

SERVICE-LEARNING COURSES SUPPORTED BY CISL  
ACADEMIC YEAR 2024-25

# 7wonders



***7 Wonders* is published by the Centre for Innovative Service-Learning (CISL) at Hong Kong Baptist University**

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**Let's GO Green! CISL cares for the environment and humanity.**

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**Message from the President and Vice-Chancellor**

**Prof Alexander WAI, JP**



It is my great pleasure to welcome you to the seventh edition of the annual publication of Centre for Innovative Service-Learning (CISL), Hong Kong Baptist University (HKBU) – *7 Wonders*, which celebrates the remarkable achievements of our academic service-learning courses. As we mark this significant milestone, I am reminded of the profound impact that service-learning has had on our University and the communities we serve.

Over the past years, our service-learning offerings have flourished in both number and scope. In academic year 2024-2025, over 3,000 students participated in 81 courses, extending meaningful support to nearly 26,000 individuals in Hong Kong and abroad. These endeavours address critical issues such as social inclusion, diversity, sustainability and healthy ageing, enriching not only our students but also the communities they serve. The impactful service-learning initiatives have contributed to HKBU's continued excellence in 2025. Our rise to 50th place in the 2025 Times Higher Education (THE) Asia University Rankings, and our global recognition as second for 'SDG 4: Quality Education' two years in a row in 2025 THE University Impact Rankings, exemplify our pursuit of academic excellence and enduring impact beyond the classroom. These accomplishments reflect the collective efforts of our students, faculty and staff – including those engaged in service-learning courses and initiatives.

I wish to express my heartfelt gratitude to everyone who has contributed to this success. To our students, faculty and community partners – thank you for your time, passion and expertise. My sincere appreciation also goes to our donors, whose

generosity enables us to expand the reach and impact of service-learning at HKBU. Special thanks to Dr Albert Chau, Vice-President (Teaching and Learning), Dr Lisa Lam, Director of CISL and her team, for their leadership and steadfast commitment. I extend my very best wishes to Dr Lam as she embarks on her next chapter.

As HKBU approaches its 70th anniversary, I look to the future with great anticipation and conviction. May *7 Wonders* inspire others to join us in creating a more compassionate, innovative and sustainable world. Together, we will continue to light the path forward.

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**Message from the Vice-President (Teaching and Learning)**

**Dr Albert CHAU**



How do we nurture responsible young leaders and foster holistic growth among students, and ignite social change in the community? At Hong Kong Baptist University (HKBU), the answer lies in meaningful community engagement – where service-learning bridges theory and practice, and students' talents are empowered to create lasting good.

Service-learning has become a key component of HKBU's curriculum, supporting our commitment to transdisciplinary education and nurturing future-shaping students. Through engagement with diverse communities, students develop the ability to apply their knowledge and skills, empathy, resilience and determination needed to navigate and address societal challenges with confidence and purpose.

We have set ambitious goals to further expand and innovate our service-learning initiatives. We establish deep collaborations with academic and community partners, opening new avenues for service-learning and community-driven education both in and outside Hong Kong. In particular, under the 'One University, Two Campuses' concept, we work closely with our Zhuhai campus (i.e., Beijing Normal-Hong Kong Baptist University) to foster cross-border service-learning projects. At the same time, we continuously explore how emerging technologies may enrich our students' experiences and broaden our reach.

This past year, our service-learning initiatives have reached new levels. I wish to offer my sincere thanks to everyone involved: to our students and instructors for their enthusiasm and dedication, to our community partners for their invaluable contribution, and to our

generous donors and supporters, whose steadfast support enables us to deliver impactful, innovative education. I extend my thanks to Dr Lisa Lam and her team for relentlessly bringing in pioneering initiatives to the Centre for Innovative Service-Learning (CISL). Under Dr Lam's leadership, we have seen notable growth in service-learning courses (125%) and student participation (175%), as well as a significant expansion of community partnerships (288%), both locally and outside Hong Kong. Together, we served over 123,000 beneficiaries. The efforts of CISL to connect service-learning and social innovation have also enabled students and colleagues to drive sustained impact. Dr Lam will leave HKBU very soon for her personal endeavours. I wish her all the best in her new pursuits.

As you explore the *7 Wonders* in this year's publication, I invite you to see them not just as stories of achievement, but as reflections of the remarkable spirit found across our university community. Each wonder represents a unique example of dedication, creativity and collaboration, reminding us that, together, we can build wonders of our own in service to society. Let us continue to work together to shape a brighter, more inclusive and sustainable future for all.

## 7 Wonders



### Foreword by the Director of the Centre for Innovative Service-Learning (CISL)

Dr Lisa LAM

As I prepare to bid farewell, it is with mixed emotions that I pen this foreword for our 7th annual publication, *7 Wonders*. This volume not only marks another year of remarkable service-learning at HKBU, but also offers a moment for me to reflect on my own journey and the wonders that have defined it. I am especially delighted to discover the profound meanings embedded in the number 7.

I joined HKBU in October 2018 and became Director of CISL in July 2020. These seven WONDERful years have brought both challenges and joy. The difficulties our community faced – and bravely addressed – revealed the complexity and multi-dimensionality of the world we serve. Yet in every challenges, I witnessed joyful moments of connection, innovation and hope.

The pages of *7 Wonders* beautifully capture the dedication, heart and passion of our students and instructors. I see knowledge leaping from the classroom into communities, turning empathy into action. Recognising social need is one thing; having the courage to respond is another. Service-learning bridges this gap, transforming intentions into meaningful change.

As I turn each page, I see how our service-learning become stories of care, empathy and value-driven action – woven by the 7 WONDERful groups who have defined my journey.

#### Wonder #1 Students: The Heart of Service-Learning

Our students are our beating heart. From designing tailored programmes, building sustainable communities to integrating emerging technologies, their innovative solutions have transformed lives and inspired hope. Their will to make a difference is a wonder I will always cherish.



#### Wonder #2 Service Users: The Soul of Our Mission

If our students are the heart, our service users are the soul. Their openness in sharing their stories becomes the spark that moves us forward, fosters mutual learning and deepens our bonds. Their resilience teaches us the meaning of service, reminding us why we do what we do.

#### Wonder #3 Instructors: The Architects of Impact

Our instructors are the architects, crafting courses that blend academic rigour with real-world impact. They guide students to tackle social challenges with empathy and insight, creating learning experiences that extend beyond the classroom.

#### Wonder #4 Community Partners: The Bridges to Change

By opening their doors and sharing their wisdom, our community partners have built vital bridges, making true collaboration possible, and ensuring that our service-learning serves real needs and generates ripples of lasting positive change.

#### Wonder #5 Donors and Supporters: The Cornerstone of Our Success

Through their generosity and steadfast belief in our mission, our supporters have enabled our students and instructors to dream bigger and achieve far-reaching impact. My heartfelt gratitude goes to our donors over the years – Institute of Creativity (sponsored by Hung Hin Shiu Charitable Foundation), Lee Keung Charitable Foundation, Tin Ka Ping Foundation, Virginia and Stanley Yim Student Development Fund, and David Lee Wai Hung Student Development Fund.

#### Wonder #6 Senior Management and Committee: The Guiding Light

Community-based learning is no easy task and requires solid institutional support to be truly effective. The guidance and support of Prof Alexander Wai, Prof Roland Chin, Dr Albert Chau and the Committee on Innovative Service-Learning have anchored service-learning as an integral part of HKBU, ensuring that our efforts advance HKBU's commitment to holistic development and caring culture.

#### Wonder #7 CISL Colleagues: The Engine of Progress

My service-learning team – Myra Cheung, Kasey Hui, Judith Wong, Louis Leung, Ashley Tsoi, Anna Chak, Andrew Chan and all my former teammates – has worked tirelessly behind the scenes and on the front line to turn ideas into reality, building a Centre that is vibrant and supportive where lasting change begins.

To our students, instructors, service users, community partners, donors, supporters, colleagues and friends – thank you! As I pass the torch, I do so with deep gratitude – for every story shared, every hand extended, every lesson learned together. It has been an honour to serve as Director of CISL, and I am forever grateful for the opportunity to work alongside you and to contribute to CISL's growth. Your friendship has made my journey unforgettable, and I will carry these wonders with me always.

With heartfelt thanks,  
Lisa Lam

# Event Highlights





# Event Highlights

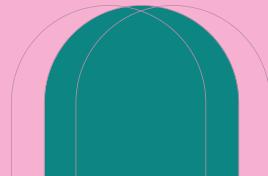
## 1. Winter Get-Together

The Centre for Innovative Service-Learning (CISL) hosted its first Winter Get-Together in December 2024, bringing together our dedicated community of service-learning instructors for an afternoon of connection and celebration. Over lunch, we reconnected with colleagues, exchanged inspiring stories, and recognised the outstanding work unfolding across our service-learning initiatives.

As the year drew to a close, this was a wonderful opportunity to reflect on our shared accomplishments and express gratitude to the instructors who have championed service-learning with such unwavering commitment and rigour. Following a light-hearted ice-breaker, Dr Henry Fung, Prof Anna Qin, and their students took the stage to share personal accounts that vividly captured the transformative power of our work and the tangible ways in which we are enriching local communities.

We were also privileged to recognise the achievements of Dr Jackie Chan, Dr Jamie Cheung, Dr Henry Fung, Dr Daniel Kwok, Dr Kelvin Lee, Prof Janice Pan, Dr George Talbot, Prof Zhao Nan, and Dr Zuneera Umair, all of whom had recently earned International Holistic Competency Accreditation.

Our sincere thanks go to everyone who made this inaugural gathering such a success. The passion and collaborative spirit that our instructors and students bring to their work remain the driving force behind the meaningful community change we aspire to foster. As we look ahead, CISL remains steadfast towards nurturing transformative partnerships and advancing the impact of service-learning. The journey ahead promises new opportunities to learn, serve, and innovate together.



# Event Highlights

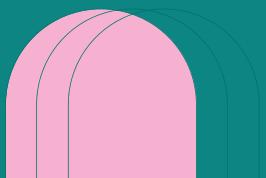
## 2. Refugee Walk

In May 2025, the Centre for Innovative Service-Learning (CISL) organised a Refugee Walk in collaboration with the Centre for Refugees, Christian Action. Over 20 service-learning instructors joined us on this insightful journey through the Tsim Sha Tsui area, visiting significant sites such as the Kowloon Masjid and Islamic Centre, St Andrew's Church, and the MercyHK Canteen.

