



The Beauty & The YEAST

Knowledge Transfer addressing Society's Concerns

Lingnan University

Annual Report on Recurrent Funding for Knowledge Transfer
1 July 2013 – 30 June 2014

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1. Executive Summary

The **value** and **impact** of Knowledge Transfer (KT) in the arts, business and humanities cannot be better exemplified than in elevating academic and research outputs to raising our appreciation for the **beauty** of life and thus appreciation for each other, and creating the social impact like the **yeast** in a dough - though being overlooked at times, yet playing its good part in pushing society forward for the benefits of so many, far and high.

At Lingnan University (LU) where we take pride in nurturing students with liberal arts education for a wider horizon to embrace social and corporate responsibilities in their civil and career life, KT is taken exactly to engage both the faculty and students in extending their knowledge and research outcomes from the campus to what is of **social relevance and concern**. KT pervades all the three Faculties of Arts, Business, and Social Sciences, and has in the year 2013/14 reported achievements in projects and activities in the six areas of endeavors:

- Faculty-based:  **Advancing Arts and Culture for Quality of Life**
-  **Revitalizing Heritage**
-  **Informing Public Policy**
-  **Building a Caring and Understanding Society**
-  **Raising Professional Standards**
- Across Faculties:  **Touching through Serving**

In the reporting year, **38 projects** at a total contract value of **HK\$24 million** were conducted by faculty members in **consultancies, collaborative and contract research**. Another **275 items of KT projects** and activities with resources from within and outside of the University were carried out in the forms of professional advice, service learning, performance of arts, exhibitions and public lectures.

A key contributor to these achievements has been our successful engagement of more than **100 industry and community partners**. These partners not only provide the resources in some cases, but very importantly the platforms and networks through which the impact of our endeavors can more effectively reach the target **beneficiaries**, who have been in the number of some **12,000** in the reporting year, apart from the much wider public and professionals who have benefited from our KT outputs through various channels like the media, expert websites, books and manuals. There were 103 records of media exposure by our faculty members in the reporting year alone.

To recognize and support KT, significant initiatives have been made by the University to capture the data on KT activities and outcomes, report success stories of KT, and reach out to Faculties and individual members to encourage them to engage in KT. The Office of Research Support, which has been newly designated to report on the overall KT achievements of the University, has been actively promoting the vital link between research and KT, which is, how our research outputs and faculty expertise can be extended to the direct benefits of people beyond the campus - whether in enhancing the community's quality of life, or raising the professional standards of the industry.

Visible results show an expanded scope of KT endeavors touching a wide spectrum of reality – be it close and warm in seeing our children with special education needs enjoying the confidence built up in their talents for arts, narrowing the digital divide as our academics engage the industry partner Intel China for children in underprivileged areas on the Chinese Mainland, or our expert scholar physically going as far as to Ukraine to help build order in chaos and unrest. The “Beauty” and the “Yeast” of KT in addressing society's concerns, which so much bear the Lingnan character of seeking to expand one's horizon through liberal arts education, make KT a more compelling mission of higher education institutions, which the UGC has been advocating as the Third Pillar of their endeavors.

2. Enhanced University Structure for KT

Since earlier this year, the University has designated the Office of Research Support (ORS) to promote and report on KT in a much wider scope of activities and projects conducted by academic staff and researchers in Departments and all the three Faculties of Arts, Business, and Social Sciences. The ORS reports directly to the Vice-President and serves the University Research Committee of which the VP is also the Chairman. This helps disseminate the message of KT being a university-wide endeavor which should pervade all Faculties and Departments, and facilitate the collection of KT data as a university-wide exercise from the VP through the ORS.

An experienced KT practitioner who was previously in charge of the KT Office of a local university has been appointed to head the ORS. The appointment strengthens the awareness of the vital link between research and KT in the process of adding value and social impact to research, whether for the community or industry. Ever since UGC began to advocate KT in 2007 and to provide the earmarked fund for KT since 2009, the shaping of KT in the local context has rooted to a certain extent in the concepts brought by Sir Brian Fender, the consultant commissioned by UGC on KT,

who placed emphasis on both technology transfer and KT in the arts and humanities.

3. Systemic U-wide Efforts

3.1 Capturing KT Outcomes

With the support of the President and the lead of the Vice-President, a university-wide exercise has been conducted to capture data and outcomes of KT in the past year. It encompasses performance indicators set by the UGC and by the university respectively, income generating and pro bono projects, and activities supported by resources from the UGC KT Fund, other external or internal funds. All Faculties, academic Departments and relevant central offices have been involved, including the Office of Service Learning, Comptroller's Office, Human Resources Office, University Library, and the ORS as the coordinator.

The significance of the exercise are not only in the information collected and the accountability required, but more importantly, in enhancing the identification and understanding of KT in the broader range of possibilities. These include what are in the ambit as defined by UGC, e.g. consultancies, contract research, performances, exhibitions, public lectures, memberships taken by staff on external advisory bodies; and also the more innovative and institution specific projects based on the institution's particular strengths.

3.2 Recognizing the Achievements

Capturing and reporting KT information on a much larger u-wide scale is already a recognition of the efforts made by the academic and support staff involved. Moreover, faculty members, academic departments, and research institutes/centres are requested to provide in their annual reports any KT activities and outputs, apart from teaching and research, thus building up the momentum of embracing the university's three pillars of teaching, research and KT.

A good number of faculty members in fact have been committing their dedication and efforts to KT in various formats not just in the past year, but over years. Many of them persist for their deep affection for the needs and concerns of society, and what they can do for them, beyond the ivory tower. They are gratified to see that their achievements can be reported U-wide, UGC-wide, and possibly creating the encouragement for other colleagues in similar pursuits.

In addition, the ORS has just revamped its website to have a brand new section on KT (<http://www.ln.edu.hk/ors/>). It will not only provide the University's recent annual report on KT to UGC which covers information mainly for one year, but also showcase highlights of KT carried out over some years. An example is what our Philosophy Department had done more than a year ago in providing professional development, with their specific knowledge and expertise, for hospital nurses in caring for patients in critical conditions. When KT is often interpreted only in the more conventional sense of technology transfer and commercialization, some may find it hard to imagine what can be done in the arts and humanities, let alone the seems-to-be more remote discipline of philosophy. The KT section of the new ORS website is exactly the possible platform for us to showcase and share such meaningful experience and endeavors. This and the above-mentioned initiatives to provide the encouragement have been a good step forward.



3.3 Accelerating Faculty Momentum

Outreaching to the Faculties has been a strategy to further boost their support for KT. It is appreciated that they are willing to extend their professional knowledge to the direct benefits of community groups and organizations. A good example is the Business Faculty taking professional knowledge of management to help NGOs - as both a Service Learning program for students (jointly organized with OSL), and contributions of the faculty to NGOs who otherwise will not be able to afford the consultancy fees for organizational improvement.

The ORS not only paid personal visits to Academic Deans of all the Faculties and to certain Department Heads and individual members to promote research and KT, but also gave a seminar session at the retreat of the Business Faculty held in Shenzhen. More of such seminars will be held to suggest the faculty to consider whether any research outcome can be transformed into KT, and any possibility to even embed KT in research – not as an add-on, but as a strategy in connecting the academia with the industry.

