



*Award Presentation Ceremony for*  
**Excellence in**  
**Teaching, Research &**  
**Knowledge Exchange**  
**2012**

**March 27, 2013 Wednesday**  
**5:00 p.m.**  
**Loke Yew Hall**



THE UNIVERSITY OF HONG KONG

Pokfulam, Hong Kong

Tel: (852) 2859 2111 Website: <http://www.hku.hk/award>



THE UNIVERSITY OF HONG KONG



# *Celebrating Excellence in Teaching, Research and Knowledge Exchange*

## A MESSAGE FROM THE VICE-CHANCELLOR



This annual ceremony celebrates the achievements of outstanding individuals at HKU in teaching and research. The 2012 awards also give recognition to excellence in the increasingly important field of knowledge exchange.

This past year has witnessed exciting times for teaching and learning at the University. After a number of years of careful planning and innovative development, the four-year undergraduate curriculum officially began in September 2012. In the new curriculum, which includes the Common Core, the learning aims and related programmes are designed to promote a more student-centred and flexible approach. The launch coincided with the opening of the Centennial Campus, offering state-of-the-art facilities and versatile learning spaces, and marking our expansion at the start of HKU's second century. Our teachers have successfully implemented these changes and addressed challenges along the way.

Amid these developments, our researchers continue to flourish. For example, they again had the highest success rate in competitive research funding through the General Research Fund. Collaboration in research remains an important focus, with internal cross-disciplinary work through strategic research themes; cross-institutional projects on key issues under Areas of Excellence and Theme-based Research projects; closer links with mainland partners; and international collaborations, fellowship schemes and joint research degrees. Of course, the success of this wide range of research activities relies on the passion and creativity of our scholars.

Although it has always been an inherent part of the University's endeavours, the significance of knowledge exchange between HKU and the wider community has become more explicit in recent years. The University has actively increased its efforts to promote and support knowledge exchange for the benefits it can bring to both society and academia. Knowledge exchange activities are diverse, but those awarded at today's ceremony have all demonstrated social, economic or cultural benefits.

The evolution of a university is underpinned by the talent and dedication of its members. I would like to thank all of our teachers and researchers for their contributions to this vibrant community of learning, knowledge advancement and exchange, and offer my sincere congratulations to those honoured through these awards for their outstanding achievements.

A handwritten signature in dark ink, reading 'Lap-Chee Tsui'.

**Professor Lap-Chee Tsui**  
*Vice-Chancellor*

March 2013



## 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*

### KNOWLEDGE EXCHANGE AWARD

Faculties of Architecture, Arts, Business and Economics, Dentistry,  
Education, Engineering, Law, Science and Social Sciences, Non-faculty Unit

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

### OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

*Video presentation*

*Awards presented by Professor Roland CHIN, Deputy Vice-Chancellor*

### 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*

### OUTSTANDING TEACHING AWARD

*Video presentation*

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

### CLOSING ADDRESS

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

### GROUP PHOTOGRAPHS

### COCKTAIL RECEPTION

*Masters of Ceremonies:*

*Miss Natalie Lam, BBA(Law) 5 and Mr Michael To, BBA(Law) 3*

## LIST OF AWARDEES

### OUTSTANDING YOUNG RESEARCHER AWARD

Dr CHENG Chun Kong, *Department of Computer Science*

Dr John WANG Junwen, *Department of Biochemistry*

Dr WANG Mingfu, *School of Biological Sciences*

Dr ZHAO Yun, *Department of Law*

### OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

Professor Annie CHEUNG Nga Yin, *Department of Pathology*

Dr HUANG Jiandong, *Department of Biochemistry*

Mr Stephen LAU Siu Yu, *Department of Architecture*

### OUTSTANDING RESEARCHER AWARD

Professor Godwin CHAN Kwong Yu, *Department of Chemistry*

Professor GUAN Xin-Yuan, *Department of Clinical Oncology*

### OUTSTANDING TEACHING AWARD

*Individual*

Dr CHAN Lap Ki,

*Institute of Medical and Health Sciences Education, Department of Anatomy*

Dr Gary James HARFITT, *Faculty of Education*

Dr LAM Shui Fong, *Department of Psychology*

Miss Alice LEE Suet Ching, *Department of Law*

Dr Robert Shannan PECKHAM, *School of Humanities (History)*

Mr Mathew Robert PRYOR, *Department of Architecture*

*Team*

Dr Susan Margaret BRIDGES (Leader), Professor Cynthia YIU Kar Yung, Dr Michael

George BOTELHO, Professor Edward LO Chin Man, Dr Peter TSANG Chiu Shun,

Dr Rory Munro WATT, Dr YANG Yanqi and Miss Jessica WONG Wai

*Faculty of Dentistry for the*

*PBL 2.0: E-learning for Problem-based Learning (PBL) at the Faculty of Dentistry*

Dr Hayden SO Kwok Hay (Leader), Dr Edmund LAM Yin Mun and

Dr Kenneth WONG Kin Yip

*Department of Electrical and Electronic Engineering for the Design Thinking,  
Problem Solving, and Team Building: Reshaping the First Course in the EEE Curriculum*

### FACULTY TEACHING AWARDS

*Please refer to p24–30 for the list of awardees.*

### KNOWLEDGE EXCHANGE AWARD

*Please refer to p48–53 for the list of awardees.*

### RESEARCH OUTPUT PRIZE

*Please refer to p43–47 for the list of awardees.*

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

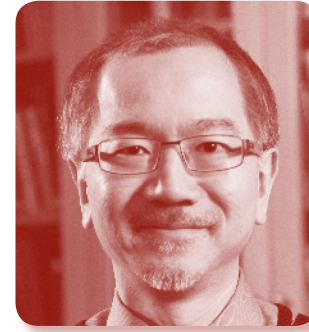


## OUTSTANDING TEACHING AWARD

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 two teams 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), Dr Gayle Elizabeth Morris of the Centre for the Enhancement of Teaching and Learning, Professor George Tham, a former recipient of the OTA, Mr Ernest C.H. Cheung, a student representative nominated by the Students' Union and an external member. The University is grateful to Professor Michele D. Marincovich, Associate Vice Provost for Undergraduate Education and Director of the Centre for Teaching and Learning at Stanford University, for providing her expert advice as the external member on the Panel 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.



**Dr CHAN Lap Ki 陳立基博士**

*Institute of Medical and Health Sciences Education*

醫學及衛生教育研究所

*Department of Anatomy 解剖學系*

*"I do not teach anyone I only provide the environment in which they can learn."*

– Albert Einstein

「道而弗牽，強而弗抑，開而弗達。」

– 《禮記·學記》

To me, the inner world of the human body is fascinating. Anatomical structures are complex and yet they fit perfectly together in a small space. They work in harmony most of the time, and they all develop from a single cell! Anatomy is the very foundation of the practice of medicine. Yet it is often perceived as a dry discipline demanding nothing more than rote memorisation. As an anatomy teacher, I hope students can go beyond facts and appreciate the beauty and applications of human anatomy.

When I'm with my students, I try to think from their perspective. What should I do to get them interested and help them grasp the meaning of these apparently 'dry' anatomical facts? Presenting material in a clinical context will allow students to see why anatomy is so important in the understanding and management of diseases. On the other hand, presenting it in a comparative context will allow students to see the place of humans in Nature. I always encourage my students to think through a question instead of just asking for an answer, because oftentimes the answer is already in their minds, just waiting to be discovered. But a teacher asking students questions can be intimidating. Therefore, I try to create an environment in which students can feel comfortable to explore their minds, to think, and to find out what is right themselves.

When I was a student, I had the opportunity to learn from great teachers. They have shown me how much teachers can change their students. They inspired me to become a teacher myself. From them, I have learned not to underestimate what a person can achieve. Each student has the potential to achieve great things and a teacher's role is to guide them to realise their potential. As a surgeon, I can change the structure of the human body. But as a teacher, I can change the minds of my students, a task that I see as much more difficult, but much more fulfilling.



The story goes that an ill Professor James Cantlie in 1896 London casted a lifeline by his bedside to save a visiting student from the Chinese Imperial secret services. While this student succeeded in a Chinese revolution later, the tale of his dear professor made a point about a teacher's non-abandonment. Fortunately for Dr Chan Lap Ki today, there are no life-risking saves needed by his students. But he is indeed a teacher who does not abandon. A trait I suspect, that landed him this award.

In lectures, Dr Chan made sure that even the slowest mind could navigate through the complex landscape of anatomy. His practicals are often enriched with impossible patience, a generous pardon for our clumsy hands at dissection. Off hours, he would explore with us passionately in new ideas that could further our learning. From a course that addresses the difficulty in using Chinese medical language, to tech-savvy online tutorials with McGill University on the art of breaking bad news, his work ensures that no student is left behind. This is both inspirational and admirable. Dr Chan is an inevitable highlight in my medical education, and I congratulate him heartily for this Award.

*Keedon WONG  
MBBS, current student*

Dr Chan is an enthusiastic doctor, who widens my interest in Medicine, at the same time encourages me to explore every possibility as a medical student to contribute in the field of Medicine. During his teaching of gross anatomy on the head and neck region, he was able to provide us with interesting videos and etymological explanations of names of bones and anatomical regions, which helped me a lot in understanding and memorising anatomy. In my participation of the module 'Understanding Body Donors', he gave us the freedom to explore recent researches on the aspect of body donation and allowed us to design our unique questionnaire for interviewing registered body donors. Furthermore, after the completion of the module, Dr Chan encouraged us to analyse and publish the result in a journal. As this was my first publication, I encountered obstacles at different stages of the process. However, with the guidance and support of Dr Chan, I learnt a lot of things that cannot be learned in the classroom and gained valuable experience through the publishing process.

*Kelvin CHIU Hei Yeung  
MBBS, current student*

Dr Chan is an outstanding teacher. He has put much effort and time in teaching. Although studying anatomy may be seen as a daunting task by many nursing students at first, Dr Chan makes learning anatomy as exciting and as energised as possible. I really enjoyed attending Dr Chan's lessons. He teaches anatomy in a way that's interesting and practical, going beyond simple lecturing to help a student really grasp and memorise the knowledge and foster an interest in learning anatomy that will continue long after the lessons. I feel so glad and honoured to be his student. Dr Chan deserves this recognition from the University.

*WONG Sin Ying  
BNurs, current student*

"Medicine is both a science and an art" – a well-known saying, which is also an exceptionally appropriate footnote to conclude how Dr Chan has inspired countless medical students like me. Without doubt, the most impressive element in the teachings of Dr Chan is far beyond the basic factual anatomical knowledge, but his enthusiasm towards anatomy and life. Through his burning passion and curiosity, I was able to appreciate the human body from more perspectives. Anatomy was given meaning and its beauty revealed.

Despite being knowledgeable, Dr Chan is humble and is never tired of discovering new ways to nurture his students. For instance, he enriched the time-honoured anatomy dissection session by introducing a special study module, where we were given the precious opportunity to interview future body donors. This firsthand experience with life and death allowed us to reflect on the nature of life and to prepare our minds before we have to face life and death again in our future career.