Each stop offered profound insights into the lives of refugees and asylum seekers in our city. For decades, the Centre for Refugees, located in Chungking Mansions, has served as a beacon of hope, providing vital support and empowerment to this often-marginalised community. Their innovative initiatives, including the newly launched Diversity Hub and the LEAD programme, are guided by the principle of 'refugees empower refugees'.

We are grateful to everyone who participated and approached this experience with open minds and hearts. Faculty members and lecturers interested in developing courses with refugee communities are warmly welcome to reach out to us.

As we continue to learn from one another and forge new connections, CISL remains dedicated to contributing toward a more inclusive and supportive Hong Kong!





Sustainable Community

Creativity

# Sustainable Urban Environment

Dr Veronica CHAN

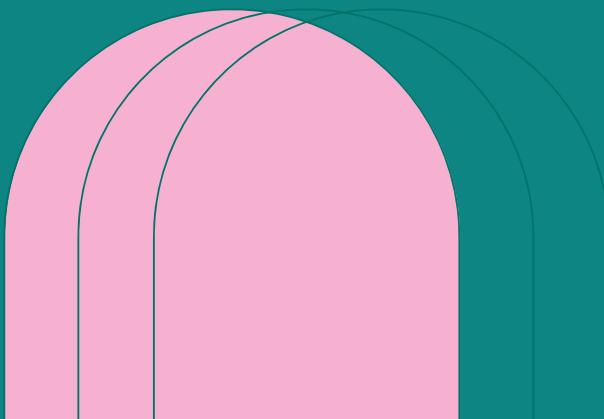
BIOL4067



● In partnership with Heung To Middle School and Ho Ngai College (Sponsored by Sik Sik Yuen), this course brought together HKBU students and secondary school students to explore pressing climate change issues. HKBU students designed educational materials and lively workshops, offering secondary school students fresh perspectives and practical strategies for tackling environmental challenges and creating a more sustainable future.

Innovation was at the heart of the course. HKBU students researched and developed interactive board games that reflected real-world climate dilemmas. These games inspired secondary school students to experiment with solutions ranging from simple behavioural changes to complex technological innovations.

This enlightening experience motivated secondary school students to examine environmental problems from multiple angles, nurturing both critical thinking and a sense of social responsibility.



# Service-Learning in Sustainable Development

ECON3075

Dr Aries WONG



This course encouraged students to channel their enthusiasm and skills into meaningful community action. Working alongside organisations such as the Hong Kong Young Women's Christian Association – Jockey Club Western District Integrated Social Service Centre, the Warehouse Teenage Club, Society for Community Organization, Children Unique, and GREEN @SAN HUI, students devoted their time and energy to serving the community.



Over two months, students designed and carried out activities tailored to the needs of each community partner. At the Hong Kong Young Women's Christian Association, students ran DIY Recycling Workshops and taught participants about environmental conservation. Meanwhile, at the Warehouse Teenage Club, participants tried their hand at the Fisherman's Knotted Fan DIY Workshop, helping to keep the thread of cultural heritage alive for a new generation.

Through this course, students were able to launch community programmes that made a visible difference for service users. Facing real-world challenges head-on, students not only refined their organisational skills, but also developed a keen sense of civic responsibility and social connection.



# Geography and the Contemporary World

Prof GUO Meiyu

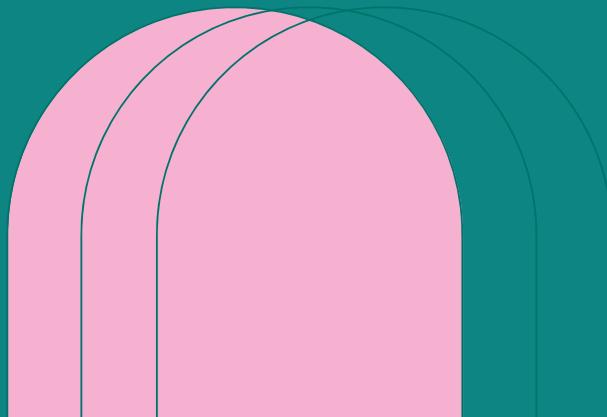
GEOG1005



In partnership with HakkaHome at LCW, students embarked on a comprehensive service-learning journey to Lai Chi Wo, a rural Hakka village in Hong Kong's northeastern New Territories. Renowned for its traditional farming methods and rich cultural heritage, students engaged directly with local farmers, gaining hands-on experience in sustainable farming practices.

During their stay, they actively participated in various agricultural practices, including weeding, pruning, and harvesting crops such as hibiscus and coffee beans. Through their involvement in organic farming, learning about Hakka traditions, and contributing to environmental conservation efforts, students developed practical insights and a deep appreciation for Hong Kong's diverse geography, landscapes and cultural heritage.

Back in the classroom, this experience inspired students to share their newly acquired knowledge of sustainable farming and Hakka culture with their peers through presentations and group discussions, integrating academic learning while raising awareness of Lai Chi Wo's unique heritage.



# Energy Problems and the Environment

Dr Darren CHEUNG

GEOG3007



The workshops deepened the children's understanding of renewable energy and enabled HKBU students to apply their academic knowledge in a practical context, enhancing their teaching and communication skills. Overall, the course had a significant impact by fostering interest in renewable energy among young learners and equipping HKBU students with the ability to convey complex scientific concepts in an accessible and engaging way.



This service-learning course addressed the societal need to educate children about renewable energy. The course collaborated with Fung Kai No. 1 Primary School and Hong Chi Morninglight School, Yuen Long to engage over 120 primary school students and children with special needs.

HKBU students conducted interactive workshops, where the children learned about solar power through mini kart races and used thermal cameras on tablets to explore the concept of 'heat as energy'. This hands-on approach provided many children with their first exposure to energy concepts and renewable resources, delivering an eye-opening and enriching experience.

# Sustainable Energy and Technological Innovation in China; Energy Policy and Analysis

Prof Daphne MAH



GEOG4016  
GEOG7540  
CHSG4016  
GEOG4065



Building on experience, students joined an online workshop with peers from universities across Asia. Together, they shared insights from their school visit and worked on a policy action plan inspired by the children's imaginative ideas for a low-carbon future.

These experiences proved invaluable, as students navigated real-life challenges and cooperated with others from diverse backgrounds. The interdisciplinary and collaborative nature of the course deepened their understanding of sustainable energy and environmental policy, while offering firsthand insight into the impact of teamwork across borders.



Through Prof Daphne Mah's courses, students demonstrated their STEM skills at HKMLC Wong Chan Sook Ying Memorial School by leading a lively workshop on energy for primary school students. In just two hours, they guided youngsters through building their own weather stations and exploring how weather patterns affect solar energy, explaining abstract concepts through hands-on experiences.

The workshop was more than just a teaching exercise; it fostered genuine exchange, with students stepping into roles as both instructors and role models to advocate for environmental sustainability. They brought classroom theories to life through engaging lessons that sparked curiosity and creativity in the children.

# Urban and Environmental Planning

GEOG4086



Dr Anna LEE

Working closely with the Community Climate Resilience Concern Group (CCRCG), students conducted field research to better understand the lived realities of marginalised communities in Hong Kong. Through on-site visits and personal interviews, they listened to the stories of street cleaners, residents of subdivided units and those facing homelessness, gathering first-hand accounts of how these groups navigate the increasing challenges posed by extreme and unpredictable weather.

Using the collected data, students then created story maps and infographics, bringing to light the climate injustices faced daily by these neglected communities. These compelling visuals were designed to raise public awareness and offer practical recommendations for fostering a more sustainable, inclusive, and climate-resilient Hong Kong.

This course emphasised the urgent need for climate action grounded in social equity. Their work highlighted the importance of inclusive approaches to environmental challenges and demonstrated the importance of combining research with advocacy to bring about meaningful and community-driven changes.



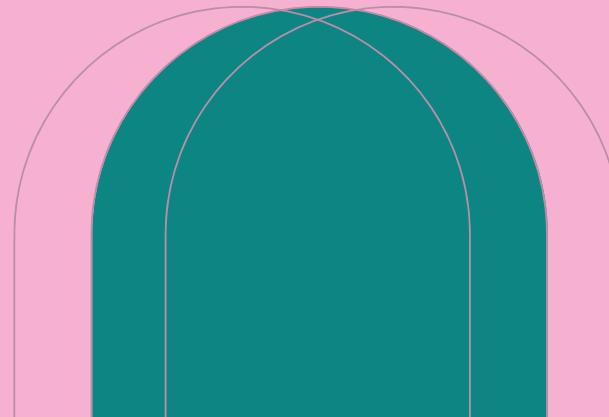
# Renewable Energy Technology

Dr CHAN Mau Hing

GEST2007



● This year, this course partnered with the Education Bureau of the Government of the Hong Kong Special Administrative Region of the People's Republic of China to run outreach programmes for secondary school teachers, focusing on hands-on STEAM workshops. As part of their preparation, students familiarised themselves with both the secondary school science curriculum and the workings of various educational kits. During the workshops, they introduced the STEAM Learning Module and guided teachers and technicians through practical, DIY activities, sharing tips on adapting these kits to different classroom needs.



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The workshops not only equipped teachers with new ideas for interactive lessons but also gave students valuable teaching experience and a deeper grasp of the course content. The partnership provided a meaningful connection between university learning and secondary school teaching, contributing to ongoing progress in science education.



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# Becoming Critically Thoughtful Cyberworld Citizens

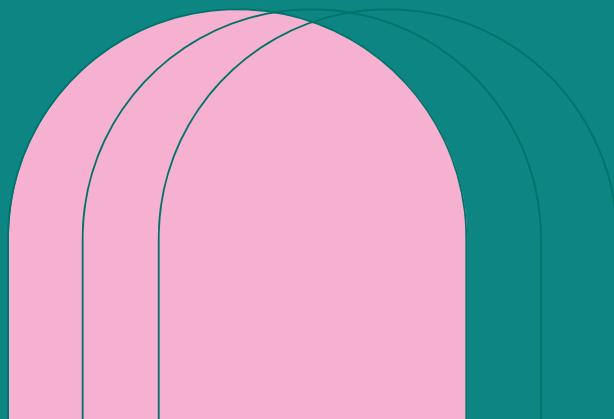
Prof Rachel Siow ROBERTSON

GTSC2006



● This course encouraged HKBU students to step into the role of mentors, guiding high schoolers at Tseung Kwan O Government Secondary School (TKOGSS) on the path to becoming thoughtful cyberworld citizens.

The course began with an interactive workshop on HKBU campus, where HKBU and secondary school students delved into ethical frameworks to foster critical thinking when navigating the evolving digital landscape. Both groups openly shared their hopes, anxieties, and the complex decisions young people face online, exploring how ethical reasoning can shape smarter choices.



