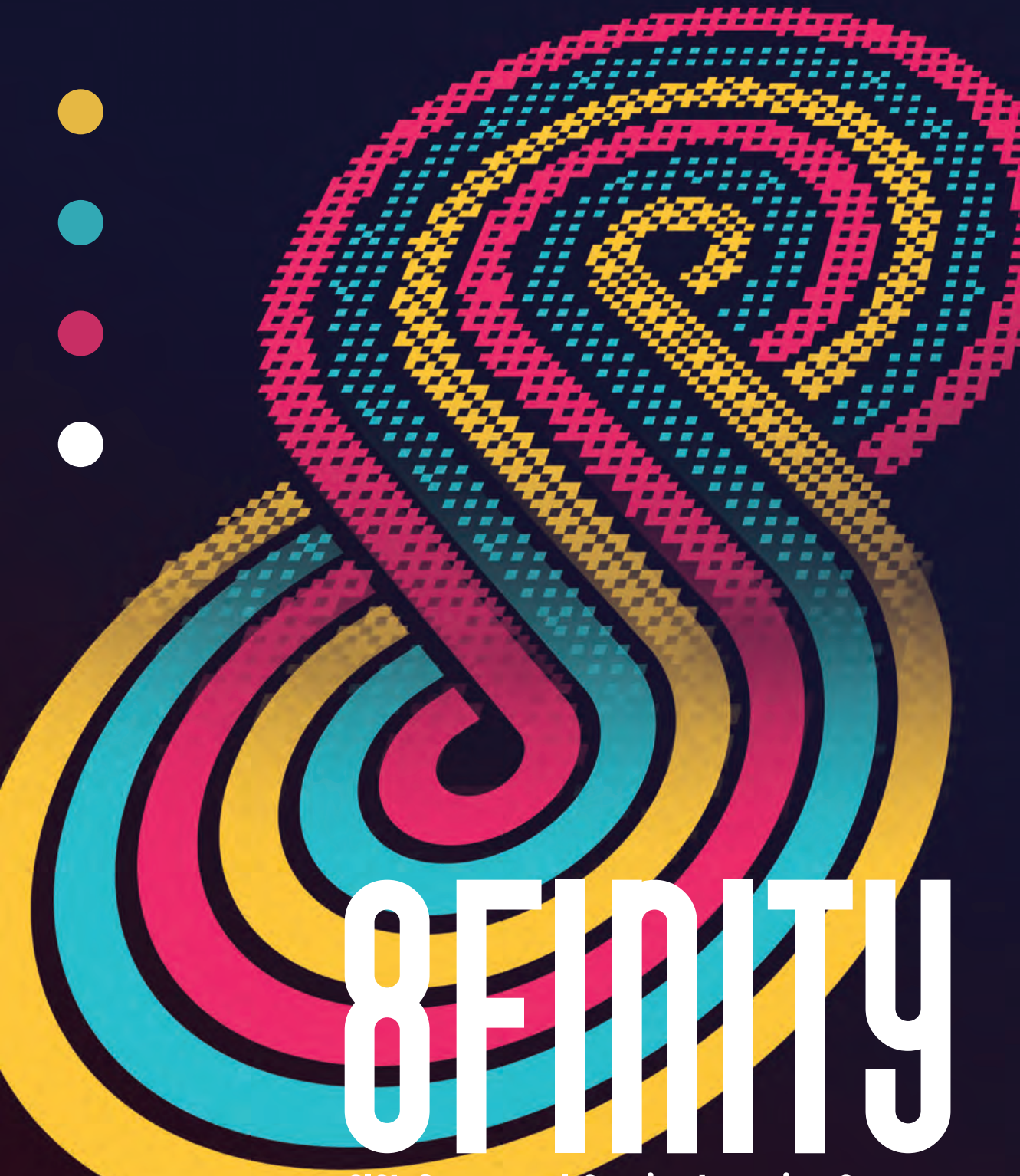
香港浸會大學
HONG KONG BAPTIST UNIVERSITY

CENTRE FOR INNOVATIVE SERVICE-LEARNING
創新服務學習中心

香港浸會大學70周年校慶
HKBU 70th Anniversary



8FINITY

CISL-Supported Service-Learning Courses

AY25-26

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Preface

What does it mean to create impact that continues to grow beyond its starting point?

This year's publication, *8finity*, invites us to reflect on that question. Inspired by the idea of 'infinity', the theme embodies a central belief underlying service-learning at Hong Kong Baptist University (HKBU): meaningful learning does not end with a single project or experience; instead, it expands through connections, relationships, and continuous engagement with the communities we serve.

Over time, service-learning at HKBU has evolved into an interconnected ecosystem of learning and partnership. Students, faculty, and community partners work together not only to address immediate needs, but also to co-create knowledge and build sustained impact. Each initiative contributes to a wider network where learning informs action, and action, in turn, deepens learning.

8finity reflects this ongoing process of growth. It highlights how our work spans disciplines, connects diverse communities, and continues to adapt through creativity, transdisciplinary approaches, and emerging technologies. At its heart, this publication celebrates continuity and connection, recognising that impact is not a one-time outcome, but a shared and evolving journey.

As you explore *8finity*, we invite you to see each story as part of an ever-expanding network of learning and impact, shaped by collaboration, mutual learning, and a shared commitment to positive change.







Message from the President and Vice-Chancellor



Professor Alexander WAI, JP

As Hong Kong Baptist University (HKBU) celebrates its 70th anniversary this year, we reflect on a remarkable journey shaped by faith, perseverance, and a steadfast commitment to education. From our humble beginnings, HKBU has grown into one of the leading universities in Asia, nurturing generations of graduates who have made meaningful contributions to Hong Kong, the Nation, and the world.

At the heart of this journey is our commitment to nurturing a caring, creative, and globally minded educational culture, further strengthened by exciting new initiatives and partnerships. In response to a world that is changing at unprecedented speed and confronting increasingly complex challenges, the University has launched a series of innovative transdisciplinary programmes since 2022 designed not only to prepare students for the future but also equip them with the ability to shape the future. By bringing together science, technology, the arts, humanities and social perspectives, these programmes encourage students to think beyond conventional disciplinary boundaries, integrate diverse forms of knowledge, and develop the creativity, adaptability, and problem-solving capabilities needed to address real-world issues. We are pleased to celebrate the graduation of the first cohort of students from these programmes this year.

So far in 2026, HKBU established an AI Media Centre, which is the first of its kind among Hong Kong universities to adopt communication-driven approaches to studying AI's impacts on people, society, and behaviour change. The University also launched the Centre for Exercise Science and Medicine (CESAME), a flagship transdisciplinary research hub for elite sports and public health. CESAME is the first in Hong Kong, the third in the Nation, and one of just 29 worldwide recognised by the International Federation of Sports Medicine as a Collaborating Centre of Sports Medicine. These initiatives demonstrate the University's dedication to talent development, innovation, and cross-disciplinary knowledge exchange in the region.

The Centre for Innovative Service-Learning (CISL) plays a vital role in advancing this mission. Through service-learning, our students engage directly with real-world challenges, bridging theory and practice while working alongside community partners to co-create meaningful solutions. This year's publication, *8finity*, reflects both the scale of these efforts and the evolving nature of service-learning at HKBU, shaped by creativity, transdisciplinary collaboration, transcultural engagement, and the use of technology for social good. Together, these initiatives demonstrate how our educational philosophy is translated into action, creating positive and sustained impact across diverse communities.

I would like to express my sincere appreciation to the CISL team, under the leadership of Mr Andrew Ho, as well as to our faculty members, students, and community partners for their dedication and collaboration. As we look ahead, I am confident that HKBU will continue to build on its strong foundation, advancing education, innovation, and service for the betterment of society.

Message from the Vice-President (Teaching and Learning)



Dr Albert CHAU

At Hong Kong Baptist University (HKBU), we believe that education should extend beyond the classroom to engage meaningfully with the complex realities of our world. Through the Centre for Innovative Service-Learning (CISL), this commitment continues to take shape as a dynamic platform where knowledge, creativity, and community engagement come together to address real societal challenges.

This year's publication, *8finity*, represents another chapter in that journey. It captures not only the scale of our service-learning initiatives, but also the evolving nature of learning at HKBU, one that is increasingly shaped by creativity, transdisciplinary collaboration, transcultural engagement, and the use of technology for social good. Across a wide range of courses and projects, our students work alongside faculty and community partners from within and outside Hong Kong to co-create solutions that respond to pressing local, regional, and global needs. Over the past year, our focus has been on strengthening the impact and effectiveness of our service-learning initiatives, enhancing both the depth and reach of our contributions to the communities we serve.

A defining strength of this evolution is our commitment to transdisciplinary education. At HKBU, this involves crossing disciplines and sectors, enabling students to engage with challenges that do not conform to traditional boundaries. Through service-learning, students develop the ability to appreciate and translate perspectives across academic, social, and professional contexts while strengthening their skills in collaboration, problem-solving, and reflection. Complementing this is the emphasis on transcultural learning. By engaging with diverse communities, our students deepen their cultural awareness and learn to navigate differences with empathy and respect, fostering meaningful dialogues and mutual understanding in a multicultural and interconnected world.

Creativity and technology further enrich this ecosystem, enabling students to develop innovative and scalable responses to social needs and translate ideas into meaningful impact. Together, these elements embody the spirit of *8finity*, representing the infinite potential of service-learning to grow through collaboration and create sustained impact. I would like to express my sincere appreciation to the CISL team, and to its Director, Mr Andrew Ho, and the former Director, Dr Lisa Lam, for their leadership and insights, as well as the CISL team for their dedication to student development and community good. My heartfelt thanks also go to our students, instructors, community partners, and supporters for their relentless support. As we look ahead, we remain focused on advancing creative, transdisciplinary, and transcultural learning experiences that empower our students to become future shapers who can improve the human condition amidst the serious global challenges faced by all of us.

Message from the Director of Centre for Innovative Service-Learning



Mr Andrew HO

It is my pleasure to present this year's edition of the Centre for Innovative Service-Learning (CISL) publication, *8finity*. As I step into the role of Director, I am deeply honoured to be part of a community that is committed to advancing service-learning as a transformative educational experience.

At CISL, our work is guided by a simple yet powerful belief that learning is most meaningful when it is connected to real-world challenges and grounded in a sense of purpose. Over the years, service-learning at HKBU has grown in both scale and depth, with courses and projects now spanning all faculties and schools across the University. This breadth reflects the strong integration of service-learning into the academic curriculum, while continuing to create opportunities for students to engage with diverse communities and generate meaningful societal impact.

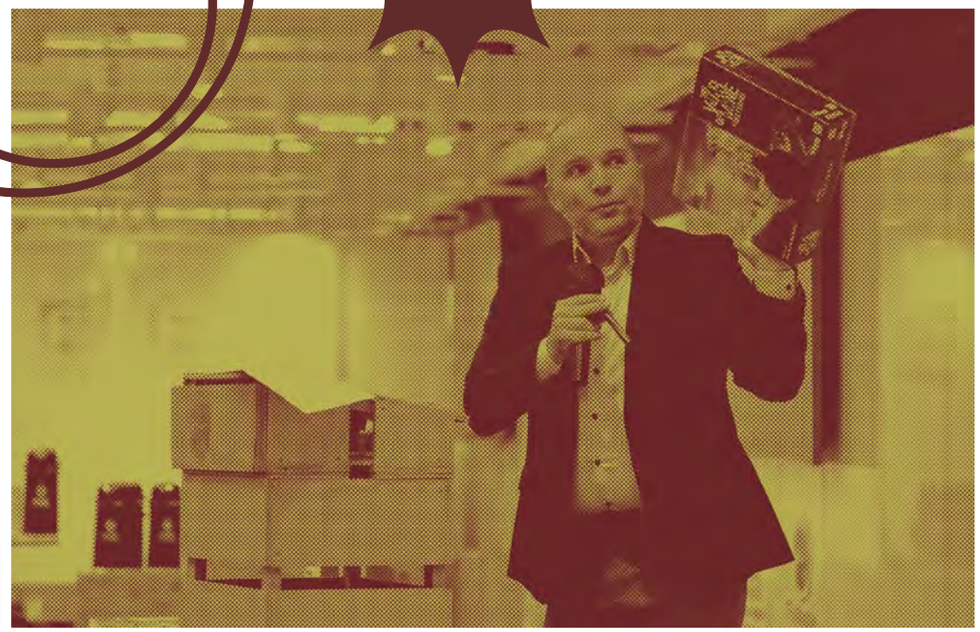
This year, *8finity* reflects an important shift in how we approach service-learning. Rather than focusing solely on expanding the number of partnerships, we are placing greater emphasis on strengthening and deepening our relationships with established community partners. Through sustained collaboration with integrated service sites such as Hong Chi Association, Caritas Hong Kong, and Pok Oi Hospital, we are able to co-develop initiatives that extend across multiple years, disciplines, and units. This approach enables us to create more meaningful, sustained impact while providing richer and more authentic learning experiences for our students.

At the same time, we are committed to expanding opportunities for students to step beyond their comfort zones. Increasingly, service-learning at CISL extends beyond Hong Kong, with growing engagement in non-local sites across Chinese Mainland and Belt and Road countries. These experiences allow students to navigate new cultural contexts, broaden their perspectives, and develop a deeper understanding of regional and global challenges.

Innovation also remains a key priority in our work. We are actively exploring how technology and AI-enabled solutions can be integrated into service-learning to enhance both learning and community impact. By combining creativity, transdisciplinary collaboration, and digital innovation, we aim to develop new approaches that are scalable, inclusive, and responsive to evolving societal needs.

I would like to express my sincere appreciation to the CISL team, including Ms Myra Cheung for her leadership as Acting Director during this period of transition. I wish to extend my heartfelt thanks to Dr Lisa Lam for her outstanding leadership and vision as the former Director of CISL. I am also grateful to Ms Kasey Hui, Mr Andrew Chan, Ms Judith Wong, Ms Ashley Tsoi, Ms Lara Law, and Mr Bossey Kong for their professionalism, dedication, and commitment to driving our work forward. I would also like to thank our faculty members, students, and community partners for their continued collaboration and support.

As we look ahead, we will continue to build on this strong foundation, working together to expand the reach and impact of service-learning at HKBU.







Event Highlights





Co-Creating Inclusive Futures:

Hong Kong Baptist University and Hong Chi Association Renew Partnership for Another Five Years



On 25 June 2026, Hong Kong Baptist University (HKBU) and Hong Chi Association (HCA) signed a renewed Memorandum of Understanding (MoU), reaffirming a shared commitment to advancing inclusion through service-learning, community engagement, and mutual learning. The signing ceremony was witnessed by Prof Alexander Wai, JP, President and Vice-Chancellor of HKBU, and Mr Edward Yau, GBS, JP, Chairman of HCA, marking the beginning of another five years of collaboration dedicated to empowering students and individuals with intellectual disabilities to learn and grow together.

Since the establishment of the partnership in 2024, HKBU and HCA have collaborated on 14 projects spanning 8 Hong Chi schools and 12 service units, engaging more than 250 HKBU students and instructors across four faculties and schools, while benefiting over 260 HCA trainees. Through interdisciplinary initiatives in arts, communication, business, sustainability, oral history, and social innovation, students applied their academic knowledge in real-world settings while gaining a deeper understanding of inclusion and social responsibility.

At the ceremony, a collaboration showcase highlighted the achievements of the past two years, while instructors, students, and HCA trainees shared their experiences of co-creation. One featured course, VART3397 Studio: Object Culture, demonstrated how trainees' hand-drawn ideas were transformed into marquetry artworks through a creative process that combined traditional craftsmanship, generative AI, and laser-cutting techniques. Reflecting on the experience, Visual Arts student Jerry Lai described the integration of technology and craftsmanship as "something I had never imagined before". His classmate Molly Ho added that the creativity and imagination of HCA trainees prompted her to reflect on "the true meaning of creation."

Looking ahead, the renewed partnership provides a strong foundation for new opportunities for knowledge exchange, service-learning, and community partnership. As Professor Wai noted, amid the rapid advancement of artificial intelligence, nurturing human-centred creativity, critical judgement, and meaningful human connections remains more important than ever. With a shared commitment to inclusion and mutual learning, HKBU and HCA will continue to co-create an inclusive future where diverse talents are recognised, valued, and empowered to thrive.





Student Reflections:



“In the past, artisans had to spend a great deal of time and effort to complete their works. Today, we are able to combine technology with traditional craftsmanship by using computers for layered design and laser cutting machines to assist with engraving. This is something I had never imagined before.”

Jerry Lai, an HKBU Visual Arts student



“When Visual Arts students create, we tend to carefully consider composition, colour scheme, and the message of the work, which may unintentionally diminish the authenticity of our creations. In contrast, the works by the HCA trainees are full of imagination and creativity, prompting me to reflect on the true meaning of creation.”

Molly Ho, an HKBU Visual Arts student













Service-Learning Beyond Borders



To showcase three overseas service-learning initiatives in Africa and Cambodia, CISL hosted a professional development sharing session, *Service-Learning Beyond Borders: Fostering Transcultural Perspectives and Community Empowerment in Africa and Cambodia*, in October 2025.

Drawing on their experiences leading these initiatives, Prof Emily Chow-Quesada, Dr Joshua Chan and Dr Martin Ma shared insights into course design, student preparation and community partnerships. They also discussed key considerations in delivering meaningful service-learning experiences, including reciprocity, ethical engagement and sustainability.