*Victor HUI  
MBBS, current student*





**Dr Gary James HARFITT**  
*Faculty of Education 教育學院*

Teaching has never been a job to me. Rather, it’s been the source of so many learning opportunities and an incredibly rewarding life. I cherish my identity as a ‘teacher’, and my teaching is the crux of all that I do at this University. It feeds into my curriculum design, scholarship, leadership in teaching and learning, and my links with the local community. Everything starts in the classroom and the establishment of a learning landscape which is engaging, non-threatening and inclusive. It is where the social curriculum is just as important as the academic curriculum and where I try to establish a learning community built on trust, respect and engagement.

At the core of my teaching is the belief that teachers can and do make a difference every single day. Over the years I have been inspired by so many wonderful teachers, colleagues, supervisors and students, so I seek to promote in my own student teachers a sense of appreciation and awareness of the transformative role that they, too, can play in classrooms. Those inspiring teachers did not set out to teach a curriculum or a course. First and foremost, they set out to teach their students and placed them at the centre of the teaching and learning process. The more I teach the more I realise that the key to effective teaching is recognising the students’ needs above my own. Teaching does not need to be complicated; good teaching comes from the heart.

My work in the community informs my own teaching at the University, and I am incredibly proud to have worked with so many local teachers as well as our student teachers who are now nurturing students of their own. This University produces some of the most outstanding educators in Hong Kong and I am thrilled to play a small part in that process.

Since Dr Harfitt started his teaching career in teacher training at the University of Hong Kong in 2003, we have worked closely as partners in training young teachers. Our school offers two English teaching placements for students and we never doubt the quality of those placement students simply because Dr Harfitt himself is the guarantee. Dr Harfitt helps his students fully understand their own limits, and empowers students to overcome them with confidence. He also uncovers his students’ potential, nurtures these young people to be teachers with integrity, and fills their hearts with passion.

In my school, there are 12 English teachers and nine of them have been Dr Harfitt’s students. Our English department is recognised as the best team in our school. It is full of life, laughter and talents. We can make a good team because we all follow Gary’s Law –

love our students, appreciate their contributions and walk their path with them. This belief is not recorded anywhere but in a living manual – Dr Harfitt himself. We all feel proud of having been taught by him, and proud of him.

*Karen YIP*  
*English Panel Chair, Fanling Lutheran Secondary School*

Gary sets a gold standard of professionalism that I could only hope to emulate with my peers and students. I strongly support any accolade which officially acknowledges the excellence of Gary’s contributions to the field of education in Hong Kong.

*Teresa LEE*  
*Deputy English Panel Chair, Po Leung Kuk Tang Yuk Tien College*

As Gary’s student, I would say he is a distinguished teacher because he has impressively demonstrated what a professional teacher is like in his lessons. During my final-year teaching practice, I was assigned to a low-banding school where the students were rather difficult. I still remember one of my first observed lessons which went into chaos even though I had prepared it for days. I ended up feeling frustrated about my inability to conduct quality English lessons. However, in the post-lesson conference, Gary patiently helped me reflect on what had gone wrong. With his continuous coaching and support, I started to regain my confidence and was able to handle the class quite well. Without his devotion to education, I would not have become confident in myself and in my teaching. His inspiration and support paved my way to becoming a professional teacher.

*Lester SZE, BA&BEd(LangEd) 2009*

Gary demonstrated how to be a caring and effective teacher. Before every lesson started, Gary greeted us individually and asked about our situations. He cared about our personal and professional development and always gave us support when we asked for it, and even when we didn’t. To our group, Gary is not only a lecturer; he is also a career adviser, a counsellor, and a friend. His emails and phone calls cheered us in the tough job-seeking journey. These were life examples showing his selfless love and care for his students.

*Michelle LAM, BA&BEd(LangEd) 2012*





**Dr LAM Shui Fong 林瑞芳博士**  
*Department of Psychology 心理學系*

To me, research, teaching, and service are parts of an integral whole. They are complementary to one another and cannot be separated. My research interest lies in learning motivation. I am fascinated by the complexities of psychological processes that motivate students in learning. I apply my research findings in my teaching. I hope that my students are reflective and caring learners who can construct knowledge collaboratively through the engagement in meaningful and authentic learning tasks.

I trust that students will have natural motivation in learning if they find real life significance in it. To make learning authentic and meaningful, I ask my students to integrate what they have learned with their personal experience, beliefs and values. I encourage them to apply their learning in the real word, particularly for the betterment of their community. For example, I once asked my students to write to the Education Commission and respond to its Consultation Document on Education Reform. By doing so, I sent a clear message to my students: your papers are for real, not just for grading. When I helped the University develop a leadership training programme for the undergraduates, I insisted that there must be an internship component. “Tell me, I forget. Show me, I remember. Involve me, I understand.” This Native American proverb is insightful. Students cannot learn to be good leaders in a lecture hall by listening to lectures. They need to learn leadership while they are serving the real people in the real community.

While I encourage my students to apply their learning for the betterment of their community, I use my expertise in motivation to help primary and secondary school teachers. I enjoy my consultation service to the community because I find meaning in it. The smiles of the teachers and students are my biggest momentum.

Dr Lam taught us more than just the necessary knowledge in educational psychology, more importantly, Dr Lam imparted on her student attitudes and personal qualities that are foundations of contributing citizens in our community. In addition to text book knowledge, Dr Lam guided her students to develop insights as how theories should be applied in the real world. Adopting theories in consideration of circumstances is crucial for any psychologist. We were taught not to accept things on face value, to inquire deeply and to consider multiple perspectives; such proved to be relevant in all aspects of life.

Dr Lam also discussed often about upholding integrity, especially under challenging circumstances. Such discussion served as profound reminders of the wider issues involved in the profession, and made us reflect upon humanity. It was important to Dr Lam that her students were not only competent in the workplace but also morally and ethically sound. As a private practitioner, I carry with me the many core values that Dr Lam has inspired me to develop.

Teaching is not only about what is ‘required’. Dr Lam went the extra mile for us, and was a role model. She taught us what we needed to know as educational psychologists and encouraged us to face the complexities of life with conviction. I am grateful for such invaluable lessons.

*Christine WONG, MSocSc 2004*  
*Educational Psychologist, Vibrant Inspirations*

Dr Lam is the most respectable teacher I have come across during my eight-year academic pursuit at the University. I first met Dr Lam when I took her two undergraduate courses (‘Introduction to Educational Psychology’ in 1998–1999 and ‘Introduction to Counselling and Therapeutic Psychology’ in 1999–2000). Despite her rich experience in teaching, Dr Lam still devoted ample effort to the preparation for every class. Her teaching materials were clear, well-organised and applicable. I was addicted to her lively and interactive classes. Being impressed by Dr Lam’s scholarly attainments and excellence in teaching, I invited her to be my supervisor for my MPhil and PhD studies. During my postgraduate years, I was further impressed by her core values. She instills in her graduate students the ambition to be reflective and independent researchers. She also requires them to be responsible and caring persons. She inspires us to attain maturity both as competent researchers and people with integrity. During the weekly laboratory meetings, Dr Lam and all her postgraduate students exchange research ideas and help each other out. We all benefit from the helpful and supportive learning atmosphere she has created.

*Rebecca W.Y. CHENG, PhD 2006*  
*Assistant Professor, The Hong Kong Institute of Education*





**Miss Alice LEE Suet Ching 李雪菁小姐**

*Department of Law 法律學系*

Teaching and learning are two sides of the same coin. Issues relating to the two subjects I teach, namely, Land Law and Intellectual Property Law, are everywhere. I find my pleasure, and so my reward, in identifying such issues in my everyday life and in sharing them with my students, hoping that they will be inspired as I am. Learning is not and should not be something alien or unrelated to students' daily life. To be able to motivate them, I have to know my students well.

I take every opportunity to learn about my students' background, capabilities, aspirations and problems, academic or otherwise. To enable students to engage in active learning, I take an interactive approach by inviting students to answer assigned or impromptu questions related to the topic for the session. The students may be invited in advance when I talk to them in the classroom before the formal commencement of class. Such informal conversations not only help me understand my students but also build trust and mutual respect.

My passion for nurturing individual intellectual capacity is also evidenced through my supervision of research students. I know my students well in order to help them identify a research path that is most suitable for them. Concerned about the students' whole-person development, I have been actively engaged in *de facto* mentoring as well as academic and career advising. I find it encouraging and rewarding when former students of mine share with me their passion for the subject. 'A life-long interest' as one of them has put it.

It was at the internal selection round of an international moot competition when I first met Alice, who was the judge then. Nervous and trying to avoid questions from the judge, I dared not look at her when I spoke. But when I finally mustered up the courage to look up from the lectern, I was surprised to be greeted by an encouraging nod, warm enough to sweep away all my fears and worries.

Alice is fond of teaching. She loves sharing her knowledge, observations and thoughts with her students. Property Law may be labelled as boring, but Alice has made everything interesting and fascinating. Her students will remember the diagrams she drew to illustrate the concept of co-ownership and a variety of cinnamon sticks she passed around the class to demonstrate the difficulty in registering cinnamon scent as a trade mark. With vivid examples, she can always explain complicated principles and clear away students' confusion in the most effective manner.

Questions are welcome anytime. Alice never hesitates to go the extra mile to understand students' concerns and help them out. Caring about how students learn and how teachers should teach, she is constantly exploring and experimenting different ways to encourage in-class discussions. It goes beyond any doubt that Alice is enthusiastic, approachable, dedicated and inspiring, an amazingly wonderful teacher in every sense, every way.

I was not selected into the moot team, but getting to know Alice is one of the best things in my university life. She has made learning so much more enjoyable for her students, and I feel so grateful for being one of them.

*Sally XU Huichao, BBA(Law)&LLB 2010  
Trainee solicitor*

Looking back at my undergraduate's life, being taught by Alice is definitely one of my best memories. Academically, Alice has a special magic – as she can always teach complex legal concepts in a simple and passionate manner, and this explains why Alice's classes are often full-house. Alice's open-mindedness and support for interactive teaching encourage students to explore and share new ideas. Also, as an academic, Alice has gone a further step to make the learning practical, by arranging practitioners' sharing session, and using current affairs to show how the law actually applies.

What makes Alice more special is that on a personal level, she is an approachable teacher who truly cares about students' needs, and is willing to devote extra time in helping them. For instance, she understands how students are concerned with future career, and she tries her best in making internship opportunities available. She also knows how students are worried about exams, and she would arrange after-class meeting to review past performance for learning purposes. I heartily appreciated all these extra effort.

I feel deeply honoured and proud to be her student, and I really enjoyed her inspirational classes. To Alice – Thank you for everything, and Congratulations.

*Stephanie S.T. WONG, LLB 2012*

Miss Lee lectures a series of difficult topics from 'Priority' to 'Co-Ownership' in Land Law, yet Land Law is one of the most enjoyable and rewarding experiences for generations of law students in HKU. She has the magic to break down complicated rules and principles and make them very accessible for students. Clarity is strikingly present in her illustrations. It is difficult not to follow, or stray away from, the exquisite ways she develops the topics. She captures every student's attention from the beginning to the end of the lecture. In her



lectures there is always a good balance between issues interested by practitioners and issues intensively debated in the academia, and she entertains spontaneous comments and questions: her control over the flow of arguments under time constraint is incredible.

