



Award Presentation Ceremony for
**Excellence in
Teaching, Research &
Knowledge Exchange
2016**

**March 27, 2017 Monday
5:00 p.m.
Grand Hall**



THE UNIVERSITY OF HONG KONG

*Celebrating
Excellence in
Teaching, Research
and Knowledge
Exchange*

A MESSAGE FROM THE PRESIDENT AND VICE-CHANCELLOR

In 2016, the University set out its vision for the coming decade as we develop our global perspective to flourish in an ever-changing landscape. Our vision is based on '3+1 Is': internationalisation, innovation and interdisciplinarity, which converge to create collective impact. This vision covers HKU's three core pillars: teaching and learning, research, and knowledge exchange. Today's ceremony celebrates achievements in these three areas.

In the past year we continued to recruit excellent students, attracted by our reputation and the strength of our programmes. The Quality Assurance Council made its six-yearly inspection of HKU and reported very favourably on the quality of our teaching and learning. This valuable feedback came as we expanded our vision and aspirations for students to include providing every student with a quality international and Mainland China learning experience by 2022, offering more joint and dual degree programmes with overseas partners, and encouraging innovation in our programmes and our student achievement.

Research at HKU continues to thrive. Funding successes include leading four of the seven new Theme-based Research Scheme projects and, for the 14th year in a row, being the largest recipient of the General Research Fund. This success is testament to the high quality work of our scholars. In 2016, 10 academics were among the world's most highly cited researchers and 111 were in the world's top 1% in their fields. Our Mainland research bases have seen further developments, with an inaugural symposium at our Zhejiang institute and planned new premises for our Shenzhen institute.

The aspiration to create social, cultural and economic impact drives everything we do. Initiatives to pursue and promote impact opportunities include public-private partnerships, start-ups and technology transfer. In 2015–2016, HKU filed 129 patents, while 60 patents were granted. The University is an integral part of the local, regional and global communities. Our researchers have many innovative ways to engage the community, share the knowledge generated by our excellent research, and apply their expertise to benefit different sectors in society. The Knowledge Exchange Awards each year demonstrate some of the best examples.

My warmest congratulations go to all of today's awardees, and I welcome this opportunity to give recognition to their hard work and achievements. The dedication, inspiration and innovation of HKU members can together help us realise our vision to be Asia's global university.



Professor Peter Mathieson

President and Vice-Chancellor

March 2017



Programme

OPENING ADDRESS

Professor Peter MATHIESON, President and Vice-Chancellor

KNOWLEDGE EXCHANGE EXCELLENCE AWARD

Video presentation

*Award presented by Professor Andy HOR, Vice-President and
Pro-Vice-Chancellor (Research)*

Awardee

Ms Amanda Sarah WHITFORT, Department of Professional Legal Education

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

Video presentation

*Awards presented by Professor Andy HOR, Vice-President and
Pro-Vice-Chancellor (Research)*

Awardees

Professor GUAN Xin-Yuan, Sophie Y M Chan Professor in Cancer Research,
Department of Clinical Oncology

Professor Kenneth LEUNG Mei Yee, School of Biological Sciences

OUTSTANDING YOUNG RESEARCHER AWARD

Video presentation

*Awards presented by Professor Andy HOR, Vice-President and
Pro-Vice-Chancellor (Research)*

Awardees

Dr David LI Xiang, Department of Chemistry

Dr Julian Alexander TANNER, School of Biomedical Sciences

Dr YAP Po Jen, Department of Law

Dr ZHU Huachen, School of Public Health

OUTSTANDING RESEARCHER AWARD

Video presentation

Awards presented by Professor Paul TAM, Provost and Deputy Vice-Chancellor

Awardees

Professor Sydney TANG Chi Wai, Yu Professor in Nephrology, Department of Medicine

Professor ZHAO Guochun, Department of Earth Sciences

Professor Kevin ZHOU Zheng, School of Business

Programme

TEACHING INNOVATION AWARD

Video presentation

Award presented by Professor Ian HOLLIDAY, Vice-President and Pro-Vice-Chancellor (Teaching and Learning)

Awardees

Mr Ivan Alexander VALIN and Mr Scott Jennings MELBOURNE, Department of Architecture

EARLY CAREER TEACHING AWARD

Video presentation

Awards presented by Professor Ian HOLLIDAY, Vice-President and Pro-Vice-Chancellor (Teaching and Learning)

Awardees

Ms Jody CHU Kwok Pui, Department of Pharmacology and Pharmacy

Dr Courtney FUNG, Department of Politics and Public Administration

Dr Sara KIM, School of Business

OUTSTANDING TEACHING AWARD

Video presentation

Awards presented by Professor Peter MATHIESON, President and Vice-Chancellor and Dr the Honourable Sir David LI Kwok Po, Pro-Chancellor

Awardees

Mr David Lorin BISHOP, School of Business

Professor David Robert CARLESS, Faculty of Education

Dr Julie CHEN Yun, Department of Family Medicine and Primary Care /
Bau Institute of Medical and Health Sciences Education

Dr Katherine Noelle CUMMER, Department of Real Estate and Construction

Dr Wilton FOK Wai Tung, Department of Electrical and Electronic Engineering

CLOSING ADDRESS

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

GROUP PHOTOGRAPHS

COCKTAIL RECEPTION

Masters of Ceremonies:

Ms Natalie LAW, BBA Year 2 and Mr Hubert LEUNG, MBBS Year 4

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

KNOWLEDGE EXCHANGE EXCELLENCE AWARD

The Knowledge Exchange (KE) Excellence Award is a university-level award introduced in 2015–2016 to recognise outstanding KE accomplishments that have made significant economic, social or cultural impacts to benefit society. Any Faculty KE Awardees in the current and past years may be nominated, provided that each Faculty submit only one nomination each year.

In the Faculty KE Awards, the selection committees have considered three selection criteria, *i.e.*, quality of the knowledge, quality of the engagement process, and impact achieved. The KE Excellence Award is based on similar criteria, but with higher expectations, and stronger emphasis on outcome and significance of impact. The KE Excellence Award is determined by the KE Executive Group with co-opted members from senior academics. The awardee receives a monetary award of HK\$150,000 to further the KE work.

Ms Amanda Sarah WHITFORT

Department of Professional Legal Education 法律專業學系

'Review of Animal Welfare Legislation in Hong Kong'

「檢討香港動物權益法例」

Ms Amanda WHITFORT's research provided the first and, to date, only empirical study of the adequacy of animal protection legislation in Hong Kong. The study generated widespread public discussion and impetus for law reform and was used by the Agriculture, Fisheries and Conservation Department of the HKSAR Government to introduce new legislation controlling the breeding and sale of companion animals in Hong Kong with the enactment of the *Public Health (Animals and Birds) (Animal Traders) Regulations* in 2016. The study also resulted in significant policy change in stray-animal management and introduction of specialised training for police and prosecutors in presenting animal cruelty cases at court.



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 2015–2016 Outstanding Research Student Supervisor Award were considered by a Selection Committee chaired by Professor Ben YOUNG (Associate Dean, Graduate School). The Members of the Selection Committee included Dr Roger CHAN Chun Kwong (Department of Urban Planning and Design), Professor Annie CHEUNG Nga Yin (Department of Pathology) and Professor Stephen James MATTHEWS (School of Humanities [Linguistics]).

Professor GUAN Xin-Yuan

關新元教授

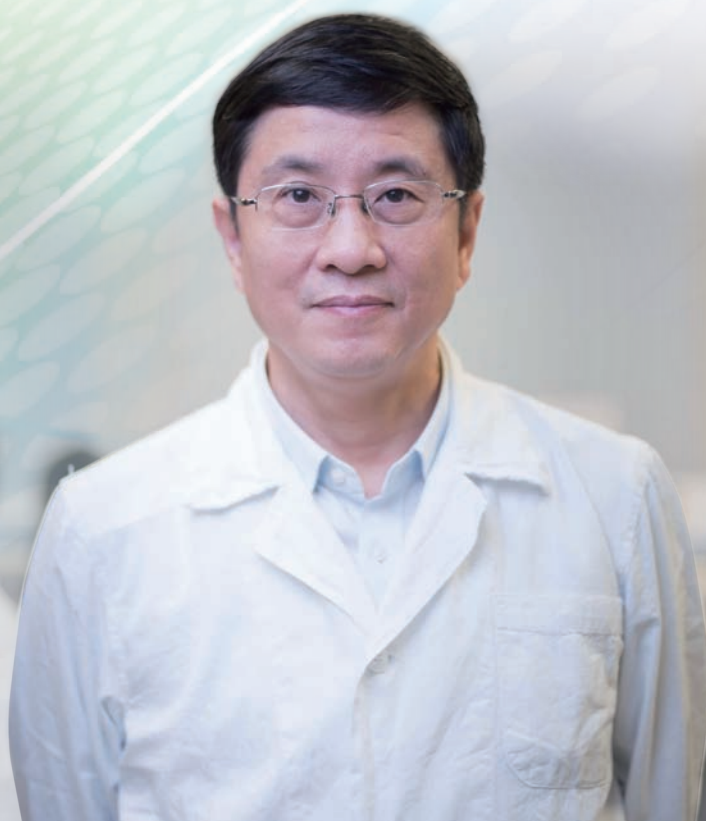
Sophie Y M Chan Professor in Cancer Research 陳一微基金教授 (癌病研究學)

Department of Clinical Oncology 臨床腫瘤學系

Professor GUAN received his PhD 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 of the National Institutes of Health (USA). In 1999, he joined the Department of Clinical Oncology of the University of Hong Kong as an Associate Professor and was promoted to Professor in 2007. He was appointed as Sophie Y M Chan Professor in Cancer Research in 2016.

