


## A Symphony for Promoting Holistic Development in University Students

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### The Orchestra

<b>Daniel SHEK</b>	Conductor and Composer
<b>Lu YU</b>	Tomorrow's Leaders (Coordinator)
<b>Cecilia MA</b>	Service Leadership through Serving Children and Families with Special Needs (Coordinator)
<b>Yammy CHAK</b>	Promotion of Children and Adolescent Development (Coordinator)
<b>Li LIN</b>	Service Leadership (Coordinator)



**First Movement**

**OUR PHILOSOPHY**

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**1<sup>ST</sup> Movement – Our Philosophy**




**WHAT DO YOUNG PEOPLE NEED TODAY?**

“ Students should acquire a greater sense of the wider world and **the moral or ethical tools** with which they can contribute to that world. The experience of university should firmly root **an individual's sense of personal and social responsibility** ... More than that, universities operate on the basis of seeking to **distinguish between the true and the seemingly true**, of testing **assumptions and values** to discern what is sound and what is false (UGC, 2010, p. 16). ”


University Grants Committee (2010). *Aspirations for the Higher Education System in Hong Kong: Report of the University Grants Committee*. Hong Kong: University Grants Committee.

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### 1<sup>ST</sup> Movement – Our Philosophy




## HOW TO NURTURE YOUNG PEOPLE?



**Research**

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Conducting youth research for more than three decades



**Observation**

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Need for psychosocial competence or “soft skills”



**Project P.A.T.H.S.**

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200,000+ high school students  
(600,000+ man times)




田家炳基金會  
Tin Ka Ping Foundation

**Tin Ka Ping  
P.A.T.H.S. in China**

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300,000+ students



**Vision**


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Application of social science knowledge to promote holistic youth development through evidence-based curriculum

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### 1<sup>ST</sup> Movement – Our Philosophy

- ✓ Paradigm shift (look at the bright side)
- ✓ Focus on strengths and potentials
- ✓ Every young person can be a leader (at least leading oneself)
- ✓ Nurturance of intrapersonal and interpersonal skills



## WHAT WE BELIEVE ABOUT YOUTH DEVELOPMENT

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**Second Movement**

**INNOVATIVE CURRICULUM  
AND PEDAGOGIES**

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**2<sup>ND</sup> Movement – Innovative Curriculum**

Intrapersonal and interpersonal competences, positive values and social responsibility

Leadership qualities desired in service industries (i.e., moral character, care and competence)

**Knowledge Intensive**

**"Tomorrow's Leaders"**  
Reflective and Scenario-Based Learning  
Lu Yu

**"Service Leadership"**  
Reflective and Group-Based Collaborative Learning  
Li Lin

**Experience Intensive**

**"Promotion of Children and Adolescent Development"**  
Experiential and Service-Learning  
Yammy Chak

**"Service Leadership through Serving Children and Families with Special Needs"**  
Experiential and Service-Learning  
Cecilia Ma

**FOUR CREDIT-BEARING SUBJECTS**

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## 1<sup>ST</sup> Movement – Our Philosophy

### 4 UNIQUE FEATURES

- ✓ In line with UGC aspirations (intrapersonal and interpersonal competencies; positive values, social responsibility)
- ✓ Echo PolyU institutional learning outcomes and desired graduate attributes
- ✓ Subjects are interconnected
- ✓ Dedicated team on “Leadership and Intrapersonal Development”; with training, supervision, peer collaboration, peer learning and peer support

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## 2<sup>ND</sup> Movement – Innovative Curriculum



### INNOVATIVE PEDAGOGIES



Experiential Learning



Reflective Learning



Collaborative Learning



Service-Learning and Community Service

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2<sup>ND</sup> Movement – Innovative Pedagogies

# Experiential Learning



## Role Play

To experience empathetic responses



## Group Exercise and Report Back

To learn through group activities



## Team Building Activity

To experience the benefits of teamwork



## Debate

To discuss the importance of Chinese virtues in modern society

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2<sup>ND</sup> Movement – Innovative Pedagogies

# Reflective Learning



## "Service Leadership"

Students sharing their self-reflection about character strengths



## "Tomorrow's Leaders"

Students reflecting on their own conflict management styles



## "Promotion of Children and Adolescent Development"

Students reflecting on their service experience in workshops



## "Service Leadership through Serving Children and Families with Special Needs"

Students prepared reflection documentation for their service recipients

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2<sup>ND</sup> Movement – Innovative Pedagogies