In the coming academic year, the senior management may consider further encouragement to accelerate the momentum of KT being built up at the Faculties.

4. Broad Contributions in the Lingnan Character

(Highlights of our endeavors are presented below, in the success stories in Part 5, and on the project list in Annex 3 of this report.)

4.1 The Beauty which Transcends

The brilliance of humanity is well exemplified in arts, culture and heritage. The appreciation for the arts raises the quality of life of those in touch with them, because of its beauty in many cases, but also in the hard reality which in some cases the arts allude and provoke people to reflect on. The arts in KT at Lingnan is taken to transcend its scholarly value to social impact – in bringing out the potential and self-identity of those who may be considered to be in a lesser capacity; and in understanding our history and heritage which we should so much cherish. When a lot of hardware will be built for the West Kowloon Cultural District of Hong Kong, the appreciation for the arts and culture of our citizens also need to be cultivated in order for the city to live up to what it takes to be a metropolitan. Lingnan is playing its good part as a university particularly with its strengths in this area.

4.1.1 Advancing Arts and Culture for Quality of Life

(a) Art is Powerful

Turning art into a means of transformation to make a difference to a person and to society is the important contribution made by the projects of Prof Sophia Law from our Department of Visual Studies, which are based on research but going far beyond to the social dimension.

Using Art Facilitation for Special Education Needs (SEN) Teens

The potential of children with dyslexia may not be given full play in conventional frameworks, but the art forms offer a much wider space for achievements and self-confidence. See part 5.1 of this report for the success story.

Art as a Language for Children suffering from family violence

Art Facilitation for Youth in Tuen Mun under the Order of Protection and Care

i-dArt Institute for elderly with severe physical or intellectual disabilities

From suffering and pain, art is a platform on which people can move onto better quality of the inner sphere and their lives as a whole.



Artworks by Vietnamese boatpeople at the Whitehead Detention Camp

Society tends to forget these people who seem to be just a snapshot of Hong Kong's history (during 1975-2000). The project shows their artworks, and what they tried to express during those days of great anxiety. Prof Law analyzed 800 pieces of artworks by them, demonstrates the expressive and communicative power of imagery as a form of language, and illustrates how art can articulate complicated, traumatic emotions when language fails. A book entitled *The Invisible Citizens of Hong Kong: Art and Stories of Vietnamese Boatpeople* has been published to arouse the public's concern for what our core values are, and the significance of the humanistic spirit. Two public lectures were held in June 2014 which attracted a public audience of some 170.

The expression of art can take a person to higher grounds of realizing oneself. It can also prompt the viewers to reflect on social issues. Taking the words of Prof Law: "Art is Powerful".

(b) Lingnan Arts Festival 2014 – Bringing the Arts to Campus, Reaching out to Community

This month-long Festival had brought diverse forms of arts from Hong Kong as well as other parts of the world to the Lingnan campus. They were further extended to the community to enrich their cultural life and understanding, by bringing them to the campus through exhibitions, Chinese opera, classical and jazz music performances, film screenings and seminars by renowned artists.

Exhibitions:

- 35 sculptures created by renowned Mexican sculptor and ceramist Mr José Sacal
- 50 Myanmar paintings, with a mini book fair and documentary screening on Myanmar as a changing country



Performers included the Academy Jazz Ensemble, RTHK Quartet of Hong Kong and pianist Colleen Lee, HK

Professional Zheng Ensemble, artist Mr Huang Fengrong, Kariya City, Aichi Prefecture, Japan.

As a university with specialized disciplines and strengths in arts, cultural studies and visual studies, Lingnan takes on the social role to connect the community to arts and engage the arts circle for collaborations.

4.1.2 Revitalizing Heritage

LU continues to mobilize research expertise and engage the local creative arts sector to address cultural development issues vital to Hong Kong. Our research centres and faculty members undertake cultural and historical research and applied their expertise to stimulate public interest and contribute to policy-related discussions.

In the reporting year, 41 public lectures, 18 performances and 5 exhibitions were held to promote arts, literature and culture to the public.

(a) Cultural Heritage & Architecture

Contract research and consultancy were conducted by Prof LAU Chi-pang of our Hong Kong and South China Historical Research Programme on:

- The Social and Cultural Heritage of the HK International Airport
- History of Port of Hong Kong and Marine Department
- History of the Old General Post Office Building (1911-1976)
- Hong Kong in the Republican Era, 1945-1949

(b) Promotion of Opera Arts

Prof LI Siu-leung, Head of our Cultural Studies Department and Associate Director of Kwan Fong Cultural Research and Development Programme, offers valuable advice and direct participation in the development of Cantonese Opera by being a member of several government and professional advisory bodies on Cantonese Opera and intangible cultural heritage. The Kwan Fong Programme, led by Director Prof Stephen Chan, together with Prof Li, are undertaking the **HK\$8.6 million contract research** commissioned by the HK Heritage Museum, which is **part of a national project of the State Ministry of Culture**.



The HK volumes of Annals of Chinese Opera and Anthology of Chinese Opera Music to be published by the end of 2014 will be landmark references benefiting professional practitioners and researchers in raising industry standards.

(c) Hong Kong Film and Literature

The book "Hong Kong Literature and Culture" 《也斯的五〇年代：香港文學與文化論集》 a collaborative publication project between our Centre for Humanities Research and Chung Hwa Books company, is widely received by the public and has won the 7th Hong Kong Book Prize co-organized by the RTHK Culture & Education, Hong Kong Publishing Federation and Hong Kong Public Libraries. Prof Mary Wong, Director of the Centre has conducted 3 public lectures and one exhibition for hundreds of school students and teachers. She has also published the "Hong Kong Cinema and Literature: Writer, Film and Adaptation", again a book which the professionals and the public can well relate to and benefit from.

4.2 The Yeast which Impacts

Amidst the brilliance of humanity, no one can deny all so much stress the mankind has to face as an individual and society. A university of knowledge and dissemination has the role to address what society should be concerned about - be it what the people are aware or not aware of. The impact of KT in social sciences is often intangible and cannot be easily quantified, yet it is like the yeast which can bring a dough to rise to its functional value.

Sir Brian Fender mentioned at his visit to UGC-funded institutions that cutting down the social cost can be an outcome of KT. Indeed the social impact of our KT projects in social sciences and service learning can be far and deep reaching. Who can measure the satisfaction of the aged in learning new knowledge through the Lingnan Elder Academy, the vitality brought to their health and mind, and the economic and emotion costs cut down for their families, the hospitals and society? Yet one can hardly deny the existence of such impact.

4.2.1 Informing Public Policy

Informing public or government policy is yet another outcome of KT identified by Sir Brian. LU's research centres and faculty members actively conduct research in many areas of public policy such as health, housing, labor, financial markets, economic and industrial policy. Their expertise is widely recognized and provides a solid base for both

commissioned and self-initiated policy research, including the Public Policy Research of the Government's Central Policy Unit. The benefits of these endeavors are not confined to Hong Kong, but extended to Mainland China, Macao, and even the international arena.