Professor Guan's major contributions in cancer research include developing and applying the micro-FISH technique; identifying and characterising cancer-related genes AIB1, eIF5A2, CHD1L and AZIN1; and investigating cancer stem cells and cancer microenvironments in liver and esophageal cancers. He has published close to 300 peer-reviewed papers in international journals including *Nature Genetics*, *Cell Stem Cell*, *Nature Medicine* and *Gastroenterology*, with more than 20,000 citations. His many awards include the National Outstanding Young Researcher Award (Type B, 1998), State Natural Sciences Award of China (Second-class, 2010), State Scientific and Technological Progress Award of China (First-class, 2012), and Science and Technology Prize of Higher Education of China (Second-class, 2014).

As a research supervisor and teacher, Professor Guan sees his goal as not simply conveying to his students an understanding and appreciation of the importance of cancer research and its impact on our community, but, more importantly, guiding and inspiring them so they can identify their strengths and tackle their weaknesses, find meaning in what they do, and also develop their own independent thoughts and ideas. He believes that "our legacy will lie with those whom we have taught to learn".



Professor Kenneth LEUNG Mei Yee

梁美儀教授

School of Biological Sciences 生物科學學院

Professor LEUNG has long been passionate about environmental protection. After obtaining a BSc in Applied Environmental Sciences from the University of Portsmouth and an MPhil in Environmental Science from the City University of Hong Kong, he received the Swire Group's James Henry Scott PhD Scholarship and obtained his PhD in Marine Ecotoxicology from the University of Glasgow. Before joining the University of Hong Kong in 2002, he was a Croucher Foundation Postdoctoral Research Fellow at Royal Holloway, University of London.

Professor Leung's research interests include marine ecology, ecotoxicology, biodiversity conservation, and fisheries management, with over 160 refereed articles in these areas. He was the President of the Asia-Pacific Geographic Unit of the Society of Environmental Toxicology and Chemistry (2010–2012). He is currently an Editor-in-Chief of the journal *Regional Studies in Marine Science* (Elsevier) and serves as an editorial board member for six other journals. He actively provides advice on environmental policies to the Government through his memberships of various statutory committees such as the Advisory Council on the Environment and the Advisory Council on Food and Environmental Hygiene. In recognition of his professional achievements and dedicated community service, he was selected as one of the 'Ten Outstanding Young Persons' for Hong Kong by the Junior Chamber International in 2010.

Watching students grow and excel is Professor Leung's favourite aspect of supervising research postgraduates. He often uses the motto "If you never try, you'll never know" to motivate them to be creative and innovative.



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 up to HK\$150,000 per year for two years to further their research and a Type B research postgraduate studentship.

Nominations and applications for the 2015–2016 Outstanding Young Researcher Award were considered by a special Sub-Committee of the University Research Committee chaired by Professor Douglas Wayne ARNER (Department of Law). The Members of this special Sub-Committee included Professor Tatia LEE Mei Chun (Department of Psychology), Professor Frederick LEUNG Koon Shing (Faculty of Education), Professor SHAM Mai Har (School of Biomedical Sciences), Professor May WONG Chun Mei (Faculty of Dentistry) and Professor Vivian YAM Wing Wah (Department of Chemistry). 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 David LI Xiang

李祥博士

Department of Chemistry 化學系

Dr LI received his BSc degree from Fudan University in 2003, and his PhD from the University of Hong Kong in 2008. After three years undertaking postdoctoral work at the Rockefeller University in New York, he joined HKU's Department of Chemistry in 2011 as an Assistant Professor, and was promoted to Associate Professor in 2017.

Dr Li's research is at the interface of chemistry and biology. He develops novel chemical approaches to address key questions in epigenetics, a research area linking multiple hereditary and environmental impacts on our health. His most important contribution to this research field is the development of a variety of new and robust chemical tools and methodologies to unravel how any modification of histones, the chief protein components of the genome, affects gene activity and expression in normal physiology and disease pathogenesis. The findings from Dr Li's research should ultimately improve our understanding of human diseases (*e.g.* cancer) linked to errors in epigenetic processes and may lead to the design of new and improved therapeutic strategies.

The complexity and exquisiteness of life fascinate Dr Li. His original training as an organic chemist has provided him unique angles to view and solve puzzles in biology. He believes that a scientist should not be bound by his / her current knowledge and previous experience, but always be ready to take new challenges to explore an unfamiliar field.



Dr Julian Alexander TANNER

School of Biomedical Sciences 生物醫學學院

Dr TANNER received his BSc from the University of Bristol and his PhD in Chemistry from Imperial College London. He is currently Associate Professor of the School of Biomedical Sciences in the Li Ka Shing Faculty of Medicine at the University of Hong Kong, and coordinates the Education Division of Biochemistry.

Dr Tanner's research field is nucleic acid nanotechnology and applied molecular evolution for biomedical application. The Tanner laboratory brings together interdisciplinary experimental approaches at the interface of science, medicine and engineering to tackle major challenges in global health. His highly internationalised research team has developed radical new approaches for the point-of-care diagnosis of malaria, bridging nucleic acid evolution to 3D printing to clinical application. Recent accomplishments include the development of innovative designs of DNA nanotweezers and DNA origami, enabling sensing and detection of biomolecules driven by triggers of conformational change at the nanoscale. In more basic research, his team is exploring the biological functions of the fundamental yet enigmatic long-chain inorganic polyphosphates.

Building the best environment for research excellence and student achievement at the nexus between research, teaching and innovation is of particular interest to Dr Tanner. Bridges between disciplines, between research and teaching, and between basic and translational science are all critical to enable students to excel and to enable research to have its full impact. He also considers research as a team effort, with the award reflecting the achievements of the many brilliant students, postdoctoral fellows and collaborators working together over recent years.



Dr YAP Po Jen

葉保仁博士

Department of Law 法律學系

Dr YAP graduated from the National University of Singapore with a Bachelor of Laws, and he obtained Master of Law qualifications from both Harvard Law School and University College London. He also has a PhD from the University of Cambridge. Dr Yap joined the University of Hong Kong as an Assistant Professor in 2006 and he was tenured as an Associate Professor in 2011. He is an Advocate and Solicitor of the Supreme Court of Singapore and an Attorney at Law in the State of New York (USA).

Judicial politics in Asia is the main focus of Dr Yap's research. Specifically, his work examines how law and politics constantly interact in the judicial construction of constitutional doctrines, and how Asian courts play an intentional and indispensable role in state governance. Since joining HKU in 2006, he has edited three books and published over 45 law review articles and book chapters. His first sole-authored academic monograph, *Constitutional Dialogue in Common Law Asia*, was published by Oxford University Press in 2015, and a second sole-authored academic monograph, *Courts and Democracies in Asia*, will be published by Cambridge University Press in late 2017.

Dr Yap believes that the study of legal rules is incomplete without a fuller understanding of the socio-political forces that shape judicial behaviour. His research seeks to integrate the study of comparative constitutional law with comparative politics.



Dr ZHU Huachen

朱華晨博士

School of Public Health 公共衛生學院

Dr ZHU received her BS degree in Biochemistry and PhD in Genetics from Sun Yat-sen University. She joined the University of Hong Kong in 2007 and is now Assistant Professor of the School of Public Health and Adjunct Professor of Shantou University (STU). She is also Associate Director of the Joint Institute of Virology (STU / HKU) and the State Key Laboratory of Emerging Infectious Diseases (HKU-Shenzhen Branch).

