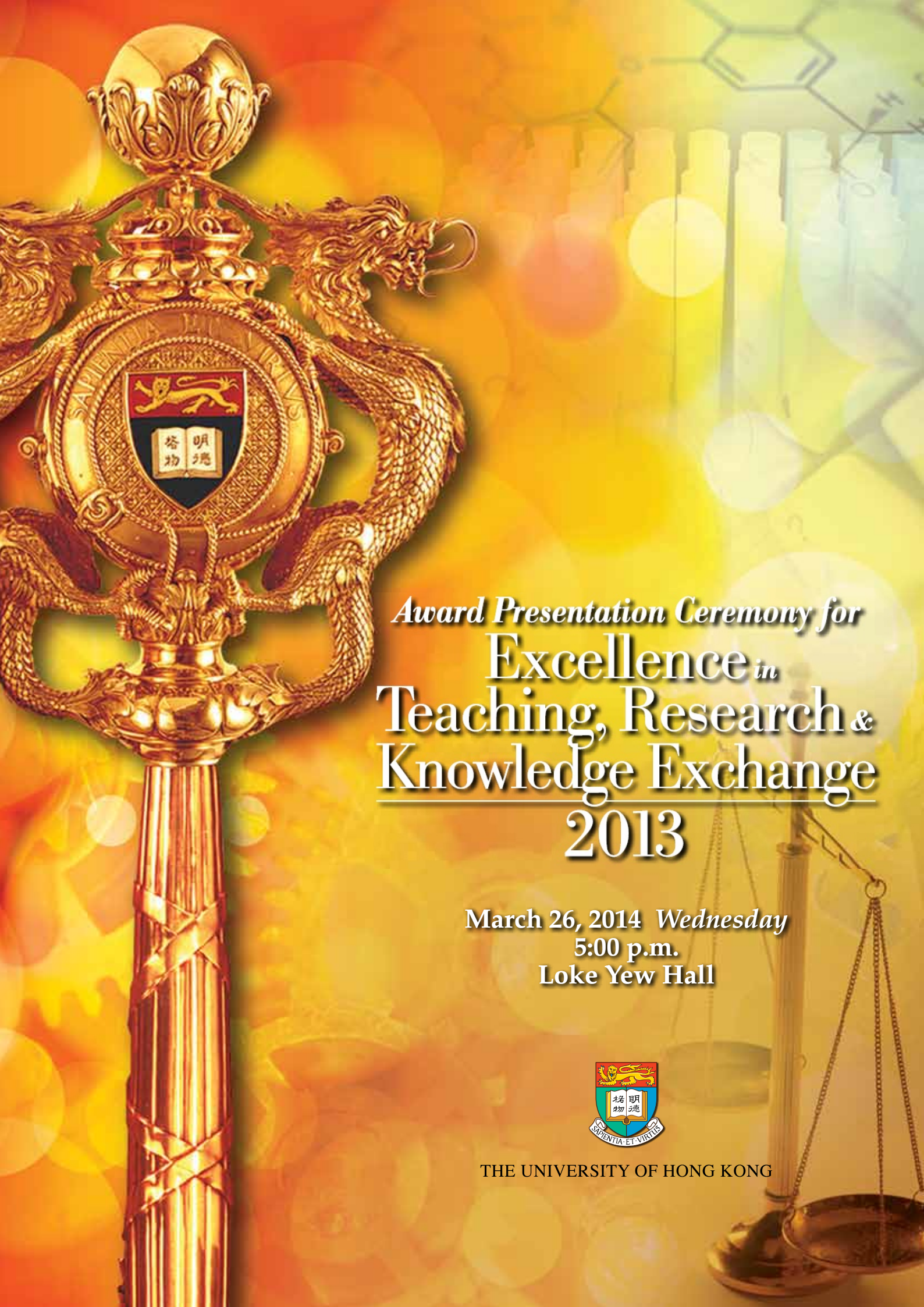


# *Award Presentation Ceremony for* Excellence *in* Teaching, Research & Knowledge Exchange 2013

**March 26, 2014** *Wednesday*
**5:00 p.m.**
**Loke Yew Hall**

THE UNIVERSITY OF HONG KONG

# Celebrating Excellence in Teaching, Research and Knowledge Exchange

# A Message from the Vice-Chancellor

Each year the University holds a ceremony to honour achievements in teaching, research, and, since 2012, knowledge exchange, providing an opportunity to recognise outstanding work and for award winners to celebrate with family, friends and colleagues.

The successful completion of the first year of our new core curriculum in 2012–2013 is due to the innovative approaches and hard work of all those involved, particularly our skilled teachers. The move by the government to four-year degrees brought the opportunity to take a fresh look at our aims in teaching and learning and to reform our curriculum. During this period of change, HKU continues to attract high-calibre students and see impressive results, for example in external awards to our students and high graduate employment rates.

Thanks to our outstanding academics, the past year has also seen continued success in our research excellence. For example, for the 11th year in a row, HKU was awarded the largest share in the General Research Fund exercise. The University provides funding and infrastructure support to this talented pool of researchers, giving particular emphasis to key areas of strength with interdisciplinary collaboration, and aims to enhance the environment further by recruiting and nurturing the next generation. In all our research endeavours, integrity and responsible conduct remain a priority.

Today's ceremony also honours our colleagues who have been making significant contributions to the community and society through knowledge exchange, the University's third core mission alongside research and teaching and learning. Although such exchange has long been part of higher education, recent years have seen increased realisation of its importance and with this more focus, support, and recognition of achievements. HKU emphasises the two-way process, and recently a Partnerships website has been launched to aid collaboration.

Over more than a decade at HKU, I have had the pleasure of watching gifted teachers and researchers flourish, and I am honoured to be amongst so many exceptional individuals who are working together to achieve excellence for the University and significant benefits for society. I would like to offer my warmest congratulations to all those awarded here today.

**Professor Lap-Chee TSUI**
Vice-Chancellor
*March 2014*

# PROGRAMME

## OPENING ADDRESS

*Professor Lap-Chee TSUI, Vice-Chancellor*

## FACULTY TEACHING AWARDS

**Faculties of Architecture, Arts, Business and Economics, Dentistry, Education, Engineering, Law, Medicine, Science and Social Sciences**
*Awards presented by Professor Amy TSUI, Pro-Vice-Chancellor*

## OUTSTANDING YOUNG RESEARCHER AWARD

*Video presentation*
*Awards presented by Professor Paul TAM, Pro-Vice-Chancellor*

### Awardees

**Mr Thomas CHENG Kin Hon,** *Department of Law*
**Dr LIU Zhonghui,** *Department of Earth Sciences*
**Dr Stephanie MA Kwai Yee,** *Department of Anatomy*
**Dr WU Yik Chung,** *Department of Electrical and Electronic Engineering*
**Dr YAO Wang,** *Department of Physics*

## KNOWLEDGE EXCHANGE AWARD

**Faculties of Architecture, Arts, Business and Economics, Dentistry, Education, Engineering, Law, Medicine, Science and Social Sciences**
*Awards presented by Professor Paul TAM, Pro-Vice-Chancellor*

## OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

*Video presentation*
*Award presented by Professor Lap-Chee TSUI, Vice-Chancellor*

### Awardee

**Professor SUN Hongzhe,** *Department of Chemistry*

## RESEARCH OUTPUT PRIZE

**Faculties of Architecture, Arts, Business and Economics, Dentistry, Education, Engineering, Law, Medicine, Science and Social Sciences**
*Prizes presented by Professor Paul TAM, Pro-Vice-Chancellor*

## OUTSTANDING RESEARCHER AWARD

*Video presentation*
*Awards presented by Professor Lap-Chee TSUI, Vice-Chancellor*

### Awardees

**Professor LU Liwei,** *Department of Pathology*
**Professor SHEN Shunqing,** *Department of Physics*
**Professor WANG Wenping,** *Department of Computer Science*

## OUTSTANDING TEACHING AWARD

*Video presentation*
*Awards presented by Dr the Honourable Sir David LI Kwok Po, Pro-Chancellor and Professor Amy TSUI, Pro-Vice-Chancellor*

### Awardees

Individual

**Professor CHEUNG Wing Sum,** *Department of Mathematics*
**Dr Tammy KWAN Yim Lin,** *Faculty of Education*
**Dr Cole ROSKAM,** *Department of Architecture*
**Dr SHIH Kaimin,** *Department of Civil Engineering*
**Ms Dorothy TANG Shun Wai,** *Department of Architecture*
**Dr YAN Xiaojun,** *Department of Politics and Public Administration*

Team

**Professor CHAN Li Chong,** *M B Lee Professor in the Humanities and Medicine (Leader),*
**Dr Julie CHEN Yun and Dr Janice TSANG Wing Hang**
*Li Ka Shing Faculty of Medicine*
*'A Medical Humanities Core Curriculum: Engaging Medical Students through Experiential Learning'*

## CLOSING ADDRESS

*Dr the Honourable Sir David LI Kwok Po, Pro-Chancellor*

## GROUP PHOTOGRAPHS

## COCKTAIL RECEPTION

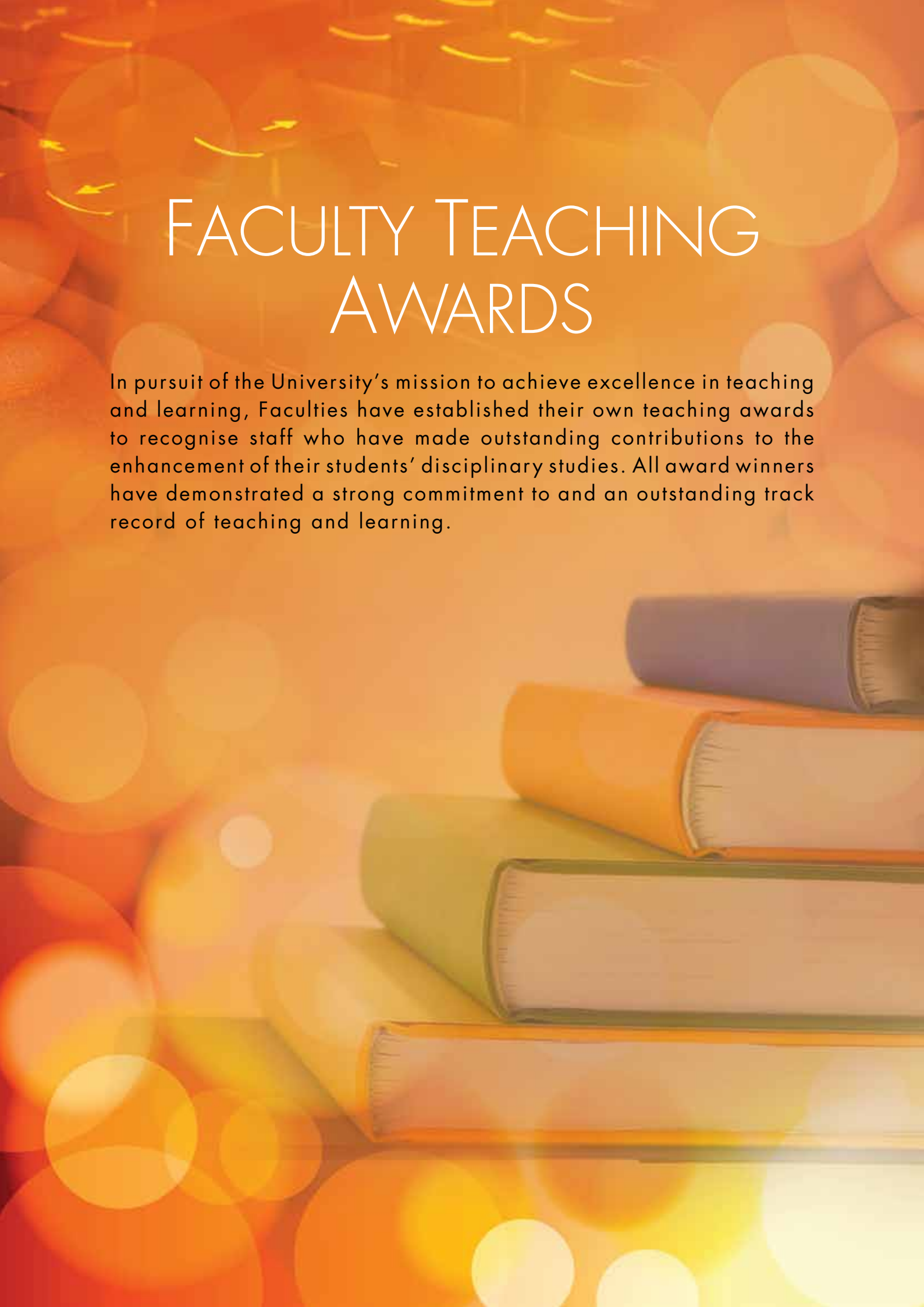
Masters of Ceremonies:

*Miss Yasmin CHAFRA, BA 1 and Mr Gary CHOW Chun Hun BSocSc 2*

*Special thanks to Professor SIN Chow Yiu, Honorary Professor, School of Chinese, for providing the Chinese calligraphy on display at the Ceremony.*

# Faculty Teaching Awards

In pursuit of the University's mission to achieve excellence in teaching and learning, Faculties have established their own teaching awards to recognise staff who have made outstanding contributions to the enhancement of their students' disciplinary studies. All award winners have demonstrated a strong commitment to and an outstanding track record of teaching and learning.