Students who participated in the trips shared their learning journeys, reflecting on intercultural teamwork, the challenges of working in unfamiliar environments, and the lessons gained through direct engagement with local communities. Their stories illustrated how service-learning can broaden perspectives, build confidence and foster mutual learning across cultures.

Bringing together educators and students, the sharing session encouraged dialogue on overseas service-learning and highlighted the value of community-engaged learning in fostering intercultural understanding and meaningful community partnerships.













Seeds and Stories: Chinese New Year Service-Learning Get-together



CISL welcomed the Year of the Horse with *Seeds and Stories*, a community gathering that celebrated achievements in service-learning and provided an opportunity for educators and students to exchange ideas and experiences. The event featured presentations from two exemplary service-learning courses and an award presentation recognising teaching excellence.

The first highlight was Dr Caixia Chu's course, **ITS 2028 Global Challenges II**, which engaged students in learning and serving alongside local urban farmers. Combining agriculture and technology, student teams developed practical tools, ranging from visual storytelling resources to AI-powered chatbots, to support inventory management and community engagement. Their projects demonstrated how innovation can contribute to food resilience and sustainable local farming.

The second highlight featured Mr Sebastian Pahs's course, **EURO4216 German-Speaking Countries and Communities**, where students interviewed refugees in Hong Kong and transformed their stories into board games and a generative AI-powered digital game. Through these interactive formats, students helped foster empathy, encourage dialogue and make complex personal experiences accessible to wider audiences.







The event concluded with the presentation of the International Holistic Competency Accreditation to 23 instructors across 26 courses. This achievement reflects a shared commitment to designing learning experiences that strengthen critical thinking, adaptability and other key competencies for students.

Bringing together educators and students, *Seeds and Stories* highlighted the diverse ways service-learning connects academic learning with community needs, while fostering innovation, empathy and meaningful community engagement.









From Learning to Community Impact

In AY2025–26, service-learning continued as a key experiential learning practice at HKBU, connecting academic learning with community contexts.

Through service-learning, students applied academic knowledge to address real-world challenges while working alongside community partners.

These figures reflect the scale and reach of service-learning across courses, students, communities and partnerships in AY2025–26.

90
Courses and Projects

3,150
Students

37,662
Beneficiaries

184
Community Partnerships

The Growth of Service-Learning at HKBU

Stage 1
Building a Community of Practice

CISL established the foundations of service-learning by connecting academic units with community partners and cultivating cross-disciplinary collaboration, training and support.

Community Partnerships: 100+
Beneficiaries: 14,000+

Stage 2
Expanding Participation and Partnership

As service-learning expanded, participation and partnerships grew across the university, strengthening its visibility and institutional presence.

Community Partnerships: 700+
Beneficiaries: 100,000+

Stage 3
Deepening Learning and Engagement

CISL's work increasingly emphasised the quality of engagement, strengthening student learning, whole-person development and meaningful collaboration with communities.

Community Partnerships: 1,000+
Beneficiaries: 160,000+



Cumulative Impact since AY2018-2019

Over the years, service-learning at HKBU has evolved through distinct phases, reflecting its growth in scale, reach and depth.

Total Courses and Projects Offered

520+
Across all faculties

Total Enrolment

17,700+
Across 6 Academic Years

Shaping HKBU Graduate Attributes through Service-Learning

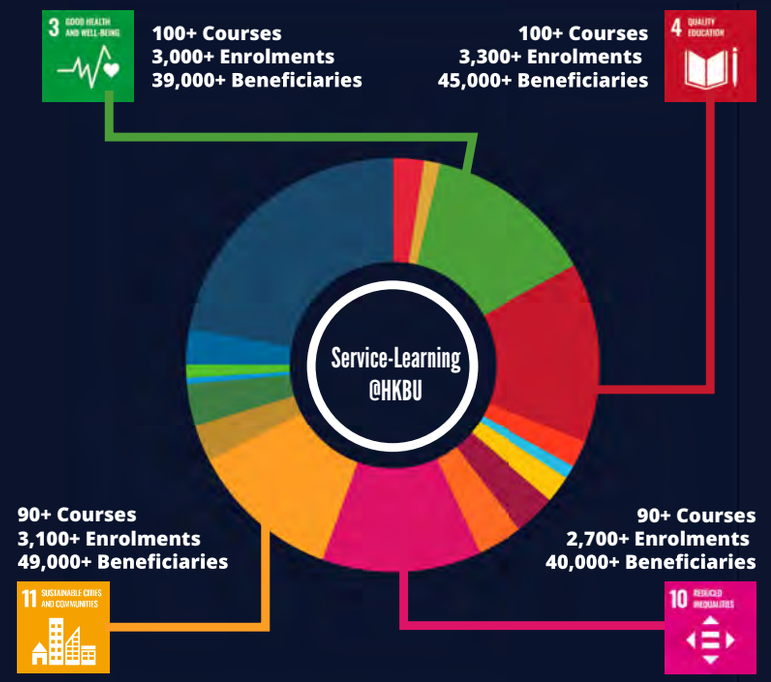
Through service-learning, students develop key graduate attributes as they engage with real-world community needs.



Connecting Local Actions with Global Goals

Service-learning connects local community work with broader global goals, linking everyday actions with sustainable development.

Advancing the SDGs through Service-Learning since AY2022-23



Together, these experiences demonstrate how academic learning and community engagement can contribute to sustainable development and positive social impact.

Connecting Disciplines and Communities through Service-Learning

Service-learning fosters transdisciplinary learning by bringing together students, faculty and community partners to address diverse community needs.





Beneficiaries from Marginalised Groups

Collaborating with marginalised communities, including ethnic minorities, refugees and LGBTQ+, to foster inclusion and participation.



Student and Youth

Empowering the younger generation through learning, mentorship and community engagement.

Seniors and Caregivers

Co-creating opportunities for healthy ageing with seniors and caregivers.

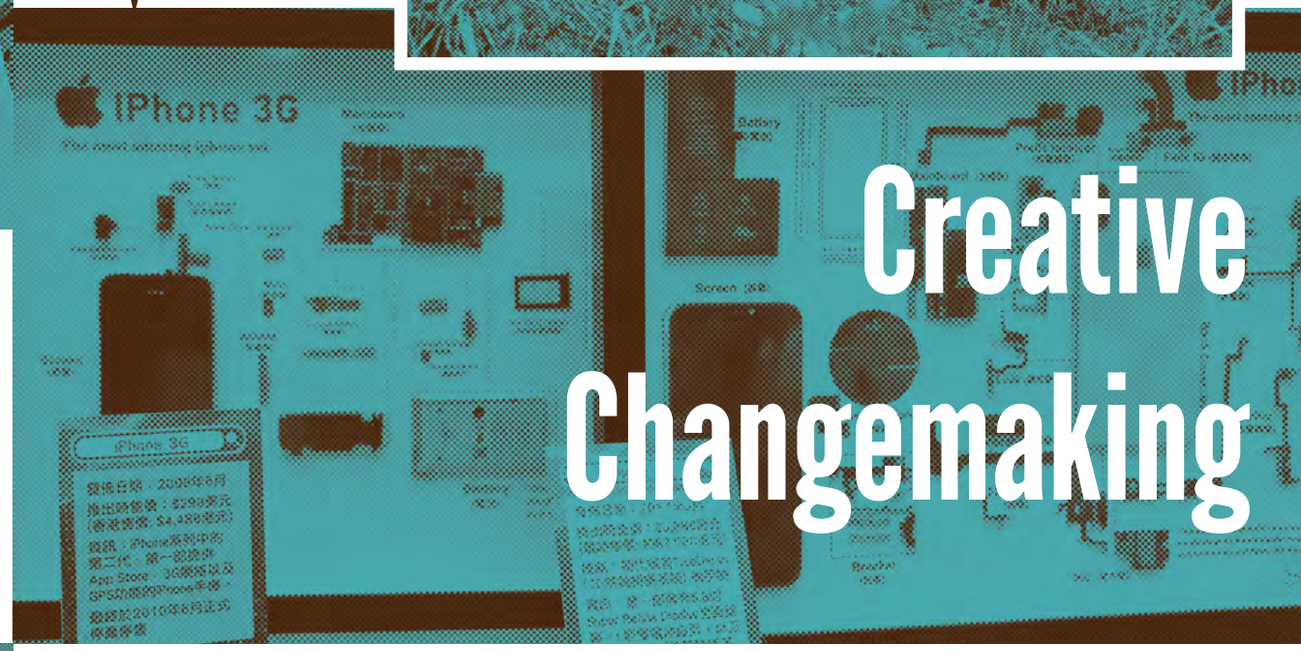
Other Local Communities

Addressing local challenges and promoting social good through community engagement.

* Beneficiary groups are not mutually exclusive
* Figures shown are for AY2025–26.







Creative Changemaking



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ECON3075
Service-learning in Sustainable Development

Dr Aries WONG

To promote sustainable living and environmental awareness in local communities, 27 students applied economic theories to address real-world social and environmental challenges. In partnership with Jockey Club Western District Integrated Social Service Centre, The Salvation Army Tuen Mun, Integrated Services for Young People, The Warehouse Teenage Club and SOCO New World, students designed and implemented place-based sustainable development initiatives across multiple districts.

Students applied their academic knowledge to plan and deliver community programmes, including environmental education workshops, climate change prevention guides, and eco-friendly food preparation sessions. They also created educational board games and English language activities to engage local youth. Through these hands-on engagements, students achieved measurable social impact by encouraging healthier lifestyles and strengthening waste-reduction practices within the community.



Working within real-world constraints helped students build key professional competencies in project management and public communication, while deepening their sense of civic responsibility and empathy.





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FAGS1016
Fundamentals of Directing

Ms Oliver CHAN; Mr Eric TSANG

Hong Kong's youth face intensifying pressures related to schooling, family relationships and finances, with a growing number of young adults not in education, employment or training. This service-learning course addressed the need for youth-centred, strengths-based support by using media as a safe, judgement-free space for expression and by providing practical guidance.

The course partnered with Hong Kong Christian Service's Jockey Club CO:ACT — Project Yuen Long: Mcube Community Visual Storytelling Program (Mcube) that served youth in the Yuen Long District. HKBU students served as near-peer role models and together they co-created two short films In early February, students visited Kam Tin and Yuen Long to build a more well-rounded understanding of the community, which inspired the various stories behind both short films. They then developed scripts and took on key roles – including directing, cinematography, sound and editing – working alongside youth participants, in a process co-facilitated by instructors, social workers and outreach partners.





By May, the teams completed and screened both films at a showcase. The entire process provided teenagers with a supportive space to explore identity and purpose, while strengthening confidence, teamwork and media literacy. Students applied fundamentals of directing in real contexts – visual storytelling, collaboration and production management – and deepened their understanding of contemporary youth issues. Overall, the partnership produced youth-driven content and practical tools to support Mcube's ongoing engagement, while demonstrating how creative practice can foster connection, agency and community-specific impact.



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FAGS2007
Acting and Directing

Ms Oliver CHAN; Mr Eric TSANG

Hong Kong's ageing population and the rising prevalence of dementia have posed growing challenges for families and neighbourhoods. Stigma and limited public understanding often delay help-seeking and place a heavy burden on carers. This service-learning course addressed these challenges by equipping students with both directing and acting skills to raise awareness through authentic and community-based storytelling.

In partnership with Pok Oi Hospital Wai Yin Association Family Multiple Intelligences Centre's Back UP Tsing Yi Island Project under the Community Investment and Inclusion Fund, students joined a walking tour of the Tsing Yi district to gain a deeper understanding of the local community. They then carried out home visits and spoke with people living with dementia and their carers, learning more about their daily experiences and the support provided by community centres and local networks.

Drawing on these encounters, students translated their insights into scripts and took on roles in casting, directing, filming, sound recording and editing to co-produce short films with community members. The films portrayed lived experiences with dignity and sought to foster greater public understanding of dementia.



The semester culminated in a screening of the final works. The films sparked meaningful dialogue and provided Pok Oi Hospital with relatable resources for community outreach and education. Through the process, students applied key principles of directing and acting in a real-world setting, while developing skills in visual storytelling, collaboration and media production. Equally importantly, the experience nurtured their empathy and a stronger sense of social responsibility, contributing to making Tsing Yi a more dementia-friendly community.





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GFCC1045/GFHC1045
Hong Kong between Past and Present

Dr KWOK Kam Chau

This course took students to Lai Chi Wo, a Hakka village near Sha Tau Kok and one of the few remaining traditional Hakka settlements in Hong Kong, to explore its heritage and consider practical ways to preserve it. Guided by Him and Maria from PermAmigo, students deepened their understanding of organic farming and the village's close-to-nature way of life. They also examined distinctive cultural elements, including Feng Shui-informed architecture, house siting and the revered Feng Shui trees located within and around the village.





To support preservation in practical ways, students contributed to landscape stewardship through on-site weeding and other activities to help maintain healthy fields, while experiencing the tranquillity of the surroundings. They also documented key features of Lai Chi Wo through photographs, field notes and videos, focusing on the village's history, farming practices and architectural characteristics. These materials were intended to raise awareness among peers and the wider public, and support community outreach and visitor education, encouraging respectful engagement with the village's heritage. Following the field trip, students produced videos presenting Lai Chi Wo's history and culture, providing context and interpretation to help promote and safeguard this unique cultural landscape.



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GTSC2006
Becoming Critically Thoughtful Cyberworld Citizens

Prof Rachel Siow ROBERTSON

This course explores how values, habits and judgement shape the ways people engage with the digital world. Through service-learning, it encourages students to think critically about responsibility, ethical decision-making and community well-being in everyday online interactions, moving beyond purely technical understandings of digital citizenship.

Working in partnership with Tseung Kwan O Government Secondary School (TKOGSS), the course adopted a train-the-trainer model aimed at developing TKOGSS students as Cyberworld Citizenship Ambassadors. HKBU students served as mentors, planning and leading a sequence of learning activities that introduced key ideas about online behaviour, digital responsibility and community well-being through discussion and relatable scenarios.

This foundation was further strengthened through a brainstorming workshop in which HKBU and TKOGSS students worked together to design games based on everyday online situations. The collaborative process supported reflection and creativity. While secondary school students learnt to articulate values related to digital conduct, HKBU students developed their ability to translate ethical concepts into accessible and engaging learning tools.



The course concluded with a carnival for Form 1 students at TKOGSS. It was hosted by HKBU students, with the ambassadors participating alongside them. Learning materials were left with the school, enabling the ambassadors to host similar booths or activities in the future. Through this experience, HKBU students strengthened their mentoring and facilitation skills, while the school community benefitted from a sustainable, peer-led approach to encouraging thoughtful and responsible cyberworld engagement.





SEED
Acknowledgment:
Virginia and Stanley Yim
Student Development Fund



HIST3106
Current Issues in Hong Kong and China

Dr KWOK Kam Chau

This course partnered with Hong Chi Association (HCA), one of Hong Kong's largest NGOs supporting people with intellectual disabilities and their families, to produce feature articles for HCA's 60th anniversary publication. Students also created booklets that showcase the organisation's impact. To support the writing process, students visited HCA's headquarters at Pinehill Village, the Hong Chi Jockey Club Kwong Fuk Workshop and other facilities to conduct field research. They also interviewed service users, caregivers and staff to gather first-hand perspectives.

Students wrote stories to highlight HCA's history, programmes and outcomes, weaving in quotes and caregiver narratives to show dignity, growth and inclusion. The resulting articles provided HCA with credible and accessible materials for the anniversary publication and related outreach activities, helping to deepen public understanding and recognition of HCA's work.





Through the service-learning process, students developed practical skills in conducting oral history interviews, fact-checking, structuring narratives and collaborating with editors. They also learnt ethical storytelling practices, including obtaining consent, protecting privacy and avoiding stereotypes, while adapting communication styles to different audiences and abilities. The experience broadened students' understanding of intellectual disability and the ecosystem of community services in Hong Kong, strengthened empathy and active listening, and demonstrated how thoughtful communication can advance inclusion, advocacy and community support.



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JOUR3307

Journalism Practicum III (Data)

Dr FU Xiaoyi; Dr Bess WANG

Navigating the complexities of modern data remains a significant challenge for community organisations seeking to engage the public effectively. This year, the Journalism Practicum III (Data) course partnered with CityLab to transform raw information into impactful, audience-centric narratives.

Students applied a 'story as a product' methodology to CityLab's datasets, synthesising complex information into accessible digital content. Throughout the semester, they designed and produced a range of deliverables, including data story reports, social media assets and exhibition materials. These projects required students to integrate rigorous data analysis with digital production, ensuring that each narrative was tailored to maximise public reach and engagement.



