



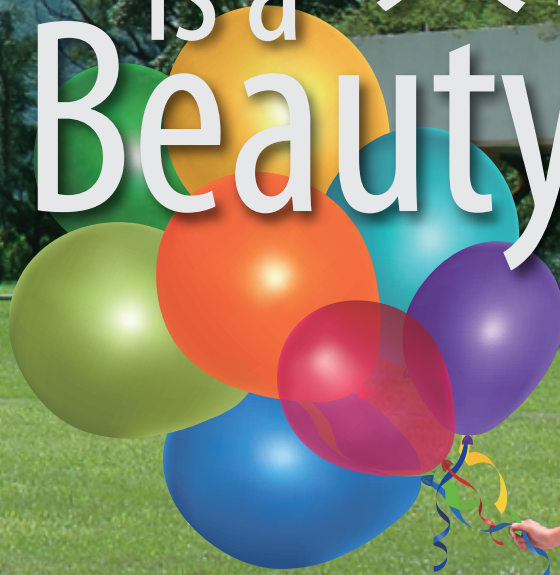
ISSUE
174
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University MarketPlace

大學廣場



Life is a Beauty
美麗人生



Life is a Beauty

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Stay Tuned

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Correction:

In “Breaking Through the Language Barriers: Spoken and Unspoken” (P.6, Issue 173), the abbreviation for Jakarta Sign Language should be JakSL instead of JSL.



HOPE PREVAILS

An interview with Professor Patrick S.Y. Lau

Student reporter: Conan Tsang

Professor Lau Siu Ying Patrick, the Associate Dean (Professional Programmes) of Faculty of Education at CUHK, is renowned for his genuine passion in education and in facilitating the personal growth of students. He has received the CUHK Vice-Chancellor's Exemplary Teaching Award for two times, in 2000 and 2005. The Office of Student Affairs is honoured to have Professor Lau sharing with us his view and experience and values in life education: hope and resilience.

What is resilience?

“Resilience means the ability to cope with stress or adversities. Different people may exhibit different level of resilience,” says Professor Lau. “Protective factors such as optimism, high self-efficacy and self-esteem may help building resilience. These factors can be developed and strengthened by nurturing a positive view towards yourself and your ability through positive life experience”.

The Keys to Hope – Persistence & Diligence

Invited by Mr. Leo Bormans, a writer and global ambassador of happiness, Professor Lau and his colleague Dr. Florence Wu have recently contributed an article “Conquering the Fate” which was originally entitled “To Cope to Hope” in his new book on “Hope” to be published this year. Professor Lau points out that hope and resilience have long been engrained in Chinese cultural values. “China has its strong historical foundation as an agricultural society in which peasants demonstrated great resiliency while facing uncertainties and enduring natural disasters. Inevitably discouraged while facing natural disaster, the peasants were not at all passive towards fate.

Instead, they still persisted by working diligently. Their hope is founded in their faith to yield crops in fall, trusting the rhythm of the mother - nature,” says Professor Lau. “Even in traditional fables, such as ‘the Old Man Yu’, ‘Grinding an Iron Pestle into a Needle’, persistence and diligence are advocated and passed down from one generation to the next as keys that allow us to harvest what we have hoped for.”

Motivation: Purpose in Life

Another important construct to hope is finding your purpose in life. From Professor Lau’s research, he has noted a close relationship between purpose in life, stress, burnout and wellness. “Those who find purpose in life and meaning in what they are doing show better coping towards stress and are less likely to suffer from burnout. Given a clear goal and purpose driven life, one will be more able to see hope which enhances his/her ability to deal with difficulties,” says Professor Lau.



Professor Lau's own hope story

On 12th May 2008, Sichuan Earthquake took place and caused tens of thousands of casualties. Feeling deeply saddened like many Hong Kong people, Professor Lau hoped he could contribute with his expertise in counselling. At the end of May, he went to Sichuan with Professor Hau Kit Tai.

Upon arrival, they were hamstrung by various limitations despite their passion to help. "At first, I felt heavy-hearted after I had a counselling session with a S.4 student because I knew that I would be staying for a few days only so I would not be able to provide long-term follow-up counselling service to clients like her," he sighs. In spite of the constraints, he insisted on offering help with his expertise and he wondered how he could help most effectively.

Fortunately, his hope was soon ignited by a local master student in psychology who volunteered to assist him in running a workshop on stress management for a group of secondary school students. This successful experience with the workshop inspires him on the direction of his work in Sichuan.



Professionalism. Having met and moved by many devoted locals sharing the same passion and persistence in helping others while realizing the environmental constraints, Professor Lau decided to provide professional training to local postgraduate students in school counselling rather than providing frontline counselling service. He began to work with the Faculty of Teacher Education of Sichuan Normal University in offering training programmes for students ranging from basic counselling concepts, post-trauma stress management workshop, self-exploration group to comprehensive school guidance programmes in the past 7 years. "Limited my capacity may be," says Professor Lau. "I still hope I can expend my effort in providing professional training to local students who would continue to serve there. Now many of the graduates are working in various primary schools, secondary schools and universities in Sichuan or even other provinces. Tears came out from my eyes every time I presented my concluding remarks of the training because I saw hope in them."

Persistence. Not only does Professor Lau see hope in his students, his students also see hope in him. Since 2008, he persisted to visit Sichuan twice every year, one for professional training and one for pastoral care. "Students told me they felt energized to see me because many people came in 2008 but I am the very few that persisted," he says.

Passion. He enjoyed making time to visit students. He has recently made his 15th visit – this time to attend the wedding of his students. "I know a lot of people in Sichuan now," he giggles. "I was even called Yeh Yeh (grandpa) there!" Joy and satisfaction beamed across his face. He cherishes the warm and trusting relationship with the local students who see him as a teacher, a friend or even a family member. The care Professor Lau has learned and received from his own teachers in the CUHK has fueled him to give the same love and care to his students now.

Pay it Forward. For Professor Lau, life education is not confined in the classroom or constrained by geographical boundary. "I teach my students to learn to help others like how I have been doing to them," he says. "At the same time, they have to teach their own students to help those around them. Pay it forward – that's it!"

一步邁向美麗人生

一步



學生記者：莊綽姿

自

信、準時、樂觀、有禮、談吐得體——這是鄧信彥於短短半小時的對談後給人留下的印象。鄧信彥是本學年善衡書院體育運動科學系新生，跟其他中大新鮮人一樣，言談間流露出對大學生活的希冀與為未來投放的準備。細談下，原來他在正生書院成長的日子不無功勞。

鄧信彥憶述自己少時活潑好動，跟部份青少年一樣，性格反叛，渴望自由。剛上中學時，因操行問題，鄧信彥被就讀的中學「踢出校」。轉往內地私校讀書不足一年，他又執意退學。回港後，他自覺父母管教甚嚴，自此甚少回家，後來受同儕影響，寄住友人家中，漸漸「受損友影響而不自覺」。二零零八年，鄧信彥十三歲，受損友慫恿，抱著貪玩的態度兩度竊取單車，被捕後留有案底。之後他接受父母的要求，入讀基督教正生書院，展開了人生裡最重要的一章。

正生書院的學生一般須留校至少兩年，成績及品行達標才可升班畢業。完成兩年課程後，鄧信彥選擇留在正生升學：「正生為我提供了空間去思考自己的人生和生活，為將來訂立計劃。當時，我覺得自己需要新的目標，又覺得自己年紀還小，未準備好投身社會，而因自己的背景，要轉讀新學校相信亦有一定困難。加上自己見證了一眾師兄在正生書院的轉變，發現自己並不嚮往以前的生活，所以決定在正生繼續進修。」

這名陽光男孩膚色黝黑，體格健碩，全賴在正生書院的運動訓練。在正生書院，鄧信彥除了讀書，還接觸了多項運動，從而找到了自己的目標和興趣，重新



檢視自己的人生。透過打籃球，鄧信彥學會了團隊精神。他說：「以前，自己比較好勝，不懂和人相處，打籃球總覺得打不好，常常『撞板』。後來發現問題的癥結是自己有時忽略了比賽的真正意義。籃球是團隊運動，跟隊友要互相配合，各安本份，才會打得開心。於是我意識到要糾正自己的態度，收斂脾氣。改正的過程很難，唯有慢慢去改善，讓別人留意到自己的改變。幾年後，我學會了分輕重，士氣差時亦會跟隊友互相鼓勵。」