The central theme of Dr Zhu's research is influenza and other emerging infectious diseases (EIDs). Over the past five years, she has been at the forefront of assessing risks of emerging viruses and identifying threats to human health through viral EIDs, bringing about fundamental understanding of how viruses develop at the human and animal interface. Her team has identified the zoonotic sources, transmission routes, evolutionary pathways and precursors leading to the genesis of multiple severe viral threats to human health. Repeatedly, this work has been published in *Nature* and *Science*, the top two journals in the category of Multidisciplinary Sciences, and has made significant contributions to the control of EIDs in China and the world.

Dr Zhu believes that interest is the best teacher and discovery is the best reward for a researcher. She enjoys working in a field that helps to promote global health and also provides insight into the mystery of life. Being part of a diverse research team, she greatly appreciates the immense efforts of her many colleagues and collaborators as well as the opportunities and platform given by the Institute.



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 2015–2016 Outstanding Researcher Award were considered by a special Sub-Committee of the University Research Committee chaired by Professor MOK Ngai Ming (Department of Mathematics). The Members of this Sub-Committee included Professor Rebecca CHIU Lai Har (Department of Urban Planning and Design), Professor Stephen CHU Yiu Wai (School of Modern Languages and Cultures), Professor Tatia LEE Mei Chun (Department of Psychology), Professor LU Liwei (Department of Pathology), Professor Alfonso NGAN Hing Wan (Department of Mechanical Engineering), and Professor SUEN Wing Chuen (School of Economics and Finance). 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 Sydney TANG Chi Wai

鄧智偉教授

Yu Professor in Nephrology 余氏基金教授 (腎科)

Department of Medicine 內科學系

Professor TANG studied Medicine at the University of Hong Kong where he subsequently obtained MD and PhD degrees in 2001 and 2005, respectively. After completing physician training at Queen Mary Hospital, he pursued academic research at Guy's Hospital, King's College London and, later on, at the University of Washington. He joined HKU as Clinical Associate Professor in 2006, and is now Chair of Renal Medicine and Yu Professor in Nephrology, Department of Medicine.

As a clinician-scientist, Professor Tang pursues research in both clinical and basic sciences. He studies the clinical management of chronic kidney disease that currently affects some 10 to 15% of the world's population. His key investigations include the treatment of IgA nephropathy and diabetic nephropathy (kidney disease). In basic science, he uses cell-based and animal models to study the disease mechanism of these two nephropathies that together account for over 60% of all end-stage kidney disease worldwide. His group is the first in the world to describe the critical role of Toll-like receptor 4 in diabetic kidney disease, a global and growing threat to human health. Professor Tang is currently Chairman of the Hong Kong Society of Nephrology, and the Asian representative of the International Society of Nephrology (ISN) Meetings Committee, which plans future World Congresses and other ISN Conferences. He has served the Asian Pacific Society of Nephrology as Honorary Treasurer. He chairs the Basic Physician Board of the Hong Kong College of Physicians and the HKU / HA Hong Kong West Cluster Institutional Review Board to uphold the standard of physician training and research ethics, respectively.

Professor Tang believes in passion and perseverance in order to progress, and in team work and collaboration in order to excel.



Professor ZHAO Guochun

趙國春教授

Department of Earth Sciences 地球科學系

Professor ZHAO earned BSc and MSc degrees from Changchun University of Earth Sciences (now merged into Jilin University) in 1985 and 1988, respectively, and a PhD degree from Curtin University (Australia) in 2000. Since August 2000, he has been working in the Department of Earth Sciences at the University of Hong Kong, where he is now a Professor. He is also a visiting Chair Professor at Northwest University (Xi'an) through the Changjiang Scholars Program.

Professor Zhao's main research fields are metamorphic petrology, Precambrian geology and supercontinents. His main research findings include discoveries of two continental collisional belts in North China that are 1.85 to 1.95 billion years old, and the first proposal that global-scale collisional events 1.8 to 2 billion years ago led to the assembly of the pre-Rodinia supercontinent, named 'Columbia' or 'Nuna'. These findings have produced more than 250 publications, with more than 20,000 citations. He was awarded as a Distinguished Overseas Young Scholar by the National Natural Science Foundation of China (2004), Highly Cited Researcher by Thomson Reuters (2014, 2015, 2016) and Laureate of the 29th Khwarizmi International Award (2016). He won the State Natural Science Award (Second Class) as lead investigator in 2014. Also in 2014, he was elected a Fellow of the Geological Society of America. He is the Editor-in-Chief of *Precambrian Research*, a leading journal in Precambrian geology.

In terms of a philosophy of research, Professor Zhao likes Albert Einstein's classic statement "If you can't explain it simply, you don't understand it well enough".



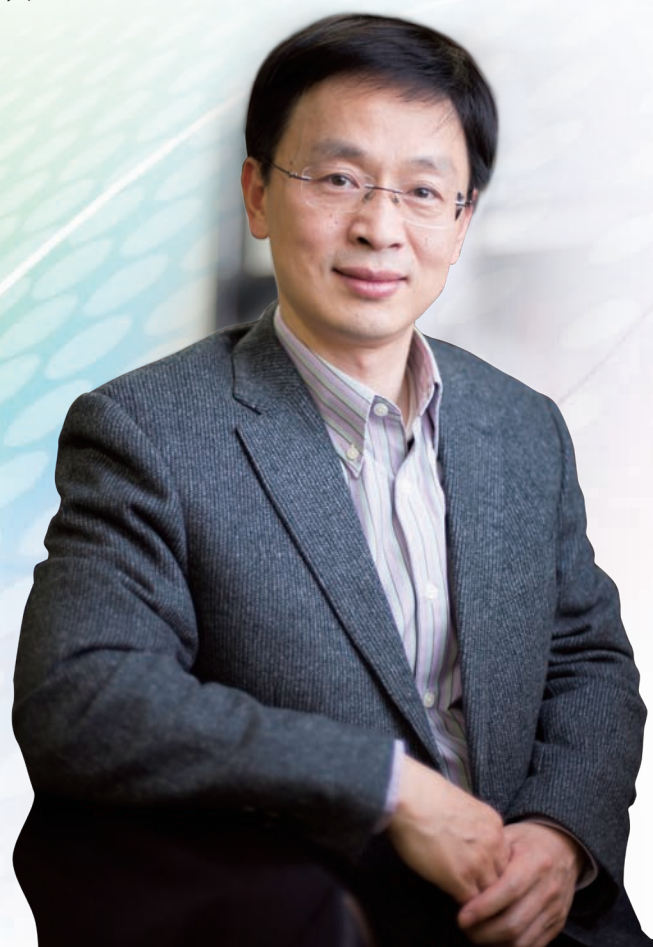
Professor Kevin ZHOU Zheng**周政教授**

School of Business 商學院

Professor ZHOU received a BE (with honours) in Automatic Control and an MS in Economics and Management from Tsinghua University, and a PhD specialising in Marketing and Strategy from Virginia Polytechnic Institute and State University. He joined the University of Hong Kong in 2002 as Assistant Professor and was promoted to Associate Professor in 2008 and Professor in 2012.

Professor Zhou is a leading scholar of strategy and innovation in emerging markets. His most significant contribution is to challenge conventional theories rooted in Western societies and provide novel insights from emerging markets. For example, his research findings show that too much knowledge or technological capability may hurt a firm's breakthrough innovation development in China. As such, his research is highly influential and heavily cited. He has been ranked by Essential Science Indicators (ESI) among the world's top 1% scholars based on number of citations each year since 2011. In 2016, he was named among the world's top scientists on the list of ESI Highly Cited Scientific Researchers, and he was the only Hong Kong scholar in the Business and Economics category on this prestigious list. Professor Zhou was appointed as a Changjiang Scholar by the Ministry of Education of China in 2014. He currently serves as the Senior Editor of the *Asia Pacific Journal of Management* and Associate Editor of the *Journal of International Marketing*.

Professor Zhou aims to develop high-quality strategy studies with unique features of emerging markets such as China. He has been sharing this passion in many places around the world.



TEACHING EXCELLENCE AWARD SCHEME

The Teaching Excellence Award Scheme aims to recognise, reward and promote excellence in teaching at the University. Nominations for the different categories of awards were considered by a Selection Panel chaired by the President and Vice-Chancellor. Members of the Panel comprised Professor Ian Michael HOLLIDAY, Vice-President and Pro-Vice-Chancellor (Teaching and Learning), Professor Grahame Tony BILBOW, Director of the Centre for the Enhancement of Teaching and Learning, Ms Katherine Louise LYNCH, recipient of the 2015 Outstanding Teaching Award, Mr Alasdair KAN Chi Cheung, a student representative nominated by the Students' Union and Professor CHNG Huang Hoon, the external member. The University is grateful to Professor Chng, Associate Provost (Undergraduate Education) of the National University of Singapore, for providing expert advice *in situ* during the final selection process.

