

HIGH

The Centre
for Innovative
Service-Learning's
5th Anniversary
Edition

AY —
2022
2023

FIVE

SERVICE-LEARNING COURSES
WITH CISL'S MINI-GRANTS

High Five is published by
the Centre for Innovative Service-Learning
at Hong Kong Baptist University

1

Editorial Team

Chief editor: Lisa LAM
Managing editor: Rina CAMUS
Editors: Kasey HUI, Stella LI, Louis LEUNG
Design and typesetting by Kaiho WONG

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

Environmentally friendly paper was used to print a limited
number of High Five copies. Share your High Five copy with
others to reduce paper waste.

Downloadable versions of High Five and other CISL
publications are also available in HKBU CISL's website:
<https://cisl.hkbu.edu.hk/>

Table of Contents

04

Preface

05

CISL's Vision & Missions

06

Message from the
President &
Vice-Chancellor

07

Message from the
Vice-President
(Teaching and Learning)

08

Message from the
Director

10

CISL's 5th Anniversary
Celebration

A Recap of the Celebration
Keynote Speeches (Abstracts) by VIP Guests

18

Service-Learning
Embracing Ecology

Environmental Health & Toxicology • Fermentation & Enzyme Technology • Food Analysis • Service-Learning in Sustainable Development • Energy Problems & the Environment • Sustainable Energy & Technological Development in China • Climate Change Literature & Culture • Renewable Energy Technology

49

Service-Learning
Promoting Peace

The Political Economy of the European Union • Government & Politics of Hong Kong • Topics in European Politics • Placement Portfolio I & Business Interpreting • Translation Workshop & Community Interpreting • Further Studies in Studio & Media Arts (Lens-based Media) – Identity & Contemporary Art Practice

68

Other Service-Learning
Projects and Courses

80

Acknowledgement

33

Service-Learning
Connecting Communities

Human-Computer Interaction • Information Systems: Design & Integration • Current Issues in Hong Kong & China • Chinese Song Lyric Writing • Interpersonal Communication • Organizational Event Planning & Management • Community Engagement for Social Sustainability • Basic Illustration & Experimental Illustration • Studio: Graphic Design • Special Topics in Visual Arts Studies: Curatorial Practices

57

Service-Learning
Working for Well-Being

Orthopaedics & Traumatology of Chinese Medicine and Tui Na I & II • Matters of Life & Death • Creativity, Well-Being & Art Therapy • Campaign Planning & Management • Diagnostics of Chinese Medicine • Acupuncture – Clinical Practice • Studio: Experience Design

70

Social Innovation
TriAngle

Preface

“High five!” Slapping each other’s raised palms is a familiar gesture of greeting among close friends. Sometimes it signals solidarity, as if saying “we’re in this together.” Other times it is a quick celebration of a shared achievement, meaning “we did it!”

This AY2022-2023 saw the Covid pandemic finally come to an end, more than three years of working in solidarity to advance service-learning despite obstacles and restrictions. Service-learning courses and partnerships have grown much and been in full swing since semester 1, while face-to-face activities vigorously returned in semester 2. We did it – together!

High Five is a fitting title for our 2023 annual publication. The Centre for Innovative Service-Learning (CISL) went into full operation five years ago. Five years is not a long time, but we already have much to celebrate. Looking at the number and variety of community projects and service-learning courses offered by different departments as well as the creative, student-led initiatives at TriAngle, we are happy to report that we have achieved the University’s institutional KPIs to develop service/experiential learning and to offer every willing undergraduate service and innovation-focused learning opportunities by 2023. We cannot fail to mention community and industry partners whose collaboration with the University made our achievements possible. We have included in this edition a special section about CISL’s 5th anniversary celebration, to capture and share with you the events with which we marked this milestone.

Centre for Innovative Service-Learning

Vision

To be a key player in the development of whole-person education and the eco-system for social good through service-learning and social innovation.

Missions

- 1** Establish an innovative and collaborative platform for diverse talents.
- 2** Offer resources and opportunities for co-creating and co-designing evidence-based community projects.
- 3** Empower individuals by equipping them with the skills and mindset to turn empathy into action.

Message from the

President and Vice-Chancellor

The guiding vision of Hong Kong Baptist University (HKBU) is to cultivate future leaders with a heart and genuine passion to serve the community. Two key features of our learning and teaching are academic service-learning and co-curricular social innovation. It gives me great pleasure to share with you that we have accomplished our institutional KPIs set out in our ten-year Institutional Strategic Plan (ISP 2018-2028) on service/experiential learning and innovation-focused learning opportunities, which state that every undergraduate who desires such opportunities will have access to them by 2023. In just five years, we have seen a remarkable nine-fold increase in service-learning courses, with more than 9,000 students offering their support to over 67,000 beneficiaries. Also, in just three years, the number of social innovation events at TriAngle has increased by 554%. TriAngle, which is our university's first co-working space launched in 2020, has witnessed over 11,000 incubation hours dedicated to student-led social innovation projects. Over the past five years, we have encountered unprecedented challenges, but we have remained steadfast in our mission, adapting to new circumstances and finding innovative ways to continue our work.

The Centre for Innovative Service-Learning (CISL) has been instrumental in developing and expanding academic service-learning and co-curricular social innovation at HKBU. Under the leadership of Dr Albert Chau, Vice-President (Teaching and Learning) and Acting Dean of Arts, and Dr Lisa Lam, Director of CISL, the dedicated CISL team has worked tirelessly with instructors to develop diverse service-learning courses and achieve sustainable impact on the community. Their efforts have also transformed TriAngle into a vibrant community that cultivates the spirit of innovation and social good in our students. I

still vividly recall that my first official event as the President and Vice-Chancellor was held at TriAngle in 2021, and it gives me great pride to witness the significant growth that TriAngle has achieved since then. The hard work of the CISL team, as well as the support of the wider community, have been crucial in making this hub for social innovation such a success!

By guiding students to reflect on and creatively tackle complex social issues, both service-learning and social innovation align perfectly with HKBU's commitment to nurturing future-ready graduates. This, in turn, enables us to better serve the needs of society. As we embark on the second phase of our ISP 2018-2028, we shall continue to work with our instructors, students and community partners to make impactful differences to society.

As we celebrate CISL's 5th Anniversary, I would like to express my deepest gratitude to our donors, community partners, supporters and friends. Your unwavering support is vital to the success of our students and the University.



Prof Ping-kong Alexander WAI, JP
President and Vice-Chancellor

Message from the

Vice-President (Teaching and Learning)

Service-learning is a key component of the University's strategic priority of providing Best Student Experience, and the Centre for Innovative Service-Learning (CISL) plays a pivotal role in it. Since its establishment, CISL has been relentlessly promoting academic service-learning and co-curricular social innovation. It designs learning experiences for future-ready students, equipping them with the knowledge, skills and competencies necessary to tackle the challenges of tomorrow. At the heart of this work is a commitment to learning that is both rigorous and relevant, both reflective and action oriented.

The world is becoming increasingly complex and interconnected. Although we do not know what is going to happen in the future, we look at mega-trends and competencies and skills which we believe students must have. We work hard on the Sustainable Development Goals and encourage our students to be creative and critical thinkers who can collaborate effectively across disciplines and cultures. We support instructors to develop their own service-learning initiatives, recognising that the best ideas often come from individuals at the forefront of learning and teaching.

CISL and TriAngle together form a powerful enabling platform for students to try, to learn from failures and to realise their dreams in serving the community. We need students to be change agents not just of the future but of today. We need them to help innovate and move human society forward now, while they are still at university. This is only made possible by the learning opportunities offered by our instructors and community partners. For this, I am deeply grateful.

During the pandemic, the CISL team has been forward-looking. We did not merely switch to virtual learning as a reactive

measure but saw the opportunity to develop virtual service-learning and social innovation programmes. We will continue to explore ways to leverage new technologies for our work long after the pandemic.

The recent emergence of generative AI has opened new ways to do social good in the higher education sector. We will continue to develop creative, critical and ethical use of all new technologies while upholding human uniqueness in learning and teaching, and use them to drive positive changes through service-learning and social innovation.

My colleagues and I are deeply grateful for the unwavering support and generosity of our donors, community partners, instructors and students. Finally, please also allow me to thank the exceptional team at CISL for making this celebratory booklet possible.