(a) The Silver Tsunami

Just as remarked by Prof Alfred Chan, Director of our Asia-Pacific Institute of Ageing Studies, the ageing population opens up new economic and social opportunities as well as issues which are so imminent to Hong Kong. The Institute has been very active in consultancies, evidence-based research, and diverse ageing-related projects for NGOs, government authorities and policy making bodies regarding the impacts of ageing on individuals, families and societies, and the long-term and prescient solutions needed. Highlights of projects in the past year included:

Views on Filial Piety among Youth in Hong Kong

The study engaged 46 schools and youth organizations, and 354 young people and their parents or senior family members in workshops to collect their views on filial piety, so as to propose ways to improve inter-generational communications. It further promotes the concept of filial piety in society to establish a more harmonious relationship between the young and old. The report and workshop manual have been uploaded onto the website (www.coy.gov.hk) for public access.

Evaluation Study on Hong Kong Housing Society's Pilot Project on Elderly Safe Living Scheme

The scheme was piloted in Island East and Sham Shui Po to enhance home safety of elderly owners of private properties through education, free professional consultation services and home-environment assessment. LU provided expertise to the Hong Kong Housing Society in questionnaire design and in conducting focus-groups and in-depth interviews.

Macao Old-age Security Inter-Departmental Study

The achievements of LU's applied research are recognized even beyond HK. Commissioned by the Government of the Macao SAR, the project is to study and develop a 10-year ageing policy framework for Macao, so as to implement the Chief Executive's proposal in his 2012 Policy Address that a mid- and long-term elderly services development plan should be in place by 2015. The Institute works closely with expert groups, government departments and international organizations, and the results of the study will have direct impact on the well-being of elderly in Macao. This 10-year plan will also be the first ageing policy blueprint in Asia based on World Health Organization's Active Ageing Policy Framework, which may as well have a bearing on Hong Kong's elderly care policy.

(b) Livelihood and Economy of Hong Kong

Prof HO Lok-sang, Head of Department of Economics and Director of Centre for Public Policy Studies, have made significant and numerous contributions to various social and economic issues through contract research, consultancy, and media exposure. Projects included:

Tuen Mun Commercial and Industrial Economic Development Research

Commissioned by the Tuen Mun District Council and assisted by the Hong Kong Women Development Association, 3 surveys were conducted with 2 open seminars and 2 focus group discussion meetings held, involving representatives of residence, societies, business and professionals to gauge their views and expectations for the development of the district. A research report advising on future directions of the district's commercial and industrial economic development was released in November 2013 and is available on the Tuen Mun District Council website.

Hong Kong Happiness Index Survey 2013

Hong Kong Children Happiness Index Survey 2013

The two surveys, which were commissioned by the Shih Wing Ching Foundation and Hong Kong Early Childhood Development Research Foundation respectively, touched on what people are very concerned about in the much stressful city life. Together the surveys had involved 8 primary schools, 12 secondary schools, and some 3,000 adults and children. The results were released to the public in December 2013 and February 2014 respectively, and were reported in newspapers and TV news. This is a good example of KT which should bear social relevance and concern, and be widely disseminated for its impact.

(c) Advice on Structural Reform at an International Level

When we feel with deep sorrow for the airliner MH17 shot down in Ukraine, should the feeling of helplessness then keep us from contributing in any big or small part to the situation which is beyond what technology can resolve? See what our faculty member had done earlier in Ukraine in Part 5.3 of this report.

4.2.2 Building a Caring & Understanding Society

Lingnan University, being unique as a liberal arts institution, has its character rooted in the social care and responsibility it seeks to foster. Many of our KT projects were done for the underprivileged, people with disabilities, ethnic minorities, and new migrants to HK. More innovative approaches and ideas are needed to address their needs, and to integrate them into the community in an effective and sustainable way.

Life Education Project for Elderly with Disabilities - Magic Hour +VE

A tailor-made life education program was conducted by our Asia-Pacific Institute of Ageing Studies for the elderly with disabilities to raise their quality of life. A public seminar will be held to increase public awareness of the issues involved, and a training manual 「殘疾長者晚晴之旅訓練手冊」 for carers of elderly with disabilities will be published, with 1,000 copies to be distributed to residential care homes.

Hong Kong Our Home (A Community Art Project) for Yuen Long residents

Set in a creative environment with activities such as handicrafts, painting, music and dance, the project by Prof Sophia Law of Visual Studies nurtures the sense of community of residents in Yuen Long who are new migrants to HK, and for them to build the social network.

Affect, Ethnicity, and Practices of Social Recognition among South Asians in Hong Kong e-learning Education Project in Nanchang, China

See how the ethnic minorities and underprivileged children benefit in a respectful and supportive environment in these projects as depicted in the success stories in parts 5.4 & 5.2.

4.2.3 Raising Professional Standards

Applied research is particularly useful when it comes to real life cases of business and professional organizations. Prof SIU Oi-ling, Head of our Department of Applied Psychology, has been contributing to the industry over the years in a number of projects of consultancy and professional studies. Projects in the reporting year included consultancies for the MTR Corporation on the Safety Culture Survey, and for school teachers on the Psychological Approach to Effective Strategies in Handling Students' Challenging Behavior.

4.3 Touching through Serving

The Office of Service Learning (OSL) and their activities continue to form a core part of the University's KT as their projects are importantly conducted across Faculties with a strong participation of their students, and hence quite unique among the UGC-institutions. Significant achievements have been made in taking knowledge and care from the University to those in need in the community, while at the same time building the attributes and qualities of students which are in demand by any role they may take in their future social and career life. Some 170 activities were held by OSL in the past year. Highlights and their full annual report are contained in ensuing parts of this report.

(a) Elder Academy at Lingnan

To enhance the elderly's quality of life, Service Learning plays its role by providing different levels of learning opportunities for the elderly. In 2013/14, 46 courses and 2 workshops were organized for 697 elders to learn knowledge of their interest. Community service spirit among students is cultivated through moral and civic education in serving and caring for the elderly. Inter-generational harmony is fostered through this learn-and-teach dual identity.



(b) Cultural Service-Learning Ambassador Program

Sponsored by the Sustainable Development Fund, 114 LU students were trained as Cultural Service-Learning Ambassadors to spread the knowledge of sustainable development in New Territories West.

(c) Service-Learning and Research Scheme (SLRS)

The Scheme engages students in the community, enabling them to put theory into practice, and deliver meaningful services to the community based upon academic knowledge and research elements. LU faculty members also contribute their knowledge and expertise in social issues in the teaching and supervision of students. In 2013/14, 34 undergraduate courses of the University had the Service Learning elements incorporated in them, involving 22 faculty members and 649 LU students. There were 91 SLRS projects created to serve 4,763 beneficiaries in the community in more than 20,000 service hours. More than 75 community partners, ranging from NGOs, social enterprises, government departments, primary and secondary schools, were engaged in the Scheme.

5. Corroborations of Success

5.1 The Power of Art

Success from research, to realizing the social value, to awards for achievements

Art is not just for its beauty, it is powerful in transforming and making a difference in a person. With the support of Tung Wah Group of Hospitals Tuen Mun Integrated Service Centre and the charitable organization Art for All, Prof Sophia Law of Visual Studies takes art to reach out to students with dyslexia in an art facilitation program called “Creativity Engage!”.