Miss Lee maintains a strong personal touch with her students in tutorials; ‘conversational’ shall be the right word to describe the level of interaction there. Miss Lee invites every tutee to contribute to the issues under discussion and engages us to approach the problem from multiple perspectives. Her standard of satisfaction is very high, yet she is extremely encouraging to any attempt to tender a solution. Every idea is valued and attended. She leaves no one confused by the end of the tutorial.

Apart from inspiration gained from the depth and beauty of her works (and motivations from her expectation), I am deeply benefited by private teaching sessions given by Miss Lee on research methodology and current issues in Hong Kong land law during my PhD study. She is one of the greatest educators I have known. I am very much honoured to be her student for the past five years.

*Devin LIN Sen, MCL 2008, PhD 2012*

“The great teachers fill you up with hope and shower you with a thousand reasons to embrace all aspects of life.” – Pat Conroy

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” – William Arthur Ward

Just as I considered quitting law school, traumatised by my first year’s studies, disillusioned, and regretting for entering the law school, Miss Lee’s classes ignited hope in my heart and made me realise there could be a way out. The positive thinking and encouragements she brought in her classrooms helped people like me stand up, carry on and walk to where many of her students, including myself, are.

Some may be impressed by how intellectual and interactive her lectures are, and perhaps how fast time passes in her classes for some others. As for me, Miss Lee has gained my respect and that of many others as a teacher of the people. She cares for her students and treasures everybody as a valuable individual, endeavouring by all means in guiding her students into acquiring and developing a love for knowledge.

Today’s Award Presentation Ceremony truly recognises how valued her dedication and efforts are. I wish to congratulate Miss Lee for her receipt of the Outstanding Teaching Award, especially in the knowledge that her impeccable qualities has continued to shape and impact the lives of many of the students she has taught and inspired.

*Jeff CHAN Ka Hin, LLB, current student*



**Dr Robert Shannan PECKHAM 白錦文博士**  
*School of Humanities (History) 人文學院(歷史)*

As a historian of science and medicine in the School of Humanities, I have sought to rethink the meaning of cross-disciplinarity, creating courses that emphasise the interpretative dimension of history, while bridging disciplinary divides and encouraging students to explore the world from different perspectives. Today, as novel technologies produce increasingly complex junctions for knowledge, I believe that it is crucial for arts students to engage with the issues raised by science, technology, and biomedicine. Reciprocally, students from science and medicine can benefit greatly from reflection on the social and cultural dimensions of their own practices. This two-way ‘translation’ – and the radical reconfiguration of academe and world that this process entails – underpins the logic of the Centre for the Humanities and Medicine, a joint initiative of the Faculties of Arts and Medicine, which I have been involved in since its inception in 2009.

Although students are highly adept at ‘reading’ digital media, they often disregard this competency as ‘non-academic’ or extraneous to formal learning. My teaching encourages students to take these interpretative skills seriously, using them as a means both of drawing students into critical enquiry and encouraging them to read between and across different media. The use of a technological component in the coursework serves to underscore the extent to which different media increasingly frame public understanding of and response to issues in crucial ways. As a teacher, I have striven to develop an experiential and interactive learning environment, where students recognise issues as multi-faceted and develop an agility to see around problems. As a historian, my aim is also to sensitise students to different kinds of texts and their contexts, and to instill a confidence that research is not the exclusive preserve of the ‘professional’. On the contrary, students themselves can – and do – make meaningful contributions to scholarship, developing persuasive, original arguments of their own.

Dr Robert Peckham teaches two of the most thought-provoking classes I have taken at HKU. He encourages students to question received ideas and to probe deeper into topics that seem simple at first glance. If there was one thing that I have taken away from being in his classes, it is: I will always be asking questions.

Drawing on examples from fiction, film, and art, as well as the ‘scientific’ literature, Dr Peckham’s multimedia approach engages students on a different level than just the normal ‘texts and figures’ approach. It allows students to think creatively about the issues, to look at them from different perspectives, and to bring their own insights to concerns. It is a unique experience when tackling big social issues during class to be able to make



connections between history and popular culture; this not only livens up the atmosphere of the classroom but also drives students into discussions. This interactive teaching helps students to actively participate and to contribute, creating a dynamic environment for students to learn and understand. Through this kind of creative teaching, we learned to view our everyday environment from a critical perspective, to think about world issues in different ways. Dr Peckham's course not only helped me, and my fellow students, to grow academically, but it also developed our confidence to articulate our personal ideas in an ever-changing world.

*Charles FONG, BSc, current student*

It is no exaggeration to say that taking Dr Robert Peckham's course 'Contagions' has been an important turning point in my university life. His interactive teaching opened up a new window on the value of history as a way of connecting the past to critical issues in contemporary life. Dr Peckham's mentorship role extends well beyond the classroom and his commitment to teaching and learning is evident in the time and energy he gives to student Knowledge Exchange projects. Students are encouraged to take insights from the class into the world. As a mentor of student-led NGO and volunteer projects on education and health in rural China, Dr Peckham supports students in drawing on their experience and applying their learning to create social value. He listens to students and takes their viewpoints seriously. We have not only been deeply inspired by his dedicated passion for humanitarian causes, benefiting tremendously from his expertise and supports to make things happen, but also deeply encouraged by him to keep a critical and reflective view on what we are doing. Today, as a volunteer working with young children on educational projects – children who are often struggling in their studies and lacking in confidence – I often reflect on how Dr Peckham drew me from my silent corner, encouraging me to face and overcome my weaknesses, and to take on new challenges.

*Nancy YANG Xi, LLB, current student*

I have been extremely fortunate to work with Dr Robert Peckham over the last three years as course tutor in both of his successful Common Core courses. Dr Peckham's pioneering approach to teaching and learning makes his courses extremely popular among students from different faculties, including science and medical students, who have had little prior exposure to history or the humanities. Many students have told me how Dr Peckham's courses fundamentally changed the way they think about the world and society. In his

classes, Dr Peckham facilitates discussions, offers comments and encouragement, as well as closely monitoring student learning effectiveness in the process. Oftentimes, students tell me how much more critical and proactive they have become after taking his courses.

Dr Peckham has cultivated a mentorship relationship with his students. He values face-to-face interaction with students and has offered support to many in their studies, extra-curricular activities, careers, and life. Dr Peckham has an extremely packed schedule in teaching, research, and administration, but he has managed to keep in touch with many students over the years and attends many student workshops, conferences, drama performances, and concerts as a mentor, staunch supporter, and good friend. I have been to a number of events with him and have witnessed firsthand how appreciative the students are for his continuing support. All in all, I am blessed to have Dr Peckham as my wonderful mentor and colleague.

*Dr Carol TSANG Chui Long  
Teaching Consultant, School of Humanities (History)*

Once in a very great while you walk into a lecture room, sit down, start listening, and within a couple of minutes you know that you have come across one of the most outstanding scholars – and you will not want to leave. This was my experience with Dr Robert Peckham's teaching, which is mesmerising. In his course 'Battles for Bodies,' he often began a lecture with a question, which ushered us into thinking about the politics of bodies, the nature of surveillance, and the different meanings ascribed to health. We reflected on the connections between health, power, and the modern state, and we considered many other things that we tend to take at face value. Dr Peckham didn't stop there, but instead encouraged us to explore the essence of these issues, guiding us through the intellectual labyrinth, at the same time as facilitating our understanding by drawing on various sources such as documents, paintings, posters, and movie clips. Dr Peckham linked up contemporary issues with larger concepts, analysing them in a new light. Finally, he sparked discussions and debates among students, with constant encouragement, while training us to think critically, and to apply what we had learned. Dr Peckham not only exerts great efforts in his teaching, but also in supporting his students: he is always approachable, patient, and open-minded. I am grateful for what he has done for us, and I feel very fortunate to have taken his course, for Dr Peckham is genuinely an inspiration.

*Wayne CHANG Hannyuan  
BEcon, current student*





**Mr Mathew Robert PRYOR**

*Department of Architecture 建築學系*

Landscape Architecture, in its conception, design and execution, is essentially an experiential, practical discipline. Over the last eight years of teaching (first four years as a part-time lecturer), I have been able to observe landscape students in different class settings and see their responses to different teaching approaches, and noted their engagement with academic theories, concepts and techniques appeared to be strongest where the teaching was phrased within practical contexts and real-life scenarios, aligned with professional practice, and placed within relevant physical settings. I became aware of the difference in students' attitudes to learning between design studio courses and technical courses. Studio, with its heavy emphasis on site investigation, contextual study and use of professional critique seemed to engage students very much more readily than traditional classroom lecture based forms of teaching that I encountered in technical courses.

Maintaining a close dialogue with students and alumni and their feedback has helped me understand that I could achieve far greater success by 'teaching through practice', i.e. getting students out of standard classroom settings and lecture formats and into everyday physical environments where the landscape itself becomes a teaching tool, and allowing them to experience the practice of landscape architecture, to interact directly with practitioners and to understand their experience of it. Students describe how this form of teaching helps them to engage with the course content. It encourages them to participate proactively in the acquisition of knowledge, and enhances their learning through shared experience. It realises abstract issues and helps them appreciate the relevance of what they learn. The approach helps me to problematise learning, facilitates student knowledge retention, and provides a platform for wider exploration and discourse.

This approach has direct parallels to established approaches in experiential learning, but is interpreted through the forms and practices of the Landscape Architectural discipline. I have sought to promote this approach throughout the work of the Division encouraging staff to take the students into the field and to engage them directly with professional practitioners. Elements of this approach now underpin much of my research and knowledge exchange activities.

In general, both Landscape Practice courses are extremely relevant and useful to my work and they provide a great foundation to my knowledge in Landscape Architecture today. I think the coverage of the course is very good, in particular, the site visits to Macau and Ocean Park gave us a positive view of the involvement of Landscape Architects in the industry, the invitation of guest speakers (from public and private sectors) were also very inspiring and to some extent, helped us to choose our career path.

*Augustine LAM, MLA 2010*

*Assistant Landscape Architect, Architectural Services Department, HKSAR Government*

I found that the Professional Practice courses were very important to graduates like me who have gone on to work in Hong Kong and seek professional qualification with the Institute after they gain two years of work experience. When I tried to study for the professional practice exams, the class notes that Mr Pryor made for us during our Landscape Practice classes were super useful and helped us to understand the complicated laws, legislation or processes in much easy way.

*Sampson MOK, MLA 2010*

*Landscape Designer, AECOM Limited*

The notes given by Mr Pryor for the Professional Practice courses are so useful. In general I think the course is extremely useful to help students to grasp the basic concepts on professional practice. The course was very concise and clear, which touches on everything we need to know in practice.