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Building on these discussions, HKBU students organised a lively Cyberworld Citizenship Carnival at TKOGSS. Through a series of creative games and booths, they engaged over 100 secondary students, encouraging meaningful discussions about cyber safety and responsibility. The interactive activities helped reinforce the lessons, enabling participants to understand how critical thinking and ethical awareness can guide their actions in the digital world.



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# Chinese Song Lyric Writing

HUMN3025

Prof CHOW Yiu Fai



The students' works came to life in two special concerts, where their lyrics, set to original music, brought these powerful stories to live audiences. This creative process opened students' eyes to social issues they might not have fully grasped previously, showing them how music can reach and represent communities that often go unheard.

Themed around 'Stuttering' (《啟效》), this course inspired students to document the life stories of 16 unique pairs from all walks of life through Chinese lyric writing. Among the stories uncovered were those of a recovered drug addict and his social worker, visually impaired individuals and their companions, and others navigating life's adversities together.

Beyond mastering lyric-writing techniques, students stepped into someone else's world, crafting lyrics that captured the intimate realities of struggles often invisible to society. Their words gave voice to the interviewees' experiences, articulating how these caregiving relationships, though tested by hardship, loss, and struggle, were ultimately sustained by unwavering mutual commitment.



# Marketing Management; BBA Project

Mr Barry HUNG, Prof Noel SIU, Prof Frederick YIM;  
Mr Barry HUNG



During the first semester, students from MKTG2005 engaged with several community initiatives by Caritas Hong Kong, including the Healthy Neighbourhood Kitchen Project and two social enterprises—Computer Workshop and Green Baby. These programmes supported residents from underprivileged backgrounds by strengthening their skills and promoting income-generating opportunities.

Through close collaboration with Caritas staff and service users, students explored the challenges faced by the residents and designed marketing campaigns tailored to their specific needs. The strategies generated by the students provided fresh perspectives for enhancing brand visibility and expanding market reach, helping the beneficiaries of these projects and social enterprises advance toward greater financial resilience.

MKTG2005  
BUSI4005



In the second semester, another group of students from BUSI4005 deepened their engagement with the Healthy Neighbourhood Kitchen Project. They conducted interviews and set up street booths to collect feedback on the food prepared by the local women participating as 'social entrepreneurs.' Such hands-on research helped students further develop a tailored and comprehensive marketing plan.

These service-learning courses allowed students to translate key business concepts into practical action, working alongside social enterprises to create sustainable and socially responsible business strategies. They sharpened students' analytical and marketing skills and fostered an appreciation for how business innovation can empower communities and drive meaningful change.



# Music Technology II; Orchestration II

Mr Taurin BARRERA;  
Dr George TALBOT



MUSI2035  
MUSI3017



In MUSI3017, students led interactive workshops, teaching basic music theory, rhythm, and notation to the homeless community that ImpactHK serves. These sessions were as much about learning as they were about sharing moments of joy and building trust. The engagement extended beyond the classroom during Kindness Walks, where students distributed essentials and listened to the personal narratives of those they met. These stories later inspired original songs, co-written with community members to capture their lived experiences and emotions.

Meanwhile, MUSI2035 brought these songs into the studio, where students applied their expertise in audio production to record and produce the tracks. The finished pieces were later shared on platforms like SoundCloud and repurposed as promotional materials to support ImpactHK's outreach efforts.

Both courses showcased music's unique capacity to both heal and inspire change. Students sharpened their skills in composition and audio production, while gaining authentic insight into the realities of homelessness. The initiative underscored how creative practice can humanise complex issues, uniting academia and marginalised communities through shared storytelling and acts of solidarity.

These joint service-learning courses partnered with ImpactHK to address social isolation amongst the city's homeless population by harnessing the transformative potential of music. The collaborative effort combined two courses: MUSI3017, which focused on community music engagement; and MUSI2035, which concentrated on music production and audio engineering.



# Music and AI

Prof Roberto ALONSO TRILLO



MUSI3145



The course concluded with a showcase at Osage Gallery, where students presented their own musical works featuring motion sensors and interactive elements. The event brought together people of all ages for an enjoyable evening of shared creativity and intergenerational connection.

By pairing approachable technology with a friendly learning environment, the course enriched AI literacy and fostered inclusion, creativity and a sense of community, contributing to a more dynamic and innovative cultural landscape.



Artificial intelligence is rapidly transforming the creative arts and reshaping how music is made, yet many older Hongkongers have yet to explore these emerging technologies. To help bridge this gap, this course aimed to introduce seniors to digital sound creation in collaboration with the Centre for Community Cultural Development.

Over two workshops, students demonstrated how AI can be applied in music creation through accessible tools such as ElevenLabs and Udio. Through hands-on demonstrations and guided practice, participants experimented with unconventional ways of making music, broadening their understanding of both technology and the arts.

# Media Design for Corporate Communication

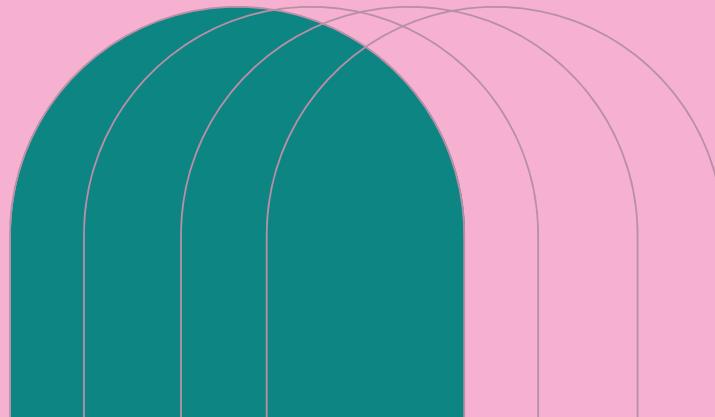
PRAO2047

Dr Florin Constantin SERBAN



● In partnership with SLCO Community Resources, this course aimed to break down the communication barriers and social exclusion faced by the hearing-impaired community, while also supporting SLCO's mission through digital media creation.

Before beginning their service work, students participated in a deaf awareness workshop, where they explored the principles of sign bilingualism. They also spent time communicating with hearing-impaired individuals, which helped them cultivate sensitivity and awareness that is grounded in respect and understanding.



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# Consumer Perspectives in Public Relations and Advertising

Prof Vivien ZHOU

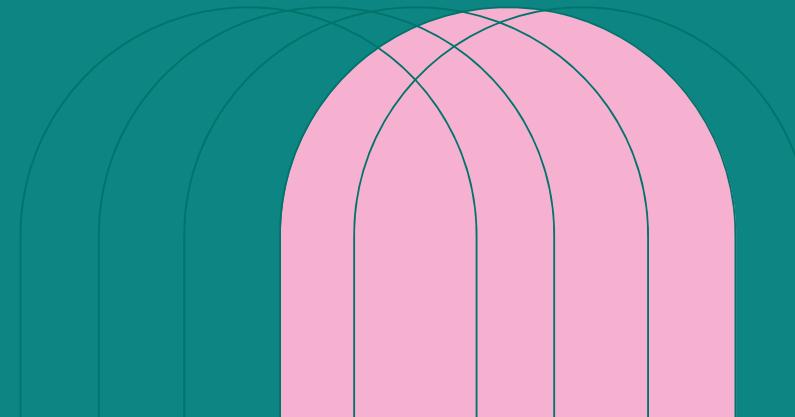
PRAO3015



This course introduced students to the world of social enterprises by partnering with RINATO Eco Floral Shop, an initiative under Tung Wah Group of Hospitals that employs hearing-impaired staff. The course had two main objectives: to enhance the shop's brand awareness through innovative marketing strategies, and to foster students' empathy, communication skills and understanding of the lived realities of hearing-impaired communities.

Students visited RINATO Eco Floral Shop, where they interviewed hearing-impaired employees to better understand the daily challenges faced by the team. These conversations offered valuable insights into the motivations and needs that influence both staff and customer decisions.

With this first-hand knowledge, students developed promotional strategies and advertising campaigns tailored to the shop's unique circumstances. The course concluded with a presentation session, where students pitched their campaigns to the shop representatives and their instructor, receiving feedback on the feasibility, creativity and potential impact of their ideas. Overall, the course gave students a unique opportunity to apply their skills in a real-world context while deepening their understanding of social inclusion.



# Fundraising Events, Sponsorships, and Donor Management

PRAO3065

Miss Barbara FU



This course brought together environmental stewardship and intergenerational connection, introducing students to Hong Kong's conservation efforts through partnership with Parks and Trails, a local NGO. The course began with a guest lecture that provided an overview of the organisation's work, followed by a field trip where students participated in a trail-cleaning session. Using the TrailWatch App, they identified and reported pollution hotspots, gaining practical experience in both conservation and digital citizen science.



Building on this momentum, students engaged with elderly community members and wheelchair users in a workshop, fostering connections across generations and abilities. These new friends soon joined as volunteers for a HKBU campus event, where students and seniors worked side by side, turning advocacy into a community celebration. Over 100 participants visited three interactive booths, each designed to raise awareness of park conservation and sustainable living.

The collaboration proved mutually inspiring, bringing together the energy of the youth and wisdom of older generations. Students refined their event planning and management skills, while everyone involved walked away with a renewed sense of commitment to protecting Hong Kong's natural spaces.



# Communication Training for Organizations

PRAO3076

Dr Henry FUNG



This course focused on addressing common communication challenges migrant workers face while working in Hong Kong. In collaboration with the Migrant Workers Office Hong Kong and the Philippine Consulate General in Hong Kong, our students organised a training workshop on communication skills for over 50 Filipino migrant workers.



The workshop aimed to improve relations between workers and their employers. To encourage effective workplace communication and conflict resolution, students facilitated games, videos, role-playing activities and other creative exercises, all while fostering greater cultural understanding.

This collaborative experience effectively provided a supportive learning environment where both students and migrant workers exchanged stories and learned from one another. While students applied their academic knowledge, migrant workers had the opportunity to practise their communication skills in a safe environment, empowering them to navigate their work environments more effectively.



# Community Engagement for Social Sustainability

Dr Day WONG



SOC13056



After receiving comprehensive training from their partner organisations, students devoted over a dozen hours to a variety of service-learning activities. Those working with Ecologos, Multicultural Connection, and PrideLab brought fresh energy to TriAngle, co-organising a vibrant event that featured a Human Library with members of the LGBT+ community and an Art Jamming session with ethnic minority groups. The space came alive with dynamic exhibitions, where students showcased their creative work on green living and LGBT+ allyship, inviting visitors to reflect and connect.

