

1st Asia-Pacific Regional Conference on Service-Learning Theory and Practice of Service-Learning: Cross-Cultural Service-Learning Programme in Asia-Pacific Region

Service-Learning Programmes in Hong Kong: From Kindergartens to Secondary Schools

Fung Yuk-yin



Asia-Pacific Institute of Ageing Studies (APIAS),
Lingnan University

Outline

- Concepts of Service-Learning
- Service-learning Programmes in Hong Kong
- A Pilot Multi-levels Service-Learning Programme
- Service and Learning Experience
- Learning Outcomes
- Conclusion

Service-Learning

- A kind of experiential learning
- “...combines rigorous academic study with voluntary community service...”
- “...for students to apply the knowledge and skills that they have gained from course work to the community...”
- “...The service performed by students illustrates and reinforces their academic study because of the process of critical thinking and self-reflection...”

Service-Learning

Reciprocal Relationship between service and learning:



Service-Learning Programmes in Hong Kong

➤ Tertiary level

- Integrated into **formal curriculum**
- A variety of service targets
- Local and international
- Examples: Lingnan University and Chinese University of Hong Kong

➤ Pre-school, primary and secondary levels

- As an **extra-curricular activity**
- Mainly elderly home visits
- Within community

A Pilot Multi-levels Service-Learning Programme

- Programme name: A Whole-Person Development Programme through Liberal Arts and Moral Education (2005-07)
- Organized by: Asia-Pacific Institute of Ageing Studies, Lingnan University
- Funding: Quality Education Fund

A Pilot Multi-levels Service-Learning Programme

- Aim: to enhance young-old communication and promote **inter-generational relationship**
- Collaborative parties : kindergartens, primary & secondary schools
- Interactive model
 - Two-way communication
 - Magic as a platform and a stimulus

A Pilot Multi-levels Service-Learning Programme

➤ Implementation

Training workshops

```
graph TD; A[Training workshops] --> B[Integration into moral education]; B --> C[Magic skills transfer]; C --> D[Elderly home visits];
```

The diagram illustrates a four-step implementation process. It begins with 'Training workshops', followed by 'Integration into moral education', then 'Magic skills transfer', and finally 'Elderly home visits'. Each step is contained within a light blue rectangular box, and the boxes are connected by downward-pointing arrows, indicating a sequential flow from top to bottom.