去年應考文憑試前，鄧信彥獲正生書院陳校長邀請，完成了為期七天的撒哈拉沙漠250公里超級馬拉松賽事。他坦言，由於要應付文憑試，所以決定參賽前，他其實有點猶豫，怕要同時應付長跑訓練和溫習，分身不暇，但想起正生書院急須興建新校舍，與家人商討後，他認為這個往外見識及磨煉自己的機會難得，遂決定以自己的力量回饋曾經以汗水誘導他重返正途的老師，以雙足為正生書院籌得款項支持學校發展。



跑過沙漠，鄧信彥將再遠征極地。如上次一樣，雖然未達參賽年齡，但他獲正生推薦參加今年一月的南極100公里馬拉松，跟他人組隊，繼續為母校籌募經費。現在，練好體能，克服天氣、距離等極具難度的挑戰以完成賽事，是其短期目標。然而，不說不知，原來鄧信彥本來對長跑的興趣不大。「長跑講求的不是速度。要應付馬拉松，更重要的是鏗而不捨的練習、事前的準備工夫和對自己的要求。」他解釋道，選擇長跑，全因訓練過程對自己的磨煉：「單靠天份不足以應付長跑。長跑讓我了解人生裡很多東西需花時間與努力一點一滴、長年累月的建立，可能到最後才會看得見結果。」

在正生讀書的數年，對鄧信彥來說，最大的得着是找到人生方向。他憶起自己以前「未夠成熟」，沒有思考自己做的事有何意義。後來，他立心不斷改進，除了歸功家人、陳校長和一眾老師對他的鼓勵，推動他努力向前奮鬥的最大動力，是自己的過去：「曾經行錯，所以意識到機會得來不易，一定要好好把握。做人和跑步都像逆水行舟，若不努力向前走，往往容易迷失自己，不察覺自己有否比往日退步。」於是，他一

直尋找磨煉機會，好讓自己能監察自己的進度。入讀正生後，他學會珍惜機會，又重新檢視自己跟家人與信仰的關係：「以前只會覺得家人的嘮叨很煩人，又沒想過自己為何要返教會。但我在正生的日子要照顧自己，打理自己的生活，而父母每月都會抽空探望，我才發現家人的關心難得，亦重新思考信仰對我的意義。想放棄時，信仰使我有勇氣及信心堅持下去。」

剛進中大時，鄧信彥曾擔心自己寄住正生書院已有一段日子，生活模式跟其他同學不同，怕跟新同學欠缺共同話題。現在，鄧信彥參加了大學的射箭和越野隊，課堂以外，經常忙於練習。在中大生活了一個學期，他得到同學和師長的主動接納：「真正相處後，發現學生很團結，老師亦熱衷教學。我很高興認識了不少新同學，覺得同學之間其實沒有甚麼不同，只是我跟他們的經歷有點不一樣罷。」跟不少大學新生一樣，升上大學，學習模式的轉變是鄧信彥面對的最大挑戰：「在大學裡學習、寫論文等，需要自發上網搜尋資料。英文教學亦是個大難題，因為以前讀書較少接觸英文，剛開始時我看不懂課堂的資料，寫論文又因不諳英語而難以入手。後來我發現用英語上課和寫論文，順道學習語言，亦不失為學習的好方法。」

在正生書院，鄧信彥完成了為自己訂立的目標——考進大學修讀體育運動。大學五年，他希望可以好好分配時間，努力讀書。畢業後，他希望當個體育老師，就像在正生書院默默付出，不計收穫的老師一樣，抱着指導學生走正路的使命，將自己的經歷和學生分享，發放更多正面信息。「正因自己有特別的經歷，又嘗過挫折，才更懂得分辨對錯」，鄧信彥如是說。鄧信彥正一步一步，以雙腿走出自己的人生路。

「正因自己有特別的經歷，又嘗過挫折，才更懂得分辨對錯」



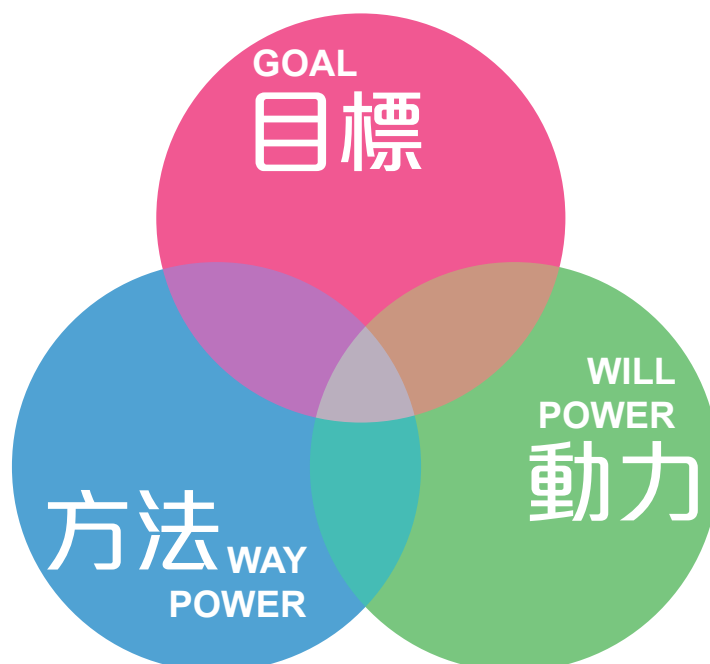
希望感

造就人生的美好

你

認為自己是凡事也滿懷希望的樂觀者或是缺乏希望的悲觀者呢？根據美國正向心理學家施耐德（C.R. Snyder）指出，擁有高希望感的人無論在情緒健康、學習表現或是應對壓力時的抗逆力也較低希望感的人優勝。過往已有研究証實即使除卻了大學入學成績這基本因素，高希望感的大學生也會有較高的學業平均成績。另有研究指高希望感大學田徑運動員與擁有同等運動天賦的人比較，也有較好的表現。同時，高希望感的學生相對低希望感的較不受學習困難和課堂上的競爭氣氛影響。由此可見，希望感與大學生活有莫大關係。

施耐德的希望認知理論（Cognitive Theory of Hope）提出希望感是由目標（Goal）、方法（Waypower）和動力（Willpower）三部份組成。如果一個人有很多不同的方法去達成目標，同時亦能有動力鼓勵和推動自己向目標邁進，就是高希望感的人。

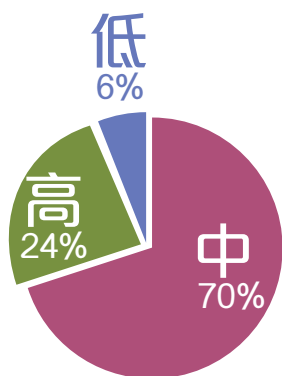


希望感（Cognitive Theory of Hope）

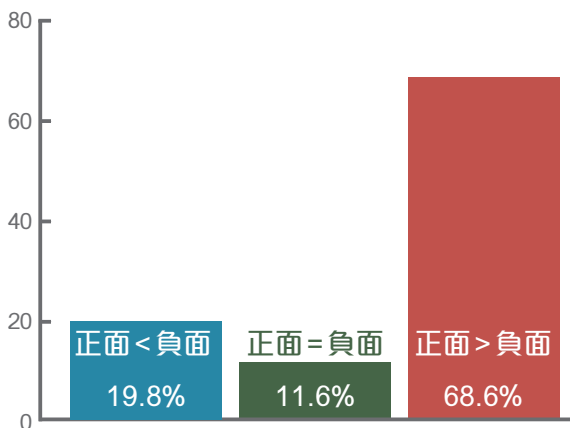
希望感問卷調查結果

為了解同學入學時的希望感及對事情看法的正、負面傾向，學生事務處學生輔導及發展組於2014年9至10月期間，以問卷進行了一項調查。同學需同時填寫希望量表及注意力偏向量表，以找出希望感與他們日常傾向性的負面或正面看法有何關係。最後共收回一千零三十三份有效問卷。分析結果顯示同學的希望感與他們的正面注意力偏向(positive attentional bias)有正面關係，換句話說，對自己抱有高希望，認為自己有目標且有動力和方法達成目標的人，越容易看到生活中的正面經驗。相反，希望感較低的同學，就是那些缺乏目標或自覺缺少方法和動力把目標完成的人，則較多把注意力放於生活上的負面和不如意的情況，亦即是有較多的負面注意力偏向(negative attentional bias)。長遠來說，根據過往的研究，擁有高希望感和能多留意正面事情的同學，不論在精神健康或學業表現上亦會較良好。