Meanwhile, students partnering with the Wong Tai Sin District Health Centre trained as health ambassadors and designed an interactive game booth to make wellness education fun and memorable.

These experiences went beyond deepening students' understanding of complex social challenges, as they also fostered inclusion, triggered dialogue, and promoted well-being within the communities involved. The impact of the course was widely felt, leaving students and community partners alike with a sense of accomplishment and renewed purpose.

In collaboration with Wong Tai Sin District Health Centre, Multicultural Connection, PrideLab, and Ecologos, students took part in a series of initiatives designed to advance social sustainability and foster genuine connections across diverse communities.



# Studio: Object Culture

VART3397

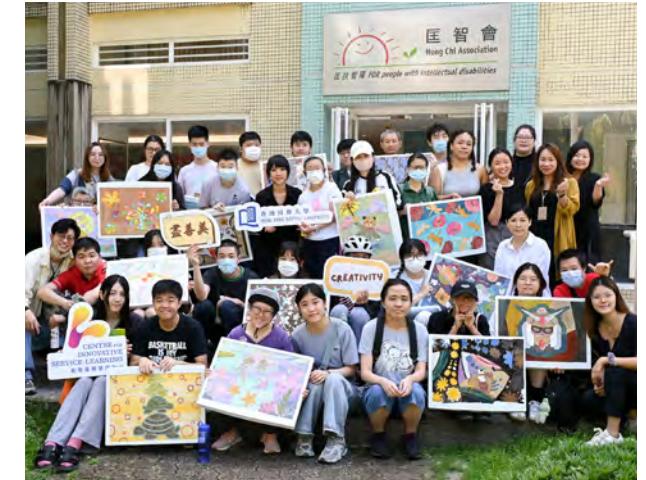
Prof Anna QIN

By partnering with Hong Chi Association, this course aimed to nurture creativity and inclusivity through collaborative art-making. It brought together HKBU students and Hong Chi trainees with intellectual disabilities to participate in two co-creation workshops. In these sessions, participants worked together to paint and create marquetry pieces, transforming recycled materials, such as donated washing machine lids, into unique art creations. Throughout the process, students applied their design skills and cultural knowledge while learning to work inclusively and sustainably alongside their partners.



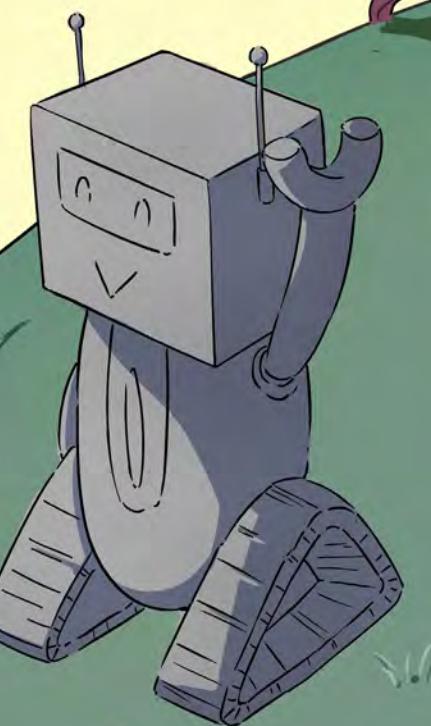
The course culminated in a celebratory exhibition, where Hong Chi trainees and HKBU students showcased their creations and shared their experiences with fellow HKBU schoolmates and members from Hong Chi Association. This collaborative art-making experience produced stunning upcycled art pieces, helping to strengthen community ties and promoted environmental sustainability. It also provided valuable opportunities for Hong Chi trainees to engage with university students.

Overall, this service-learning initiative has demonstrated the power of integrating creativity, inclusivity and sustainability into a meaningful partnership.



WELL-BEING

TECHNOLOGY



# Fermentation and Enzyme Technology

Dr Patrick YUE

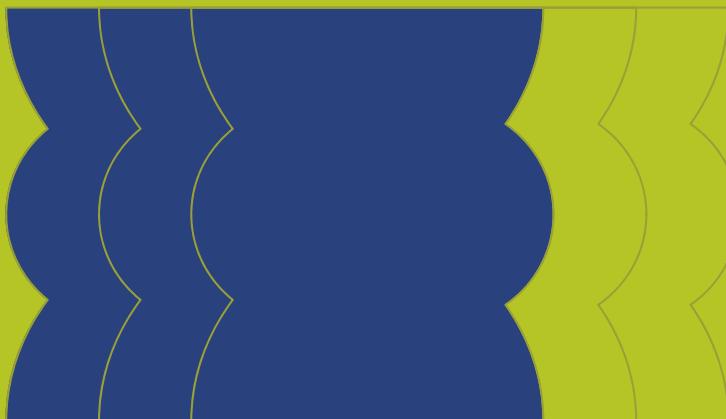
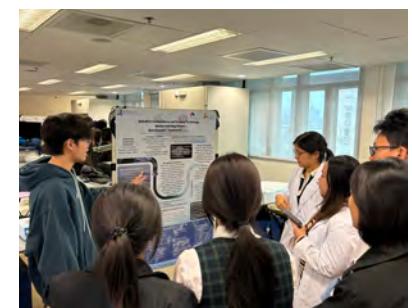
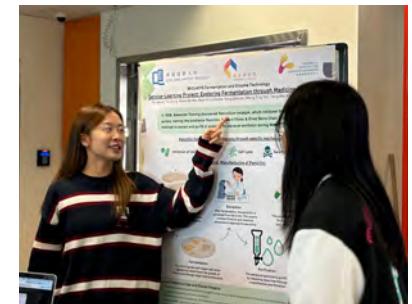
BIOL4015



- This course aimed to spark interest in biology among secondary school students by collaborating with De La Salle Secondary School N.T. to organise an interactive biology showcase. HKBU students were divided into 10 groups to present interesting biology topics, such as the science behind kombucha making and flu shots.

Following the presentations, HKBU students guided the secondary school students through hands-on experiments, providing practical experience and a deeper understanding of the biological concepts.

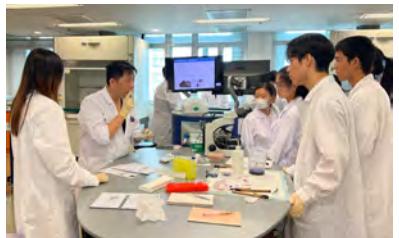
This collaborative effort not only made complex biology topics accessible and enjoyable for younger students but also enabled HKBU students to apply their academic knowledge in teaching and mentoring roles.



# Cell Biology

Dr Patrick YUE

BIOL2017

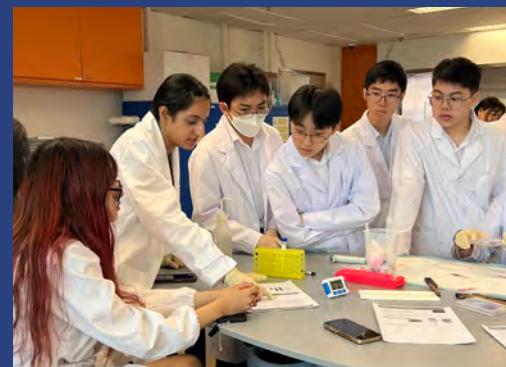


● Cancer is among of the world's leading health challenges. In this course, HKBU students served as 'Big Brothers and Sisters,' mentoring students from The Chinese Foundation Secondary School as they explored cancer biology together.



Before stepping into their teaching roles, HKBU students completed a refresher on tumour development, diagnostic techniques, and current treatment approaches. They then imparted this knowledge through a hands-on laboratory workshop. Guiding their mentees, HKBU students led experiments that exposed cancer cells to various anti-cancer drugs, allowing participants to observe changes in cell growth and migration. Mentees also examined stained tumour sections, gaining a closer look at the microscopic structure of cancerous tissue.

For the mentees, the experience reinforced topics from the DSE Biology curriculum and offered a rare opportunity to perform advanced experiments in a university laboratory. Meanwhile, HKBU students strengthened their grasp of the subject by turning complex ideas into clear, engaging lessons for their mentees.



# Environmental Health and Toxicology

Dr Patrick YUE

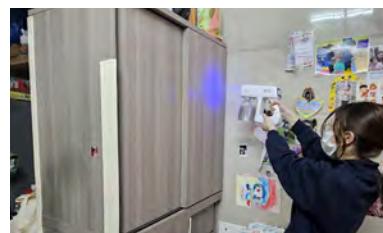
BIOL3016



Through this course, students gained a deeper understanding of daily life within SDUs and saw how their skills could make a real difference in creating healthier homes and a fairer city.

Living in Hong Kong's subdivided units (SDUs) often means coping with cramped, poorly ventilated spaces that make daily life challenging. Guided by the H.K.S.K.H. Lady MacLehose Centre, students visited SDUs in Kwai Chung to witness these conditions first-hand. They spent time talking with residents about their daily routines, collected environmental samples, and used a fast-acting sanitising spray to disinfect the apartment.

Back on campus, students analysed the samples in the lab, searching for affordable and practical ways to improve living conditions. Most test results met basic hygiene standards and suggested adequate air circulation; however, dining tables stood out as a concern, with significantly higher levels of bacteria compared to other areas. They later presented these findings at TriAngle.



# Food Chemistry and Analysis

Dr Gray HO  
Prof LUNG Hong Lok



CHEM4085



As part of the course, students actively participated in collecting surplus food from hotels and bakeries, which was then distributed to low-income families, elderly service centres, and homeless shelters.

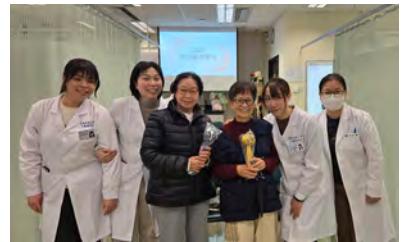
Additionally, students visited the warehouses of GreenPrice, a social enterprise that specialises in selling surplus and nearly expired stock. During the visit, they gained valuable insights into the importance of understanding expiration date labels and collected food samples for laboratory testing. This practical experience deepened their understanding of the safety protocols involved in managing surplus food.



This course offered students an in-depth exploration of the intersection between chemistry, food safety, and food security challenges in Hong Kong. In collaboration with Foodlink Foundation, students applied their scientific laboratory techniques to ensure the quality and safety of surplus food before its redistribution.

