

Fortune

SERVICE-LEARNING COURSES
WITH CISL'S MINI-GRANTS

AY 2021 - 2022



378

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Going Green: We Care!

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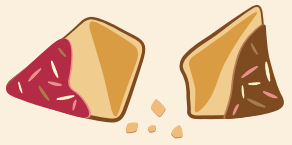
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It is the fourth year the Centre for Innovative Service-Learning (CISL) is celebrating and documenting the impressive deliverables of service-learning (SL) courses supported by the SL mini-grants we administer. This year, our chosen theme is **fortune**. Apart from keeping up with our tradition of playing with homophonic words (four/fourth/fortune), the very word fortune itself connotes something unique in relation to carrying out SL in our post-pandemic world. There are a few things that we instantly associate “fortune” with:

Fortune cookies: the essence of these cookies is precisely the unknown prophecy or aphorism wrapped inside the crunchy and sugary surface. It all depends on how you read and interpret the message; a moment of revelation always awaits, and you never know until you unwrap it. This resembles our SL experience in AY2021-22: while things went pretty well in the first semester, the fifth wave of COVID-19 struck us in 2022, resulting in most SL being converted into online mode in the second semester. We were, nonetheless, well-equipped and had contingency plans all in place, and you will be able to locate our delightful surprises as they unfold in *Fortune*.

Fortunate: having said that, CISL was merely the backbone of these timely adjustments and achievements. Without the dedication of our teachers, the full engagement of students, and the selfless support from our community partners, all the service activities would not have achieved their expected outcomes, be they face-to-face or virtual ones. The number of beneficiaries had also been increasing, and it was fortunate to have everyone sailing together with us on this challenging yet rewarding voyage.

Fortune-telling: nobody can tell the future, of course, but we can always plan, calculate, and project into the near future. That was one of the key lessons we learnt in AY2020-21, during which our biggest takeaway was to hope for the best and prepare for the worst when it came to executing our services under the new normal. We had therefore become even more ready and resilient this year, and adapted flexibly to unprecedented circumstances. Our preparedness went way beyond merely anticipating the future; we seized the moment, and served those who were in need through every possible channel. We are not fortune tellers, but what we can tell and assure you is that our community partners and beneficiaries are and will not be forsaken as a consequence of social distancing.

We thus present to you *Fortune* - the SL record of this exciting and exuberant academic year. Unpack the cookies we have warmly baked for you and savour the joy!

Message from President and Vice-Chancellor

Fortune is the second publication I read from the Centre for Innovative Service-Learning since my serving at Hong Kong Baptist University. I hope you share my delight to see students’ continuous contribution to community work despite the unstable situation brought about by the pandemic.

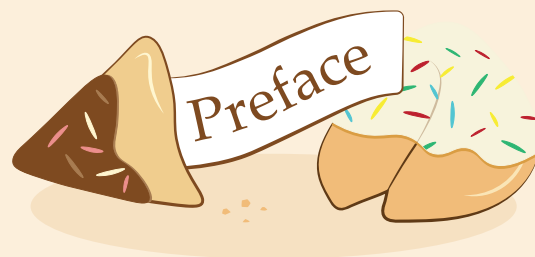
2022 is also a critical year to Hong Kong: the 25th anniversary of the establishment of the Hong Kong Special Administrative Region (HKSAR). The HKSAR government’s celebration thematically highlights stability, prosperity, and opportunity; not coincidentally, the development of service-learning as well as our whole university echoes these themes. Regardless of occasional hiccups, COVID-19 has become more steady and stable, and teaching and learning are going back on track under the new normal. Pedagogical developments are prosperous and flourishing, including but not limited to the new transdisciplinary programmes to be launched in September involving arts and technology, global entertainment, health and social well-being, and a first-of-its-kind, unique one called “Personalised Pathway”. We shall also carry on with our mission and vision to achieve Best Student Experience, for instance, by exploring non-local exciting experiential and service-learning opportunities for students in the Greater Bay Area, Mainland China, and beyond.


HKBU has the good fortune to encompass a group of dedicated students, instructors, and community partners, whose noble work can be traced in *Fortune*. Please join me to thank and congratulate each and every one of them in devoting extra time and efforts to contribute to our post-pandemic world. I look forward to meeting and greeting you all on campus very soon.

Ping-kong Alexander Wai

President and Vice-Chancellor

Chair Professor of Photonics





Message from Vice-President (Teaching and Learning)

Instead of reacting passively to the fifth wave of COVID-19, Hong Kong Baptist University (HKBU) proactively turned the crisis into opportunities to accelerate many of our initiatives including service-learning (SL). A few signature SL courses were scaled up, a virtual service-learning initiative was in place, the number of courses and community partnerships had increased, and we went on to explore the possibilities of non-local service experience for students. It was fortunate that all different parties collaborated seamlessly, and *Fortune* served as the best keepsake to celebrate the empathetic work everyone had devoted. My heartfelt gratitude and congratulations to everybody involved.

When I look at the booklet's title *Fortune*, on top of relating it to the four years of SL work achieved by our students, instructors and community partners, I see its significant relevance to the four transdisciplinary programmes that we are going to launch in September 2022. The new programmes emphasise solution-based learning in which students apply their knowledge and skills in different disciplines to address issues related to the Sustainable Development Goals of the United Nations. Experiential and service-learning will be a key component of the four programmes, and we will continue to build on the solid foundation laid down by the Centre for Innovative Service-Learning.

Universities worldwide are now all data-driven, but we believe that service-learning goes beyond numbers and figures. *Fortune* presents to you the "tangible" intangibles of service-learning - the values, the community and the connectedness that our work has brought about in the last academic year. Let's work together to co-create a better, brighter future.

Albert Chau

Vice-President (Teaching and Learning)

Message from Director

First and foremost, I would like to devote a word of thanks to all the parties that made service-learning (SL) at Hong Kong Baptist University possible: our enthusiastic students and instructors, committed community partners, our generous donors Institute of Creativity, Tin Ka Ping Foundation, and The Lee Keung Charitable Foundation, the Committee on Innovative Service-Learning, as well as our senior management. Without their unwavering support, our work would not have been that fruitful.

Our publication this year, *Fortune*, divided courses supported by our SL mini-grants into three categories: arts and creativity, science and technology, and services that addressed specific issues. We believe this categorisation can give readers a sense of the diversity and versatility of not only our SL courses but also students' talents and expertise being applied to serve the community and society at large.

Riding on the lessons we learned in swiftly adopting to mixed-mode/online service last year, we managed to expand our SL in AY2021-22 in terms of number of courses, community partnerships, and beneficiaries. On top of the increasing figures, the post-service studies we conducted also revealed that students found their service experience particularly meaningful and remarkable during the pandemic.

Technology, therefore, does play a vital role in executing SL in response to COVID-19. One of our new initiatives, titled "Integrating Service-Learning and Virtual Teaching and Learning Technologies: A Collaborative Project with Teachers and Community Partners", was launched this year. It was such a timely arrangement as quite some service users were physically restrained by the pandemic, and it was fortunate to have this new initiative in place.

United Nations' Sustainable Development Goals (SDGs) is another new element that we added to this year's publication. Each course was mapped with SDGs to demonstrate our determination to use SL as a pedagogy to make our post-COVID world a better and more sustainable place.

Needless to say, the next academic year is going to be full of fun, excitement, and fortunes - for that matter. HKBU's new transdisciplinary programme will be set in motion, enveloping SL as one of the contributing components. We are also planning to hold a large-scale exhibition in TriAngle, our co-working space, to showcase students' deliverables. Stay tuned!

Embracing the new normal, let's walk through all the hurdles together.

Lisa Lam

Director

Centre for Innovative Service-Learning

SL@HKBU: Addressing community and society needs

Our SL courses cover a wide array of issues, ranging from class struggles, racial profiling and gender inequality to poverty, generation gap and sustainable development. These subject matters have twofold dimensions, namely the personal and the collective, as we explore issues like happiness and democracy in a vibrant and vigorous manner. While students have gained a lot of insights in carrying out services related to these pertinent issues in our city, service users are also directly or indirectly benefitted from students' works.





Students in this course had learnt a lot through their engagement with different aspects of the community. To enhance students' understanding on the importance of economic development towards the sustainable development of a society, the course was designed in such a way that students were engaged in the community via direct services and encouraged to apply their classroom knowledge on economics simultaneously. After that, based on their observations, they initiated projects that addressed issues in relation to sustainability.

This year, students worked with NGOs such as CACHe, an organisation that promoted the conservation of intangible cultural heritages; Green@San Hui, a recycling store under the community recycling network initiated by the Environmental Protection Department; and SoCo, an advocacy group focusing on human rights in the community especially for those who are underprivileged.

Students expressed that this course had given them an opportunity to understand more about the community and to come up with different ways to make contributions. For instance, students told us that they had now learnt how to recycle properly, and they would share this experience with their friends and family so that more people could engage in environmental protection.

Towards the end of the project, students had built a stronger sense of social responsibility and awareness. It was rewarding to know that HKBU students did care deeply about the city they were living in, and it was equally fortunate that HKBU had a significant role to play in promoting sustainability in the community.