幸好，調查結果亦顯示屬高希望感的人數較低希望感的多，前者佔24%而後者僅佔6%。而其餘七成的同學屬於中等希望感的組別，人數亦是最多(見圖一)。專注力多偏向看到正面事物的同學約有69%，反觀擁有負面注意力偏向的同學不到20%。有趣的是有少數同學(11.6%)並無任何偏向(見圖二)，他們既能留意到生活上不愜意的事情亦同樣地注意到美好的事物。可是論到希望感，仍然是有較多正面注意偏向的同學最有希望感。此調查引証了培養同學希望感的重要性，而希望思維模式是能透過訓練學懂的。



圖一：希望程度



圖二：正面和負面注意偏向

透過學習提升希望感

高希望感不完全是與生俱來的，而是可以透過學習、訓練和個人成長經驗而提升的。在美國已有學校把希望感列入教授的課程中，也有不少為培養兒童及學生希望感而編寫的故事書。以下是有助提高希望感的建議，希望大家嘗試！

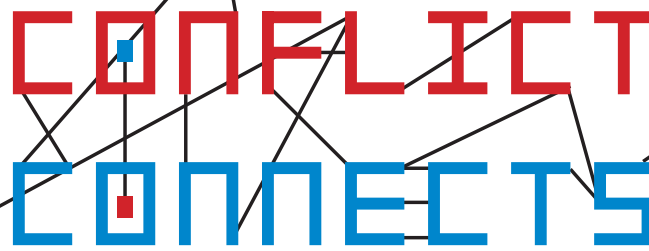
1. 訂立實際可行的目標，可嘗試把一個長遠的大目標分為較細且較易完成的短期目標。
2. 多使用不同的方法或路徑去完成目標。
3. 常說一些自我鼓勵的說話或回憶起別人讚賞自己的優點，藉此提升動力。
4. 多聆聽高希望感的人的故事，參考他們是如何訂立目標、選取達標方法和保持意志和推動力。
5. 嘗試把注意力放在自己能做到或已做到的事上，專注於邁向目標的每一小步，而不是距離目標還有多遠。

希望故事分享

阿思是大一生。初到大學時一度因學習模式變得太自由、時常要獨立處理問題而感迷惘，更懷疑自己是否不適合讀大學。經過與學長傾談，她決定為自己訂定一個短期目標。她期望自己短期內學懂怎樣從網上找到有用的資料做習作，方法是請教學長、參考老師指定的閱讀文獻和每當在網上看到有關資料也記錄下來再作整理。開始時，阿思幹勁十足，但嘗試了一天後，開始有點煩厭，因為看似有用的資料實在太多了。阿思覺得很疲累，負面和懷疑自己的想法漸漸浮現。當阿思有點失望時，她回想到中學時遇到挫折她總會對自己說：「沒事的，I shall overcome!」她還記起小時候爸爸在她每次完成考試測驗後也和她吃雪糕以作鼓勵。她開始在每次看完一些資料後也給自己小獎勵如吃零食和看面書等，當自己有點想放棄時也以「沒事的，I shall overcome!」來推動自己。最終在一星期後，她有少許驚訝，原來自己已掌握了尋找和運用有用資料的技巧，達成了目標。

細閱這篇希望故事，你能找出阿思的目標、方法和動力嗎？

目標(紅色部份); 方法(藍色部份); 動力(綠色部份)。



CONFLICT
CONNECTS

What pops up to your mind as you see the word "CONFLICT" ?
Anger, violence, tears, frustration, warfare, hurt?

It is common to have negative associations with conflicts. At the same time, conflict is natural in every relationship. Conflict is triggered by differences and disagreements. It is unrealistic to expect ourselves to agree with others at all time. Conflict reveals our differences that have existed all along. And very often, it is our differences that enrich our relationship and growth. Therefore, conflict can serve as an opportunity for us to reach better mutual understanding and strengthen our relationship if we are able to respond to it in a constructive and positive manner.

React vs Respond?

When we are clouded by our emotions in a conflict, it is likely that we would **react** before we could ever have time to think about how to **respond** appropriately. Therefore, we would like to share with you a **S.E.C.R.E.T.** that helps you respond with a clear perspective.

Step back and stay calm. Try to time out yourself if you are angry. We all know how likely we are to regret things we said out of our anger or defense. Therefore, if you feel the atmosphere is too tense for a good talk, it would be better to pick a better time and place for the discussion.

Examine your heart. Be aware of what is stirring up your emotions. By understanding your needs behind the emotion, you will be more able to communicate calmly, openly and clearly.

Communicate openly. In addition to expressing yourself directly and clearly, you should also pay attention to what the other side would like to communicate both verbally and non-verbally. By knowing the different needs behind both parties, you can get closer to the roots of the problem.

Respect & resolve. The rule of thumb in handling conflict is RESPECT. If you do not care about that particular relationship, you won't bother about resolving it. Remember you are not in a debate but a relationship. What is the point in winning an argument by sacrificing a relationship that you treasure?

Examine the root of the problem. With open communication and respect, you are more likely to identify the different needs behind both parties and hence the roots of the problem. Remember, difference may not necessarily mean an end to a relationship but an opportunity to connect people in a deeper level by mutual understanding.

Take it or leave it. When the root of the problem is identified, it would be best if both parties are able to negotiate and work it out together with respect and understanding. However, if the issue can't be settled immediately, do not get frustrated yet as it may take a good deal of time, effort and patience to resolve a conflict. One may choose to forgive, compromise or let go and move on.

COLOURTHONIAN 樂·奔·紛 慈善跑

以音樂與運動宣揚精神健康



面對生活節奏急速多變的社會，青少年的壓力亦日益加劇。根據2014精神健康月籌委會的統計數字，十五至二十四歲組別的青年精神健康指標平均值比其他年齡組別稍低，且得分較前年明顯下降，情況令人關注。有見及此，香港中文大學崇基學院、香港中華基督教青年會大學及學院青年會協會及烏溪沙青年新村於去年十一月一日合辦「COLOURTHONIAN 樂·奔·紛 慈善跑」，藉此喚起大眾對青少年精神健康的關注，並籌募善款支持香港中華基督教青年會的相關服務。

活動當日由香港中文大學崇基學院院長陳偉光教授、副院長方永平教授、輔導長高永雄教授，以及香港中華基督教青年會董事鄭卓生博士、潘展聰先生、總幹事劉俊泉先生主持起步儀式。逾六百位來自不同大專院校的健兒於崇基學院嶺南運動場起跑，途經沙田城門河道和馬鞍山海濱長廊，成功挑戰八公里後抵達烏溪沙青年新村，進入潑粉區，接受顏色粉「洗禮」。轉眼間，健兒們染上七彩顏色，寓意人生充滿色彩，繽紛滿載。

完成八公里慈善跑後，大會舉辦正能量音樂會，慶祝健兒們成功完成挑戰。流行樂隊 Supper Moment、歌手胡鴻鈞、舞蹈團 Linkz 和 Yild One，以及 JL Music 擔任音樂會表演嘉賓，為在場年青人帶來勁歌熱舞。同時，大會邀請了香港大學李嘉誠醫學院精神醫學系臨床助理教授李浩銘醫生分享思覺失調的相關知識，鼓勵大家主動關心受精神困擾的朋友。活動在一片歡呼聲中圓滿結束。

年青人在成長過程中肩負不同任務，或會因突如其來的轉變而感到困擾。雖云大部份年青人均能順利過渡，但不能否認仍有小部份人需要社會特別關心，以伴隨他們渡過人生的難關。希望是次活動能夠為年青人注入正能量，協助他們活出充滿色彩和正面的人生。

Key to success – Interview with the winning team of CodeIT Suisse 2014

Student Reporter: John Cheng



All the three of them have gained valuable experiences in the competition. Alan is proud of their product and the new attempts he has made in the competition, for example, designing the website login page. William says this experience has definitely helped them realize the importance of time management. Elton says the competition is like “running a marathon on the computer” and believes the competition has improved their ability to work under pressure and team work.