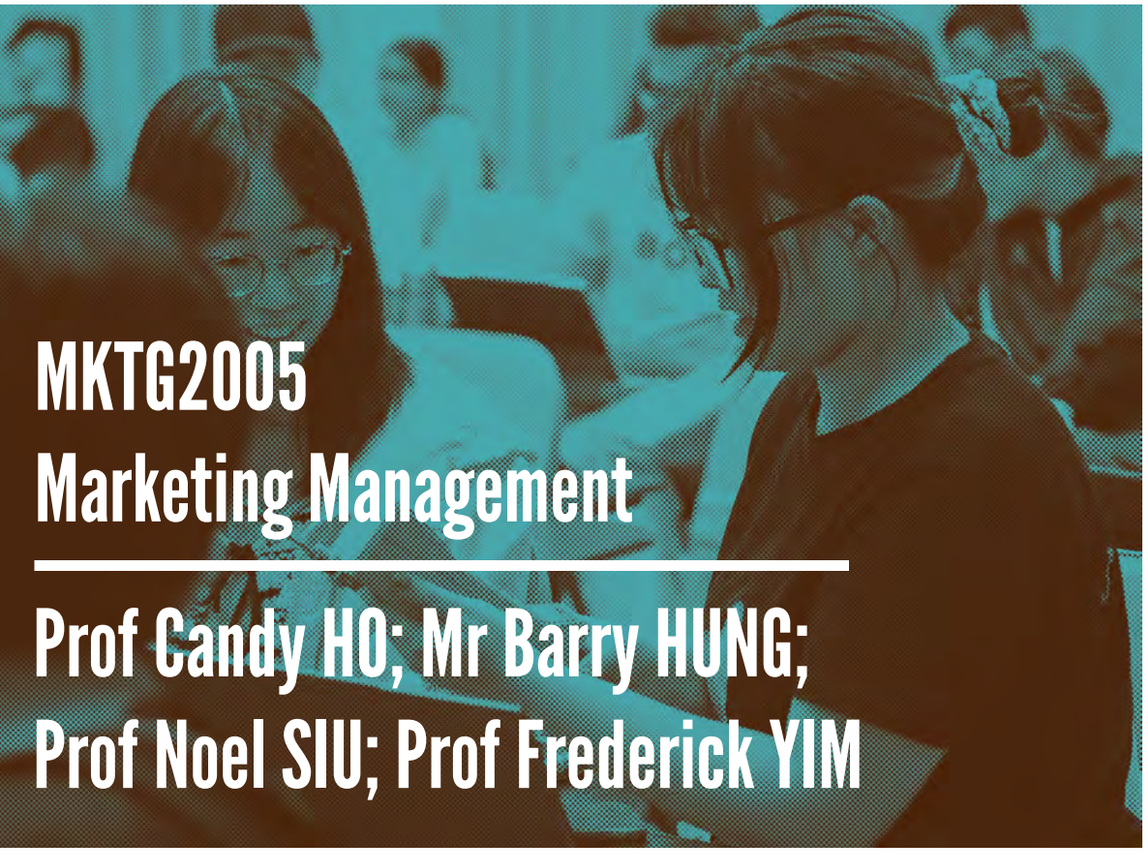
The collaboration provided CityLab with innovative communication tools to strengthen its digital presence and outreach. For students, the project served as a vital bridge between academic theory and professional practice. By delivering high-quality, real-world outputs, they built strong professional portfolios and deepened their understanding of how data journalism can support community goals. Overall, the partnership highlighted the power of digital storytelling in making complex social data meaningful and accessible to the public.





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MKTG2005
Marketing Management

Prof Candy HO; Mr Barry HUNG; Prof Noel SIU; Prof Frederick YIM

This course partnered with Caritas Hong Kong across several initiatives, including the Healthy Neighbourhood Kitchen Project, the Computer Workshop and Green Baby. These programmes support grassroots residents in nearby districts and help them build self-reliance by strengthening business skills and creating income-generating opportunities.

For example, in the Healthy Neighbourhood Kitchen Project, students collaborated with Home Spicy (家辣), a homemade chilli oil brand, to refresh its brand identity. The team worked on redesigned packaging and an updated brand story to reach new markets. Also, by working closely with Caritas staff and service users, the team identified key challenges and developed tailored marketing campaigns to strengthen economic sustainability. Their strategies offered fresh perspectives to boost brand visibility and expand market reach, supporting beneficiaries as they moved toward greater financial resilience.



Beyond these technical deliverables, students practised marketing for social good by aligning messages with community values, using respectful storytelling that safeguards dignity, and focusing on outcomes that benefit both the social enterprises and the people they serve. They also learnt to balance mission with market realities, and to adopt a reflective, ethics-driven approach that they can carry into future professional and community work.







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PRA02047

Media Design for Corporate Communication

Dr Florin Constantin SERBAN

Throughout this course, students developed branding and communication materials for community partners, including newsletters, website mock-ups and videos. Through interviews with staff and on-site documentation of activities, students engaged directly with community members and translated their observations into clearly communicated stories.

In Semester 1, students worked with Read-Cycling to promote a green reading culture. They interviewed primary school principals and teachers who had benefitted from Read-Cycling's Free Books Programmes, and visited the partner's PPO Library where community members could access books free of charge.

In Semester 2, students partnered with Africa Center Hong Kong to capture the energy and impact of its programmes through visual storytelling. From Women's Day celebrations to cultural events and African drumming sessions, their work showcased the vibrancy, diversity and lived experiences of different ethnic communities across Hong Kong.



Across both collaborations, students applied their media design skills in authentic community settings, producing communication materials that amplified their partners' voices and showcased their impact. Through the process, they gained experience in interviewing, content creation and visual storytelling, while helping community organisations strengthen their outreach and engagement with the public.





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PRA03015
Consumer Perspectives in Public Relations and Advertising

Prof Vivien ZHOU

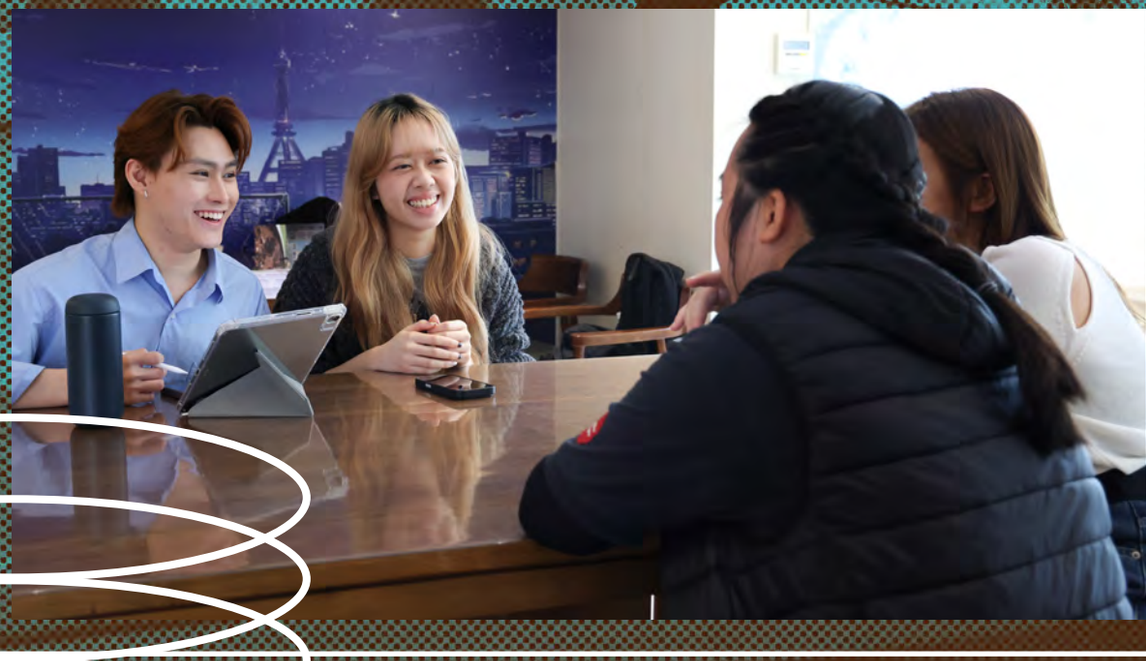
This course applied consumer insights to strengthen the visibility and viability of a local social enterprise that promoted dignified work and community understanding. In partnership with Hong Chi Association (HCA), students visited Pinehill Village and the HC.HANDCRAFT, a social enterprise store operated by HCA at MTR Nam Cheong Station, to observe customer interactions and vocational training in practice.

Students conducted interviews with trainees and the Head of Social Enterprise to gain first-hand perspectives on customer behaviour, brand perceptions and barriers to engagement. Drawing on coursework in consumer research and message strategy, they worked in teams to develop integrated marketing campaigns tailored to HCA's objectives and target audiences. Typical proposals included positioning statements, key messages, creative concepts, social media content plans and in-store engagement ideas designed to increase foot traffic and support trainees' progression.





At the end of the semester, students presented their campaigns to HCA. The partner commended a number of proposals for strengthening existing strategies, and identified elements that were ready for immediate adoption. The collaboration produced practical outreach materials that represent people with intellectual disabilities with respect and authenticity. Students developed strengths in client consulting, evidence-based planning and inclusive communication, and deepened their understanding of how marketing can advance social impact alongside organisational sustainability.



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PRA03056

Campaign Planning and Management

Dr Vivienne LEUNG

Food insecurity is a major challenge that threatens children's health and safety in many parts of the world. In partnership with World Vision Hong Kong (WVHK), this course enabled students to participate in WVHK's School Famine Ambassador Programme to raise public awareness of hunger and encourage youth engagement.

Using the 3H approach — Head (knowledge), Heart (compassion) and Hand (action), HKBU students designed and facilitated workshop activities as part of WVHK's 24-hour hunger immersion for secondary schools. Through role-plays, interactive learning games and guided reflective discussions, secondary students examined the realities faced by vulnerable children and reflected on their own attitudes towards life.

Building on this experience, HKBU students interviewed programme staff and secondary school committees to generate ideas for an advocacy campaign. They also edited the footage from the 24-hour hunger immersion into short video clips to support the proposed campaign.



Altogether, the collaboration strengthened WVHK's youth engagement through authentic, student-produced resources. Tailored to the ambassador context, the resulting materials supported secondary schools in encouraging student participation and deepening learners' understanding of the global issue. For HKBU students, the initiative provided personal insight into the lived realities of hunger while reinforcing their skills in evidence-based planning, stakeholder engagement and effective campaign design built on ethical storytelling and respect for those in need.





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PRA03065
Fundraising Events, Sponsorships, and Donor Management

Miss Barbara FU

This service-learning course continued its previous partnership with Parks and Trails, a non-governmental organisation dedicated to nature conservation, under the theme 'Nature for All, All for Nature'.

Through a series of interactive workshops and a field trip to Pui O Beach, students deepened their understanding of Hong Kong's ecosystems and developed a greater appreciation of the beauty and fragility of the coastal environment. These activities helped students to reconnect with nature while exploring creative and practical approaches to environmental advocacy.

Building on this foundation, students worked in teams to apply their knowledge of event management, fundraising and communication. They launched a social media campaign and organised a public event on campus to promote environmental protection and encourage sustainable living. Volunteers from Parks and Trails also joined the campus event, strengthening collaboration and reinforcing the spirit of community engagement.



Together, these activities enabled students to see how strategic publicity and creative communication can support meaningful social change. By combining professional capabilities with a genuine commitment to nature conservation, they translated environmental awareness into action, motivating others to adopt more sustainable lifestyles and protect the environment.







PRA04037
Narrative and Brand Storytelling

Miss Barbara FU

This year marked the launch of this new service-learning course, developed in partnership with CityLab. CityLab is an organisation committed to fostering a growth mindset among youth and equipping them with essential future skills. Partnering with selected primary and secondary school students nominated by CityLab, HKBU students used digital storytelling to share personal stories of resilience.

The service-learning process followed a structured sequence of activities: conducting interviews, developing storyboards, and filming and producing video content. Before production began, HKBU students met with their primary or secondary school student partner in person to build trust and connect on a personal level to identify moments of resilience that emerge from their daily life. One example came from a young badminton player who missed a major competition due to an injury. During her recovery, she discovered the value of spending time with friends and family, turning a setback into personal growth.



HKBU students then transformed these stories into six compelling digital narratives, and uploaded them onto social media, providing the younger students a platform to share their voices. The initiative aimed to motivate other students through peer stories and to promote a growth mindset among younger generations. Overall, the course cultivated empathy, active citizenship and ethical communication practices – essential qualities for aspiring media and communication professionals.





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SOCI3056 Community Engagement for Social Sustainability

Dr Day WONG

How can sociology create tangible changes? In this service-learning course, HKBU students went beyond theory to directly address real-world challenges related to social sustainability. Through partnerships with a diverse range of community organisations, students applied sociological concepts to advance equity, inclusion and social sustainability.

With input from community partners, students developed and implemented initiatives that responded to community needs in distinct but connected ways. Some of the students served as health ambassadors: using the district-based healthcare model, they designed and set up creative promotional booths to raise awareness and encourage healthier practices.

Building on the course's focus on identity and belonging, another group of students worked with the Young Men's Christian Association (YMCA) of Hong Kong Multicultural Team to deliver tutorial sessions and facilitate inclusive games that invited ethnic minority children to reflect on assimilation, acculturation and cultural belonging.

The third group contributed to gender equity through a co-creating process with PrideLab, producing an LGBT+ allyship comic and related promotional materials that used multimedia art to support dialogue and advocacy.





In another initiative, students engaged with social and environmental concerns through action on everyday resources. In partnership with the Conservative Baptist Jubilee Centre, they collected and redistributed surplus bread — directly confronting food waste, consumerism and unequal access to resources while strengthening community ties.

By combining direct service that fostered genuine engagement with different communities, students deepened their understanding of sociological concepts through practical application. They also strengthened key competencies in community engagement, facilitation, advocacy and cross-cultural sensitivity, while developing a clearer awareness of structural inequalities and the potential of grassroots action. Ultimately, the course equipped students to become agents of change, drawing on their sociological imagination to help build a more equitable, inclusive and sustainable Hong Kong.



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SOWK1008
Integrative Tutorial I

Prof KAN Wing Shan; Mr Wilson LO

This service-learning course partnered with the Evangelical Free Church of China – Hing Tin Wendell Memorial Church Alison Lam Elderly Centre (EFCC – HTALEC) and the Church of Christ in China Mong Man Wai College (CCCMMWC). HKBU students were paired with older adults from EFCC – HTALEC and, through three co-creation workshops, exchanged ideas and co-designed a programme for a Service Day held at CCCMMWC.

During the Service Day, students served as facilitators, leading the co-designed programme sessions and collaborating as a team with older adult participants. They engaged secondary school students through interactive games they had helped to design, creating opportunities for meaningful understanding across generations. The day concluded successfully, strengthening dialogue among the three groups and helping to narrow the generation gap.



The initiative brought together people from different age groups. By involving university students, secondary school students and older adults, it promoted intergenerational inclusion and fostered mutual empathy and respect. For the Social Work students, the course deepened their intergenerational understanding while enabling them to practise and further develop professional competencies in programme design, facilitation, communication and reflection.







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SOWK2028
Social Policy

Prof Vincent LEE

This course partnered with the Evangelical Free Church of China – Fook On Church Social Centre for the Elderly, with a focus on social issues affecting carers. Social Work students participated in a human library activity, engaging directly with carers to hear their personal stories and better understand the challenges they faced in everyday life. Through these conversations, students examined both the strengths and the limitations of existing social welfare measures.

Building on the human library experience and their own research, students developed policy proposals to support carers. They then presented their ideas, and engaged in dialogue with carers to strengthen and refine their recommendations. Recognising that many carers had limited personal time due to their caregiving responsibilities, and with an emphasis on supporting carers' mental well-being, the course also organised a Service Day to provide much-needed leisure opportunities often unavailable in their daily lives. Student groups accompanied carers and their families on visits to various locations across Hong Kong, such as the West Kowloon Cultural District and Shing Mun Reservoir, offering them time to step away from their responsibilities and recharge.



Overall, this service-learning course connected social policy with lived experience. It deepened students' empathy and understanding, strengthened their capacity to respond effectively on individual and policy levels, and helped amplify carers' voices within the wider community.





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SOWK4206

Social Work with Older People

Prof KAN Wing Shan

Hong Kong's rapidly ageing population increases the risk of social isolation and unmet psychosocial needs. This course addressed these challenges by partnering with the Evangelical Free Church of China – Hing Tin Wendell Memorial Church Alison Lam Elderly Centre, honouring older adults' lived experiences through person-centred practice.

Students worked in small groups and were paired with older adults. Through home visits and in-depth interviews, they built rapport, engaged in meaningful conversations, and developed mutual respect and learning. Guided by the instructor and social workers, students practised active listening, strengths-based engagement and ethical decision-making in working with older people.