This was one of our new service-learning courses offered in this academic year, and also a timely one because students addressed two very pertinent issues: food delivery service during COVID-19, and consumption vouchers. The former group did a presentation highly praised by Prof Yang Chun as they approached the topic via a unique angle. As a matter of fact, during the prolonged “dine from home” period, food delivery service had become the new normal. Students researched deeply on this topic and made some really good observations, such as how some underprivileged or marginalised groups of people were actually deprived of using food delivery services e.g. those without smartphones, the elderly, or the visually impaired. Recommendations were made to remedy the situation, and findings as such would provide very important information for food delivery companies to consider improving their services so as to be more inclusive.



Influences of COVID-19 policies on food delivery companies

Meanwhile, with the help of a social worker from People Service Centre, another group worked on what grassroots communities had to say about consumption vouchers amid COVID-19. A few key findings were listed out by our young researchers: cash was preferred to vouchers as it could be used to cover some immediate expenses like rent; limitations of the consumption vouchers included the inconvenience of instalments and e-payments; and they also made suggestions and recommendations like the offering of specific funding schemes for water and electricity bills as well as grassroots family’s children tuition fees. These researches from students had a significant impact for us to learn more about the influences brought about by the pandemic to different sectors in Hong Kong, a city whose poverty gap was infamously huge. A quote from the said social worker was alarming: “Poverty cannot be solved by sending money once.” We could not emphasise more that this was such a timely project during the pandemic, and it was just our first collaboration with Prof Yang, who had plans to further collaborate with us on service projects in relation to the Greater Bay Area. Fingers crossed that travel bans would be lifted soon and HKBU students would be able to spread their empathetic spirits abroad.



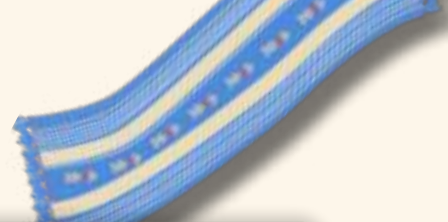


Do you know that textiles used to form an important part of the manufacturing sector of Hong Kong? What have been the ups and downs experienced by the industry practitioners; and how are they related to gender, class and race?

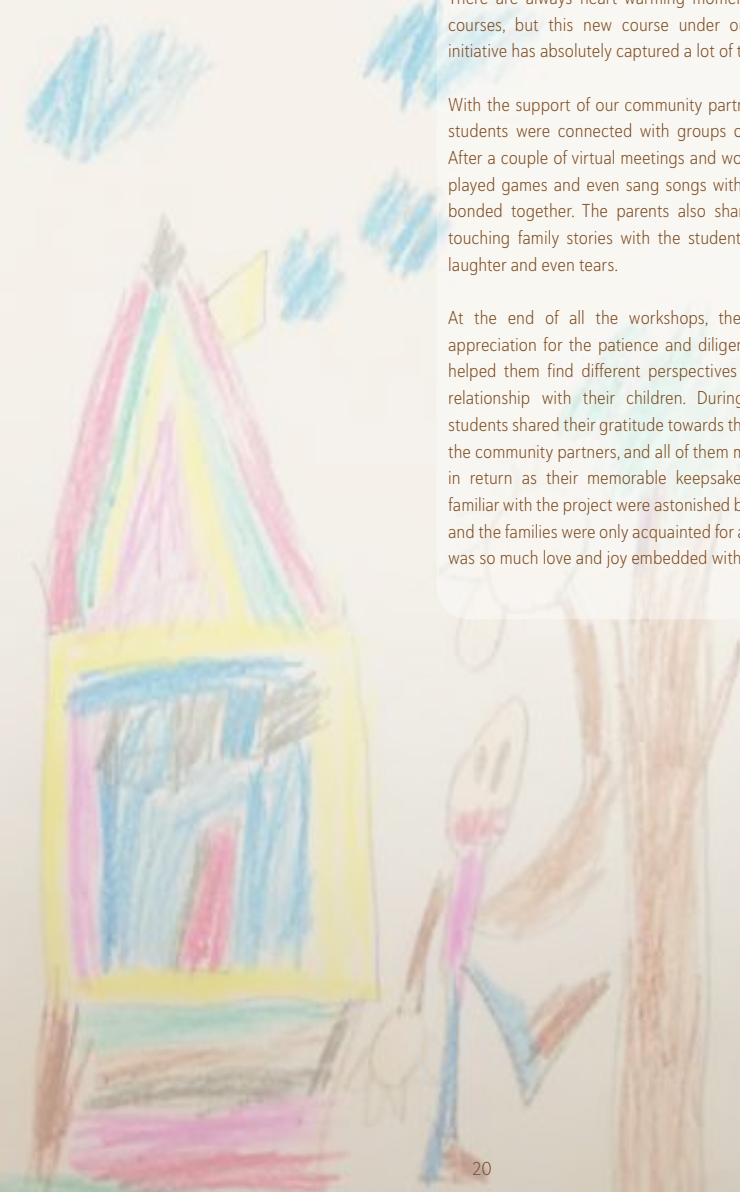
In GFHC1046, Dr Chen Fong Fong led students to embark on a research-based service-learning project that interestingly centred on the ethnic minorities involved in Hong Kong's textile industry. Students visited Centre for Heritage, Arts and Textile (CHAT), where the former cotton-spinning mills of Nan Fung Textiles were situated, and examined the machines and objects there in order to have a better understanding of the industry and connect with the precious little stories shared by former factory workers. A couple of workshops were also organised to equip students with the essential skills required by the project such as basic interview know-hows and video editing techniques.

As the second part of the project, students were divided into different groups to interview local masters as well as members of ethnic minorities who worked in the textile industry. The interviews were then edited into short videos and published online so as to raise public awareness of various social issues pertaining to inclusivity and multiculturalism. If one has the chance to watch these videos, one would notice that: despite the fact that this was a GE course and students naturally came from a variety of backgrounds, all of them proved to have grasped the fundamental principles of oral history and even those of video-making!

On the day of presentation, some interviewees also joined the class and offered their support to students' works. It was unquestionable that the real-life stories recounted by the tailors and workers managed to complement students' archival research, bringing us a whole new perspective to look at Hong Kong's textile industry both then and now.







There are always heart-warming moments in our service-learning courses, but this new course under our virtual service-learning initiative has absolutely captured a lot of them.

With the support of our community partner, People Service Centre, students were connected with groups of underprivileged families. After a couple of virtual meetings and workshops, in which students played games and even sang songs with the kids, everyone simply bonded together. The parents also shared a lot of amusing and touching family stories with the students, filling the sessions with laughter and even tears.

At the end of all the workshops, the parents expressed their appreciation for the patience and diligence of our students, and it helped them find different perspectives and ways to handle their relationship with their children. During the final presentations, students shared their gratitude towards the parents and the kids with the community partners, and all of them made videos for the families in return as their memorable keepsakes. Viewers who were not familiar with the project were astonished by the fact that the students and the families were only acquainted for a couple of months as there was so much love and joy embedded within the videos.



While the original aim of this course was to let students explore the meaning of happiness as perceived by people from different backgrounds, both the course instructor Dr Lee Siu Fan and our Centre felt that we had achieved beyond that: students got to experience the preciousness of human connections, which were especially made difficult by the pandemic in the last two years. All parties agreed that they had acquired a new meaning of happiness, and it was always up to each individual to use their own means to search for happiness.





In recent years, there has been a revival of agriculture in Hong Kong – people in general are paying more attention to organic farming and locally grown produce; some even go to great lengths to move to the New Territories, take up the plough and become farmers themselves.

Gift From Land is exactly an organisation born out of such deep concern for local agriculture, in particular rice farming; and we are very glad that as arranged by Dr Kwok Kam Chau, students of HIST3106 had the opportunity to learn from this group of enthusiastic farmers, researchers and educators.

Originally, students would visit Gift From Land's rice paddies in Lam Tsuen and talk to the farmers in person. Unfortunately, due to the outburst of the fifth wave of COVID-19, the visit had to switch to online mode – two virtual tours were arranged, in which representatives from Gift From Land walked around the paddies briefing on their daily work as well as the varieties of rice being grown there. Apart from the walk, there was also in-depth discussion on the history of rice, its domestication and relations with different civilisations etc.

After the virtual tours, students went on to make use of their historical knowledge and research methods to help Gift From Land with their research work, collecting articles, books and historical documents about rice farming and production in Hong Kong as well as the agricultural history of Lam Tsuen Valley. By the end of the project, they were all able to critically evaluate relevant social issues such as the dynamics of rural-urban development with a contemporary and local focus.

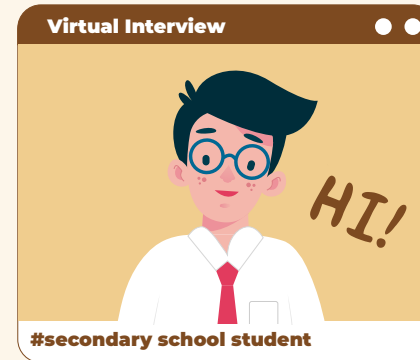
Later, as soon as the pandemic stabilised, Gift From Land managed to organise a couple of sessions to bring students to Lam Tsuen physically. Although by then the semester had already come to an end, students who remained passionate about the project volunteered to join the sessions and at last – they got to gaze at the beautiful paddies and grains, help measure and record their growth and interact with the farmers, looking the renaissance of Hong Kong rice right in the eye.