After the competition, they have also developed interest in the work of the financial services sector. “At first, I thought working in such an organization would be tough but actually you get to try new technology and the work is not very rigid,” William says. Elton is also impressed by the nice and friendly working atmosphere in Credit Suisse.

Have you ever wondered what the secrets behind fancy computer software and mobile apps are? Although we may be unaware of it, coding has become an essential part of our lives. To encourage young coding talents to join their Information Technology team, Financial Services provider, Credit Suisse, organized a coding challenge, “CodeIT Suisse” for local university students. Three CUHK students, Elton Chung Yiu-ting, Alan Wong Cheuk-lun and William Cheung Wai-lam of team INFINITY became the eventual winners of the competition.

To participate in the competition, participants had to first decrypt an encoded message containing instructions on how to apply. Then, selected teams were invited to the finals, in which they had to produce a web system for stock trading within two days, followed by a final presentation.

As Computer Science students, Elton, William and Alan have been interested in coding since an early age. Despite their strong passion, they still found the competition very challenging. “Time was really tight and we had to work under huge pressure. Besides, we were not given many instructions, so we had to figure out many things by ourselves,” says Elton. “Also, some of us were not familiar with principles of stock market, so I had to explain to my teammates before we can start working. That took us a lot of time.”

But with great team work and cooperation, they managed to produce a decent product within limited time and won the competition. Elton says the key to success is the efficient division of labour within the team. “William is most familiar with webpage design, so he did most of the coding. Alan was responsible for research and I served as a business analyst”.

Speaking of the most memorable experience in the competition, they recalled rushing to the final presentation. “We were still fixing an important bug in the software when it was time for presentation. We were really nervous but luckily, in the end we managed to fix it,” Elton says.

As winners of CodeIT Suisse 2014, the trio has been offered fast-tracked first round interviews for the summer internship programme at the company. They will definitely consider pursuing a career in Information Technology in prestigious financial services firms like Credit Suisse. Let’s wish them all the best in becoming future successful software engineers!

About Credit Suisse (www.credit-suisse.com/careers) :

Credit Suisse is a global financial services company providing Private Banking & Wealth Management products and services, and Investment Banking services and expertise, to companies, institutions and high-net-worth clients around the world. As a stable company with a long banking tradition, it is one of the most respected banks in the world, and a leading player in many key markets. It is active in more than 50 countries and employs over 46,000 people.





Teach4HK 良師香港

“Teach4HK 良師香港 (TFHK) is a nonprofit organization with a mission to enlist outstanding university students with diversified

talents to serve in schools with underprivileged students through a one-year teaching fellowship. We partner with businesses and institutions to provide leadership and career opportunities to nurture our fellows to become leaders with empathy, who will thrive in various fields and continue to advocate for education fellowship.”



By creating TFHK, we hope that we can create a programme where students can pursue their passion of serving the society but at the same time, plan for their career. In the long run, our vision

is that more and more young talents understand the importance and impact of education and can contribute to the education field even at various roles in the society. My fellow CUHK students, do pursue your passion and define your own success. Do not get discouraged or distracted by others' expectation towards you. Set your own expectations on yourself and work hard to achieve it. I wish I had appreciated more the diversity and inclusiveness of CUHK while I was still here and thus I encourage all of you to take what the University has taught and given you to serve the society.

Your future is always in your own hands.



About Arnold Chan

Arnold Chan is one of the Co-Founders of Teach4HK 良師香港. Prior to this, he served 3 years as an Institutional Sales in Goldman Sachs covering Greater China's institutional clients such as sovereign wealth funds, pension funds, insurance companies and corporations. He obtained a BBA (Global Business Studies) in 2010 from the Chinese University of Hong Kong and is currently a MBA Candidate of Harvard Business School.

Teach4HK Upcoming Event

Teach4HK will participate in the upcoming CUHK Careers Fair on 6 February 2015. Come to talk to the representatives, know more about the programme and apply for the fellowship.

博群大講堂



法鼓山農禪寺

當風開始吹，水開始有波汶，布幔開始搖，影子就會動起來，點點透露出「水中月空中花」的禪意。

圖：Jeffrey Cheng、姚仁喜 | 大元建築工場提供



2014年11月7日，博群大講堂請來台灣著名建築師姚仁喜先生擔任主講嘉賓。姚先生是「姚仁喜 | 大元建築工場」創始人，執業三十餘載，獲獎無數，包括2007年獲台灣最高文化藝術獎項「國家文藝獎」及2014年獲美國建築師協會頒授「榮譽院士」。姚仁喜擅於透過建築，與歷史、人文和自然對話，他的作品常有電影鏡頭的效果，利用光影訴說建築背後的故事，著名作品包括台灣高速鐵路新竹站、蘭陽博物館、法鼓山農禪寺、烏鎮劇院等等。同時，姚先生學佛多年，因而是次講座以「結廬在人境」為題，分享他如何把自己的人生哲學反映在建築作品之上。

姚仁喜談到他的建築理念時，用了「堂」和「奧」兩個概念。當你打開門，你直接看到的空間就是「堂」，門後面看不到的叫做「奧」。但他認為這兩個詞並不是相反的，要兩者互相結合才能發揮作用。作為建築師，最迷人的地方就是只能用實質的磚瓦木頭，混合每個地方的氣候、地理、文化、歷史、心靈等因素，表現出建築的「堂奧」意念。



農禪寺是姚仁喜最著名的作品之一，聖嚴法師留給他的提案只有「水中月空中花」六個字。於是姚仁喜在廟前設計水池，池邊是長長的步道，沿岸走過這一路，心自然靜下來。廟上的牆，縷空刻上五千字的金剛經，每當陽光穿過把經文，光影打在廟堂之內，帶給人安定的力量。

講座中有學生問到姚先生有什麼可寄語年輕人，他認為「無論學什麼都好，要保持熱情，永遠要回到初發心。一位禪宗大師曾說，在初學者的心裡有很多可能，在專家的眼中則什麼都不能。」我們這個時代，有太多專家，凡事回到初衷就能找到最美好的答案。

草蘆。後續

雖然「結廬在人境」的主題講座已經結束，然而，仍有不少活動在未圓湖旁邊的草蘆舉行，例如公民講座、彈琴、談天、讀書會對談等活動，讓獨特的草蘆延續「探索建構人生的過程」。歡迎同學參與。詳情請瀏覽博群大講堂 Facebook 專頁 www.facebook.com/cuhkcivility。



一結廬在人境

• 回到建築的原點 •

學生記者：徐凱鳴

要數中大景點，位於崇基的未圓湖肯定榜上有名。平日經過未圓湖，我們會看見荷花等大自然景物。現在，我們經過未圓湖邊的竹林，還會看見結在人境的草廬。「草廬設計的意念是回到最原點，返璞歸真，一切也是“original” (from the origin)。」建築學院的鍾宏亮教授，應博群大講堂的邀請，為「結廬在人境」設計了一個草廬。正就讀建築碩士二年級的歐倩敏 (Sophia) 及她的同學，也參與了這項工程，同建草廬。

在建築中演繹人生

「結廬在人境」出自陶潛的「結廬在人境，而無車馬喧。問君何能爾？心遠地自偏。」因結廬而心遠，正正是建築結合人生的體現。這首詩也是草廬的設計意念。「建築和人生有着很自然的關係。除非住在山洞，否則別人都要和建築牽上關係。每一座建築在從象徵到實際的各種層面都有它的角色，當我們每天穿梭在不同的建築物內外時，事實上就是不斷在體現建築意念上空間的可能性。每人都是在建築中演繹自己的人生。」

