About the Speaker:
Dr. Steven Sek-yum Ngai is Professor and Graduate Division Head of the Department of Social Work at The Chinese University of Hong Kong (CUHK), Director of the CUHK-Nankai Joint Research Center of Social Policy, and Associate Director of Service-Learning Center at CUHK Chung Chi College. His current research interests are in the areas of service-learning and leadership development, social exclusion and youth citizenship, mutual aid and youth empowerment, and qualitative research methodology. In total, he has published over 160 articles on these areas, including 100 refereed publications in journals, books and conference proceedings. Since 2000, he has conducted 26 research projects. Among them, three are funded by RGC Competitive Earmarked Research Grant (CERG) or RGC General Research Fund (GRF), and another 16 commissioned by government bureaus/NGOs in Hong Kong or Macau. Given his ongoing efforts and remarkable performance in teaching and research, he received CUHK Faculty of Social Science Exemplary Teaching Award in 2000, CUHK Research Excellence Award in 2010-11, and CUHK University Teaching Award in 2014.

Abstract:
This study examines the ways in which program characteristics (i.e., involvement with service users, agency support and class experience) and psychological engagement interact in university students to affect service-learning outcomes in such areas as personal development and civic commitment. The basic premise is that these two sets of variables may have different effects on the outcomes. To test this, the present study employed survey data collected from 113 university students participating in the local service-learning program at Chung Chi College. The results support the hypotheses that involvement with service users and psychological engagement are the strongest predictors of student outcomes. On the other hand, no support is found for the possibility that agency support and class experience might affect the outcomes. The implications of the findings for further research and future practice of service-learning programs are discussed.