"If you were to remove one colour from the rainbow, which colour would you take away?"



"Umm.. I would not remove any colours. Each colour has its own meaning and uniqueness, and they all together form the rainbow. Let's not take away any of them."

These were real conversations extracted from a virtual mock interview between a university colleague and a secondary school student, and also one of many memorable moments of this course Interpersonal Communication offered by Dr Henry Fung. The course belonged to the first batch of our virtual service-learning initiative, in which each HKBU student was paired up with an underprivileged secondary school student who was going to take the DSE exam. Throughout the semester, our HKBU young mentors gave valuable advice to their mentees and arranged workshops, utilising their skillsets and knowledge not only in interpersonal communication but reflecting upon their own experience - only just a few years ago when they themselves also had to take the public exam before entering HKBU. The finale that everyone looked forward to was a virtual mock interview that our big brothers/sisters had been painstakingly preparing for their junior mentees. To make the virtual interview as "real" as possible, the interviewers were also HKBU staff and the interview was conducted officially - albeit online. Well-prepared and confident, our secondary school students dressed up formally and answered both expected and unexpected (like the one above!) questions from the interview panel. All parties involved, including the social worker from Tung Wah Group of Hospitals Yu Mak Yuen Integrated Services Centre who helped us arrange the matching up between the students, agreed that it was a fruitful experience especially given the younger ones might not always had the chance to get to know friends who were slightly above their age and could provide consultation to them.

In the last session of the service-learning course, our students wrote Christmas cards to their mentees, which were then sent to them together with a care pack filled with stationery, masks, and candies. Despite the fact that the two parties had never met in real, everyone could literally feel the love in the air - no exaggeration!





Dr Kimmy Cheng was our long-term collaborator and her students oftentimes outperformed and exceeded their clients' expectation. This year, students were split into four groups, and two of them worked with South China Morning Post (SCMP). Dr Cheng's much trustworthy partner. Last year, many of the events had to be cancelled owing to the pandemic; this year, in November 2021, we were lucky that most of them were able to resume. These included a magic roadshow in two public parks, as well as SCMP's trademark annual event 5-a-side football tournament. "We Miss What We Missed" was a slogan that essentially captured the excitement of having these events in real and physical settings again!

Another highlight of this year's service activities was the collaboration with a new partner, The Nesbitt Centre. Students were invited to organise a pop-up event to raise awareness of their services for individuals with learning disabilities. The two groups made full use of the campus' facilities by expanding the events into two main arenas: TriAngle and the area outside CVA. The former featured interactive games and stalls, whilst the latter offered cookies, perfume-making workshops, as well as a live band show. Two learners were also arranged by Nesbitt to visit HKBU and joined the games and performed on stage, and everyone was glad to see inclusion and diversity being promoted on campus via such campaigns. What's more, almost \$2,000 were raised within one single morning and all the money was donated to Nesbitt, who expressed their heartfelt gratitude. Students were highly spoken of as it was not easy to raise money in such a short period of time.

From football and magic to on-campus pop-up events, our students had once again shown the potential of putting together event planning and service-learning. How fortunate!





POLS2015

Government and Politics of Hong Kong



Dr Kenneth Chan

POLS2015 Summary and Reflections:

1. Public consultation
 - a. What is it?
 - b. How can it be useful?
 - c. A critical analysis
2. The Service-Learning Project
 - a. What was my role?
 - b. Our results
 - c. What was done well
 - d. What could have been improved
 - e. What will I remember



POLS2015 - Summary and Reflections

Dr Kenneth Chan had always been a keen supporter of service-learning, and in one of his signature courses - Government and Politics of Hong Kong - he inserted different service elements every year. This time, he let students have the opportunity to work on something new, to some even totally unheard of: participatory budgeting (PB).

The service project was well-planned. At its initial stage, since students might not be familiar with this particularly new concept, a briefing session with MWYO was arranged. Students then came to learn about the essence of PB: every citizen had the right to contribute ideas to ways in which public money was used in benefitting the communities they lived in. After firmly grappling with the concept, students moved to stage two: choosing a specific group to examine how the 2022-23 Budget had an impact on them.

One team of students, for instance, worked on ethnic minorities (EM) in Hong Kong. They conducted research, digging up useful and important information regarding the EM population e.g. while many of them faced language barriers, there was nearly no direct budget allocated to help alleviate their problem. Subsidies to schools were oftentimes underutilised, meaning most schools were not making full use of the financial resources they received from the government to help the minorities. These findings in return became significant resources for organisations like Hong Kong Unison, one of the course's community partners, as they served as the solid base of future advocacy projects in the pipeline.

Meanwhile, other student teams also worked on different issues and topics, such as comparing the pros and cons of PB, questioning whether PB is a form of fake democracy, and evaluating public consultation as a whole. They all did engaging reflections, and a quote from one of them, Mattéo Nguyen Cong, nicely summed up the service element of this course on Hong Kong politics and government:

"This multiplicity of perspectives on the problem allows for a more holistic, thorough and effective understanding of the situation and potential solutions."





PRAD3056

Campaign Planning and Management



Dr Vivienne Leung

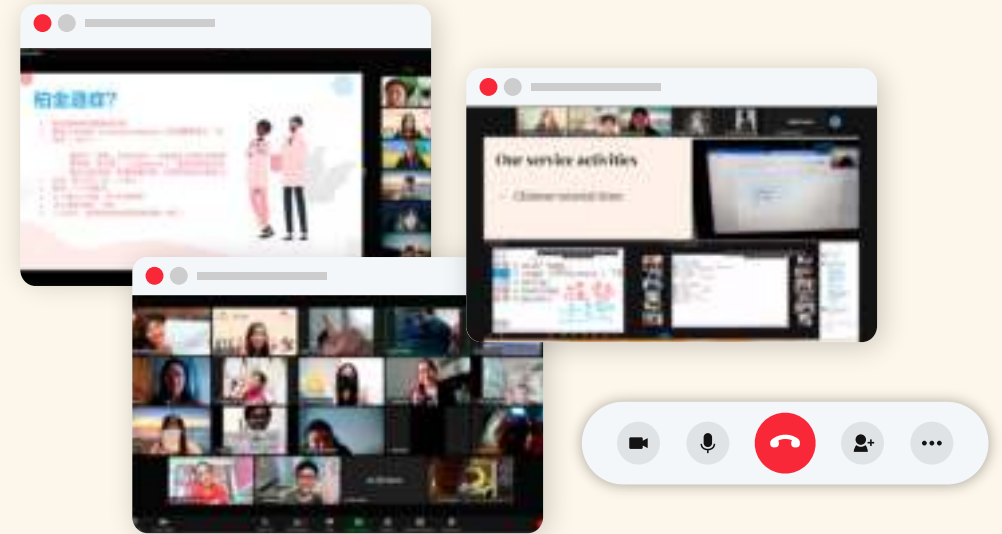
The concept of young-old had been getting more common in Hong Kong nowadays given the growing older population. Many agreed that after retirement, or early retirement, the elderly were still very young and energetic, and would still be able to contribute to society. One of the many organisations holding this belief was 50 Add Oil, which was also the community partner of Dr Vivienne Leung's course this year. Students collaborated with this digital platform designed for people over 50 years old. 50 Add Oil provided our young-olds with useful tips and information related to family, lifestyle, and healthcare. Our students did not only take part in theory-based case studies, but they also gained the opportunities to step out of the classroom and meet the young-old friends in the community.

After in-depth research and planning on the target audience, students implemented their ideas about the needs and challenges of being in midlife. Five leisure activities were introduced in virtual workshops conducted via Zoom, which were all meticulously designed and exceptionally interactive. These included a fitness workshop in which aerobic exercise

suitable for their age range was introduced; a board game workshop where young-olds learnt to play a mahjong-like game; and a storage workshop particularly useful during COVID-19 as people could stay home, declutter and organise their house with DIY hacks and tricks. Two more workshops were closely related to mobile phones, as the young-olds might not be very familiar with using apps. Basic Photoshop skills and proper ways of buying groceries via various apps were taught to our service users so that their lives could be made easier - and more beautiful - for that matter.

Such an initiative essentially promoted intergenerational communication and empathy, and it was rewarding to see that the older generation was still pretty excited to learn new games and technologies. Our students had indeed infused new energy to their life, and we believe the impact was reciprocal.