## FACULTY OF ARCHITECTURE

### FACULTY OF ARCHITECTURE TEACHING AWARD

Professor Rebecca CHIU Lai Har 趙麗霞教授,
*Department of Urban Planning and Design 城市規劃及設計系*

Dr NG Fung Fai 吳蓬輝博士, *Department of Real Estate and Construction 房地產及建設系*

The Faculty of Architecture Teaching Award aims to promote excellence in teaching and learning within the Faculty. This Award recognises and rewards the efforts and achievements of teachers of the Faculty who have demonstrated excellence in teaching and curriculum development. The recipients of this year's Award are Professor Rebecca CHIU Lai Har and Dr NG Fung Fai.

Professor Chiu has made significant contributions to the curriculum development and delivery of the Housing Management programmes. She is an advocate of using group projects to engage students. Her passion for teaching is evidenced by her consistently high scores in Student Evaluation of Teaching and Learning.

Dr Ng's scholarship in knowledge management has made student-centred learning the foundation of his educational philosophy. He successfully developed a student-centred learning framework for the Surveying Studio course and pioneered the curriculum reforms in real estate and construction education.

## FACULTY OF ARTS

### FACULTY TEACHING EXCELLENCE AWARD

Dr Carl Roland VOGT 傅榮朗博士,
*School of Modern Languages and Cultures 現代語言及文化學院*

Originated in 2008–2009, the Faculty Teaching Excellence Award (FTEA) offers up to two prizes annually, including one for professoriate staff and one for academic-related staff. The FTEA takes the form of a certificate and a monetary award of HK$25,000. Dr Carl Roland VOGT is a recipient for the FTEA 2012–2013 (Professoriate Staff Category).

Dr Vogt joined HKU as a Visiting Assistant Professor in the School of Modern Languages and Cultures in 2007, a position which was sponsored by the German Academic Exchange Service (DAAD). Being the Programme Director of European Studies, he plays a vital role in curriculum development and teaching. In 2012, he facilitated the establishment of a teaching and research consortium with other local universities in securing a European Union Academic Programme grant, and part of the grant is

used to enhance the Faculty's European Studies programme and to provide more experiential learning opportunities for students. In addition, he has demonstrated outstanding teaching performance as evidenced by his consistently high scores in the Student Evaluation of Teaching and Learning, as well as strong commitment to teaching courses and supervising students' research at both undergraduate and postgraduate levels.

## FACULTY OF BUSINESS AND ECONOMICS

### FACULTY OUTSTANDING TEACHER AWARD (Undergraduate Teaching)

Dr Olivia LEUNG Shek Ling 梁碩玲博士, *School of Business 商學院*

Professor Richard Yue Chim WONG 王于漸教授,
*School of Economics and Finance 經濟金融學院*

### FACULTY OUTSTANDING TEACHER AWARD (Taught Postgraduate Teaching)

Dr Matthias BUEHLMAIER, *School of Economics and Finance 經濟金融學院*

Dr Gilbert WONG Yao Yee 黃祐怡博士, *School of Business 商學院*

The Faculty Outstanding Teacher Award has been in place since 2003–2004. The aim of the Award is to recognise distinguished teachers for their accomplishments in teaching and to further promote a culture of quality teaching. For 2012–2013, four teachers who received commendations from students were selected to receive the Faculty Outstanding Teacher Award.

Dr Olivia LEUNG Shek Ling and Professor Richard Yue Chim WONG, Philip Wong Kennedy Wong Professor in Political Economy, were awarded for their excellent teaching in undergraduate programmes. Dr Leung tailors teaching strategies to facilitate effective learning among her students. Her efforts in teaching, coaching students, and academic advising have earned her words of praise. Professor Wong inspires students to discover the versatility of economic thinking in comprehending the real world. He engages students at different levels with challenging teaching materials.

Dr Matthias BUEHLMAIER and Dr Gilbert WONG Yao Yee were accorded the Award for teaching postgraduate programmes. Dr Buehlmaier makes difficult topics accessible to students and successfully helps them gain an in-depth understanding of the course contents. Students were motivated to pursue further learning in the subject. Dr Wong constantly develops innovative teaching materials that are up-to-date and interesting. In this spirit, he has recently created a new course which examines networking via personal ties and social media technologies.

## FACULTY OF DENTISTRY

### FACULTY OUTSTANDING TEACHER AWARD

Dr Michael George BOTELHO, *Faculty of Dentistry 牙醫學院*

The Faculty of Dentistry's Outstanding Teacher Award was established to recognise and encourage staff who have made a major contribution in advancing teaching and learning of the Faculty by maintaining an exceptional record of sustained teaching and learning activity in undergraduate and / or postgraduate education.

Dr Michael BOTELHO has joined the Faculty of Dentistry for 18 years. He is actively and intensely involved in the undergraduate curriculum and its design, innovation, and development. Dr Botelho was a member of the Faculty's Undergraduate Curriculum Task Force designing and implementing Problem-based Learning (PBL) between 1997 and 2003. He is the Chairman of the Faculty Teaching and Learning Quality Committee and member of the Board of Undergraduate Studies. He has secured three Teaching Development Grants which supported teaching and learning innovations relating to Journal-based Learning, Clinical Learning Portfolio and e-Clinical Learning Portfolio. He plays a key role in coordinating the design and implementation of 14 competency-based Key Skills exercises undertaken by dental undergraduates. In collaboration with consultants and discipline-based staff, he is working on implementing the task-specific grade descriptors for these Key Skills.

## FACULTY OF EDUCATION

### FACULTY OUTSTANDING TEACHING AWARD

#### Individual

Dr Cheri CHAN Yu Yan 陳如茵博士, *Faculty of Education 教育學院*

#### Team

Dr HO Man Wah 何敏華博士 (Leader), Dr Eva CHAN Suk Ying 陳淑英博士 and Mr WONG Ka Lok 黃家樂先生, *Faculty of Education 教育學院*

Dr Cheri CHAN Yu Yan, Lecturer of the Division of English Language Education, was honoured with the Faculty Outstanding Teaching Award in 2013. Dr Chan is well known for her relentless pursuit of excellence in teaching and learning. Her contributions to inspiring students to become teachers who dare to teach with passion and courage are also remarkable. She is an exemplary teacher with professionalism, passion and devotion in teaching.

The winners of the Team Award were a team led by Dr HO Man Wah with Dr Eva CHAN Suk Ying and Mr WONG Ka Lok as team members. The excellent teamwork has made continuous effort in the curriculum innovations in liberal studies teacher education. Their accomplishments attest to scholarship in teaching that is unquestionably unique and innovative.

## FACULTY OF ENGINEERING

### FACULTY OUTSTANDING TEACHING AWARD

#### Individual

Dr CHUI Chun Kit 崔俊傑博士, *Department of Computer Science 計算機科學系*

Dr SHIH Kaimin 施凱閔博士, *Department of Civil Engineering 土木工程系*

#### Team

Dr Wilton FOK Wai Tung 霍偉棟博士 (Leader), Professor Ben YOUNG 楊立偉教授, Dr Philip PONG Wing Tat 龐永達博士, Dr WU Yik Chung 胡奕聰博士, Dr Alfred YU Cheuk Hang 余倬恒博士, Dr WONG LUI King Shan 呂景珊博士, Dr Vincent TAM Wai Leuk 譚偉略博士 and Dr WONG Chun Kuen 黃春權博士, *Faculty of Engineering 工程學院*

The Outstanding Teaching Award (renamed from the Best Teacher Award which was launched in 2003–2004) of the Faculty of Engineering aims at rewarding and fostering teaching excellence in the Faculty. Awardees must demonstrate good practices and achievements in their teaching; be active in curriculum design and innovation, and take an active role in the promotion of teaching and learning in the Faculty. This year, the Faculty has newly introduced the Team Award, in addition to the existing Individual Award, to recognise teachers' outstanding collaborative work.

All the awardees of 2012–2013 demonstrated significant teaching accomplishments. Dr CHUI Chun Kit designed the first self-learning course in the Department of Computer Science and contributed actively by coordinating the implementation of Outcome-based Learning and eLearning, as well as providing training to the teaching members of the Department. Dr SHIH Kaimin showed his strong passion in teaching which was recurrently praised by students. He enthusiastically participated in curriculum developments and pioneered the 'Environmental Sustainability' module at HKU which was well received by students. Dr Wilton FOK Wai Tung and his team provided students with ample opportunities of experiential and service learning through the Sichuan reconstruction project collaborated across departments. Students participated in the project applied their engineering knowledge acquired in formal curriculum to offer solutions to the real-life situations which contributed significantly to the reconstruction of Sichuan province. The project also served as a demonstration model of experiential learning for future curriculum developments.

## FACULTY OF LAW

### FACULTY OUTSTANDING TEACHING AWARD

Dr Shahla ALI, *Department of Law 法律學系*

Dr GU Weixia 顧維遐博士, *Department of Law 法律學系*

Ms Vandana RAJWANI 羅穎彤女士, *Department of Professional Legal Education 法律專業學系*

Dr Shahla ALI has developed a coherent teaching philosophy, which she applies across her courses, focussing on student participation. She has been active in curriculum design at the course level and at the programme level, with solid results. Among other things, she has developed three new courses, successfully adopted experiential teaching methods and technology to enhance in-class and out-of-class learning, and contributed to scholarship of teaching through publications and presentations.

Dr GU Weixia's teaching philosophy is to create a learning environment for active thinkers. Her pedagogies for large and small classes have been well received by students. She has introduced innovative and interactive elements into her teaching in order to stimulate students' interest and achieve a student-centred learning environment. She has contributed to teaching development through revamping an important course and has been an active player in the curriculum development of one of the postgraduate programmes.

Ms Vandana RAJWANI has actively reformed the advocacy education for HKU Law students, allowing them to develop and refine their advocacy skills in a realistic activity-based manner incorporating role plays, digital video review, constructive feedback and professional mentoring. She has consistently excelled in her student teaching evaluations, receiving top scores and extremely positive feedback from students, peers, members of the Hong Kong legal profession and judiciary and other overseas institutions.

## LI KA SHING FACULTY OF MEDICINE

### FACULTY TEACHING MEDAL

Dr CHIN Weng Yee 陳穎怡醫生,
*Department of Family Medicine and Primary Care 家庭醫學及基層醫療學系 / Institute of Medical and Health Sciences Education 醫學及衛生教育研究所*

Dr David LAM Chi Leung 林志良醫生, *Department of Medicine 內科學系*

The Faculty Teaching Medal was established to identify, recognise and reward Faculty members who are excellent in teaching and / or in the promotion of good practice in teaching. This year, the Faculty has awarded two medals to Dr CHIN Weng Yee and Dr David LAM Chi Leung respectively.

Dr Chin is an experienced educator and has made significant contributions to medical education in the Faculty. In 2013, she developed and taught a new Common Core Curriculum course on the meaning of health which was well received by students. Dr Chin has also been actively involved

in curriculum review, renewal and design of programmes, and has put much effort in monitoring, evaluating and assuring the quality of education of the MBBS programme.

Dr Lam is an enthusiastic and innovative teacher with extensive teaching experience in clinical medicine. He has made continuous effort to nurture and facilitate intuitive learning for students. Seeing the need for better teaching in clinical radiology, Dr Lam took an initiative in designing a new e-learning module through Moodle on chest imaging. His proposal was awarded the Teaching Development Grant and very positive feedbacks were received from students about the new e-learning platform.

## FACULTY OF SCIENCE

### AWARD FOR TEACHING EXCELLENCE

Professor Aleksandra DJURIŠIĆ, *Department of Physics* *物理學系*

The Award for Teaching Excellence has been established in the Faculty of Science since 2005 to recognise, reward and promote excellence in teaching in the Faculty. This year, the Award goes to Professor Aleksandra DJURIŠIĆ from Department of Physics, for her outstanding teaching performance and the continuous efforts she has put in arousing students' learning interest.

Professor Djurišić joined the Department of Physics in 2003. She has actively participated in curriculum development and served in the departmental Curriculum Development Committee from 2004 to 2008. She has developed eight new courses since joining the Department, including two Common Core courses. She is actively engaged in the implementation of new pedagogies and in particular improving the laboratory teaching. In the past she has obtained Run Run Shaw Research and Teaching Endowment Fund for the development of experimental setups for renewable energy-related laboratory experiments suitable for non-science students as well as high-school science projects.

## FACULTY OF SOCIAL SCIENCES

### SOCIAL SCIENCES OUTSTANDING TEACHING AWARD

Dr Travis KONG Shiu Ki 江紹祺博士, *Department of Sociology* *社會學系*

To encourage and recognise outstanding teaching, the Faculty of Social Sciences re-introduced the Social Sciences Outstanding Teaching Award in 2012. The Award honours Faculty members who have demonstrated excellence in teaching and outstanding achievement in enhancing student learning. The recipient for this year is Dr Travis KONG Shiu Ki.

Dr Kong is passionate about teaching and engaging students. Learning is for understanding, not for reproduction. Making use of his training in sociology and his research expertise in gender and sexuality, he emphasises a learner-centred approach that is interactive and uses multimedia. He focusses on everyday experiences in order to nurture critical thinking, appreciation of differences, integration of theory and practice, and drawing out creativity. These, for Dr Kong, are the core of a cutting-edge teritary education in the 21st century.