Students with dyslexia often struggle in school because of inborn differences in learning and are often misunderstood by the adult world as having problems with their personality or personal quality. Many of them suffer from lack of confidence and low self-esteem. Prof Law believes in the importance of self-identity to junior secondary school students. For students with dyslexia, the conventional curriculum does not allow them to develop and demonstrate their strength and talent in visual thinking. Art, as an alternative, is a perfect platform for these students to explore their inner self and potentials.

The program has helped 45 junior students from 3 secondary schools in Tuen Mun. They went through half a year of specially designed workshops, learning various art skills like acting, scriptwriting, fabric dyeing and printmaking. In art, they venture into an exciting world of colors and movements to explore their potentials, thoughts, and visions about themselves. Artists and social workers are fruitfully engaged by the LU research team to collaborate and fine-tune the project.

Findings of the project have been reported and written in a book for a wider audience. Copies of it were distributed by the sponsor to all secondary schools with Special Education Needs (SEN) in Tuen Mun. Prof Law’s achievements and dedication have won her the Certificate of Merit for Arts Education of the Hong Kong Arts Development Council Award presented in 2014 and LU’s Education for Service Faculty Award in 2013.

5.2 Technology for Underprivileged Children

Success of collaboration among the academia, research & industry

Based on a RGC General Research Fund (GRF) project at HK\$1.2 million, Prof WEI Xiangdong of the Economics Department collaborates with the industry partner Intel China and the Nanchang Education Bureau to work on the e-learning education project entitled “Pay-for-grades, e-learning and Educational Outcomes: Experimental Evidences from China”. A new set of e-learning resources and system is introduced to children in rural areas of Nanchang on the Chinese Mainland to improve education programs for underprivileged children and thereby reducing the education gaps between them and their urban counterparts. A kick-off ceremony was held in Nanchang in March 2014.

Prof Wei provides his expertise to school teachers and education administrators in using the new system. Tablet PCs and e-learning system have been installed and implemented in 6 primary and secondary schools in the area. The benefits have been extended to 1,555 students and 79 teachers in the pilot test. Teachers are trained to use the system which is a key to success. The second stage starting in Autumn 2014 will take the project to another 40 schools lasting for a full school year.



With the continued support of Intel China, Prof Wei is also exploring the potential to extend the project to other provinces in China. The next target province will be Yunnan where the Provincial Government has already identified the initiative as a key educational project. The impact and benefits are expected to be far reaching to more and more underprivileged children, with the possibility of informing relevant government policy.

5.3 Re-constructing Order in Chaos

Taking impact to international level

Amidst the unrest and chaos in Ukraine, Prof Roman David of our Department of Sociology and Social Policy was invited by USAID’s Fair, Accountable, Independent and Responsible Judiciary Program (FAIR) in Ukraine to be an independent expert providing advice on a number of transitional justice (lustration) initiatives for the judiciary system to be re-constructed in the political changes going on.

Prof David visited Kiev in April 2014 to recount his knowledge and experience to stakeholders involved in reforming the judiciary, and provided them with a summary of lessons learned in other countries regarding lustration and the vetting of judges, executive branch officials, law enforcement agencies, and other public officials. Meetings and public forums were held with drafters of lustration laws, judges of the Supreme Court, members of civil society, journalists, OSCE/ODIRH Office, FAIR Justice Project, USAID, and the Ukrainian public.

Prof David's expertise has been extended to an international level with impact reaching far and high in several legislative initiatives and their applications, which regulate the personnel situation in the state administration. The photos shown here were taken on site by Prof David, which visually take us to the stressful environment in which his work was carried out.



5.4 Voices of the Minorities

Blending research and community engagement

With her belief in research being a way to benefit society and the mankind, Prof Lisa Leung of our Department of Cultural Studies commits to this KT initiative on the basis of a GRF project "Visual Narratives and the Making of Ethnic Feelings: A Cultural Study of Affect, Ethnicity, and Practices of Social Recognition among South Asians in Hong Kong". There are more than 60,000 South Asian ethnic minority (EM) people living in Hong Kong. They have much difficulty integrating fully into the community due to differences in culture, language and ethnic background. Over the years, there have been NGOs addressing EM issues through a range of work such as legal advocacy and public education. However, scholarly research into ethnic minorities remains chronically underdeveloped.



While existing research on EM largely focuses on policy studies couched in legal and welfare-based perspectives, Prof Leung's study focuses on cultural research, and the attention is paid to the EM's emotions. It explores the "private sphere" of minority cultures through engaging them in self-documentation via visual narratives. A total of 39 ethnic minorities were involved. Their affective responses toward Hong Kong films were analyzed. A book entitled "Understanding South Asians in Hong Kong" was published in May 2014. A draft of annotated filmography is ready to be published and an international symposium involving 11 local and non-local scholars will be held in October 2014, when a documentary will be done at the same time.

The research and KT will translate into a locus for policy debates concerning the future development of ethnic minority cultures, and eventually is expected to lead to significant bearings on the community's resource allocation for greater social integration and racial harmony.

6. The Way Forward

Whilst the impact measurement of KT in the arts and humanities remains to be an intriguing topic of intellects and KT practitioners even in international academic circles, Lingnan University will continue to extend its particular strengths in arts, culture, business, public policy, political science, economics and applied psychology for the benefits of the industry and community, and seek to make the case for KT and its social impact with our experience and close encounter with the people we serve.

We shall strive to secure the on-going support of our partners in the industry and community which has been testimony to our commitments and achievements. Consideration will be given to a re-allocation of the UGC KT Fund so as to provide more resources for the Faculties to conduct KT, albeit the tight budget we are under. Opportunities will also be sought for our academics and KT staff to learn from local and international forums on best practices and measurement of KT, and to extend the breadth and depth of their KT endeavors.

Prepared by: Office of Research Support
Endorsed by: Prof Jesús Seade, Vice-President
30 July 2014

UGC & Institutional Performance Indicators
(Data 1 July 2013 – 30 June 2014)

UGC Performance Indicators		Last Year 2012/13	Current Year 2013/14
1.	Number of collaborative researches, and income thereby generated	Data included in "Contract Researches"	3 projects \$797,300 (Total Contract Value: \$1,851,418)
2.	Number of on-going contract researches (other than those included in "collaborative researches" above), and income thereby generated	28 projects \$21,120,426	17 projects \$10,186,717 (Total Contract Value: \$15,246,128)
3.	Number of consultancies (other than those included in "contract researchers" above), and income thereby generated	4 projects \$650,000 (Total Contract Value: \$1,165,000)	18 projects \$4,409,130 (Total Contract Value: \$6,709,203)
	Total Contract Value for Item (1)+(2)+(3)	N/A	\$23,806,749
4.	Number of public lectures delivered in the year	79	74
5.	Number of performances arts (music, dance, drama, etc.) delivered in the year	3	18
6.	No. of exhibitions conducted in the year	5	5 (2 on campus, 3 off campus)
7.	No. of other knowledge transfer activities held in the year	255	178 - KT projects by Faculty members (other than collaborative research, contract research & consultancy): 10 - KT activities in Service Learning: 168
8.	Number of staff engaged as members of external advisory bodies including professional, industry, government, statutory or non-statutory bodies	Data not available	11 staff members (taking up 30 roles in advisory bodies)