# Diagnostics of Chinese Medicine; Acupuncture - Clinical Practice Attachment

Dr LI Hong



CMED1017  
CMED3065



Meanwhile, Year 3 students worked with Kowloon City Baptist Church Neighbourhood Elderly Centre, focusing on relieving pain management and sleep disorders among seniors. By offering acupuncture sessions, they helped relieve pain and improve sleep quality for elderly participants, providing meaningful care and support.

These service-learning courses made a difference in participants' daily lives by providing therapy sessions while sharpening their clinical skills in a real-life setting.



- These courses focused on traditional Chinese medicine (TCM) diagnostics and acupuncture. In collaboration with Banyan Services Association, Year 1 students performed health assessments and body constitution analyses for elderly participants using TCM principles including inspection, auscultation and olfaction, inquiry, and palpation - offering tailored advice to improve participants' health.

# Orthopaedics and Traumatology of Chinese Medicine and Tui Na I, II

Dr CHOW Chi Ho

CMED3058  
CMED3059



These two service-learning courses allowed students to perform their orthopaedical skills on real patients, enhancing their skills in TCM and their confidence in treating and communicating with patients, as well as a deeper understanding of the challenges faced by the ageing population. This initiative fostered empathy and enhanced professionalism among the students, contributing significantly to their growth as future TCM practitioners.



Orthopaedics and traumatology is a vital part of the traditional Chinese medicine (TCM) curriculum that aims to equip students with both anatomical knowledge and clinical skills.

This year, the courses continued their partnership with The Hong Kong Society for Rehabilitation. Students provided orthopaedic treatments for elderly patients who suffered from chronic pain through clinical techniques such as *Tui Na*, moxibustion, acupuncture, and spinal manipulation, relieving patients' pain issues.



# AI and Data Analytics for Health and Social Innovation I

Dr Zuneera UMAIR

- This course collaborated with The Salvation Army Hong Kong's palliative and end-of-life care services. The course began with The Salvation Army's interactive exhibition and a sharing session by elderly individuals suffering from serious illnesses. These activities enabled HKBU students to better understand end-of-life care and the complexities involved.

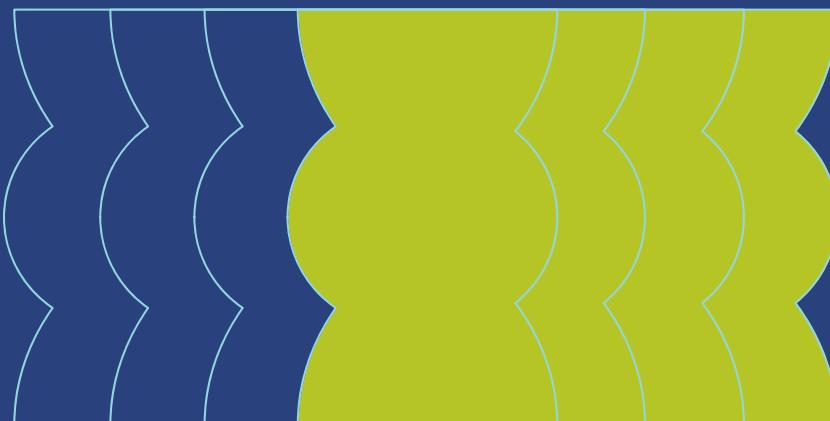
Building on this foundation, students designed a range of innovative, tech-enabled solutions to address common issues such as loneliness, limited mobility, and safety risks. Examples included a digital companion to alleviate loneliness and an AI chatbot to screen for potential mental health challenges.

COMP2035



By the end of the semester, students pitched their ideas and received feedback from potential elderly users and representatives from The Salvation Army Hong Kong. The feedback would help refine their concepts as they prepare for the Level II course in the following semester, where they would develop prototypes of their solutions.

Overall, this course provided students with a deeper understanding of the social and health challenges faced by the elderly, while encouraging them to apply artificial intelligence and data analytics to create meaningful social innovations. It fostered empathy, creativity, and practical problem-solving skills, demonstrating how technology can make a positive impact on the community.



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# Virtual World: Design and Interaction; Creative Production in Extended Reality

Mr YU Ka Ho



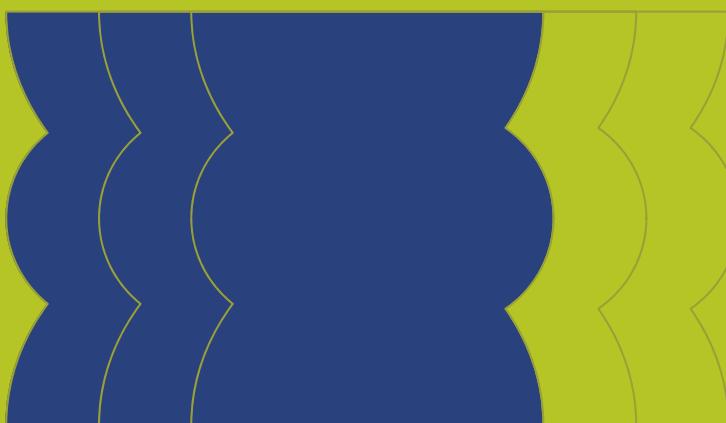
These two service-learning courses aimed to support children with serious illnesses and their families through creative technologies. Partnering with Ronald McDonald House Charities (RMHC) Hong Kong, students took on the challenge of designing games and virtual experiences to bring comfort and moments of joy to children undergoing various treatments.

GAME3036  
GAME4026



Throughout the course, students listened to stories of the RMHC families and gained insight into their daily struggles. This personal connection inspired students to design games and VR experiences with empathy, creativity, and a strong emphasis on the user experience. Leveraging extended reality (XR) tools and digital modelling, the resulting projects incorporated virtual environments that reflected comforting real-world spaces, acting as digital mirrors of positive experiences for children and families. These projects ranged from immersive storytelling adventures to interactive painting sessions, each thoughtfully crafted to provide uplifting and meaningful moments for both children and their families.

The experience proved rewarding for everyone involved, creating fond memories and a sense of shared accomplishment. Students came away with a greater appreciation for how technology can be harnessed for social good, while RMHC families enjoyed engaging and personalised experiences crafted just for them.



# Striving for Sustainable Peace through Cultural Activities and Creative Arts

GTCU2067

Prof Andrew KWOK  
Ms WONG Ching Hang



In collaboration with One Bite Social and Runners' Foods, this course fostered students' cultural creativity and innovative approaches to promoting peace and well-being. Students examined the theoretical relationships between peace, culture, and creativity, while identifying resources for peacebuilding and exploring the role of the arts in advancing peace.



During the semester, students participated in various hands-on activities. They supported Runners' Foods in distributing meal boxes to deprived groups and the homeless in Sham Shui Po, providing immediate relief and support. They also visited One Bite Social to learn about design thinking and explored Project House @1QRW, which offers community programmes addressing different local needs, such as wellness initiatives, co-working spaces, and community nanny services.

Back on campus, students developed their own creative projects to apply the theories they had learned. These projects effectively raised awareness of issues such as poverty, environmental concerns, mental health, and cultural diversity. By addressing real-world challenges through innovative solutions, the course encouraged a culture of social responsibility and active engagement within the HKBU community while the students also gained a deeper understanding of the connections between peace and creativity.



# Disease and Public Health in China since 1800

GTSC2015

Dr LAW Yuen Han



These materials were subsequently used by JTIA for promotional purposes, as they educated the public about Hong Kong's medical history. The course also successfully strengthened the community's connection to JTIA and provided students with valuable practical experience in historical research and public health education.



This service-learning course promoted the historical and cultural preservation of the Jao Tsung-I Academy (JTIA) and the medical history of Hong Kong.

Collaborating with JTIA, formerly the Lai Chi Kok Hospital, students participated in field trips to JTIA and conducted research on its history, with a particular focus on diseases that once afflicted Hong Kong, such as tuberculosis, plague, and smallpox. They applied their academic knowledge by producing informative posters and documentaries.



# Health and the Humanities

Prof François MOUILLOT



HUMN2057



Reflecting on their experiences, students recognised the importance of prioritising the holistic well-being of both seniors and their caregivers. To convey their reflections, they created mini albums featuring photographs of the caregivers alongside their own written narratives, offering a personal perspective on the lives of the caretakers. An exhibition was held at TriAngle to showcase these mini albums, with the caregivers who were interviewed also in attendance.

This course sought to promote holistic well-being through arts and humanities approaches, sharing with the community the significant role caregivers play in caring for our ageing community.



● This course partnered with Under Production, giving students the opportunity to visit two elderly care centres and engage with local caregivers. By interacting with the caregivers, students gained valuable insights into the challenges faced by both the elderly and their caregivers, as well as an understanding of the caregivers' daily lives.

# Journalism Practicum II (Broadcast); Journalism Practicum III (Data)

Mr PUN Wai Lam;  
Dr Bess WANG Yue



These two courses partnered with the Children's Cancer Foundation (CCF) to raise public understanding of the challenges faced by children with cancer and their families. Students in JOUR3307 created visual data stories and wrote narratives for various media platforms, while students in JOUR3295 produced short videos featuring interviews with families who have had loved ones experiencing cancer and their journey through the healthcare system.

JOUR3295  
JOUR3307



The four-part series examined the support provided through CCF's Child Life Service, the obstacles children face when returning to school after treatment, the mobility and accessibility difficulties, the economic burden due to the therapies, and the importance of drug subsidies. The content was presented combining articles with infographics and videos.

The collaboration illustrates how journalism can drive social awareness, amplify underheard voices and extend CCF's outreach in the community. It also shows the value of service-learning, giving students meaningful, real-world experience in applying their disciplinary skills and reporting for the public good.



# Language Skills for Human-AI Partnership: Customizing Chatbots to Empower Communities

LANG2077

Dr Simon WANG



This course aimed to leverage AI-powered technologies to address the lack of quality education in rural China, where limited teacher training and scarce resources often hinder quality learning. HKBU students visited Sanhetou Primary School in Henan, where they applied their language expertise and knowledge of generative AI to create practical solutions such as AI-powered chatbots tailored for the classroom.

Working alongside local educators, HKBU students designed chatbots that respond to the unique needs of both teachers and rural children. These digital assistants provided the local teachers with adaptable tools, introducing innovative teaching approaches and supporting their professional growth. For the children, lessons became captivating learning experiences that rendered abstract concepts both tangible and enjoyable.



Through this course, students developed their technical know-how in AI and gained a first-hand understanding of the challenges faced by rural schools. The service-learning trip fostered greater empathy, intercultural awareness, and a sense of civic engagement that students will carry with them into their future endeavours.