# Outstanding Young Researcher Award

The Outstanding Young Researcher Award is made to academic staff at the rank of Associate Professor or below, or other staff on Terms of Service I whose main duty is research. Awards are made annually, and applicants must be below the age of 40 at August 31 of the preceding academic year. Award winners receive a monetary award of HK$150,000 per year for two years to further their research and a Type B research postgraduate studentship.

Nominations and applications for the 2012–2013 Outstanding Young Researcher Award were considered by a special Sub-Committee of the University Research Committee, chaired by Professor Douglas Wayne ARNER (Department of Law). The Members of this Sub-Committee included Professor Godwin CHAN Kwong Yu (Department of Chemistry), Professor GUAN Xinyuan (Department of Clinical Oncology), Professor David LUNG Ping Yee (Department of Architecture) and Professor WONG Sze Chun (Department of Civil Engineering). In making its recommendations, the Sub-Committee took into account documented evidence of international recognition of candidates' research accomplishments, the quality and quantity of their research publications, their ability to attract research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and their involvement in high-impact applied research work.

## Mr Thomas CHENG Kin Hon
## 鄭建韓先生

Department of Law 法律學系

Mr CHENG received a BA from Yale College, a Juris Doctor degree from Harvard Law School, and a Bachelor of Civil Law degree in European and Comparative Law from the University of Oxford. He has long been drawn to areas where law and economics intersect. Competition law therefore became an obvious choice of professional and academic focus.

Mr Cheng's research focusses on competition law and policy issues, especially comparative competition law and competition law in developing countries. He is particularly interested in whether and to what extent competition in general and competition law enforcement in particular promotes economic development. He is a member of the Competition Commission, the Administrative Appeals Board, the Energy Advisory Committee, the Committee on Slots Complaints, and the Consumer Council, where he is also the Chairman of the Competition Policy Committee. He is also a non-governmental adviser to the International Competition Network and a member of the executive board of the Academic Society for Competition Law.

The most exciting part of his academic career thus far is being involved in developing Hong Kong's first cross-sector competition law, including taking part in the drafting process, assisting in the promotion of the law to the general public, and now playing a role in enforcing the law as a member of the Competition Commission.

## Dr LIU Zhonghui
## 柳中暉博士

Department of Earth Sciences 地球科學系

Dr LIU received his PhD from the Department of Geological Sciences, Brown University in 2004, and worked as a Postdoctoral Fellow at Yale University before joining the University of Hong Kong in 2008. His expertise lies in reading hidden climate information from Earth's rocks and sediments and recognising rhythms of natural climate variability beyond the historical period. With the anticipated future anthropogenic climate change, he believes that studying past climates is the key to better knowing the future. He is devoted to studying characteristic warm periods in the geological past, to understand the chain of climatic responses and potential driving mechanisms that would have maintained a warmer climate, including the role of greenhouse gases (carbon dioxide) in global climate change.

Since 2010, Dr Liu has been among the HKU scholars in the top 1% of researchers according to ISI's Essential Science Indicators, and he has published over 30 papers in international journals, including several in the high-impact journals *Nature* and *Science*. He also received the Liu Tungsheng Prize for Young Earth Scientists in 2013.

Dr Liu appreciates being granted the HKU Outstanding Young Researcher Award, which he believes will greatly encourage his long-time pursuit in understanding Earth's climate change, for us humans to live in a better environment.

## Dr Stephanie MA Kwai Yee
## 馬桂宜博士

Department of Anatomy 解剖學系

Dr MA obtained her Bachelor and Master degrees from the University of British Columbia in 2000 and 2003, respectively. She then graduated with a PhD in 2007 from the University of Hong Kong, where she has been working since. Her research focusses on elucidating the molecular basis of two cancer types prevalent in Southeast Asia: hepatocellular carcinoma and esophageal squamous cell carcinoma. Specifically, she is interested in the identification, characterisation, 'omic' profiling and therapeutic targeting of liver and esophageal cancer stem cells, and the molecular biology of these two cancers. She aims to contribute to providing novel insights into the improvement and development of more effective therapies against cancer.

Since joining HKU, Dr Ma has published over 35 papers, many in the field's top journals. She is listed among the top 1% of most cited scholars by the ISI's Essential Science Indicators. Her numerous scholarships and awards include the 2007 Li Ka Shing Prize for the Best PhD Thesis (HKU) and 2008 Hong Kong Young Scientist Award in Life Sciences from the Hong Kong Institution of Science.

Dr Ma considers cancer research as an integral part of her life and believes that successful scientific pursuit should naturally be driven by curiosity, motivation, determination and quest for knowledge. She attributes her success to the guidance and advice of her mentors, the hard work of her research team, and the endless support of her family.

## Dr WU Yik Chung
## 胡奕聰博士

Department of Electrical and Electronic Engineering 電機電子工程系

Wireless communication has been transforming our lives significantly over the last 20 years. Dr WU is glad he chose to enter this fast-growing and exciting discipline in the mid-1990s, when he was studying for his Bachelor and Master degrees at the University of Hong Kong. With a thirst for more in-depth understanding of wireless systems, he furthered his study and obtained his PhD from Texas A&M University, USA.

Dr Wu's research focusses are on modelling uncertainty in wireless systems and investigating optimal decisions under uncertainty. Drawing on various advanced mathematical tools, such as estimation and decision theories, robust optimisation theories, and machine learning theories, Dr Wu pioneered a number of techniques on transmitter and receiver designs, making wireless communication more reliable and efficient.

Dr Wu's research has not only resulted in publications in top journals and best paper awards from international conferences, but also attracted attention from the wireless industry. Recently, some of his ideas and theories have been successfully transferred in two projects in collaboration with the Hong Kong Applied Science and Technology Research Institute (ASTRI) and the communication giant Huawei Technology Ltd. Being part of this mobile data revolution and seeing his research turning into reality in just a few years give him great satisfaction.

## Dr YAO Wang
## 姚望博士

Department of Physics 物理學系

Dr YAO graduated from Peking University in 2001, and received his PhD degree in Physics from the University of California, San Diego in 2006. He joined the University of Hong Kong in September 2008, where he is currently an Assistant Professor in the Department of Physics. Dr Yao is one of the first two recipients of the Croucher Innovation Award in 2013. The current focus of his team is to investigate electrons' internal degrees of freedom such as spin and valley pseudospin, and explore their quantum mechanical behaviour for new concept electronics and information processing.

The most representative work of Dr Yao in HKU is the prediction of the physics associated with valley pseudospin of electrons, previously thought to be unusable as control is lacking over this degree of freedom. His work makes possible in newly emerged two-dimensional materials the electrical and optical control of valley pseudospin, making it a suitable carrier of information for electronics. His theory predictions have been observed by many experimental groups, and are having a high impact internationally.

Dr Yao is a theoretician who works very closely with experimentalists. He enjoys both predicting new phenomena and identifying new physics from unexpected experimental observations.

# Knowledge Exchange Award

The Faculty Knowledge Exchange (KE) Award was introduced in 2011 in order to recognise each Faculty's outstanding KE accomplishment that has made demonstrable economic, social or cultural impacts to benefit the community, business / industry, or partner organisations. Individual Faculties have the flexibility to decide whether to conduct a Faculty KE Award exercise in a particular year, taking into account the Faculty's KE developments. Only one Award may be made by each participating Faculty in a year. Awards are open to individual full-time staff members on Terms of Service I; and teams led by a full-time staff member on Terms of Service I. Award winners receive a monetary award of HK$50,000 to further their KE work.

Nominations in each Faculty were considered by an *Ad Hoc* Faculty KE Award Selection Committee chaired by the Dean, and members included the Faculty representative serving on the KE Working Group, one of the Associate Directors of the Knowledge Exchange Office (Professor John Bacon-Shone / Professor Paul Cheung), and a member from outside the University.

The selection criteria included evidence of the KE project's link with excellence in research or in teaching and learning of HKU (*i.e.* quality of the knowledge); evidence of an effective engagement process with the non-academic sector(s); and evidence of demonstrable benefits to the community, business / industry, or partner organisations.

## FACULTY OF ARCHITECTURE

Mr Jason Forbes CARLOW

### 'ArtAlive@Park 2010 and ArtAlive@Park 2012'

These projects, as part of the HK Leisure and Cultural Services Department's (LCSD) programme, 'ArtAlive@Park', were supervised by Mr Jason Forbes CARLOW, Assistant Professor in the Department of Architecture, and involved students and staff of the Faculty to explore new ideas about architecture, fabrication and public space. A total of eight installations were created for two exhibitions in 2010 and 2012, each lasting three months. The installations served not only as public art, but also as works of design that were highly accessible to members of the public. These projects have demonstrated alternative ideas about public space and architecture to Hong Kong's park management and the LCSD, and helped to heighten the awareness for and relevance of public art and design for Hong Kong by policy makers. The success of the project in 2010 was such that in the following years the LCSD has re-modelled the ArtAlive@Park programme based on HKU's pavilion design projects and extensively involved the participation of architecture programmes of local universities.

## FACULTY OF ARTS

Dr Olga A ZAYTS

### 'Language and Communication in Genetic Counselling Settings in Hong Kong and South Asia'

The research done by Dr Olga A ZAYTS, Assistant Professor in the School of English, has been influential in the development of professional standards and best practices for genetic counselling in Hong Kong and Southeast Asia. She and her team focus on genetic counselling for prenatal (Down's Syndrome), postnatal (G6PD deficiency) and adolescent and adult (Sudden Arrhythmia Death Syndrome) conditions. Their work has contributed to the development of healthcare communication practice, the development of resources to enhance this practice, the stimulation of practitioner debate over appropriate standards of practice, the development of training and education programmes, and the development of resources for the public. The importance of Dr Zayts' work was recognised by the Consortium on Clinical Genetics and Genomic Medicine (Hospital Authority Hong Kong West Cluster / HKU), which has drawn up a five-year strategic development plan proposed to maintain and enhance the provision of comprehensive clinical genetic diagnostic and counselling services to clients in Hong Kong. The project also raised public awareness about genetic disorders.

## FACULTY OF BUSINESS AND ECONOMICS

Dr Michael CHAU Chiu Lung 周昭瀧博士

### 'Data Analytics for Blood Donation and Transfusion in Hong Kong'

Dr Michael CHAU Chiu Lung, Associate Professor in the School of Business, helped the Hong Kong Red Cross Blood Transfusion Service (BTS) target its services to the right people and in the right format, by conducting data analysis and data mining on past blood donation data in Hong Kong and looking for patterns and trends that would identify where and how the BTS could boost donations. The BTS took up his recommendation and opened a donation centre in Yuen Long in August 2011. The centre attracted more than 400 donations per week and most of these donors came from the district, just as Dr Chau had predicted in his analysis model. The project is highly beneficial to the community as the new centre allows BTS to attract more donors and thus ensure the steady supply of blood in Hong Kong, which is vital to public health. The analyses are also useful for BTS in understanding the supply of blood in Hong Kong and support their decision making process.

## FACULTY OF DENTISTRY

Dr YANG Yanqi 楊雁琪博士 (Leader), Dr CHU Chun Hung 朱振雄博士 and BDS students: MA Kwan Ning 馬君寧, Stephanie SO Yuen Ting 蘇婉婷, WONG Yau Sing 黃佑昇, LEE Pui Chung 李沛聰, ZHONG Chao 鍾超, Janet CHAN 陳思敏, Tiffany CHAN Chi Lok 陳孜珞, LI Tsz Yan 李芷欣, Kenneth WONG Chi Kin 黃智鍵, Kenneth CHOW Ka Chun 周嘉俊 and Kenneth YUNG Kai Hay 容啟僖

### 'Improving Children's Oral Health and Development by Terminating Poor Oral Habits and Promoting Healthy Ones'

Led by Dr YANG Yanqi, Clinical Assistant Professor in the Faculty of Dentistry, this project promoted the oral health of preschool children (aged 0–6 years) by providing dental services and educating parents and kindergarten staff. In particular, Dr Yang and her team enhanced parental knowledge about breaking poor parafunctional habits (*e.g.* thumb / pacifier sucking, night bottle-feeding, object biting) and about good oral habits (*e.g.* promoting breastfeeding, correct feeding habits, healthy diet, oral hygiene maintenance, regular dental visits). Given that the HKSAR Government School Dental Care Service covers only school Grades 1 to 6, this project has addressed an unmet need for free oral health education and check-ups for preschool children as well as an unmet need for baby oral health education for both ante- and post-natal women. The project has empowered families to prevent and arrest dental health problems, such as tooth decay and malocclusion (irregular tooth / jaw alignment) during early childhood, thereby avoiding developmental problems and accompanying pain, costs, loss of work / school time, and reduced quality of life.

