

### 與陳璧瑩小姐對話

### Interview with Ms. Cindy Chan

今次我們有幸邀請陳璧瑩小姐成為嘉賓，她是創新服務學習中心總監。中心成立於2017年12月，主要目的是為服務學習機會的發展提供支援，以切合社區的需要及促進社會進步。

Our guest this time is Ms. Cindy Chan, Director of The Centre for Innovative Service-Learning (CISL). CISL was established in December 2017 and aims to support the development of service-learning opportunities that meet community needs and foster social changes.

**翻：**為何要於大學推廣服務學習？

**T:** What is the reason for promoting service-learning in universities?

陳：中心成立於去年12月中。我亦是中心的第一個員工。至於說到為何要推廣服務學習，我們一向都知道浸會大學是一所十分關心同學發展的大學。約一年前左右，大學的管理高層一同建立了institutional strategic development plan，這是個為期十年的計劃。計劃中提及了很多的考量（priorities），而其中一個最優先考慮的就是優越學習旅程（best student experience）。我們希望同學在課室以外的經驗及學習，可以跟課室以內的學習連結。就像你們現在這樣走出課室進行學科有關的工作，從而鞏固同學的知識，使學習更為有趣。說到好處，有別於實習、兼職的是，服務學習可以讓同學運用於課堂學到的知識去貢獻社會，或多或少幫助解決大大小小的社會問題。實習是幫助同學踏出社會豐富履歷，學會工作技能；而服務本身形式多變，可以是賣旗、清理垃圾等。服務學習則是兩者同樣重要，除了能將學科知識深化，亦能回饋社會。

Chan: CISL was established in mid-December last year and I was the first staff working there. As we know HKBU is an university which cares about students' development a lot, the senior management team here developed an 'institutional strategic development plan' last year. This 10-year plan

contains different priorities, and the very first concern is the "best student experience". We hope students are able to connect their learning in lessons to their experiences outside. In this way they can also consolidate their knowledge and make their learning process more interesting, like what you are doing now. Regarding the pros of service-learning, unlike internship and part-time jobs, service-learning let students apply their knowledge to better the society and help solving problems. Internship helps enriching students' profile and learning skills in work while service-learning takes different forms, such as selling flags and even cleaning up places. In this way, service-learning achieves both goals of consolidating students' knowledge and helping the society.

**翻：**剛才你提到社會中有大問題亦有小問題，那麼中心是希望主要幫助解決哪種類型的社會問題呢？

**T:** You have just mentioned there are big and small issues in our society. What do you think is the type of issues that CISL wish to deal with?

陳：我想未必是中心去解決。但我們希望提供的是一個平台去幫助師生進行服務學習的工作，透過老師及同學的專業知識去幫助社會。外面的非牟利機構希望同學幫忙，而同學亦需要機會去鍛鍊及鞏固其課堂知識。這無疑是一個雙贏的局面。至於大問題小問題其實也不能這樣分類，即使只是同學幫助解決一些小問題，於服務受眾而言亦可算是幫了一個大忙。

Chan: I suppose the centre itself may not be able to solve those problems, but will provide a platform to help teachers and students to conduct service-learning and to improve the society with their knowledge. The non-profit organizations outside need help while students here need chance to consolidate their knowledge and practice their skills. This certainly shows a win-win situation. Also, I think we cannot just categorize the issues in our society by size. Even our students just helped out in a small case, it may mean a lot to the service targets.





翻：你認為推廣服務學習的路上最難忘的經歷是甚麼？

T: What do you think is the most unforgettable experience in promoting service-learning to students?

陳：其實都有不少，畢竟在這裏我和同事算是初來埗到，對浸會大學亦不太熟悉。最初我十分樂見的是這裏的每位老師都非常關心同學，而且不介意多花心思去使同學的經驗增長。以你們這個科目為例，若不作服務學習，就是困在課室內開會、翻譯。但有了服務學習之後，同學有機會多參與課室外的活動，使其理解到在純文字層面外同學的文字如何幫助社會。

Chan: Frankly, there are many, as my colleagues and I are new to HKBU. I am more than happy to see that the teachers here care a lot their students, and are all willing to pay more effort in helping students to enrich their experience. Take an example of your subject (Translation Workshop), you would only have meetings and work on translation jobs inside the classroom if you were not doing service-learning. Service-learning do provide students with chances to step out of their classrooms and to understand the power of their words to the society.

翻：中心主要會為同學安排甚麼類型的義工服務讓他們學習呢？為甚麼？

T: Which type of service opportunities would CISL mainly arrange for students? Why?

陳：根據擬定學習成果 (Intended Learning Outcome) 為學生選擇服務類型。例如翻譯系有不同類別的課程，而翻譯工作坊的目標是為學生提供一些校外的翻譯工作，所以中心為翻譯工作坊提供的也是外來的工作。其他翻譯課程的學習目標亦有所不同，為他們提供的項目類型也會有所分別。

Chan: We help to assign different kinds of service-learning activities to students according to the Intended Learning Outcomes of courses. One of the objectives of Translation Workshop is to provide students with translation jobs from outside the classroom. There are also other learning outcomes of other translation courses. Types of projects provided to them will also differ accordingly.

翻：所以中心扮演著中間人的角色，替學生與外界連接，尋找社會上有需要的團體，為學生提供服務社會的機會嗎？

T: Does the centre acts as a bridge to connect students with the society and seek for communities in need, in order to provide students with opportunities to serve the community?