*Ronnie SIU, MLA 2009*

*Landscape Design, Walt Disney International*





From left: **Professor Edward LO Chin Man** 盧展民教授, **Dr Peter TSANG Chiu Shun** 曾昭舜博士, **Dr Susan Margaret BRIDGES** 喬素心博士 (Leader), **Dr Rory Munro WATT**, **Professor Cynthia YIU Kar Yung** 姚嘉榕教授, **Dr Michael George BOTELHO**, **Dr YANG Yanqi** 楊雁琪博士 and **Miss Jessica WONG Wai** 黃偉小姐

Faculty of Dentistry 牙醫學院  
for the 'PBL 2.0: E-learning for Problem-based Learning (PBL) at the Faculty of Dentistry'

Our team has collaborated with a shared mission to achieve excellent practice in curriculum innovation and enhancing learning experiences for contemporary undergraduate students by building on the success of the Faculty's student-centred, integrated and problem-based approach to dental education. Our reflective approach has been to ground the blended learning innovations in evidence from members' research, curriculum reviews, retreats and University- and Faculty-based evaluations with a clear focus on the shared enterprise of improving Bachelor of Dental Surgery (BDS) student learning outcomes. Working as a synergistic network rather than in a directive top-down model, we have capitalised upon recent e-learning initiatives to more closely integrate these with the existing and highly robust problem-based pedagogy.

A critical issue at any level of education is the interface between the pedagogy and the technology in enhancing student learning outcomes. We understand the importance for dentistry of the role of visual representations and their interpretation in the learning process. The team's vision of a blended approach, therefore, has been to motivate digital-age learners and to enhance the problem-based aspects of the curriculum with a focus on heightened visualisations and technological interactivity during face-to-face tutorials in PBL tutorial rooms whilst also expanding online resources for self-directed learning. In considering spaces of learning, the installation of new hardware in the form of Interactive White Boards (IWBs) has not only improved visualisation of stimulus materials and student-accessed information but, in doing so, has supported tutorial group collaboration. Whilst re-thinking face-to-face learning, we have also expanded online digital resources such as videos and 3D simulations in the virtual space of the BDS Web Learning Centre. This team has, therefore, moved forward from the first-stage 'digital repository' approach for the Learning Management System where student engagement with the available online

resources was out-of-step with the face-to-face knowledge co-construction process during tutorials towards a synchronous integration of educational technologies within face-to-face tutorials. We appreciate and acknowledge that we are but representatives of even more teams within our faculty and wish to dedicate this Award to our past and present PBL colleagues and students.

I think Problem-based Learning Version 2 has ushered our learning into a new era. We participate in discussions actively. Our PBL Suite is no longer a dull place. Through various new facilities, we can share our sources without any limitations. For example, in the past learning anatomy was so confusing. Tons of medical terms were really all Greek to us. We had to look them up in a dictionary one by one and read them aloud within the group. The situation has changed since PBL Version 2 appeared. We use the Interactive White Boards which can access any websites directly. Everybody can write on the board, draw diagrams and even highlight the text!

Self-directed learning becomes more effective at home as well. Through the Web Learning Centre, all of us can participate in online discussions and draw concept maps after lessons even though we may be in different places. In addition, there is a wide variety of useful videos which are good demonstrations of clinical skills. It has become one of the main sources for us to learn, to think and to do our revision.

Ronald CHAN Siu Tung, BDS 2012

Problem-based Learning Version 2 has created a brand new, user-friendly environment for student learning. With the newly renovated PBL Suite, students can share their thoughts and ideas freely with each other. One of the typical examples is the Interactive White Boards. It enables us to show different pictures and documents just like an ordinary projection screen, but with the advantage that we can also add notes or even draw on the screen!

Our self-directed learning is effectively enhanced also. With the Learning Management System, learning can take place anywhere apart from just classrooms. Supporting resources and presentations for all classes are uploaded on the system for us to watch and learn at our most comfortable time. There is no need to be afraid of missing an important point during a practical class, nor missing valuable case-based presentations due to time clashes as we can easily catch what we missed and explore helpful resources uploaded by our teachers and tutors!

Roxy NG Man Ching, BDS 2012





From left: **Dr Edmund LAM Yin Mun** 林彥民博士, **Dr Hayden SO Kwok Hay** 蘇國希博士 (Leader) and **Dr Kenneth WONG Kin Yip** 黃建業博士  
*Department of Electrical and Electronic Engineering 電機電子工程系*  
*for the ‘Design Thinking, Problem Solving, and Team Building: Reshaping the First Course in the EEE Curriculum’*

Over the past two decades, the field of electrical and electronic engineering (EEE) has witnessed very significant expansions. On top of core disciplines, EEE today also encompasses a wide range of rapidly developing disciplines such as optical systems, distributed computing, biomedical engineering, and renewable energy. It is a challenge to introduce to students what EEE is about, while preparing them for the various EEE disciplines – the traditional approach that begins with analysing electrical components and circuits does not seem to suffice anymore.

To maintain its competitiveness as a world-class programme in the field, the Department of Electrical and Electronic Engineering has put in considerable efforts in curriculum reform and design since 2008. A particular focus is devoted to the development of a new first-year introductory course that is open to all engineering students.

This course is designed under several guiding philosophies that strive to project an overview of EEE, while allowing students to develop the necessary intellectual foundation for their subsequent studies. It is very valuable to provide the students a learning experience that sparks their enthusiasm and creativity to apply their knowledge to face new challenges and tackle new problems. Meanwhile, real engineering work is increasingly complex, demanding close collaboration and good communications both among engineers and across people with diverse educational experiences, while the global nature of the field also requires a solid understanding and sincere acceptance of different work habits and cultural backgrounds. Thus, we work to foster an active learning environment so that the students can develop a life-long learning mindset in preparation for the rapidly changing field, and we make team work a central focus where they can build the habit of collaborations and critical self-evaluation of one’s own strengths and weaknesses through the open-ended Rube Goldberg machine project.

The ‘Introduction to Electrical and Electronic Engineering’ project was the first project I did related to the Department of Electrical and Electronic Engineering. The collaborative and open-ended nature of the project was a new experience for me as a first-year student. Looking back now, I start to appreciate how important teamwork is in real-world engineering projects. Most importantly, it was by far the only project that allowed us to design and construct a physical and tangible end product from scratch, which also encompassed the textbook knowledge we just learnt in the course. Knowing that I could actually build and make something from my knowledge as an EEE student is definitely a highlight of the course.

*MOHAMED SHIBLY Jameel Ur Rahman*  
*BEng(EComE), current student*

As a student, the emphasis on both theoretical and practical knowledge through the Rube Goldberg machine design has made ‘Introduction to Electrical and Electronic Engineering’ a very fruitful first-year experience for me. I returned to serve as a lab assistant the following year, thinking I could contribute back to the course by helping the younger generations. As it turned out, I found that serving as a lab assistant was as rewarding as taking the course as a student in the first place. Every week, we prepared for the labs well ahead of the students so we may help with their questions during the labs. It forced us to review materials that we already know in anticipation of questions from students that were sometimes well beyond our expectations. We also helped them with debugging their circuits and tried to correct their misunderstanding along the way. Finally, guiding the students through the design of their Rube Goldberg machine allowed us to, once again, relive the memorable moments of project construction as a student. Therefore, I truly think the lab assistant system is a valuable component of the course that benefits both the students and the lab assistants.

*Wilson WONG Wing Fung*  
*BEng(EE), current student*



## 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

Dr LEE Ho Yin 李浩然博士, *Department of Architecture 建築學系*  
Ms Eunice SENG Mei Feng 成美芬女士, *Department of Architecture 建築學系*

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 the 2011–2012 Faculty of Architecture Teaching Award are Dr LEE Ho Yin and Ms Eunice SENG Mei Feng.

The Selection Panel was impressed by Dr Lee's outstanding teaching performance, as evidenced by rave reviews from students and his high scores in Student Evaluation of Teaching and Learning, and his contributions to the development of the curricula of the Architectural Conservation Programmes.

Ms Seng has been a driving force in the revitalisation of the history and theory courses in the Department of Architecture through the introduction of a new pedagogical framework and multi-disciplinary methods. She has also shown commitment to implementing E-learning, outcome-based approaches and experiential learning.

### FACULTY OF ARTS

#### Faculty Teaching Excellence Award

Dr Vichy HO Wai Chi 何偉熾博士, *School of Chinese 中文學院*  
Dr TSE Yiu Kay 謝耀基博士, *School of Chinese 中文學院*

Originated in 2008–2009, the Faculty Teaching Excellence Award now offers up to two prizes annually, including one for professoriate staff and one for academic-related staff. The Award takes the form of a certificate and a monetary award of HK\$25,000. This year, Dr Vichy HO Wai Chi and Dr TSE Yiu Kay received the Award.

Dr Ho joined HKU as an Assistant Language Instructor in 2000. Being a course coordinator of three Chinese Language courses, he plays a vital role in curriculum development and teaching. His innovations included offering the first practical Chinese course to non-local students for the Faculty of Medicine, as well as developing a broadening course, 'The Art of Presentation' which was the first Chinese Language Enhancement Programme course conducted in English.

Dr Tse joined HKU as a Lecturer in the School of Chinese in 1995. He has demonstrated outstanding teaching performance as evidenced consistently in his Student Evaluation of Teaching and Learning scores and his commitment to pedagogical research. As a long-term member of the Faculty Curriculum Development Committee, he had been instrumental in consulting and developing the new BA&BEd(LangEd) double degree programme in Chinese Language Education.



## FACULTY OF BUSINESS AND ECONOMICS

### Faculty Outstanding Teacher Award (Undergraduate Teaching)

Dr Alex CHAN Wing Ho 陳永豪博士, *School of Economics and Finance* 經濟金融學院

Dr LEUNG Siu Ching 梁小菁博士, *School of Business* 商學院

### Faculty Outstanding Teacher Award (Taught Postgraduate Teaching)

Mr David Lorin BISHOP, *School of Business* 商學院

Dr MENG Rujing 孟茹靜博士, *School of Economics and Finance* 經濟金融學院

The Faculty Outstanding Teacher Award has been in place since 2003–2004 and has represented the efforts of the Faculty in promoting teaching excellence. The aim of the Award is to recognise and reward distinguished teachers for their accomplishment and achievements in teaching and to further promote a high-quality teaching culture in the Faculty. For the academic year 2011–2012, four teachers who received very positive feedbacks and commendations from students were selected to receive the Faculty Outstanding Teacher Award.

Dr Alex CHAN Wing Ho and Dr LEUNG Siu Ching were awarded for their excellent teaching in undergraduate programmes. Dr Chan's passion in teaching led him to apply on-going adjustment in his teaching and learning strategies to effectively meet students' individual needs during the learning process. Dr Leung's focus on continuous innovation in course delivery through e-learning and contributions to students' experiential learning also earned words of praise. Their genuine commitment to inspiring students to become enthusiastic and motivated learners and their efforts on scholarship of teaching and learning impressed the Selection Committee.