## FACULTY OF EDUCATION

Dr Tammy KWAN Yim Lin 關豔蓮博士

### 'Achieving "Good Teaching Practice" by Student-Teachers, with Collaborative Support from Mentor-Teachers and University-Tutors: An Exemplary Demonstration of School-University Partnerships'

Dr Tammy KWAN Yim Lin, Associate Professor in the Faculty of Education, has played an instrumental role in the establishment of the School-University Partnerships programme. Her work contributes to a mutual learning opportunity between student-teachers of the Faculty and the collaborating schools. In this project, she produced a DVD with three recorded authentic lessons by student-teachers, demonstrating innovative pedagogical methods to make learning active and meaningful and sharing the feedback from mentor-teachers, pupils and university tutors. Feedback on the DVD from schools indicated that the project has helped to promote best teaching practice, and provided a valuable resource for schools to conduct useful school-based staff development workshops or seminars to discuss the important teaching and learning elements and phases for both new and experienced teachers. There has also been an increasing recognition by schools that student-teachers act as a bridge to connect schools and tertiary institutions and promote sustainable professional development of teachers.

## FACULTY OF ENGINEERING

Dr CHOW Kam Pui 鄒錦沛博士

### 'Fighting High-tech Crime in Cyberspace'

Dr CHOW Kam Pui, Associate Professor in the Department of Computer Science, and his team in the Centre for Information Security and Cryptography have been working closely with local law enforcement agencies for over 10 years to develop technologies and tools to protect against cyberspace crime in Hong Kong. The team assisted the Hong Kong Police Force and the Hong Kong Customs and Excise Department in the deployment of the latest software systems to protect against Internet pirates. They have developed Lineament I, which detects suspected infringement of intellectual property rights over the Internet using BitTorrent; Lineament II, which uses cybercriminal profiling and artificial intelligence to detect potential auction fraud; and Lineament III, which analyses suspected criminal items in the cyberlocker. The impressive performance of these systems was recognised by the two aforementioned government departments for enhancing cyberspace safety in Hong Kong. The project demonstrated how excellence in research at the University could be applied to real problems which are of importance to the community.

## FACULTY OF LAW

Professor Simon YOUNG Ngai Man 楊艾文教授

### 'Human Rights Portal'

The Human Rights Portal (http://www.law.hku.hk/hrportal/) is a comprehensive and user-friendly website that provides a one-stop source of information on human rights, with a particular focus on Asia. With this project Professor Simon YOUNG Ngai Man of the Department of Law and his team in the Centre for Comparative and Public Law (CCPL) have filled the need for a user-friendly research portal in Asia that highlights human rights research and activities at the University and beyond. The website available in both English and Chinese (traditional and simplified characters) includes materials from local and international non-governmental organisations, government bodies, academic scholars from around the world, and from the CCPL. By providing a unique, easily accessible resource for government officials and policy making institutes, non-governmental organisations, students and interested members of the public, it enhances public awareness on human rights issues. Evidence of impact is tracked by using Google Analytics and comments made by individual users. The project also involved active knowledge exchange with the professions and the community.

## LI KA SHING FACULTY OF MEDICINE

Professor KWONG Yok Lam 鄺沃林教授 and the Division of Haematology 血液腫瘤及骨髓移植科

### 'Multi-media Haematology Protocol: Haematology Protocol Book, iPad / iPhone App, Internet Website'

To provide easily accessible, expert guidance for the treatment of blood cancers and diseases, Professor KWONG Yok Lam, Chui Fook-Chuen Professor in Molecular Medicine, and the Haematology Team of the Department of Medicine have developed the Multi-media Haematology Protocol, which is available as an iPad / iPhone application, through a dedicated website (http://www.hpshk.com/) and in book format. It offers both the first unified protocol in this field in Hong Kong and a new model of medical practice for Hong Kong, using online technology in the dissemination of medical management and treatment standards. The handbook and applications are available free to all practicing haematologists, oncologists, nurses and other interested doctors in Hong Kong, who have given positive feedback on the materials to Professor Kwong and his team. The website also makes the information readily available to patients and their families for reference. Furthermore, the quarterly newsletter from the Division of Haematology and other regular updates on advances in haematology are published on the website and i-media app. This project, which is a combination of a unified protocol, sharing of knowledge and clinical experience as well as use of modern IT applications, demonstrated an inspiring way to apply medicine and served as an excellent success model for those who engaged in health care and education.

## FACULTY OF SCIENCE

Dr Jason PUN Chun Shing 潘振聲博士

### 'Dimming the "Bright Pearl" – Informing the Public on Light Pollution'

Dr Jason PUN Chun Shing, Principal Lecturer in the Department of Physics, was concerned about public indifference to light pollution as a form of environmental degradation. His studies on the brightness of Hong Kong's night skies were the first of their kind in Hong Kong. He set up the 'Hong Kong Night Sky Monitoring Network' in 2010, with automatic night sky measuring stations to provide long-term readings at 18 urban and rural locations. A website has also been set up to continue providing the public with real-time readings from the measuring stations. His team found the urban skies to be 33 times brighter than rural skies on average, confirming that Hong Kong had one of the brightest night-time skies in the world. With extensive outreach efforts especially to schools and through the media, the project has successfully raised public awareness in the problem of light pollution. Dr Pun also met with professional bodies and government officials to discuss the findings and possible mitigation measures, with a view to informing potential future legislation.

## FACULTY OF SOCIAL SCIENCES

Dr Uwe Bernhard STEINHOFF 石樂凡博士

### 'On the Ethics of Violence: War, Terrorism, and Torture'

The research of Dr Uwe Bernhard STEINHOFF, Associate Professor in the Department of Politics and Public Administration, on the ethics of war, terrorism, and torture has clarified these concepts and showed under which circumstances, if ever, war, terrorism, or torture can be justified. His work challenges conventional opinion and the double standards that pervade the discussion of these issues and rests its conclusions on rational examination instead of on stereotypes. Through dissemination of his work to a wide audience internationally and various public engagement activities, Dr Steinhoff's work has stimulated discussions and heated debates far beyond the confines of academia and contributed to a less biased understanding of some of the most controversial issues of our times. His work has also been cited and included in the curriculum of military training institutes.

# Outstanding Research Student Supervisor Award

The Outstanding Research Student Supervisor Award is granted in recognition of supervisors of research postgraduate students whose guidance has been of particular help to their students in the pursuit of research excellence. Awards are made annually, and are open to teachers of all grades who have served as supervisors of research postgraduate students. Award winners receive a monetary award of HK$25,000 to further their research and a Type B research postgraduate studentship.

Nominations and applications for the 2012–2013 Outstanding Research Student Supervisor Award were considered by a Selection Committee chaired by Professor Ben YOUNG (Associate Dean, Graduate School). The Members of the Selection Committee included Professor Annie CHEUNG Nga Yin (Department of Pathology) and Professor Stephen James MATTHEWS (School of Humanities [Linguistics]).

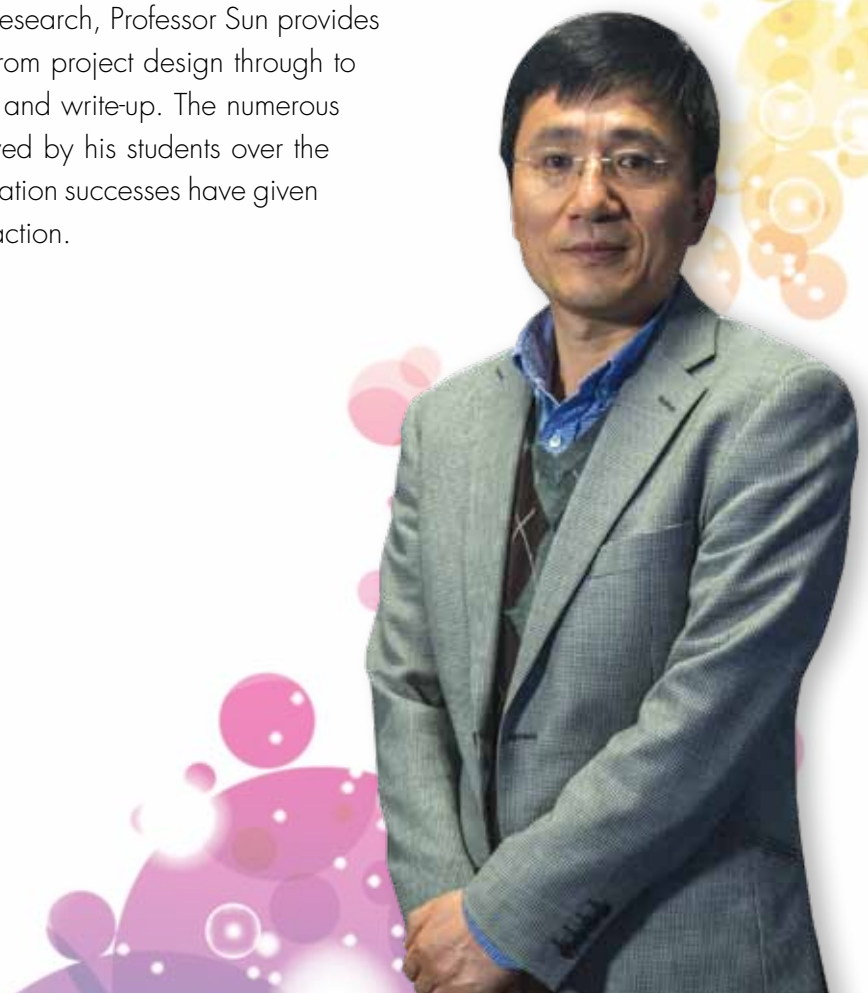
## Professor SUN Hongzhe
## 孫紅哲教授

Department of Chemistry 化學系

Professor SUN received his PhD from the University of London (Birkbeck) in 1996. After two years as a Research Fellow at the University of Edinburgh, he joined the Department of Chemistry at the University of Hong Kong as an Assistant Professor and was promoted to Professor in 2007. He is the recipient of The National Natural Science Foundation of China (NSFC) Outstanding Young Scholar Award (2005), a Croucher Senior Research Fellowship (2010–2011), and the HKU Outstanding Researcher Award (2009–2010).

The main areas of Professor Sun's research lie at the interface between inorganic chemistry and biology / medicine. He and his team have been working on the chemical biology of metals, in particular on the recognition of metallodrugs by biomolecules; the structure and function of metal transport and storage proteins; and metallomics / metalloproteomics.

When supervising his research students, Professor Sun's approach has three key elements: encouragement, stimulation and training. He encourages his students to pursue frontier research, to explore new ideas, strategies and techniques, and to aim for excellence. He stimulates his students' interest in their projects and seeks to boost their curiosity. To support their research, Professor Sun provides comprehensive training, from project design through to experimentation, analysis and write-up. The numerous awards and prizes received by his students over the years and their post-graduation successes have given Professor Sun much satisfaction.



# Research Output Prize

The Research Output Prize is a Faculty-based award that accords recognition to an author (or team of authors) of a single piece of research output published or created in the preceding calendar year. Such output items can take the form of publications, artistic productions or patents, and Faculties are free to determine what research output form best represents their research achievement and how it should be selected. Both applications and nominations may be considered, all academic / research staff are eligible for consideration, and each Faculty is allowed to award only one Prize each year. Award winners receive a certificate and a monetary prize of HK$120,000 to further the research of the individual or the team concerned.

## FACULTY OF ARCHITECTURE

Shijia Village House Prototype: 'House for All Seasons', Project duration: April 2009–March 2012, by Mr John LIN Chun Han 林君翰先生.

The output of this design project is a prototype for a new rammed earth house typology in northern China, offering a viable alternative to generic housing types by combining modern design and rural traditional living. The project involved extensive research into the living conditions of rural villagers, development and testing of rural sustainable technologies, and the design and construction of the prototype house. This project has been very well received by the international community. It received the prestigious Architectural Review House Award for 2012, as well as six other international awards. The work has been reviewed and published in over 15 professional journals.

## FACULTY OF ARTS

*Jean-Jacques Rousseau and Botany: The Salutary Science*, Oxford: Voltaire Foundation, University of Oxford, 2012, 436 pages, by Dr Alexandra COOK 曲愛麗博士.

This ground-breaking study places Jean-Jacques Rousseau's botany on a new footing by arguing that this major 18th-century populariser of botanical field work taught a state-of-the-art *natural* method of plant classification; the work thereby supplants the long-held, but mistaken, view that Rousseau championed an outmoded *artificial* system of classification. In support of its thesis, *Jean-Jacques Rousseau and Botany* marshals wide-ranging insights from taxonomy to art and from music to politics, providing an invaluable scholarly resource for years to come. The book has recently been awarded the 2013 John Thackray Medal of the Society for the History of Natural History (London).

## FACULTY OF BUSINESS AND ECONOMICS

'Did Subjectivity Play a Role in CDO Credit Ratings?', *Journal of Finance*, 2012, 67 (4): 1293–1328, by Professor John M GRIFFIN and Dr TANG Yongjun 湯勇軍博士.

This article untangles one critical driver of the 2007–2008 global financial crisis – the credit ratings of collateralised debt obligations (CDOs) – from both academic and public policy perspectives. An important contribution is the finding that a top credit rating agency frequently inflated CDO credit ratings. The rating inflation resulted in too many seemingly safe securities and was harmful to subsequent market performance. The paper has been cited by many authors, including several publications in the *Journal of Finance* and *Journal of Financial Economics*. It is also having practical implications, including influencing in part the US Department of Justice's investigation and suing of the rating agency, and has been reported by the financial media company *Bloomberg*.

