their efficiency in class.

-- They also stated students' learning atmosphere had improved after implementing service-learning in class. As students found the project to be useful for their career development, it boosted their confidence, tenacity and conscientiousness.

黎鶴賢博士、蔡文挺博士和鄭錦江先生於計算機科學系任教。為了讓同學有更多實習的機會，他們合力把服務學習元素加入課程。一直以來，同學們完成了多個成功的計劃項目。在是次訪問中，他們分享了service-learning和co-teaching的種種。



A professional portrait of Dr. Vivienne Leung, a woman with dark, wavy hair, smiling and looking slightly to the left. She is wearing a black blazer. The background is a plain, light gray.

Dr Vivienne Leung

From behind the storyboard
to in front of the whiteboard

“To the question of why I teach, the fact that I do gain a lot from students is largely one of the answers,”

The days and nights without family and friends

Before embarking on her full-time academic career, Vivienne worked in advertising, an industry least known for work-life balance. She did not use words like “tired” or “worn out” as she shared her experience in the creative industry; instead, she said she had simply “lost herself”. Setting out for work from home at around 10 am and stepping out of the office at around 2 am, she missed the opportunity every morning to see and greet her mother and father, since, by the time she woke up, the two of them would have already left home for their morning routine. Every time a friend called and asked her out for dinner, she felt compelled to decline. Days and weeks went by, and it had become the then status quo for some time.

Make room for meaning

Of course, no one would, when given choices, willingly choose to sacrifice so much for a job that they do not enjoy at all. For Vivienne, it was passion, as well as the search for meaning, that led her to set aside time from her busy schedule for non-profit-making projects. One among them shed light on the oft-overlooked group of people in our society—the vagrants. “We interviewed them, took photos together and had a chat. We filmed some videos that tell their stories,” Vivienne said, “It was obviously not about any noble principles. It was to simply get across the message that we need to be more caring.” Then she chuckled, saying “It’s merely out of interest. It’s random. It’s boring. I know it.” But in fact, we know it all was far from random and far from boring.

A change of scene; but not a change of vision

“I told my boss that I’d be soon right back from school. Three hours and then I would be back in the office and continue with my work,” Vivienne recalled the very beginning of her juggling two jobs, one in advertising and the other in academia, “That’s not easy but I wasn’t sick of it.” However, over time, the daunting prospect of leading a life where she would be forever barred from socialising with her loved ones unsettled her and caused her to think everything over. After years of juggling, she eventually withdrew from advertising and committed herself completely to the teaching and research at university. I did not ask whether she had ever regretted her decision to enter advertising at first, nor did she address it in any way. In retrospect, she simply remarked, “Working in advertising has brought me a strong network, and it has benefited my teaching tremendously.”

Now, more than a decade into her role at university, her enthusiasm for work that yields a sense of purpose and meaning remains unflinchingly immense, and her search for such work unflinchingly eager. Aside from being the programme director of the advertising and branding concentration in the Department

said Dr Vivienne Leung as she was asked of her brief forays into education about two decades ago, when she was working full-time in the commercial world both by day and by night, to be specific, by midnight as well. Did it turn Vivienne’s life upside down? Yes, it surely did. Why the sustained effort then—I thought to myself. As if she was able to read my mind, she offered the answer spontaneously, ‘But I loved what I was doing.’

of Communication Studies, she is still on a yearly quest for partnership opportunities with new community partners for her course, a course that prepares and prompts students to organise and manage their own campaigns. From retired seniors to veteran local craftsmen, her students in the course have been able to meet and work with communities that are remote from their social networks, thanks to Vivienne’s “matchmaking”. In 2020, when the city was in dire straits due to the pandemic and the university entrance examinations were once teetering on the edge of cancellation, she and her students organised a campaign for these perturbed DSE candidates, bringing in new entertaining content on various social media sites, out of the hope that these could somehow steady their nerves at such a difficult time. In another campaign, they taught the silver-haired how to do make-up and how to strike poses as professional models would. They sat next to local veteran embroidery craftsmen, watched a threaded needle travel back and forth a piece of cloth, then tried to do so on their own, and designed new products with their freshly acquired skills. There have been too many moments that are so different and alike. “They have fostered such subtly intriguing relationships, and that’s stirring to me. It’s because I always try to attach weight, however little or significant, to what I do,” said Vivienne, as our conversation veered onto the many memorable moments that came from her service-learning course. In her eyes, weight may mean leading a group of retired seniors to rediscover their self-worth. Weight may mean getting the young generations to know the older generations and their craftsmanship, and in the meantime, letting the older generations know that there is somebody out there who appreciates their life skills. It is simple and plain.