Dr Albert CHAU
Vice-President (Teaching and Learning)
Acting Dean of Arts

Message from the

Director

on CISL's 5th Anniversary

Over the past five years, CISL has achieved significant growth and development. I am filled with pride and gratitude for all that we have achieved together – with you. We have witnessed the quick expansion of academic service-learning across the university, and seen the development of TriAngle, our creative hub for co-curricular social innovation. We have developed new partnerships with community organisations and industry leaders. With the spirit of a champion high-fiver, we have persevered through social unrest and a global pandemic, emerging stronger and more resourceful than ever. We have seen students grow into engaged citizens, communities flourish through collaboration, and institutions transform through innovation. We have witnessed the power of service-learning and social innovation to bridge gaps, challenge assumptions and create new paths forward.

Our achievement is a testament to the power of service-learning and social innovation to transform individuals and communities. I believe that high fives are not just a form of celebration, but a way of recognising the contributions of others, building meaningful connections and inspiring transformative actions. Service-learning is not just a teaching methodology, but a way of engaging with the world that emphasises empathy, collaboration and action. It is a way of learning that is grounded in the needs and experiences of real people, and recognises the interconnectedness of all things. I also believe that innovation is not just a buzzword, but a mindset that embraces positivity and experimentation. CISL is built on these core values, and we are proud to have cultivated a community of learners and supporters who share them.

At CISL, we uphold a culture of high fives, where everyone is encouraged to dream big, to take risks and to make a positive impact in the world. I believe that high fives are the perfect metaphor for the kind of community that we are striving to create, one that is defined by its commitment to excellence, its dedication to social good and its passion for endless trying and learning.

Looking ahead, we are excited about the possibilities that await us. We are committed

to working towards a better future, by being a key player in the development of whole-person education and the ecosystem for social good through service-learning and social innovation. We have exciting projects ahead, including the development of integrated service-learning to maximize sustainability and impact, involving community partners in assessment, bridging service-learning and social innovation, and establishing TriAngle as THE creative venue for social and transdisciplinary innovations.

I am deeply grateful for the unwavering support of our donors, Hung Hin Shiu Charitable Foundation via Institute of Creativity, Tin Ka Ping Foundation, Lee Keung Charitable Foundation, and Virginia and Stanley Yim Student Development Fund, community partners, instructors, students and senior management. I am particularly thankful for my exceptional CISL team – Nicholas Ooi, Kasey Hui, Stella Li, Ling Wang, Lucas Ho and Calvin Lau – who has been by my side through thick and thin, and our new colleagues Dr Rina Camus, Leo Hung and Louis Leung for their fresh ideas and unique perspectives.

Let us raise our hands and give each other a high five, as we continue to dream big, push boundaries and make a difference. Let us continue to build a community that is defined by its dedication to excellence, its commitment to social responsibility and its passion for learning. Thank you for being a part of our journey, and for your continued support.

High fives all around!



Dr Lisa LAM
Director
Centre for Innovative Service-Learning

WE LEARN,
WE SERVE,
WE INNOVATE

CISL'S

5th



ANNIVERSARY

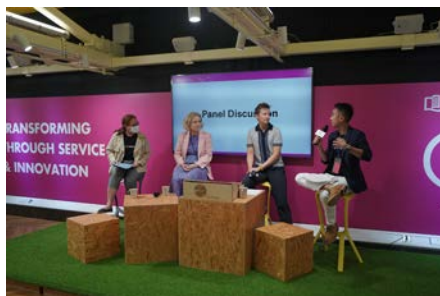
CISL 5th Anniversary Celebration



CISL commemorated its 5th anniversary with a two-day event in TriAngle in June 2023. The celebration attracted over 150 attendees, including global leaders and local experts in service-learning and social innovation, HKBU staff, students and community partners.

The first day, June 7, featured keynote speeches by two distinguished guests. Honourable Prof Verity Firth spoke compellingly about the social role of universities and how they can contribute to the SDGs, while Dr Bre Przestrzelski talked inspiringly about using design thinking to create meaningful social change with communities.

In the afternoon of June 7, there was a thematic discussion on virtual teaching & learning in service-learning. In addition to practical tips on using online tools, service-learning instructors together with experts from the Society for Innovation & Technology in Social Work (SITSW) shared how they overcame challenges during the pandemic by adopting virtual teaching & learning methods and tools to lead students to work on projects remotely and host virtual meetings with community partners and service users.



On June 8, a design thinking workshop was led by Dr Bre Przestrzelski and CISL's Innovation Lead, Mr Nicholas Ooi. In the morning, participants did a community visit to To Kwa Wan where they conversed with residents to gather their views on local conservation and urban renewal issues. Participants returned to TriAngle in the afternoon to brainstorm innovative ideas and impactful solutions to tackle the issues.



Looking ahead, CISL will continue to promote academic service-learning and co-curricular social innovation initiatives that make a real difference in the lives of people and communities. With our five years of experience to leverage on, we are more committed than ever and look forward to more mutually enriching collaborations and fruitful work in the years to come!



Beyond Ranking: The Vital Importance of a University's Social Impact

Keynote Speech (Abstract) by Honourable Prof Verity FIRTH
Pro Vice-Chancellor (Social Justice and Inclusion)
Industry Professor for Education and Public Benefit
Centre for Social Justice and Inclusion
University of Technology Sydney



There is no doubt that the 21st century has delivered some uniquely global challenges. Across the world, there are ongoing and unresolved wicked issues that include debilitating poverty, racial inequality, inequalities of housing, income and outcomes in health. There is no doubt that in this environment universities have an important role to play as anchor institutions that support communities in transition.

UN SDG 17 is about Global Partnership for Sustainable Development. It recognizes that these problems can only be solved with cross-sector, cross-border collaboration and partnership. Existing institutions and the systems that sustain them need to change, to align with these shared set of global goals. When the call comes for universities to step up and engage, universities need to be ready to change the way they do their work – to recognize and engage with the knowledge

that resides outside the academy, and in partnership create innovative solutions to the problems we face.

And as people who work in these amazing institutions, we need to make sure we reward, celebrate and encourage this work. In their hearts, universities are about public benefit and social good.

The work you do bears this out. Congratulations, CISL, on your 5th anniversary! It's really great work! The work you do is leading towards the SDGs, and leading towards a better world.

“Co-Design: Social Innovation with Impact”

Keynote Speech (Abstract) by Dr Bre PRZESTRZELSKI
Learning Experience Designer, Projekt Consulting, Inc. (USA)
University Innovation Fellow, Stanford d.School
Teaching Lead, IDEO U



