



*Journal of Higher Education  
Outreach & Engagement*

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Volume 20, Number 4, 2016

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***Service-Learning and Community  
Engagement in Asian Higher Education***

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7..... **Service-Learning in Building Engineering by Use of Interdisciplinary Field Education**  
*Barbara Y. P. Leung*  
*Hong Kong Polytechnic University*

Previous studies have demonstrated that service-learning (SL) can help students not only develop their personal qualities but also enhance their social and civic sense of responsibility. Despite many promotions since the mid-1990s, the development of SL is popular in humanity faculties but not in technical faculties with intellectual orientations less associated with social services. The shortage of support in these areas can be attributed to the lack of a conceptual model to guide the delivery of a quality service-learning subject for disciplines like building and engineering. To fill the gap, this study examined use of a 3-tier service-learning model that offers a pragmatic pedagogical design for developing SL subjects by encompassing interdisciplinary academic education and field services. The findings reveal that, beyond the technical skills in building and engineering, students' generic skills and their awareness of social responsibilities have been enhanced through this interdisciplinary SL program.

25..... **Empowering Students Through Service-Learning of Community Psychology: A Case in Hong Kong**  
*Kevin Chan, Eddie Ng, and Charles C. Chan*  
*Hong Kong Polytechnic University*

This article chronicles a service-learning (SL) subject on community psychology in Hong Kong ( $n = 26$ ) and elaborates on how students experience concepts, frameworks, and values in community psychology and put them into practice at service-learning settings.

Upon acquiring basic concepts in community psychology, including sense of community, empowerment, human diversity, and social capital, students engaged in 40 hours of service-learning sessions that included assigned community services and independent SL projects addressing both community needs and students' strengths. Learning reported by students in terms of experiential acquisition of community psychology concepts, personal empowerment, and implications on their service-learning practices are discussed with reference to Zimmerman's (1995) conceptual framework of personal empowerment. Students' interpersonal, interactional, and behavioral outcomes from their service-learning experiences are detailed.

### 37.....The Long-Term Impact of Service-Learning on Graduates' Civic Engagement and Career Exploration in Hong Kong

*Carol Ma Hok-ka, Chad Chan Wing-fung, and Alfred Chan Cheung-ming*

*Lingnan University, Hong Kong*

Service-learning (SL) is a relatively new pedagogy in Hong Kong and so far, no study of SL's long-term impact in Hong Kong exists. To explore SL's impacts on Hong Kong students, researchers conducted a quantitative study to compare graduates with SL experience to graduates without SL experience in terms of three domains: (1) adaptability, brain power, and creativity (ABC) skills; (2) civic responsibility; and (3) career exploration. Most prominently, this study found that students with SL experience have significantly higher scores in civic responsibility than do their counterparts without SL experience; they are more willing to be involved in community service after graduation, and they invest more hours of service per month. This study indicates that from a long-term perspective, SL participants benefit in terms of greater civic responsibility, better career exploration, and enhanced whole-person development (ABC) skills.

### 57.....Engaging and Empowering Academic Staff to Promote Service-Learning Curriculum in Research-Intensive Universities

*Yahui Fang*

*National Cheng Chung University*

Much of the literature on service-learning discusses issues related to faculty, students, and community partners. However, there is little research on issues related to academic staff. In this project, through a series of meetings and workshops, change lab methodology was used to analyze the barriers to staff members' involvement in service-learning, and intracollegiate collaboration supported their increased involvement in community-engaged curricula. A series of designed-research processes was utilized to create new artifacts, to mediate and foster a drive toward mutual engagement in the agential-structural relationship, to encourage staff members to engage in reflective practice, and to enable staff to empower themselves. After witnessing the real-life needs of a rural community and empowered through col-

laboration and professional development, academic staff devoted time to working with teachers, students, and community, further transforming themselves from a mostly administrative support role to that of researcher.

## PROJECTS WITH PROMISE

### 81 ..... Blending Community Service and Teaching to Open Vision Care and Eye Health Awareness to University Students

*Chi-wai Do, Lily Y. L. Chan, Horace H. Y. Wong, Geoffrey Chu, Wing Yan Yu, Peter C. K. Pang, Allen MY Cheong, Patrick Wai-ki Ting, Thomas Chuen Lam, Chea-su Kee, Andrew Lam, and Henry H. L. Chan*

*Hong Kong Polytechnic University*

A vision care-based community service subject is offered to general university students for fulfillment of a service-learning compulsory credit requirement. Here, a professional health subject is taught in a way that caters to generalist learners. Students gain basic skills they can apply to provide vision screenings for the needy population. All enrolled undergraduates had no background in eye health-related subjects. The teaching was not content-driven, requiring students' direct recall of facts. Rather, the teaching focused on Socratic teaching of logical theories and applications. The objective was to increase awareness of current eye care problems using case examples. Students learned to appreciate ways to promote active outreach services. Through activities and project work, students learned and practiced strong teamwork and direct application of knowledge in community-based eye care services. This learning experience demonstrates emergence of authentic practice from theory.

### 93 ..... Acknowledgement of JHEOE Peer Reviewers