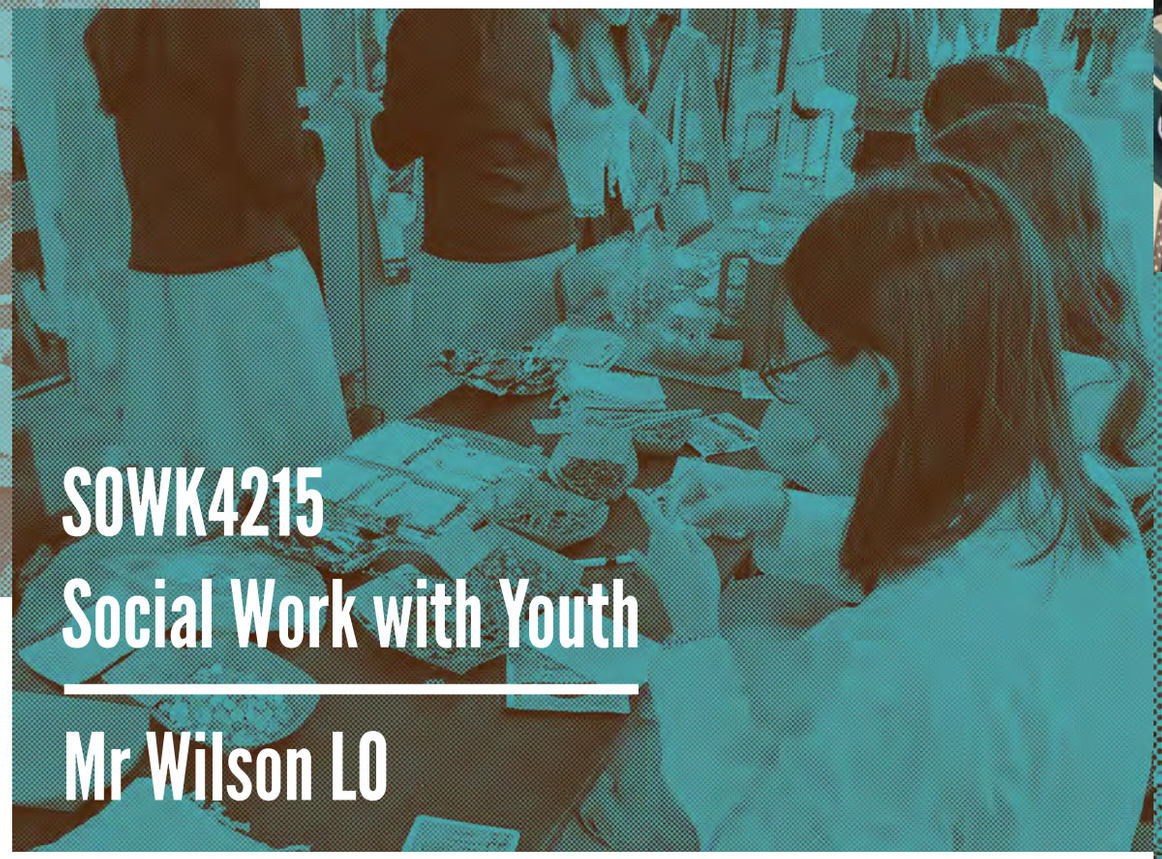
In the end, students transformed the narratives into a life storybook and presented the completed work at a celebration and sharing event with the older adults and other participants at the end of the semester. The storybook provided tangible keepsakes for the elders and practical resources for reminiscence. Overall, the collaboration strengthened intergenerational understanding, affirmed the dignity and resilience of older adults, and gave students hands-on experience in culturally responsive social work with older people.





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SOWK4215
Social Work with Youth

Mr Wilson LO

This course addressed anxiety during major life transitions, unrealistic expectations of university life and low confidence among early secondary students – particularly those in S2–3 who often face information gaps and psychological barriers about their future pathways.

In partnership with the Church of Christ in China Mong Man Wai College (CCCMMWC), HKBU students served as mentors. Through guided discussions, facilitated activities and collaborative brainstorming, they worked with secondary students to co-design a Service Day at HKBU promoting well-being. Drawing on youth work principles, the mentors adopted a strengths-based, developmental approach to build rapport, understand secondary students' concerns and turn their ideas into simple, age-appropriate activities.



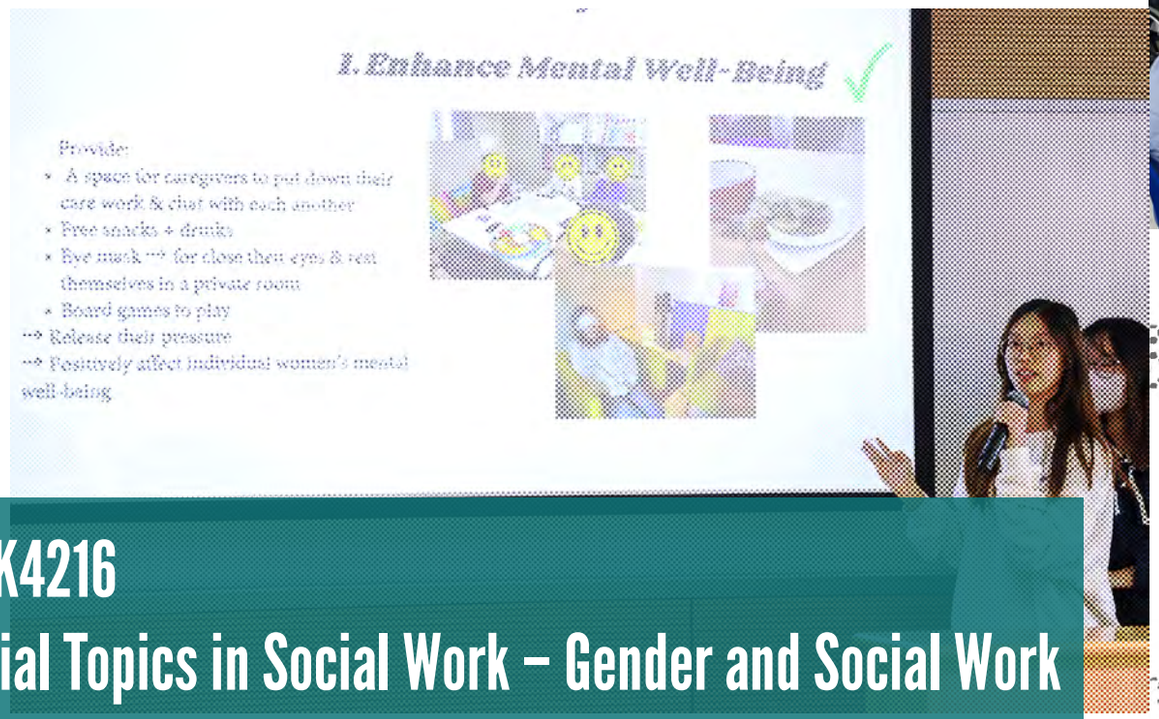


The co-designed Service Day was held on the HKBU campus in late April, where HKBU and CCCMMWC students worked in teams to lead a range of well-being activities and booth games. Through their active involvement, the secondary students gained confidence and greater familiarity with university life, while HKBU students strengthened their skills in leadership, facilitation and programme implementation. The collaboration fostered mutual learning and demonstrated the value of youth-centred approaches in supporting adolescents during key transition years.



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SOWK4216
Special Topics in Social Work – Gender and Social Work

Prof HUNG Suet Lin

This course explored women's lived experiences and community needs through a partnership with the Hong Kong Federation of Women's Centres – Jockey Club Tai Wo Centre. By engaging directly with the Centre's service-users, students gained a deeper understanding of how different factors such as low income, caregiving pressures, and limited employment and development opportunities could affect women's well-being and quality of life. As part of the service-learning journey, students participated in the Centre's programmes and services, conducting interviews, observations and participatory activities to understand how women practise self-help and mutual support in navigating everyday challenges.

The course paired students with different service teams. Beginning with each team's objectives and mode of operation, students examined the specific needs and concerns of the women they served. Drawing on first-hand experience, they then proposed policy recommendations and service improvements. In this process, they also developed feasible advocacy and intervention strategies, translating classroom theory into practical responses to community needs.



On the whole, this course nurtured students' empathy and ethical reflection, deepened their understanding of the interconnected issues of gender and poverty, and strengthened their commitment to evidence-based advocacy and professional judgement. It also contributed to ongoing efforts to promote more inclusive and responsive policies and services for women and their families in the community.







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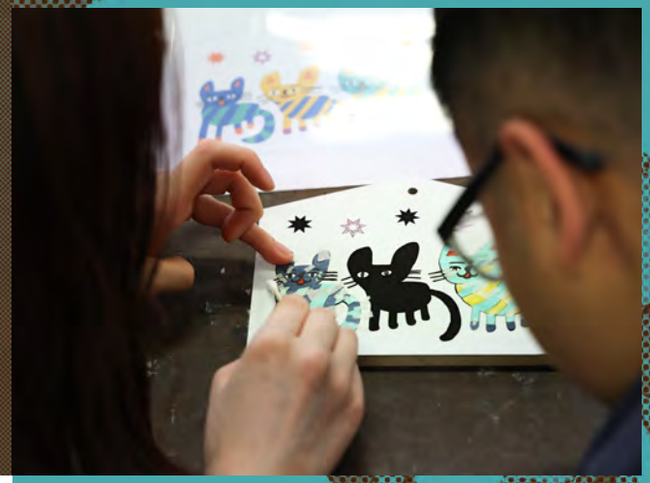
VART3397
Studio: Object Culture

Prof Anna QIN;
Ms Vivian TONG;
Prof Sunny WANG

This service-learning course explored how objects carry stories and social meaning. In partnership with Hong Chi Association (HCA), HKBU students and HCA trainees co-created marquetry pieces inspired by the trainees' paintings. During a three-hour workshop, students and trainees worked together to turn hand-drawn ideas into marquetry artworks using generative AI, digital design and laser-cutting techniques. Throughout the co-creation process, they shared perspectives and narratives through art, building connection and understanding. As a result, students gained new perspectives through the trainees' imagery and ways of working, while trainees experienced their paintings reinterpreted in new forms and materials.

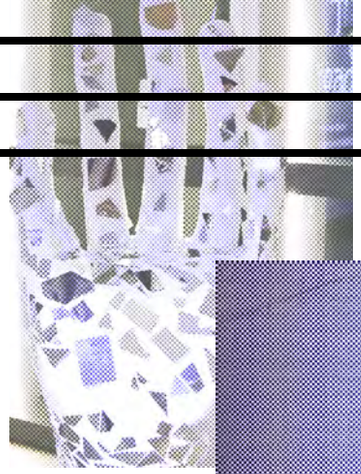
Inspired by the artworks, students developed furniture that embodied the shared narratives. The finished pieces were displayed at the exhibition *Objects Soliloquy* in late April 2026, and HCA trainees attended the event to mark the outcome of the collaboration. The course showcased the talents of HCA trainees, fostered relationships between participants, and created a meaningful shared experience with lasting impact.





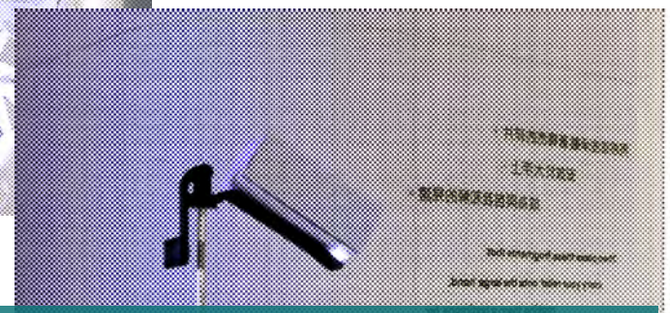






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VART3405
Studio: Experience Design

Prof Kingsley NG;
Dr Stephanie CHEUNG;
Prof Janet FONG

In collaboration with Breakthrough, this course engaged students in designing experiential works that support young people in exploring mental health and cultivating positive values. Grounded in themes of self-awareness and self-acceptance, the initiative invited participants to reflect on their inner world through creative encounters.

Students developed a series of interactive installations, which were presented in a semester-end exhibition. Using immersive and sensory elements, the installations prompted reflection through works such as projections that explored the pressures of time, an installation that encouraged visitors to tune into their own heartbeat, and a reimagined Zen garden where visitors could write down their thoughts.



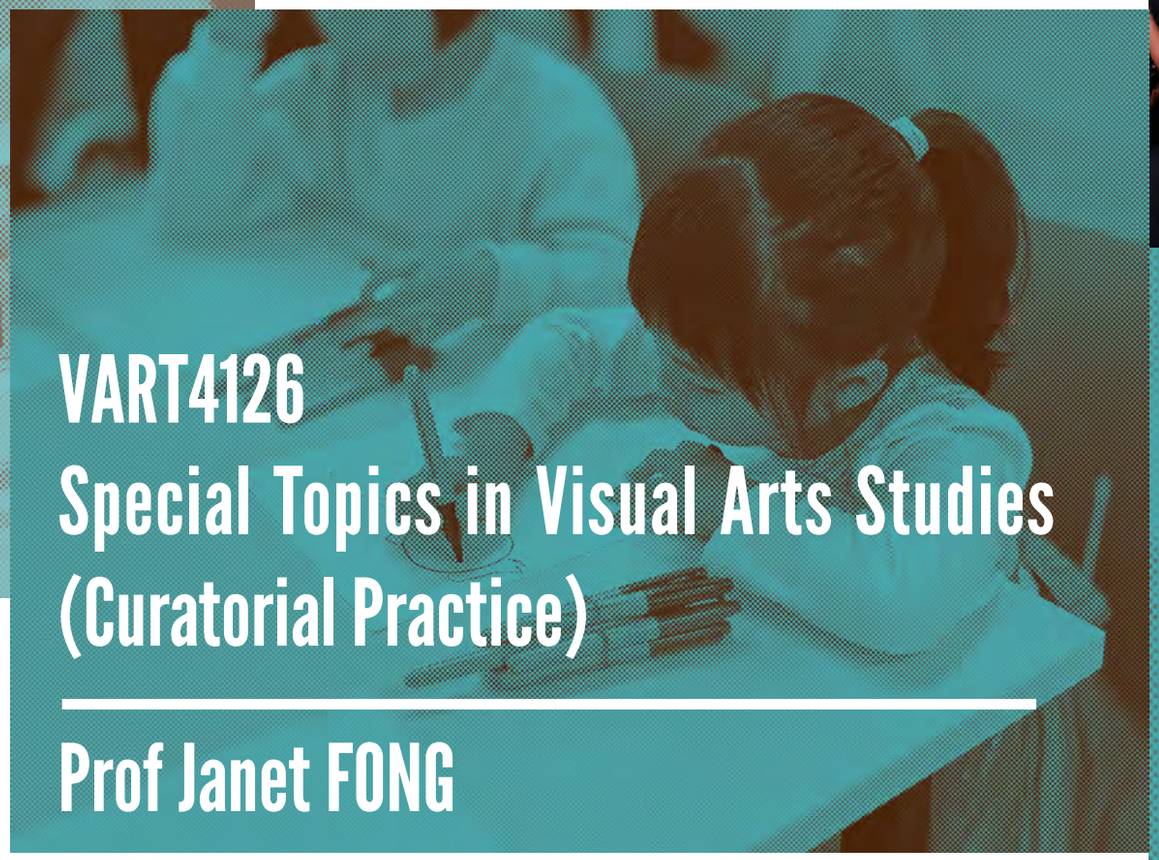
The exhibition provided a platform for community engagement, encouraging dialogue about mental well-being and personal growth. Through this partnership, students connected their design practice with social impact, creating meaningful experiences that fostered empathy and shared understanding.





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VART4126
Special Topics in Visual Arts Studies (Curatorial Practice)

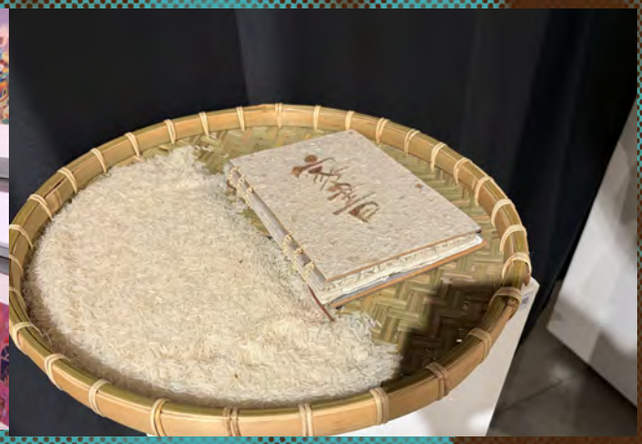
Prof Janet FONG

To address social isolation and the need for mental health support, 18 visual arts students explored familial and social connectedness through artistic expression. Partnering with the Lok Sin Tong Benevolent Society, Kowloon and HART HAUS, students engaged community members in creative activities that encouraged reflection, dialogue and connection.

Students began by conducting interviews with local artists, which informed the curation of their capstone exhibition, *Home: Heartbeat Is the Only Distance*, held at HART HAUS. Through artworks and interactive exhibits, visitors were invited to reflect on the meaning of home, family and belonging beyond physical spaces.

Building on this experience, students organised interactive drawing and creative workshops for Lok Sin Tong youth and their parents. Through art-making activities, participants explored their experiences and perceptions of family, creating artworks that sparked conversations and strengthened understanding across generations.





These sessions empowered participants to transform emotional perceptions of family into tangible artworks, fostering understanding and connection across generations.