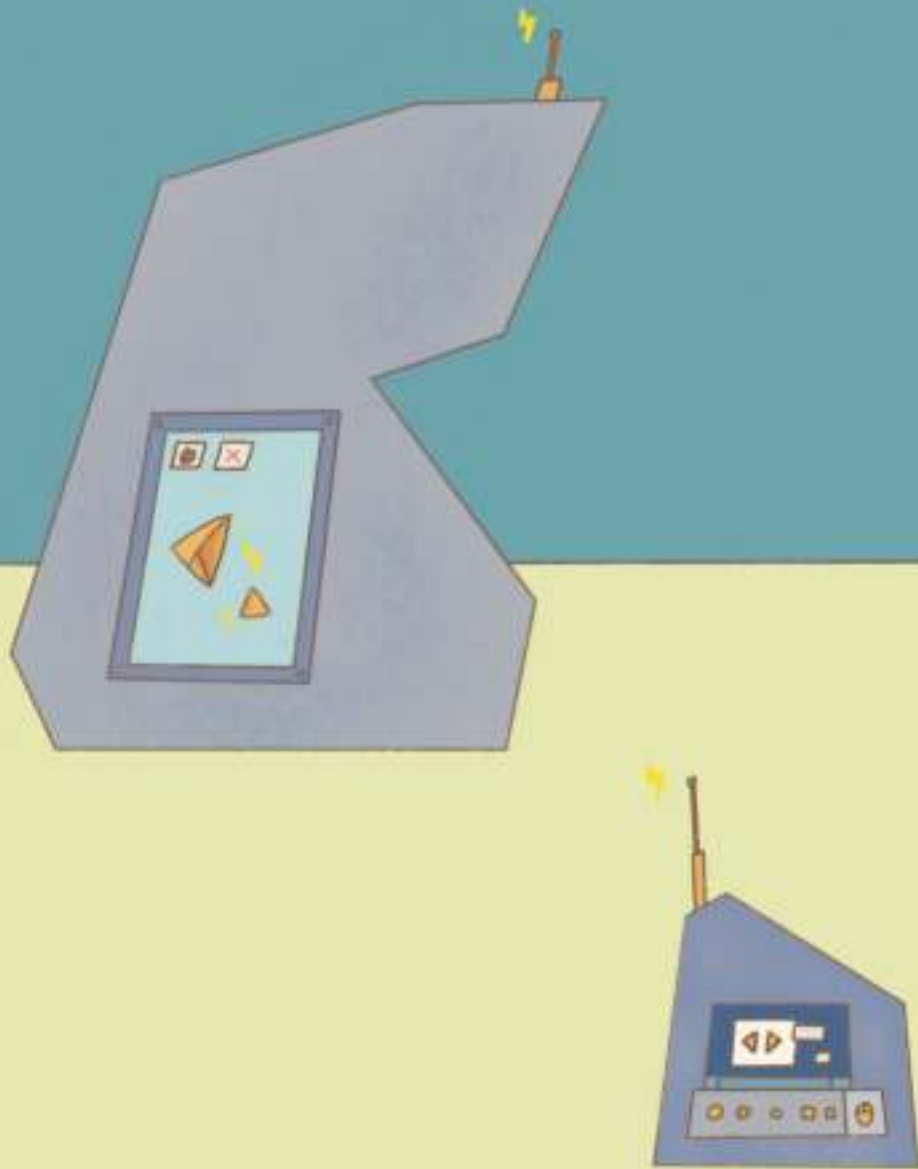
The is one of our new service-learning courses this year in which Dr Day Wong integrated academic study with service-learning so as to enable students to develop an in-depth understanding of social sustainability. Despite its first trial, both Dr Wong and her students were very engaged throughout the semester: students altogether worked with seven collaborating organisations and conducted a variety of projects on environmental protection, gender equality, education, health and wellbeing etc. to promote sustainable development in society.

The seven organisations were Anti480, The Family Planning Association of Hong Kong, Hong Kong Parkinson's Disease Foundation, Quarks, Sham Shui Po Community Green Station, The Conservancy Association, and YMCA. As one could immediately tell from the nature of these organisations, students' exposure was exceptionally wide and they managed to deliver various projects and campaigns to help both the organisations as well as the beneficiaries. Just to name a few highlights: for Quarks, a youth organisation that provided support for the young transgender and transsexual population in Hong Kong, they arranged students to meet with their service targets on the various challenges they faced in daily life, such as dressing style, haircut, and using

washrooms. After taking into consideration their interviewees' worries and concerns, students designed logos and images of the "washroom for all" and helped Quarks to promote the message, raising awareness of such a recent hot topic. Another group that worked with YMCA even had the precious opportunity to meet the service users directly despite the pandemic: providing tutorial lessons to ethnic minority (EM) students. Our students made sharp observations, like differentiating the shy ones from the extroverted, and modified their teaching plans. This was such a timely arrangement as COVID-19 had imposed a lot of challenges to secondary school students, let alone the EMs, and our students were able to obtain a sense of education for sustainability.

Unlike most of our previous courses, Dr Wong requested students to keep a detailed log sheet to record and document the whole journey of the service they provided during the semester. While it was an attempt to systematically chronicle students' work, we also found it comparable to a fortunate treasure that was loaded with our students' empathetic records.





SL@HKBU: Science and technology

Students equipped with scientific knowledge and technological know-hows, we believe, should not be merely staying in labs or doing coding on their own. Rather, if science and technology can be connected to the community and create impact, the outcomes are guaranteed to be fruitful and promising - especially given a lot of problems in our society are waiting to be solved by technological advancements. Meanwhile, we certainly do not want to forget those who are left behind by the digital divide, as inclusion is one of the core values in SL.



BIOL4015 & BIOL3016

Fermentation and Enzyme Technology
Environmental Health and Toxicology



Dr Patrick Yue

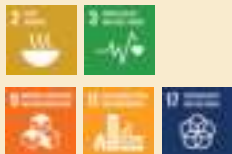


It was the fourth year Dr Patrick Yue incorporated service-learning elements into two of his courses. The projects of these two courses shared the same goal, bearing the spirit of service-learning: to deepen the knowledge students learnt inside the classroom through the engagements in services and reflections.

Like passing the torch, Dr Yue led HKBU students to deliver workshops in teaching secondary school students some basics in biology. For BIOL4015 Fermentation and Enzyme Technology, as face-to-face meetings were still available in the first semester, students from St. Bonaventure College and High School visited HKBU and the workshop was held in our own laboratory. We could tell that our students were potentially great mentors and teachers, as they skilfully and patiently taught the younger ones to handle orange peels or even simply to use the Bunsen burner with caution. As for the students of BIOL3016 Environmental Health and Toxicology, in view of social distancing, they met with the students of Po Leung Kuk Ngan Po Ling College online and held workshops about micro-plastics for them as an alternative. Both the service and the learning components were still in place, and it was fortunate that Dr Yue made proper adjustments accordingly.

Through these service-learning courses, our students were able to explore more on the knowledge application of fermentation and toxicology and realise their relevancy to everyday life and society at large. At the same time, the service component also enhanced the secondary school students' knowledge and further aroused their interest in biology. It was delightful to see how much the two courses had achieved throughout the years.





World hunger is on the rise, and the situation has been worsening since COVID-19. The United Nations estimated that 720-820 million people in the world faced hunger in 2020. Not surprisingly, more and more NGOs and charities are devoted to reducing hunger.

One of our community partners, Foodlink Foundation, has been collaborating with Hong Kong local food outlets and redistributing food to those who are in need. Not just recycling and providing food, our partner is also attentive to the nutritional value of the food. That is where the students in this course can contribute and make a difference.

Dr Gray Ho, the instructor of this course, led the students to join the Bread Run Programme and the Hot Food Programme of Foodlink Foundation respectively. Apart from collecting samples of the unsold bread and the leftovers from the programme to run tests and analyse the nutrition of the food, students also witnessed the food waste issue in Hong Kong through this service-learning experience. They reflected that even though they knew there had

always been food waste problems troubling the city, this first-hand experience still shocked them and let them re-examine their own habits in everyday life.

Besides the collaboration with Foodlink, students also visited GreenPrice, a socially-driven retail chain selling groceries that have passed their best-before date but are still safe to be consumed. Students learnt more about the business of retailing surplus, short-dated stock and the differences between best-before date and expiry date. Furthermore, they also sampled some of the pre-packaged food and ran food tests to examine the nutrition content.

At the end of the course, after all the food test results were presented to the involved NGOs, students felt blessed to be involved in this service-learning project and expressed their gratitude. One of the students reckoned that this course let her realise that all people, no matter rich or poor, should have the equal right to enjoy healthy and nutritious food.

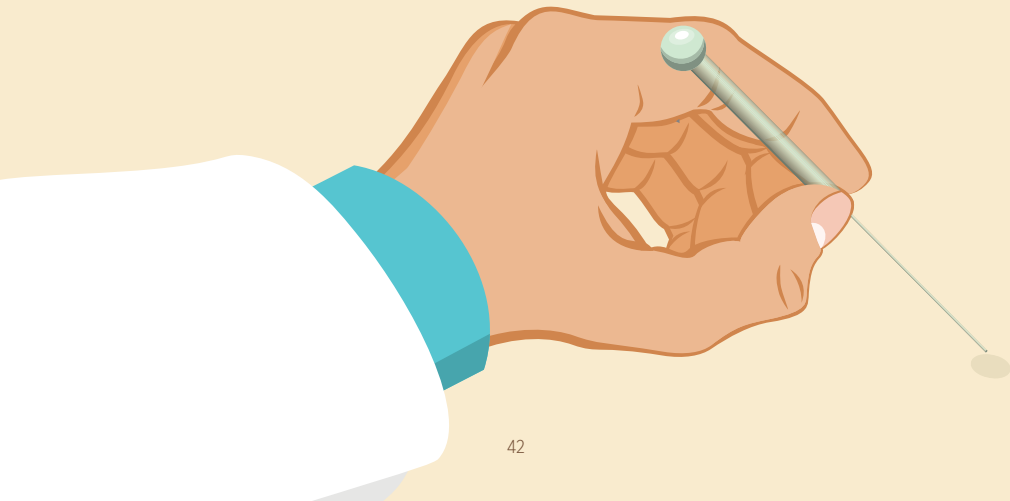


The students of CMED3058 and CMED3059 had learnt a lot from our service users this year. Thanks to our community partner, Community Rehabilitation Network of the Hong Kong Society for Rehabilitation, 31 HKBU students were connected with six groups of patients, together with their caretakers, who suffered from different types of chronic diseases, such as sarcopenia and spinocerebellar atrophy.