Institutional Performance Indicators		Last Year	Current Year
		2012/13	2013/14
1.	Number of publicity or media exposure related to KT, including print, on-line and electronic media	Data not available	103
2.	Number of download count of thesis, books and journal papers from “Lingnan Repository” by the public	Data not available	25,803
3.	Total no. of beneficiaries from KT projects / activities	4,385	12,000

KT Projects by Theme

1. Advancing Arts and Culture for Quality of Life

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
1	Study on Using Art Facilitation for Students with Special Education Needs (Creativity Engage)	Students with Dyslexia and social workers	Tung Wah Group of Hospitals Tuen Mun Integrated Service Centre; Art for All (A charitable organization)	No. of beneficiaries	45
				Social workers engaged	3
				Awards received for the project	(1) Merit of Certificate Award for Arts Education of the Hong Kong Arts Development Council (2) LU Faculty Award - Education for Service
2	i-dArt Institute	Adults with severe physical or intellectual disabilities	Tung Wah Group of Hospitals Jockey Club Rehabilitation Complex	No. of beneficiaries	17
				Social workers engaged	2
3	Study of Art as a Language for Children under FCPSU (Tuen Mun)	Children suffering from family violence and social workers	Family and Child Protective Services Units	No. of beneficiaries	10
				Social workers engaged	3
4	Art Facilitation for Youth in Tuen Mun under the Order of Protection and Care (<i>We Will See</i>)	Teenagers under the Order	Social Welfare Department	No. of beneficiaries	5
5	Research and Documentary Project: Liu Yichang 紀錄片劉以鬯	Public	Hong Kong Arts Development Council	Data not available	N/A
6	Anthology of 20th Century Chinese Literature	Chinese Literature professionals	National Publication Department, PRC	Data not available	N/A
7	Collection of Mythical Literature 神祇、崇拜與文化—神話文學論集	Literature professionals	Hong Kong Arts Development Council	Data not available	N/A
8	Hong Kong Our Home (A Community Art Project)	Yuen Long citizens	The Board of Management of the Chinese Permanent Cemeteries	Data not available	N/A

2. Revitalizing Heritage

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
1	Historical Research Study and Report on the Social and Cultural Heritage of the HK International Airport	Heritage professionals, Public	Airport Authority of the HKSAR	No. of newspaper reports on the project	7

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
2	Hong Kong in the Republican Era, 1945-1949 (Contract Research)	Professionals, Public	Data not available	Social and long-term impact to be studied	N/A
3	History of Port of Hong Kong and Marine Department	Heritage professionals, Public	Marine Department of the HKSAR	Social and long-term impact to be studied	N/A
4	History of the Old General Post Office Building (1911-1976)	Heritage professionals, Public	Hong Kong Post of the HKSAR	Social and long-term impact to be studied	N/A
5	Annals of Chinese Opera and Anthology of Chinese Opera Music (HK vol)	Music professionals	The Hong Kong Heritage Museum, Leisure and Cultural Services Department	(On-going project)	N/A
6	Hong Kong Literature and Culture of the 1950s 也斯的五〇年代：香港文學與文化論集	Professionals, Public	Chung Hwa Books	Award received	Hong Kong Book Prize
				No. of public lectures / exhibitions held	4
7	Hong Kong film and literature (A book published: <i>Hong Kong Cinema and Literature: Writer, Film and Adaptation</i>)	Professionals, Public	Hong Kong Arts Development Council, Hong Kong University Press, & Open University of Hong Kong Press	N/A	N/A

3. Informing Public Policy

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
1	Consultancy for Judiciary Reform of Ukraine (conducted by the PI in Ukraine)	Ukraine judiciary, government organizations	Drafters of lustration laws; Judges of the Supreme Court in Ukraine; OSCE/ODIRH Office; United States Agency for International Development (USAID) - Fair, Accountable, Independent and Responsible (FAIR) Judiciary Program	Social and long-term impact to be studied	N/A
2	Hong Kong Happiness Index Survey 2013	Professionals, Public, Policy makers	Shih Wing Ching Foundation Ltd	No. of press conference held	1
				No. of newspapers reported	16
				No. of respondents	942
3	Hong Kong Children Happiness Index Survey 2013	Professionals, Public, Policy makers	HK Early Childhood Development Research Foundation	No. of press conference held	1
				No. of newspapers reported	12
				No. of respondents	2,179

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
4	Tuen Mun Economic Strategy Research Project	Tuen Mun citizens, shop tenants & NGOs	Tuen Mun District Council; Hong Kong Women Development Association	No. of open seminars held	2
				No. of focus group meetings held	2
				No. of questionnaires collected	636
5	Evaluation Study on Hong Kong Housing Society's Pilot Project on Elderly Safe Living Scheme	Elderly home owners	Hong Kong Housing Society	Social and long-term impact to be studied	N/A
6	Macao Old-age Security Inter-Departmental Study	Policy makers in Macao	Social Welfare Bureau of Macao SAR	Social and long-term impact to be studied	N/A
7	Macao Ageing Index – Phase II	Policy makers in Macao	Social Welfare Bureau of Macao SAR	Social and long-term impact to be studied	N/A
8	Women Development Index	Policy makers in Hong Kong	Hong Kong Women Development Association Ltd	Social and long-term impact to be studied	N/A
9	Definition of Relevant Markets under Competition Laws (Contract Research)	Policy makers in Mainland China	National Foundation for Social Sciences Research of China	Social and long-term impact to be studied	N/A

4. Building a Caring and Understanding Society

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
1	e-Learning Education Project in Nanchang, China	Children and teachers in rural areas in Nanchang	Intel China; Nanchang Education Bureau	No. of beneficiaries - Students - Teachers	1,555 79
				No. of schools	6
2	Visual Narratives and the Making of Ethnic Feelings: A Cultural Study of Affect, Ethnicity, and Practices of Social Recognition among South Asians in Hong Kong	Ethnic minorities	IFVA of Hong Kong Arts Centre; Hong Kong Film Archive; IKTMC Memorial School; Symposium in October: Hong Kong Unison; Glee Path Delia Broadway; HKSKH Lady MacLehose Centre; KELY Support Group	No. of focus groups formed	3
				No. of ethnic minority groups engaged	39
3	Magic Hour +VE – Life Education Project for Elderly with Disabilities	Elderly with disabilities	The Board of Management of the Chinese Permanent Cemeteries	No. of beneficiaries	200
				No. of Elderly/Youth trained as Valued Elder (VE) ambassadors	20
				No. of questionnaires collected	150

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
				Expected no. of attendees of the public seminar	150
4	A Study of Views on Filial Piety among Youth in Hong Kong	Professionals, Policy makers, Public	Commission on Youth	No. of workshops held	8
				No. of workshop attendees	354
				No. of schools / youth organizations participated	46
				No. of questionnaires collected	3,458
5	Evaluation Plan for Dancing Life - Youth Empowerment Project	Disadvantaged youth aged 15-24	Tung Wah Group of Hospitals Tuen Mun Integrated Services Centre	No. of beneficiaries	150
6	Evaluation Plan for Leung King Friendly Network	Elderly	Pok Oi Hospital Wong Muk Fung Memorial Elderly Health Support and Learning Centre	(on-going project)	N/A
7	Shunde Training Project of Community Support for the Elderly	Elderly	Shunde Polytechnic	No. of Shunde staff trained	8
8	Vietnamese Refugee Art	Professionals, Public	N/A	No. of public lectures held	2
				Total no. of public lecture attendees	170