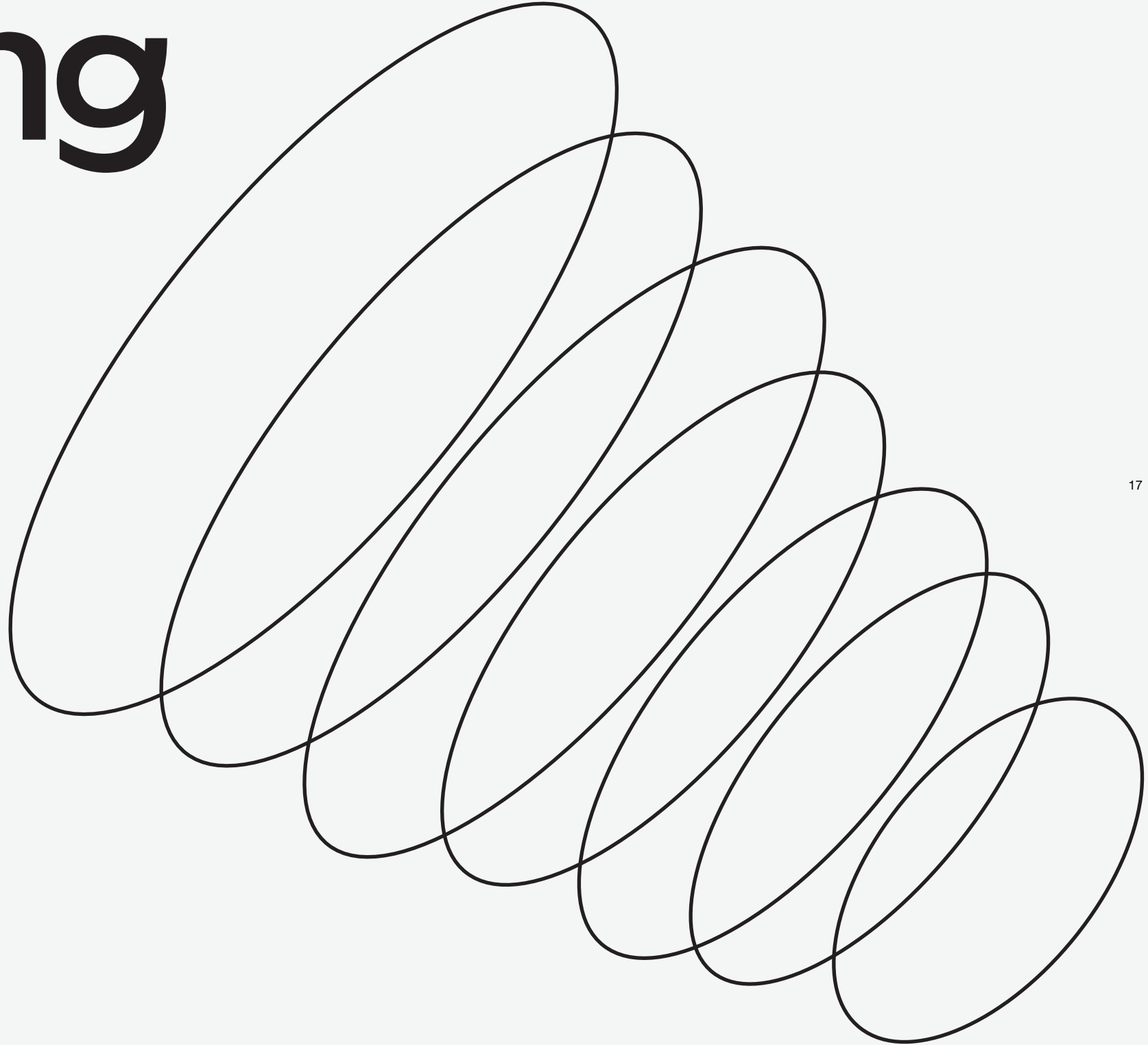
What I think is most important about social innovation is community – working with community, innovating with community. At CISL you are doing such amazing community engagement work – which would not be possible without the great community partners that are here today, but also without being socially responsible beings. Social innovation is not done on its own. It is “social” in nature – it is done with and by community.

Positions of importance are often where innovators and designers find themselves, but sometimes they even place themselves in these areas. And this is *not okay*. I invite us to think differently about how we see ourselves, where our role is as social innovators. It's not at the top, not in front of community ... it's *alongside*, it's designing with. So, let's be facilitators of community-led social innovation and design. Sometimes we call this *co-design* – the community is an active part of the

design team throughout the design process. I invite you to consider how you can make this shift for yourself, from designing *for* to designing *with*.

I'd like to end with a quote which encapsulates what co-design is, a quote made popular by a South African youth disability rights activist group: “*Nothing about us without us is for us.*”

Service- Learning



Embracing

Placing science,
technology
and innovation
at the service of the environment

Ecology

Environmental Health and Toxicology

Dr Patrick YUE
Dept of Biology

This is the fifth year in a row that Dr Patrick Yue incorporated service-learning into a biology course, thus showing Dr Yue's continued commitment to enabling students to deepen their understanding of course material through practical experience. Students learned about toxic chemicals and biological responses to these chemicals.

Through this course, students majoring in biology delivered interactive workshops to secondary school students from De La Salle Secondary School, New Territories. Using HKBU's state-of-the-art laboratory, our students acted as mentors skillfully guiding the younger students to use laboratory equipment and to learn about environmental health and toxicology through experiments and case studies they prepared beforehand. They also conducted workshops on the emerging issue of microplastics, which is becoming increasingly significant today. These activities sparked the younger students' interest in biology and encouraged them to pursue further studies in the field.





Fermentation and Enzyme Technology

Dr Patrick YUE
Dept of Biology

20



21

This was a technology-based subject designed for final year biology students. Through class lectures and practical experiments, students learned and observed the composition and structures of enzymes (proteins) and their use in fermentation. Students put their specialised learning to practical use by organising a science talk for students of De La Salle Secondary School, New Territories, to help them understand concepts related to fermentation and enzymes with visual aids. The secondary school students came to HKBU campus where our students guided them to conduct lab experiments together.

Ultimately, Dr Yue and his class hoped that the learning activities with secondary school students would contribute to improving their learning strategies, interest in science education and motivation to study for university admission.



Food Analysis

Dr Gray Koon-Sing HO
Dr Hong-Lok LUNG
Dept of Chemistry

This is a well-established service-learning course where students applied knowledge in Chemistry and Analytic and Testing Sciences to redistribute and ensure the quality of surplus food.

At the beginning of the course, students learned and trained in microbial, heavy metal and nutrient analysis. They also visited the headquarters of GreenPrice, a social-driven company which strives to reduce waste by selling surplus or short-dated stock. Students then took part in one of two food redistribution programmes, namely, the Hot Food Programme and the Bread Programme, both coordinated by Foodlink Foundation, a charity which aims to fight poverty. Students in the Hot Food Programme collected surplus food from hotels which was then delivered to low-income households, elderly services or homeless shelters. Meanwhile, students in the Bread Programme collected surplus bread from bakeries which they then organised and re-packed for street dwellers and homeless persons. On top of fighting hunger and mitigating food waste, students subjected collected samples of food for redistribution to lab testing to examine their suitability for consumption and nutritional value.

By putting chemistry to use in everyday life context, the course effectively helped students to discover how they can contribute to society through their classroom knowledge and skills, thus transforming how they perceived both chemistry and their future careers.



Service-Learning in Sustainable Development

Dr Aries Kin Ming WONG
Dept of Economics

ECON3075 was designed as a full service-learning and year-long course. The course covered topics related to sustainable development, income and development inequalities, extreme poverty and the environment through a combination of lectures and service experiences, allowing students to learn in real-world contexts.

From semester 1 all the way to the summer term, three batches of students collaborated with various organisations in activities which addressed different Sustainable Development Goals. Partner organisations included Green-Yuen Long, Green@San Hui, The Pokfulam Farm, The Warehouse Teenage Club and YWCA. Through first-hand experiences in working with community partners to deliver direct services, students developed an in-depth understanding of socio-economic and environmental issues discussed in class.

In addition to serving different organisations, students also developed innovative ideas to contribute to sustainable development through self-initiated projects. They pitched these ideas to community partners and carried them out in the community.



Energy Problems and the Environment

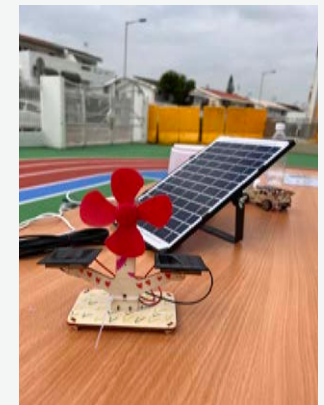
Dr Daphne Ngar-yin MAH
Dept of Geography

How do energy production and consumption impact the economy, environment and society? Students of GEOG3007 tackled this question as they learned about major energy options, energy policies, energy problems and sustainable energy. Students gained all-round knowledge of these topics through lectures, case studies and a series of service-learning activities. In addition, a practical workshop on Geographical Information System prepared students for community-based research by introducing them to methods of collecting energy data for management and analysis.

Students' service-learning experiences in this course were varied. First, they taught children from Hong Chi Morninglight School in Yuen Long to use drone cameras to capture and produce a short video about solar rooftops in their school and the vicinity. In a separate, hands-on activity, they guided the children to draw their own "dream solar houses" which summarised basic solar concepts. Together, HKBU and Hong Chi students also planned a fun day for the school and its surrounding neighbourhood. The fun day promoted the idea of "low-carbon community" through games about energy-saving and renewable energy. In addition, HKBU students organised a workshop with nursery kids during which

they crafted paper fans as an "energy project" for a low-carbon future. They then wrote cards and distributed the nicely decorated fans as gifts to senior citizens in the Christian & Missionary Alliance Lei Fook Elderly Neighbourhood Centre near the nursery school.

A special feature of the course was an optional study trip to Seoul during winter break to investigate the city's pioneering sustainable energy policies. The trip served as an intercultural knowledge exchange about energy study.