回到建築的原點

鍾教授特意把草廬設計成面向未圓湖，讓草廬與環境一同讓人融入大自然。他希望透過草廬，重新思考建築人生。「建築是一個 shelter，讓人和大自然互動，人在裡面做他需要做的事。這就是建築的原點 (origin-al shelter)。」所以，草廬和竹筒也沒甚麼花巧的設計，貼近原始。教授選用最基本的傳統技術，所以我們看到的草廬形狀是最簡單的：斜頂的一間屋。而物料也使用在地的物料。草廬的屋頂除了以米埔的蘆葦堆成，還就地取材，曬乾中大39區的草做屋頂。至於牆壁和地板，概念上如一塊塊大型竹筒，仔細看便會發現是用組成竹筒的一片片小竹片整齊的鋪排而砌成的。「竹筒是古人記下知識的工具，桌子、牆、地的概念都是竹筒。草廬把這有象徵性的物料用來構成建築實體。」



圖：Tommy Li @ 建築學院

從感受建築到進入反思的過程

草廬以竹筒的概念，象徵著知識的盛載。鍾教授說同學平日不會留意到建築和他們的關係，這次「結廬在人境」在草廬寫竹筒的活動正是個好機會，可以讓參與者零距離感受建築原點的同時，也透過用竹筒書寫對人生的寄望與願景，去讓同學交流中西文化，以及在忙碌的大學生活裡停一下，思考所珍惜的價值。「令你反思、開放，突破自身思考框架，這就是大學的作用。」而 Sophia 也說「結廬在人境」改變了她的想法。「我以前認為建築是要建造大型和複雜的建築物才算成功，但原來簡單和傳統建築，也可以很有意義。」



「我們希望草廬不單被視為一件建築物 architectural object，這活動不只是個一次性的 event，而整件事是個 process，作為在大學時期探索建構人生的一小部分。」博群的講座只有數小時，但對同學的影響可以很深遠。鍾教授希望同學到過草廬寫竹筒後，能引起更用心的反思，讓建築引導同學思考人生。



用音樂「帶」視障人士環遊世界

學生記者：謝德熹

相信有不少同學趁聖誕假期到外地旅遊認識當地文化，但是你有想過視障人士可以怎樣認識世界各地的文化嗎？兩名中大研究生在2012年成立了MOTIVIC樂動視遊，透過音樂讓視障人士了解不同地方的風土人情。學生記者跟MOTIVIC其中一位創辦人林國森 (Vincent) 了解過計劃的理念和內容。

Q: 可以簡單介紹MOTIVIC樂動視遊嗎？

A: MOTIVIC樂動視遊是由兩位中大音樂系民族音樂學 (Ethnomusicology) 的研究生主導，並由中大 I·CARE 博群本地服務計劃贊助。計劃服務對象主要是香港盲人輔導會的會員，目的讓視障人士接觸世界各地音樂並認識當地文化及風土人情。我們希望研究音樂與視障人士的關係，例如視障人士如何理解和認知音樂、視障人士對音樂世界的看法及音樂如何能改善視障人士的生活素質。最後，我們希望提供機會給中大學生參與社會服務，讓他們有更多人生經驗。

Q: 請問你怎樣讓視障人士接觸世界音樂？

A: MOTIVIC 透過一連串音樂分享活動和表演，讓視障人士能通過「世界音樂」來認識世界不同文化，並實踐應用民族音樂學和音樂心理學的知識。分享會除了音樂導賞部分外，亦會強調透過音樂去認識當地歷史、社會和政治情況，讓他們更全面認識該地方的文化。此外，視障人士更有機會嘗試當地食物、服裝及舞蹈，讓他們透過觸覺、味覺去體驗不同文化。

Q: 可以介紹工作坊的內容嗎？

A: 每次工作坊都會以一個地方為主題，我們至今舉辦了四個工作坊，分別是「新疆維吾爾族音樂文化之旅」、「北印度音樂文化之旅」、「古巴藝術之旅」、「快樂、自由的北越」。

去年三月，我們在香港盲人輔導會為約40名視障人士舉行了「快樂、自由的北越」活動。負責「帶」他們到越南的是一名中大音樂系畢業生陳詩明。當時她剛從越南旅行回來。在工作坊中，她以甜美悅耳聲線講述她在越南的遊歷，包括河內、下龍灣的美麗景色及宏偉的河內歌劇院。另外，她更獻唱越南歌頌胡志明的歌曲。我們還預備了越南的特式食品，包括越南鹹柑桔、魚露、齋啡及春卷，讓視障人士以聽覺和味覺感受更全面的越南文化。

Q: 舉辦這些工作坊有什麼準備？視障人士參加了這些活動後有什麼得著？

A: 舉辦工作坊時一定要從視障人士的角度出發，了解到他們所遇到的困難。由於參加者中有弱視者，所以簡報上的字一定要很大，最理想是一個簡報一個詞語。此外，使用

的顏色要對比度大，例如黑色和白色。這樣就可以讓他們看得清楚。在講述旅途時，一定要使用很多形容詞去描述每一朵花和每一棵樹，這樣才能讓他們想像實況。

視障人士都很喜歡這些工作坊。由於他們視力不佳，很難有機會外遊，所以透過我們的聲音導航便讓他們恍如置身其中。他們都覺得很有趣，很新鮮，並覺得工作坊讓他們大開眼界。視障人士都很踴躍，不時提問，希望知道更多關於該地方的資訊。

後語：筆者在中學時曾經在香港失明人協進會當義工，主要的職責是為視障人士讀報紙及透過軟件把書本上的字換成凸字。可是，我沒有想過可以透過這麼新穎的方式服務視障人士。我非常佩服 Vincent 的創意，希望未來可以有機會在他舉辦的活動出一份力！



林國森與視障人士的合照



主講者中大音樂系畢業生陳詩明



視障人士都很喜歡這個音樂工作坊

大埔社區連繫——埔紙

大學通識部轄下博群領袖課程（下稱「課程」）在本學年試辦大埔社區報《埔紙》。課程的「領袖實踐課一」為訓練同學關心社區，及幫助市民了解居住社區發生的事情，以製作社區報的形式培訓學員採訪、分析、資料搜集等技巧，報導社會問題、生活和文化。《埔紙》以大埔為關注社區，課程副主任梁啟智博士認為：「中大同學的生活離不開大埔，大埔和中大緊緊相連，中大學生和大埔發展息息相關。我們希望能將中大帶入社區，再將大埔帶入中大。」

《埔紙》的出版團隊乃四十二名課程的學員，共分為八組，分別為四個採訪組小組，負責每期報導大埔區的社會和政策問題、生活專題和人物專訪。另外四組負責排版、發行、宣傳和計劃每期相關活動的工作。課程特意請來資深報紙編輯朱凱迪先生任導師，帶領同學出版該報。

首兩期《埔紙》報導了多個新聞故事，包括：大埔單車泊位錯置問題、五千萬建新林村許願樹發展項目問題、大埔酒吧推介和《那夜凌晨，我坐上了旺角開往大埔的紅VAN》小說作者的專訪。學員更於2014年11月9日在大埔中心舉辦了有關單車泊位問題的社區論壇，並邀請了幾位關注問題的議員就問題發表意見。學員學習到在報導社會問題時資料搜集和深度分析資料的技巧、寫文章的方法、與居民溝通的方式、發行報紙的策略等。

《埔紙》每期發行一萬份，第一期於去年11月推出時已非常受區內居民歡迎，該報臉書（Facebook）專頁「埔紙 Tai Post」成立首幾天已超越一千個「讚好」（“like”），實體報出版幾天就全部派完，並有居民多次查詢派發地點，專程前往派發點取閱。居民對該報內容回響非常熱烈，在臉書專頁上對報導的議題進行熱烈討論。



討論會後同學與講者——大埔區議員區鎮樺先生（右一）、香港公共交通智庫幹事潘焯聰先生（右二）及香港公共交通智庫幹事胡志偉先生（中間）合照



先「友凝」，繼「友義」

CLOVER

Bring More to Life!