# Collaborative Learning



## Team Activities

Students designed posters of a successful leader together in their team



## Scholars' Sharing

Scholarship awardee shared his service experience in class



## Group Discussion

Students prepared their service projects in groups



## International Collaboration

Students formed groups with students from Cambodia to provide service



## Collaborative Projects

Students worked with service recipients through service-learning

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2<sup>ND</sup> Movement – Innovative Pedagogies

# Service-Learning and Community Service



Training programs for local secondary students

@ Hong Kong



Interesting workshops for underprivileged children in summer camp

@ China



Final performance provided by children in summer camp

@ China



Food delivery to the elderly in slums

@ Cambodia

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### 3<sup>RD</sup> Movement – Evidence-based Teaching

## Using Research to Improve Teaching

### Use Scientific literature to help students

- Importance of leadership in different professions; how to apply leadership in one's career

### Process evaluation

- Sharpening of curriculum

### Student feedback

- Introduced e-learning and e-assessment
- Incorporated more interactive and more competitive mechanisms
- Used technology-enhanced learning activities



### 3<sup>RD</sup> Movement – Evidence-based Teaching

Since launching, the four subjects have served 35 organizations and 36,222 clients

SUBJECTS	NO. OF STUDENTS JOINED TO DATE
Tomorrow's Leaders	<b>13,538 students</b>
Service Leadership	<b>1,040 students</b>
Promotion of Children and Adolescent Development	<b>1,265 students</b>
Service Leadership through Serving Children and Families with Special Needs	<b>975 students</b>

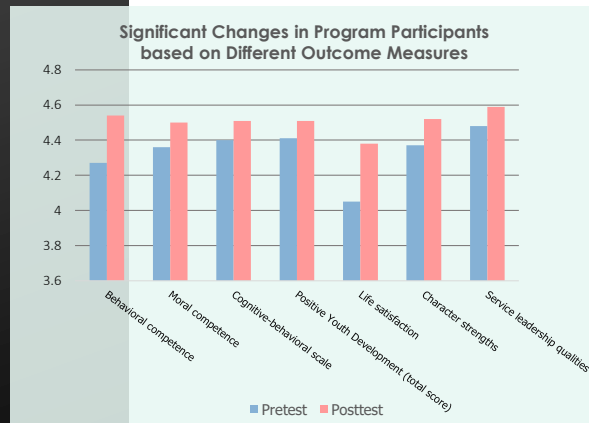
## EVIDENCE OF IMPACT

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### 3<sup>RD</sup> Movement – Evidence-based Teaching

IMPACT: Students Changed Positively  
(Pre-experimental Design)

Mixed findings in some studies  
Need for experimental studies



## EVIDENCE OF IMPACT

Shek, D. T. L., Yu, L., & Ma, C. M. S. (2014). The students were happy, but did they change positively? *International Journal on Disability and Human Development*, 13(4), 505-511.

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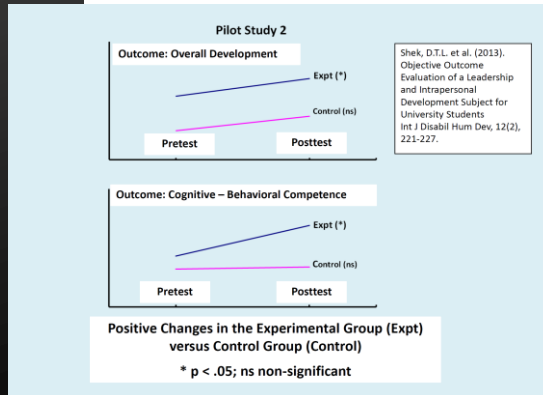
### 3<sup>RD</sup> Movement – Evidence-based Teaching

IMPACT: Students Changed Positively (Quasi-Experimental Design)

Need for randomized trials

But results from subjective outcome, process and qualitative evaluations were very positive

## EVIDENCE OF IMPACT



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### 3<sup>RD</sup> Movement – Evidence-based Teaching

Students' Sharing:

Better understanding of myself

"I can do self-reflection in this course, so as to have a better understanding on myself. Through this course, I discover I have more potential and possibilities."

Every student can be a leader

"Everyone has the potential to be a leader. In the past, I thought that the role of leader could only be taken by the best person in a group. The services gave me another point of view -- people are all capable to be a good leader."

The starry night

"The knowledge in this course is like stars. They scatter in the evening sky and shine forward bright light through the darkness."