Sustainable Energy and Technological Innovation in China

GEOG4065

Energy Policy and Analysis

Dr Daphne Ngar-yin MAH
Dept of Geography

GEOG4016 and GEOG4065 are two courses taught by Dr Daphne Mah which engaged students in learning and experiential projects about clean and renewable energy. The two courses have shared tasks and elective activities for students to choose from.

Students enrolled in both courses were divided into different teams and assigned tasks such as conducting desktop research, creating an online solar map and organising solar workshops to raise energy awareness. One interactive workshop was held in Hong Chi Morninglight School for children with special educational needs. Together, HKBU students and the children explored the school's surrounding environment, Fairview Park (Yuen Long), to observe and discuss ways to conserve energy and reduce carbon footprint. Another workshop was held in South Horizon Nursery School where children learned about solar energy and made a "DIY solar cart." Students of both courses also collaborated in conducting the "Little Energy Scientists Training Programme" in Sheung Shui.

A special pedagogical feature and joint activity of the two courses was an online inter-city deliberative discussion. In this workshop, HKBU students together with four other Asian universities – namely, Sun Yat-sen University, Kyoto University, Korea Advanced Institute of Science and Technology and National Taiwan University – put their heads together to discuss how to achieve carbon-neutral goals in their cities through citizen engagement.



Climate Change Literature and Culture

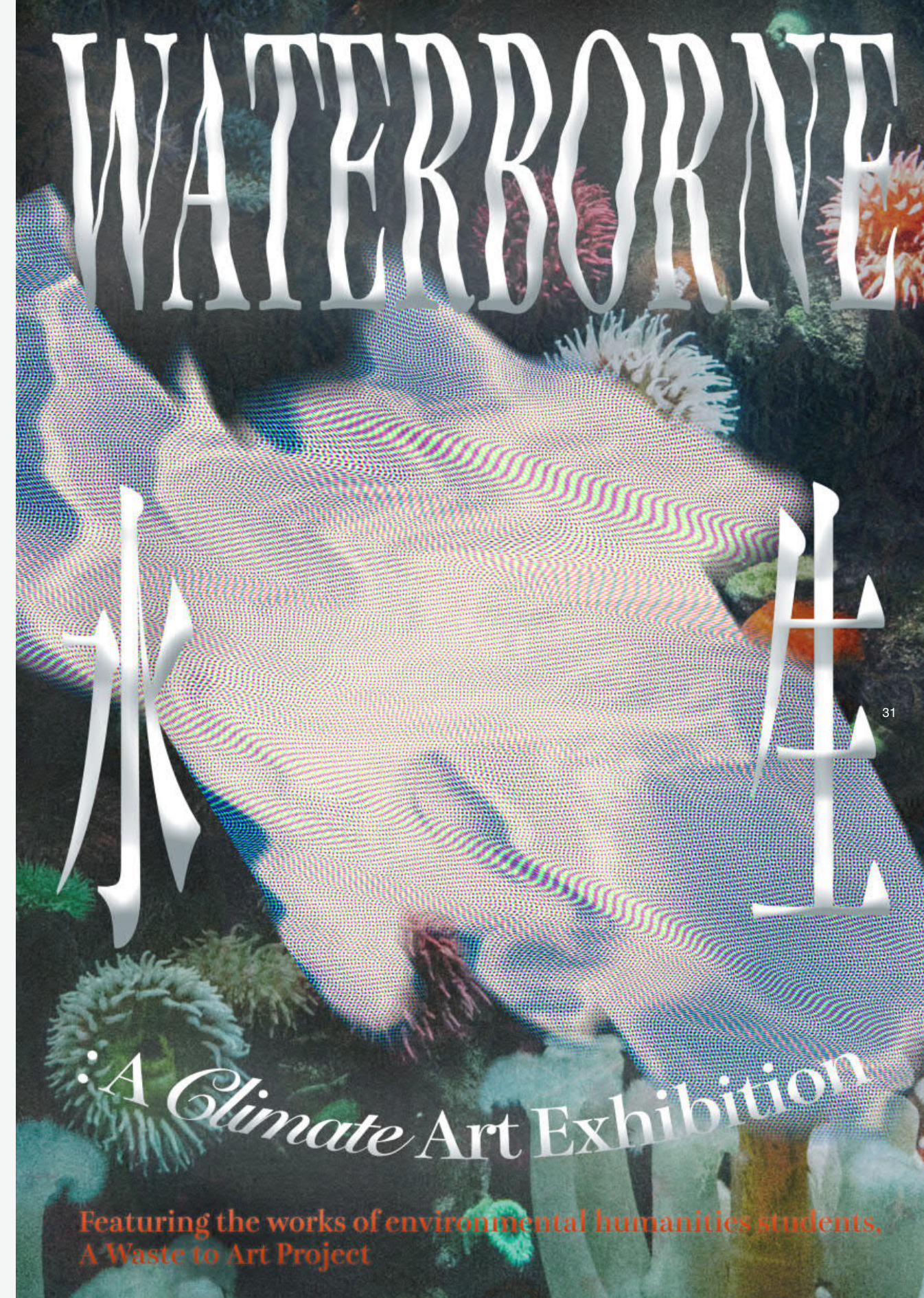
Dr Emily ZONG
Dept of Humanities and Creative Writing



Humanities can make unique contributions to climate change issues. Cultural media such as narratives, images and aesthetics are powerful ways of communicating environmental values and responsibilities.

HUMN2056 equipped students with scientific and ecological knowledge about socio-environmental problems, including climate change, plastic pollution, marine waste and biodiversity loss. To encourage responsibility and active knowledge production, students engaged in reflective and participatory activities such as keeping eco-journals and oral storytelling.

Zeroing in on the waste crisis in Hong Kong's waterways, students did beach cleanups in different beaches of their choice. Marine debris and plastic waste collected from the cleanups were then creatively upcycled by students into artworks. To raise climate literacy and action, their artworks were shared with the public through an exhibition at TriAngle and various multimedia platforms.



: A Climate Art Exhibition

Featuring the works of environmental humanities students,
A Waste to Art Project

Renewable Energy Technology

Dr CHAN Mau Hing



As suggested by the course title, PHYS2025/ GEST2007's service project focused on promoting energy-saving practices and renewable energy sources. Under Dr Chan Mau Hing's guidance, HKBU students delivered direct service by teaching students from St Teresa Secondary School and Hong Kong Teachers Association Lee Heng Kwei Secondary School about renewable energy concepts through physics experiments. Additionally, student participants recorded educational videos together with a view to making potentially greater impact and deeper engagement in renewable energy education.

Six project ideas were generated, ranging from vibration energy harvesting to sun control films for energy-saving green building designs. In the process, not only did both HKBU and secondary school students enrich their understanding of renewable energy technologies, but they also recognised the importance of their work in co-creating a sustainable future and conserving natural resources.



Connecting

Strengthening personal relationships
across sectors and age generations

Communities

Human-Computer Interaction

Dr JIN Yucheng
Dr CHEN Li
Dept of Computer Science

*COMP4045 was part of
"Integrating Service-Learning
and Virtual Teaching and
Learning Technologies: A
Collaborative Project with
Teachers and Community
Partners", or VTL Project.



This is the second time that the course incorporated service-learning, and the first time that it transitioned into one of the virtual service-learning courses. Under the guidance of the course instructors, students learned about designing and developing software applications in class. Collaborating with the ELCHK's Shatin District Community Centre for the Golden-Aged, Dr Jin and the students visited the golden-agers and conversed with them about their habits in using mobile applications. Students then co-designed with them mobile applications which were elderly-friendly and health-focused.

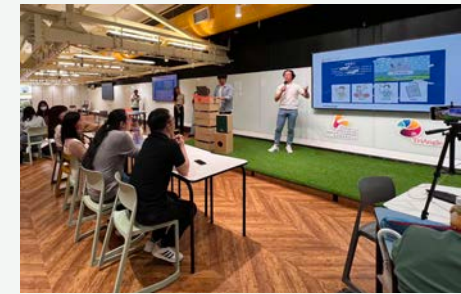
Over the course of several meetings, they were able to co-design different types of applications, with functions ranging from providing the latest health information to calculating the nutritional value of daily meals. This course not only taught students programming skills but also cultivated their empathy with the elderly and promoted intergenerational communication.