While students provided Tui Na treatment for our service users, they also produced videos that guided the patients on how to locate different acupressure points and demonstrated different home exercises for pain relief. These educational videos were shared to patient self-help groups in the hope of helping patients on various fronts and raising awareness of the above diseases. The service elements of the course continued in the second semester after being executed virtually in the first semester.

Throughout the whole year of collaboration, students met multiple times with service users, both virtually and physically. Our beneficiaries generously shared a lot of their stories and students also asked very sensible questions to deliver tailor-made medical advice to them. It was proven that some services might be more effective when carried out virtually, especially when some of the service users were inconvenient to travel or need to stay home during COVID-19.

Several groups of students shared that their biggest takeaway from this course was the insights from the patients. Their perspectives on life, bravely facing chronic illness allowed them to understand "patient" anew. Meanwhile, our service users also appreciated the thoughtfulness of the students. There is still a long way to go but their paths on Chinese Medicine are definitely on the right track.



When Dr Jin approached us to discuss his project idea of incorporating service into his courses, he put forward that a course on human-computer interaction necessitated service elements precisely because it was about injecting humanistic essences into computer science. This noble belief resulted in one of our new service-learning courses this year. Students worked with the Evangelical Lutheran Church Social Service - Hong Kong, Shatin District Community Centre for the Golden Aged to talk to the elderly regarding their everyday habits and difficulties in using their mobile phones and various apps, ranging from Facebook to Google Map during their first visit to the Centre. They prepared detailed questions and patiently talked to the elderly; to their surprise, their "interviewees" were very smart and actually a lot of follow-up questions as

to how to improve their experience in using mobile apps were raised. After understanding their needs and concerns, students then applied their knowledge and designed prototypes, and went back to the Centre for a second visit to collect the elderly's feedback. It was lovely to see that some elderly actually remembered their young friends and praised their prototypes. Putting together the comments and suggestions they had collected, our students did a final presentation to showcase their final products - modified versions of existing apps - and some of the elderly also joined and had a glimpse of students' SL deliverables.



These were some of the things that students had come to realise and tried to improve after communicating and interacting with the elderly. Our students were delighted to see how chatty, energetic and approachable their beneficiaries were, and agreed that the service opportunity had given them a valuable chance to reimagine the older generation anew. This kind of intergenerational mutual understanding was not easy to attain, and it was such a bliss to witness so. A big shout-out to our community partner who helped coordinate this wonderful initiative!







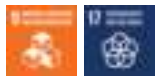
Computer Science is not just about coding and programming – it is also an art of communicating and connecting with another human being through systems and data.

That is why students of COMP4117, apart from making use of software tools and programming techniques for information systems development, also worked in teams and met with their respective NGO clients for their service-learning projects. This year, Dr Martin Choy, Dr Jean Lai, and Mr Kenny Cheng had engaged a total of three community partners, namely Hong Kong Softball Association, The Gymnastics Association of Hong Kong, and Open Sesame Organisation, with a view to simulating a real-life working environment in which students would start from scratch to help identify users' problems, propose solutions and develop/enhance the corresponding systems with a humanistic touch.

The system enhancement in general concerned member registration, login and management; user interfaces and usability of the relevant systems were improved. As the course's new partner and a community service provider that aims to bring a variety of hands-on experiences and experiential activities to children and youth in Hong Kong, Open Sesame Organisation (OSO) in particular caught

our attention. At the beginning of the project, OSO did not have an online system for event management at all; all the relevant records had to be manually processed and kept by the staff. Our students, after taking the time to understand the needs of their clients, managed to develop an effective system for searching and archiving event details by the end of the semester.

Certainly, it was not easy to maintain close contact with their clients virtually during COVID-19. Nonetheless, students all found their project management experience useful and meaningful, in the sense that they could apply what they had learnt in class – the very technical side of their major – to actually help the NGOs concerned to achieve their bigger missions in society.



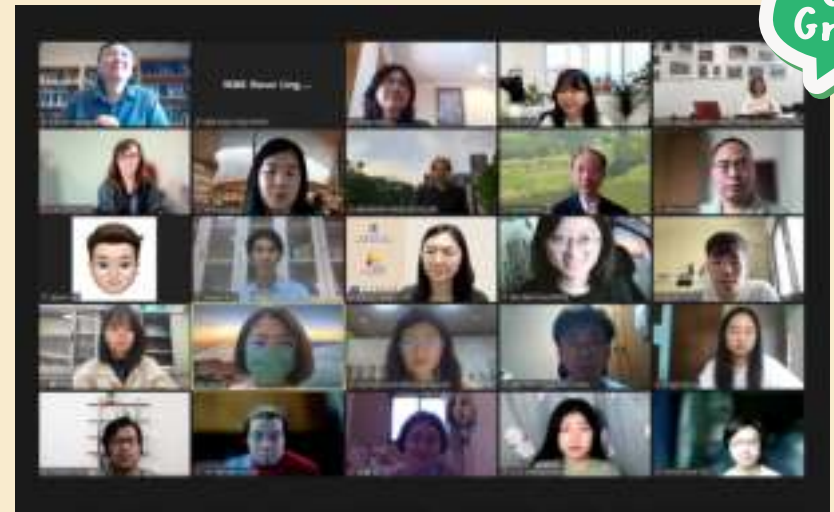
Dr Daphne Mah, the instructor of this course, called the service experience she designed a "little energy scientists" project, which was a collaboration with Hong Chi Morninglight School in Yuen Long. Our students led a series of workshops that aimed at training students with special educational needs (SEN) to be "little energy scientists" so that they could contribute to the development of a low-carbon society.

To equip HKBU students with a better understanding of SEN students and enhance their communication skills, at the beginning of the course, a training workshop was delivered by a teacher at the Hong Chi Morninglight School. HKBU students then taught the students at Hong Chi on how to collect and record solar data from the rooftop solar panels installed in their school, and they also guided the students to use drone cameras. Besides, our students also developed STEM activity lesson plans for the school kids. They did drawings, colouring and made solar carts together.

The finale of this service-learning project was a solar cart race competition hosted by HKBU students. All the participating students brought along their DIY solar carts and competed with each other. Everyone was happy and they had shared so much fun and laughter together, essentially embracing inclusion and empathy.

At the end of the finale, our students expressed that they enjoyed spending time with SEN students and found that the kids were cute and creative, while the teacher at Hong Chi and Dr Mah thanked HKBU students for their patience and leadership. From this project, we had all learnt that inclusion and diversity should not simply be slogans. They could be put into practice and action, resulting in fruitful outcomes.





Background

In March 11, 2011, a magnitude 9 earthquake struck Japan, and the accompanying massive tsunami and afterwards caused huge disaster, including the Fukushima nuclear meltdown.

After the disaster, power generation in the greater Tokyo area decreased by 20 percent, because the government mandated cutting occurred in all nuclear power plants throughout Japan. Affected nuclear power plants operated at 10 percent of capacity in December 2011, and were reduced to 0 percent in May 2012.

The Great East Japan Earthquake

The Great East Japan Earthquake

Sustainable campus initiative

Domestic sustainability initiatives before the March 11 disaster

The new concept of campus sustainability initiative after the disaster in the context of an energy crisis

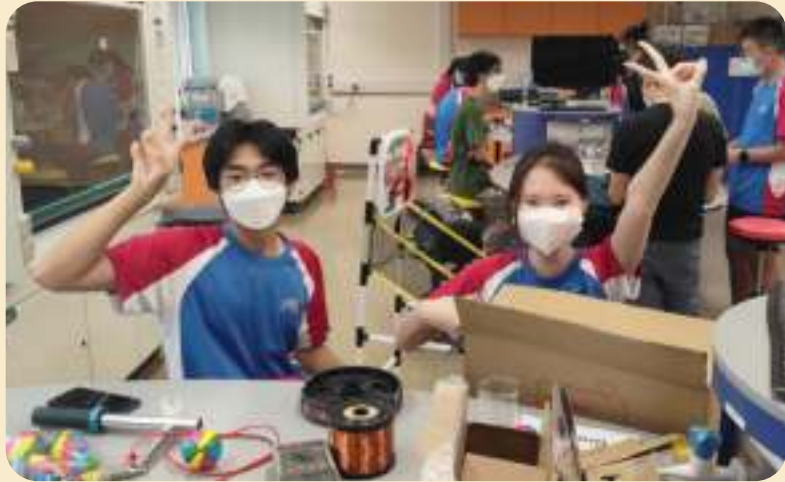
These two service-learning courses worked on a project in which students were split into different teams and took up different tasks, such as doing desktop research, creating an online solar map, and organising an online cross-city and cross-cultural deliberative workshop which was the highlight of the two courses.