5. Raising Professional Standards

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
1	Consultancy of Safety Culture Survey for MTR Operations Division	MTR operation staff	MTR Corporation	(on-going project)	N/A
2	How to Mitigate the Impacts of Employment Insecurity on Employees' Performance and Intention to Retain? A Longitudinal Study (Collaborative Research)	Professionals, Policy makers, Public	National Natural Science Foundation	Data not available	N/A
3	A Longitudinal Examination of the Antecedents and Consequences of Middle-level Managers' withholding of Sub-ordinates' voice (Contract Research)	Professionals, Policy makers, Public	MOE (Ministry of Education in China) Youth Foundation Project of Humanities and Social Sciences	Data not available	N/A
4	Psychological Approach to Effective Strategies in Handling Students' Challenging Behaviour (Consultancy)	School teachers	Education Bureau	Data not available	N/A

6. Service-Learning

	Project Name	Target Group(s) of Beneficiaries	Partner(s) of the community/industry engaged	Performance Indicators	2013/14
1	Elder Academy (EA) at Lingnan	Elderly	HKLSS Harmony Garden Lutheran Centre for the Elderly; Hong Kong Evangelical Lutheran Church Social Service - Kwai Chung Elderly Centre; St James' Settlement Wanchai District Elderly Community Centre; Lok Sin Tong Chan Lai Jeong Kiu Social Centre for the Elderly; Neighbourhood Adice-Action Council; Sham Shui Po District Elderly Community Centre	No. of beneficiaries	697
				No. of courses and workshops organized	48
2	Service-Learning and Research Scheme (SLRS)	Youth, elderly, children, disabled / physically handicapped persons, ethnic minorities, social enterprise	◆ 57 partners engaged	No. of beneficiaries	4,763
				No. of student participants	649
				No. of LU academics engaged	22
				No. of courses involved	34
				No. of service hours	20,000
3	Cultural Service-Learning Ambassadors Program, sponsored by Sustainable Development Fund	Community members	Hing Tak School	No. of beneficiaries	282
				No. of student participants	114
				Total no. of participants	390
4	Thick-Act-Contribute Program to Promote Sustainable Health Knowledge	Community members	---	No. of beneficiaries	300
				No. of student participants	9
5	Citizen's Responsibility Education Through Service-Learning: A Village Adoption Project in Yunnan, China: Phase II	Villagers and children in Yunnan, China	Deloitte, China; The Hong Kong Christian Council; Gezhangla village in Yunnan; Wanyaoshu village in Yunnan; Wanyaoshu Primary School	No. of beneficiaries	368
6	An Integrated Study of the Necessary Attributes for Leadership in the Service Industries and of their Cultivation through Appropriate Educational Opportunities via Lingnan University	Service providers	Victor and William Fung Foundation Ltd; HK Institute of Service Leadership & Management Ltd	(on-going project)	N/A

◆ List of partners of the community/industry engaged

1. Asian Migrants' Coordinating Body (AMCB)
2. Association for Engineering and Medical Volunteer Services (EMV)
3. Bethune House Migrant Women's Refuge
4. C & MA Tuen Mun Church Family Services--Hing Yiu Service Centre
5. Caritas Community Centre – Tsuen Wan
6. Catholic Sustainable Garden of Joy
7. Children of Deaf Adults Hong Kong
8. Choi Yuen Pioneer Field
9. Christian & Missionary Alliance Tuen Mun Church Family Services - Hing Yiu Service Centre
10. Christian Action
11. Christian Action - Chungking Mansions Service Centre
12. Christian Action - SHINE Centre
13. Community Cultural Concern
14. Community Health Organisation for Intervention, Care and Empowerment Limited (CHOICE)
15. Crossroads Foundation
16. Ecotour 330
17. Greenwise Workers Co-operative Society Limited
18. Helpers for Domestic Helpers
19. Hing Tak School
20. Hong Kong Arts Festival Society Limited
21. Hong Kong Association of the Deaf
22. Hong Kong Police Force
23. Hong Kong Sheng Kung Hui
24. Hong Kong TransLingual Services
25. Hong Kong Young Women's Christian Association Tin Shui Wai Integrated Social Service Centre
26. i-dArt
27. International Social Service Hong Kong Branch - Tin Shui Wai (North) Integrated Family Service Centre
28. KCBC Hay Nien (Yan Ping) Primary School
29. Mission For Migrant Workers Limited
30. New Life Psychiatric Rehabilitation Association
31. Occupy Central Secretariat
32. People Service Centre Ltd
33. RTC Gaia School
34. S.R.B.C.E.P.S.A Lee Yat Ngok Memorial Primary School
35. Social Welfare Department (Tuen Mun)
36. St. James' Settlement
37. Tai O Sustainable Development Education Workshop
38. The Hong Kong Alzheimer's Disease Association
39. The Neighbourhood Advice-Action Council - Fu Tai Neighbourhood Elderly Centre
40. The Salvation Army - Fu Tai
41. The Salvation Army - Kam Tin Residence for Senior Citizens
42. The Salvation Army - Ngau Tam Mei Community Development Centre
43. The Salvation Army - Tai Hing
44. The Salvation Army - Tuen Mun East Integrated Service for Young People
45. The Yuen Yuen Institute
46. Tin Shui Wai Government Secondary School
47. Tsuen Wan District Council
48. Tuen Mun Healthy City Ltd
49. TWGHs BiciLine Tin Shui Wai Bicycle Eco-Tour Social Enterprise Project
50. TWGHs Tin Sau Bazaar
51. TWGHs Y.C. Liang Memorial Home for the Elderly
52. Urban Renewal Authority
53. v-artist
54. Y.C. Liang Memorial Home for the Elderly
55. Yan Oi Tong Social Enterprise
56. Yuen Long Town Hall
57. Zi Teng

1. Introduction

Service-Learning (S-L) is an experiential pedagogy that facilitates knowledge application through community service. Being the first tertiary institution in Hong Kong that set up an independent Service-Learning office, Lingnan University (“Lingnan” hereafter) is dedicated to encourage its students and faculty members to serve the community with their knowledge and skills through S-L. It manifests Lingnan’s motto “Education for Service” by contributing to the community with knowledge, and brings about Knowledge Transfer (KT) from the education sector to the community.

In 2013-14, OSL has organized different types of KT activities. Service-Learning and Research Scheme (SLRS) is one of the key project that incorporated Service-Learning elements into 34 courses, students apply their subject-related knowledge to serve the community under the guidance of faculty members. They transferred their knowledge and skills to the community through interacting with NGOs supervisors and service targets. Besides, OSL also organized other KT activities such as Elder Academy at Lingnan and Cultural Service-Learning Ambassadors program, which engaged our students to communicate with different people in the community for idea exchange and learning.

2. Staff Profile

There have been 27 staff members in OSL in 2013-14, including 2 key administrators and 25 supporting staffs. 18 staffs are still working in OSL as of June 2014.