Integration into moral education

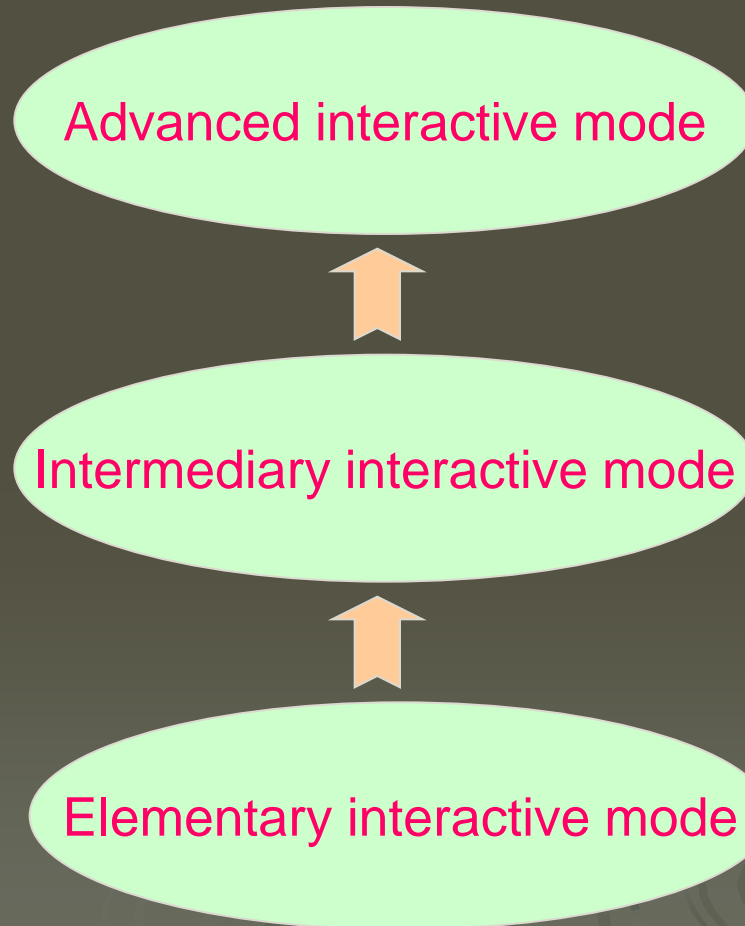
Magic skills transfer

Elderly home visits



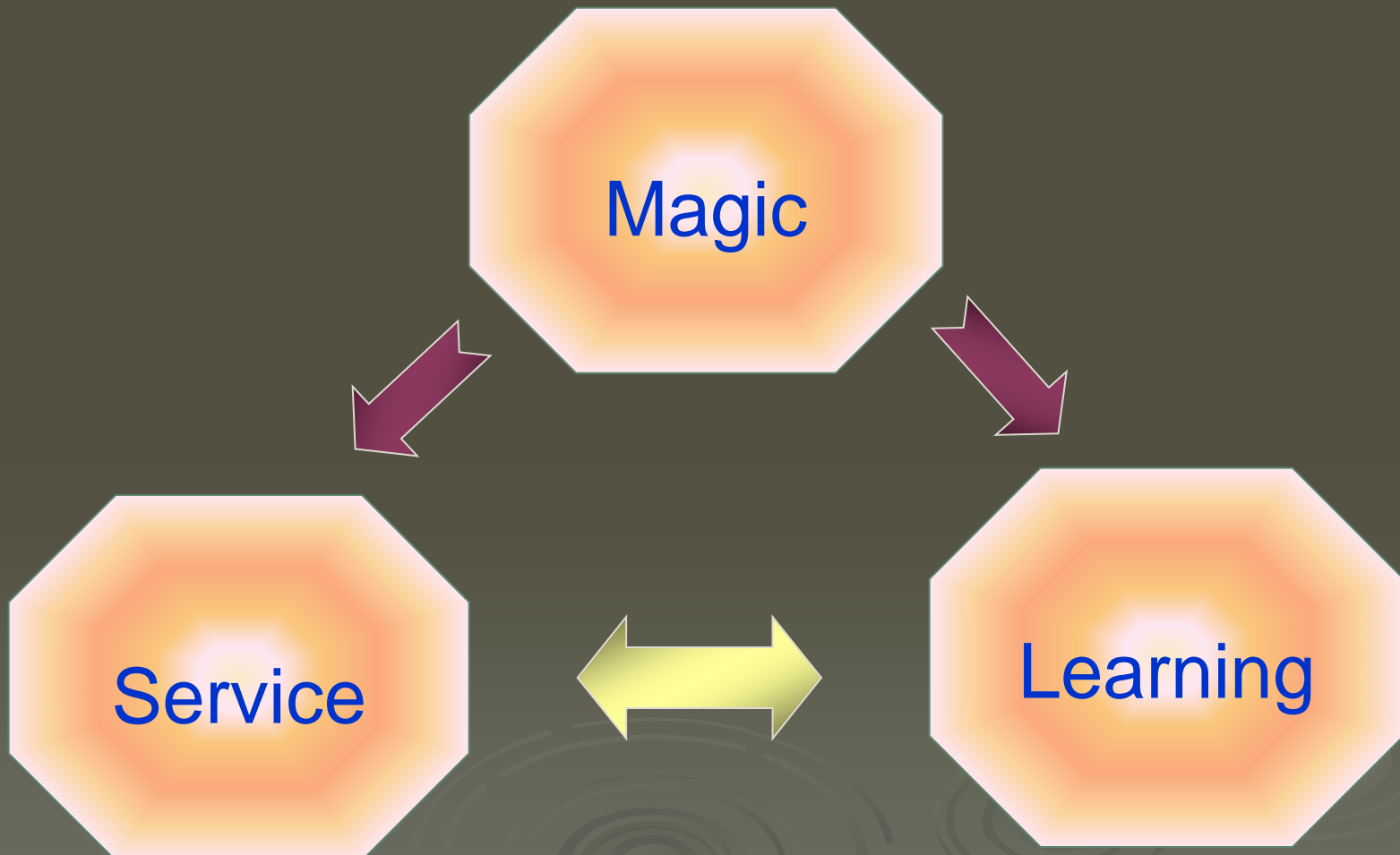
A Pilot Multi-levels Service-Learning Programme