To take them farther

Every year, as the course proceeds towards its end, Vivienne exerts herself to come up with an e-book visually documenting students’ campaigns and their effort, which is a modest investment made sustainable by a grant from CISL, before the end of the semester. The availability of such a grant is surely one of the reasons why the e-book exists, but it exists not for the sake of simply existing. She has been in the industry and, very naturally, she sees its significance to her students. “Employers out there are not going to read your assignments during a job interview,” Vivienne said, “it’d be really impressive when you have something visual to present and to show that what you have done is more than an academic assignment, that you have helped your client do this and that.” The decision to voluntarily devote more time and energy to a non-compulsory e-publication is intrinsically the same with the one to engage in non-profit-making projects when she was in advertising. This time, the impact is not on the vagrants, but on her students and their career prospects.



“I tend to think that the future belongs to the youngsters. I always wonder to myself, ‘why not spend more time on them?’”

The matchmaker in academia

Between the younger generations and the older generations. Between students and prospective employers. Between laymen and seasoned craftsmen. Vivienne has inadvertently built bridges, or been the bridge herself, to allow easier exchange of ideas between different parties over the years in academia, very much like when she was in advertising, being the one operating between the client and the target audience. Although the bridges are primarily meant to, apparently, bring her students farther in life, whether professionally or personally, it always turns out that they are not the only beneficiary. That probably boils down to one truth: these very bridges are two-way, and anyone who has access to them can be benefitted. Speaking of which, I recall one fact that she shared as she spoke of her current role: “Being able to offer help and support to parties from various walks of life. That’s why I have always derived great joy from what I have been doing over the past 15 years.”

人物: 梁雪茵博士 (Vivienne)

加入浸大前，本身修讀廣告的Vivienne一直也在廣告業工作。經歷過了好一段日夜顛倒，日復日與客戶斡旋的生活後，她偶然遇到了一份在大學任教的兼職工作。縱使要從本來已經沒有多餘休息時間的時間中騰出時間來兼顧這份新工作，她亦在所不辭。邊做廣告邊任教的生活這樣的持續了好幾年，辛苦但亦滿足，直到有一天，她決定從廣告業退出來，投身學術界，把自己所知的與學生分享，繼續以另一個方式延續自己對廣告的興趣。與此同時，她亦是服務學習的擁護者。每一年，靠著在廣告業中累積的廣博人脈，她為學生尋求與「真clients」合作的機會，特別是那些沒有太多資源的非牟利機構及社企，一方面為希望同學們能為那些機構帶來新氣象之餘，另一方面給他們機會運用學到的專業知識去服務社區，同時不忘汲取實戰經驗。

The Unorthodox Dictionary of Trista Tung

A dictionary in which
words are never arranged
alphabetically.



translation major

translation major 翻譯主修生 *noun*

1. a student who has chosen translation as a field of specialisation at university
2. a student who is destined to go through a lot of midterms, presentations, group projects, an internship and an honours project
3. an HKBU graduate named Trista

service-learning 服務學習 *noun*

1. an educational approach that Trista found herself randomly exposed to in her final year at HKBU

year 4 大學四年級 *noun*

1. the academic year in which Trista took two service-learning courses, one in Sem 1, the other in Sem 2
2. a year of intermittent Zoom classes thanks to the COVID-19 pandemic

Translation Workshop 翻譯工作室 *proper noun*

1. a service-learning course that has been available to students since 2018, taught by Dr Janice Pan
2. a course that prepares students to work in a corporate setting, where each student will take on a different role in a variety of commissioned translation projects for various community partners
3. an opportunity for students to work independently on a bilingual publication from scratch

TransFeed 翻悅 *proper noun*

1. a bilingual magazine that is compiled and produced by the students in the course Translation Workshop
2. the first editorial project that Trista has ever been (proudly) a part of from start to finish

Dr Janice Pan 潘瑋博士 *proper noun*

1. the course instructor of the course Translation Workshop
2. an enthusiastic teacher from the Department of Translation, Interpreting and Intercultural Studies, in Trista's eyes

identity politics 身份認同政治 *noun*

1. an area of study that Trista had not explored before she took her second service-learning course [see definition 2]
2. *short for* "HUMN4036 Identity Politics in the Era of Globalisation", the second service-learning course that Trista took, taught by Dr Jason Ho
3. a course that looked into topics closely associated with the marginalised populations in society, such as the LGBTQ community and ethnic minorities
4. a course that provided students with a high level of autonomy in assignments, and was blessed with the absence of midterms and final exams

instructor 講師 *noun*

1. a teacher at a university whom students typically talk to about serious, academic topics, but rarely current affairs, day-to-day trivias, or anything on a personal level

Dr Jason Ho 何家珩博士 *proper noun*

1. the course instructor of the course HUMN4036 Identity Politics in the Era of Globalization
2. a bouncy, laid-back teacher that the above definition of "instructor" does not seem to fit completely, in Trista's eyes

assignment 功課 *noun*

1. usually a presentation, an essay or a group project as a piece of coursework to students
2. something as creative as an Instagram post, a short film, a podcast, etc. in the course HUMN4036 Identity Politics in the Era of Globalisation

the human touch

Suk Suk 叔·叔 *proper noun*

1. a 2019 award-winning Hong Kong film, which presents the romantic story of two married men, precisely two grandfathers, in their twilight years
2. a film that Trista might not have otherwise been interested in watching if she had not taken her second service-learning course