2014-15年度「友凝·友義」學友暨義工計劃(CLOVER)的一百五十多位參加者接受完一系列培訓包括義工技巧工作坊和各類環保活動後，陸續為第二學期展開的義工服務作準備。一個學期過去，新的友誼逐漸萌芽，準備工作也有眉目，時間如梭，所幸學生漸見收穫。

丁雪真(來自內地 / 全球傳播碩士課程)

最初認識「友凝·友義」是因為有同學邀請我一起組隊，而上學期恰好有一門課有機會聯繫到非牟利機構(NGO)，當時只是覺得為有需要的人提供義工服務很有意義。然而這個計劃比我想像中多很多—從參加培訓起，聯繫NGO、策劃項目，到真正開始準備工作、拍攝和剪輯我們下學期展開的義工服務的宣傳視頻，一學期轉瞬而過，期間的收穫背後自然是付出。這些於我而言，也是一個了解身邊同學、構建友誼的契機。我很感激陪我一起努力的隊友們，還有我們的「外援」—新聞與傳播學院的Violeta Camarasa老師、還有同學Dexter和Joanna。無論是培訓中的團隊任務，還是現場拍攝、剪輯到深夜，因為這樣一群可愛的人，都會令人感到開心、滿足；也因為他們，讓我對接下來的「友凝·友義」服務滿懷期待。



李蓓(來自內地 / 新聞學文學碩士課程)

與「友凝·友義」相遇是在它的Facebook上。當時恰巧「友凝·友義」正在招募參加者，要求由本地、內地和國際學生組成團隊當義工，而我初來乍到，非常想結識更多的朋友，這樣的計劃內容無疑很吸引我。於是我透過Facebook留言認識了和我一樣對公益活動熱心的伙伴，組成了有本地、內地、印尼和韓國學生的八人小組。

因為我們之前並不相識，討論成了我們互相了解的過程。在制定計劃書期間，我們一邊吃披薩外賣一邊討論，雖然討論總是偏題—聊大家的家鄉與學習，但我們對彼此的不同背景也因此有了更多的了解。至於對計劃書的各個細節，大家也有不同的看法，而表達意見其實在表達自己，我們也更加能夠知曉對方的想法，這使我們的小團隊充滿活力和動力，我也很開心能認識這麼多可愛的朋友。



「友凝·友義」(CLOVER)由學生事務處統籌，旨在團結本地、內地及海外學生攜手服務社會上有需要的人士。本計劃已踏入第六屆，今年有來自本港、內地、澳門、台灣、韓國、日本、馬來西亞、菲律賓、印尼、德國、波蘭及英美的學生參加。

www.facebook.com/CLOVERCUHK



Inter€ultura£ fun \$Backed b¥ Fund\$

The two funds – the **Internationalization Project for Promoting Campus Integration** and the **Internationalization Activity Fund for Student Associations** – have essentially aided CUHK students and student associations. With the financial support, a variety of activities on or outside campus have been made possible and thus have promoted cultural exchange among students.



Internationalization Project

In the first term of 2014-15, the CUHK Black International Community utilized the funding to roll out a series of cultural activities allowing face-to-face interactions to promote mutual understanding and to kindle exchange of views. A talk co-organized with the African Community of Hong Kong on African people's genetic diversity was a nice start, followed by an aptly named open panel discussion – “Ask a Black Person”, an occasion where the participants could pose any questions of interest to the student panelists of the black diaspora. In a more casual and relaxed atmosphere, the Black History Dinner was a time for the participants to discuss related topics with the complement of culturally relevant food.

Closer to home, the CUHK Modern Dance Society (Danso) ran the CUHK show of the Joint University Mass Dance to promote the Hong Kong-style dancing culture and its vitality. Since one third of the Danso new members are international and exchange students, the Joint University Mass Dance – the largest scale dancing event among the 10 local tertiary institutions – was a prime stage for students of various backgrounds to join hands to perform. Here, cultural interaction worked in rhythm with beats and body movements.

for Promoting Campus Integration

Internationalization Activity Fund

The students of Team Postgraduate promoted cultural sensitivity through the touch with movies. The team invited students' nomination of movies in five given themes, e.g. love, success, etc. By showing a montage of 100 selected nominated films at the Movies Awards night, the audience was not only exposed to the kaleidoscope of movies, but also felt overwhelmed by the diversity of perspectives towards even the same theme.

Other than movies, cross-cultural communication can take place in another form of arts – drama. The Mandarin Drama Society of CUHK staged *E'ren*, a joint effort of a multi-cultural crew with students from Hong Kong, mainland China, Taiwan, Malaysia and Japan. The show also attracted an audience of about 300 people from diverse cultural backgrounds.

Another sponsored project – “So Far So Close” formed by a bunch of local students acts as an international platform for local and non-local CUHK students to meet and connect. Last term, the organizers brought their peers to a local style barbeque in a country park to discover the natural beauty of Hong Kong and experience its culture on the taste bud.

for Student Associations



The first round of applications in 2015 is now open until mid-February. Please turn to P.21 for details.

溫暖如家

在2014-15學年，接近五百位非本地本科新生加入了中大這個大家庭，他們來自不同地方，有著多元的文化背景。學生事務處除了為他們提供各類型的服務和支援，也會協助他們適應新環境，更快融入中大的新生活。

學生事務處於2013年推出中大接待家庭計劃(CUHK Host Family Programme)，邀請中大教職員及其家人擔任接待家庭。接待家庭會為參加的非本地本科生安排體驗本地文化活動，如家庭聚餐、節日慶祝和戶外活動等。今年有四十位教職員和七十四位分別來自內地、澳門、台灣、韓國、緬甸、印尼和吉爾吉斯斯坦的同學參加。

李友杰來自內地(神學 / 一年級)

在香港讀書，對我來說是一個接觸不同文化的難得機會。參加了中大接待家庭計劃讓我有幸認識到本港且同是中大人的余小彬教授一家。至今兩次受邀到教授家作客的節奏都是從寒暄開始，再邊吃邊聊，飯後已是無話不談—從在港生活、在中大學習與研究，到科技與人文思考、社會問題等話題。短暫相聚的時間令我釋放很多學習壓力，收穫不同領域的知識與見解。感謝組織及參與這個計劃的所有中大教職員，你們讓更多非本地學生看到了香港人的包容與友善，也對本地文化有更深入的了解！



Ms. Louisa Chan (Staff member of the Faculty Office of Education)

This is the first time I have joined the CUHK Host Family Programme. As my children have grown up, I can have more time for others. Moreover, I hope to share my life experiences with young people and understand more about them.

There are three students in my group, who are all girls from different mainland cities. It was not easy to make appointments with them as they were busy with their course work and student activities, but we still managed to have our first dinner gathering in a vegetarian restaurant at Tai Po Market. There we enjoyed tasty bean curd in a dessert shop. I also shared with them where to buy famous and special food in Tai Po, like *put chai ko* (砵仔糕), tofu skin (腐竹), etc. One of the students gave me a bookmark which was made by herself. I was really surprised by such an unexpected gift!

I plan to go to Hong Kong Geopark with the girls in spring and I really look forward to the trip!