# Developing AI Literacy through Service-Learning Project

Dr Simon WANG



The service-learning project responded to a pressing need among migrant families in Doumen District, where children often struggle with limited learning support and scarce educational resources. Collaborating with Six Color Reading Club in Shenzhen and Zhuhai Social Work Education Development Center for Facilitators, our students organised a two-day AI Smart Learning Camp for 38 children from these families, blending artificial intelligence into hands-on, exploratory activities that made learning come alive.

At the camp, children used AI to craft English compositions at the campus bell tower, identify plants in the garden, and piece together historical narratives in the library. They experimented with converting the classical poem *Shu Dao Nan* into a folk melody, visualised mathematical formulas through coding, and learned about the Pythagorean theorem through game mechanics borrowed from *Honor of Kings*. These creative approaches dissolved the usual boundaries between subjects, showing children how knowledge connects across disciplines.



All participants of the camp walked away enriched. Our students sharpened their AI skills while witnessing the daily struggles and resilience of migrant families, while the children gained exposure to technology that might otherwise remain out of reach. Perhaps most importantly, the experience cultivated genuine empathy and civic awareness in our students, planting seeds that will shape how they engage with their communities long after graduation.



# Campaign Planning and Management

PRAO3056

Dr Vivienne LEUNG



Building on these experiences, students applied strategic communication strategies that integrated digital storytelling, social media outreach, and on-the-ground engagement tactics to foster youth advocacy in a way that aligned with World Vision's broader mission.

Student campaign prototypes comprised of interactive escape room, Escape Hunger, and a live action roleplaying activity, alongside evidence-based recommendations to strengthen youth engagement across school communities. Collectively, these deliverables offered World Vision Hong Kong ready to implement tools to scale youth-led initiatives and accelerate measurable progress towards the goal of zero hunger.

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This course examined the pressing issue of global hunger among vulnerable children through partnering with World Vision's School Famine Programme to address global food insecurity. Through interviews with programme staff and secondary school committees, as well as participating in a 24-hour hunger immersion experience, students gained first-hand insight into the lived impacts of food insecurity, fostering empathy and deepening their understanding of the campaign.



# Integrative Tutorial II

SOWK2008

Prof Vincent LEE  
Prof KAN Wing Shan



The exhibition showcased co-created oil paintings at TriAngle, celebrating the artistic abilities and contributions of the elderly while promoting a deeper appreciation of the senior community. Moreover, this opportunity to engage intergenerationally fostered mutual understanding and stronger social connections, underscoring the importance of such a collaborative initiative in building a more inclusive and compassionate society.

To foster understanding and empathy towards the elderly population, the course collaborated with the Fook On Church Elderly Centre of Evangelical Free Church of China Social Service to organise an oil painting exhibition co-created by HKBU social work students and the elderly.

This course provided students with hands-on experience in engaging with the elderly community. Over two collaborative painting sessions, students worked closely with a group of elderly participants to create unique oil paintings that captured their shared stories and experiences. This initiative offered students valuable opportunities to expand their awareness, deepen their learning, and hone essential communication skills and techniques for their future careers in social work.



# Social Work with Older People

SOWK4206

Prof KAN Wing Shan

- In this course, social work students visited The H.K.S.K.H. Li Ka Shing Care and Attention Home for the Elderly to engage with the elderly residents through a unique service-learning experience. The course began with a pairing session, where students and elderly residents met and exchanged stories, laying the groundwork for deeper interactions. Students then had the opportunity to take on various roles in a simulated 'Hong Kong-styled coffee shop' at the elderly centre, serving as chefs, baristas, and waitstaff.



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These one-on-one moments went far beyond mimicking a restaurant operation. They facilitated heartfelt conversations and created space for elderly residents to share their personal histories, allowing students to gain valuable insight into the needs of elderly residents—especially those suffering from dementia—and the complexities of elder care.

Through these meaningful interactions, students practised their social working skills, deepened their empathy and compassion, and strengthened their commitment to addressing the diverse needs of their potential future clients.



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# E-Sports and Health

Dr Kevin WANG

UCHL1065



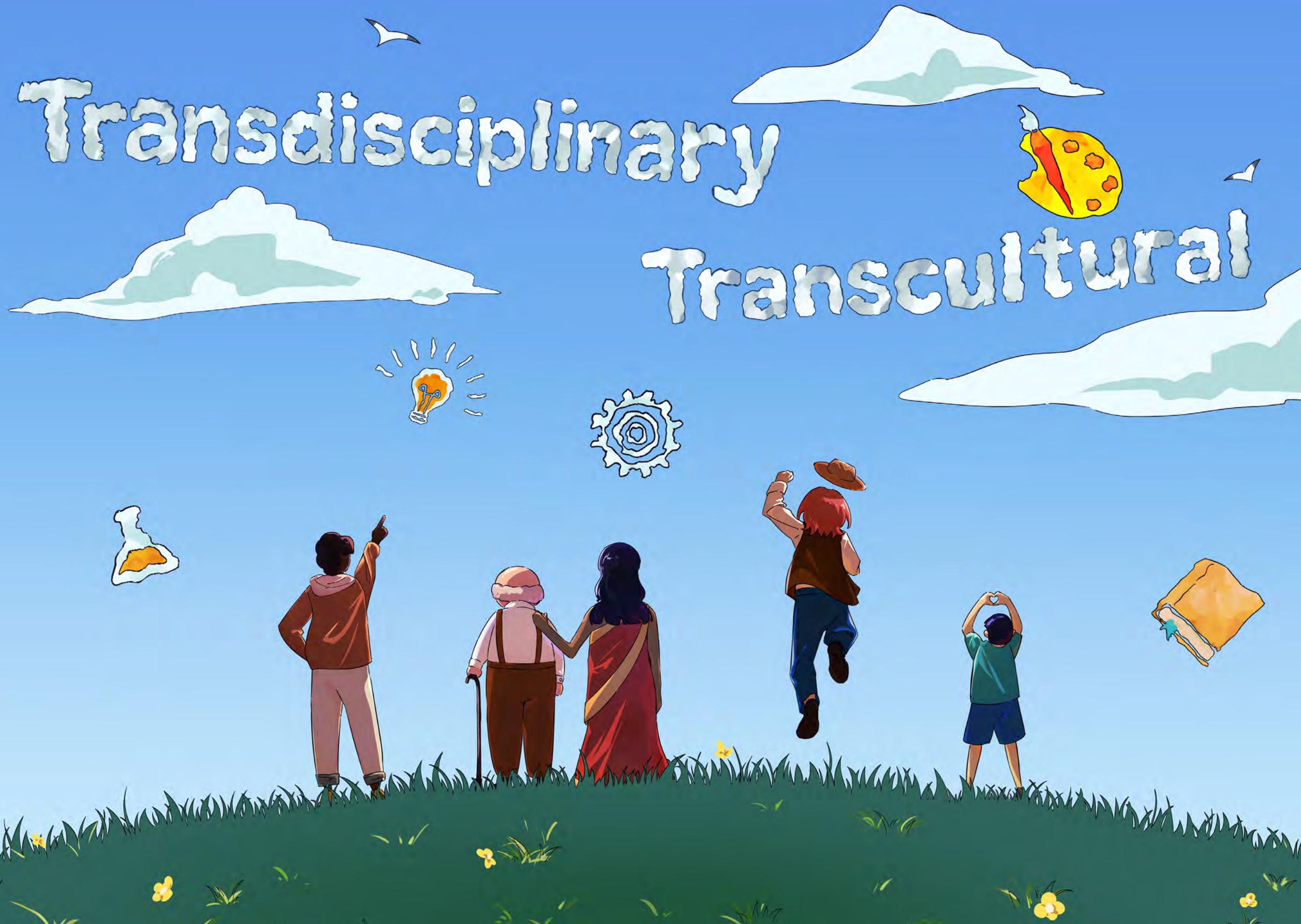
One of the student teams partnered with GamesBond and the True Light Villa District Elderly Community Centre, introducing seniors to the world of e-sports through tablets and motion-controlled games. These lively sessions allowed participants to exercise both mind and body, enhancing memory, body coordination, and emotion, while also creating opportunities for genuine intergenerational connection.

Meanwhile, the other group of students focused on serving underprivileged children from the Hung Hom Community Living Room, organising e-sports workshops and tournaments that transformed gaming into a dynamic learning platform, enabling children to develop essential soft skills such as communication, leadership, and cooperation.

By tailoring e-sports activities to different age groups, students saw first-hand how digital play can support both social and emotional well-being, highlighting the meaningful role gaming can play in building healthier, more connected communities.

- This course took a novel approach to community health by leveraging the growing popularity of e-sports. Recognising the connections between gaming and well-being, students designed and implemented projects that would improve the elderly's quality of life.





# Transdisciplinary

# Transcultural

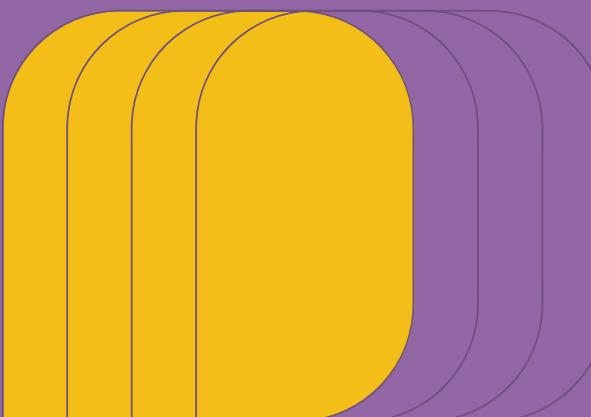
# Transdisciplinary Collaboration I

Prof Kingsley NG  
Mr Taurin BARRERA  
Prof CHAN Kachi  
Prof Samuel SWOPE

ARTT3005



In collaboration with Caritas Hong Kong, the course provided a unique opportunity for students to engage with children from the Child Development Fund (CDF) Project. With the theme 'Meaningful Play!', the initiative emphasised play as a fundamental right of every child, as recognised in Article 31 of the United Nations Convention on the Rights of the Child.



Throughout the semester, students designed installations and games from scratch, drawing on their expertise in audio design, video production, game design, motion sensor technology, and more to create immersive and educational experiences. At the project showcase, 50 children and their mentors visited the arts-tech exhibition at HKBU's Koo Ming Kown Exhibition Gallery. By guiding the children through each exhibit, the students enriched the interactive experience, promoting learning through play.

As a follow-up engagement, and at the invitation of Caritas, a select group of students participated in the Launching Ceremony of the CDF Project, where they showcased their installations once again and interacted with the children. The response was overwhelmingly positive.

This course not only supported the children's development and future planning but also provided our Arts Tech students with a practical platform to apply their creative and collaborative skills. It fostered both professional growth and empathy, demonstrating the transformative impact of service-learning.