Co-organised with Korea Advanced Institute of Science and Technology, Kyoto University, National Taiwan University and Sun Yat-sen University, the workshop hosted more than 50 students from universities across regions who discussed the role of universities in facilitating sustainable energy transition. During the group discussion, students were given three specific options to discuss, namely making gradual improvements to comply with sustainable standards, establishing sustainable "living labs" in the community, and actively engaging with the society through start-ups. They discussed and analysed proactively on the pros and cons of each option. Six panellists from five universities then joined a panel discussion hosted by Dr Daphne Mah, the course instructor, who invited the panellists to respond to the questions raised by the students.

After the workshop, HKBU students expressed that they found the project meaningful. Apart from the opportunity to communicate with students and professors from different universities and to know about their perspectives on sustainability and energy policy, it also helped them think about how they could contribute to the above issues. One of the students highlighted that taking a service-learning course as a geography student was a chance to recognise how their learning as well as geodata could contribute to the development of society.

The courses had an initial plan to include an overseas trip to Korea to broaden students' horizon and carry out direct service with Korean students. Although the trip was unfortunately not realised in the end, the online cross-cultural learning during the pandemic served as a timely substitute. We look forward to seeing how the next service-learning project in geography continues for HKBU students and future leaders worldwide to work towards a sustainable society.





With an aim to promote and implement human energy harvesting technology in physical exercise equipment, HKBU students in this course helped 19 secondary school students develop five energy harvesting device projects for capturing energy from physical exercise.

At the beginning of this service-learning course, HKBU students visited Hong Kong Teachers Association Lee Heng Kwei Secondary School. They met with the secondary school students and the teacher and had a preliminary discussion on the project.

Despite the fifth wave of COVID-19, students were still actively engaging with each other by discussing projects online. The secondary school students started with a proposal to explain their ideas on the development of energy harvesting devices for capturing energy during physical exercises, whereas HKBU students studied the secondary school students' proposals and gave them some sharp suggestions. Apart from giving advice, our students also ran an online workshop demonstrating how to build energy harvesting devices.

When face-to-face meetings could finally take place in July 2022, students from the secondary school came to HKBU campus with their materials. Under the guidance of HKBU students and teaching staff, the secondary school students successfully developed different energy harvesting devices, for example, an energy harvesting dumbbell in which an electromagnetic generator was integrated into the dumbbell.

Concluding this service-learning project, the course instructor Dr Chan Mau Hing reflected that this course allowed students to showcase their knowledge on physics. Meanwhile, one of our students also told Dr Chan that he appreciated the opportunity to engage with the secondary school community, as he aspired to become a teacher. We look forward to seeing how the next service-learning project in physics takes students a step further to contribute to the community.





SL@HKBU: Arts, language, creativity

HKBU is well-known for its endeavours to cultivate students' creativity in art/arts-related disciplines. We extend this agenda to SL, massaging service with various forms of art and language expression, resulting in fabulous deliverables from students such as posters, exhibitions, artworks, and different types of publications. From literary writing and professional language skills to music and creative arts, our students have got so much to offer to the community and society at large by providing services of all sorts.



It was the first time Dr Emily Chow-Quesada, whose research interest was African literature, incorporated service-learning into her course. Riding on her own interest, she arranged students to work with Africa Center Hong Kong (ACHK) to promote African literature and culture in the hope of letting more people know about African communities in Hong Kong. This certainly echoed the motif of the course, which also made us wonder: what would be the outcome of storytelling with a touch of empathy?

The first part of the service activities took place in February, 2022: initially students were to visit the Center, talk to the people there, and get to know more about their chosen writers. Unfortunately, it clashed with the outburst of the fifth wave of COVID-19. Instead of simply calling off the event, ACHK managed to provide a virtual tour of their Center so that students could feel the vibe of the space even given the classes were done on ZOOM. While we were grateful for the

extra arrangements made by our new partners, students also shared that they would love to visit the Center and enjoy African cuisine there when the pandemic subsided.

After grappling with a better understanding of their partners' expectations, students designed posters for promotional purposes. They infused their chosen writer's bio, narrative, life history and lesson, and philosophy into the posters with vibrant colours, eye-catching taglines and insightful quotes. On top of that, given the authors' unique ethnic and racial backgrounds, many of the students' works addressed specific issues that were pertinent to the spirit of service-learning: gender and racial equality, women's empowerment, marginality - just to name a few. Representatives from ACHK were very happy with students' efforts, and their posters would be showcased in the form of an exhibition so that the general public could get to know more about African communities in Hong Kong as well as the importance of inclusion and diversity.



This was yet another successful example to show that our service work would not cease in view of the pandemic. While students helped to rebrand blackness - as the slogan of ACHK went - we were also gradually reshaping and refining our ways of executing service-learning under the new normal.





GERM2009

European Language in Context II (German)

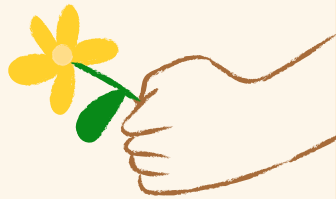


Ms Kathrin Bode



In order to communicate effectively in a foreign language, one does not simply learn about the grammar and vocabulary, but also has to understand the context in which the language is used and all the connotations behind. And this exactly explains why Ms Kathrin Bode decided to go one step further and engage students of GERM2009 in a service-learning project that involved the Jewish communities in Hong Kong and Germany.

At the very first beginning of the semester and in collaboration with the Goethe-Institut Hong Kong and German Consulate General Hong Kong, students helped set up an exhibition titled "Jewish Life in Germany and Escape Destination Hong Kong" in TriAngle. In addition to the history of the Holocaust and the subsequent destruction of Jewish life in Germany,



the exhibition also covered how Hong Kong became a place of refuge for some Jewish families in the 1930s. A follow-up roundtable discussion was later held via ZOOM, in which Dr Noit Banai from the Academy of Visual Arts, Dr Martin Chung from Department of Government and International Studies and Ms Elina Eliasson, a young Jewish scholar in Dresden, were invited to share their experiences and views on Jewish life today, ways to deal with the past and anti-Semitism.

In the following weeks, students teamed up and respectively interviewed members of the Jewish communities in Hong Kong and Germany, for example, representatives from Hong Kong Holocaust and Tolerance Centre, the coach of a Jewish football club in Germany and Kosher food suppliers in Hong Kong. Various topics such as repentance for the Holocaust, Jewish identity, Jewish art and memory etc. were explored. Students then gathered everything they learnt from their interviewees, supplemented the findings with their own

research, and turned their reflections into colourful and informative e-posters for further dissemination.

Although it was a pity that some of the original plans could not be realised due to the pandemic, the project successfully sparked students' interest in Jewish culture. The pursuit of tolerance, understanding and acceptance of different cultures and religions became the main outcome and a common goal of everybody who was involved.



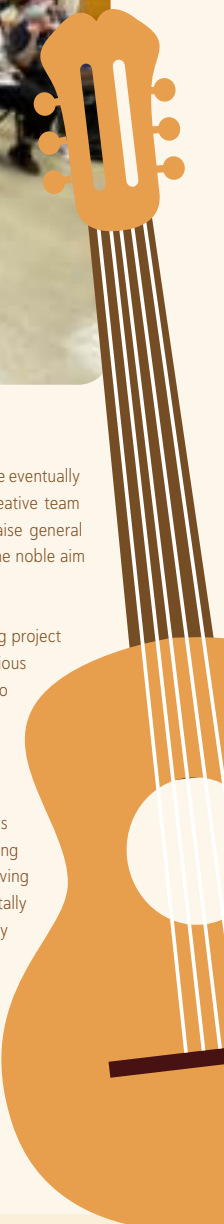


Prof Chow Yiu Fai is no stranger to service-learning. As a matter of fact, he has been exceptionally supportive, and this is already the fourth time he collaborated with CISL in his signature lyrics writing course. We had also decided to scale up his course as we believed the power of words, songs, and music had shown a lot of potential in spreading empathetic messages. That therefore resulted in a cross-departmental collaboration between Humanities and Creative Writing and Music, which went way beyond a blending of disciplinary knowledge. What we witnessed was a splash of HKBU talents.

Led by Edward Chan, prominent Cantopop producer and songwriter and also the instructor of Songwriting I, Music students kicked off the service-learning project by composing songs of their own. The melody, of course, was inspired by the interviews with various service users. This year, the theme was "Lost and Found": to capture the essence of acknowledging one's loss and to trace what could be found and regenerated after enduring the process. Meanwhile, based on the musical piece and the interview materials, two pieces of lyrics were written on each interview in connection to what was lost and found. These included stories on an Indonesian domestic helper, a colour-blind person, a depression patient, and Sapphire Shen: a makeup artist who suffered from her autoimmune disease lupus. Using the life of a butterfly as a metaphor, students created two songs for Sapphire to narrate

her numbness back then and the hope that she eventually built as she kept fighting with lupus. The creative team hoped that the service deliverables could raise general public's awareness on the disease, echoing the noble aim of Sapphire's own page "My Lupus Diary".