Mr David Lorin BISHOP and Dr MENG Rujing were accorded the Award for teaching taught postgraduate programmes. Mr Bishop is a highly motivated teacher who continuously introduces new elements into his courses. He makes learning active through engaging students with authentic teaching materials. Dr Meng believes that learning should be geared towards practice, learning-by-doing, which was well received by students. The Selection Committee took particular note of their involvement in programme management and dedication in serving students in the MBA programme and the Master of Finance programme respectively.

## FACULTY OF DENTISTRY

### Outstanding Teacher Award

Dr May WONG Chun Mei 王春美博士, *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. As a statistician, Dr May WONG Chun Mei devotes wholeheartedly herself in educating students to learn and understand biostatistics and research methodology applied in dental research. Conducting dental research with appropriate study design, data analysis and use of software packages contribute significantly to good clinical practice and evidence-based dentistry. In her teaching, she considers the students' perceptions of their learning needs, designs the curriculum based on their needs, ensures the students see how the teaching is related to their research work and uses different teaching and learning modes in achieving these learning outcomes.

## FACULTY OF EDUCATION

### Faculty Outstanding Teaching Award

#### *Individual*

Dr Gary James HARFITT, *Faculty of Education* 教育學院

Dr Lawrence NG Manwa 吳民華博士, *Faculty of Education* 教育學院

#### *Team*

Dr Anita WONG Mei Yin 黃美燕博士 (Leader), Dr Karen CHAN Man Kei 陳文琪博士, Dr LAW Sam Po 羅心寶博士, Dr Estella MA Pui Man 馬珮雯博士, Professor Donald Bradley MCPHERSON, Dr Lawrence NG Manwa 吳民華博士, Dr Lydia SO Kam Hoi 蘇周簡開博士, Dr TO Kit Sum 杜潔森博士, Dr TONG Xiuli 佟秀麗博士, Professor Brendan Stuart WEEKES, Professor Tara Loraine WHITEHILL, Dr Lena WONG Lai Nar 黃麗娜博士 and Professor Edwin YIU Man Lai 姚文禮教授, *Faculty of Education* 教育學院

Dr Gary James HARFITT was honored with the Faculty Outstanding Teaching Award in 2011–2012. Dr Harfitt is well known for his relentless pursuit of excellence in teaching and learning. He is an exemplary teacher with professionalism, passion and devotion in teaching.

Dr Lawrence NG Manwa was another recipient of the Faculty Outstanding Teaching Award. Dr Ng has enthusiastically supported the Division's problem-based learning curriculum and has helped in many ways to make the curriculum a successful one.

The Faculty of Education introduced a team award of teaching. The first winners were a team from the Division of Speech and Hearing Sciences led by Dr Anita WONG Mei Yin. The excellent teamwork has made continuous effort in the problem-based learning curriculum development to enhance teaching and learning.



## FACULTY OF ENGINEERING

### Best Teacher Award

Dr Scott Thomas SMITH, *Department of Civil Engineering* 土木工程系

Dr Hayden SO Kwok Hay 蘇國希博士,

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

Professor TSE Tsun Him 謝俊謙教授, *Department of Computer Science* 計算機科學系

Dr WONG LUI King Shan 呂景珊博士,

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

The Best Teacher Award of the Faculty of Engineering was established in 2003–2004 to reward and promote teaching excellence in the Faculty. Awardees must demonstrate good practices and achievement in their teaching; be active in curriculum design and innovation, and take an active role in the promotion of good practice in teaching and learning in the Faculty.

All the awardees of 2011–2012 demonstrated significant teaching achievements. Dr Scott Thomas SMITH contributed actively to the development of the new four-year curriculum by coordination of the development of a new Common Core curriculum course, and offered valuable input in facilitating all undergraduate courses to adopt Outcomes-based Approach to Student Learning (OBASL) under the new curriculum. Dr Hayden SO Kwok Hay showed unparalleled passion and enthusiasm in teaching and curriculum design, and excelled by introducing an innovative open-ended Rube Goldberg machine project in the first-year course ‘Introduction to Electrical and Electronic Engineering’, which enhanced students’ project experiences. Professor TSE Tsun Him is an experienced teacher with passion and his teaching performance is outstanding throughout the years. The well-structured interactive lectures and innovative curriculum design of his courses are highly regarded by undergraduate and postgraduate students. Dr WONG LUI King Shan is active in curriculum development, and had developed a web-based interactive learning system facilitating interactive classroom discussion which won the Hong Kong ICT Award.

## FACULTY OF LAW

### Faculty Outstanding Teaching Award

Mr CHOW Wai Shun 周偉信先生, *Department of Professional Legal Education* 法律專業學系

Ms Katherine Louise LYNCH, *Department of Law* 法律學系

Dr Marco WAN Man Ho 文灝博士, *Department of Law* 法律學系

The Law Faculty Outstanding Teaching Award Scheme was introduced in 2012 to recognise, reward and promote excellence in teaching at the Faculty. The criteria for Award include (i) teaching and engagement with students and their learning; (ii) curriculum design, renewal and innovation; or (iii) leadership and scholarship of teaching and learning

or curriculum design and innovation. Although the Award can be made on the basis of excellence in any one of the categories, the recipients this year have all achieved excellence in more than one.

Apart from being excellent teachers, the award recipients have made substantial and sustained contributions to curriculum design and innovation, and are leaders in promoting and practising excellence in teaching and learning. Mr CHOW Wai Shun has made significant and sustained contributions to the extensive reform of the Postgraduate Certificate in Laws (PCLL) curriculum, conducted various research on teaching, and introduced new Simulated Professional Learning Environment, a simulation e-learning platform for transactional learning, and the use of ‘standardised clients’ methods that are widely practised in American medical schools. Ms Katherine Louise LYNCH has built up the Master of Laws in Arbitration and Dispute Resolution [LLM(Arb&DR)] programme and introduced a number of undergraduate mediation courses with innovative features, whereas Dr Marco WAN Man Ho has built up a brand new double degree programme with extensive cross-disciplinary features.

## LI KA SHING FACULTY OF MEDICINE

### Faculty Teaching Medal

Dr Julie CHEN Yun 陳芸醫生, *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 Jenny LAM Ka Wing 林嘉 博士,

*Department of Pharmacology and Pharmacy* 藥理及藥劑學系

Dr Janice TSANG Wing Hang 曾詠恆醫生, *Department of Clinical Oncology* 臨床腫瘤學系

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 three medals to Dr Julie CHEN Yun, Dr Jenny LAM Ka Wing and Dr Janice TSANG Wing Hang respectively.

Dr Chen has played a key role in developing the medical humanities teaching programme for the MBBS curriculum. She has been actively involved in the development of the Medical Humanities programme which is newly implemented in the new six-year MBBS curriculum.

Dr Lam is a dedicated teacher. She is very enthusiastic about education and has great devotion in teaching physical chemistry and drug delivery in pharmacy.

Dr Tsang is a genuine and devoted teacher with extensive teaching experience. She has made continuous efforts to bring out students’ potentials to the full and nurtured them to become resilient well-rounded medical practitioners.



## FACULTY OF SCIENCE

### Award for Teaching Excellence

Professor Jimmy JIAO Jiu Jiu 焦赳赳教授, *Department of Earth Sciences* 地球科學系

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.

Professor Jimmy JIAO Jiu Jiu joined the Department of Earth Sciences in 1997. He is a dedicated teacher, and has been the Chairman of the Undergraduate Studies Committee in the Department and has played an active role in various matters related to undergraduate studies, including the development of the new curriculum and courses.

Professor Jiao has made significant contributions in various research areas related to coastal hydrogeology and was the recipient of 2011 John Hem Excellence in Science and Engineering Award of National Ground Water Association, for his contributions to groundwater research. He was elected Fellow of The Geological Society of London, The Geological Society of America, and American Society of Civil Engineers.

## FACULTY OF SOCIAL SCIENCES

### Social Sciences Outstanding Teaching Award

Dr Michael Charles ADORJAN, *Department of Sociology* 社會學系

Dr LAM Shui Fong 林瑞芳博士, *Department of Psychology* 心理學系

To encourage and recognise outstanding teaching, the Faculty of Social Sciences re-introduced the Social Sciences Outstanding Teaching Award in 2011–2012. The Award honours Faculty members who have demonstrated excellence in teaching and outstanding achievement in enhancing student learning. This year's recipients are Dr Michael ADORJAN and Dr LAM Shui Fong. They have significantly contributed to student learning. Dr Adorjan advocates interactive learning and emphasises student engagement in the learning process. Dr Lam encourages students to be reflective learners who can construct knowledge in authentic learning tasks, "I design many activities that require students to take up an active role. I encourage my students to query what they read from textbooks and what they heard from me. I also try my best to make my students' learning task authentic and meaningful."

## 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 2011–2012 Outstanding Research Student Supervisor Award were considered by a Selection Committee chaired by Professor N. Rao (Associate Dean, Graduate School). The Members of the Selection Committee included Professor Y.S. Chan (Department of Physiology) and Professor P.S.F. Yip (Department of Social Work and Social Administration).



**Professor Annie CHEUNG Nga Yin 張雅賢教授**

*Department of Pathology 病理學系*

Professor CHEUNG is an MBBS graduate of the University of Hong Kong, and she joined the University soon after graduation. Besides obtaining specialist fellowships at the Royal College of Pathologists (UK) and the Hong Kong College of Pathologists, she underwent training in gynaecological pathology and research at Massachusetts General Hospital, Harvard Medical School, the University of Manchester and the Armed Forces Institute of Pathology. Professor Cheung is a keen believer in postgraduate research education and was awarded her Doctor of Medicine and Doctor of Philosophy from HKU.

Women's health is the focus of Professor Cheung's research, particularly biological and genetic studies on gestational trophoblastic disease, human papillomavirus as well as cancers of the ovary, uterine corpus and cervix. In recent years, her team has made significant findings in the studies of stem cell transcription factors and carcinogenetic signal pathways to develop potential molecular targets for cancer detection prognostication and therapy. Professor Cheung has produced a large number of publications in high impact peer reviewed journals as well as textbooks. She has been a visiting professor and consultant at prestigious institutes overseas and in Mainland China.

In her postgraduate supervision, Professor Cheung aims to help students fulfill their potential, contribute to advances in science and produce excellent graduates that our University and community can be proud of. She believes that the most effective way to supervise is to be an example of academic excellence, correct ethical attitudes and active life-long learning. Her students benefit from her international research collaboration, and several have received prestigious international and local research awards, such as those from American Association for Cancer Research.



**Dr HUANG Jiandong 黃建東博士**

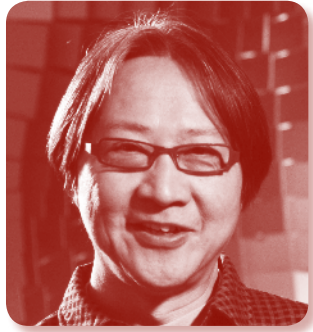
*Department of Biochemistry 生物化學系*

Dr HUANG graduated from Fudan University with an 'Outstanding University Graduate of Shanghai' award. He then pursued his PhD study at the University of California, Los Angeles through the prestigious China-United States Biology and Biochemistry Examinations and Applications programme. After obtaining his PhD degree, Dr Huang received his postdoctoral training at the National Cancer Institute, National Institutes of Health (NIH), in the USA. During this period, he was awarded the NIH Fellows Award for Research Excellence. He established his own laboratory as an Assistant Professor at the University of Hong Kong in October 1998.