3. Key Service-Learning Programs for Knowledge Transfer: Service-Learning & Research Scheme (SLRS)

a. Background

Service-Learning and Research Scheme (SLRS) is an effective program to bring out knowledge transfer as it provides a platform for students to apply their subject-related knowledge to contribute to the society. Through the process, faculty members also contribute their knowledge and expertise to make positive impacts on different social issues through teaching and students’ supervision.

In 2013-14, OSL has successfully engaged 22 faculty members to adopted Service-Learning approach in 34 courses. 649 students participated in different projects to relay their learning from classroom to the daily environment. (Table 1)

Table 1 Number regarding SLRS at Lingnan

Faculty	No. of Course with SL elements	No. of Participants
Arts	17	248
Business	6	266
Social Science	7	82
OSL	4	53
Total	34	649

More than 75 community partners were engaged with OSL, they ranged from NGOs, social enterprises, government departments and primary and secondary schools. 91 SLRS projects were created and served more than 4,700 beneficiaries with more than 20,000 service hours in this year (Table 2). OSL staff, faculty members, students and other stakeholders are all taking responsibility for KT and promoting civic responsibility & giving culture both on campus and in the community.

Table 2 **Number of SLRS projects and beneficiaries by beneficiary groups**

Nature of beneficiary groups	Number of SLRS Projects	Number of beneficiaries	Remark: (* =involved indirect service)
Children	12	393	
Disabled/ Physically Handicapped	5	30	
Elder	17	525	*
Ethnic Minorities	13	205	*
Family	3	16	*
LU students	1	0	*
Mentally-ill Patient and Rehabilitator	2	60	
Poverty	3	201	*
Social Enterprise	8	115	*
The Public	14	1513	*
Women	2	42	
Youth	5	1663	
Other	6	0	*
Total	91	4763	

b. Evaluation of Service-Learning & Research Scheme

The evaluation of SLRS has been conducted based on students' self-reported questionnaire, course instructors and service agency supervisors' feedback on students learning experience.

i. Evaluation by students

A set of pre-test and post-test questionnaire were developed for assessing student's learning outcome in terms of seven learning domains. In 2013-14, a total number of 618 sets of questionnaire were collected and analysed.

As shown in the Table 3, students have significant improvement in all seven domains. Students have learnt most in subject-related knowledge (15.01%), followed by the research skills (10.48%). This figure also confirmed that S-L is an effective tool for students to acquire their academic knowledge, which in return the knowledge enhancement would have transferred between the community and the university through the S-L platform.

Table 3 Result of Pre-Test and Post-Test Questionnaires in 2013-14

Domains	N	Pre-test		Post-test		Percentage Change
		M	S.D.	M	S.D.	
Subject-related Knowledge	618	6.67	1.53	7.67	1.23	15.01%
Communication Skills	618	6.49	1.38	6.93	1.37	6.77%
Organization Skills	618	7.02	1.30	7.46	1.18	6.17%
Social Competence	618	7.09	1.29	7.71	1.15	8.73%
Problem-Solving Skills	618	7.03	1.27	7.56	1.14	7.56%
Research Skills	618	6.54	1.51	7.23	1.42	10.48%
Civic Orientation	618	7.33	1.26	7.82	1.11	6.72%

ii. Evaluation by Course instructors and Service Agency Supervisors

Course instructors and service agency supervisors were invited to conduct evaluation to assess student's performance, and the result is shown in Table 4.

Besides, the course instructors rated S-L has high impact on community (M=7.72 out of 10), while the service agency supervisors rated that S-L has great impact on their agency and the community in terms of addressing the needs of agency (M=8.31) and creating positive impacts to the community (M=8.25). It further indicated that S-L has a significant role in transferring knowledge from university to the community with positive impacts.

Table 4 Result of Evaluation by Course Instructors and Service Agency Supervisors in 2013-14

Domains	Course Instructor (N=15)	Service Agency Supervisor (N=41)
	Mean (out of 10)	Mean (out of 10)
Subject-Related Knowledge	7.28	7.35
Communication Skills	7.46	7.35
Organization Skills	7.42	7.29
Social Competence	7.49	7.39
Problem-Solving Skills	7.26	7.25
Research Skills	7.10	7.24
Civic Orientation	7.49	7.39

c. Students' sharing about their knowledge transfer experience

i. SLP101.2, 2013-2014 Academic Year Semester 1

你會有這樣子一個意識，比如說你在做什麼活動以前，你要在想它要跟什麼理論聯繫在一起，或者是你做完了以後，你證實了它跟什麼理論是有相關性的。或者是哪些理論是那個偏理論化，跟實際上聯繫的不是很緊密。

(I learned a way of thinking which is to intentionally look for the connection between a practical event and an abstract theory when organizing an event. As a result, I may confirm my assumption of the connection or find out certain theories which cannot be easily linked to real life practice).

ii. BUS301, 2013-2014 Academic Year Semester 2

(學科知識)都有 apply 到既，就譬如話之前做 business-level strategy, corporate-level strategy 時候，我地真是會望住我地個 Power Point 或者書啊，看 lee 個公司既 structure fit 唔 fit 到 lee 個 theory. 如果 fit 到，公司係用到 lee 個 model, 咁就覺得現實世界就真係咁樣運作既。

(Subject-related knowledge) was applied. For example, when we were designing business-level strategy and corporate-level strategy, we kept checking Power Point and books to see if the firm's structure fits the theory or not. If the firm fits the model, it shows the consistency between the real world management and academic theories.

4. Other Service-Learning Programs for Knowledge Transfer

Apart from course embedded S-L projects, there were a number of S-L projects (Table 5) to facilitate our students and teachers to communicate with people in the community. They are in different forms, for instance programs, events, research paper, publications, seminars etc. So the Service-Learning experiences, the knowledge and skills behind have been able to transfer and shared on these platforms for the betterment of society at large.

Table 5 Examples of Other Knowledge Transfer Activities at Lingnan

Type	Category	No. of Students	No. of beneficiaries	Activities/ Description
Research activities	Research mentor program	4	NA	<u>Young Scholars Community-Based Research Program</u> 4 students participated in 1-year Young Scholars Community-Based Research Program in 2013-14. This program aims to equip undergraduate students with research knowledge for conducting the community-based research.
	Research programs	NA	NA	<u>Age Diversity: Applying the Capabilities Approach to Career Development across the Life Course</u> Lingnan University (HK) and Middlesex University (UK) were joined together to conduct a research entitled "Age Diversity: Applying the Capabilities Approach to Career Development across the Life Course" (from 1 Sep 2011 to 17 Jun 2014). The project was funded by Economic & Social Research Council (ESRC)/ Research Grant Council (RGC). Prof. Alfred Chan and Dr. Carol Ma are the chief investigator and co-investigator for the project in Hong Kong respectively.
Seminars/ Lectures/ Workshops	Faculty / Staff Training	1	3	<u>Faculty Community Day</u> 15 academic staff, agency supervisors and students joined the Faculty Community Day to further understand the agencies' situation and certain social issues on 29 May 2014.
	Community Service-Learning Programs	114	282	<u>Cultural Service-Learning Ambassador Program</u> More than 390 participants (primary and university students, and elderly) participated in the Cultural Service-Learning Ambassador Program sponsored by Sustainable Development Funds. They were trained to spread the knowledge of sustainable development in West New Territories
		9	300	<u>Think-Act-Contribute</u> TAC (Think-Act-Contribute) further promoted sustainable health knowledge from individual to the community on 28 Sep 2013
		NA	697	<u>Elder Academy at Lingnan</u> 48 EA (Elder Academy at Lingnan) activities (including 46 courses and 2 workshops) were organized to serve 697 elders
	Events with Community Engagement	NA	87	<u>Community Meetings</u> 2 community meetings were held to provide a further conversation platform for sharing best practices to be co-educators and develop S-L projects among around 87 academic staff, agency supervisors and students.