The Selection Panel was deeply impressed with the awardees' dedication to teaching, their tireless and creative efforts to make learning enjoyable and challenging, and the impact that they have made on their students' learning. Awardees this year fall into three categories of award: Outstanding Teaching Award, Early Career Teaching Award, and Teaching Innovation Award.

TEACHING INNOVATION AWARD

The Teaching Innovation Award aims to encourage pedagogical innovation. This year's Award goes to Mr Ivan Alexander VALIN and Mr Scott Jennings MELBOURNE from the Department of Architecture in the Faculty of Architecture. Their *Studio Yangon: Engaging Urban Change* generates an alternative model, in which observation, design and planning are explored as tools to initiate urban change. The project has greatly benefited students through engaging them in tackling an urban issue of global interest.

**Mr Ivan Alexander VALIN (left) and
Mr Scott Jennings MELBOURNE (right)**

Department of Architecture 建築學系

Landscape architecture is a design and service discipline that incorporates cultural, scientific, and technical knowledge in the analysis, planning, design, and stewardship of the environment. The landscape architect should be competent in both the development and the conservation of landscapes; she should be proficient at a range of scales, from a park, to a city street, to an entire region; and she must balance the demands of project stakeholders with information from other specialised professionals. To cover this scope, the education of the landscape architect spans the traditional divide between the Humanities and STEM related disciplines. While many academic programmes simply emphasise one side over the other, the team at HKU believes that in order to train the next generation of leaders we must endeavour towards a comprehensive approach that draws together these two sides.

Three shared principles shape the pedagogy of the Studio Yangon project. First, we seek to foster a sense of curiosity among our students about the environment outside of the classroom. This begins early in our programme as we seek to develop fresh ways of seeing things: to see trees as structure, to see vegetation as communities, or to see the effects of time on the landscape. We aim to develop this skill into a deeper form of critical engagement between the student and their environment and to give them the intellectual tools to make educated guesses about the processes and values that shape a place.

Second, we seek to link knowledge about an environment to meaningful and appropriate forms of action. The context for these actions have long been understood to be contested, contradictory, and complex and so we must train our students to be able to make decisions within problems that are messy. Developing students' abilities to define problems and then work within constraints is a critical differentiator in our education approach.

Third, we are committed to creating a learning environment that builds confidence in each student's ability to be self-motivated, critical and reflective in the way they approach their work.

We pose design as a process of trial and error, where the design becomes a form of experimentation and way of testing the limits of a problem. In our studio, a critical process is preferred over immediate solutions. As instructors in this process, we must provoke questions more than we provide answers, and in this way push a student to reach their own path within a process.



STUDENTS' WORDS OF APPRECIATION

It was a great chance to observe the locals' daily lives and realise the differences between imagination and reality in the environment.

QIU Yingyu
MLA, current student

We appreciated being able to have an exchange and contribute ideas and perspective with the urban planners in Yangon. To be able to participate in the process of shaping Yangon's future was amazing!

Jack CHANG Leung Kong
MLA, current student

What an opportunity as a student: to get involved in the development of Yangon through unique, in-person learning experiences.

Kitty WONG Kit Man
MLA, current student

EARLY CAREER TEACHING AWARD

The Early Career Teaching Award was introduced this year to recognise the outstanding contributions and commitment of colleagues at an early stage of their teaching careers. Three colleagues have been honoured with the inaugural award:

Ms Jody CHU Kwok Pui, Department of Pharmacology and Pharmacy, Li Ka Shing
Faculty of Medicine

Dr Courtney FUNG, Department of Politics and Public Administration, Faculty of
Social Sciences

Dr Sara KIM, School of Business, Faculty of Business and Economics

Ms Jody CHU Kwok Pui**朱幗珮女士**

Department of Pharmacology and Pharmacy 藥理及藥劑學系

Pharmacists' roles in the health care system have evolved in the past few decades from traditionally being seen as providers of medicines to now being valuable members of a multidisciplinary team contributing to the optimisation of patient care by utilising their expertise on drugs.

My career change from a frontline clinical pharmacist to a full-time academic was motivated by my passion to teach. The demanding and challenging work as a clinical pharmacist made me realise the existence of various gaps in the knowledge between lectures and the 'real world'. This experience has shaped me into the kind of teacher I am today, motivating me to become someone who is hopefully able to fill in those gaps through my teaching.

Reflecting on the past three years of teaching the HKU BPharm programme, developing the most effective teaching methods that are able to transfer practical clinical experiences and skills to the students in the classroom setting has been one of the biggest challenges. By supplementing lectures with clinical case discussions and workshops throughout their pharmacy courses, students are guided to think critically from a pharmacist's perspective in various clinical situations.

The importance of 'understanding', hence the importance of asking why and how, cannot be emphasised enough in pharmacy education. To ask "Why are we giving the patients these special instructions of taking a certain type of medication?" "Why do we want to check the blood level of a certain drug in a patient?" "How do these drugs interact?" "How will this complicated medication regimen affect the patients' daily lives?" In doing so I believe that it is only after 'understanding' these points, for example, that students can then 'apply' and 'analyse' a clinical situation which they may come across in the future during their practice as pharmacists.

With my teaching philosophy and practices, I hope to train future pharmacists with critical thinking and communication skills who are also able to take patients' preferences into account while contributing to optimise patient care. I hope my students can always remember that as healthcare professionals, not only do we have to be competent with our clinical knowledge, but that we are treating a patient, not a black and white case or a group of numbers that we may often see on the blood test reports. We treat patients with our hearts, going beyond drugs!

As a new teacher in the academic field, it is a privilege to be starting my career in HKU, while sharing my experiences with the students, this is a place where I am also given the opportunity to continue to develop as a teacher and as a pharmacist.



STUDENTS' WORDS OF APPRECIATION

Jody is a passionate pharmacist, who has been devoted to the education of pharmacy students and young practising pharmacists.

Lectures and workshops in the masters programme are often held in the form of video conferences so that we can interact with speakers from around the world. Since local practice may be different from the speakers' experience, Jody's clinical experience from abroad and her knowledge about the Hong Kong setting have benefited us as she serves as a bridge between the speakers and students. Questions raised by Jody during the question-and-answer session were often insightful, leading us into not only finding out more about the topic being discussed in the lecture but also asking more and sharing more.

I was fortunate to have Jody as my tutor in writing up my graduation thesis. She was supportive and encouraging; her feedback was prompt and helpful. I must thank her for being patient with me all along. I see Jody as a role model – knowledgeable, efficient, caring and lively – and will always remind myself of what I learnt from her.

Anabelle WONG
MClinPharm 2016

As a student of Jody for both my undergraduate and masters degree, I am always impressed by her preparation and passion towards her teaching and her devotion to clinical pharmacy. Lectures delivered by Jody are inspirational and enjoyable at the same time as you will learn not just about the disease covered but also the perspective of clinical pharmacists on the disease management and decision making. Jody excels in helping her students understand how and what clinical pharmacists think to take good care of their patients by combining knowledge with real case scenarios. We are often encouraged to give our thoughts on clinical dilemmas with multifaceted considerations.

Her enthusiasm in infectious diseases is itself contagious. To help us understand more about infectious diseases, she arranged a visit to an isolated infectious disease ward in an acute hospital in addition to regular lectures. The experience was eye-opening as the visit showed us how the clinical team managed patients with some of the trickiest and rarest infectious diseases. We were also provided with sufficient time to look into those cases to appreciate the clinical pearls within. The visit arranged by Jody is one of the examples of her devotion to igniting our interest in clinical pharmacy and encouraging experiential learning. This type of exposure beyond the classroom is both intriguing and beneficial to our absorption of knowledge.

After class, she is also willing to provide support to us whenever we need any assistance which is not limited to knowledge enrichment. She has close connections to the class so when we have met any difficulties in learning or even during our internship after graduation, she will give us advice and support as both a lecturer and a friend, and I truly appreciate it.

SHUM King Yiu
BPharm 2014

As the ancient Chinese notion goes, “a teacher not only teaches, but also inspires”. Teaching always means more than passing on knowledge to the younger generation. Ms Jody Chu, my teacher and mentor, plays a vital role throughout my university life. It is her enthusiasm about teaching and caring students that fills me with admiration.