What further made this year's service-learning project of the two courses unique was the precious opportunity for students to actually go into a professional studio - thanks to the arrangements made by Edward, someone within the music-making industry - to record the songs they themselves co-created. Videos and booklets that documented all the songs would be released too in the hope of escalating the impact of the project despite not having a concert like previous years. Coincidentally resembling its theme, students had fortunately found new meanings and opportunities in spite of forgoing a live performance.



TODAY, TOMORROW

During the past few years, it is no exaggeration to say that the whole world has been turned upside down by the COVID-19 pandemic. In a way, things keep changing every second while paradoxically remaining stagnant; it is only natural to feel despondent and lost every now and then.

Dr Carloalberto Treccani thus decided to invite students of HUMN3047 to document their anxieties and fragile moments through photographs, in the hope of promoting understanding, acceptance and empathy in society. For almost five months, students had been taking thousands of photos, and discussing amongst themselves the stories behind. Some stories were more personal, concerning relationships and self-identity, while some meant to explore bigger issues such as animal rights and the city landscape. In the end, each student picked the photographs which they thought could most represent themselves and echo with the others, and their works were compiled into a photographic publication titled *Today, Tomorrow*.

It turns out that human emotions are more universal than we think. As the publication was distributed to different members of the community, not only stories of fears and struggles were recounted, but also hopes and dreams were brought to the post-pandemic society.



Hui Ka Yan, *Support*, 2022



Mui Nga Ting, #6, 2022



Hui Ka Yan, *We are one*, 2022





This course trained students to become professional interviewers and writers, and service-learning naturally blended in as our services oftentimes involved a lot of talking and interviewing with various clients and service users. Riding on the success of interviewing single fathers and documenting their stories last year, Dr Michelle Huang made an even bolder attempt this year: arranging students to interview fathers who were previously incarcerated.

As one could imagine, interviewing sensitive subjects required a lot of precaution. Dr Huang had thus invited Ms Helen Ching, a marketing and PR consultant, also former Principal Mass Communication Officer of the Independent Commission Against Corruption (ICAC), to give students a brief training session, during which tips and suggestions were offered to students who would have to interact with people from backgrounds that they might find unfamiliar with.

Thanks to the coordination meticulously arranged by Family Value Foundation of Hong Kong, students then got the opportunity to

interview their subjects. Four fathers shared their heartfelt stories with us, mostly in relation to their families, religion, and conviction to lead a new life again after being released from prison. When students presented their works to the Foundation, they reflected upon their experience on various fronts. Some were grateful for the opportunity to write professionally on a subject matter collectively, while others expressed that the service experience led them to rethink their own relationship with their fathers/parents.

The four articles were recorded in the form of a booklet as a deliverable, which would hopefully bring a positive impact to the community in terms of sharing parenting tips and family values to the public. Interviewees' photos were of course not shown, furthermore showing the caution and empathy students displayed during this fruitful project.



This was the second year that Dr Joshua Nan collaborated with our Centre and turned his course into a meaningful service-learning project that centred around mental wellness and fused with art – only this time the target audiences were no longer confined to the HKBU community but had extended to the larger public.

Similar to the last offering, students of SOWK3207 took part in a series of art-making workshops alongside the regular lectures throughout the semester. In the process, not only had they learnt about different concepts of art therapy and the intricating relationship between art and health from the perspective of neuroscience, but they were also given the chance to artistically and creatively express themselves. Ultimately, each student created the artwork that could best delineate their mental landscape and brought it to the semester-end exhibition, which was the grand finale of the service-learning project.

This year, the exhibition took place at Jao Tsung-I Academy, where visitors could freely roam about the space and peep into students' imaginary worlds. The artworks took a variety of forms, ranging from paintings and photographs to three-dimensional clay sculptures and even mixed-media installations. In addition to students' creative works, there was also a separate part of the exhibition devoted to introducing a number of active art therapists in Hong Kong and Canada and how they had been serving the community through their professional services.

As students took turns to lead guided tours and share their respective learning and art-making journey with the visitors, it was crystal clear that the course had once again accomplished its mission: the power of art was unleashed and further promoted to a wider audience through actual human connection – which, at the end of the day, was also what the entire service-learning project was all about.





"I can now proudly say that being a Translation major is 'useful'. Studying an Arts subject can also make contributions to the society."

This was proclaimed by one of the students in Translation Workshop during her final presentation to community partners. Having collaborated with CISL for four consecutive years, the course was grouped under our virtual service-learning initiative this year. The first stage of the project was an online meeting among all the involved parties, namely Dr

Janice Pan, her students, and representatives from the two community partners The Hong Kong Society for Rehabilitation and Hong Kong Neurofibromatosis Association. Students were assigned with a huge task: to translate a 200-page medical dissertation on neurofibromatosis and transform it into a reader-friendly, easy-to-understand brochure. The reason behind this task was very simple: the research of this rare disease was mostly done in English but the organisation hoped that the important information and data could reach the local patients in a more accessible way.

Similar to previous years, students of this course worked in the form of a company: the cabinet had a manager, PR, designers, etc. and each "colleague" had specific tasks. They did not fail their clients' expectation at all. In the finale where they demonstrated their hard work throughout the semester,

they reflected upon a lot on their experience, in particular the role of a translator and his/her contribution to the society. For instance, since they had been working on medically-related information, they came to realise that a small mistake or error could lead to very serious consequences. They learnt to put themselves into the shoes of potential readers by adding different charts and tables in the pamphlets and using different mediums, which were not there in the original piece. All these efforts were appreciated by our partners, and also proved that translation, when placed within the context of service-learning, went way beyond words.

Despite the fact that all parties involved did not meet in person, everything went smoothly and students' empathy was well-displayed. Credits should go to both Dr Pan and our

community partners who arranged a virtual meetup between students and a few patients so that, as students themselves commented, they would not be simply translating words, but perhaps feelings and sentiments at the same time.

TransFeed 4, the cabinet's final deliverable, was a bonus to everything listed out above. We are confident that this meaningful collaboration will continue in the future.



As the "sister course" of Translation Workshop, it was the second year this course was executed with elements of service-learning. The services provided by our young interpreters were offered via the student-led company "Inter-Link" found by Dr Janice Pan since its offering last year.

Riding on the success of its trial run, students transformed themselves into colleagues from Inter-Link and continued to support free yet professional interpreting services to people on campus and beyond. For HKBU activities, our well-trained interpreters helped a number of TriAngle events with simultaneous interpretation. As most of these events were held online, students made good use of various ZOOM functions and gave excellent interpretations in events on social enterprises and entrepreneurship in Hong Kong, sustainable recycling, and a talk called "The Art of Failure". Attendees were even mistaken that the interpreting was done by experienced veterans in the field! How could we not take pride in our students' professionalism?

As for events outside campus, similar to last year, they worked on the legal, medical, and educational sectors, and the topics they were exposed to included legal systems in Hong Kong, ethics, protocols and stress management in court interpreting, traditional Chinese medicine, and podcast and voice training. This did not only put students' knowledge and skillsets in good use, but also proved it incredibly well that translation majors were able to make significant contributions to the community and society at large. With a roadmap to scale up the course, Dr Pan also added an element of sign language into the course, further escalating the service elements in terms of empathy, inclusion and diversity.

Towards the end of the semester, the course also brought us some good news. Dr Pan's team was awarded 1st runner-up in the "BU Ideas Galore! ArtTech x Innovation" competition organised by the Knowledge Transfer Office. The project aimed to develop a mobile app for simultaneous interpretation in the hope of enhancing communication and conversation among ethnic minorities in Hong Kong. Let's look forward to the materialisation of the app soon!





Art is a medium of communication for artists to convey messages and information to the viewers. It also provides a space and opportunities for artists and audiences to explore and reflect on issues that may not be directly accessible in the community.

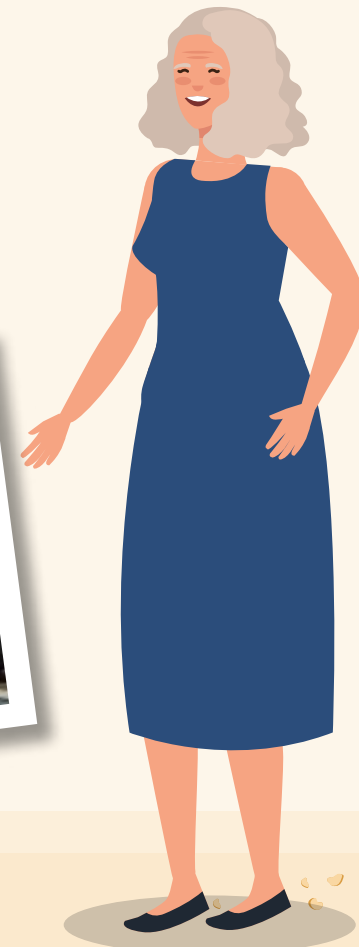
In this course, the instructor Prof Leung Mee Ping gave students a topic on how to promote empathy and raise the public awareness on the elderly, as this course aimed to lead students to develop their own critical judgment on a topic by integrating various perspectives. The students put themselves into the shoes of the elders and designed objects that let the public understand the physical condition of different elderly people.