研究生宿舍晚宴暨品酒工作坊



研究生宿舍於2014年12月10日假大學教職員餐廳舉行晚宴暨品酒工作坊，大學品酒學會顧問兼校友陸耀文先生，蒞臨擔任嘉賓講者，介紹品酒常識及方法，並讓參加者品嘗四款美酒，節目的高潮為問答時間，參加者均踴躍舉手回答，最後三位幸運兒拿著由陸先生捐出的美酒，高興地與嘉賓及參與者拍照留念。

#CUsmile 校園展歡顏

2014-15 校園精神健康推廣活動 #CUsmile 標語設計比賽已圓滿結束，共收得 44 份設計，作品盡顯中大同學的創意和幽默感，參與 FACEBOOK 投票的人數更超過 500 人次。同時，#CUsmile Instagram 攝影比賽也收得過百份作品，記錄了中大同學的快樂片段。#CUsmile 頒獎禮已於 2015 年 1 月 16 日暨 uBuddies 交接禮舉行。

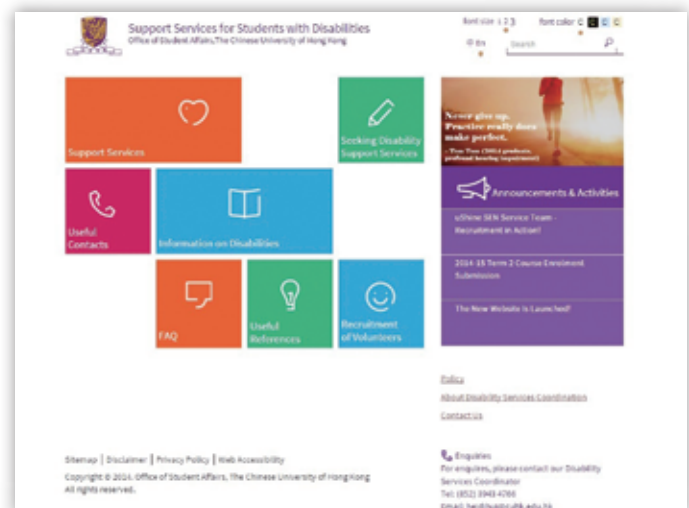
作品可瀏覽 CUsmile Facebook 專頁：



www

New Website on Support Services for Students with Disabilities Is Launched!

The new website on Support Services for Students with Disabilities is launched! This website provides information on support services for students, accessibility on campus, educational activities and knowledge on types of disabilities. The website also caters to the needs of users with various disabilities. Please visit www.cuhk.edu.hk/osa/disability and feel free to contact Miss Heidi Hui, the Disability Services Coordinator (e-mail: heidihui@cuhk.edu.hk) for comments and suggestions about the new website.



Prevention of H7N9 Avian Flu

In light of a confirmed human case of avian influenza A(H7N9) in Hong Kong on 27 December 2014, the Government has activated the "Serious Response Level" under the Preparedness Plan for Influenza Pandemic. In response to this, the Committee on Health Promotion and Protection (CHPP) has raised the level of response from "Alert" to "Serious" under the Pandemic Influenza Response Level on Campus. The University Health Service will enhance infection control and surveillance of respiratory infection cases. CHPP will closely monitor the situation and will work with units to step up cleaning of public facilities in campus.

CHPP would like to urge staff and students to maintain strict personal, food and environmental hygiene both locally and during travel.

For more information, please visit the website of:

Chairman's Announcement, Committee on Health Promotion and Protection (www.cuhk.edu.hk/health_promote_protect/chairman_announcement.html#20141229)

Avian influenza page of the Centre for Health Protection (CHP) (www.chp.gov.hk/en/view_content/24244.html)

Global statistics and affected areas of avian influenza in the CHP's website (www.chp.gov.hk/files/pdf/global_statistics_avian_influenza_e.pdf)

If you have enquiry about avian influenza, please contact the CHP's hotline (2125 1111). You may also contact the University Health Service (Ms. Tiffany Chan, Nursing Officer, phone 3943 6436; email: tiffanychan@cuhk.edu.hk).

Internationalization Activity Fund for Student Associations 2015 Call for Applications (First Round)

Purpose

The Internationalization Activity Fund aims to support student associations to organize activities which promote internationalization and inter-cultural exchange opportunities among members of the University community.

Eligibility

All registered undergraduate and postgraduate student associations will be eligible for applying for financial support from the Fund.

Student bodies representing non-local ethnic or regional origins are encouraged to apply for the funding to organize activities for promoting campus integration and cohesion.

Assessment Criteria

- Consideration will be given to the overall merits of each application, including innovation and impact of the activity in enhancing the internationalization exposures of students outside the association concerned.
- Priority will be given to activities which involve a larger number of students, whether as participants or organizers.
- Inter-association collaboration will be highly encouraged.
- The Fund would not cover expenses of overseas exchange activities organized by student associations for their members.
- The maximum amount of support for each application is capped at \$10,000.

Application Deadline: 16 February 2015 (Monday)

For details, please visit: www.cuhk.edu.hk/osa/InternationalActivityFund.pdf

王福元樓新聚點

位於王福元樓的學習共享空間已於2015年1月開幕，現場設有休閒豆袋及沙發，適合各同學作小組討論或研討，而空間牆壁以橙色作為主調，非常醒目，其中一面更可以作白板之用，讓大家隨意書寫。學習共享空間位置方便，於王福元樓五樓，一出電梯轉左便會到達，歡迎各同學隨時使用。

另一方面，學生事務處社會及公民參與組的辦公室亦已投入服務，地址為王福元樓5樓504室，社會及公民參與組將會繼續為大家帶來更多精彩活動。



低 碳 生 活 藝 術

和聲書院一直致力推動「綠色生活」及鼓勵學生「節約能源」。書院去年利用廢物，包括鋁罐、紙箱及舊雜誌等製作了一棵環保聖誕樹及一輛聖誕鹿車。鹿車內裝有一個腳踏發電裝置，能將動能轉化成電能。腳踏機所產生的電力可用來點亮聖誕樹的燈飾、啟動一把小型風扇及播放聖誕音樂，更可為手提電話或平板電腦充電！希望透過這個小小的藝術品，提高同學對環境保護及節約能源的意識，實踐低碳生活！



學生宿舍助學金計劃 2014-15

申請資格

申請「學生宿舍助學金計劃」的學生，必須符合以下申請資格：

1. 為本地全日制學士學位課程學生；
2. 為註冊宿生，並於學期內 75% 或以上時間居住於本校提供的宿舍；
3. 於 2013 年 4 月 1 日至 2014 年 3 月 31 日期間平均家庭收入每月約少於 \$20,000；及
4. 未能受助於關愛基金提供的「院校宿舍津貼」，或於該計劃獲得少於每學期 \$1,000。

申請程序

1. 申請人若只在 2014/15 學年下學期居住於本校提供的宿舍，須於 2015 年 1 月 5 日至 2 月 28 日透過中大學生信息系統 (CUSIS) 網上填寫申請表 (網址: www.cuhk.edu.hk/cusis; MyCUHK > CUSIS and MyStudy > Financial Aid Online Appl Form > Public Application > 按放大鏡選擇「Student Residence Bursary」)。已於上學期遞交申請的全年宿生，無需再遞交申請。
2. 申請人於網上遞交申請表後，須於 2015 年 2 月 28 日前將有關證明文件交回所屬書院。若申請人已申請本學年的「大學助學金及貸款計劃」(UBL)，則無須向書院遞交有關證明文件。

詳情請瀏覽入學及學生資助處網頁 www.cuhk.edu.hk/adm/sfas。

如有疑問，可致電入學及學生資助處 (電話：3943 1898 或 3943 7205) 或向所屬書院查詢。

同學們，全新電郵服務 @Link 現已正式啟用！

新 @Link 電郵為你提供 50GB 容量的郵箱及更多協作工具。此外，從 2015 年暑假起的畢業生更可終身享用 @Link 電郵服務。只要登記取得 CUHK Office 365 帳戶後 (<https://cai.itsc.cuhk.edu.hk/office365>)，你便可到 CUHK Office 365 Portal (www.cuhk.edu.hk/o365) 使用 @Link 電郵服務。

新 @Link 電郵會與 CUHK Webmail 同時運作直至 2015 年暑假。大學電郵仍會寄至你的 CUHK Webmail 郵箱，直至 2015 年暑假 @Link 全面取代 CUHK Webmail 成為學生電郵系統。在此期間，為確保同學收取電郵無誤，當你的 CUHK Webmail 郵箱收到任何電郵時，電郵的複本將會自動轉寄至你的 @Link 郵箱。請確保你的 CUHK Webmail 郵箱尚有空間接收電郵，否則大學電郵的複本將未能由你的 CUHK Webmail 郵箱自動轉寄至你的 @Link 郵箱。