34

Information Systems: Design and Integration

Dr Martin CHOY
Mr Kenny CHENG
Dept of Computer Science

Computer Science is more than just coding and programming. It requires the ability to communicate and connect with others through systems and data. Through service-learning projects, students of COMP4117 were not only able to apply their knowledge of software tools and programming techniques for information systems development, they also developed generic skills as they worked in teams and collaborated with NGO clients.



This year, the course instructors and their students worked with The Church of United Brethren (CUBC) in Christ Social Service Division and Children's Cancer Foundation (CCF) (CCF) to develop systems for event registrations and management. The projects gave students the opportunity to deploy their software development skills in real-life working environments where students had to identify users' problems, propose solutions, develop and enhance software systems with a humanistic touch, and improve the user interface.

CCF, a new community partner of the course, had been providing experiential activities for sick children and their families but lacked a user-friendly system for managing members and users. By the end of the semester and after first trying to understand their clients' needs, HKBU students were able to develop a useful system for searching and archiving details.



35

Current Issues in Hong Kong and China

Dr Daniel Kam Chau KWOK
Dept of History



36

HIST3106 aims to nurture in students the capacity to see social issues with historical depth and to develop critical and penetrating views about these issues. This year, course instructor Dr Daniel Kwok focused on the issues of sustainable community and rural-urban development, and partnered with Gift From Land, an NGO that promotes local agriculture, especially rice farming.

Students visited Lam Tsuen Valley where they learned about farming culture and observed farmers at work. Interacting with the farmers was an enriching experience for the students who learned from them how to cultivate rice and distinguish between rice varieties. They also discussed the history of rice and its cultural significance.

Further, students met with the Tanka, or boat people, in Sai Kung to understand their history, how they adapted to living on water and their efforts to preserve their culture. During a visit to the Tanka village and the Caritas Sai Kung Community Development Project, elderly members of the community shared their stories with students, who recognised the value of recording and preserving these stories for future generations.



37



Chinese Song Lyric Writing

Prof CHOW Yiu Fai
Dept of Humanities and Creative Writing



38

Prof Chow Yiu Fai's Chinese Song Lyric Writing course has been a popular elective course among students for many years now. In addition to helping students develop lyric writing skills, Prof Chow aimed to cultivate students' social awareness and empathy through creative writing.

This is the fifth year that Prof Chow collaborated with CISL. This time, students chose the themes of "Impermanence" and "Home." They believed that the definition of home is diverse, and that impermanence is a universal experience which can be overcome by accepting the world's unpredictability. Taking these ideas as starting point, the students collected personal stories from 36 individuals from different backgrounds, including homeless persons, senior citizens living alone, drifters, mothers who have experienced miscarriages, youths away from home, foreign domestic helpers, single-parent families, LGBT families, refugees and more. They then composed lyrics which shared the stories of these social groups.

Apart from lyrics-writing, the students also held two concerts during which the songs they composed were performed and they shared their reflections with the audience. Attended by over 600 people, the concerts attracted journalists and media attention. News and social media coverage of the concerts helped magnify this service-learning course's impact by spreading the messages which students wanted to convey to a much wider audience. The lyrics with their accompanying melodies and performances promoted inclusion and diversity.



39



Interpersonal Communication

Dr Henry FUNG
Dept of Communication Studies

*ORGC2025 was part of
"Integrating Service-Learning
and Virtual Teaching and
Learning Technologies: A
Collaborative Project with
Teachers and Community
Partners", or VTL Project.



Building on the objectives of the previous academic year, Dr Henry Fung collaborated with the Tung Wah Group of Hospitals Yu Mak Yuen Integrated Services Centre to implement a virtual service-learning course this year. Students of this course served as mentors to secondary school students from low-income families.

Using interpersonal communication skills learned in class, HKBU students taught their mentees how to prepare for university interviews and conduct themselves with proper etiquette. After several practices online and conversations on social media, the mentees had the opportunity to participate in a virtual mock interview conducted by our university staff. HKBU students debriefed their mentees and shared final tips after the interviews.

Taking heed of feedback from previous participants of the same programme, Dr Fung and our community partner took advantage of the easing of the pandemic in

late 2022 to combine the virtual meetings and conversations with face-to-face exchange activities in HKBU campus. These activities allowed mentors and mentees who participated in this service-learning course to finally meet each other in person. The chance to visit HKBU campus for the activities was an exciting experience for the secondary school students and brought the course to a successful conclusion.



Organizational Event Planning and Management

Dr Kimmy CHENG
School of Communication



Students of ORGC3047 learned about the principles and practices of organising, communicating and delivering organisational events in class. They also learned these experientially by putting their event management skills into use in staging an actual event. Organising a successful event entailed exercising a series of practical skills, such as pitching initial ideas, budgeting, promotion, donor relations, and crisis and crowd management.

Dr Cheng and students partnered with Pok Oi Hospital, a long-established charitable organisation in Hong Kong that provides medical, educational and social services. The students organised a promotional event on campus to raise public awareness of Pok Oi's extensive services. Pok Oi's Vice-Chairman, Mr Simon Tso, and CEO, Dr Ma Mok Cheung, came to support the event.



Community Engagement for Social Sustainability

Dr Day WONG
Dept of Sociology



After its successful launch last academic year, the second iteration of SOCI3056 continued to demonstrate the importance of universities in fostering civic engagement and addressing social sustainability issues. This year, the course collaborated with four NGOs dedicated to educational equity, gender equality, health and wellbeing, and environmental protection. Partnerships with these NGOs led to a wide range of activities with over 1,100 service users.



To name a few remarkable activities: students assisted the Hong Kong Multicultural Team of YMCA in delivering two tutoring programmes for ethnic minority children, produced a learning kit for the elderly to use the mobile app HA Go at the Wong Tai Sin District Health Centre, organised an exhibition event on the International Transgender Day of Visibility for Quarks, and prepared a focus group interview guide to collect stakeholders' opinions about eco-renovation for the Greater Bay Area Institute of Urban Architecture. Without a doubt, such multifaceted collaborations with NGOs helped raise public awareness of the issues concerned, while providing students with the opportunity to reflect on their service experiences.



Studio: Graphic Design

Ms Pat Wing Shan WONG
Ms Heesun SEO
Ms Elaine NG
Academy of Visual Arts



The instructors of this service-learning course collaborated with Asia Arts Archive (AAA), a non-profit organisation which documents contemporary art history, to give students access to AAA's collection of local arts. With this valuable resource, students were able to research local artists' works and interview them. They then created a unique zine for each artist. The zines produced by the students were not only a tribute to local artists but also reflected students' concerns about the social issues which the artists themselves addressed through their art. The students demonstrated their creativity in graphic design as well as in producing art pieces. Their art pieces were presented to the public through an exhibition at Current Plans, a gallery in the heart of Kowloon.



Basic Illustration Experimental Illustration

Ms Pat Wing Shan WONG
Academy of Visual Arts



The course instructor, Pat Wong, is passionate about creating art for the community and sees this as the greatest motivation behind her work. Pat believes that art with a “people-oriented spirit” is meaningful and wishes to impart this belief to her students. This is why Pat decided to incorporate service-learning elements into her course.

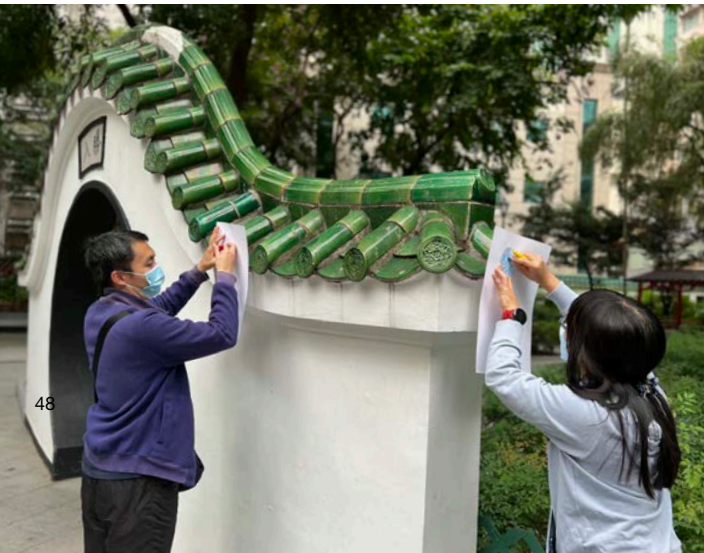
At the beginning of the semester, Pat led students to practice sketching at the old fabric market known as Pang Jai in Sham Shui Po. In collaboration with Hong Kong Shift, an organisation which promotes awareness about the lives of shift workers, students used their developing visual art skills to interpret and narrate the workers’ stories. Through fieldwork exploring the workers’ lives, the students gained a deeper understanding of the plight of shift workers and developed great admiration for their silent toil and contributions to society.