Apart from letting the students do their own research on elders, this course also collaborated with Eldpathy, a social enterprise that shared the same goal of this service-learning project, to connect students with a group of elders. These elders shared their physical conditions with the students openly and gave a lot of critical comments and advice on the students' designs.

After several online meetings with the elders, students grasped the valuable opportunity to have a face-to-face final presentation and showcase their designs to them in person. Ranging from simulations that articulated the arthritis pain

to conceptual installations that called for attention to the bodies of the elderly, the designs had greatly impressed our beneficiaries who appreciated students' efforts on promoting empathy.

Our students found this service-learning course precious. They had learnt to express their feelings towards the elderly through art, and also enjoyed the chance to communicate and learn from their perspective, which was a unique experience. After all, it is certainly a memorable project for all the participants involved and it has successfully demonstrated the power of art in connection to education and the community.





VART3405

Studio: Experience Design

四喜餅基金會
Tin Ka Ping Foundation

Mr Kingsley Ng
Mr Peter Benz
Dr Evelyn Kwok

"We may have different viewpoints. But when we drink tea together, we put them aside. We just drink tea, and enjoy the time together despite our differences."

This was already the third year we collaborated with this course. Every year, both the course instructors and their students wowed us with astonishing ideas and aesthetic output. This year was no exception, and students proudly presented their works in person through a physical event instead of an online one. Finally!

The theme this year was tea, which had different origins and histories. It was also agreed by many that tea could go beyond drinking but spirituality and meditation. Thus, one of the service-related activities that kicked off the whole semester's work was a visit to a yoga guru Tsang Man Tung from whom students learnt much about tea as a spiritual practice.

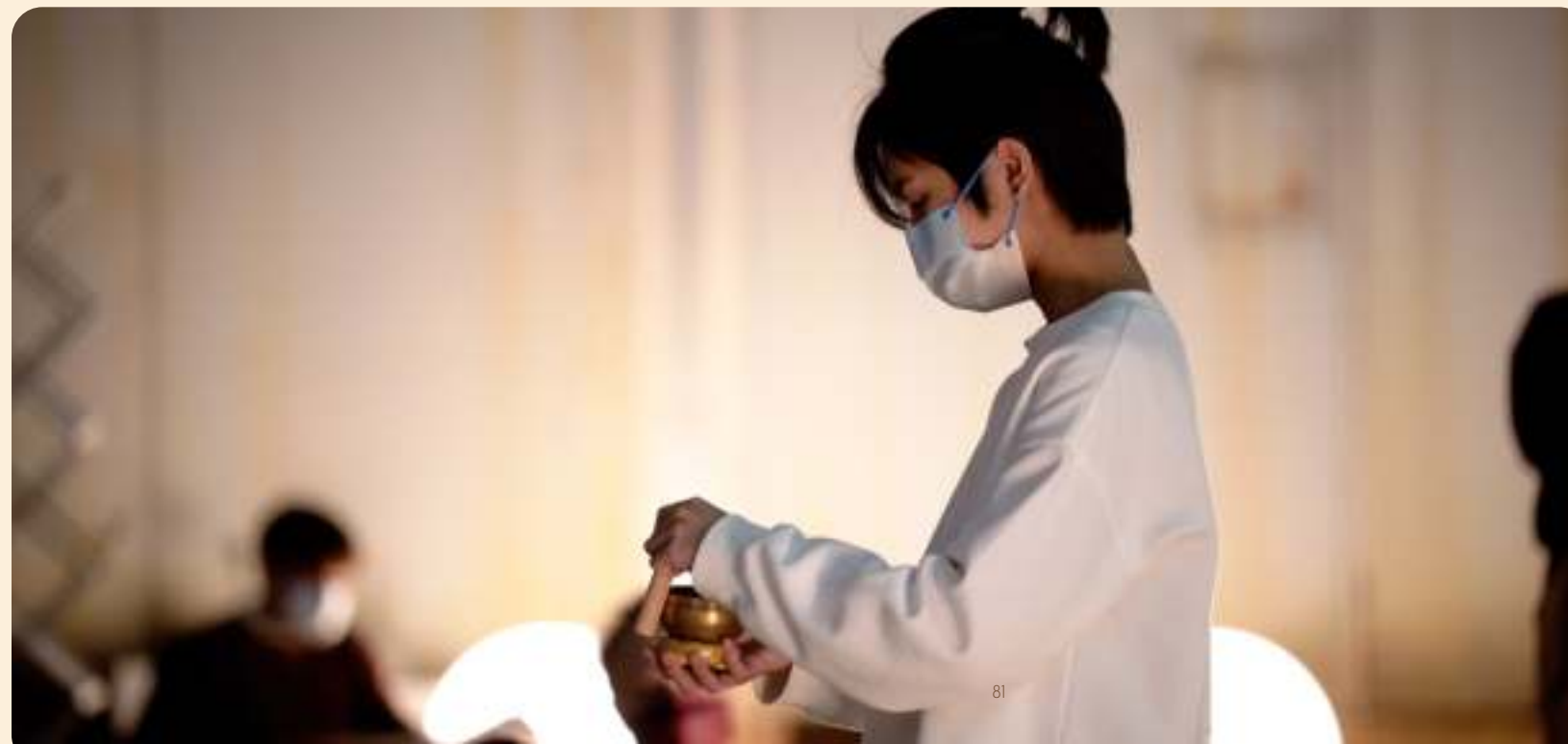


After that, the course instructors continued to infuse knowledge about food and drinks and their relationship with art throughout the semester. Students then came up with creative ways to reimagine traditional tea culture and reinterpret Chineseness, and one of the inventions a group came up with was a device that allowed different people with difference preferences in tea to pour their tea into a handmade porcelain, resulting in a mixture of different tastes and aromas. As we anticipated what the mixed tea would be like, people talked and shared about their very own tea-drinking experience. It was all about sharing, togetherness, and a sense of community. All the other experiential art and

installations carried the spirit of Zen and meditation; not coincidentally, the event took place in the rooftop of an industrial building in Kwun Tong in the hope of engaging people from the neighbourhood. All the students' works were collected in the form of a booklet, and these innovative reinterpretations of tea culture and Chineseness would then be able to further disseminate.

As sublimed as it might appear to be, art could reach the laymen and convey empathetic messages. This is something that our students engaged in service-learning had been pursuing and perpetuating.





Other Service-Learning Projects and Courses

Apart from the service-learning courses supported by CISL's mini-grants, there were other projects and courses offered in AY2021-22 that brought out equally notable service-learning deliverables. We would like to acknowledge them too for contributing to the development and expansion of service-learning at HKBU.

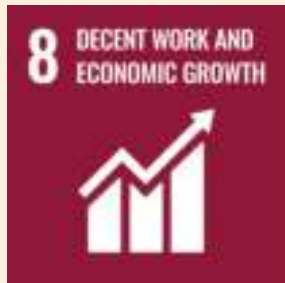
Course code	Project/Course title
Project	Co-creating Inter-Generational Engagement in Secondary Schools
Project	Composition Concentration (Department of Music)
GCAP3005	MathRomance
GCAP3006	Implementation of Service-Learning Engagement through Chinese Storytelling and Writing
GCAP3016	Historic Landmarks, Heritage and Community
GCAP3045	Hong Kong Cinema, Culture, and Society
GCAP3065	Design for Smart City: Towards a Sustainable Living
GCAP3067	Paths to Service Leadership in Health Services
GCAP3075	Service Leadership in Action (Health Services)
GCAP3076	Service-Learning in Fighting Poverty
GCAP3085	Bringing Chinese Culture into the Community through Art Activities
GCAP3087	Canine Service Partners for Inclusive Community
GCAP3097	Evening Song: Music for the Elderly
GCAP3117	Data Storytelling for Gender Equality
GCAP3127	Media Communication in the AI Era
GCAP3135	Sport and Disability in the Hong Kong Chinese Media
GCAP3185	Service Leadership Practicum
GCAP3186	Service Leadership in Learning Communities
GCAP3187	Connecting the Elderly with the Internet - E-sports
GCAP3205	Be a Better Service Leader: Emotional Intelligence in Action

After flipping through *Fortune*, we reckon you can tell that HKBU is indeed full of fortunes and talents: passionate instructors who are enthusiastic to experiment with new pedagogies, and students with skillsets, knowledge and creativity who are zealously engaged in service-learning. We are indebted to them. It is also fortunate for us to have the unconditional support from our community partners, the generous donors (Institute of Creativity, Tin Ka Ping Foundation, and The Lee Keung Charitable Foundation), HKBU's senior management, as well as the Committee on Innovative Service-Learning. A big word of thanks to everyone for championing service-learning, particularly during COVID-19. Like fortune cookies, a lot of sweet and fond memories have been implanted in the work of CISL throughout these four years.

Acknowledgement



SUSTAINABLE DEVELOPMENT GOALS





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