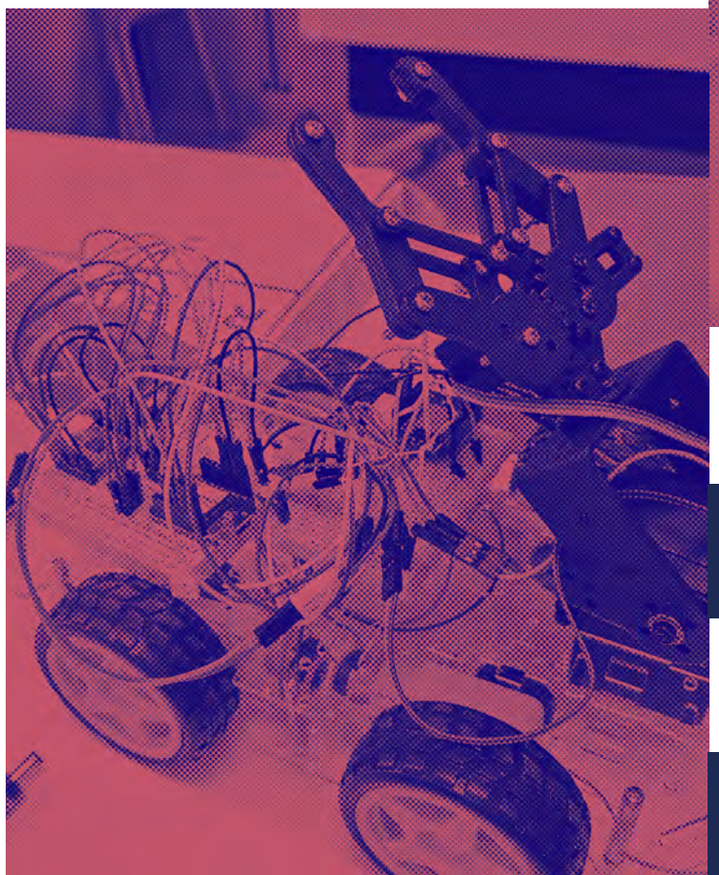
The course extended beyond the exhibition through a mini-documentary and an online exhibition platform, enabling a wider audience to engage with the themes and stories developed throughout the course. Through the experience, students gained hands-on experience in exhibition planning, community engagement and visual storytelling, while discovering how art can foster connection, support well-being and strengthen community dialogue.







Technology & Knowledge in Action





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BIOL2017 Cell Biology

Prof LEE Chi Wai; Prof LI Baiying; Dr Patrick YUE

Cancer continues to be a major cause of mortality worldwide. HKBU students served as 'Big Brothers and Sisters', mentoring students from The Chinese Foundation Secondary School and Buddhist Yip Kei Nam Memorial College as they explored cancer biology together.

Before stepping into their teaching roles, HKBU students studied the relevant knowledge and practical skills in cancer biology. They then transformed what they learned into an interactive science workshop in the university laboratory. Through hands-on guidance, they led experiments in which the secondary school students exposed cancer cells to various anti-cancer drugs, enabling them to observe changes in cell growth and migration. After the workshop, the secondary school students prepared theme-based study slides, then received detailed feedback from the university students.



For the secondary school students, the experience reinforced fundamental knowledge of the causes and development of cancer, deepened their understanding of related concepts covered in HKDSE Biology, and provided them with a rare opportunity to conduct advanced experiments in a university laboratory. Meanwhile, HKBU students strengthened their own grasp of the subject by translating complex ideas into clear and engaging lessons for their mentees.





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BIOL3016
Environmental Health and Toxicology

Dr Patrick YUE

Living in Hong Kong's subdivided units (SDUs) often means adapting to highly compact living environments, where maintaining domestic hygiene can be a challenge. In collaboration with the H.K.S.K.H. Lady MacLehose Centre, students addressed these concerns by assessing the hygiene and toxicological safety of SDUs in the Kwai Chung district.

During on-site visits, students spoke with residents about their daily experiences, collected environmental samples, and used a fast-acting sanitizing spray to provide an immediate improvement in hygiene.





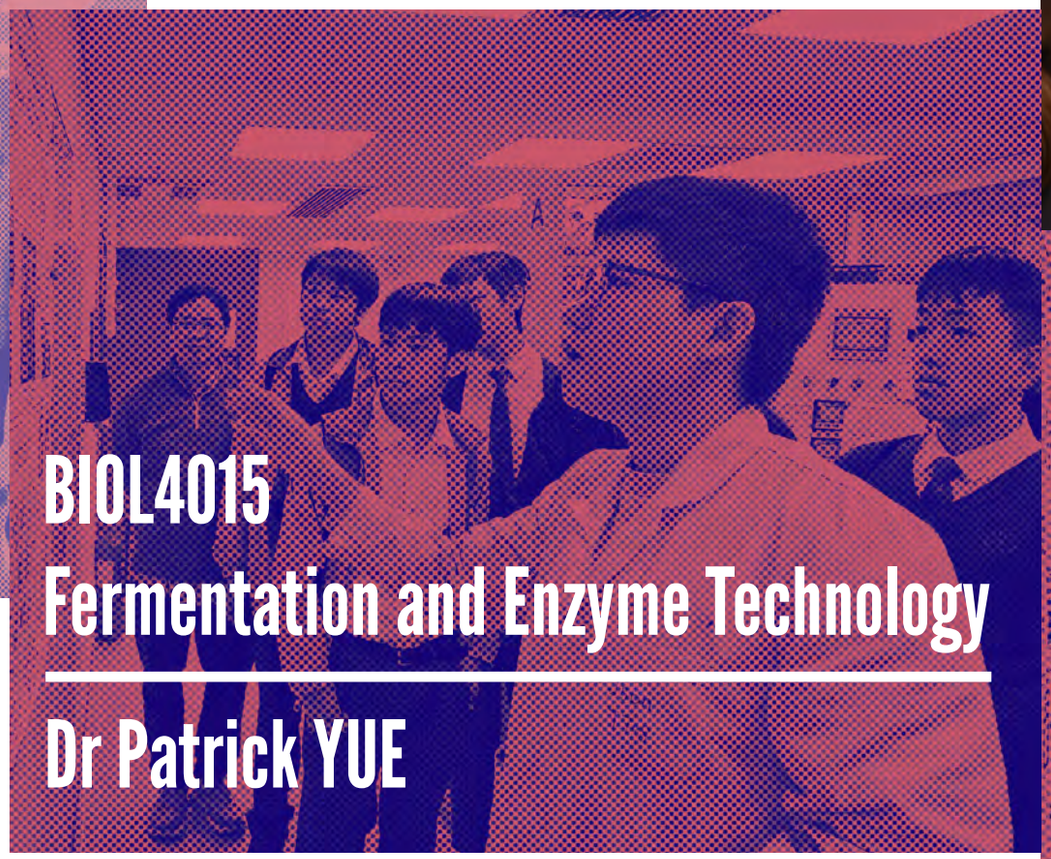
Back on campus, students analysed the samples in the laboratory to measure key environmental hygiene parameters and identify affordable, practical ways to improve living conditions. The course concluded with a sharing session at HKBU, where students presented their findings and suggested practical solutions for SDU residents and the community partner.

Overall, the course enabled students to apply their knowledge of toxicology to a pressing local issue, deepening their understanding of the community and highlighting the role of scientific inquiry in addressing environmental health challenges.



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BIOL4015
Fermentation and Enzyme Technology

Dr Patrick YUE

Partnering with De La Salle Secondary School NT, this course promoted STEAM education and sustainable development through a series of interactive biology workshops. HKBU students, acting as mentors, made complex fermentation science accessible and engaging for secondary school students. Divided into eight groups, they delivered presentations on real-world applications of fermentation, including drug development, food production and biomedical uses.

To further enrich the learning experience, these biology students collaborated with the Department of Computer Science to design and develop seven interactive computer games. Combined with hands-on laboratory activities. The games enabled secondary school students to explore fermentation setups, produce enzymes from food waste and connect scientific concepts with real-life applications.



Ultimately, this service-learning course successfully sparked the secondary school students' curiosity and interest in science. At the same time, the initiative empowered HKBU students to apply their academic knowledge in authentic educational settings, strengthening their skills in teaching, communication and cross-disciplinary collaboration.





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BUSI3035
Service Learning and Community Engagement

Mr Ryan MAN

In partnership with Ronald McDonald House Charities (RMHC) Hong Kong, this course brought together 53 students from diverse academic backgrounds to support families with children living with chronic illnesses. By providing a 'home away from home', RMHC offers essential services that ease practical burdens and help create a supportive environment throughout families' healthcare journeys.

Throughout the semester, students engaged directly with children and their families at RMHC's Kwun Tong House. They listened to their stories and supported participants in expressing their emotions through art. Students also took part in co-creation activities, drawing on the expertise of X Social Group in drone performances to explore innovative ways to combine creativity with technology.



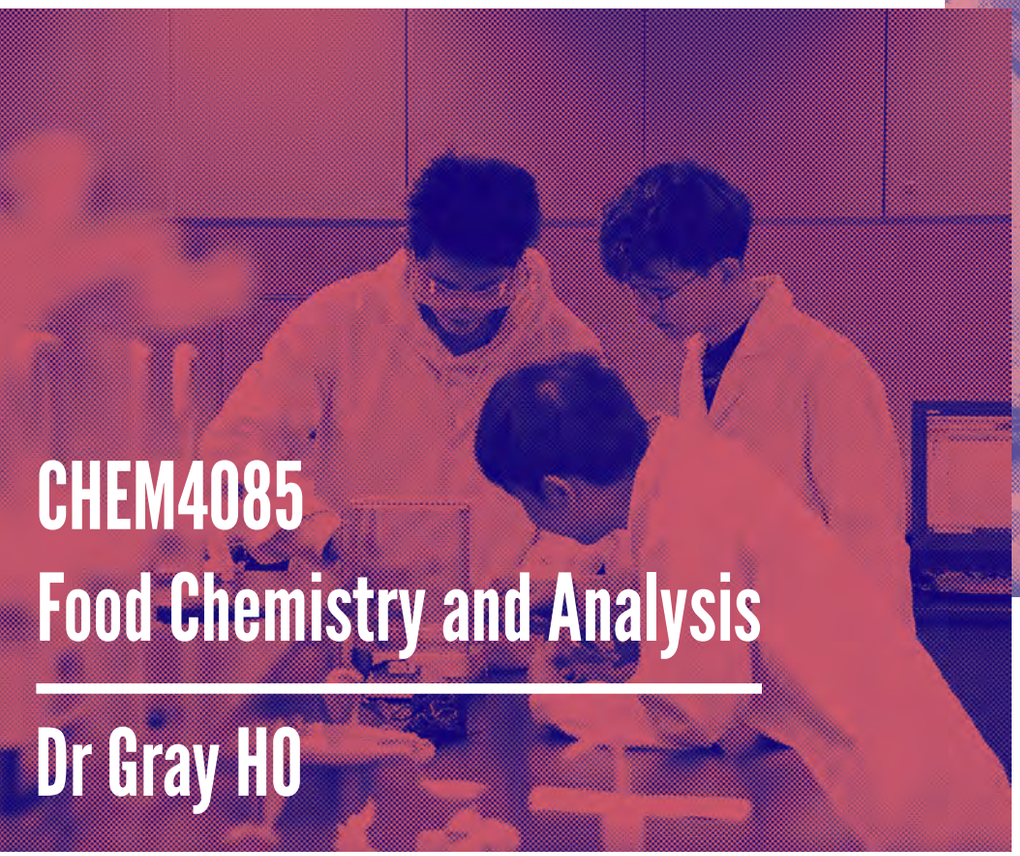
The course culminated in a drone show at the Hung Hom harbourfront, featuring lions, giraffes, dragons and robots inspired by drawings produced during the co-creation sessions. The event created a shared moment of celebration while raising awareness of the challenges faced by families with ill children and highlighting the importance of community support.





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CHEM4085
Food Chemistry and Analysis

Dr Gray HO

This course adopted a service-learning approach to examine food waste management through the lenses of food chemistry, food safety and sustainability. Students were guided to connect laboratory-based scientific knowledge with real-world social and environmental challenges, strengthening both academic understanding and civic responsibility.

In partnership with the Foodlink Foundation, students participated in the Hot Food Programme and Bread Programme. They collected surplus food from hotels and bakeries, repackaged it in line with food safety guidelines, and assisted in its distribution to community members in need. Through these hands-on activities, students gained first-hand insight into how food recovery initiatives can reduce waste while addressing food insecurity in vulnerable communities.





To broaden their understanding of food waste from both retailer and consumer perspectives, students also took part in a warehouse workshop at GreenPrice. The workshop focused on the difference between ‘use-by’ and ‘best-before’ dates, emphasising that many products labelled ‘best-before’ remain safe to eat when handled and stored properly. This experience prompted students to reflect on consumer decision-making and consider how accurate knowledge can help prevent the unnecessary disposal of edible food.

The service experience culminated in laboratory-based analysis, where students examined collected food samples to assess how storage conditions, handling practices and redistribution methods influence food quality and safety. By integrating community engagement with scientific investigation, the course deepened students’ sense of social responsibility and demonstrated how scientific expertise can support more sustainable and equitable food systems.



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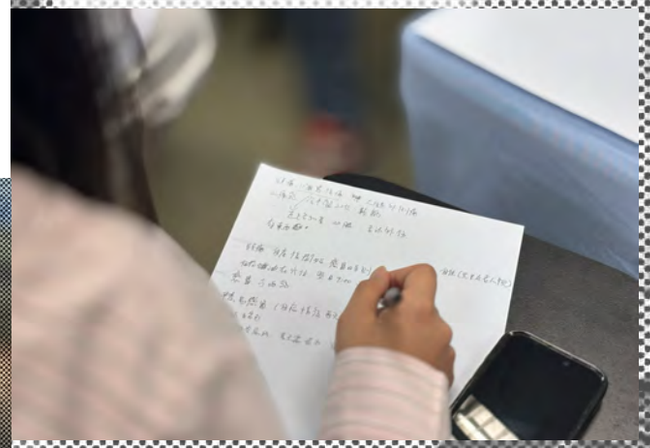
CMED1017
Diagnostics of Chinese Medicine

Dr LAM Chun Pong; Dr LI Hong

Responding to Hong Kong's ageing population and the need for accessible, culturally grounded primary healthcare, this service-learning course focused on providing community-based Chinese medicine. In partnership with the Hong Kong Young Women's Christian Association (YWCA), the course engaged in five medical consultation sessions for 44 middle-aged and older participants.

Under the supervision and mentorship of registered Chinese Medicine practitioners, the Year 1 students met patients for the first time, building rapport and trust while applying professional knowledge. With their mentors, they practised the Four Diagnostic Methods, refined pulse-taking to support diagnoses, and developed syndrome-differentiation reasoning. To enhance communication, they practised translating key clinical concepts into plain language for participants with little prior knowledge of Chinese medicine. They also provided practical guidance on acupressure and food therapy to help relieve their symptoms.

For the community partner, the initiative strengthened preventive health support and expanded access to trusted, culturally grounded health advice. With plain language explanations and tailored recommendations, participants were better able to understand their symptoms and explore preventive approaches in ways that suited their everyday needs.



Through early, authentic application of the Four Diagnostic Methods, the initiative enhanced students' communication skills and understanding of how the community expects Chinese Medicine to be practised.





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CMED3057
Paediatrics of Chinese Medicine

Mr Shane SIU; Dr ZHANG Xuan

This course partnered with the Hong Kong Society for the Protection of Children – SIA Shaukiwan Day Creche to provide paediatric *Tui Na* treatments for 12 toddlers and young children. In class, students studied common paediatric conditions and developed diagnostic reasoning in Chinese medicine, with particular attention to how paediatric care differs from adult practice. Since young children may have limited ability to describe symptoms, assessment relied more heavily on observation, listening and olfaction under the Four Diagnostic Methods, together with effective communication with parents and domestic helpers. For many students, this was their first opportunity to learn from registered Chinese Medicine practitioners about clinical assessments with input from carers, strengthening both their clinical judgement and interpersonal competence.





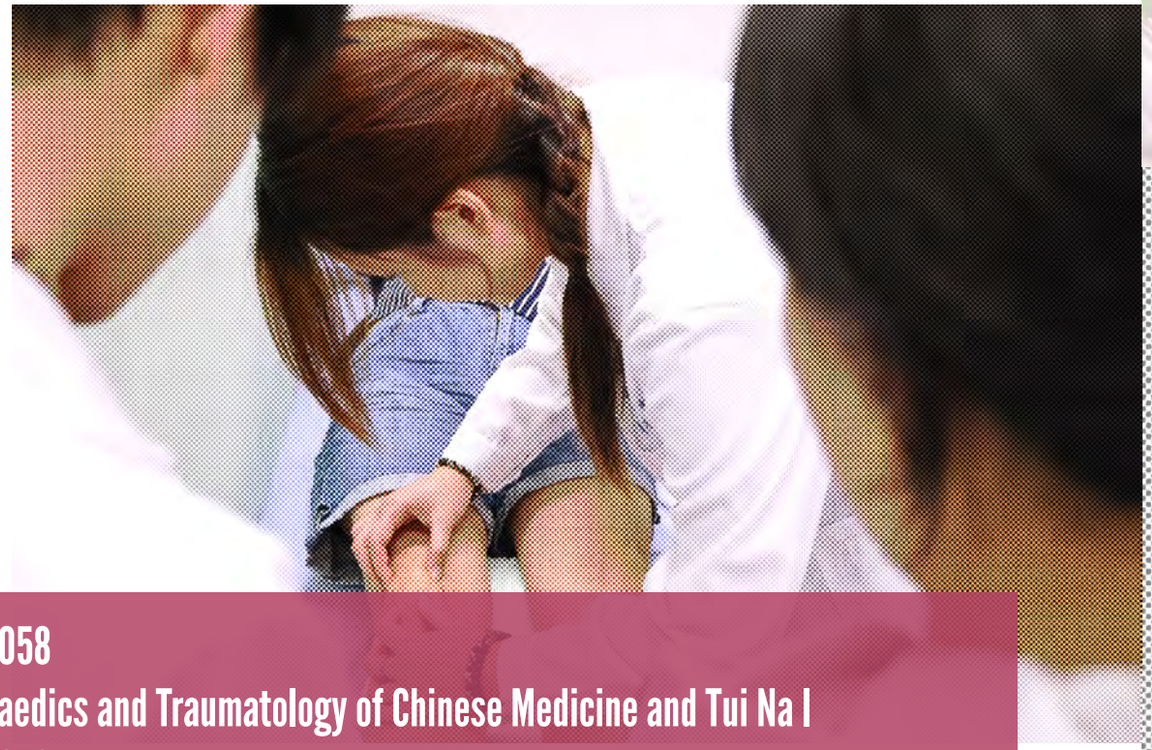
Throughout the semester, students assisted in four treatment sessions under the guidance and supervision of registered Chinese Medicine practitioners. In addition, they produced videos and presentation slides which offered professional guidance and practical at-home techniques to support children's recovery and help prevent illness. Overall, the course provided a valuable opportunity for students to learn clinical skills and develop patient-centred communication, both of which are essential for their Chinese medicine practice in the future.