Jody became my academic advisor at the beginning of Year 2, when she started taking up the role of lecturer at the Department of Pharmacology and Pharmacy. Despite the hectic work schedule, Jody kept in close touch with me. Be it academic or not, Jody was always the one I could turn to. Every time I raised a problem, she was prepared to be a listener and guided me to figure out the solution patiently. But for her advice, I would not have overcome those hurdles over past three years, both academically and emotionally.

As a lecturer specialised in clinical pharmacy, Jody delivers professional knowledge with a focus on practicability. This I deem is much conducive to my current internship in a hospital setting. Under BPharm curriculum, we were scheduled for regular ward visits and case presentations. Jody was excellent at pinpointing key pharmaceutical problems or issues worthy of discussion. This benefited us students in applying theoretical knowledge to clinical practice. I could still remember when Jody offered to organise a sharing session on updated management of hepatitis during my final year. She was more than willing to share with us the most updated clinical information, at the expense of leisure time. This again filled me with admiration.

Teaching and learning always come hand in hand, which is well exemplified by Jody. Each BPharm student is required to sit for Objective-structured Clinical Examination (OSCE) in Year 4. As pharmacy-oriented OSCE is unique to the University of Hong Kong, the limited-history examination inevitably bears room for polishing. As one of the chief examiners, Jody is keen on hearing feedback and learning from students. It is such virtue that fosters the continuing development and improvement of professional teaching.

A teacher not only teaches, but also inspires. Without doubt, Jody makes it.

Brian LEUNG Ho Cheung

BPharm 2016

Dr Courtney FUNG

馮康雲博士

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

While my teaching mission remains the same – to encourage and develop thoughtful public citizens by promoting critical thinking and active engagement in how students learn – my teaching philosophy and practices have changed considerably since joining the University of Hong Kong faculty. My classes introduce students to the theoretical underpinnings of international relations alongside an active exploration of China's role in contemporary politics and Asia's place in the world. Teaching international relations is challenging. China is a politicised space, and discussing Asian regional matters can be contentious with contrasting historical experiences and national-cultural views in the classroom. Moreover, international relations is bound by arcane academic debates. Esoteric, ill-defined concepts – often based on European historical cases – litter the discipline. My classes have to bring theory to life, and show students that international relations concepts and ideas matters to them in a practical sense in their daily lives, beyond the classroom.

In my classes, I work consistently towards creating an environment for multi-modal student-led learning, emphasising independent thinking and collaboration within a community of learners. I use an advanced negotiations simulation to achieve that end. I design and structure a simulation exercise drawing from news headlines to maximise students' curiosity and stamina for a multi-week assessment exercise. Simulations cover live problems – Six-Party Talks for the North Korean nuclear dilemma or United Nations-led intervention into the Syrian civil war, for example. Students are given the task of negotiating a single agreement in addressing a real-world crisis. Stakeholder goals are undefined, facts can be unclear and the problems are daunting. Simulations provide excellent opportunities for attaining course learning outcomes, and requires students to take control over the negotiations. Role-play promotes global citizenship as students step out of their own selves, and work in teams collectively to reach a workable solution. Students learn first hand applications and limitations of theory in practice; clean concepts like 'deterrence' and 'bargaining power' are messy when there are twenty teams in discussion. Students strengthen their group work skills through cooperation under imposed constraints, where outcomes are determined by collective efforts.



STUDENTS' WORDS OF APPRECIATION

Dr Fung's pedagogical aim is to create an environment in which students stimulate their analytical and critical thinking skills. For many students including myself, Dr Fung's course is the first time we are exposed to challenging materials which we have to analyse and evaluate critically. We were guided to read and challenge various sources vigorously before her class. During her class, she invited her students to assess the sources' credibility and offer new perspectives. Her class is well prepared and Dr Fung is always ready to answer our questions and offer us insights on the sensitive issues of global relations. It is precisely this passion that highlights Dr Fung's interaction with students. Throughout the course, I have witnessed that even in a provocative and challenging learning environment, tolerance and respect based on her passion to teach are always among Dr Fung's main characteristics. Her particular pedagogical style promotes an open and rigorous debate which brings thoughtful reflection even when controversial and sensitive subjects are discussed.

KWAK Sengju

BBA(Acc&Fin), current student

Dr Fung's lectures did not resemble monologues but through multiple dialogues in the classroom, which always included the latest current affairs / policy debates, and coupled with Dr Fung's on-the-ground international relations insight, passion for and expertise in the subject matter, her teaching offered students a unique opportunity to link theory, practice and real-world application. One of the ways in which this takes place in Dr Fung's classroom is by offering students a chance to represent different countries / stakeholders in a United Nations Security Council simulation. In my role as China's Minister for Foreign Affairs, not only did I get the opportunity to engage in debates and negotiations within and among large groups under time constraints, but I had to ultimately reach compromises and make decisions on behalf of several stakeholders. Many of these decisions were discussed among classmates through group chats / social media, due to an emphasis on 'beyond the classroom' learning and the need to reach a consensus in a limited time frame. This resulted in an innovative and highly unique course, offering the chance for students to gain transferable skills for life in the real, professional world; such as time management, interpersonal skills, and making informed decisions – which cannot simply be taught in classrooms via conventional means. Overall, Dr Fung's efforts to stimulate the class through discussions, group work and simulations resulted in a holistic learning environment.

Nabil HUDDA

BA 2014

EARLY CAREER TEACHING AWARD

In our Asian Regional Governance class I was assigned the role of the Health Minister of the Democratic People's Republic of Korea (DPRK) during the month-long Six-Party Talks simulation. I have improved my improvisational skills whilst interacting with other parties at the negotiating table. Outside the classroom, Dr Fung encourages the use of technology (including Wix.com for a course website, Google Drive, Moodle Forum, WhatsApp) to facilitate information sharing between tutors and students. The learning experience was highly memorable – we discussed Putnam's two-level game and the absence of North Atlantic Treaty Organization (NATO) in Asia at a garden, as well as pledged no-first-use of nuclear weapons on behalf of the DPRK at a Chinese dim sum restaurant. The student-led conference has provided me with profound motivation for independent inquiry into a wide variety of knowledge ranging from the history of border conflict between North and South Korea, to the United Nation's Commission of Inquiry on Human Rights in the DPRK, and even the basics of tuberculosis transmission modes and prevention. Submitting a communiqué as our project final deliverable requires continual cooperation and strong negotiation skills. We learn to take collaborative initiatives and be proactive rather than reactive. The course was overall an incredible wealth of knowledge and an eye-opening experience.

McQueen SUM

BBA(IBGM), current student

Dr Sara KIM**金思羅博士**

School of Business 商學院

My undergraduate advisor and course instructors said they were happy with their job because they felt that their life had meaning when they taught students who have unlimited potential for their future. They said they had students visit them even 10 years after they taught them, and interactions with students helped keep them young in spirit.

I strive to maintain a balance between delivering concrete knowledge and fostering critical thinking skills. Through a combination of hands-on experiences to learn new programs (e.g. SPSS [Statistical Package for Social Sciences] skills), group discussions, case studies, and lectures by guest speakers, I provide opportunities for my students to think critically and communicate their ideas clearly. I am also dedicated to having students establish connections in their chosen fields through internships, case competitions, field studies, and research assistantships.

I thought undergraduate students needed more hands-on experience with the full process of marketing research, including formulation of research problems, data collection, questionnaire design, sampling schemes, data analyses, and actionable findings. Thus, I created a completely new curriculum for my Marketing Research class in 2012 (BUSI0031 / MKTG3502).

I learnt how to handle programs like SPSS, SAS, and Media Lab only after entering graduate school, and many of the data analysis techniques I eventually acquired were self-taught during the course of my research. I always thought it would have been great if I had systematically learnt these skills earlier. So, I wanted to give such opportunity to my undergraduate students.

In my Marketing Research classes, invited guest speakers from Nielsen have shown how the marketing research methods students learn in class are applied in real-world projects. The speakers have been impressed with the data analysis skills my students are mastering in class and have collected CVs from my students for the last two years.



STUDENTS' WORDS OF APPRECIATION

I had the pleasure of being Dr Kim's student during my exchange year at the University of Hong Kong, and she is without doubt one of the best teachers I've ever had, both inside and outside of the classroom. She covered the subject material in an engaging, humorous and very informative way, setting interesting practical assignments, and helpfully contextualising theories with examples and stories. The experience I gained in completing the marketing research project for Dr Kim's class was very valuable, and was incredibly useful in helping me to answer competency based questions in graduate interviews. Outside the classroom, Dr Kim was always approachable and friendly, and took the time to help me whenever I had questions related to her class, careers within marketing / academia, and general advice. I consider her to be a great role model, and a mentor in a way, as well as my teacher.