# Transdisciplinary Collaboration II

Dr LAM Kwan Fai  
Mr Gilbert PO



BAGE3015



Preparations for the event spanned the entire semester. Guided by professionals from the Hong Kong Blind Union and The Hong Kong Society for the Blind, students learned to communicate clearly and respectfully. They also discovered how even small design choices can profoundly impact the experiences of visually impaired people.

The carnival featured immersive sensory experiences, tactile games, live music, and hands-on workshops. Every activity was carefully planned so that guests with limited vision could participate fully and comfortably. While the day was undeniably fun, it also gave sighted visitors a glimpse of the everyday challenges faced by people with visual impairments.

The lively atmosphere throughout the carnival demonstrated how inclusive planning can create shared experiences for everyone. All in all, the experience greatly enhanced students' awareness and sensitivity to accessibility issues, preparing them to help create a more inclusive entertainment industry in the future.



Entertainment brings joy, inspiration, and a sense of connection to our lives. Yet, people with disabilities, especially those who are visually impaired, often face barriers to fully participating in these experiences. To help change this, students in this course organised an inclusive carnival on the HKBU campus.

# Acupuncture – Clinical Technique and its Application

CMED3066

Dr LI Hong



In partnership with Chengdu University of Traditional Chinese Medicine, this course strived to raise health awareness among Chengdu residents while offering students practical experience in traditional Chinese medicine. Students brought what they learned in class directly to the community by hosting free clinics in the Jinniu District in Chengdu, China. Their services spanned medical consultations, *Tui Na*, and auricular acupressure, each carefully adapted to suit the specific needs of local residents.

Beyond working at the clinics, students also joined practicum sessions in local hospitals, where they learned alongside practising professionals, serving patients and strengthening their clinical acumen in authentic healthcare settings. By the end of the course, over 100 community members shared enthusiastic feedback about the treatments they received.

Working closely with patients from diverse backgrounds helped students build empathy and strengthen their cross-cultural communication skills. It also gave them a first-hand look at the positive impact of holistic wellness within a vibrant community.



# European Academic/ Internship Semester I

Mr Cedric Paul LEBAYLE

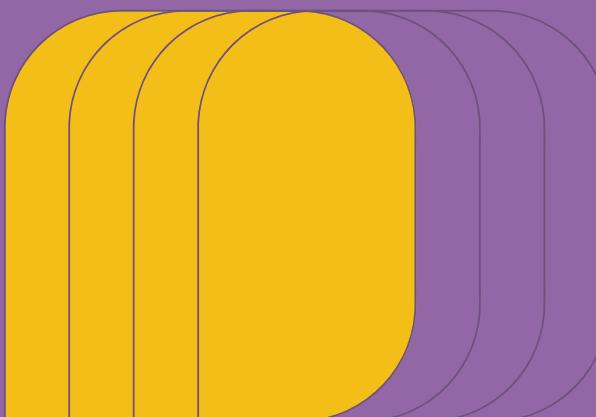
EURO3008



Addressing social isolation among elderly residents, this service-learning course brought HKBU students to Lyon in France, where they collaborated with Chez Daddy, an intergenerational café, and Les Petites Cantines, a network of neighbourhood canteens. Both organisations work to build inclusive spaces where people of all ages can connect meaningfully, with particular attention to elderly to address loneliness.

In Lyon, students worked with local residents in the kitchens of Les Petites Cantines, sharing stories over meal preparation. At Chez Daddy, they held Chinese calligraphy workshops, introducing participants to Chinese culture while sparking lively conversations. Through cooking together and learning to hold a calligraphy brush, students discovered how simple activities could create genuine human connections, putting their classroom knowledge of intercultural communication into practice.

By the end of the course, elderly participants found renewed energy through these fresh encounters, while students developed deeper empathy and a more nuanced understanding of aging across cultures. This experience demonstrated how service-learning creates reciprocal benefits, enriching local communities while shaping students into thoughtful global citizens.



# Remembrance of War

Contemporary European Societies II:  
Struktur und Zukunft der Sozialen Marktwirtschaft

European Politics and Society:  
French Political and Government System

European Politics and Society:  
German Political Systems and Society

Mr Sebastian PAHS;  
Mr Eric SAUTEDÉ;  
Prof Nicole Brooke SCICLUNA



• Focusing on the theme of war remembrance within society, these three courses collaborated on 'Remembrance of War: A Service-Learning Project on Remembrance, Veterans, and Refugees' to address issues such as memory politics, veterans' oral histories, trauma, and reintegration into civilian life.

With the support of a number of community partners, students were divided into groups to interview consulates, veterans, and NGO representatives both overseas (virtually) and in Hong Kong. They curated an exhibition featuring 18 panels and participated in a four-day symposium held alongside the D-Day exhibition. Each group also produced short videos, contributing to a comprehensive documentary which was later screened and released publicly to reach a global audience.

EURO4016  
POLS2205  
POLS2206



Through this collaboration, students gained an understanding of the importance of remembering and honouring those who have made profound sacrifices, fostering a commitment to advocate for marginalised communities. By interweaving personal narratives, historical context, and reflections on war remembrance, the students' work offers significant depth and insight into the legacy of war, its human impact, and the ongoing pursuit of peace.

Community partners:

- Combat Veteran e.V.
- Consulate General of France in Hong Kong and Macau
- D-Day in Hong Kong
- German Consulate General Hong Kong
- German War Graves Commission
- The Hong Kong Ex-Servicemen's Association
- Humanity Seekers
- Le Souvenir Français
- Office of the European Union to Hong Kong and Macao



# Facial Animation

FILM4075

Dr Kelvin LEE



- 

This innovative course brought together cutting-edge technology and genuine community connection, giving students the chance to create AI-generated Metahumans while building bridges across cultural divides. Working alongside ethnic minority youth from Islamic Kasim Tuet Memorial College and TREATS, students captured personal stories and individual quirks through in-depth conversations and active listening, revealing what life is really like for those often pushed to society's margins.



Back in the lab, students applied AI tools to explore these narratives, developing their technical skills as they worked to dismantle stereotypes. As they analysed the stories, their eyes opened to different lived experiences that challenged their assumptions, ultimately enabling them to create strikingly lifelike Metahumans that authentically portrayed their young collaborators.

The course proved to be far more than a technical exercise, it fundamentally changed how students view technology's role in addressing social issues. By combining community engagement with artificial intelligence, they experienced firsthand how innovation can drive meaningful social change.



# EnergyLingua: Green Energy and Language Immersion in Cambodia; Green Energy Laboratory II

Dr Martin MA;  
Dr Joshua CHAN



This service-learning project is a collaboration between Language Centre and the Department of Physics, bringing together 20 HKBU students to design and deliver an integrated and vibrant educational programme for children in Kampong Speu Province, Cambodia. Partnering with the Cambodian Children's Advocacy Foundation Organization (CCAFO), a local NGO, the teams engaged over 130 children at Motherland Cambodia Education Center (MLC) to provide whole-person education to rural communities.

Stemming from over three months of preparation and a one-week service-learning initiative, students designed a tailored programmes on green energy education and English immersion that blended academic rigour with creativity. The project concluded with cultural visits to historical sites, deepening students' understanding of Cambodia's history and socio-political landscape.



GEST2017  
LANG Project



## Green Energy Team: Lighting Up Minds with Renewable Solutions

The Green Energy team transformed complex concepts into playful, hands-on learning. Using miniature wind and water turbines, students demonstrated how natural resources generate electricity, while solar panel karts became playful tools to illustrate how solar energy works. Children decorated tote bags with drawings of their favourite clean energy sources, merging art with science. By the final day, children could easily distinguish between 'clean' and 'dirty' energy sources—a critical lesson in a region grappling with energy poverty. By blending STEM education with creativity, the students equipped children with foundational knowledge about energy sources.



Day 1: Students used interactive games and videos to explain the difference between 'clean' and 'dirty' energy. Children sorted illustrated cards into categories, prompting animated discussions about local energy sources.

Day 2: Children assembled miniature water and wind turbine models, experimenting with blade angles to learn how changes can increase efficiency. They also decorated reusable tote bags with drawings of solar panels and wind farms, creatively linking art to environmental advocacy. Through these activities, students gained a clearer understanding of how renewable energy is generated.

Day 3: The team introduced the children to solar energy, a vital resource in Cambodia. Together, HKBU students and the children built miniature solar-powered karts then raced them in the sunlight. This hands-on demonstration showed how sunlight could be used to power small vehicles, showing how renewable energy can be applied in simple, everyday ways.

## Language Immersion Team: Cultivating Green Energy Awareness through English Education

The Language Immersion team delivered practical English lessons to the children, while also introducing important topics such as health, weather, and green energy. By integrating practical English activities with conversations about the environment and sustainable practices, the team aimed to make learning relevant and encourage children to use their English skills while gaining awareness of real-world issues.



These playful and educational activities deepened the children's understanding and empowered them to make healthy and sustainable choices in daily life. Custom-made teaching materials, such as reusable sand landscapes and solar panel karts, were donated to MLC for continued use, ensuring that this service-learning initiative would leave a lasting impact.



Day 1: A high-energy 'weather dance' kicked off the activity and broke the ice, with children mimicking gestures for 'sunny', 'rainy', and 'cloudy'. Lyrics like 'Spin like a storm!' reinforced vocabulary through movement, further enhancing the effectiveness of the lesson.

Day 2: Students transformed MLC into a vibrant 'supermarket', stocking with paper fruits and vegetables. Role-playing as shopkeepers, they subtly introduced health lessons—for example, 'selling' mouldy products to help children recognize when food has gone bad or expired. This game highlighted food safety, a critical concern in areas where refrigeration is limited.

Day 3: Using handmade sand landscapes and miniature ecosystems, students explained weather cycles through a collaborative storytelling session. The story followed a little girl protecting her garden and the animals living there from pollution and harm. Some of the children acted out the characters and mimicked different weather conditions, weaving local environmental concerns into the narrative and reinforcing themes of environmental stewardship.



## Service-Learning Rooted in Cambodian History and Culture

Post-service visits to Choeung Ek Genocidal Center and Tuol Sleng Genocide Museum confronted students with Cambodia's traumatic history under the Khmer Rouge and provided context for the nation's current socio-economic challenges. These experiences fostered empathy and underscored the significance of their service in a region still rebuilding from conflict.

For the children, the service-learning activities aroused their curiosity about sustainability—knowledge they eagerly shared with their families and expanded its impact. For HKBU students, designing culturally sensitive curricula developed their adaptability and problem-solving skills, while collaborating with local NGOs demonstrated the value of community-led development. The teaching frameworks and physical resources left behind ensure MLC can sustain this educational model long-term.