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CMED3058
Orthopaedics and Traumatology of Chinese Medicine and Tui Na I
CMED3059
Orthopaedics and Traumatology of Chinese Medicine and Tui Na II
CMED3069
Orthopaedics and Traumatology of Chinese Medicine and Tui Na Laboratory II

Dr CHOW Chi Ho; Dr FU Yong; Mr Shane SIU; Prof TU Feng

These two courses and the associated laboratory sessions addressed the increasing burden of chronic diseases among the elderly in Hong Kong. The two linked courses ran throughout the academic year and focused on orthopaedics and traumatology within Traditional Chinese Medicine (TCM). Partnering with the Hong Kong Society for Rehabilitation, this service-learning initiative recruited six participants with long-term health conditions (e.g., post-stroke sequelae) to participate in a total of 12 service-learning sessions over the entire year.





Under the supervision and guidance of registered Chinese Medicine practitioners, students assisted in collecting medical records and conducting physical examinations, and applied syndrome differentiation methods to inform individualised care plans. They also gained hands-on experience in *Tui Na,* acupuncture and herbal medicine under the practitioner's guidance. Across the sessions, students became more empathetic in their communication approach, learning to listen attentively to patients' life stories, and understand how chronic illnesses affect their everyday lives. These interactions helped students develop professional interpersonal and communication skills beyond the traditional classroom, while strengthening their diagnostic reasoning and professional confidence.

Service users received attentive care and expressed that they felt valued and supported by the younger generation. At the same time, students completed the courses with a strengthened commitment to pursue careers as future TCM practitioners.



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CMED3066
Acupuncture – Clinical Technique and Its Application

Dr LI Hong; Dr ZHANG Quanming; Dr ZHANG Xuan

The service-learning trip to Tianjin integrated professional learning, clinical observation and community service. By engaging in authentic hospital and community settings, students reflected on the modern development, clinical value and social mission of Traditional Chinese Medicine (TCM).

Partnering with Tianjin University of Traditional Chinese Medicine and its First Teaching Hospital, students observed clinical consultations and explored the university's teaching and research facilities. They also gained direct exposure to advanced digital tools, including AI pulse diagnosis instruments, virtual reality TCM anatomy systems and acupoint education platforms. These experiences demonstrated how TCM is actively integrating modern technology while remaining grounded in classical theories. They further deepened students' understanding of innovation, scientific collaboration, and the complementary roles of Chinese and Western medicines.

In the Tianjin Jinghai District Huakang Street Comprehensive Elderly Care Center, supervised by registered Chinese Medicine Practitioners in Tianjin, students engaged in health consultations with elderly residents, assisted with acupoint-based care, and taught them wellness exercises such as *Baduanjin*. Through these interactions, they addressed not only the residents' physical concerns, but also their emotional and social needs through active listening and companionship.



The experience strengthened students' appreciation of communication, empathy and professionalism alongside technical expertise and ethical conduct. In addition, students also honed their organisational, teamwork and problem-solving skills in real service settings. All in all, the experience further consolidated their professional knowledge, reinforced the importance of health education and community care, and deepened their commitment to TCM's role in contemporary society.











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GEOG3007
Energy Problems and the Environment;
GEOG4016
Sustainable Energy and Technological Innovation in China

Prof Daphne MAH

These service-learning courses equipped students with both technical knowledge and social competencies to promote a smart energy transition and sustainability through inclusive community engagement. With a shared focus on community-based low-carbon solutions, each course enabled students to translate environmental knowledge into practical action across diverse learning contexts.

Building on training in simplified energy audit (SEA) techniques and gamification design, HKBU students developed educational materials and interactive game kits to communicate smart energy community concepts in engaging and accessible ways. In their roles as educators, they planned and delivered community-based workshops, learning how to adapt content creatively for different audiences.

Concrete service activities included delivering SEA workshops and interactive games for pupils from Fung Kai No.1 Primary School and Hong Chi Morninglight School in Yuen Long. Students also carried out an AI-assisted energy audit at Good Mansion, a transitional housing site managed by SideBySide. Across these settings, students guided participants to observe everyday energy use, understand basic electricity concepts, and identify simple, achievable energy-saving actions.





The service was further strengthened through cross-border service-learning trips to Shenzhen. During these trips, students hosted workshops for children with SEN from Shenzhen Luohu Xingyuan School and from Shenzhen Yantian District Civil Affairs (Shenzhen Municipal, Federation for the Disabled). They also visited the Biosphere 3 · Meisha Carbon-Neutral Community and Shenzhen Zero Carbon Park. Exposure to low-carbon technologies and community design in practice enabled students to connect classroom learning with regional innovation.

Altogether, these course experiences fostered students' confidence, communication skills and sense of social responsibility, while contributing meaningfully to community energy awareness and sustainable development.



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GEST4027
Introduction to Robotics

Dr CHOI Wing Hong

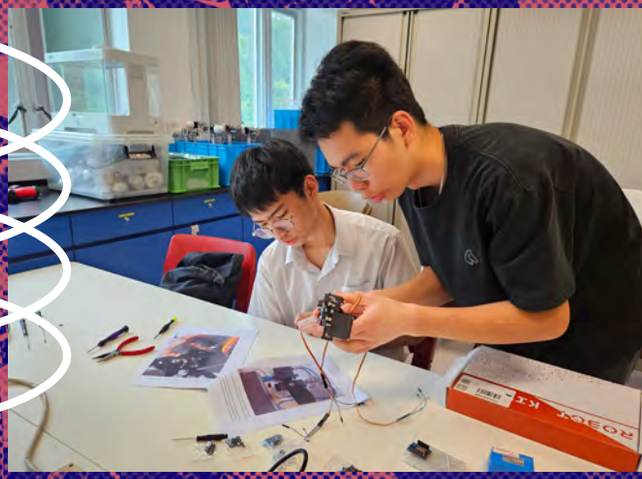
Responding to limited access to robotics education among secondary school students, this course enabled HKBU students to design and deliver hands-on learning experiences that introduced robotics and automation in an accessible and engaging way.

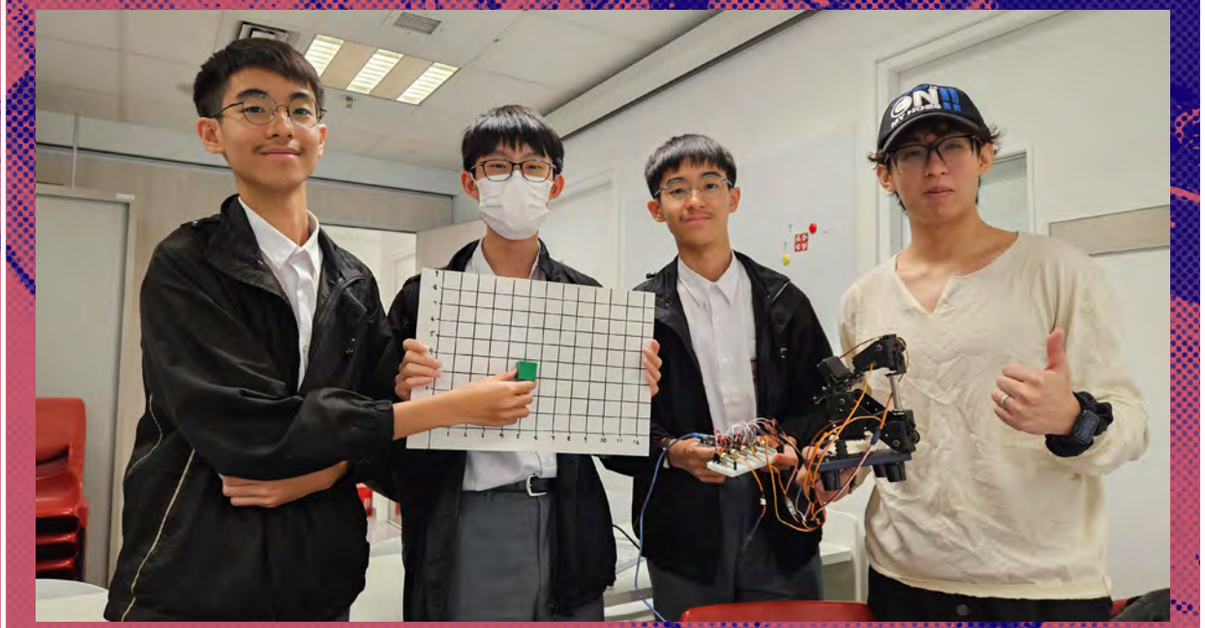
Rather than follow a fixed curriculum, students developed their own approach to teaching. Drawing on their technical knowledge, they designed original robotics prototypes and planned workshop activities covering Arduino programming, sensor integration, mechanical design, circuit building and robot assembly. This process challenged students to rethink how complex concepts could be translated into practical demonstrations suitable for younger learners.

The course culminated in a student-led robotics workshop held on the HKBU campus, with participants from Po Leung Kuk Laws Foundation College. Acting as instructors and mentors, HKBU students guided the secondary school participants step by step through the fundamentals of robotics and automation, supporting them as they built their own prototype robots. The workshop encouraged hands-on exploration, collaboration and active problem-solving in a supportive learning environment.



By the end of the workshop, the robots themselves were only part of the learning; what remained was the energy of shared discovery. Hands-on exploration helped the participants see technology as something approachable, while building their confidence in trying something new. The experience also highlighted the value of peer-led, practice-based learning in nurturing curiosity, creativity and enthusiasm for STEM.





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JOUR4076
Media Innovations: AI and Cloud Solutions for Social Engagement

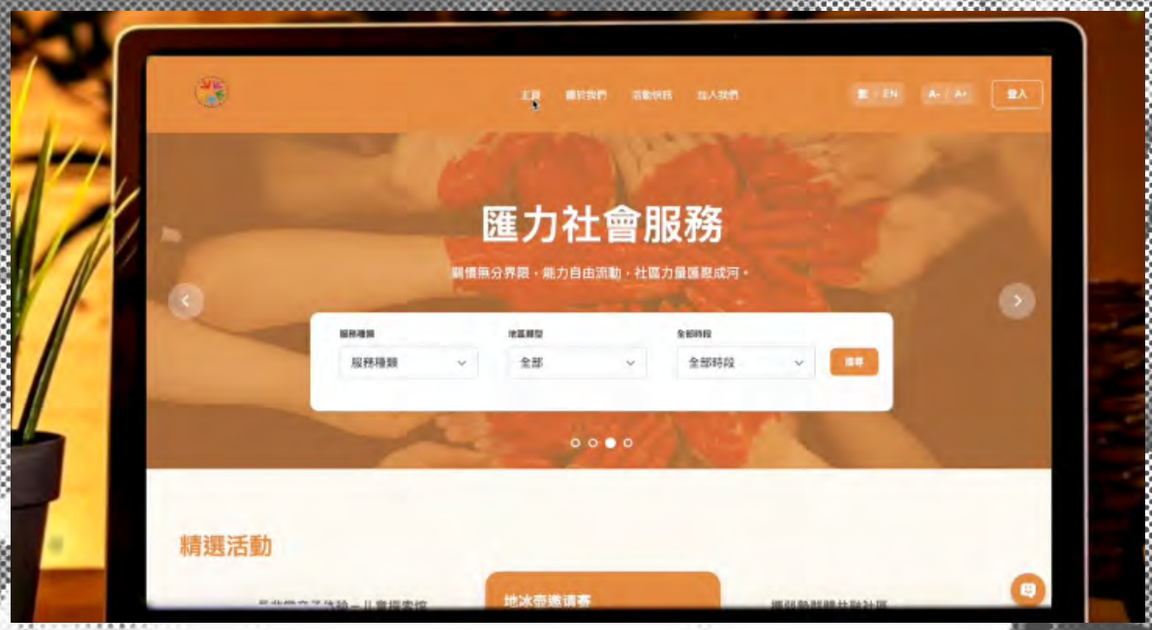
Dr Bess WANG

This course partnered with Rapport Social Services to strengthen their staff's technological skills and reduce digital information barriers among older adults in the community. Throughout the semester, students delivered a Gen AI literacy workshop for Rapport employees and members – primarily middle-aged women – to build their capability to use AI for generating promotional materials and managing event registration. Students also co-designed a simpler, senior-friendly website interface and developed a Dify-based chatbot that provides real-time updates on services and events.



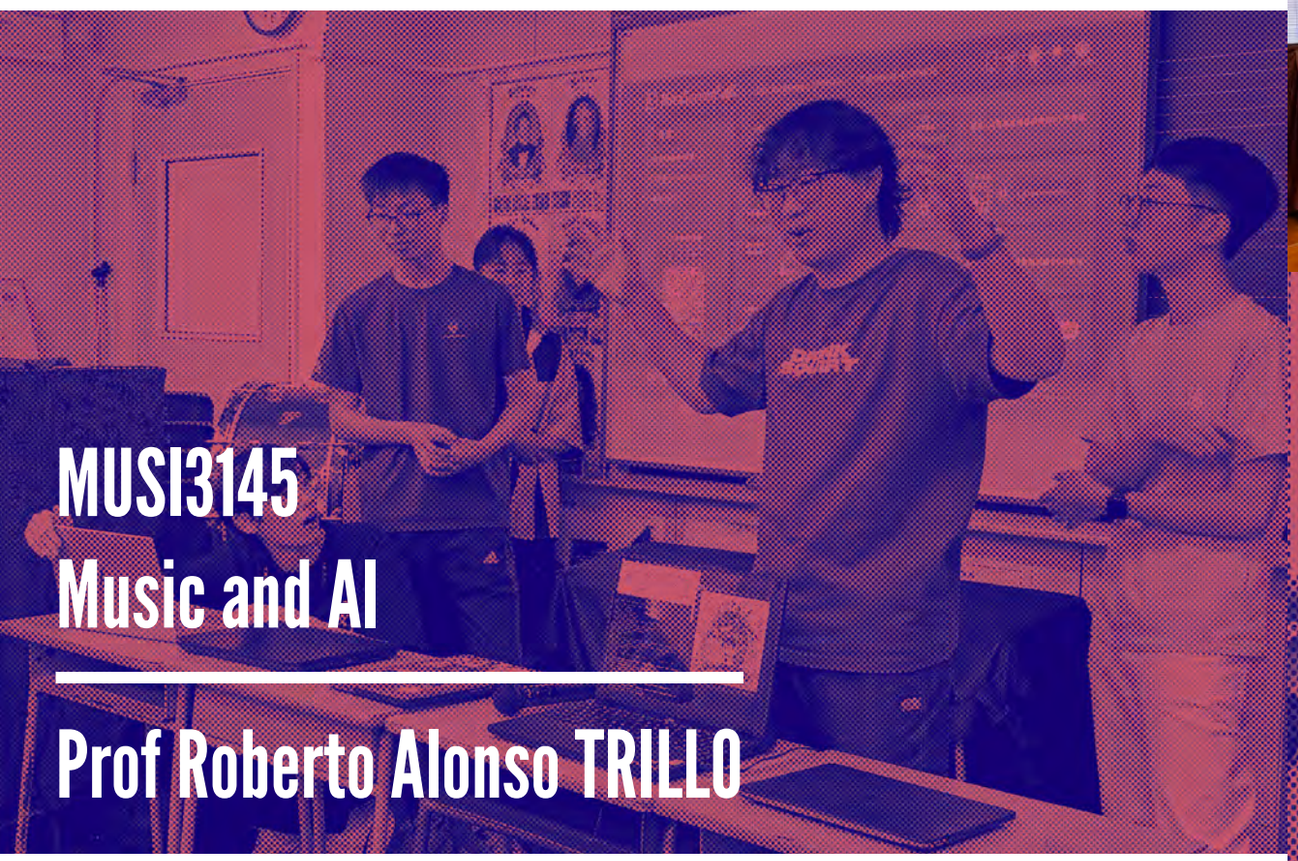
The collaboration enabled Rapport Social Services to enhance its digital services through a more reader-friendly website and an information channel that helps reduce enquiry volume. At the same time, students developed skills in user-centred design and facilitation, while deepening their understanding of accessibility and responsible AI. They also gained an important insight: technology creates value only when people can understand and use it.





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MUSI3145 Music and AI

Prof Roberto Alonso TRILLO

This course addressed the growing need for AI literacy in the creative arts and the lack of equitable access to music-technology education in Hong Kong's under-resourced public schools. Partnering with Musical Chaos Foundation, Pui Ling School of The Precious Blood and the Hong Kong Children in Need Foundation, the course aimed to reduce structural barriers to creative technologies.