➤ Service modes



A Pilot Multi-levels Service-Learning Programme

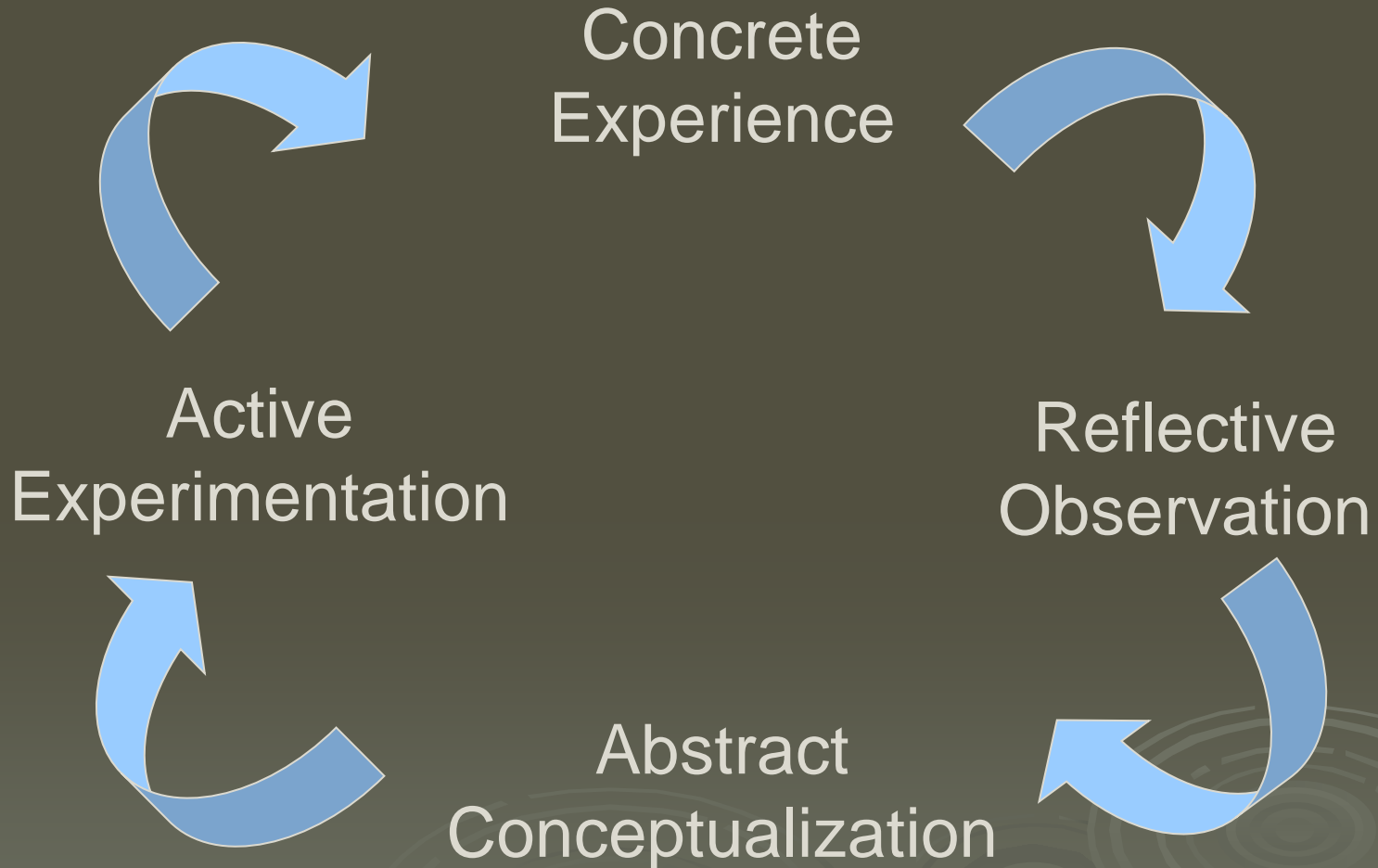
➤ Characteristic



Service and Learning Experience

Experiential Learning Theory

Experiential Learning Stages



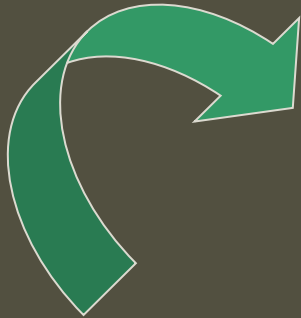
Example

Skills transfer and
role-play

Application during
a real elderly
home visit

Reflection on
the role-play
experience

Explanation for
the experience





Learning Outcomes

➤ Kindergarten

- Exposure to older people → positive image of older people

➤ Primary school

- Cooperation → ability of older people

➤ Secondary school

- Collaboration → power of synergy effect between young and old

Learning Outcomes

➤ Overall

- Reinforced academic knowledge
- Better understanding of ageing
- Improved communication skills with older people and peers

Conclusion

- Magic: as a platform and applied to moral education
- Successfully combined community service with academic study
- Yet to be fully integrated

Thank you