Type	Category	No. of Students	No. of beneficiaries	Activities/ Description
Publications	Journal article (refereed)	NA	NA	<p><u>Journal Article</u> 1 journal article was published for knowledge transfer</p> <p>Chan, A.C.M. & Ma C.H.K. (2013). A Hong Kong University First: Establishing service-learning as an academic credit-bearing subject. Gateways: International Journal of Community Research and Engagement, 6:178-198</p>
	Book article	NA	NA	<p><u>Book Article</u> 2 book articles were published for knowledge transfer</p> <p>Ma, C.H.K, & R. Tandon. (2014). Knowledge, Engagement and Higher Education in Education in Asia and the Pacific. In Global University Network for innovation. Higher Education in the World 5: Knowledge engagement and higher education: contributing to social change (pp.216-207). Spain: Global University Network for innovation</p> <p>Chan, A.C.M., Ma, C.H.K, & Liu, A.C. (2014). Addressing Aging Issues through Elder Learning in the Asia-Pacific Region. In Global University Network for innovation. Higher Education in the World 5: Knowledge engagement and higher education: contributing to social change (pp.214-216). Spain: Global University Network for innovation</p>
	Conference special issue	NA	NA	<p><u>Special Issue of the 4th Asia-Pacific Regional Conference on Service-Learning</u> Special Issue of the 4th Asia-Pacific Regional Conference on Service-Learning was printed as to transfer knowledge.</p>
	Training manual	NA	NA	<p><u>Training Manuals</u> Six training manuals about S-L for students , community and elder were written to promote S-L, life-long-learning and sustainable health knowledge</p>
Visiting Scholars and Exchange Activities	Local seminar	20	6	<p><u>Local Seminar</u> Dr. Tandon is the UNESCO Chair shared how to take up social responsibility in higher education at Lingnan on 22 Nov 2013</p>
	Mainland and International Service-Learning Programs	61	1,734	<p><u>Mainland and International Service-Learning Programs</u> In 2013-14, 61 Lingnan students joined MISLP to serve and learn in programs all over the world.</p>
Others	Service-Learning Student Association	382	35	<p><u>Service-Learning Student Association</u> Two major events were organized to promote rehabilitation message and Knowledge Transfer.</p>
	Events with Community Engagement	24	65	<p><u>Spring Dinner</u> Spring dinner was organized in Feb 2014 to serve as a platform for exchanging information and sharing best practices among around 110 academic staff, agency supervisors and students.</p>

5. Case Story

Summary

In Service-Learning and Research Scheme, teachers and students are striving for contributing their knowledge and skills to the community through different service opportunities. On top of it, starting from 2012-13, funded by Li & Fung Foundation and supported by the Hong Kong Institute of Service Leadership and Management Limited (HKI-SLAM), Lingnan integrated service leadership education into the Business curriculum

Over the past two years, in the Faculty of Business, we had a total of 510 students in 83 teams. They were under 6 different courses and worked with 27 agencies to contribute their knowledge and leadership competence to the projects.

Underpinning Research

Leaders cannot be taught yet could be learnt. Service-Learning provides an experiential learning platform for students to develop their leadership materiality and mind-set. The Service Leadership curriculum follows the SLAM core beliefs and intended learning outcomes (ILOs), and it paved the foundation of our project objectives. According to HKI-SLAM definition, "Service leadership is about satisfying needs by consistently providing quality personal service to everyone one comes into contact with, including one's self, others, groups, communities, systems, and environments."

The projects were intended as opportunities for students to develop as service leaders through the process of diagnosing needs within the community, and either meeting these needs directly, or advocating means for meeting them. It was intended also that students would draw on content from the respective courses (and from the broader academic curriculum) as a resource, and then transfer the knowledge and skills from classroom to the community.

We adopted a mainly, but not exclusively, qualitative approach for the research (Creswell, 1998), involving focus groups (Greenbaum, 1998), individual interviews (Kvale, 1996) and document analysis (Bowen, 2009). We sought to establish cross-corroborated findings through methodological triangulation (Denzin, 1978) and this also involved simple quantitative analysis based on Likert-scale items (Creswell, 1994).

Individual and focus group interviews, student reflective reports have been used as data to analyse the leadership qualities and investigate the key factors and arrangement for efficient and effective projects.

Corroboration, Impacts and benefits

OSL used to have a set of quantitative data to evaluate the students' personal competence. The research about Service Leadership that built on the SLRS provides an additional perspective, on qualitative aspect, about the leadership transformation of the students as well as the knowledge exchange among stakeholders. The findings support Service-Learning is an effective platform for students to train up their leadership competence and knowledge application. Various issues and procedures have been identified as important factors that facilitate the service quality improvement.

For instance, reflecting that the project themes need to offer clear opportunities for students to address salient academic goals, the field coordinator attempted to source projects that matched the curricula of the courses, so that students could apply course content when analyzing and/or meeting service needs. At the outset of each semester, after the project themes had been provisionally agreed with the respective partner organizations, the Service-Learning coordinator met individually with participating instructors, in order to clarify and, if necessary, adjust the project themes to dovetail more closely with course curricula. Thus, the students would know what and how to apply their subject related knowledge to the field.

Besides, orienting students to the real-life organizational and community-based context, the initial site visits served as venues for project teams to raise early questions with the agencies. Instructors typically arranged two

or three subsequent in-class project consultations during each semester, and in some cases these were attended by agencies. Project teams were also encouraged and expected to arrange their own additional meetings with the respective agencies. Through these platforms, teachers and students could then prepare plans and reports that deliver their ideas and contribution to the daily life field.

All in all, Service Learning and Research Scheme has offered a prestige platform for people in different sectors to communicate ideas and learn experiences from each other. The knowledge transfer does not only happen from the institutes to community, but also vice versa. As a result, the stakeholders could create a mutual benefit platform for better development in both academy and the field.

6. Concluding Remarks

All in all, Service-Learning has been a platform to bring people from different sectors together for collaboration and make a difference to the community. Tremendous findings indicated Service-Learning is a useful approach for teaching and learning. The impacts have been recognized by making Service-Learning as the graduation requirement in 2016-17.

Throughout these years, various researches have been carried out to evaluate the effectiveness of Service-Learning on teaching and learning. Nevertheless, with the reputation and prevalence that Service-Learning has obtained in the community, we realize that Service-Learning is also creating positive impact on community development.

In the coming year, apart from evaluating the impacts of Service-Learning on teaching and learning, OSL will move on to investigate the impacts of Service-Learning on community development. By then, we wish we could have more consolidated experiences of how Service-Learning share the knowledge, skills and experiences among different sectors for better development of the community .