Dr Huang's research work has focused on the study of highly efficient DNA engineering technologies. He has applied these techniques to genomic studies and developed more efficient methods in DNA and chromosome engineering. Recently, he began to pursue synthetic biology studies to reveal fundamental principles of life and to treat cancer. He has published extensively in international peer-reviewed journals including *Nature* and *Science*. Dr Huang is currently an Associate Professor in the Department of Biochemistry.

As a teacher, Dr Huang believes that the philosophy of education is to improve people's lives in real ways, both practical and spiritual. He strives to serve his students rather than viewing them as a source of labour, and believes in helping students regardless of their diverse backgrounds and abilities. He believes in providing the best possible education for young people not only in science, but also in many other aspects so that they can get off the ground, go up the ladder, and contribute to Hong Kong and beyond.





**Mr Stephen LAU Siu Yu 劉少瑜先生**

*Department of Architecture 建築學系*

Mr LAU undertook his professional training in architecture at the University of Hong Kong, and received an MSc in Architecture (Environmental Design and Engineering) from University College London. He is professionally qualified as an architect, acoustician, green architect, and certified carbon auditor. He has been teaching at HKU for over 25 years in the fields of architectural and urban design, environmental controls, and sustainability.

Mr Lau's research is dedicated to the sustainability and well-being of the compact city environment, urban climatology and building design, green building design and certification, post occupancy evaluation of buildings, and day-lighting for buildings. His works have produced 60 completed publicly funded research projects, including 10 Research Grants Council projects. He has held numerous international, regional and local positions, including being the current Vice-President of the International Society of Habitat Engineering and Design, an Honorary Visiting Research Fellow of the University of New South Wales, and Founder of the Professional Green Building Council of Hong Kong.

Since the 1990s, Mr Lau has dedicated efforts to fostering and constructing a critical mass of young researchers in the architectural science discipline. He has attracted research students, postdoctoral fellows and short-stay scholars from the USA, Canada, the Netherlands, Spain, South America, Mainland China, Japan, Indonesia, and Sri Lanka. Today that critical mass has begun to blossom, and current and former team members have won international competitions, prestigious scholarships, and are holding important research and professional positions.

## 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 2011–2012 Outstanding Young Researcher Award were considered by a special Sub-Committee of the University Research Committee, chaired by Professor M.L. Chye (School of Biological Sciences). The Members of this Sub-Committee included Professor D.W. Arner (Department of Law), Professor A.H.L. Lau (School of Business), Professor T.M.C. Lee (Department of Psychology), Professor S.Y. Leung (Department of Pathology) and Professor E.X. Wu (Department of Electrical and Electronic 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.



**Dr CHENG Chun Kong 鄭振剛博士**

*Department of Computer Science 計算機科學系*

Dr CHENG has long been fascinated by the vibrancy of information technology. He took the Computer Engineering undergraduate and the Computer Science master programmes at the University of Hong Kong. He then received his PhD in Computer Science from Purdue in 2005. Dr Cheng was an Assistant Professor at the Hong Kong Polytechnic University before joining HKU in 2008, where he is currently an Associate Professor of Computer Science.

Dr Cheng is impressed by the rapid development of data engineering, and its significant impact on society. This has driven him to devote his efforts to designing database and data mining techniques. He developed an uncertain database system for handling a large amount of imprecise data, which is prevalent in mobile services, Radio Frequency Identification systems, sensor networks, and biological applications. He has published more than 60 papers in high impact journals and conference papers. He received an HKU Computer Science Research Output Prize, a Universitas 21 Fellowship, and a William Mong Visiting Research Fellowship. He is on the editorial board of prestigious journals, and participates actively in international conferences.

Research should have a high impact to everyday life. With this in mind, Dr Cheng reminds his students to work on problems that have both academic and practical value. He nurtures his students to be creative and curious, and he asks them to implement their solutions. Dr Cheng appreciates being granted this Award, and he thanks his collaborators and students for their constant support.



**Dr John WANG Junwen 王俊文博士**

*Department of Biochemistry 生物化學系*

Dr WANG trained as a food engineer in Mainland China, a biologist at the University of Washington in Seattle and a computer engineer at the University of Pennsylvania in Philadelphia, USA. He is currently an Assistant Professor in the University of Hong Kong's Department of Biochemistry and Centre for Genomic Sciences, Li Ka Shing Faculty of Medicine.

At HKU, he is working on the emerging area of bioinformatics, which uses skills from biomedical science, statistics and computer science to promote scientific discovery. Dr Wang enjoys working in this interdisciplinary area because it can take full advantage of his diverse background, and he can collaborate with scientists from different fields, including recently from geography.

Since joining HKU in 2008, he has published over 20 papers, many of which are in the field's top journals, including *Nature Genetics*, *Nature Communications* and *Bioinformatics*. He has been invited to deliver talks at numerous conferences, universities and research institutes across the world, and is serving as an editorial board member for several international journals.

Dr Wang attributes his success to the hard work of his team members, as well as the selfless help from his collaborators. He highly appreciates receiving this Award, which he sees both as an honour and as important in his career development at HKU. With this prize and the research postgraduate studentship, he wishes to recruit a brilliant student to further strengthen his productive team.





**Dr WANG Mingfu** 王明福博士

*School of Biological Sciences* 生物科學學院

Dr WANG received his BS degree in Chemistry from Ocean University of China, MS degree in Organic Chemistry from the Chinese Academy of Sciences, and PhD degree in Food Science from Rutgers University. After completing his PhD, Dr Wang worked in the food and pharmaceutical industry for two years, and joined the faculty of Rutgers University in 2001, before moving to the University of Hong Kong in 2005. He is now an Associate Professor in the School of Biological Sciences teaching and researching in the areas of food, nutritional science, and traditional Chinese medicine (TCM).

Food toxicology and health foods are the current focuses of Dr Wang's research. In the past, his laboratory has successfully demonstrated the formation and inhibitory mechanism of several foodborne toxicants. Dr Wang has authored or co-authored over 100 Science Citation Index journal papers, and two books, including a *Handbook of Analytical Methods for Dietary Supplements* published by the American Pharmacists Association. He is also a co-inventor of five patents/patent applications. He serves as an associate editor/editorial board member for several international journals in food science and toxicology. He is among the top 1% of Agricultural Scientists as ranked by the *ISI Essential Science Indicators*.

Dr Wang appreciates being granted this Award, and he sincerely hopes that his research on food and TCM will lead to the development of high-quality products, and contribute to efforts in general health management.



**Dr ZHAO Yun** 趙雲博士

*Department of Law* 法律學系

Dr ZHAO graduated from the China University of Political Science and Law in Beijing and Leiden University, the Netherlands, and received his PhD from Erasmus University Rotterdam. His research interest is on space law, focusing on legal issues related to space commercialisation and privatisation, and national space legislation in China. Another research area is alternative dispute resolution (mediation and arbitration).

Dr Zhao's many prizes and awards for his achievements include the Prof. Dr I.H.Ph. Diederiks-Verschoor Award from the International Institute of Space Law; the SATA Prize from the Foundation for the Development of International Law in Asia; and the Isa Diederiks-Verschoor Prize from *Air and Space Law* in the Netherlands. Dr Zhao has been invited as an expert to speak at international conferences such as the Space Law Workshop by the Iranian Government, and the high-level governmental workshops organised by the United Nations Office for Outer Space Affairs. Professionally, Dr Zhao is an arbitrator with arbitration centres in Hong Kong, Guangzhou and Shenzhen, as well as being a panellist of the Asian Domain Name Dispute Resolution Centre.

People may see space law as being far removed from their daily lives. But with commercialisation, Dr Zhao explains, it is now much closer – even using a mobile phone or watching digital television is related to space law.

## 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 2011–2012 Outstanding Researcher Award were considered by a special Sub-Committee of the University Research Committee, chaired by Professor C.M. Che (Department of Chemistry). The Members of this Sub-Committee included Professor K.S.E. Cheah (Department of Biochemistry), Professor F. Dikötter [School of Humanities (History)], Professor H.H.P. Fang (Department of Civil Engineering), Professor N. Mok (Department of Mathematics) and Professor A.G.O. Yeh (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 Godwin CHAN Kwong Yu 陳光宇教授**

*Department of Chemistry 化學系*

Professor CHAN received his secondary education in Hong Kong. He completed a BSc degree at the University of Alberta, and MS and PhD degrees at Cornell University. He was a postdoctoral fellow at Case Western Reserve University before joining the University of Hong Kong in 1988.

Professor Chan has a long-term interest in electrochemistry, a subject with wide applications, including energy conversion and storage. He has published over 140 papers in the fields of electrochemistry, physical chemistry, chemical engineering, and materials science. He is a top 1% cited scientist, according to the *ISI Essential Science Indicators*. Professor Chan has made significant contributions to research on multi-scale structured materials for applications in fuel cells and batteries. His publications on meso-porous carbons and nano-structured electrocatalysts have been the most cited works in the field. Professor Chan has five inventions in the areas of fuel cells, energy, and environment. In 2010, he received a Croucher Foundation Senior Research Fellowship Award.

As a teenager, Professor Chan was fascinated by chemistry and performed scientific experiments at home. Many of these investigations were unsupervised, unorthodox, and under conditions that would not have passed even the safety standards of yesteryear. Fortunately, he remained unscathed and eventually became a fully qualified independent researcher. Professor Chan's current desire is to motivate PhD students to explore the world of science, but with minimum risks in safety.





**Professor GUAN Xin-Yuan** 關新元教授  
*Department of Clinical Oncology 臨床腫瘤學系*

Professor GUAN has been working on cancer genetics for more than 25 years. He got his PhD degree from the University of Arizona in 1993. After postdoctoral training at the University of Michigan, he was recruited by the National Human Genome Research Institute, National Institutes of Health, as a senior staff fellow. He joined the Department of Clinical Oncology at the University of Hong Kong in 1999, where he is currently Professor and Director of the Laboratory of Cancer Genetics.

Professor Guan’s major contributions in cancer research include the development and application of the micro-FISH technique in cancer research; the identification and characterisation of cancer related genes such as AIB1, EIF5A2, CHD1L and AZIN1; and the identification and characterisation of cancer stem cells in hepatocellular carcinoma. Currently, Professor Guan focuses his research on cancer stem cells, cancer microenvironments, cancer metabolism and cancer-related genes in liver, esophageal and nasopharyngeal cancers. He has published more than 220 research articles in high-impact journals including *Nature Genetics*, *Cell Stem Cell*, *Nature Medicine*, and the *Journal of Clinical Investigation*. He has won one National Prize for Progress in Science and Technology of China (2012, First-class Prize) and one National Prize for Natural Sciences of China (2010, Second-class Prize).