Nicky CONNOLLY

Incoming exchange student 2012–2013

I really enjoyed Sara's classes, otherwise, I would not have taken both of her classes, and I wish I could take more. Although marketing is full of concepts, I still feel Sara's classes are interesting and approachable, as she uses many examples and videos to illustrate the insights of these concepts. Sara is also very engaging, and it is easy for me to concentrate on the class materials, and grasp the knowledge effectively. Even though three years have passed since I took her classes, I can still remember many marketing concepts I learnt from her classes and apply them in the practice. Sara's teaching style is very relaxed and interactive. Students can ask questions and share ideas whenever they want. I really enjoyed this learning experience, as it allowed us to learn more and develop our own ideas through these discussions. Sara is also the first to have a SPSS class at HKU. Sara not only demonstrates how to use SPSS with interesting marketing examples in class, and gives students detailed and well-prepared notes, but she also offers hands-on projects for us to practise. I still find this class to be really useful, because when I need to use SPSS, I can just look at Sara's notes to refresh my memory.

Estelle WANG Yue

BBA(Acc&Fin) 2015

EARLY CAREER TEACHING AWARD

To begin with, I should say that Sara is the most amazing professor I have ever met in my life, and I really appreciate knowing her. Her excellence comes not only from her teaching way, but also from her personality and her true caring for students. Her lectures are always conducted in a cordial atmosphere. In her class, everyone is laughing, actively sharing ideas, and concentrating on her teaching. She always lets us know if there is any job application open, and often invites experts in the field to the class to provide us with more practical knowledge about the real world. She offers us both practical and theoretical knowledge about the subject, and her caring extends beyond the class. Students are always welcomed to her office, and the room is always crowded with visitors. If I had not taken her class, I might have ended up looking for a job just for the sake of it. From her attitude towards us, we all know that she really cares about students and she loves her job. Lastly, I am truly thankful for having a chance to meet such a great professor in my life.

SEONG Sieun

BBA 2015

OUTSTANDING TEACHING AWARD

The Outstanding Teaching Award is granted to teachers who have demonstrated excellence in classroom teaching, engagement with students, and curriculum design, renewal and innovation.

This year, five teachers have been selected for the Outstanding Teaching Award:

Mr David Lorin BISHOP, School of Business, Faculty of Business and Economics

Professor David Robert CARLESS, Faculty of Education

Dr Julie CHEN Yun, Department of Family Medicine and Primary Care / Bau Institute of Medical and Health Sciences Education, Li Ka Shing Faculty of Medicine

Dr Katherine Noelle CUMMER, Division of Architectural Conservation Programmes, Department of Real Estate and Construction, Faculty of Architecture

Dr Wilton FOK Wai Tung, Department of Electrical and Electronic Engineering, Faculty of Engineering

Mr David Lorin BISHOP

School of Business 商學院

I believe the current generation of young people in Asia is the most important generation to ever live. And as one of Asia's top universities, I feel it is our responsibility to help prepare this generation to lead and effectively meet the challenges that lie ahead.

As a teacher, I straddle disciplines of law, ethics, and positive social impact. My goal is to help students establish a solid foundation upon which they can build their careers and lives. The law serves as the baseline foundation for what they must do, while ethics and social impact help provide guiding principles for what they *should do* – as individuals and future corporate leaders.

Although the future will bring many challenges, I fully believe that our talented HKU graduates will be among the most important leaders through the 'Asian Century'. But for this to happen our graduates must understand and accept that failure is not only an option, but a necessity. My courses try to emphasise that failed ideas are not only acceptable but expected, and it is only through the reaching that we grow.

Through my teaching I use my expertise and resources to help our students reach their full potential, primarily by giving them the opportunity to 'do real stuff'. Students are given the freedom necessary to forge their own path of intellectual inquiry. Through working for, and sometimes building, real companies our students are able to apply their knowledge to real-life situations. But more importantly, they are able to create lasting impact, and start their careers without the typical risk aversion that so often holds new graduates back.

My greatest professional fulfillment has been to watch our graduates grow into successful men and women who care about family, community, and integrity.



STUDENTS' WORDS OF APPRECIATION

David has been very inspiring inside and outside the classroom. I took 'Legal and Ethical Environment of Global Business' taught by him. He frequently challenged us to think from different perspectives. He also guided us to look at things from a broader view, both legally and politically. I truly gained insight on how to see things from a more legal perspective, and actually became more cautious and attentive to potential legal issues in everyday life.

I spent more time with David outside the classroom than in class, because of the work in 'Social Impact Public Offering', one of the many social businesses started by him. He has been very passionate in making the society better, with many different social business ideas. During the two years I have been working with him, I gained a lot of practical skills and experience under his guidance, and more importantly, I was 'infected' by his vision and spirit to make the world a better place. Many students I know who have worked in his social businesses before would also agree they have gained valuable experience during the time they work with David. His devotion and the inspiration he gives is simply remarkable.

Jeffrey LAM Chak Yiu

BBA(IBGM) 2016

David is never an ordinary lecturer. He holds strong belief that it is best for students to learn through real-life experiences. I was very lucky to have worked with David at Soap Cycling, a social enterprise that he started, since Year 1. The three-year experience has not only given me tremendous opportunities to grow by working with other outstanding students in HKU, it also has allowed me to witness how my business knowledge can make a positive impact to the world.

I am really thankful that I was mentored by David during my college times, his impact has led me to the start-up route that I am doing now. He definitely deserves being the most outstanding teacher in HKU because of his unlimited commitment to cultivate students.

Stanley PANG Sai Cheong

BBA(IS) 2014

OUTSTANDING TEACHING AWARD

I first met David in my 'Business Law' class where I was fortunate enough to be his student. His teaching style, view on life and entrepreneurial drive made him one of the best professors I have ever had.

Going to lectures was a pleasure as he always managed to make learning interesting and practical. He was always about giving to his students and letting them experience the real world. This was evident throughout his lectures, initiatives and countless efforts to connect people. One of the opportunities I had was to work with him on an incredible initiative called Soap Cycling. It gave me the practical knowledge and skills on running a business and since then it fuelled my drive for entrepreneurship.

During one of our start-up discussions he told me "stop thinking so much about an idea, just start and adjust along the way." Till today, each catch up I've had with him, he's able to consistently inspire and get me to think outside the box.

David was not only my professor and mentor but now a friend as well. For anyone who has been under his wing, you will know what I'm talking about.

Gareth LAI

BBA(Acc&Fin) 2011

I remember enrolling into the Social Venture Management (SVM) Internship course more or less by chance. Little did I know that Mr Bishop and his course would have an everlasting impact on me, my aspirations, and my future career.

Simply put, working with Mr Bishop to develop a social business that would benefit the Hong Kong community was the highlight of my HKU experience. Overall, he made the course into something that we all looked forward to every week. This is because David's dedication to his students knows no limits. His tireless efforts to make learning in a practical environment both enjoyable and challenging is immensely admirable and by far exceeds any teaching staff I have ever met. He is an extremely friendly and approachable teacher and mentor, who pays individual attention to each and every student of the class and shows personal interest in their progress. Overall, he genuinely wants his students to succeed, not just in his course, but in their future and all that it may entail.

The very concept of having a course like the SVM Internship course in itself is very innovative; wherein students not only attain crucial practical knowledge and experiences for their future careers, but also turn ideas into reality. To put this in context, besides having a strong impact on me intellectually and practically, he has also instilled in me his passion for social entrepreneurship – which has led me to follow a similar path where I also seek to make a significant positive social impact in Hong Kong and beyond. And I know there are many, many previous students who feel the same way.

Jon PEDERSEN

BBA 2014

Professor David Robert CARLESS

Faculty of Education 教育學院

My orientation to teaching is a student-centred one, maximising student involvement by providing a stimulating learning atmosphere with plentiful interaction and dialogue. I pose a lot of questions and provide time for students to think, respond and themselves raise questions.

Secondly, I capitalise on the reality of assessment driving student learning by using assessment to move students in productive directions. The purposeful design of a module assessment is thus a crucial part of my teaching philosophy and often involves participatory tasks rich in peer collaboration and self-evaluation, such as oral presentations or group projects.