Students also produced artworks which were exhibited at Form Society, Sham Shui Po, and compiled into booklets for public distribution. The exhibition encouraged discussion and reflection on the lives of Hong Kong shift workers, which visitors appreciated.



Special Topics in Visual Arts Studies: Curatorial Practices

Ms Janet FONG
Academy of Visual Arts



This was the first time that Ms Janet Fong incorporated service-learning in the course, a creative and engaging endeavour which resulted in the curation of a dynamic exhibition entitled “Dialogue: Q & A”. Held in two locations, Joint and The Catalyst, the exhibition featured works by 18 talented, emerging local artists, and explored how people communicate with each other through various mediums such as sound, language, body and facial expressions.

Drawing inspiration from the exhibits and to further engage audiences in “dialogues”, the students went above and beyond by giving guided tours and organising community workshops for secondary school students and the public. The workshops, which involved observing and rubbing activities at Hollywood Road Park, enabled participants to discover and record the easily overlooked aspects of Hong Kong. The workshops brought together different communities through a shared interest in art.



Promoting



Advocating peace,
inclusion, equality
and good government
for harmonious societies

Peace

The Political Economy of the European Union

Dr Kenneth CHAN
Dept of Government and International Studies



How can students effectively promote peace and raise awareness of war-related issues in Europe and around the world? Dr Kenneth Chan's EURO2007 class embarked on the service-learning project "In Pursuit of Peace" to find answers to this question.

The project achieved remarkable outcomes by engaging students in community outreach initiatives. One such initiative was the organisation of a film show entitled Joyeux Noel at the Holy Cross Church, which attracted nearly 100 participants. Collaborating with community partners, students designed a range of activities which included an onsite mini-exhibit to encourage reflections on the dichotomy between war and peace. To further spread the message, a second film show was arranged, this time featuring The Pianist. Recognising the power of social media, some student groups also launched impactful campaigns to increase public awareness of the Russo-Ukrainian War, the Kosovo conflict and other significant European affairs. By utilising various platforms, the project successfully fostered critical discussions and prompted active engagement in advocating for peace.



Government and Politics of Hong Kong

Dr Kenneth CHAN
Dept of Government and International Studies



Dr Kenneth Chan once again brought Participatory Budgeting (PB) to service-learning, but this time added new dimensions to the project. In addition to a briefing by MYYO which introduced students to the fundamentals of PB, this year the course included a collaboration with Hong Kong Public Opinion Research Institute (HKPORI). Under Dr Chan's guidance, students steered the 2023-24 Budget instant poll and assisted in the analysis of findings. Two of the students even showed up at the press conference and disseminated the survey results on behalf of HKPORI.



To further apply their knowledge and skills in a real-world context, students visited Windshield Charitable Foundation's centre in Sham Shui Po where they conversed with women members. This engagement provided a valuable opportunity for students to gain a better understanding of the challenges faced by grassroots communities in Hong Kong and how government policies can impact their lives. In return, the women members and their families visited HKBU, where they were given a guided tour by our students and played interactive games at TriAngle.

Overall, the POLS2015 project was a great success: not only did it engage students to critically examine existing methods of public consultation, but it also instilled in them a profound sense of social responsibility.



Topics in European Politics

Prof Alistair Cole
Dept of Government and International Studies



This course provided students an opportunity to connect with European politics through a unique service-learning component. It all started with an exhibition called “Europe in a Comic Strip”, which showcased the deep-rooted historical and cultural ties between France and Germany while addressing contemporary issues in the European Union today.

To expand their knowledge, students were given the chance to attend a roundtable discussion on the Russia-Ukraine conflict and a half-day conference on the Franco-German Relationship. These sessions were thoughtfully designed to help students better understand the complex European political landscape and to prepare them for dialogue with key stakeholders, including the French and German consulates, the foundation Heinrich Boll Stiftung, and the Greek Chamber of Commerce.

At the report back session, students shared their personal experiences and findings with their peers and instructor. It was clear that the service-learning project offered them a genuinely immersive and meaningful experience of European politics, which in turn broadened their understanding of pertinent issues.



52



Translation Workshop

TRAN4056

Community Interpreting

Dr Janice PAN
Dept of Translation, Interpreting and Intercultural Studies



Language is an indispensable tool for information sharing and communication. Students in these two translation and interpretation courses placed their bi-lingual or multi-lingual fluency in the service of socially oriented NGOs. Organising themselves into a professional company to gain real-world experience of providing translation services, students worked with organisations such as The Hong Kong Society for Rehabilitation, Mind HK, SLCO Community Resources and the Children's Cancer Foundation to translate materials or interpret for workshops. These services helped to promote the organisations' services or spread awareness of the social issues they address.

Students also published a new edition of the magazine TransFeed, which compiled and showcased their projects and events throughout the semester. The course culminated in a semester-end celebration during which students prepared performances, expressed their gratitude to collaborators and community partners, and launched their new digital platform Enterlink which offers free language services.



53

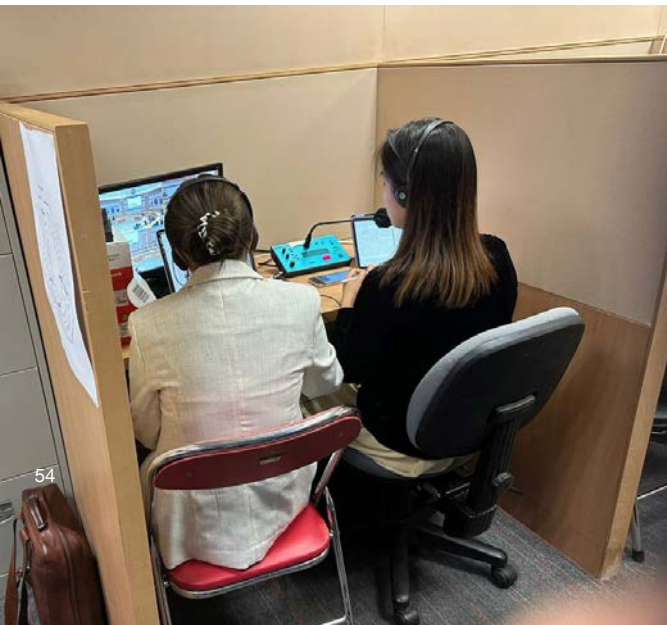


Placement Portfolio I

TRA7620

Business Interpreting

Dr ZHAO Nan
Dept of Translation, Interpreting
and Intercultural Studies



This is a novelty service-learning course where undergraduate students collaborated with postgraduate students to offer language interpretation services. Students provided guided tours for diverse community partners or public events, working with organisations such as the Hong Kong Maritime Museum, Blue House, the HK News Expo and Sign Language Workshop.

The undergraduate and postgraduate students equally shared the workload in the interpreting services they offered to the organisations: undergraduates played the role of project managers, while postgraduate students provided direct language services. The two groups of students learned from each other as they worked together to translate and interpret in cultural, social and professional contexts, depending on each organisation's needs.



Further Studies in Studio and Media Arts

(Lens-Based Media)

Identity and Contemporary Art Practice



Mr Kalen Wing Ki LEE
Academy of Visual Arts

This course provided students with a foundation in contemporary art theory and interdisciplinary perspectives on studio operation and media art. Collaborating with the Gay Games Hong Kong 2023, course instructor Mr Kalen Lee incorporated service-learning by leading students as tour guides at the “LOVE+: Awakenings” exhibition, where they introduced artworks to members of the community. Later in the semester, the students held a 14-day exhibit called “self/LOVE” at openground, a community exhibition venue in Sham Shui Po. There they showcased their ideas and feelings about “identities”, “diversity” and “empathy” through a range of media and art forms. This course enabled students to hone their creative talents and community engagement whilst promoting arts and inclusion through exchanging ideas with the public and learning from each other.