Professor Guan appreciates the support from his Department and Faculty, especially his students’ excellent work, for without their efforts, none of his scientific contributions would come to fruition.

## 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 full-time 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

‘Intraurban Location of Producer Services in Guangzhou, China’, *Environment and Planning A*, 2011, 43 (1): 28–47, by Dr YI Hong 易虹博士, Dr YANG Fan 楊帆博士 and Professor Anthony YEH Gar On 葉嘉安教授.

This research has advanced the understanding of the internal spatial restructuring that is happening in Chinese cities, involving transformation from manufacturing to service industries and now to producer service industries, which require different spatial support structures. The distribution pattern of producer services was found to have gradually changed from dispersed to centripetal development towards the new business district. This contrasts greatly with the spatial decentralisation pattern and process of Western cities. In analysing these changes, this research enhances the study of Chinese cities and will also provide useful guidelines for future CBD development and city planning.

FACULTY OF ARTS

*Strangers on the Western Front: Chinese Workers in the Great War*, Cambridge, MA and London: Harvard University Press, 2011, 366 pages, by Professor XU Guoqi 徐國琦教授.

Filled with rich details and based on extensive archival research, this book is the first comprehensive study of the journey of 140,000 Chinese labourers to Europe during the Great War. It contributes significantly to the literature on the First World War, international migrations, racism, and cross-cultural encounters. This book demonstrates the effective use of an international history approach to transform the collective understanding of the respective histories of China and the world, and to bring important yet neglected histories to a prominent place in the national historical discourses in the United States, France, Canada, Great Britain and China.

FACULTY OF BUSINESS AND ECONOMICS

‘Intellectual Capital and Financing Decisions: Evidence from the U.S. Patent Data’, *Management Science*, 2011, 57 (10): 1861–1878, by Professor LIU Qiao 劉俏教授 and Professor WONG Kit Pong 王傑邦教授.

How does a firm’s intellectual capital affect its financing decisions? This paper investigates this question that has been hitherto unexplored in the capital structure literature. It provides a tractable theoretical framework to study intellectual capital in a standard dynamic model. Innovative ways to develop good proxies for intellectual capital are proposed using patent data. These patent-based metrics developed here can serve as good measures for intellectual capital on which future empirical studies on innovation can rely. This paper contributes to the literature by identifying intellectual capital as a key determinant of capital structure.

FACULTY OF DENTISTRY

‘Structural and Functional Insight into the Mechanism of an Alkaline Exonuclease from *Laribacter Hongkongensis*’, *Nucleic Acids Research*, 2011, 39 (22): 9803–9819, by Dr YANG Wen 楊文博士, Dr CHEN Wenyang 陳文陽博士, Dr WANG Hui 王暉博士, Professor John HO Wing Shing 何永成教授, Dr HUANG Jiandong 黃建東博士, Professor Patrick WOO Chiu Yat 胡釗逸教授, Dr Susanna LAU Kar Pui 劉嘉珮博士, Professor YUEN Kwok Yung 袁國勇教授, Mr ZHANG Qionglin 張 林先生, Dr ZHOU Weihong 周衛紅博士, Professor Mark BARTLAM, Dr Rory Munro WATT and Professor RAO Zihe 饒子和教授.

Exonuclease (DNA-digesting) proteins play key roles in bacterial evolution, infection processes, and the acquisition of antibiotic resistance genes. This paper reported the 3-dimensional X-ray crystal structure of an exonuclease protein from the bacterium *Laribacter hongkongensis*, which was first discovered in Hong Kong. Solving this protein structure enabled the function of this family of exonuclease proteins to be described in molecular detail. This research adds to the fundamental understanding of DNA repair processes in microorganisms involved in oral and systemic diseases. These results will also facilitate the rational development of improved methods for bacterial genetic engineering for biotechnological applications.

FACULTY OF EDUCATION

*Citizenship and Citizenship Education in a Global Age: Politics, Policies, and Practices in China*, New York: Peter Lang Publishing, 2011, 259 pages, by Dr LAW Wing Wah 羅永華博士.

The relationships among citizenship, citizenship education, and social change, including globalisation, are re-examined in this book. It critically reviews contentious issues in the related literature and is one of the first studies to theoretically examine, with empirical data, how politics, policies and practices of citizenship and citizenship education in China respond to domestic social changes and global changes in different periods, starting from the Chinese monarchy two millennia ago to contemporary China in the 2000s. The book advances the literature on globalisation and cities, and provides new insights into the field of globalisation and citizenship.

FACULTY OF ENGINEERING

‘Clock Synchronization of Wireless Sensor Networks’, *IEEE Signal Processing Magazine*, 2011, 28 (1), 124–138, by Dr WU Yik Chung 胡奕聰博士, Dr Qasim CHAUDHARI and Professor Erchin SERPEDIN.

Network clock synchronisation – a critical component in the operation of wireless sensor networks – has traditionally been studied from a network protocol point of view. For the first time, this paper instead takes a signal processing approach, leading to a



number of significant advances in this field. The researchers demonstrate that common statistical processing methods can be used to interpret and assess the performance of many of the existing clock synchronisation protocols. Advanced signal processing techniques are also shown to enable optimal clock synchronisation algorithms to be obtained under challenging scenarios.

FACULTY OF LAW

*Resolving Disputes in the Asia-Pacific Region: International Arbitration and Mediation in East Asia and the West*, Abingdon, Oxon: Routledge, 2011, 146 pages, by Dr Shahla ALI.

How diverse cultures approach conflict in the context of the integration of global markets is a new arena for research and practice. This book presents empirical research about the attitudes and perceptions of over 115 arbitrators, judges, lawyers and members of the rapidly expanding arbitration community in China, Hong Kong, Korea, Japan, Singapore, and Malaysia as well as North America and Europe. It covers both international commercial arbitration and ‘alternative’ techniques such as mediation, providing an empirical analysis of how both types of dispute resolution are conducted in the East Asian context.

LI KA SHING FACULTY OF MEDICINE

‘Long-term Evolution and Transmission Dynamics of Swine Influenza A Virus’, *Nature*, 2011, 473 (7348): 519–522, by Dr Dhanasekaran VIJAYKRISHNA, Dr Gavin James SMITH, Professor Oliver George PYBUS, Dr ZHU Huachen 朱華晨博士, Dr Samir BHATT, Dr Leo POON Lit Man 潘烈文博士, Dr Steven RILEY, Dr Justin BAHL, Mr MA Siu Kit 馬少傑先生, Dr CHEUNG Chung Lam 張仲林博士, Dr Ranawaka Arachchige Prasad Mahendra PERERA, Dr CHEN Honglin 陳鴻霖博士, Emeritus Professor Kennedy Francis SHORTRIDGE, Dr Richard John WEBBY, Professor Robert Gordon WEBSTER, Professor GUAN Yi 管軼教授 and Professor Joseph Sriyal Malik PEIRIS 裴偉士教授.

This work offers key insights into the processes leading to the emergence of influenza pandemics in humans. Genetic analysis of viruses collected through systematic longitudinal studies of influenza viruses in swine in China over the past 15 years, supplemented from previous studies in this region going back 34 years, provided a unique insight into the evolution and transmission of swine influenza viruses. These studies showed conclusive evidence of repeated inter-continental movement of swine influenza virus lineages (previously believed not to occur) leading to the emergence of ‘hybrid’ viruses with gene segments acquired from multiple virus lineages. The emergence of such hybrid viruses was associated with more rapid antigenic change, allowing these viruses to evade prior immunity. The steps leading to the H1N1 pandemic of 2009 were unravelled.

FACULTY OF SCIENCE

*Dirichlet and Related Distributions: Theory, Methods and Applications*, 2011, Chichester, West Sussex: Wiley, 310 pages, by Professor NG Kai Wang 吳啟宏教授, Dr TIAN Guoliang 田國梁博士 and Dr TANG Man Lai 鄧文禮博士.

Although the Dirichlet distribution – a multivariate version of the beta distribution – has a wide range of uses in statistical literature and applications, extensions of the Dirichlet family of distributions are needed in different directions to enrich the application methodologies. The authors have developed flexible parametric classes of distributions, including the Grouped Dirichlet Distribution, the Nested Dirichlet Distribution, and a number of other distributions with close relations. This book systematically presents these distributions, their underlying relationships with other distributions and intrinsic properties, methods for their Monte Carlo sampling, and their various important applications in practice, particularly to incomplete categorical data analyses.

FACULTY OF SOCIAL SCIENCES

‘The Causality Analysis of Climate Change and Large-scale Human Crisis’, *Proceedings of the National Academy of Sciences of the United States of America*, 2011, 108 (42): 17296–17301, by Professor ZHANG Dian 章典教授, Dr LEE Fung 李 博士, Professor WANG Cong 王聰教授, Professor LI Baosheng 李保生教授, Mr PEI Qing 裴卿先生, Miss Jane ZHANG 章婧小姐 and Professor AN Yulun 安裕倫教授.

By analysing a large amount of fine-grained agro-ecological, socioeconomic, and demographic data and climate fluctuations in Europe from A.D. 1500–1800, this work verified climate change as the root cause of general crises in pre-industrial societies. The researchers also used temperature data and climate-driven economic variables to simulate the alternation of ‘golden’ and ‘dark’ ages in Europe and the Northern Hemisphere over the past millennium. This is the first scholarly work to demonstrate scientifically a causal link between climate change and human crisis, and suggests that resource depletion due to natural or social factors could result in future crises.

## 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. The KE Award (Non-Faculty Unit) was introduced in 2012 for the independent centres, institutes and units of the University. 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 process for the KE Award (Non-Faculty Unit) was similar.

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 KNOWLEDGE EXCHANGE AWARD

### FACULTY OF ARCHITECTURE

Mr John LIN Chun Han 林君翰先生  
'Taiping Bridge Renovation Project'

The historic 300-year-old bridge in Taiping village in Guizhou had suffered a collapsed arch in 2006. Mr John LIN Chun Han, Assistant Professor in the Department of Architecture, has turned what would normally be a straightforward repair project into a knowledge exchange opportunity to engage with the community in re-creating public space. The project combined pre-cast concrete techniques with traditional masonry construction, and it integrated both teaching and research. Students of the University were involved not only in the dialogue with the villagers and local government officials as well as in the design process, but they also participated in the manufacture and testing of new concrete prototypes. The project had strong community participation, involving collaboration with the Wu Zhi Qiao (Bridge to China) Charitable Foundation, government departments in the Mainland and the villagers. The project has received several international architectural awards. More importantly, the bridge, which was restored in 2009, has been revitalised as an important public space in the village.