陳：服務學習的活動由課程導師協助帶領。在中心創立以前，浸大大概只有三位教師進行有關服務學習的工作，中心其中一個很重要的作用是向浸大的眾多教師介紹服務學習的好處。中心曾與大約一百位教師接洽，現時已有二、三十位教師樂意跟我們合作，將服務元素加入課堂之中，所以中心在創立以來的這一年成長得很快。



Chan: Activities related to service-learning are actually led by course instructors. Before the centre was founded, there were about only three instructors whose work involve service-learning. One of the main duties of the centre is to explain the advantages of service-learning to course instructors. We have approached about 100 instructors so far. About 20 to 30 of them are willing to work with us and add elements of service-learning into the the courses they teach. That's quite handsome achievement for a centre that was set up only one year ago.

翻：可以評價一下服務學習在香港和浸大的發展嗎？

T: Could you please evaluate the development of service-learning in Hong Kong and HKBU?

陳：服務學習在美國等地發展得較為成熟，歷史也更為悠久，而在香港大概有十多年歷史。服務學習最先在嶺南大學出現，並在該校設立了服務學習中心。嶺南大學、理工大學及教育大學更將服務學習定為畢業要求。浸大現時正在推廣優越學習旅程 (Best Student Experience)，而中心剛開始起步，正在配合大學通識課程的改革。

Chan: Service-learning is more well-established and more historic in places like the US, and it has about over 10 years of history in Hong Kong. Service-learning was first found in Lingnan University. An office of service-learning was also established there. Service-learning is even now a graduation requirement at Lingnan University, Polytechnic University and Education University. HKBU is promoting the "Best Student Experience" and the centre is assisting the University in the reform of its general education courses.

陳：以化學系的食物檢測課程為例，以往傳統的課堂中，學生主要在實驗室為食物進行化驗。在課程中加入服務學習元素後，學生要與處理剩食的公司合作，將剩食運送給一些有需要的團體。學生則需要在不同地方收集剩食，在運送的過程中有可能會出現變壞的情況，學生會負責抽取食品樣本化驗，從而分析剩食的質素，再為有關機構提供分析報告。除此以外，學生更會參與食物派發活動，與受惠團體進行交流，了解有關團體的情況。課程導師認為服務學習使課程變得更「貼地」，讓學生明白化學並不受限於實驗室，他們所學習的知識也可以為社會作出貢獻。



Chan: Let me take a chemistry course called Food Analysis as an example. In the conventional class setting, students were only anticipated to conduct experiments in laboratories. After making the courses service-learning-related, students have to work with companies which process surplus food and transport them to different communities in need. First, students help collect surplus food from different places. During the process of collection, some of the food may spoil. Students are responsible for taking food samples for chemical examination. After analyzing the food quality, they will write reports and send them to related organizations. Apart from that, students also take part in food distribution and have conversations with the benefited communities, getting to know more about the situation of those people. The course instructor thinks that service-learning makes the course more "down-to-earth", and students can understand that chemistry is not limited by the space of laboratories. They can use what they have learned to make the society better.

**翻：你認為翻譯在服務學習扮演著什麼角色？**

**T: How do you expect the role played by translation in service-learning at large?**

陳：翻譯不像其他服務性質比較明顯的學系，例如中醫系學生能夠提供推拿和針灸。但我認為你們（翻譯）的角色也十分重要。因為沒有一份工作是不需要語言的。所有職業工種都需要溝通，而翻譯便是當中的渠道。舉個例子，社會對少數族裔問題越加重視。他們因語言障礙難以融入香港社會，翻譯於其中便能起到幫助的作用。透過服務學習，同學亦可以從中反思翻譯於現代社會的重要性以及自己能否以其他方法幫助他人。縱使隨着近年人工智能（AI）的發展，譯者的地位越漸式微，但我認為譯者於社會仍是不可或缺的一角。畢竟文字要有血有肉才能觸動人心，再者翻譯講究語境，文字意義因不同國家文化存有差異，而這些正正是人工智能無法做到的事。同學在提供服務的期間溫故知新，親身感受，感觸更大，寫出來的文字才會感人至深，更有助推廣服務學習，加深人們對服務學習的認識。

Chan: Translation programme is not like other programmes which have a stronger feature of services. For instance, students studying Chinese Medicine can provide services like medical massage (Tui Na) and acupuncture. Nevertheless, your role (as translators) is also significant and meaningful as there is no job that does not involve language. All professions need communication, and translators are the channel. Let's take the ethnic minority issues in Hong Kong as an example. It has been gradually addressed in the society, as ethnic minority groups are facing real difficulties in integrating with the wider Hong Kong society because of the language barrier, which is where translators can give a helping hand. Through service-learning, students can also reflect on the importance of translators in society and whether there is another way to help others. The status of translators seems to be threatened by the invention and development of Artificial Intelligence (AI). Yet, I believe that translators are still indispensable in our society as it is the flesh and blood in the words that can, after all, touch people's hearts. Not to mention that translation emphasizes the importance of context, in which words and meanings can vary under different countries and cultures. These are the things that AI cannot achieve but human translators can. Providing services, students can consolidate their knowledge and gain new insights. Only with their own experience can their words have the power to reach out to others' hearts, and thus help promote service-learning and deepen people's understanding of it.

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