## FACULTY OF DENTISTRY

'Purpurin Suppresses *Candida Albicans* Biofilm Formation and Hyphal Development', *PLOS ONE*, 2012, 7 (11): e50866, by Dr TSANG Wai Kei 曾偉基博士, Dr Hennaka Mudiyanselage Herath Nihal BANDARA and Professor FONG Wing Ping 方永平教授.

Building on their earlier discovery of the novel in vitro antifungal activity of purpurin – a natural red anthraquinone pigment commonly found in madder root – against *Candida* fungi, this work extended the mechanistic studies of purpurin on *Candida* biofilms and morphogenesis. The findings clearly demonstrated that, at sub-lethal doses, purpurin blocked yeast-to-hyphal transition and inhibited biofilm development in a concentration-dependent manner. Furthermore, purpurin downregulated expression of hypha-specific genes and the hyphal regulator *RAS1*. Given the ability to block these two virulence traits in *C. albicans* and its nontoxic nature for human cells, purpurin may represent a novel potential antifungal candidate with clinical relevance.

## FACULTY OF EDUCATION

'Is Something Better than Nothing? An Evaluation of Early Childhood Programs in Cambodia', *Child Development*, 2012, 83 (3): 864–876, by Professor Nirmala RAO 劉麗薇教授, Dr SUN Jin 孫瑾博士, Professor Veronica Jane PEARSON 石翠華教授, Dr Emma PEARSON, Dr LIU Hongyun 劉紅雲博士, Dr Mark Alexander CONSTAS and Professor Patrice Lee ENGLE (deceased).

This longitudinal study provides research-based evidence on the relationship between the quality of early childhood services and child outcomes in a low resource level country in Asia. It compared the development of children in Cambodia who had attended preschool programmes of different levels of quality with that of those who did not have access to such services. It found that some types of preschool are better than others, but any type is better than none at all. The findings have implications for the equitable provision of early childhood services for young children, and the study has led to a change in government policy in Cambodia.

## FACULTY OF ENGINEERING

'Dual Plasmonic Nanostructures for High Performance Inverted Organic Solar Cells', *Advanced Materials*, 2012, 24: 3046–3052, by Mr LI Xuanhua 李炫華先生, Dr Wallace CHOY Chik Ho 蔡植豪博士, Dr HUO Lijun 霍利軍博士, Dr XIE Fengxian 解鳳賢博士, Dr SHA Wei 沙威博士, Dr DING Baofu 丁寶福博士, Ms GUO Xia 國霞女士, Professor LI Yongfang 李永舫教授, Professor HOU Jianhui 侯建輝教授, Dr YOU Jingbi 尤靖畢博士 and Professor YANG Yang 楊陽教授.

This work led by Dr Choy and his team was the first to propose and demonstrate dual plasmonic metal nanostructures that were simultaneously incorporated into organic solar cells to improve their light trapping and light absorption and hence their efficiency. By using this novel scheme, the power conversion efficiency of the cells reached 9%, offering among the highest of that time. The work has been cited over 200 times since May 2012, including by the Nobel Laureate Professor Alan Heeger, and a number of different methods of double light-trapping structures have since been studied that have cited this work, including in *Nano Letters*, *Advanced Functional Materials*, *Advanced Energy Materials*, and *Optics Express*.

## FACULTY OF LAW

'Deference, Expertise and Information-gathering Powers', *Legal Studies*, 2013 (published online 2012), 33 (4): 598–620, by Miss Cora CHAN Sau Wai 陳秀慧小姐.

This article breaks new ground by addressing the important question of when it is justified for courts to consider the government as an expert. The article shows the inadequacy of prevalent approaches to judicial deference, and suggests a way forward for courts to consider. Using the rules of human rights adjudication as a theoretical framework, it argues that in an era of human rights it is no longer acceptable for courts to take the government on trust. Although the proposals in this work were made in the context of the UK, the article has relevance in all jurisdictions with some form of constitutional rights review, including Hong Kong.

## LI KA SHING FACULTY OF MEDICINE

'Magnetically Controlled Growing Rods for Severe Spinal Curvature in Young Children: A Prospective Case Series', *The Lancet*, 2012, 379 (9830): 1967–1974, by Professor Kenneth CHEUNG Man Chee 張文智教授, Dr Jason CHEUNG Pui Yin 鍾培言醫生, Dr Dino SAMARTZIS, Dr MAK Kin Cheung 麥建章醫生, Dr WONG Yat Wa 黃一華醫生, Dr CHEUNG Wai Yuen 張偉源醫生, Professor Behrooz Akbar AKBARNIA and Professor Keith LUK Dip Kei 陸壓驥教授.

This first-in-human study shows that magnetically controlled growing rods can treat scoliosis (a spinal deformity) in children by being extended using a non-invasive technique as their spine grows, without the need for repeated invasive surgery used with the existing rod technology. This represents a major advance in the field and an improvement of patients' well-being. The study was a feature story on the *Lancet* website, and has been covered internationally by over 100 print media outlets and on television and radio programmes. Spine surgeons around the world have taken interest in this work and have visited Hong Kong to learn this innovative procedure.

## FACULTY OF SCIENCE

'Latitudinal Species Diversity Gradient of Marine Zooplankton for the Last Three Million Years', *Ecology Letters*, 2012, 15 (10): 1174–1179, by Dr Moriaki YASUHARA, Dr Gene HUNT, Dr Harry J DOWSETT, Dr Marci M ROBINSON and Dr Danielle K STOLL.

Marine ecosystems are characterised by high tropical and low polar biodiversity. Although the influence of temperature on such diversity is increasingly well documented, the temporal stability of quantitative relationships among diversity, latitude and temperature is largely unknown. This paper shows that, although the diversity-latitude relationship has been dynamic, diversity-temperature relationships have been remarkably constant over the past three million years, suggesting that species diversity is rapidly reorganised in response to temperature change on ecological time scales. Because the future impact of temperature on biodiversity is a main concern under on-going global warming, this result is fundamentally important for a better understanding of the temperature-biodiversity relationship.

## FACULTY OF SOCIAL SCIENCES

'Cultural Meaning of Perceived Control: A Meta-analysis of Locus of Control and Psychological Symptoms across 18 Cultural Regions', *Psychological Bulletin*, 2013 (published online 2012), 139 (1): 152–188, by Professor Cecilia CHENG 鄭思雅教授, Dr CHEUNG Shu Fai 張樹輝博士, Dr Jasmine CHIO Hin Man 趙騫雯博士 and Miss Sally CHAN Man Pui 陳文佩小姐.

By integrating research studies from the last 50 years, this paper reports a meta-analysis of one of the most heavily studied variables in social psychology, the locus of control (LOC). The authors challenge the current (Western) view that adopts a universal perspective on the beneficial role of a sense of control on mitigating psychological symptoms. The findings on the differing influences of cultural values on relationships between LOC and psychological symptoms will enable theoretical and empirical progress in the field. LOC is implicated in many different psychological theories, including accounts of learned helplessness and self-determination, and therefore the work will also have profound implications for therapeutic psychology.

# Outstanding Researcher Award

The Outstanding Researcher Award is conferred for exceptional research accomplishments of international merit. Awards are made annually, and are open to academic staff of all grades and other staff on Terms of Service I whose main duty is research. Award winners receive a monetary award of HK$250,000 to further their research.

Nominations and applications for the 2012–2013 Outstanding Researcher Award were considered by a special Sub-Committee of the University Research Committee, chaired by Professor CHE Chi Ming (Department of Chemistry). The Members of this Sub-Committee included Professor Kathryn CHEAH Song Eng (Department of Biochemistry), Professor Angela LEUNG Ki Che (Hong Kong Institute for the Humanities and Social Sciences), Professor MOK Ngaiming (Department of Mathematics), Professor Norman TIEN Chihnan (Faculty of Engineering) and Professor Anthony YEH Gar On (Department of Urban Planning and Design). In making its recommendations, the Sub-Committee took into account documented evidence of international recognition of candidates' research accomplishments, the quality and quantity of their research publications, their ability to attract research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and their involvement in high-impact applied research work.

## Professor LU Liwei
## 呂力為教授

Department of Pathology 病理學系

Professor LU graduated in Medicine from Jiangsu University and received his PhD from McGill University. After completing his postdoctoral research at the University of Toronto, he joined the University of Hong Kong in 2000 and is currently Professor of Immunology in the Department of Pathology.

The study of immune dysregulations in autoimmune diseases is the main focus of Professor Lu's research. During the last ten years, his laboratory has been exploring novel strategies for the treatment of rheumatoid arthritis, a crippling disease with high social relevance in Hong Kong. His team was among the first to successfully treat autoimmune arthritis by targeting the cytokine B-cell activating factor in a preclinical study, which has significant therapeutic implications for the effective treatment of rheumatoid arthritis. Professor Lu is an internationally recognised expert in the field of autoimmunity and has served as the Chairman of Hong Kong Society for Immunology. He has published over 100 peer-reviewed papers in leading immunology and rheumatology journals. His research achievements have been recognised with numerous awards including the Croucher Senior Research Fellowship in 2012.

Professor Lu appreciates being granted the HKU Outstanding Researcher Award, which provides further support and inspiration for his dedicated research in immunology.

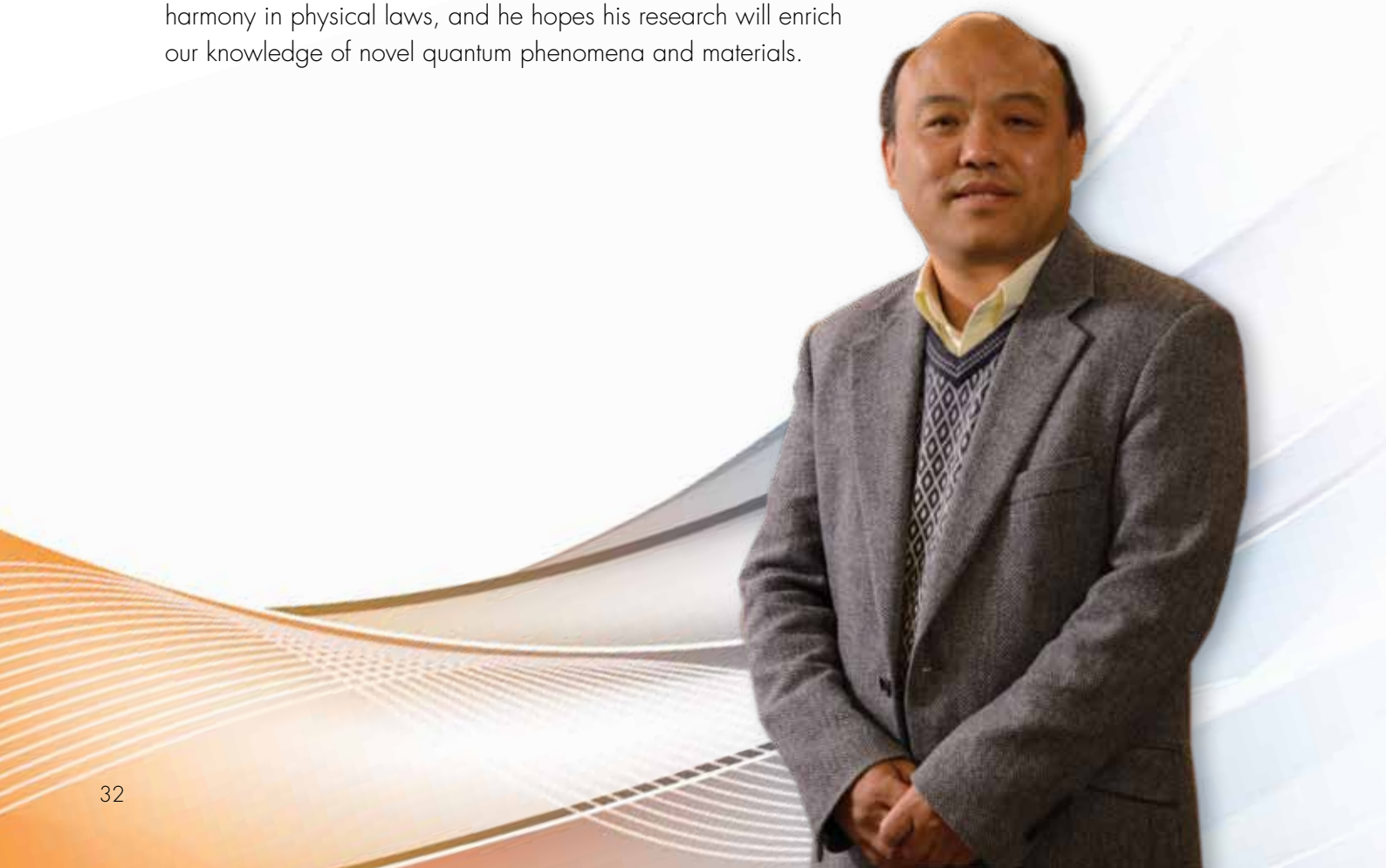
## Professor SHEN Shunqing
## 沈順清教授

Department of Physics 物理學系

Professor SHEN graduated in theoretical physics from Fudan University, and received his PhD in 1992. He worked in Germany and Japan before joining the University of Hong Kong in 1997, where he is currently Professor of Physics. He was granted an Alexander von Humboldt fellowship (Germany) in 1993, and a Senior Croucher Research Fellowship (The Croucher Award) in 2010.