### FACULTY OF ARTS

*(Exceptional approval granted for sharing of this Award in 2012.)*

Dr Peter Anthony CUNICH 管沛德博士  
'Witness to War Project'

Hong Kong experienced terrible upheaval in the Second World War but personal accounts of these painful experiences have been scant. Led by Dr Peter Anthony CUNICH, Associate Professor in the Department of History, the 'Witness to War Project' involved students of the Canadian International School and the Chinese International School interviewing elderly family members about their war experiences and recording and transcribing the interviews. The best ones were selected by the Department of History for deposit in the University Archives. The archive of recorded interviews deposited at the University over the last six years, which has grown to 255, represents the largest collection of publicly available interview transcripts on the Second World War in East Asia, and second only to the Singapore Oral History Project in the wider region of Asia. The project has provided a much richer learning environment for the students and enabled them to gain an appreciation of the need for preservation of Hong Kong's intangible heritage. The project has also inspired similar initiatives in other schools in Tokyo and Kuala Lumpur.

Dr SI Chung Mou 施仲謀博士  
'Incorporating Culture Elements into Chinese Language for  
Schools in the Chinese Communities'

The study of Chinese in schools used to focus on language only, and lacked other essential elements such as literature, history, philosophy and culture. Dr SI Chung Mou, Associate Professor in the School of Chinese, introduced a new approach into school-based



learning in this eight-year project funded by the Education Bureau. In 2008, the project received the Quality Education Fund Project Award. Based on an extensive experimental teaching programme, this project has developed a series of ten books on Chinese culture, which are now available in Hong Kong, Macau, Mainland, Taiwan and overseas schools. The books have been published by the Peking University Press in both traditional and simplified Chinese versions. The Ministry of Education has also funded an English version to promote an understanding of Chinese culture to the rest of the world. The materials are also available on the learning website of this project to enable wide dissemination to benefit students and teachers internationally.

FACULTY OF BUSINESS AND ECONOMICS

Dr James Patrick VERE  
‘Social Mobility and Economic Policy in Hong Kong’

Dr James Patrick VERE of the School of Economics and Finance was commissioned by the government to conduct a study on earnings mobility in 2005–06 and again in 2008–09. The findings have been widely circulated, both to the public and to various government committees, and presented in public conferences. Based on the studies, Dr Vere has played a key role in the deliberations and public debate leading to the statutory minimum wage in Hong Kong. He provided an independent background report and analysis of Hong Kong’s proposed minimum wage to the Provisional Minimum Wage Commission, which was subsequently circulated at the policy level of the government. It also led to opportunities for him to write editorials for newspapers to analyse the complicated issues that are of public concern. The impact of his work is substantial as it has informed public debate of a key piece of legislation that has benefited many underprivileged people.

FACULTY OF DENTISTRY

Professor Edward LO Chin Man 盧展民教授 (Leader), Dr Chaminda Jayampath SENEVIRATNE, Dr GAO Xiaoli 高曉莉博士, Professor JIN Lijian 金力堅教授, Professor Lakshman Perera SAMARANAYAKE 西門雅慨教授 and Dr Susan Margaret BRIDGES 喬素心博士  
‘Enhancing Student Learning of Biological Sciences through Capacity Building of Secondary School Science Teachers’

Professor Edward LO Chin Man and his team members developed an innovative programme using dentistry as a context to facilitate science learning, especially biology and chemistry. Teaching materials were developed and a series of workshops was organised for secondary school teachers to improve their knowledge and skills in using innovative and interactive teaching methods that related to real-life dental problems. The workshops also attracted students of the participating schools and the Education Bureau. As dental examples, such as oral microorganisms and dental diseases, can be readily demonstrated, students effectively grasped the scientific concepts behind disease processes. The project’s

impact extended beyond enriching teaching and learning of science, as there was also increased oral health awareness.

FACULTY OF EDUCATION

Professor Thomas Mark BRAY 貝磊教授  
‘Confronting the Shadow Education System:  
What Government Policies for What Private Tutoring?’

This project has the same title as a book written by Professor Thomas Mark BRAY, UNESCO Chair Professor in Comparative Education, which was published in 2009 by United Nations Educational, Scientific and Cultural Organization (UNESCO). Private supplementary tutoring is ubiquitous in Hong Kong, and has now become a global phenomenon. Such tutoring is widely called ‘shadow education’ because it mimics the regular system: as the curriculum changes in the schools, so it changes in the shadow. Shadow education has a backwash on regular schooling; and since shadow education requires payment of fees, it has implications for social inequalities. This book has been translated into 19 languages and has become a wake-up call to governments. The translations were done in partnership with local bodies responsible for dissemination and follow-up in their own countries. Professor Bray has given presentations on the topic in five continents, and has been commissioned by the European Union and Asian Development Bank to undertake further work.

FACULTY OF ENGINEERING

Professor LI Yuguo 李玉國教授 (Leader), Professor LEUNG Yiu Cheong 梁耀彰教授, Mr LAM Hong Nam 林康南先生, Dr QIAN Hua 錢華博士, Dr XIE Xiaojian 解曉健博士 and Dr LIU Li 劉荔博士  
‘Ventilation for Better Infection Control in Hospitals’

During the 2003 SARS (Severe Acute Respiratory Syndrome) outbreak, the community was perplexed about how the disease had spread within Amoy Gardens. Professor LI Yuguo in the Department of Mechanical Engineering participated in a Faculty of Engineering Team to produce a plausible airborne transmission explanation based on engineering principles. His team also constructed a SARS ward test room, measured how droplets dispersed, and demonstrated the basic principle of isolation ventilation to hundreds of medical doctors, nurses, engineers, health officials and media from Hong Kong and Asia. Their study was incorporated in the ventilation chapter of the 2007 World Health Organization (WHO) interim infection control guidelines. Professor Li also led the development of the new WHO 2009 natural ventilation guidelines. The 2007 guidelines were widely used in the 2009 pandemic influenza management by WHO. The 2009 guidelines have been particularly useful for application in resource-limited countries. Professor Li has also served as a WHO temporary advisor and assisted the Indonesian Ministry of Health in reviewing the avian flu isolation room design in more than 20 hospitals.

## FACULTY OF LAW

Mr Thomas CHENG Kin Hon 鄭建韓先生  
'The Introduction of Competition Law in Hong Kong'

The Competition Ordinance was passed on June 14, 2012 by the Legislative Council to provide a legal framework to curb anti-competitive conduct in various sectors. Mr Thomas CHENG Kin Hon, Associate Professor in the Department of Law, has played a significant role in the introduction of competition law in Hong Kong. The government invited him to serve as a consultant in 2006 to advise on the drafting of the competition law. The Consumer Council, which has long advocated for such a law, also invited him to chair its Competition Policy Committee as well as the Working Group on the Competition Bill, and to help engage the public for support of a law in this area. Mr Cheng has also been active in media engagement, through which he has raised public awareness of the competition problems in Hong Kong and explained the need for a competition law in Hong Kong. He has made important contributions to securing the adoption of the Competition Bill, which has profound policy implications and long-term impact on society.

## FACULTY OF SCIENCE

The Junior Science Institute Teaching Team 少年科學研習學院教學團隊 –  
Dr HAU Chi Hang 侯智恒博士, Dr LIU Zhonghui 柳中暉博士,  
Professor CHAN Lung Sang 陳龍生教授, Dr CHIU Hon Chim 招侃潛博士,  
Dr NG Tuen Wai 吳端偉博士, Dr YUNG Siu Pang 翁紹鵬博士,  
Professor TSANG Kai Man 曾啟文教授, Dr WONG Chi Wing 黃志榮博士,  
Dr CHAN Kit Hung 陳杰雄博士, Dr TSING Nam Kiu 丁南僑博士,  
Dr CHAN Yat Ming 陳一鳴博士, Dr LAU Yuk Kam 劉旭金博士,  
Professor CHEUNG Wing Sum 張榮森教授, Dr HAN Guangyue 韓光躍博士,  
Professor ZANG Wenan 臧文安教授, Dr CHING Wai Ki 程瑋琪博士,  
Dr TONG Pui Ling 湯佩玲博士, Dr Ella WONG Lai Ming 黃禮明博士,  
Professor CHAN Wai Kin 陳偉鍵教授, Dr Clive LO Sze Chung 盧思聰博士,  
Dr LAM Kwok Fai 林國輝博士, Dr Aleksandra DJURISIC,  
Dr Samantha Jane BEVAN and Mr CHEUNG Sze Leung 張師良先生  
'HKU Junior Science Institute'

The Junior Science Institute (JSI) offers a series of hands-on programmes in different science disciplines all year round to provide participating secondary students with an enriched learning experience and to raise their awareness in thematic science issues. It is a group effort of professoriate staff and students of the Faculty of Science. 24 teachers from the six departments of the Faculty and the Department of Biochemistry together with science student ambassadors have been involved. Since its launch in 2009, the enrollment number continues to increase and there has been a lot of encouraging feedback from students. The JSI reaches out to 1,000 secondary school students every year, and has contributed to the promotion of science literacy in the community.

## FACULTY OF SOCIAL SCIENCES

Professor Paul YIP Siu Fai 葉兆輝教授  
'Population-based Suicide Prevention Programme in the Community'

Based on cutting-edge research and evidence-based practices that follow internationally recognised standards set by the World Health Organization (WHO), Professor Paul YIP, Director of the Hong Kong Jockey Club Centre for Suicide Research and Prevention, and his dedicated team, have successfully implemented and advocated multi-pronged community-based suicide prevention programmes. They include means restriction of sales of charcoal in supermarkets, good practices in media reporting of suicide, installation of platform safety doors, use of social media, and school and web-based well-being programmes, which seek to empower, educate and connect the community to prevent suicides. There are strong community engagement, involving training of professionals in the social service sector, healthcare sector and police force as well as school teachers, projects for primary school students who are identified to be at risk, and dedicated websites on self-help. It is encouraging to witness the reduction of Hong Kong's suicide rate by almost 30% between 2003 and 2010. The Centre has become a leading knowledge hub for suicide prevention in the region and is a strategic partner of WHO and the International Association for Suicide Prevention.

## KNOWLEDGE EXCHANGE AWARD (NON-FACULTY UNIT)

Mr David Townsend PALMER 宗樹朝先生 (Leader), Mr Jack LO Chun Yue 盧震宇先生,  
Mr Francis POON Wing Keung 潘永強先生, Miss LIU Zhaohua 劉昭華小姐,  
Ms CHAN Siu Lin 陳小蓮女士, Ms Joan SIA Mee Lai 余美麗女士 and  
Miss Judy TSOU Wing Wai 周永慧小姐  
Hub Team (University Libraries) 學術庫團隊 (大學圖書館)  
'The HKU Scholars Hub'

Launched in 2005, the HKU Scholars Hub (the Hub) is the institutional repository of the University of Hong Kong. Prior to this project, the rich information concerning the University's research outputs and the achievements of researchers, being scattered in different silo systems, was neither visible nor available for public search. Led by Mr David PALMER, the Hub team at the University Libraries harvests the relevant data from various sources and presents them in search engine optimised (SEO) web pages. The Hub now contains centralised information on about 1,500 professorial staff at the University including their contact details, research interests, publications, patents, community service, research postgraduate student supervision and grants received. There is also a section on media contact indicating the topics and languages that the academic is proficient in. This project has significantly enhanced public access to the University's research and made our researchers highly visible and easily searchable by potential collaborators and research postgraduate candidates. The Hub has had over one million view counts by mid-2012.