Drawing on their academic knowledge of Python programming, machine learning and sound design, HKBU students developed accessible AI music tools. To engage the community effectively, they delivered two introductory workshops: one for youth within Musical Chaos' charity network and one for the Hong Kong Children in Need Foundation. They then concluded with a co-created showcase workshop at Pui Ling School of The Precious Blood.





The collaboration generated meaningful mutual benefits. Youth gained hands-on experience in interactive music-making, building digital literacy and creative confidence regardless of prior musical training. Community educators also received new toolkits to expand their service capacity. For HKBU students, the experience fostered empathy, professional adaptability, and a more nuanced understanding of ethical technology design. By translating complex AI concepts into community-friendly applications, students successfully helped bridge the digital divide.



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PERM4899
Honours Project

Prof Bjorn TAM

Eleven students applied their knowledge in exercise physiology, fatigue management and exercise safety to support the health and well-being of middle-aged women. In partnership with the Hong Kong Federation of Women's Centres – Jockey Club Wah Fu Centre, the course focused on helping women to better understand age-related health concerns, build confidence in physical activity, and access reliable health information.

Working closely with the community partner, students designed and delivered a series of interactive workshops. They turned key concepts related to physiological changes, fatigue management and exercise safety into clear and practical health education. By using simple language, visual materials and practical examples, students connected these topics to participants' everyday experiences.

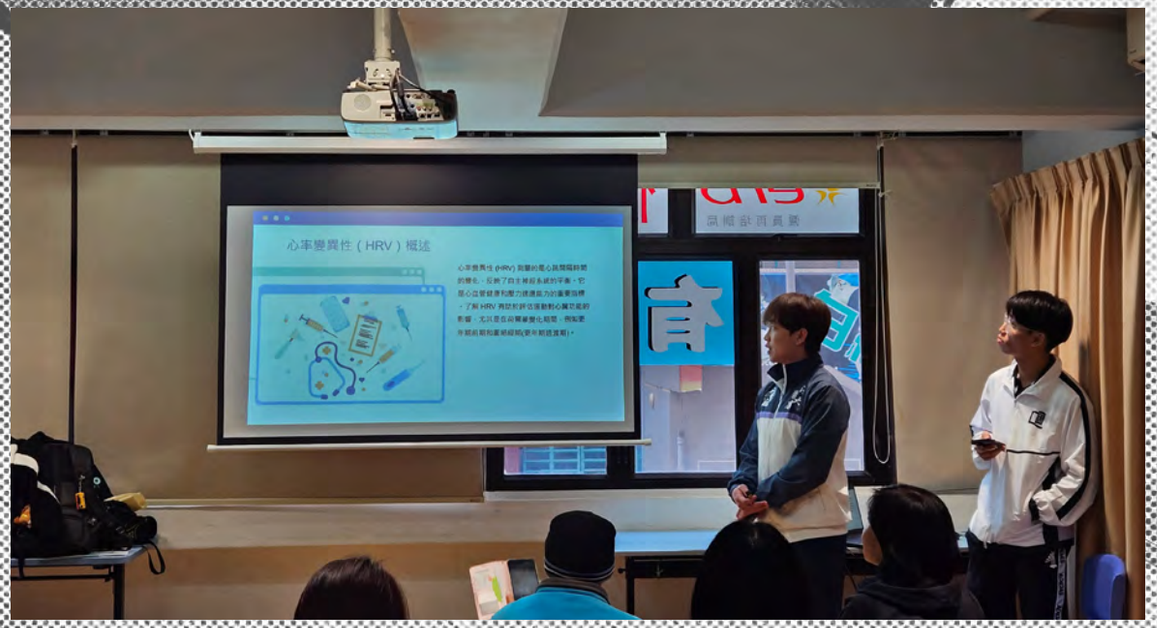
The workshops provided a supportive platform for participants to raise questions, share concerns and learn strategies to support their well-being. Through discussions and interactive activities, participants gained a better understanding of safe exercise practices and ways to manage fatigue in their daily lives.





For students, the experience strengthened their ability to communicate specialised health knowledge to non-specialist audiences and adapt educational materials to meet community needs.

The collaboration demonstrated how service-learning can bridge academic knowledge and community health promotion, empowering participants with practical information while helping students develop professional communication skills and a deeper understanding of community health needs.



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PRA02037
Interpersonal Communication

Dr Henry FUNG

In collaboration with Tseung Kwan O Government Secondary School and Datality Lab Limited, HKBU students served as mentors to S4 and S5 learners to address the growing challenge of unequal access to university preparation and the widening digital literacy gap among Hong Kong secondary students.

Through a series of hybrid workshops, university students applied interpersonal communication theories – such as impression management, active listening and non-verbal communication – to coach their mentees. A key innovation of the initiative was the integration of Moodie.ai, an AI-powered simulation platform. This tool generated individualised performance reports, enabling mentors to provide data-driven feedback on interview techniques, speech pace and facial expressions.





Students also guided their mentees in the ethical use of generative AI for resume writing and career exploration. The initiative concluded with a final workshop and ceremony at HKBU, where participants came together to celebrate their shared growth. While secondary students gained essential interview readiness and digital fluency, HKBU students strengthened leadership, professional communication and empathy. By translating classroom theory into community impact, the initiative prepared both generations for a tech-driven future.



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PRA03076
Communication Training for Organizations

Dr Henry FUNG

In collaboration with the Migrant Workers Office – Hong Kong and the Philippine Consulate General in Hong Kong, HKBU students organised communication skills workshops for more than 50 Filipino migrant workers, helping them adapt to the Hong Kong workplace and overcome communication challenges.

The workshops covered topics including workplace communication, conflict resolution and cultural sensitivity. Students used artificial intelligence tools to design engaging workshop activities such as games, videos and role-plays. Through these sessions, students gained insight into the challenges faced by Filipino workers in Hong Kong, learnt strategies for effective cross-cultural communication, and applied academic knowledge in authentic contexts.



Together, these workshops helped to improve relations between workers and employers, strengthened workers' communication skills, and supported their adjustment to the work environment. This initiative not only provided practical communication skills for the workers but also fostered mutual learning and growth between students and workers.





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UCHL1065/GFHL1065
E-sports and Health

Dr Kevin WANG

This course empowered students from diverse disciplines to support healthy ageing by integrating e-sports into activity programmes for the elderly. In partnership with GamesBond and nursing students from Saint Francis University, the team co-designed and delivered a structured gaming programme at Christian Family Service Centre's True Light Villa Day Care Centre for the Elderly.

Students facilitated sessions of Just Dance and Pico Park, tailoring game selection and difficulty levels to suit participants' mobility, cognitive abilities and comfort levels. Working closely with centre staff, they also created supportive play environments and adapted activities based on participants' responses and feedback, helping to sustain engagement and build confidence over time.





Through this service-learning experience, students learnt how to design inclusive, age-friendly activities by translating health promotion principles into enjoyable and achievable gameplay. They strengthened their empathy, communication and teamwork skills while gaining practical experience in interprofessional collaboration and group facilitation. It also highlighted how thoughtfully chosen digital games can foster social connection, encourage active participation and enhance well-being.



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Audio and Speech Processing

Dr Poline XIAN

In partnership with the Hong Kong Young Women's Christian Association Cheng Pon Hing Care & Attention Home for the Elderly and The Hope Angel Project under Hope For All Church Limited, this service-learning project addressed two emerging community challenges: the increasing workload involved in preparing activities for elderly residents and the growing threat of AI-generated misinformation and synthetic media. The collaboration created opportunities for students to explore how AI technologies could be applied to support care services and strengthen resilience against misinformation among older adults.

Working closely with community partners, students designed and prototyped a range of AI-powered solutions, including an audio recognition platform, misinformation detection tools and a music-based game kit. These deliverables aimed to support elderly care services while creating engaging learning and activity resources for residents.



Students presented their prototypes to frontline staff and refined the tools based on user feedback through an iterative design process. While still at an early stage of development, the prototypes enabled students and community partners to explore how AI could be applied to address practical challenges faced by elderly service providers. The teams also planned to share the completed code and resources through open-source platforms such as GitHub and Hugging Face to support future development and adaptation.

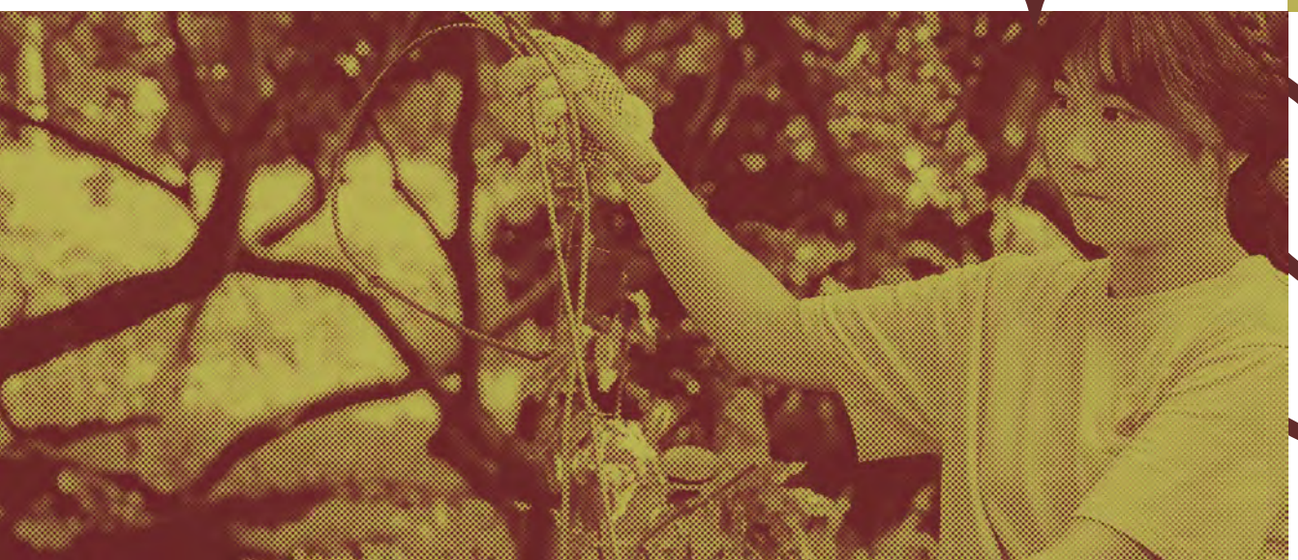


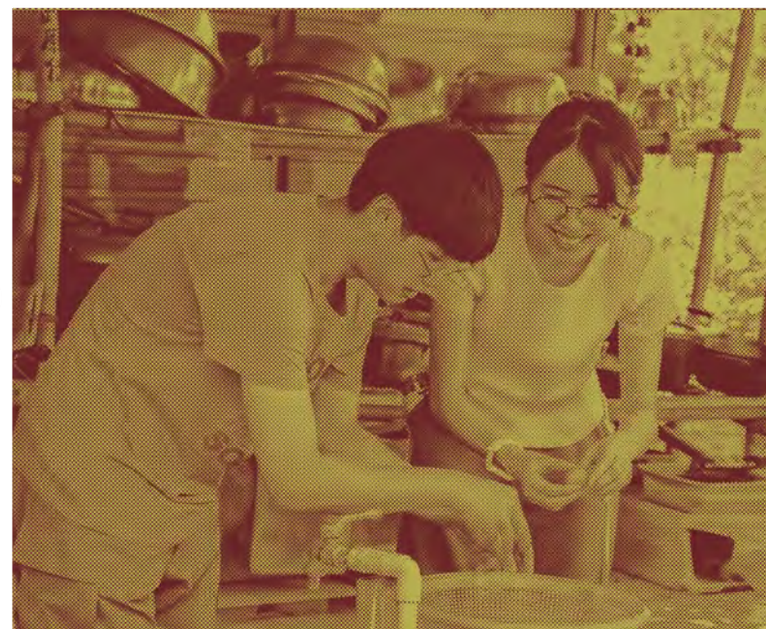






Global Connections & Belonging







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ARTT3005
Transdisciplinary Collaboration I
ARTT3006
Transdisciplinary Collaboration II

Prof Kingsley NG; Mr Taurin BARRERA;
Prof CHAN Kachi; Prof Peter NELSON;
Dr Poline XIAN; Ms LAU Wai

Students from the Arts and Technology Transdisciplinary Programme continued their year-long partnership with Caritas Hong Kong's Child Development Fund (CDF) Project, working with around 60 children to support their personal growth and development. Through collaborative world-building and creative play, students designed interactive experiences that fostered self-expression, creativity and social connection using emerging digital media technologies.

In Semester 1, under the theme of 'Meaningful Play', students co-created a series of interactive installations with the children. The works were showcased at the Koo Ming Kown Exhibition Gallery at the HKBU main campus and AVA Gallery at the Kai Tak Campus. Drawing on technologies including Virtual Reality (VR), Augmented Reality (AR), projection mapping and sensor-based systems, the exhibitions invited participants to explore creative thinking through play. The children also visited HKBU's campuses, gaining a glimpse of university life.





Building on these experiences, Semester 2 introduced 'Meaningful Playground', bringing interactive virtual play experiences to physical locations across the HKBU campus and beyond. Using technologies including AR, Extended Reality and interactive multimedia, students created playful environments that encouraged children to express emotions, enhance self-awareness and engage in imaginative play.

A distinctive feature of the collaboration was the sustained engagement between the students and the same group of children throughout the academic year. This continuity supported deeper relationship-building and demonstrated how creative technologies can promote well-being, learning and personal growth.



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BAGE3015
Transdisciplinary Collaboration II

Dr Jamie CHEUNG;
Dr LAM Kwan Fai;
Dr Lucia FUNG

In this service-learning course, students worked in teams to design and deliver self-directed initiatives for different community groups. The first team partnered with Po Kok Secondary School and Tseung Kwan O Government Secondary School, and offered campus-based sound healing experiences for senior secondary students. These sessions blended live music with guided practices, including breathing exercises, chakra toning and meditation, creating a supportive space for students to relax, reconnect and manage stress in preparation for the Hong Kong Diploma of Secondary Education (HKDSE).

Another team, Momeday, organised a public aromatherapy workshop for mothers, offering them meaningful 'me time'. While mothers participated in the workshop, fathers and children attended a separate session to create handmade gifts as Mother's Day surprises, fostering family connection and shared experiences.



Across all initiatives, students took full ownership of their projects from design through to delivery. The course enabled them to apply their learning in authentic contexts, fostering initiative, collaboration and a strong sense of social engagement.





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CMED2035
A Comparative Study of Traditional Chinese & Western Medical Systems
CMED3039
Internal Medicine of Chinese Medicine II
CMED3057
Paediatrics of Chinese Medicine

Mr Shane SIU

In partnership with Yunnan University, these courses combined rigorous academic training with community outreach through a service-learning journey to Yunnan Province. Students participated in intensive clinical attachments at Traditional Chinese Medicine (TCM) hospitals, while gaining first-hand insight into the healthcare needs of rural communities.

Working alongside local hospitals and under the supervision of registered Chinese Medicine practitioners, students participated in community healthcare outreach activities in three villages, providing healthcare services to vulnerable groups, particularly elderly individuals who live alone and left-behind children. The teams assisted in conducting health screenings for over 100 residents living with chronic illnesses.

Under the supervision and mentorship of local physicians and university faculty, students applied their clinical knowledge. They utilised *Tui Na* to relieve chronic musculoskeletal pain conditions associated with long-term agricultural work, including conditions such as cervical spondylosis, lumbar spondylolisthesis, and degenerative knee osteoarthritis. Through the Four Diagnostic Methods of TCM, students also engaged in clinical discussions on complex conditions such as coronary heart disease, cancer, and rheumatoid arthritis, while sharing dietary and exercise advice.



The experience bridged the gap between classroom learning and real-world practice. More importantly, it deepened their understanding of the healthcare and socioeconomic challenges faced by rural communities, reinforcing the importance of compassionate, patient-centered care and service.









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ENGL4127
Introducing African Literatures

Prof Emily CHOW-QUESADA

This course partnered with Africa Center Hong Kong (ACHK), an inclusive hub that promotes meaningful exchange between African and non-African communities in Hong Kong and the wider region. In response to limited local understanding of the African community, the collaboration created structured opportunities for students to engage directly with community members and support ACHK's work.

Working in groups, students contributed to a special issue of *African Spear*, a regular publication by ACHK. Centred on the theme of 'Connection', the issue reflected ACHK's mission to broaden narratives of blackness by highlighting the diversity, complexity and lived experiences of the African diasporic community in Hong Kong. Through this process, students introduced fresh perspectives while also expanding the magazine's scope.



The publication served as the principal output of the partnership, with students assuming key roles in content development and production. This hands-on experience enabled students to apply their disciplinary knowledge in real-life scenarios, deepening their understanding of African literatures and strengthening their ability for critical engagement and reflection.





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EURO4216

German-Speaking Countries and Communities

Mr Sebastian PAHS

This course collaborated with Christian Action Centre for Refugees to create educational games for public engagement, particularly for use in secondary schools. Eleven students, while studying migration and refugee experiences in German-speaking countries and in Hong Kong, worked alongside six refugees and asylum seekers invited by the Centre. A Cultural Sensitivity Talk prepared the students for a human library session, during which they heard first-hand accounts of displacement and the challenges of rebuilding lives in Hong Kong.