有關服務詳情，請瀏覽 www.cuhk.edu.hk/itsc/o365/email.html。

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督導委員會聯席主席

沈祖堯教授 校長

關瑞文教授 崇基學院神學院副院長

參與本計劃的三種模式：

由學生自行發起的服務學習項目

- 同學自行組成小組，提交建議書
- 資助金額每項目可高達港幣 25,000 元，申請者可同時申請其它資助

由學生發起、社會服務機構協助的服務學習項目

- 同學可在社會服務機構的協助下設計活動
- 本計劃透過社會服務機構分配所得資助，活動經費每項目可高達港幣 25,000 元

參與由社會服務機構提供的服務學習項目

以此計劃滿足相關書院通識科目要求

同學可以此計劃中的服務學習經驗作為滿足相關書院通識科目 (如專題討論、具服務學習元素的科目等) 的服務學習要求，唯同學必須事先徵得該科老師同意。

以此計劃滿足相關書院服務獎勵計劃要求

同學可以此計劃中的服務學習經驗作為滿足聯合書院社會服務獎勵計劃及新亞書院通才獎勵計劃的服務學習要求，唯同學必須事先徵得書院的同意證明。

對象：校內全日制本科生及學生團體

報名請到愛鄰「社」網頁：www.cuhk.edu.hk/loveyn
查詢：葉小姐 (3943 5979 / loveyn@cuhk.edu.hk)



Career Planning and Development Centre, OSA (Tel: 3943 7202 / E-mail: cpdc@cuhk.edu.hk)

(Please note that the following schedules are subject to change. Students may refer to <http://cpdc.osa.cuhk.edu.hk> for the updated information.)

Guidance Programme		
Events	Organizer / speaker	Date
NLP for Leadership and Teamwork Skills at the Workplace	Mr. Alex Lam	2 Feb 2015
就業講座 — 背包達人的工作假期體驗	香港背包達人	6 Feb 2015
Mock Interview Workshops for All and Specific Session for Teaching	CPDC & Faculty of Education	Mar 2015
Getting along with Your Boss and Colleagues for a Happy Working Life with NLP	Mr. Alex Lam	9 Mar 2015
Career Seminar — Your Career Prospects in the Communications Authority	Communications Authority	19 Mar 2015

Recruitment Talks		
Events	Organizer / speaker	Date
Jardine One Solution (HK) Ltd, Estee Lauder, Bank of East Asia, LVMH, The Hong Kong Jockey Club		Feb 2015
AmorePacific (Hong Kong) Co., Ltd, DFS Group Ltd, Fuji Xerox (Hong Kong) Limited, Tesco International Sourcing Limited (Hong Kong), Sogo Hong Kong Co., Ltd		Mar 2015

Careers Fair		
Industry Sessions (Please refer to http://cpdc.osa.cuhk.edu.hk/student/careers-fair for participating organizations)	Organizer / speaker	Date
Banking, Finance, Government, Public Relations and Marketing		3 Feb 2015
Aviation, Entertainment, FMCG, Retail, Logistics, Property		4 Feb 2015
IT, Research and Technology, Telecommunications		5 Feb 2015
Education, Food and Beverages, Healthcare, NGO, Pharmaceutical, Insurance		6 Feb 2015

Incoming Students Section, OSA (Tel: 3943 7945 / E-mail: isso@cuhk.edu.hk)

Events	Organizer / speaker	Date
CUHK Host Family Programme Reunion	ISS	7 Feb 2015
VC Dinner with Postgraduate Students	ISS / CUPSA / PGH Residents' Associations	11 Feb 2015
Latin American Festival	ISS	Mar 2015
Hong Kong Explorer Series (III): Roaming Around the Old District – To Kwa Wan	ISS / MUA	7 Mar 2015
Academic Success Workshop (IV): Equip Yourself Well for Interviews	Ms. Polly Cho	13 Mar 2015
內地畢業生交流會 (二)	Alumni	20 Mar 2015
Hong Kong Explorer Series (IV): Fishing Village in Hong Kong – Lei Yue Mun	ISS / MUA	21 Mar 2015

Student Activities Section, OSA (Tel: 3943 7323 / E-mail: sacs@cuhk.edu.hk)

Events	Organizer / speaker	Date
Application for AIA Young Leaders Development Programme	AIA Foundation (coordinated by SACS)	Feb 2015
Application for Hsin Chong - K.N. Godfrey Yeh Education Fund for Joint Student Projects (2nd round)	Hsin Chong - K.N. Godfrey Yeh Education Fund (coordinated by SACS)	Feb 2015
Wu Zhi Xing Charity Walk	Wu Zhi Qiao (Bridge to China) Charitable Foundation (coordinated by SACS)	8 Feb 2015
Application deadline of Yunnan Cultural Study Tour	Uni-Y (CUHK) Project, SACS	28 Feb 2015

學生領袖培訓計劃

Events	Organizer / speaker	Date
活動七：「防貪及個人資料」講座	SACS / 廉政公署教育主任及個人資料私隱專員公署職員	2 Feb 2015
活動八：「團隊教練」工作坊	SACS / 鍾明崇先生 (才藝企業顧問有限公司之培訓導師)	7 Feb 2015
活動九：「財政管理」工作坊	SACS / 羅佩詩女士 (學生事務處學生發展經理)	10 Feb 2015
活動十：參觀崇光電器製成廠及香港中文大學 (深圳) 校園 (暨專題講座)	SACS	7 Mar 2015
活動十一：「成功演說」講座	SACS / 梁繼璋先生 (D100 網上電台之節目主持人)	12 Mar 2015
活動十二：「經營創意事業」分享會	SACS / 劉子軒先生、凌苑珊小姐及蔡小櫻小姐 (BEIS Leather Workshop and Design Port 之經營者)	17 Mar 2015

身·心·活計劃

Events	Organizer / speaker	Date
活動一：Fit「身」行動	SACS	2 Mar 2015
活動二：毒海浮「心」分享會	SACS	4 Mar 2015
活動三：「活」得精彩戒毒人士服務日	SACS	8 Mar 2015
活動四：健康生活展覽	SACS	2 - 8 Mar 2015

Student Counselling and Development Service, OSA (Tel: 3943 7208 / E-mail: scds@cuhk.edu.hk)

Student Development Programmes for Postgraduates		
Events	Organizer / speaker	Date
Mental Health First Aid Certificate Course for Postgraduate Students	SCDS	3, 5, 10 & 12 Feb 2015
Workshop on Loss and Grief	SCDS	18 Mar 2015

Student Development Programmes for Undergraduates		
Events	Organizer / speaker	Date
uBuddies Peer Counselling training	SCDS	30 Jan, 6, 13 & 27 Feb 2015
Personality Assessment Workshop	SCDS	4 & 11 Feb 2015
Mental Health First Aid Certificate Course for uBuddies	SCDS	6, 13, 20 & 27 Mar 2015
Workshop on Increasing Self Awareness through NLP for Undergraduate Students	SCDS	17 & 19 Mar 2015
Workshop A - Loss and Grief	SCDS	18 Mar 2015
Workshop B - Loss and Grief	SCDS	25 Mar 2015

Mental Health Promotion Weeks		
Events	Organizer / speaker	Date
Resilience board display	SCDS	25 Feb - 6 Mar 2015
Stress Management board display	SCDS	Mar 2015
Workshop on Overcoming Procrastination through Mood Regulation for Postgraduate Students	SCDS	Mar 2015
Workshop on Optimism	SCDS	2 Mar 2015
Sharing session on Disability Awareness	SCDS	6 Mar 2015
Disability board display	SCDS	2 - 6 Mar 2015
Workshop on Increasing Self Awareness through NLP	SCDS	17 & 19 Mar 2015

Social and Civic Engagement Section, OSA (Tel: 3943 7980 / E-mail: sces@cuhk.edu.hk)

Events	Organizer / speaker	Date
"Theatre in Education" Final Performance	SCES	7 Feb 2015
"The WAY, I CARE!" University Community Engagement Symposium	SCES and CEDARS (HKU)	10 Feb 2015



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