Spanish 西班牙文 *proper noun*

1. the main language mostly spoken in Spain, Mexico and most countries in Central and South America
2. a foreign language that Trista minored in to earn herself a competitive edge as a translation major
3. a significant factor that drove Trista to go to Spain on a summer exchange programme

summer exchange 暑期交流 *noun*

1. a period of time when one travels around in a foreign place in the name of studying abroad
2. an unforgettable summer in which Trista had her mobile phone stolen in Spain

beautiful 美麗的 *adjective*

1. pleasant to look at, like Spanish architecture

Facebook 面書 *proper noun*

1. a social media site where Trista communicated with Dr Garralda Ortege Maria, her Spanish instructor at HKBU, who voluntarily offered assistance to Trista upon learning that her mobile phone had been stolen in Spain

internship 實習職位；實習期 *noun*

1. a year of full-time translating documents of all types from English to Chinese or vice versa, in a translation house, quietly and all alone

reality 現實 *noun*

1. the destination that any intern will eventually arrive at
2. (for full-time translators in translation houses) the need to translate not-so-interesting texts, such as financial reports

career path 職業生涯規劃 *noun*

1. something that freshmen should give serious thought to before deciding on what to major in

I 我 *pronoun*

1. Trista Tung, a fresh HKBU graduate currently working at a secondary school

pleased 滿足的 *adjective*

1. happy or satisfied because students listen in class and express interest in learning more

education 教育 *noun*

1. the process of teaching and learning
2. something that has more to do with passion than anything else

thank you 謝謝你 *exclamation* (informal thanks)

1. the two words that Trista wants to say especially to Dr Jason Ho and Dr Garralda Ortege Maria, for their teaching, their caring and their being there

the human touch 人情味 *noun*

1. a quality that characterises BUers

A few words from we3

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Sometimes I wonder to myself whether *Perchance* would have ever materialised in any other form if the COVID-19 pandemic had never happened. Maybe, but published a couple of years later, under an entirely different title, covering stories of some individuals that the Centre has yet to cross paths with for the time being, with a lot more pages, available only as an e-publication, compiled and edited by people certainly not us. Maybe not at all. It is amazing to think how many variables there have been for *Perchance* to come into being and for me to be part of all of this, so amazing that it seems to me it is not so much a result of chance, but the hands of fate. Writing these few words at this very moment, upon seeing everything in place and set to be printed, I am so thankful—so thankful to have this camaraderie with the editorial team, as well as the support of everyone from CISL, without which the writing of *Perchance* would not have been this joyous.

I myself have enjoyed my role throughout the writing of this very publication. The interviews. The brainstorming. The writing. The minor struggles and the breakthroughs. I hope you have enjoyed, or will enjoy (in case you have planned to read the book from back to front), *Perchance* as much as I have.

Noah

Thank you for reading our words and being here with us. I would like to take this opportunity to thank Lisa, Jason, Noah, Raymond, and all of the interviewees, who took me on this fantastic journey. This book would not have been published without your efforts and support.

This year, we have interviewed a number of teachers, students, and community partners, some of them are experienced educators and some of them are lifelong givers. Their stories are not only about service-learning, but also about love and care throughout their whole lives. It feels like I was having an interesting lecture or a memorable adventure while talking to them, meanwhile, they are great storytellers too. I wish *Perchance* can bridge the gap between service-learning and you, like the interviewers connecting the communities and students.

Fung

Having the chance to conduct interviews with teachers, students, and community partners opens up my views from their experiences. Seeing them having rewarding experiences with CISL makes me feel great as I put their stories into words.

During the writing process, I discovered stories I'd never know if I didn't work on this project. The sense of caring and empathy from the interviewees shows it is an important topic that we all need to learn no matter what roles we live in the society, be they the students, teachers, community partners, the givers, or the ones in need. At some point, we all need to support each other, and I think this is my biggest takeaway from working on *Perchance*.

At last, I hope readers will find the stories inspiring and motivating to their personal goals. As the book title *Perchance* states, it has the meaning of "by taking every chance," while capturing how the interviewees seize their opportunities and become influence to others. I am sure there will be more stories to come in the future with the excellent effort I saw from the past and the current HKBU family.

Raymond



To be continued...





Centre for Innovative Service-Learning

☎ 3411 2472
✉ cisl@hkbuedu.hk
🌐 <https://cisl.hkbuedu.hk/>
● HKBU Centre for Innovative Service-Learning – 創新服務學習中心
■ [hkbucisl](http://hkbucisl.hk)

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Perchance