Bringing together technical innovation, language education, and historical reflection, this project highlighted service-learning's dual role: nurturing skilled, compassionate graduates and providing marginalised communities with tools for a brighter future.



# Intermediate Putonghua

Dr LI Xinxin

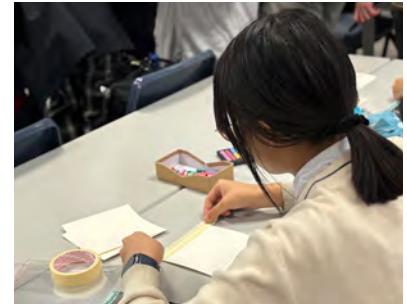
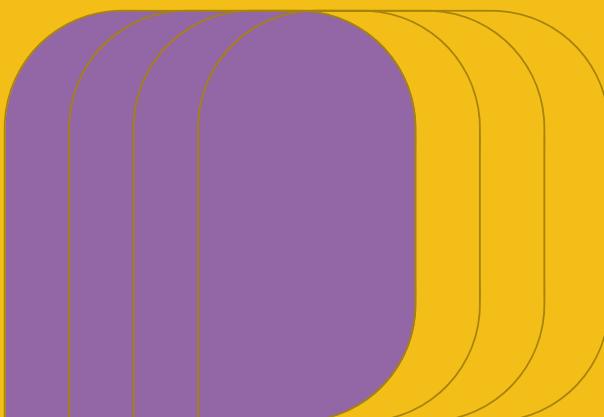
LANG1006



As Hong Kong continues to enhance cultural and linguistic connectivity, the course has responded by partnering with the Greater Bay Area Culture and Art Development Association (GBACADA). It integrated language learning with community engagement, challenging HKBU students to design educational tours and workshops conducted in Putonghua for local primary and secondary school students.

Encouraged to adapt classroom learning for public audiences, the students curated and led tours to the LINK Sustainability Lab and HKBU's Dr & Mrs Hung Hin Shiu Museum of Chinese Medicine, making complex subjects like sustainability and traditional medicine both accessible and engaging. They also organised a mindfulness art workshop, where secondary students explored themes of well-being through oil pastel creations.

The course illustrated how language education can foster cross-generational learning and stronger connections between the university and its surrounding communities. In the process, both HKBU students and young participants gained valuable skills for navigating a more interconnected world, strengthening cultural ties and promoting mutual understanding.



# Serving the Older South Asians in Hong Kong

Prof Daniel LAI



This service-learning project tackled the isolation many ethnic minority elders face in Hong Kong by connecting HKBU students with over 50 South Asian elders across the city. Working alongside Hong Kong Christian Service, H.K.S.K.H. Outreaching Team for Multi-Cultural Community, and New Home Association's HOME Centre, students spent a semester bringing together diverse communities.

The course began with preparatory workshops where students learned about South Asian cultures, histories, and the specific challenges these elders navigate in Hong Kong. Building on this foundation, students designed 10 activity sessions that wove together arts, celebration, and cultural exchange. These included introducing elders to Chinese calligraphy traditions by teaching them to write fai chun, and celebrating Diwali together by crafting paper flowers and dancing. The gatherings brought together South Asian seniors from different neighbourhoods, creating new friendships and support networks.

For the students, classroom theories about cultural diversity became a lived experience. They learned to communicate across language barriers, adapt activities on the go, and develop a deeper appreciation for other cultures. The elders, many of whom spend much of their time isolated, were delighted to find themselves at the centre of vibrant community events. This reciprocal exchange demonstrated what community-based service-learning can achieve by creating spaces where different generations and cultures meet.



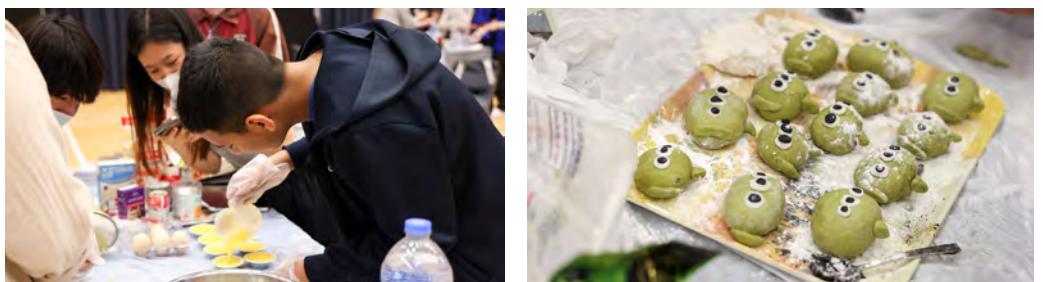
# Theories and Philosophies I

TRAN4005

Prof Clara YU



● Ethnic minorities in Hong Kong are often marginalised, facing language barriers, difficulties with integration, and challenges in cross-cultural communication. To address these issues and to break down cultural barriers, students in this course collaborated with TREATS to lead a joint cooking session with ethnic minority teenagers from Caritas Wu Cheng-chung College.



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HKBU students and the ethnic minority teenagers teamed up for ingredient-hunting in local markets, fostering collaborative decision-making and cultural exchange. After shopping, they prepared dishes representing diverse food traditions together, such as naan, Hong Kong egg tarts, and Chinese sweet dumplings. These cross-cultural teams managed to blend different elements in creative ways, such as adding chocolate to sweet dumplings or peanut butter to naan.

Drawing on insights from the cooking session, HKBU students developed edited recipes, cooking manuals, and food safety guides in English, Chinese, and an additional minority language such as Hindi. The materials would be compiled into a multilingual South Asian cookbook for wider public dissemination.

The service-learning experience greatly enriched cultural understanding, providing our students with valuable opportunities to apply their translation skills while meaningfully engaging with a marginalised community.



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# Translation, Publishing and Global Circulation

Prof Marija TODOROVA

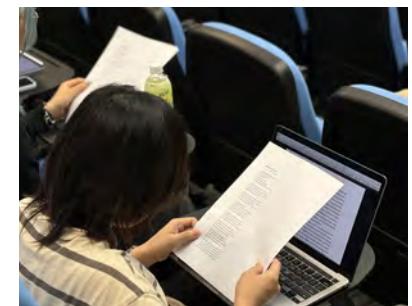
TRAN4036



This course aimed to raise public awareness of the plight of asylum seekers and refugees and foster understanding within the city. In collaboration with Grassroots Future, Justice Centre Hong Kong, RUN Hong Kong, and the Centre for Refugees under Christian Action, students translated poems written by asylum seekers and refugees into traditional Chinese, making these minority poets' work more accessible to the public in Hong Kong. These translations were compiled and published in a book titled *Between Wor(l)ds: Hong Kong Poetry of Exile and Hope*.

A sharing and poetry reading session was held during the book launch. The poets presented their personal stories and their feelings towards the translation, demonstrating how this service-learning brings impact to their life and the community.

Amplifying the voices of asylum seekers and refugees, the course provided students with practical experience in translation and deepened their understanding of the societal challenges faced by these communities. The publication itself served as a bridge, fostering empathy and raising awareness among Hong Kong locals about the lives and struggles of refugees.



# Placement Portfolio I; Conference Interpreting

TRAN4046  
TRA7200

Prof ZHAO Nan



These courses promoted linguistic inclusivity and cultural education in Hong Kong through a vibrant partnership with the Greater Bay Area Culture and Art Development Association (GBACADA). HKBU students served as interpreters, providing both simultaneous and consecutive interpretation in English, Cantonese, and Putonghua during educational tours for primary and secondary students. These tours brought participants to some of the city's most iconic sites, including Tai Kwun, the Hong Kong Maritime Museum, and CIC iHub, where they explored themes ranging from Hong Kong's legal heritage to sustainability in action.



Beyond spoken language, the courses also emphasised accessibility through a Sign Language Workshop, where HKBU students introduced secondary students to Hong Kong sign language and shared insights into the experiences of the deaf community. This component not only broadened everyone's linguistic horizons, but also fostered greater empathy for those navigating accessibility barriers.

Students took a hands-on approach to designing tour routes, tailoring content for different age groups, and practising real-time interpreting in dynamic and unpredictable settings. In doing so, they bridged language gaps and gained practical skills essential for today's multilingual workplace. By combining language training with community service, the courses demonstrated how translation and interpreting can open doors, preserve local stories, and help build a more inclusive society.



# Studio: Ceramics

Ms Vivian TONG  
Mr CHAN Kiu Hong  
Prof CHAN See Kwong

VART3427



● This course took HKBU students on a transformative journey to Jingdezhen, China's celebrated 'Porcelain Capital.' As a non-local service-learning initiative, it combined ceramic artistry with cultural preservation through partnerships with local organisations such as the Jingdezhen Women's Volunteer Service Association, Jingdezhen Tongxin Social Work Service Centre, Jingdezhen Intangible Cultural Heritage Protection Association, and Jingdezhen Luojia School.



The journey began with students exploring Jingdezhen's rich ceramic heritage at landmarks such as the Imperial Kiln Museum and the Ceramic Archaeological Research Institute. These site visits offered a glimpse into centuries-old traditions and the city's enduring reputation for craftsmanship. Students then apprenticed with master potters at Yi Design Group, where they learned pottery shaping, wheelwork, and glazing, receiving a hands-on education in the art of porcelain.

Guided by newly acquired techniques and historical context, students turned their focus to community engagement. They led workshops for over 30 children from Luojia School, teaching basic ceramic skills while emphasising the importance of preserving local craft as both heritage and livelihood. For many children, it was a chance to connect with their city's identity and discover new avenues of creative expression.

The initiative collaborated closely with local NGOs to ensure its alignment with community priorities, such as safeguarding artisanal knowledge and supporting youth development. HKBU students gained insights into material culture as well as the responsibilities of ethical stewardship, learning how to adapt traditional methods into accessible and engaging lessons.

By integrating studio practice with grassroots education, the course showcased ceramics as a living tradition that sustains cultural continuity and strengthens social bonds. The students' handcrafted pieces and teaching frameworks became lasting contributions to Jingdezhen's heritage efforts, fostering cross-cultural dialogue and paving the way for future generations of artists and community leaders.





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## Acknowledgement

As we navigate through *7 Wonders*, we celebrate the incredible individuals who have been the backbone of our service-learning courses and projects this academic year. Our heartfelt thanks go to the enthusiastic students, dedicated course instructors and assistants, and inspiring community partners who have made service-learning a tremendous success.

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