Working for

Improving physical and mental health through medicine, therapy and creative arts

Well-Being

Orthopaedics & Traumatology of Chinese Medicine and *Tui Na* I & II

Dr CHEUNG Chun Hoi
School of Chinese Medicine



Tui na (推拿) is a form of therapeutic massage which is an important method of treatment in traditional Chinese medicine. CMED3058 and CMED3059 together formed a two-semester service-learning course during which students of Chinese medicine applied course learning to provide free consultation and therapy to elderly patients of the Hong Kong Society for Rehabilitation.

In the process of attending to elderly clients under the guidance of their instructor, students gained valuable experiences in interacting with and diagnosing patients. They also honed their skills in treating patients through pressure point massage and acupuncture. In the first meeting, students carefully interviewed their elderly clients to thoroughly understand their medical history, conditions and needs. Based on these interviews, students gave medical advice and conducted therapies. In subsequent meetings, students followed up their patients' progress and the efficacy of the advice and therapies they had given. Students also produced educational videos on acupressure and home exercises so that knowledge about basic Chinese medicine therapies for pain relief could reach the wider public.



Diagnostics of Chinese Medicine

Dr Li Hong
Dr LAM Chun Pong
School of Chinese Medicine



This was the first time Dr Li Hong introduced service-learning in this freshman course. Under the guidance of Dr Li and Chinese medicine practitioners, students worked in teams to conduct consultations for over 40 elderly persons who were recruited by our collaborating partner, Banyan Services Association. To alleviate illnesses, students treated their patients with acupressure and ear acupoint pressing. They also gave their patients a tour around HKBU's Chinese Medicine Museum.



During the service-learning activities, students learned about empathy, doctor-patient communication and accurate record-keeping. They also reflected on how the experience enabled them to understand the importance of companionship, especially in elderly care. Students, our future Chinese medicine practitioners, realised the importance of going beyond mere physical treatment when providing medical care, and the value of building relationships through compassionate conversations and companionship.



Acupuncture - Clinical Practice

Dr Li Hong
Dr ZHANG Shi Ping
School of Chinese Medicine



In this course, 29 third-year Chinese medicine students formed groups and paid medical visits to the Banyan Service Association in Wong Tai Sin. Supervised by Dr Li Hong, each group of students conducted three visits to elderly patients in need. They utilised knowledge learned in class to give preliminary diagnosis and generate treatment plans. The students also assisted onsite Chinese medicine practitioners in providing acupuncture treatment. During one of the treatment sessions, a representative of the project donor, Tin Ka Ping Foundation, came to give moral support and was impressed to see the students in action.

In enabling Chinese medicine students to apply their knowledge, this service-learning course not only contributed to their professional development but also strengthened their sense of social responsibility and care for the elderly.



Matters of Life and Death

Dr Carrie WU
Dept of Religion and Philosophy



Offered in both semesters 1 and 2, GFVM1045 aimed to provide students with a comprehensive understanding of life and death from various perspectives, including philosophy, religious beliefs and psychology. Students had the opportunity to visit Asbury Methodist Social Service's centre in Kwai Chung where they engaged with a group of elderly.

Applying knowledge learned in class, students used the Tree of Life narrative therapy to guide the elderly to reflect on their life stories, dreams and hopes, creating memorable afternoons filled with warmth and laughter. Towards the end of the last session, students gave the completed Tree of Life diagram and even customised gifts for the elderly persons they had conversed with, as a way of showing their appreciation and of recognising their unique life experiences.



Creativity, Well-being and Art Therapy

Dr Renee CHIU
Dept of Social Work



64



Have you ever considered that making art could be more than just a fun hobby or creative outlet? SOWK3207 was exactly a course designed to explore the role of creativity and art in promoting physical and mental well-being.

In this course, students engaged in a service-learning project and conducted a series of workshops for older adults from the Hong Kong Family Welfare Society North Point Integrated Service Centre and the China Peniel Missionary Society Inc Neighbourhood Elderly Centre for Grace. The workshops, which included a range of art forms and modalities such as painting, music and movement, encouraged service users to express themselves creatively and to connect with others in the process.

The project culminated in a celebration event at TriAngle where service users who participated in the workshops joined students to co-create more artwork onsite, later sharing their creations with the HKBU community. It was also a precious opportunity for students to apply their knowledge and skills in art therapy.



65

Campaign Planning and Management

Dr Vivienne SY LEUNG
Dept of Communication Studies



PRAD3056 teaches the steps in researching, planning, managing, implementing and evaluating strategic communication campaigns and programmes through theory-based case study analyses and real-life application of management skills.

This year, PRAD3056's service project focused on local caregivers, primarily those serving elderly clients. Partnering with a digital online platform, 60-60.org, students had conversations with the caregivers, then produced proposals for digital social campaigns with impactful messages that generated a more positive outlook about the role of caregivers.

During the course, students interacted with and gained a deeper understanding of caregivers' challenges. As part of the course, students developed digital social campaigns on 60-60.org's online platform, which provided valuable information to caregivers on topics related to health, wealth and happiness. By sharing uplifting content, students aimed to support and empower caregivers, ultimately creating a positive impact on their lives.



Studio: Experience Design

Mr Peter BENZ
Mr Kingsley NG
Dr Evelyn KWOK
Academy of Visual Arts



Have you ever given a thought to "night workers" – people such as night nurses, public transportation drivers and security guards? We benefit a lot from their services, but having to work at night and sleep during the day can take a toll on their physical and social well-being.

This year, VART3405 students investigated sleep: from dreams to nightmares, to how much we should sleep, how to sleep better, and who in our society need to stay awake while the rest of us sleep. After learning about experience design, cultural theory and ethnographic fieldwork research, students went to Sham Shui Po where they spoke with night shift workers to explore and understand the reality of sleep. Students documented these conversations and their observations in photographs, video footages, sound recordings, objects and drawings. A public exhibition and printed magazine were created to broaden what people might think they know about sleep in surprising, poetic and engaging ways.



Other Service-Learning Projects and Courses

Course
code

Project/
Course title

CMED3039

Internal Medicine of Chinese Medicine II

GCST3005

Summer Sojourn II

Project

Sharing Chinese Medicine Knowledge with the Old

Project

Cultivating Peace-Action Ark

Project

Chinese Medicine Service-Learning in the GHKM Greater Bay Area

Project

Wall Art for Ronald McDonald House of Charity (Kwun Tong)

GCAP3005

Math Romance

GCAP3006

Implementation of Service-Learning Engagement through Chinese Story Telling and Writing

GCAP3016

Historic Landmarks, Heritage and Community

GCAP3045

Hong Kong Cinema, Culture and Society

GCAP3065

Design for Smart City: Towards a Sustainable Living

GCAP3067

Paths to Service Leadership in Health Services

GCAP3076

Service-Learning in Fighting Poverty

GCAP3085

Bringing Chinese Culture into the Community through Art Activities

GCAP3117

Data Storytelling for Gender Equality

GCAP3127

Media Communication in the AI Era

GCAP3135

Sport and Disability in the Hong Kong Chinese Media

GCAP3136

Storytelling for Hong Kong Minority Communities

GCAP3185

Service Leadership Practicum

GCAP3186

Service Leadership in Learning Communities

GCAP3187

Connecting the Elderly with the Internet – E-sports

GCAP3205

Be a Better Service Leader: Emotional Intelligence in Action

Social Innovation

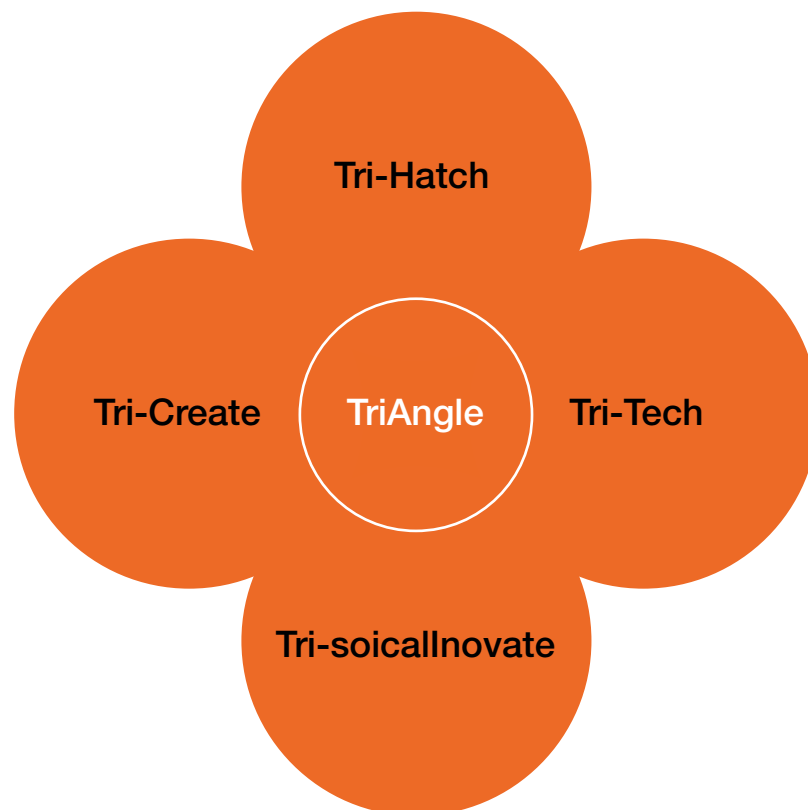
70

71

TriAngle

Managed by CISL, TriAngle is HKBU's co-working space for social innovation. It aims to foster a campus ecosystem for social entrepreneurship and to enhance students' creativity through its programmes. TriAngle's programmes emphasise human interaction and collaboration as keys to developing skills for social innovators and entrepreneurs.