His research field is condensed matter physics, focussing on understanding the electrical and magnetic properties of materials at the level of electrons, and exploring novel materials and possible application in the next generation of electronic devices. He has published over 160 papers in international journals, which cover quantum magnetism, superconductivity, spintronics of semiconductors, and novel quantum states of matter. Recently he has been studying a new field as a synergy of topology, physics and material science, and proposed a unified theory to describe the topological materials in various forms. His relevant research results were summarised in his single-authored monograph, *Topological Insulators* (Springer Series in Solid-State Sciences, 174, 2012), the first such publication on this frontier topic.

Professor Shen will continue his pursuit of simplicity and harmony in physical laws, and he hopes his research will enrich our knowledge of novel quantum phenomena and materials.



## Professor WANG Wenping
## 王文平教授

Department of Computer Science 計算機科學系

Professor WANG graduated from Shandong University with BSc and MEng degrees and went on to complete his PhD study in Computer Science at the University of Alberta in 1992. He joined the University of Hong Kong in 1993 and is currently Professor and Head of the Department of Computer Science.

Professor Wang's research covers geometric computing, computer graphics and data visualisation. He has made fundamental contributions to computational algebraic geometry, shape modelling, mesh generation and architectural geometry. His work has also seen impact through innovative software for scientific visualisation. In 2010, Professor Wang received a State Scientific and Technological Progress Award (second class) for his work on data visualisation for water environment conservation.

As a leading expert in geometric and visual computing, Professor Wang has chaired or given invited talks at many international conferences. He serves on the editorial boards of a number of premier journals in computer graphics.

The research of Professor Wang's team has been supported by numerous external funds from the National Natural Science Foundation of China, Innovation and Technology Fund, Hong Kong Jockey Club, and Research Grants Council, including six successful General Research Fund grants in the past six years.

# Outstanding Teaching Award

As part of the Teaching Excellence Award Scheme, the Outstanding Teaching Award (OTA) signifies the University's commitment to recognising and promoting excellence in teaching. The Award comprises individual and team awards, with the latter encouraging collaborative effort and achievement in enhancing teaching and learning. This year, six teachers and one team have been selected to receive the Award.

Nominations for the Award were considered by a Selection Panel chaired by the Vice-Chancellor. Members of the Panel comprised Professor Amy TSUI, Pro-Vice-Chancellor (Teaching and Learning), Professor Grahame Tony BILBOW, Director of the Centre for the Enhancement of Teaching and Learning, Dr David Martin POMFRET, 2012 UGC Teaching Award recipient and 2010 OTA recipient, Ms WONG Yee Man, a student representative nominated by the Students' Union and Professor Michele D MARINCOVICH, the external member. The University is indeed grateful to Professor Marincovich, Senior Advisor to the Vice Provost for Undergraduate Education at Stanford University, for providing her expert advice for three years from 2012.

The Panel was deeply impressed by the awardees' dedication to their students, their creative and tireless efforts to make learning enjoyable and challenging, and the impact that they have made on their students' learning. The Panel was confident that all award recipients would continue to contribute significantly to the enhancement of teaching and learning at HKU.

## Professor CHEUNG Wing Sum
## 張榮森教授

Department of Mathematics 數學系

Mathematics is a logical game. It is also like a language. It has its own logical structure and convention, and it needs some getting used to. Many may find it difficult to master a new language, but once we develop some sense out of it, very soon we would be able to appreciate its intrinsic beauty and usefulness. Likewise, to learn and master mathematics, the sense or insight or feeling is more important than the sophisticated techniques. In mathematics, detailed and rigorous arguments would easily hinder the understanding of the essential idea behind the scene, and blur the flow of thinking. If a student can put aside the rigour and just go for the ideas, mathematics can be truly enjoyable, fun, and beautiful. So the core of my teaching is to nurture the sense or insight in mathematics.

I teach from the perspective of the students. I would give timely motivation on what they are going to learn and why they are learning the materials. From time to time, I would also give a bird's eye view of where the subject is within mathematics and sometimes even beyond mathematics, and illustrate to the students which directions one can go from there and how far one can go in each possible direction. I use layman terms to illustrate abstract concepts, and translate intricate ideas into simple pictures. Instead of teaching the materials, I demonstrate to the students how to think. I encourage questions but I would not give a direct answer. I would try to hint the students and lead them to finding out the solution themselves, so as to nurture their sense in mathematics. As a teacher, I strive to infect the students with my own passion towards mathematics, and to open up new dimensions of thinking of the students.

## STUDENTS' WORDS OF APPRECIATION

**Professor Cheung's lectures are always clear and inspiring. He explains abstract theorems in such an elegant and creative way that makes each of his audience feel aroused by the rigid mathematical concepts.** He is humourous and with zero arrogance, but you could always feel strictness embedded in this humour and easiness.

Professor Cheung cares a lot about the successfulness of his students. It is him who pushed me forward again and again to achieve my dreams. This is far beyond teaching. I was admitted to Faculty of Business and Economics in HKU. But soon I felt I'm in love with theoretical economics and wanted to work in academia. I decided to transfer to mathematics and get a more solid training. This is never common. Even my parents felt I should give up my dream and get a job in banking industry. It was Professor Cheung who supported me and encouraged me on this all the way through. Luckily, I achieved what I dreamed. I successfully got into Chicago to do my PhD in Economics. Professor Cheung taught me to achieve things in my mind and to bravely be the kind of person I'd like to be. This benefits me for my whole life.

BO Jiang
*BSc 2013*

Mathematics is a rigorous subject that everything needs to be proved step by step in a logical way. But we usually need an intuitive reason to guide us before completing a rigorous proof. Professor Cheung always tries to help us build up a sense of intuition to think about the subject. In his lectures, he always draws pictures to demonstrate the theorems so that we can understand the proofs more easily. Then he trains us how to make our intuition into rigorous mathematical statements. **In his course, the most important thing that I learn is not the theorems, but the way of thought to deal with mathematics.**

Professor Cheung is really funny and humourous. I still remember that on the day of a prize-giving ceremony, he took photos with students with funny posture. That act made us laugh. In front of his students, the difference between ages seems to fade away. I think that may explain why he can have a close relationship with students. I dream to be a scholar in mathematics. I treat Professor Cheung as an example and learn how to realise my dream.

YAU Yu Tung
*BSc(ActuarSc), current student*

Professor Cheung has a unique insight in mathematics teaching. When I was an undergraduate, I took his course 'Analysis I' which is both a fundamental and essential part of mathematics covering very abstract and abstruse concepts. However, by providing us with a lot of concrete examples to effectively illustrate these concepts which are very geometric, he enabled us to visualise those abstract constructions with ease.

Professor Cheung's classes are always inspiring, effective, heuristic, and interesting. He is an enthusiastic teacher and is really nice to students. Although he is very busy, his door is always opened for students, even when it is not office hour. When students ask how to solve problems, he will patiently explain the concepts first. Then, **rather than simply giving the student the answer directly, Professor Cheung will guide the student step by step how to tackle the problem and encourage students to think critically.** In this way, he has not only taught us the materials in the book, but also has taught us the general way of how one should study mathematics, which is beneficial to students not only in the course, but also in their entire university study.

PENG Jun
*BSc 2013; MPhil, current student*

I took Professor Cheung's 'Analysis I', a core course for mathematics majors, in 2008. He not only inspired my interest in advanced mathematics, but also built my confidence in pursuing a research career. He is no doubt the most important teacher during my undergraduate study. I still visit him from time to time for life and research advice.

I had no mathematical background. **It was his excellence in teaching and great patience that helped me survive the course and even discover the elegance behind seemingly boring mathematical proofs.** He can turn abstract mathematics into human language and graphs.

However, the course was still too difficult for a non-major. I would knock at Professor Cheung's door whenever I encountered difficulties, even once on Sunday. But he was so patient to answer all my questions. After sensing my frustration, he would reassure me of my proficiency in logical arguments and in the mastery of intricate concepts, and most of all, my capability to excel. If not for his help, I could have given up the course, kept questioning myself, and let go postgraduate studies. The confidence he places in me lights me up whenever I come across difficulties.

LI Wei
*BEcon 2009; PhD, current student*

Professor Cheung has a unique teaching style – smart, humourous, and rigorous at the same time. He was always trying to convey not only the theorems and proofs, but more importantly the ideas behind them, in such an inspiring manner that students could see the innovations and motivations in introducing the new mathematical concepts and systems. He has the magic to light up the lectures, with jokes, and sometimes with multimedia.

**Professor Cheung displays a genuine concern for the advancement of his students, a professor that will go beyond what is expected of his to make the learning environment at HKU a more stimulating place to grow academically.**

DAI Jing
*BSc, current student*

## Dr Tammy KWAN Yim Lin
## 關艷蓮博士

Faculty of Education 教育學院

I believe that someone who joins the teaching profession needs to have the teaching passion, fire, commitment and the strength of iron-will to constantly prepare, upgrade and improve him / her to meet lifelong challenges and expectations. However, I consider that the possession of the above attributes describes only the fundamental basis for being a professional teacher. I strongly believe a teacher of excellence and a genuine professional, in addition, needs to be proactive in taking up leadership roles and possesses the courage to try innovative practices in both teaching and curriculum design. In my words, this is to get myself out of the comfort zone and explore into new ground.

My belief has reflected my educational philosophy and my conception of what it means to be a Teacher of Excellence as a: *Curriculum Leader, Pedagogical Innovator, Collegial Partner, Professional Mentor, Reflective Role Model* and *Lifelong Learner*.

I would like to emphasise that there is never a perfect and ideal environment or condition to make one-self become a Teacher of Excellence. But in my view it is an obligation for all teachers to strive to be the best that they can be, once they are committed. Very often, people complain about the difficulties they face which stop them from doing something positive or different. However, it has been my optimistic attitude to teach to achieve the 'best' under all conditions, favourable or unfavourable. I hope this attitude might allow my colleagues and students to still see the 'fire' inside me despite committing to the challenging tertiary teaching profession for well over 30 years.

I have enacted my teaching philosophy through multi-levels of excellence demonstrated in the classroom, in the Programme, in the Faculty and the wider community to bring about quality learning to all the students and teachers I have taught. I consider the most important element inside me is the willingness to keep learning and making improvement to allow positive change in me which can then influence other people. The multiplier effect allows greater learning impacts reaching out as 'bridges' to all the different levels in teacher education.

## STUDENTS' WORDS OF APPRECIATION

"I have studied a variety of undergraduate and postgraduate courses at the University of London and believe that through Dr Kwan's care and guidance the Postgraduate Diploma in Education (PGDE) course has been a highlight of my academic career as well as integral to my development as a teacher. Dr Kwan's own passion and care as an educator that has inspired me to pursue my career in teaching and made my time during the PGDE such a memorable one. **Dr Kwan provided an open and encouraging learning environment and dedicated much time to each of her students to help their specific needs.** I do not believe I have ever received as much support from a teacher especially at higher level of education. Dr Kwan was always willing to talk and discuss our issues and help guide us to find our own path to solutions. She went out of her way to arrange activities that would help provide us the best experience as student teachers and was always articulate in linking these back to fundamental learning objectives. I feel Dr Kwan herself helped to enhance my learning experience during my time at the University of Hong Kong."

Julian de BRACKINGHE
*PGDE 2011*

"**Dr Kwan is a very professional, passionate and dedicated teacher of the University who has a very strong commitment to train professional teachers in Hong Kong live up to the expectation of a 21st-century teacher in the midst of education reforms and challenges.** She is reflective of her own teaching and she is keen on asking feedback from her students on her lessons. Indeed, she has very strong influence on my teaching career and has been a role model to me for she is very committed to apply the learning theories and adopt innovative teaching strategies in her own course to demonstrate their strengths and power. She teaches by doing. She also constantly encourages us to integrate theories with practice to cater for students' diverse learning needs and bring about student-centred learning to meet the expectations of the education reform. Most importantly, she finds herself obligated to prepare us as life-long self-directed reflective teachers who can take on educational challenges in the future. As a student of Dr Kwan, I feel truly grateful for her teaching, inspiration and ongoing guidance, which have been fuelling and supporting my journey as a novice secondary school teacher since graduation."

Frank CHIN
*PGDE 2012*

During my postgraduate studies, I was very honoured and privileged to have Tammy as a teacher, a mentor and a friend. What we find particularly respectable is Dr Kwan's demand to continually improve her Major methods course by seeking for constant feedback. Not only does she take the Faculty evaluation seriously, she regularly seeks for our feedback and comments on how she can make her lessons even more interesting and rewarding such as what aspect of the session should be kept, elements that should be removed and new ideas that can be implemented. Dr Kwan was receptive and open to both positive and negative suggestions.

For her expertise, for her incessant emphasis on inductive lesson planning and learning, for her unbridled passion for education and her students; **we commend Dr Kwan for her leadership and the knowledge exchange fostered between previous student-teachers, present student-teachers, current teachers and other practitioners in the field.** A true leader who instills confidence and shows belief in her students. An inspirational leader who practises what she preaches. Dr Kwan never presents herself as a person of authority. Instead, she wants and needs her students to realise that she is learning with them every step of the course. Dr Kwan is a teacher for life.
We wholeheartedly support Dr Kwan for the University Teaching Excellence Award.