A key element of my philosophy has evolved towards leadership and mentoring in teaching based on the rationale that by helping colleagues to teach better, I can have greater impact on a larger number of students. I have taken up a leadership role as Associate Dean (Learning and Teaching); have carried out mutual peer observations with colleagues; have led a number of staff development opportunities; and have been particularly significantly involved in the mentoring of teaching, especially with early career colleagues who probably have the most to gain from such support.

A further core value underpinning my teaching philosophy is interplay between research and teaching in that building synergies between research and teaching should be a central element of excellence in universities. I practise research-led teaching: sharing my relevant research findings with students and encouraging critique of them; and research-informed teaching whereby, for example, assessment and feedback design is guided by the relevant higher education scholarship, including my own research.



STUDENTS' WORDS OF APPRECIATION

Professor Carless is always inspiring and in possession of good questioning skills. His teaching demonstrates his abilities to come to a detailed, profound understanding of the diversified needs in our class and his capability of putting theories into practice. He also has superb questioning techniques. He displayed a lot of inspirations in the discussions and his constructive feedback always became the focal point of the ensuing discussion. In the group tasks that he set for us in the course, Professor Carless has also proven himself to be an excellent classroom facilitator.

On the academic level, as a Doctor of Education (EdD) student I have learnt and gained a lot from his enlightening academic discussions. The way he guided me to focus on research questions was very strategic. He never gave me a direct response. Instead, he requested my justifications to a number of options. On the personal level, the patience and encouragement given were indispensable to my deeper analysis to the problems I was encountering at that time. I would say that his guidance to students has portrayed himself as an exemplar of a university scholar.

MING Sze Man

BEd 2009; EdD, current student

I did my final-year dissertation under Professor Carless's supervision. Writing a dissertation could be a demanding task for an undergraduate student. However, Professor Carless transformed this into a fruitful learning experience by offering an abundance of support. Most importantly, Professor Carless struck a fine balance between providing constructive guidance and giving me the autonomy to explore different options in the process. Therefore, I could be an active learner throughout the writing of my dissertation while still receiving helpful advice from my supervisor. Having the autonomy to make decisions for my dissertation has empowered me as a learner, and also helped me develop essential skills to become an independent learner in the future. For instance, how should I approach schools for data collection? What would be the target schools for my project? These are all crucial decisions that I had to make throughout the process.

To sum up, Professor Carless has been an inspiring educator throughout all these years. Apart from his expertise in the area of Educational Assessment, he is also a great teacher who cares a lot about the learning experience of his students. He always tries his best to create plenty of hands-on learning opportunities for his students. Moreover, he has been a role model throughout the years I have known him and has continued to inspire me. I see him as an outstanding teacher in the University and a well-deserved recipient for the Outstanding Teaching Award.

Jaclyn YEUNG

BEd 2013

OUTSTANDING TEACHING AWARD

I had the valuable chance to meet Professor Carless as my academic advisor when I was accepted into the undergraduate BA&BEd(LangEd) double-degree programme. Although academic advisors are generally expected to meet advisees in their first years, Professor Carless has been actively providing support throughout the academic years, as I now marched on to the fourth year of my studies.

I could still recall how the first meeting went. In the first semester, I received encouraging grades, and thought the meeting would be short. However, Professor Carless still encouraged me to reflect on how I worked on my assignments, how I interacted with lecturers, how I saw my group mates. He also asked if there were challenges I faced – which had been neglected, had I not been asked to think about these. In this memorable session, Professor Carless acknowledged my efforts, facilitated an effective analysis of good practices to keep, and most importantly, inspired me to continuously improve myself through reflection.

Professor Carless is an inspiring teacher whose effort in assisting students through versatile ways reflects his research principles and beliefs. He is very engaged in each student's development and never limits our potential. I believe such qualities are invaluable to the University, and I fully support Professor Carless as a recipient of the Outstanding Teaching Award.

WONG Tin Wai

BA&BEd(LangEd), current student

Dr Julie CHEN Yun**陳芸博士**

Department of Family Medicine and Primary Care 家庭醫學及基層醫療學系

Bau Institute of Medical and Health Sciences Education 鮑氏醫學及衛生教育研究所

Humanism and professionalism. As a teacher of MBBS students, these are the attributes beyond clinical competence which are integral to good doctoring and which I would like to see nurtured in our future doctors. As such, these are the concepts which underpin and inspire my approach to teaching and interaction with students, the areas of the curriculum which I have chosen to develop and the focus of my scholarship and research in teaching and learning.

As a teacher, I strongly believe in taking a humanistic and student-centred role in the learning process, as a coach and collaborator who facilitates reflective student learning through the creation of an engaging and supportive learning environment. I make a sincere effort to get to know my students as individuals, recognising their unique strengths and abilities, which can be harnessed to positively contribute to their own learning. This individual attention and respect builds trust, which encourages the open discussion, critical questions and constructive feedback necessary for effective learning and models the attributes I hope students will eventually bring to their professional lives. Importantly, it also allows the learning to extend beyond the classroom and the formal curriculum and enables me to be a mentor to students on life, career and personal growth.

As a teacher, I envision my role as a curriculum innovator and advocate who can bring humanism and professionalism to life in a pedagogically sound and sustainable manner. I recognise teaching and curriculum development as an iterative and reflective process and I rely heavily on the collective wisdom of the group, whether through discussions with students, colleagues, or educators, or the pursuit new evidence and best practice through educational research with local and overseas colleagues. Quite commonly it is through making and reflecting on mistakes and using them as opportunities to initiate change.



STUDENTS' WORDS OF APPRECIATION

Over the past two years, I have had the pleasure and privilege of being taught by Dr Julie Chen in the Medical Humanities programme. I have also benefited from the many other modules that she has led, such as Professionalism in Practice. Outside of the formal curriculum, Dr Chen has been very generous with her time and has shown genuine interest in my personal growth.

As a teacher of Medical Humanities, Dr Chen presented controversies such as euthanasia with clarity, balance, and grace. She elucidated complex issues without resorting to over-simplification. For our Medicine and Literature seminar, she selected a seminal essay on doctors making mistakes and challenged me to reflect critically on my own attitudes towards death and dignity. Her teaching style was Socratic and yet embracing of different values; I remember her seminar as one of the best discussions I have had at HKU.

Dr Chen has also been a tireless advocate for Family Medicine through the Professionalism in Practice (PiP) programme. This structured shadowing experience was thoughtfully designed and opened my eyes to the practice of primary care. Dr Chen has also been incredibly generous with her time and energy. She met with me personally on multiple occasions to listen to my concerns and to share her thoughts on elective options, medical specialties, and the practice of medicine in Hong Kong and abroad.

As a postgraduate student, I have had the privilege of learning from many distinguished teachers both at Stanford University and HKU. Among the many professors I have interacted with, Dr Chen stands out as one of the most thoughtful and inspiring.

Ian LEUNG Hin Sing

MBBS, current student

OUTSTANDING TEACHING AWARD

I first approached Dr Julie Chen when I started my first year of medical studies, as I was hoping to organise a series of Inter-Professional Education (IPE) luncheons that could bridge communication between students and staff members from both disciplines of modern Western medicine and traditional Chinese medicine. Her warm smile has always put me at ease. Dr Chen was very supportive and extremely patient in guiding my team and me in writing a multidisciplinary PBL case; chairing as one of our PBL case tutors; and also supporting our luncheons with the aid of the Bau Institute of Medical and Health Sciences Education. I am truly grateful to have had Dr Chen's kind assistance throughout, as IPE has definitely helped me grow as a medical student, and she has also empowered me to pursue and initiate projects with new ideas that are worth sharing.

Besides IPE, Dr Chen would lend me a helping hand whenever I needed it. She kindly supported me for my other self-initiated project, a TEDxHKU conference; and also as my special study module tutor as I joined the Systems Biology and Bioinformatics Group at HKU to learn more about gut microbiota a year ago. I have also had Dr Chen for formal teachings during my Family Medicine Specialty Clerkship, she could explain concepts and ideas very clearly through interactive tutorials; and she was always very approachable, and keen for feedbacks for any potential improvements on the new course.

I would like to take this opportunity to thank Dr Julie Chen for all the patience, support and care in the past few years, medical education at HKU would certainly not be the same without her continuous effort and hard work!

Vivien LI Wai Yin

MBBS, current student

Both inside and outside of the classroom setting, I have been continually impressed by Dr Chen's determination to provide us with real opportunities to grow as empathetic and compassionate individuals. In fact, feeling that I could benefit greatly from her wisdom and experience, I reached out to Dr Chen and asked her to supervise my 'Special Study Module' – which I conducted overseas in Toronto this past June to July. This coming November, we will collaborate again to host a class discussion in the Medical Humanities programme centred on palliative care, in a talk-show format.