TriAngle has four categories of programmes which cater to students of diverse interests:



01.Tri-Social Innovate

Tri-Social Innovate challenges students to step out of their comfort zone and form teams with people from diverse backgrounds so that together they can ideate and co-create meaningful projects for social good.

Social Innovation Makers: “Animals in our Community”

TriAngle's annual Social Innovation Makers (SIM) programme nurtures student-driven social innovation. In AY2022-23, SIM focused on the theme of “Animals in Our Community.” Workshops explored human-animal relationships, and the participants (called “SIMMERs”) brainstormed about biodiversity-friendly solutions. On 21 December 2022, two teams who presented their solutions were awarded the Social Innovation Kick-Start Fund. One winning team's project was on wild boar conservation.

“I joined the ‘Wild Boar Quest’ project after participating in a related activity last semester which attracted me because of my organisational passion and interest in wild boar conservation. This experience not only deepened my understanding of animal struggles but also gave me practical experience in organising impactful activities.”

ZHOU Yubo (Year 2, Business Computing and Data Analytics)



ZHOU later joined the team which further developed the project by creating a storyline game called “Wild Boar Quest”, which makes players go through a jungle adventure to learn about wild boars.

According to the results of the programme questionnaire, SIMMERs gained most in the areas of creative problem-solving skills, community commitment and understanding, and sense of social responsibility.

Student-initiated projects:

Wild Boar Quest

The champion team of the Social Innovation Makers: “Animals in Our Community” programme was composed of three student innovators who were awarded a fund of \$4,000 to realise their project. On 5 April 2023, they organised a hiking event called “Wild Boar Quest” in Aberdeen Country Park. The event merged physical activity with a fun educational twist: a puzzle-solving game focused on the habitat of wild boars. The experience inspired participants to contribute to similar events in the future.

Star Fragments: “Sorry, I want to leave the archipelago”

Star Fragments is an art collective founded by three HKBU student artists in 2022. Supported by the Social Innovation Kick-start Fund, they hosted an art exhibition entitled “Sorry, I want to leave the archipelago” in April to May 2023 at the Cattle Depot Artist Village. Showcasing the works of 12 young artists, the exhibit narrated personal stories and connections with the To Kwa Wan community. It also featured a photography exhibition entitled “Hoi Sham Island and Me”, as well as guided tours highlighting To Kwa Wan’s history and redevelopment. The project founders found the experience demanding but appreciated how the entire process’ learning opportunity extended to art students from different institutions.

Arts for Good X MTR Community Video Production

TriAngle’s first ESG project was launched with the collaboration of Arts for Good Hong Kong and MTR-Sustainability, Art in MTR and The University of Hong Kong. The project’s aim was to educate young people about civic life by creating artistic and meaningful connections between art and conservation. HKBU students shot videos in different MTR stations, capturing memorable scenes such as the introduction of new technologies, rush-hour and a child appreciating art installations in an MTR station.

Want to see the students’ works? Scan the QR codes below:



From Service-Learning to Social Innovation: The Essence of Sundays



Angelique “Lyka” Santos, a student from the Academy of Visual Arts, initiated the first service-learning-inspired social innovation project which she named “The Essence of Sundays.” This community art project fostered an open space for locals and migrant workers to engage in interactive, bi-weekly events from March to May 2023. Each event had a special theme, and activities ranged from impromptu performances to collaborative art making. The events captured the creativity, participation and celebration which characterise migrant workers’ ubiquitous gatherings on Sundays.



02.Tri-Hatch

Tri-Hatch fosters an entrepreneurial mindset in students through consultations, mentoring, funding and competitions which refine and expand students' ideas.

Techstars_Startup Weekend Social Innovation@HKBU

The reignite of Techstars_Startup Weekend Social Innovation at HKBU happened in November 2022. The programme supported students from various universities to brainstorm innovative solutions for societal needs. Projects proposed by three teams stood out and won funding. The three winning projects were Savood, RE3 and NICE Ltd, which address food waste, plastic waste and carton recycling, respectively.



Featured Entrepreneurship for Social Good: RE3 and Stote

TriAngle actively supports student-led social innovation projects and social enterprises by helping students develop practical, innovative solutions and providing opportunities for project implementation.

RE3, one of the winning teams of Techstars_Startup Weekend Social Innovation@HKBU, aims to promote environmental sustainability by running a reusable meal box rental service to replace disposable containers. They were invited to supply reusable meal boxes for guests at CISL's 5th anniversary celebration.

STOTE, a social enterprise dedicated to fostering sustainability in the fashion industry, strives to extend the life cycle of clothing by transforming unwanted jeans into stylish tote bags. Stote was commissioned to produce 50 denim tote bags as unique, eco-friendly commemorative gifts during CISL's 5th anniversary celebration.



Social Innovation Kick-Start Fund

The Social Innovation Kick-Start Fund offers HKBU undergraduates financial and mentoring support for impactful projects which address social and environmental issues. In AY2022-23, a total of 14 projects were approved, ranging from animal conservation to supporting Cambodian farmers.

Do you have social innovation ideas? Contact CISL's Innovation Lead, Nicholas Ooi, at 3411 7233.

03.Tri-Tech

Tri-Tech offers students a platform to explore, learn and realise their projects using cutting-edge technologies provided by partner organisations.

Makerbay AI X CISL TriAngle Challenge Day

The Jockey Club AI Community Innovation Programme's Challenge Day was a Tri-Tech event co-organised by MakerBay and TriAngle. Successfully held on 7-8 January 2023, the event gave primary school and university students the opportunity to apply AI solutions to create a greener campus environment. With the help of mentors and student helpers, participants toured the campus and interviewed students and staff. They then came up with ideas for energy-saving and recycling using AI tools like Teachable Machine and Pictoblox.



TriAngle in Figures

(as of 14 Jul 2023)

Number of
student participants
in TriAngle events:

4,120

Number of
community participants in
TriAngle events:

1,743

Number of
projects funded by
the Social Innovation Kick-start Fund:

14

Number of
incubation hours:

11,000

Number of
collaborative partnerships:

148



Acknowledgement

Leafing through the pages of High Five calls to mind the people behind the service-learning projects and social innovation events which took place this academic year. We are immensely grateful to the energetic students, the dedicated course instructors and assistants, and the dependable community and industry partners who collaborated in these projects and events. We are likewise grateful to the magnanimous donors for their indispensable support: the Institute of Creativity – Dr Hung Hin Shiu Charitable Foundation, Tin Ka Ping Foundation, Lee Keung Charitable Foundation, and Virginia and Stanley Yim Student Development Fund.

Special thanks also go to those who have made CISL what it is now, in particular, the University's senior management, the Committee on Innovative Service-Learning, and all colleagues, community and industry partners, past and present.

We Learn,
We Serve,
We Innovate

Centre for Innovative Service-Learning

☎ 3411 2472

✉ cisl@hkbu.edu.hk

🌐 <https://cisl.hkbu.edu.hk/>

📍 HKBU Centre for Innovative Service-Learning - 創新服務學習中心

📷 [hkbucisl](#)

©August 2023 Centre for Innovative Service-Learning, Hong Kong Baptist University