Michelle KWONG
*PGDE 2013*

## Dr Cole ROSKAM
## 羅坤博士

Department of Architecture 建築學系

The idea that teachers must demonstrate a passion, not only for the learning of others, but for learning from others, forms the foundation of my teaching philosophy. Architectural history offers a unique and powerful means through which students from all cultural and socioeconomic backgrounds may better understand the world around them. Through my own study of the built environment, I also have the opportunity to learn more about them.

In many respects, the most significant challenge of teaching modern architectural history in Hong Kong is also its greatest reward: the opportunity to interact with a diverse group of students for whom globalisation is a pressing, daily concern rather than an abstract hypothetical. Helping students understand and appreciate the significance of architecture not merely as physical form, but as a cultural, political, and social construct, deepens their connection to the city while also exposing them to the significance of intercultural understanding, collaboration, and global citizenship.

Hong Kong's dynamic transnationalism and unique, post-colonial identity all represent localised concerns with broad, international implications, producing a productive tension that has shaped my teaching and research in critical and valuable ways. In my own courses, I have worked to impart to students the ways in which lessons in architectural history and theory – how a building was built, why it was built, and the political, economic, and / or social motives behind its particular form and function – can illuminate both the local built environment and the broader world beyond. This level of engagement encourages students to utilise historical materials in connection to their studio projects while also reminding them that their skills from studio can be used to enhance a particular research interest. Through this degree of disciplinary cross-pollination, students are able to develop their own foundational core of knowledge around which each of them, as individuals, can begin to build a sense of intellectual autonomy.

## STUDENTS' WORDS OF APPRECIATION

Dr Cole Roskam is incredibly encouraging to his students and helps us to achieve what we want to study. **He helps us push our limits when it comes to research and allows us the freedom to explore our ideas and thoughts without dictating his ideals on us.** His classes are well structured and organised. Assessment methods are appropriate, and he takes the time to go through them afterwards to help us understand our mistakes.

He encourages students to participate in discussions during class and express our thoughts on the subject matter, and this is done in a way that students don't feel afraid to convey their ideas. I have found him to be very dedicated, knowledgeable, inspiring and approachable. He's a teacher who cares about his students and helps them to learn and understand the subject matter.

Thilini WARNAKULASURIYA
*BA(ArchStud) 2013*

In my final year of postgraduate studies, I was fortunate enough to have taken two courses taught by Dr Cole Roskam. These two courses completely changed my perspectives towards architectural discourse through an in-depth and comprehensive study of architectural history and theory. Dr Roskam organised the courses with the aim to trigger curiosity and to induce critical thinking through encouraging discussion and debates. As such, he would routinely kick off the class by introducing the topic with a brief background that offered a general time and context in history for the class to anchor on to. **Instead of teaching a chronological sequence of architectural history, his courses questioned the nature of architectural history itself and probed how histories of architecture have been fundamentally constructed.**

Upon graduation, I began practising in a local architectural firm, but I wished to continue my academic endeavour in parallel by actively engaging in events and organisations that raise the public awareness of our endangered architectural heritage. Dr Roskam offered me the opportunity to design the venue of the very first DOCOMOMO HK exhibition, which was a meaningful experience in extending my academic interest into the real world of architecture.

Norman UNG
*MArch 2012*

Dr Cole Roskam was one of my most influential teachers during my postgraduate studies at HKU. **He is a devoted teacher, a knowledgeable thesis adviser, and an inspiring friend.** His lectures and seminars provided me with new research perspectives on modern Chinese architecture and urbanism. Every week Dr Roskam returned our essays with every grammatical mistake corrected, every mistake in logic marked, and every good point highlighted. At the end of the semester, he sent each of us a letter of encouragements and suggestions, helping us better understand our progress and weaknesses. This active feedback greatly improved my capability in reading, thinking, and writing.

Before I came to HKU, I was educated in Mainland China primarily as an architectural designer. I had few opportunities to obtain systematic training in conducting research, and was practically a stranger to the English-speaking academic world. Dr Roskam's lectures, seminars, after-class discussions, and personal assistance opened my eyes to the dynamic global academe and equipped me with skills that I will carry with me for the rest of my life.

LI Yingchun
*PhD 2013*

## Dr SHIH Kaimin
## 施凱閔博士

Department of Civil Engineering 土木工程系

Teaching is a privilege, not simply a duty to fulfill. Standing behind the podium, what you see are the young faces of our extraordinary next generation, bringing their hopes and dreams, looking to you for knowledge and wisdom (through every word you speak and every slide you show!). It is such an amazing moment when you can make an impact for a better future for your students and, through them, many generations to come. For me, it is absolutely the utmost honour and privilege to be a teacher.

Environmental sustainability is a new element in the engineering curriculum, and my journey to teaching this subject was a very unconventional one. This experience taught me to be open-minded and innovative with students on this learning path, and I have been very fortunate to have many wonderful students with me at HKU. Today's engineering teachers need to acquire new knowledge from cutting-edge research findings and bring them to their students. Teaching is in itself a life-long learning activity and also needs to be the primary mission for the sustainable development of every generation. What is the purpose of our achievements today, if we cannot pass down our newly acquired knowledge and experience to our future generations? Besides knowledge sharing, we also need to strongly encourage our students to explore unknown fields, because innovation is the key to solving today's sustainability challenges.

I have been always fascinated by new things, and this has been clearly shown in my multidisciplinary educational background and research interests. Like every pioneering path our predecessors explored, the road of innovation will never be a smooth ride, but it is the only means to break through the current limits and boundaries in our development. I like to encourage my students to be innovative and ambitious in pursuing every dream in their lives – *there can be miracles, when you believe* – and, of course, that includes our common goal of a sustainable environment.

## STUDENTS' WORDS OF APPRECIATION

"As a latecomer in my first-year study, I missed some lectures in Dr Shih's environmental sustainability course. Being at a new environment facing totally unfamiliar course contents, I was extremely anxious. Without knowing what to expect, I walked into Dr Shih's open 'office hours' that he offered extra learning help to his course students. After knowing my situation, Dr Shih patiently guided me through the key concepts I need to study and encouraged my learning confidence. As a new student, I saw Dr Shih spent hours and hours helping his course students, so I was deeply touched by the teaching and learning atmosphere here. In Year 3, I was again in Dr Shih's course on waste management. Most of us considered Year-3 courses much more difficult and not that fun as previous courses, but Dr Shih once again changed this perception. He integrated interactive activities and multimedia in class learning, an assignment of dissembling a real toaster for carbon footprint analysis, and a study trip to landfill! All of us students enjoyed that course very much and even now we still often talk about this good old memory. **Dr Shih is definitely an outstanding professor who created an impact to our university life. Not only he is very knowledgeable, his very strong passion in teaching has profoundly touched and inspired many of his students.**"

Eugenia CHENG Woon Ching
*BEng 2012; MSc, current student*

"Dr Shih is both a teacher and an impact-maker. As a non-engineering student, I am greatly inspired by the way of Dr Shih's teaching in the university common course 'Sustainable Development in the Built Environment'. Engineering was neither an area I could ever imagine to have a taste of for my degree in Social Sciences, nor a subject that could arouse my interest from my study in business stream in my secondary school. **Dr Shih is an outstanding teacher revealed from his dedication in using vivid and innovative teaching techniques that make every lecture inspiring and imprinted on our minds.** One of his small in-class experiments demonstrating the precipitation process of making water clean in a test tube to mimic the current technique used in Hong Kong impresses me till now. His lectures are interactive and interesting that attract our discussion with very fruitful thoughts. With Dr Shih's course influence, I later chose to study modules related to sustainable development when going on one-year exchange in the United Kingdom and currently work on carbon audit in my part-time internship. It is Dr Shih's strong passion in teaching that brings a beacon of light for his students searching for their exciting futures and I am so fortunate to be one of them."

Stella CHIU Ching Yi
*BSocSc, current student*

It is said that the best teachers make a lasting impact on their students' lives and it is clear that Dr Shih had proved this to me and many of his students. Besides the always well-prepared and nicely organised materials, Dr Shih's courses were full of fun and many different activities, such as in-course laboratory experiments, problem-solving sections, multimedia aids, and case discussions. All these efforts have made the theory- and lecture-based engineering courses very much alive and generated a lot of interesting new thoughts. All of us will never forget the experience of disassembling a real toaster to analyse its carbon and energy footprints. After that assignment we were all amazed that we had already learnt the ability to design more environmentally-friendly products. Every student will agree that the most attractive part of Dr Shih's course is his strong passion in teaching. **He did not only teach the knowledge to us in a very effective and interesting way, but also demonstrated the way and attitude of pursuing knowledge.** Dr Shih's teaching encouraged me to go further study and shaped my view on fundamental sciences. His excellent teaching will be a role model in my future hope of being a teacher as well.

Henry XIAN Siyuan
*BEng 2013*

Being Dr Shih's Teaching Assistant does not only 'give out' knowledge, but also 'gains' a wonderful learning journey. I found Dr Shih very skillful and logical in presenting course materials, and he once told me it was accumulated through several years of experience in teaching assisting his PhD supervisor's course. I thus understand all his enviable results are not without great efforts behind them, and there is no shortcut to be a successful teacher.
Dr Shih strongly emphasises the need of turning abstract and difficult concepts into practical and simple forms for students. He often told us "If we do not have a simple way to explain a concept, it means we do not understand it enough." He also often joked "I am not a smart person. So, if you can make things so simple even I can understand, every student will surely understand them too." Dr Shih prefers problem-based learning and always asks students to think critically. He pays strong attention on all details and encourages students to pursue perfection in whatever things they do. I am very fortunate to witness Dr Shih's very respectful teaching career. **His passion of interacting with students, generous office hours in helping student's learning difficulties, efforts in quality course development, and innovative teaching methods are surely a great lesson for us who will also be teachers in the future.**

TANG Yuanyuan
*PhD 2012; former Teaching Assistant*

## Ms Dorothy TANG Shun Wai
## 鄧信惠女士

Department of Architecture 建築學系

The education of a landscape architect is a complex process and full of contradictions. On one hand, the professional landscape architect should always ensure the health, safety, and welfare of the public, on the other hand designers are expected to be innovative and creative where we tackle difficult issues and speculate fearlessly. Now, as a teacher, I realised that these aspects of the discipline are not necessarily in conflict, but merely reinforce my commitment to landscape architecture as a material practice grounded in messy contexts, multiple scales, and difficult locales.

The discipline of landscape architecture is complex, much of the information can only be found in the nuances of the physical environment and interaction with people. Every project is unique and it is impossible to teach students with a 'standard' scenario. Experiential learning then is a critical component of my teaching as each 'real-life' project allows students to recognise complexity, synthesise, and respond in tangible ways. Extensive fieldwork exposes students to discrepancies and contradictions between data collected remotely and realities on the ground, necessitating skillful information gathering and decision-making. This prepares students to enter into the profession with discernment, conviction, and confidence to take design risks.

My teaching strives to create a safe learning environment for students to experiment with difficult problems, so they may build confidence in the knowledge they have gained and its application to real issues. While it is important to set students up for success in the classroom, I believe that unsuccessful attempts are equally rewarding. Perhaps students should not be evaluated by the success of their final projects, but rather the process in which they set up the problems and execute solutions. Even if the ultimate experiment fails, students learn through identifying why the project did not work. The University is the last safe place for students to innovate and experiment before they enter into practice.

## STUDENTS' WORDS OF APPRECIATION

Throughout the semester, Dorothy was very helpful and patient with our class. We collaborated with the Faculty of Engineering for a part of our project, a field trip was organised to the area of Guangxi. We had the first-hand experience of working on a real site, making real measurements, getting to know the site circumstances and working with colleagues from different discipline.

It was, in my opinion, a successful trip as it was very realistic and down to earth, making it easy for us to move on to the next phase of our project – designing for the site. **Apart from being well-organised, Dorothy is also a very considerate tutor, as she would try and understand our circumstances and perspectives before giving us any comments or constructive criticism.**

Iris NG Tsz Yan
*BA(LS), current student*

**Dorothy set up a great and solid fundamental for our lifelong landscape journey, by thorough and comprehensive course planning throughout our curriculum.** Without being to forcefully impose personal ideas or experience, she is willing to point out 'keywords' for us to further explore and develop our projects, when we need further guides on our difficulties. It promotes self-learning and growing, as we can actually learn from solving the difficulties by further research or development. Dorothy allows the studio members to display and showcase own concepts and ideas in projects. Therefore, it allows the flexibility on our creativity. When reviewing our pin-ups, everyone will be fascinated by how broad the types of outcome that the whole studio has reached. It promotes communicative learning from other studio members as well, as we all were having different concepts and research outcome.