## EVIDENCE OF IMPACT

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**4<sup>TH</sup> Movement – Widening & Deepening Impact**

- Training and supervision
- Reflection and documentation
- Curriculum development
- Publications and dissemination
- International recognition of impact (4 QS Awards)

**TEACHER TRAINING**

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#### 4<sup>TH</sup> Movement – Widening & Deepening Impact



- 4 international conferences
- Over 1,500 teachers, researchers and business leaders



## INTERNATIONAL CONFERENCES

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#### 4<sup>TH</sup> Movement – Widening & Deepening Impact



## LEADERSHIP DEVELOPMENT INITIATIVES

### Global Youth Leadership Programs



- Peking University
- Xi'an Jiaotong University
- Royal University of Phnom Penh in Cambodia
- An Giang University in Vietnam

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#### 4<sup>TH</sup> Movement – Widening & Deepening Impact

Using the keyword “leadership evaluation”, 324 records were found based on EBSCO’s databases

**More than  
140 publications**

RANK	LOCATIONS	NO. OF PAPERS	%
1	USA	15	41.7
2	Asia Countries (e.g. Hong Kong, Korea)	14	38.9
3	Australia	3	8.3
4	United Kingdom	2	5.6
5	Africa	1	2.8
6	Europe	1	2.8
TOTAL		36	



36 articles focused on the evaluation of leadership-related subjects in tertiary education

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#### 4<sup>TH</sup> Movement – Widening & Deepening Impact

#### The way forward

Year	10/11	11/12	12/13	13/14	...	17/18	The Future... "LEADERSHIP FOR ALL"
PROJECT P.A.T.H.S.	Began in 2005 / Benefitting <b>200,000+</b> students (600,000+ man times) / <b>Very positive</b> longitudinal evaluation						To be transplanted to Sri Lanka
TIN KA PING P.A.T.H.S.	Began in 2011 / Benefitting <b>300,000+</b> students / <b>Very positive</b> evaluation						P.A.T.H.S. bases will be formed
TOMORROW'S LEADERS	Piloting (N = 463)	Formal offering (N = 13,075) / <b>Cambodia Summer School</b> in 2016/17 & 2017/18 / <b>QS Reimagine Education Awards 2017</b> (Ethical Leadership – Silver Award)					Development of blended learning
SERVICE LEADERSHIP			Began in 2013 (N = 1,040) / <b>Cambodia Summer School</b> in 2016/17 & 2017/18 / <b>QS Reimagine Education Awards 2016</b> (Ethical Leadership – Bronze Award)				<b>Cambodia Summer School 2019</b> / <b>Inter-institutional GE program</b> / <b>International Silk Road Summer School</b> in 2018/19 / Blended learning development
SERVICE- LEARNING (PROMOTION)			Began in summer 2013 (N = 1,265) / Service sites: <b>Shanghai</b> (began in 2013), <b>Hong Kong</b> (began in 2014) & <b>Hangzhou</b> (began in 2015) / <b>QS Reimagine Education Awards 2017</b> (Sustainability – Gold Award)				<b>New site: Chengdu</b> (in 2019) / <b>Assessment tools</b> : impact on service recipients and community (in 2019)
SERVICE- LEARNING (SERVICE LEADERSHIP)			Began in 2014 (N = 975) / Service sites: <b>Hong Kong</b> & <b>Xi'an</b> (began in 2018) / <b>QS Reimagine Education Awards 2016</b> (Social Enterprise – Bronze Award)				<b>Assessment tools</b> on SL / <b>International Silk Road Summer school</b> in Xi'an (in 2019)
NON-CREDIT- BEARING LEADERSHIP PROGRAMS			Wofoo Leaders' Network (N = 312) + SL Scholarship Holders at PolyU (N = 72) / <b>Intensive Service Leadership Training</b> (by <i>Global Youth Leadership Institute</i> ) (N = 258)				<b>More leadership training</b> programs for UGC and non-UGC institutions, Wofoo Leaders' Network
INTERNATIONAL CONFERENCES			Two - <b>Positive Youth Development</b> (2012 & 2016) / Two – <b>Service Leadership</b> (2014 & 2016) / 12 papers from Team members – <b>Quality of Life</b> (2018)				<b>A conference on PYD and youth development</b> to be held in 2019

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## Dogs Might Fly



Oxford Scientific Films  
(Producer), & Group M  
Entertainment  
(Producer) (2018).  
*Dogs might fly.*  
Retrieved from  
<https://www.oxfordscientificfilms.tv/portfolio-item/dogs-might-fly/>

**OUR BELIEF:  
STUDENTS MIGHT FLY (SHINE)!**

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