These exchanges reshaped the students' understanding of both the purpose and audience of their work. Drawing on stories shared by the refugees and insights from their own research, they designed two board games, *New Dawn* and *Road to Freedom*, as well as a digital game, *Harbour Road*. Through interactive gameplay, these deliverables aimed to make complex issues surrounding asylum, migration and integration accessible to young learners.



The collaboration extended beyond game design. Students strengthened their intercultural communication, ethical storytelling and design-thinking skills while translating theoretical concepts into practical educational resources. These outputs also support the Centre for Refugees' outreach and public education efforts. Now in mass production, the games are planned to be further distributed to secondary schools to promote a broader understanding of asylum and migration.





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GCST3015
Development and Social Change in Contemporary Asia

Dr Shirley YANG

Partnering with Yunnan University, students undertook an eight-day service-learning trip to Guineng Village in Yunnan province. During the visit, students examined how rural revitalisation and rapid urban transformation are reshaping local livelihoods and everyday life. By linking classroom learning with community engagement, students worked alongside villagers to understand how broader development trends are experienced at the community level.

During the trip, students conducted oral history interviews and community mapping. These activities helped them to explore how mobility, housing, cultural heritage preservation and environmental sustainability are evolving in daily practice. Working in thematic teams, they investigated different facets of the change across the village and presented their findings at the conclusion of the visit.

Students also designed workshops for left-behind children, creating space for mutual learning and relationship building. Through these sessions, local children taught HKBU students basic Hani phrases, exchanged drawings of signature foods and familiar landmarks from their respective hometowns, and exchanged stories from their daily lives. These interactions provided valuable insights that informed the students' community maps and analyses on themes such as environmental conditions, migration and cultural heritage preservation.





Drawing on their field observations and community engagement, students developed practical policy and programme recommendations to address priorities identified by local residents. Their findings highlighted both the opportunities and challenges arising from ongoing social and economic transformation, including balancing development with cultural preservation, environmental sustainability and community well-being.

Through the experience, students strengthened their skills in ethical fieldwork, cross-cultural communication and community-based research. More importantly, they gained first-hand insight into how national development strategies are experienced in rural communities and how locally grounded solutions can support sustainable and inclusive development.



GEST2017
Green Energy Laboratory II

Dr Martin MA





LANG1045
Engaging Communication Activities and Language Teaching for Service-Learning Abroad

Dr Joshua CHAN; Ms LI Shanshan; Dr LI Xinxin

Building on the success of the EnergyLingua pilot launched in 2025, these two courses brought together students from language and science disciplines for an overseas service-learning experience in Kampong Speu Province, Cambodia. Partnering with the Motherland Cambodia Education Center (MLC) under the Cambodian Children's Advocacy Foundation Organization (CCAFO), the initiative addressed local needs in language education, STEM learning and sustainable development.

LANG1045 students designed and delivered engaging English and Putonghua learning activities for children, responding to MLC's identified need for strengthened language skills. Adapting their teaching to the local context, they developed interactive lessons and learning materials that supported both language acquisition and personal development. Working alongside local university students, they also exchanged ideas and explored effective approaches to teaching and communication across cultures.





Complementing these efforts, GEST2017 students delivered hands-on STEM and sustainability workshops. They guided children in building small wind turbines and solar-powered cars, learning how to grow plants, and exploring the principles of renewable energy. Students also collaborated with a professional engineer to install a small-scale solar power system for MLC, providing additional power for classroom fans and offering a practical real-life demonstration of renewable energy in action.

Together, the two courses combined language learning, STEM education and sustainable technology to create a holistic learning experience for the community. By working alongside local children, educators and university students in rural Cambodia, HKBU students broadened their global perspective while exploring how disciplinary knowledge can contribute to education, sustainability and community development.



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ITS 2028
Global Challenges II

Dr CHU Caixia;
Dr Kristen LI;
Prof Kingsley NG

This course partnered with Kadoorie Farm and Botanic Garden (KFBG), Seed Foundation, Farmunity of Farmacy, Natural Network and more than 20 local farmers to explore sustainable agriculture and the future of farming in Hong Kong. Drawing on classroom learning, students helped address three core challenges identified by the community partners: how to engage the public, diversify outreach and streamline day-to-day operations.

Visits to Natural Network introduced the transdisciplinary students to organic cultivation and agricultural education in Hong Kong. In addition, trips to KFBG and Farmacy highlighted current approaches to promoting organic produce and the adoption of hydroponics in the city.

Following the fieldwork and research, the students developed practical solutions for the partner farms. Deliverables included a set of vegetable trading cards that use gamification to convey nutrition facts, a 3D hologram display featuring key information about an organic farm in Hong Kong, and a real-time database to help farmers track inventory. These solutions were then showcased at the Central Farmer's Market (a weekly event run by KFBG) to encourage public support for locally grown organic products.



The collaboration strengthened the students' creative problem-solving, human-centred design and data competencies, while deepening their understanding of sustainable food systems. For the community partners, the initiative produced tangible tools that promoted organic produce and fostered long-term public engagement, reduced the administrative burden on small-scale farms and supported sustainable agriculture practices.





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JOUR3016
Political Economy for Journalists

Prof HU An

This service-learning course invited students to examine how political and economic systems shape everyday life, with particular attention to people whose voices are often misunderstood and underrepresented. In Hong Kong, asylum seekers and refugees often remain in a precarious legal, economic and social position, often exacerbated by incomplete or misleading media narratives.

In partnership with the Christian Action Centre for Refugees, students took part in two human library sessions, where they listened as individual refugees shared their personal stories. The exchanges provided an opportunity for students to explore issues of migration, labour and inequality through lived experience, linking abstract political and economic concepts to tangible realities.





Students also joined a cooking session led by refugee women, where they prepared cultural dishes together while learning about these women's stories and hopes for the future. Sharing food created an informal space for dialogue, trust and mutual understanding, allowing conversations to unfold naturally beyond structured discussion.

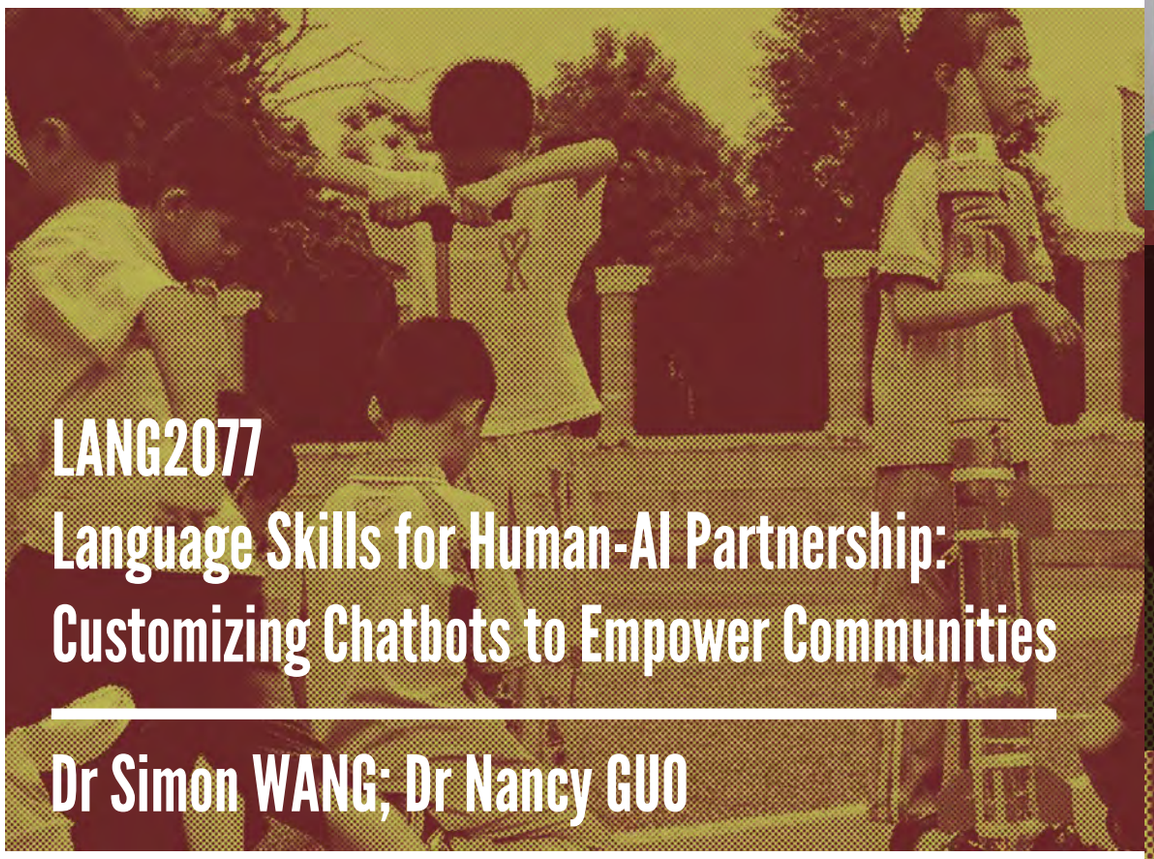
Building on these encounters, students hosted an on-campus sharing session to reflect on their service-learning experiences and present insights drawn from interviews, discussions and related data they had collected. Through this process, they developed a greater awareness of representation and responsibility in journalism. The course strengthened their ability to listen critically, challenge stereotypes and practise ethical, evidence-based storytelling, reinforcing journalism's role in countering misinformation and contributing to a more informed and inclusive public sphere.



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LANG2077
Language Skills for Human-AI Partnership: Customizing Chatbots to Empower Communities

Dr Simon WANG; Dr Nancy GUO

This non-local service-learning course explores how language and emerging technologies can support more inclusive educational practices. It addresses disparities in rural education in Chinese Mainland by introducing creative, technology-enabled approaches that enrich classroom experiences for younger learners.

This year, HKBU students partnered with Sanhetou Primary School in Henan and Shangyouxian Diliu Primary School in Jiangxi, engaging primary students through a series of teaching sessions. Before departing Hong Kong, students developed lesson plans that integrated language learning with AI-assisted activities. On site, the plans were further refined in response to classroom dynamics, local contexts and learners' needs to make each session more captivating and relevant.



Through these experiences, HKBU students gained insights into the realities of rural classrooms and developed greater flexibility in teaching and communication. The partner schools also benefitted from interactive classroom activities and new teaching approaches that could continue beyond the visit. Overall, the course highlights how language, creativity and AI can come together to expand learning opportunities across diverse educational contexts.

Building on these interactions, students co-created a range of outputs, including AI-assisted poetry, visual artworks and classroom learning tools linked to the lesson themes. These materials were later showcased at school-based carnivals, where their works were presented in an engaging, participatory setting. The carnival format transformed learning into a shared celebration of creativity, helping to build students' confidence, curiosity and self-expression.





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TRAN3035
Introduction to Translation Technology

Prof Clara YU

This service-learning course collaborated with Translate for Her to explore the social circumstances of ethnic minority women in Hong Kong and the language barriers they face in everyday life. HKBU students and ethnic minority women first built mutual understanding through three collaborative activities. They then visited the Lai Chi Kok community together with the aim of co-creating multilingual promotional videos. By combining storytelling, multilingual communication and digital media production, the course translated classroom knowledge into actual practice, strengthening cross-cultural dialogue and enabling shared learning.

Key outputs included jointly produced short promotional videos, multilingual scripts, presentation materials and documentation of participants' life stories. Collectively, these deliverables highlight the resilience, connectedness and care within ethnic minority communities and help broaden public understanding of Hong Kong's cultural and linguistic diversity.



All in all, the course combined academic learning with community engagement and reflective practice. It fostered relationships grounded in mutual respect and shared learning, challenged stereotypes and supported sustainable cross-sector collaboration.





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TRAN4047
Translation Workshop

Dr Robert TSATURYAN; Prof Janice PAN

Language can be a barrier, but it can also be a bridge. Through a unique 'student company' model, students in this course stepped into the role of professional translators, providing translation services for community and public organisations while experiencing how a translation agency operates.

Throughout the semester, students worked on projects spanning culture, healthcare and public engagement. Their translations supported exhibitions at the Hong Kong Chinese Medicine Hospital and Kowloon Walled City: A Cinematic Journey, helping to bring knowledge, stories and cultural heritage to wider audiences. They also contributed translation support for TEDxHong Kong, enabling ideas and conversations to reach people across languages.

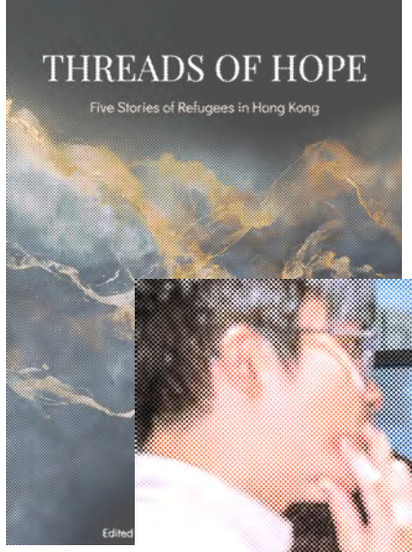
Beyond client-facing work, students documented their experiences and reflections in *TransFeed*, a bilingual magazine that showcased both their work and their growing understanding of translation's social role. To mark the course's 10th anniversary of service-learning, they even created a digital archive that brought together contributions from past and present cohorts, celebrating a decade of community-engaged translation work.



By the end of the semester, students had gained far more than professional experience. They developed a deeper appreciation of how language can connect communities, improve access to information and create opportunities for greater inclusion.







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Amplifying Refugee Voices through Storytelling

Mr Angus CHEUNG; Ms Ashley WONG

This project addressed the marginalisation of refugees and asylum seekers in Hong Kong, who often experience social exclusion arising from limited public understanding and misconceptions about their experiences. Through digital storytelling, the project sought to counter misrepresentation and promote a more inclusive narrative grounded in authentic representation.

In collaboration with The Church of Christ in China Wanchai Church, HKBU students paired up with refugees from diverse African communities, including Cameroon, Congo, Egypt and Togo, to document their personal stories of displacement, resilience and hope. After an introductory workshop on local refugee issues, students conducted in-depth interviews and used digital tools to transform these lived experiences into a storybook. The project culminated in a sharing session and a photo exhibition at HKBU, providing an important platform for refugees to tell their own stories.





The collaboration strengthened refugees' sense of agency and affirmed their identities, while supporting the preservation of personal and cultural heritage. For students, the project linked classroom learning with meaningful community engagement, fostering empathy, intercultural competence and professional skills in active listening and reporting. The resulting materials supported the community partner's ongoing outreach and educational work, while promoting a deeper understanding of refugees' lived experiences within the wider HKBU community.



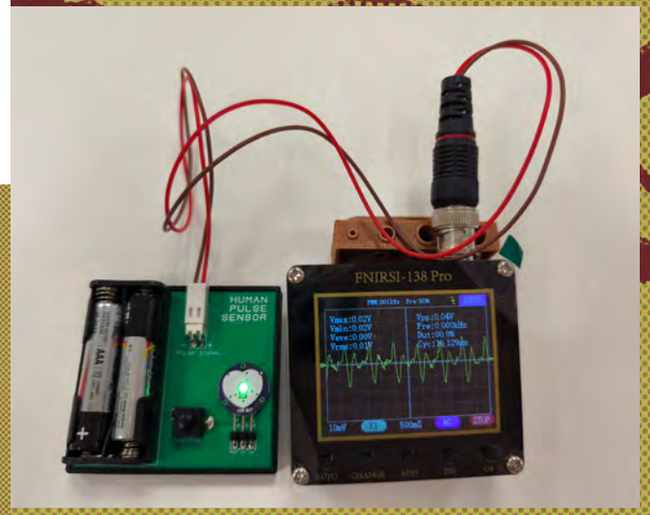
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Lighting Up Learning: How Renewable Energy is Transforming Schools in Ningxia, China

Dr CHAN Mau Hing

In partnership with the Hong Kong, Macao and Taiwan Affairs Office of the People's Government of Ningxia Hui Autonomous Region and Ningxia University, this project engaged HKBU students in applying STEAM education to support learning and community development in northern China. Building on workshops previously delivered in Hong Kong schools, students adapted and extended these learning experiences to meet local needs in Ningxia.

HKBU students collaborated closely with students from Ningxia University through idea exchanges and joint workshop planning. Together, they tailored the content and delivery of STEAM activities to reflect local learning needs, including those shaped by the region's strong agricultural background. Throughout the project, students explored innovative ways to integrate AI into teaching and community service. To promote hands-on STEAM learning and continued collaboration, they demonstrated a range of learning kits, including a solar tracker, a human pulse sensor and a spectrometer. As part of the exchange, Ningxia University students were also introduced to the service-learning pedagogical approach and its role in connecting academic learning with community needs.





HKBU students further explored real-world applications of AI through visits to an AI-enabled vegetable farm in Zhongwei City operated by an HKBU alumnus, as well as an AI computing centre and a generative AI animation centre. These visits demonstrated how emerging technologies can support agricultural production and creative industries, offering valuable insights into technology-enhanced education and community development.

Through the project, students strengthened their skills in curriculum design, communication and cross-cultural collaboration, while community partners gained educational resources and practical examples of how STEAM and AI can be applied in learning and community contexts.



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As we navigate through *8finity*, 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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We also wish to express our profound appreciation to those who have helped shape CISL into what it is today, especially the University's senior management, the Committee on Innovative Service-Learning, and all colleagues, community, and industry partners, both past and present. Your unwavering support has been instrumental in fostering our students' whole-person development and driving societal improvement.

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