Alex LEE Chih Chu
*BA(LS) 2011*

"An undergraduate student would always expect their undergraduate studies would provide an all-rounded environment that allows them to pursue their desired future career paths. In a lot of cases, students do not fully understand what their studies encompass and the career set ahead of them. Landscape architecture is a relative new field of studies and industry in Hong Kong and having a studio teacher that is well-trained and experienced was especially valuable for a student's development in this field of studies and thinking critically in design. Dorothy is definitely one of these teachers who are able to bring experiences and knowledge acquired from her education and work from the frontier of landscape architecture to students who know nothing about landscape. **Her inspiring teaching methods catalysed our desire to experiment, to inquire and to pursue landscape architecture as our career.**"

Lance WONG Lok Wai
*BA(LS) 2011*

"Dorothy works with students who may have had only basic college mathematics and physics to cover the durable world confronted through land measurement, surface, and manipulation. In courses she addresses the interrelated areas of site design, landscape technology, and engineering. She has devised a pedagogy that combines several ways to see topography: as a vessel that holds everyday life; as a medium that can be shaped and molded; and as a surface that can be measured and calibrated to the specifications of the human body, the moving vehicle, and rainwater. Combined with Dorothy's contagious enthusiasm for topographic concepts and manipulation, students introduced to this pedagogy find reasons to overcome their apprehensions about technical content. **In Dorothy's classroom and studio work, her astonishing eye and lightness of design touch takes the students into direct contact with the medium of landscape and construction materials, and transforms their design work into lyrical and pragmatic forms.**"

Professor Niall G KIRKWOOD
*Graduate School of Design, Harvard University*

## Dr YAN Xiaojun
## 閻小駿博士

Department of Politics and Public Administration 政治與公共行政學系

Teaching is never merely a professional responsibility for me. Instead, it is an exhilarating journey, a self-enriching experience and an inalienable part of my intellectual life as an explorer and producer of knowledge on the ever-changing human world.

I arrived at the University of Hong Kong as an Assistant Professor in 2009. As a freshly minted intellectual about to start a career in education, I saw – and still see – teaching as the central crux of my intellectual life and one of the privileges of a university career. For academics working in higher education, teaching ought to be the most important commitment, as it is the intellectual expression of our shared belief in and commitment to the continuing development and betterment of the intelligentsia and society at large. In my view, teaching is a transformative and conversational process, which affords an opportunity to inspire and empower and to learn, both for ourselves and our students.

University teaching in the 21st century is a challenging yet rewarding enterprise. Witnessing the epic changes in the higher education sector, successful university teaching must be student-based and student-centred and must aim to provide students with the perspective, vision, motivation and critical-thinking skills necessary to remain at the frontier of human knowledge. University teachers need to be innovative in creating a learning environment that encourages the explorative, critical and experiential pursuit of knowledge. With the aid of advanced visualisation and communication information technologies, university teaching in the 21st century is also meant to be a journey of discovery in which students are guided in productive self-learning, peer-learning and problem-based learning.

Teaching is never a solo performance. In my five years of teaching at HKU, I have received an enormous amount of help from University management, Faculty and departmental colleagues, tutors, administrative staff, the Common Core Curriculum Office, the Centre for the Enhancement of Teaching and Learning, and most importantly, my students. I would like to take this opportunity to express my deepest gratitude to each and all of them.

## STUDENTS' WORDS OF APPRECIATION

Whenever I look back on my undergraduate years, I feel compelled to express my deepest appreciation for Dr Yan's dedication to teaching. **Attending his classes was enjoyable and intellectually enriching all along. In his lectures, he is always successful in articulating sophisticated concepts.** In the discussions on contemporary issues, he put meaningful questions to students, which enabled me to fully appreciate the complexities of these issues. While having a well-structured syllabus, his delivery [of the course contents at] classes was spontaneous and lively. In his class, I found my mind a fire to be kindled.

Dr Yan is not just a great teacher, but also a great mentor. Being an unassuming gentleman who welcomes discussions with students, he did not confine the interactions to intellectual discussion; he also shares his insights on personal growth and character formation. Like many final-year students, I was a bit confused about what to do after graduation. His advice guided me through and inspired me to pursue my career in the public sector.

Jeffrey WONG Yin Chun
*BSocSc 2010*

Dr Yan is an excellent teacher and a great mentor. His class is always well-organised and informative. His class is special to me in a way that it is not the end of a learning process, but an entry inducing me to learn more after it. Dr Yan is always approachable and helpful. During my study in HKU and after graduation, I can always ask for suggestions from Dr Yan on my studies and career development. With his support and encouragement, I further consolidated my determination to public sectors and finally chose to work in the United Nations as my first job after graduation.

Dr Yan might be the only teacher who actively invited students to comment on his class and happy to make adjustments accordingly. He and I discussed on a number of issues related to course structure and contents. **He was very open to comments and always willing to change his teaching methods for the betterment of students.** I am fortunate to have him to be my teacher during my political studies in HKU.

Triston CUI Xun
*BSocSc 2010*

**The course 'Political Participation: Why and How?' lectured by Dr Yan Xiaojun has laid a sound and solid foundation for understanding the causes and implications of different political events.** The course was especially inspiring that it would bring in current political events and invite for our analyses. My understanding of democracies and civil societies in different countries was much widened which in turn stimulated me to obtain further knowledge of various polities by pursuing a Master of Science in Comparative Politics degree at the London School of Economics. Both the contents and interactive elements of the course facilitate my current studies enormously. I am therefore absolutely thankful to have attended Dr Yan's lecture…

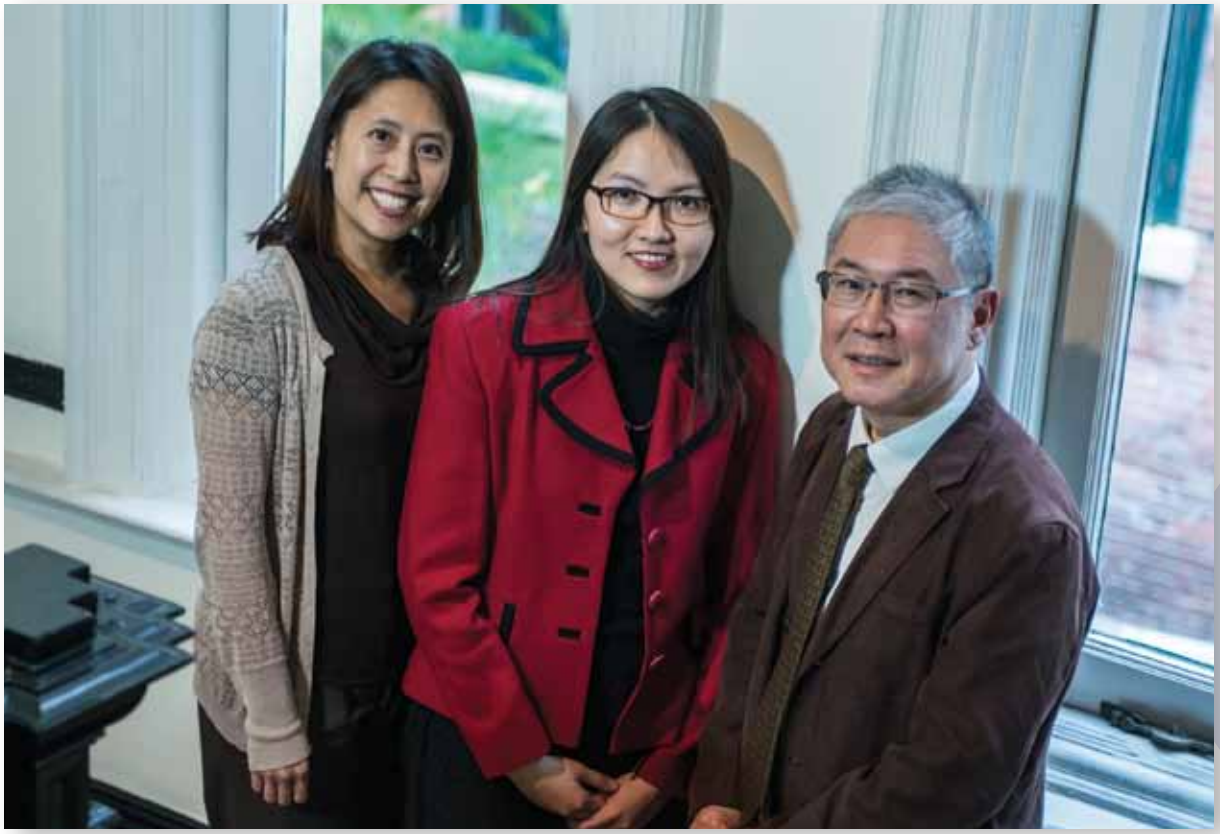
Kevin LAW Kei Heng
*BSocSc 2011*

I studied with Dr Yan in 2010 and found both of his courses very inspiring. It was my first year as an undergraduate student, and I was still unsure about my own interest. As the term progressed these two courses helped me realise that I was really passionate about politics. **The courses overall were intellectually stimulating, and in retrospect they were the highlights of my years at HKU.**

LERTVICHA Chatriya
*BSc 2013*

From right: **Professor CHAN Li Chong 陳立昌教授**
M B Lee Professor in the Humanities and Medicine 李文彬基金教授（人文醫學）(Leader),
**Dr Janice TSANG Wing Hang 曾詠恆醫生** and
**Dr Julie CHEN Yun 陳芸醫生**
Li Ka Shing Faculty of Medicine 李嘉誠醫學院

for 'A Medical Humanities Core Curriculum: Engaging Medical Students through Experiential Learning'



Our Medical Humanities programme was conceived in recognition of a gap in the existing curriculum which, like many medical school curricula, was predominantly focussed on the biomedical and the technological advances at the expense of the 'human side' of being a doctor. One approach to nurturing such attributes, to complement biomedical knowledge and clinical skills, is through the study of humanities in medicine or medical humanities. Unlike medical humanities programmes that are currently offered overseas which are optional or which cover only one semester / module a year leading to gradual loss of its desired outcomes, we have been able to implement a longitudinal, core Medical Humanities programme that is bold but carefully thought out in curriculum design, teaching delivery and assessment methods.

Our teaching philosophy is based on the creation of a safe, encouraging learning environment in which students engage in constructive learning supported by teachers who are seen as facilitators of learning and who are accepted as partners in the learning process.

We believe that innovations in pedagogy *i.e.* curricula design and innovation, new formats of teaching, learning and assessment should not only drive our students to gain the capacity for greater awareness, self-reflection and transformation but also lead students to 'connect the dots' between disparate pieces of information which may appear to be unrelated and promote critical thinking to bring clarity to issues or conditions that appear uncertain or ill-defined. We feel it is critical to engage the student in the learning process through experiential workshops, in reflective writing and creative output which reflects the growth and development of student learning and a synthesis of the meaning of the Medical Humanities curriculum and its relevance for medical training.

We wish to dedicate this Award to our numerous colleagues, community partners and advisers, past and present, whose enthusiasm and dedication continue to drive this initiative forward, and especially to our students with whom we are sharing this journey.

## STUDENTS' WORDS OF APPRECIATION

"The work that Professor Chan, Dr Chen and Dr Tsang have done for us is exceptional in the fact that it defies, yet enhances, our medical curriculum. The things we learn about in the conventional curriculum – anatomy, physiology, microbiology – they enable us to pass the examinations, and to treat the patient. However, I believe that medicine is more than that. Were it not for medical humanities, I have a feeling we would be unhappy with our lives as medical students (and eventually, doctors) and our future patients would be unhappy with our lack of heart and humanity in treating them.

**The Medical Humanities team also enabled us to break the age-old stereotype that medicine is a science, and the people who go in are from the left-brained 'science' part of the population.** Personally, I am not fond of science – theories can be dull at times, and the syllabus at times is nothing but pure science. Medical humanities, however, lets us to be creative and to engage the 'art' side of medicine. It saved the creative writer and the poet in me. Through the work of the team, I was convinced that the emotion and passion emerging from the collision of art and science, that is medicine. The chemistry between doctor and patient, the touching together of lives, that is what healing is about, and that is what I learnt through the Medical Humanities team."

Joy Melody KWONG
*MBBS, current student*

**The Medical Humanities sessions gave us time and space to relax, slow down, reflect and dig into the other side of ourselves after all the energy-draining lectures of the day – which I believe is essential for us all to become a doctor in the future and, most importantly, to be a person.** The Medical Humanities guest lectures were by far the most interesting lectures I've ever had. With our great seniors sharing with us their stories and the path they took which made them who they are today, it's like peeking into one kaleidoscope after another that displays the world around us from different angles and perspectives. We were all programmed to answer key words like 'empathy' and 'compassionate' when we come across questions like 'what does it take to be a good doctor'. Perhaps some of us may already know what these words mean, but not until we looked into suffering through literature and film that I know these words by heart.

Dulcia CHANG Ling
*MBBS, current student*

Being in a medical school is really a stressful experience both physically and mentally for a 19-year-old. Day in and day out, we are bombarded with information about death and suffering. It is easy to become worn out and misguided along the way, becoming wounded healers or unfeeling robots. The Medical Humanities programme comes in here as a solution. The Medical Humanities team aims to connect students with their humanity by understanding themselves and other people better. It is only through appreciating the complexity of life that we can come to terms with death and suffering. This is achieved through conversations with seasoned doctors, viewing movies, expressing ourselves through performance and arts *etc*. I would say that I enjoyed the programme immensely and I think it will definitely make me a more humanistic doctor and a better doctor in the future. **I am truly grateful to the Medical Humanities team for their endeavour in introducing such an unconventional yet desperately needed element to a comprehensive medical education.**

Amanda HWANG Chin
*MBBS, current student*

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