Throughout these three years, I, along with my fellow colleagues have benefited greatly from her warmth, compassion, and eagerness to prioritise our learning. Dr Chen is truly a dedicated professor, who teaches by example, and is one of the greatest assets to our faculty. She is a great example of someone who is always willing to do whatever it takes for her students, and in my opinion, should be recognised for her excellence in teaching.

Claudia TSUI Ka Yan

MBBS, current student

OUTSTANDING TEACHING AWARD

Dr Katherine Noelle CUMMER

Department of Real Estate and Construction 房地產及建設系

Division of Architectural Conservation Programmes 建築保育學部

In a dense and dynamic city like Hong Kong the field of conservation is particularly critical and challenging. This dynamism contributed to the Division of Architectural Conservation Programmes (ACP) developing one of the few undergraduate conservation programmes in the world: the Bachelor of Arts in Conservation. As the founding BA(Conservation) Director, I have worked closely with staff and students alike to develop and improve the curriculum and its course offerings, to ensure our students are exposed to and challenged by the latest thinking in the field and developing the key skills needed to thrive in the professional world. I take pride in being a teacher of an emerging professional discipline and I appreciate the challenge of being a pioneering educator helping ACP and HKU maintain a leading position in conservation education.

I have been teaching at HKU since 2011 and, from the beginning, I understood the need for clear, student-centred instruction. I strive to ensure there is clarity in *what* is being discussed and most importantly *why*: How does it connect to the real world and the professional field? In addition to this professional relevance, experiential learning is a key component of all of my courses. Since Hong Kong and the region provide a complex laboratory environment for learning about the field of conservation and its numerous challenges, local and overseas field studies are extensively used to help illustrate and complement the in-class content.

This is similarly the case with the required Practical Training placement where students are placed with varied organisations to gain practical on-site experience. I work closely with students to determine the best host for them, taking into consideration their career goals and any potential graduate level studies; helping develop their professional network. These experiential learning activities are a key component of my teaching philosophy and help best prepare our students to be making significant contributions on graduation and beyond.

In all of my courses, I always ensure there are a variety of assessment modes that encourage students to excel. This allows me to provide a balance of both summative and formative assessment that promotes student learning. I want my students to do well and I work to provide assessment that recognises and supports their differing strengths as well as their learning needs. As a result, I provide regular and timely feedback so that they know what they are doing right and, more importantly, where they can improve.

In addition to providing an objective-oriented, student-centred classroom, I have cultivated a warm and welcoming environment for my students outside of the classroom as well, helping to build and define ACP's vibrant collegiate community. It is a great pleasure to teach the wonderful ACP students at HKU and I am immensely honoured to receive this Outstanding Teaching Award.



STUDENTS' WORDS OF APPRECIATION

As I look back on my four years of studies in the Division of Architectural Conservation Programmes, Katie is without a doubt a very important teacher to my undergraduate studies at HKU. Her influence on me is so positive that I still remember the first day I met Katie when I was a new student to the BA(Conservation) programme. Katie was a maternal figure to my classmates and me, as she made great effort in taking care of every one of us in the programme from the day we entered University and continued to nurture us over the subsequent four years. Her door was always open to us and she was always approachable in patiently guiding us through difficulties, whether in our studies, career pathways or even personal matters.

As the Founding Director of the BA(Conservation), Katie set a strong foundation and a high standard for the programme. So much so that we feel exceedingly proud to be alumni of the programme, which is why my classmates and I consider her the Mother of the BA(Conservation).

Her academic advising and curriculum development aside, her teaching really was amazing! Her classes were always interactive and she always engaged every class member to participate in the fruitful discussions in class. There was always clarity in the relevance of the task at hand and an effective reiteration of the course and curriculum objectives. She was also always happy to share her own experience with us. Her effort in preparing for classes and her passion for teaching was one of her many influences on me during my undergraduate studies, and these influences continue to inspire and motivate me in my current research postgraduate studies. I hope to use her influence for my self-development and pay it forward someday.

Angus CHAN Man Hei

BA(Conservation) 2016

Throughout my four years of studying at HKU, Katie has been a very good advisor and teacher for me. I learnt a lot about architectural conservation from her and was always inspired by her enthusiasm for the field. Personally, as the supervisor of my thesis topic, Katie has given me timely guidance and comments on my research and, at the same time, enough room for me to develop personal thoughts and ideas.

In addition to her guidance in the classroom, with her attentive assistance in overseas networking, I was able to work as an intern in Penang for two months for my Practical Training placement. This internship was a fruitful experience for me and definitely would not have happened if Katie had not made every endeavour to establish contact with the local personnel at the Penang Heritage Trust.

Katie has also been the academic advisor of our class for four years and has helped the class to solve and address our different problems. Her words "never suffer in silence" have encouraged us to speak to her when things are difficult and showed us that she cares about and respects our concerns.

All in all, I am thankful to have Katie as my teacher and am delighted for her to be receiving this award.

Dawn CHAN Man Yan

BA(Conservation), current student

OUTSTANDING TEACHING AWARD

For four years, Katie has been the greatest supporter of mine. Not only has she been my academic advisor, organising meetings regularly, she also gave me much guidance on future career paths and potential field opportunities. She is always right next door and ready to provide the most assistance she can give. I happily recall her squeezing out time from her busy schedule to help me prepare for my summer placement interview with the Ontario Heritage Trust. I am always immensely thankful of her for being extremely supportive and approachable.

Katie is well known among our classmates for her speedy responses, in person and through emails. She does not allow any delay on her work and always puts students in the first priority. This efficiency and student emphasis includes her approach to assessment, where she promptly and regularly provides substantial feedback on every assignment. On top of her speedy responses, she always does follow-up work. She keeps in mind every thought and concern of students, and often gets back to discuss further and provide additional insight. She certainly deserves to be known as one of the most outstanding teachers at HKU.

Sharon CHEUNG Shue Yee

BA(Conservation), current student

As my thesis supervisor and our Division's academic advisor, Katie always provides me with innovative ideas and directs me to the right track. In these four years, Katie has cultivated a mentorship relationship with our class. She values face-to-face communication with us and always offers ultimate support to our studies, careers and life. In my studies, I got through a number of difficulties with her and she always devotes extra time to clear my doubts. I heartily appreciate all of the help and support.

Katie is also an enthusiastic teacher with high passion for her teaching; she demonstrates a high standard of interactive learning and engagement with our class. We are always inspired by and learn from her timely feedback and suggestions on our assignments.

I feel very honoured and proud to be her student in these four years. Thank you, Katie, for all the fun classes and all of the extra effort. Congratulations on achieving this Outstanding Teaching Award!

Mandy WONG Pui Man

BA(Conservation), current student

Dr Wilton FOK Wai Tung

霍偉棟博士

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

I have been teaching in my Department since 2007. In the last decade, there were many changes and new challenges in education such as the four-year curriculum, increasing demand of experiential learning, intensive use of technology for teaching and learning and the growth of innovation and entrepreneurship had reshaped my teaching philosophy and goals.

First, nowadays with internet, knowledge can be easily accessed from the internet. Teachers no longer just feed students with knowledge but we should also teach them how to learn and explore knowledge by themselves.

Second, students should also be equipped with interdisciplinary and generic skills to cope with the demand by the complex society and therefore I created an environment for cross-disciplinary collaboration through experiential learning and entrepreneurship.

Third, many students still could not identify their career goal in their final year so I also inspired my students to set their career goal through capstone and entrepreneurial projects.

Fourth, good teachers not only should teach student to do things right, we should also guide them to do the right things. It is important to motivate our students to be enthusiastic in serving society with their knowledge.

Fifth, training their leadership skills is equally important. I coached my students to develop their leadership skill through experiential learning and residential education, so that they can lead others to tackle novel situations and solve problems.

These five goals: **E**xplore Knowledge, **X**-disciplinary skill, **C**areer goal setting, **E**nthusiastic to serve society and **L**eadership training – are how I help my student EXCEL!



STUDENTS' WORDS OF APPRECIATION

I've joined the experiential learning service trips led by Dr Fok to Sichuan to reconstruct schools in the last few years. I learnt a lot of practical engineering knowledge from Dr Fok and I applied them to install and develop e-learning systems for schools in Sichuan. Dr Fok had inspired me with the importance and impact of using technology for education and guided me to develop my career and further studies in this area. I'm glad that he was my final-year project supervisor and guided me to develop iPhone apps for e-learning, and later on contributed to the University. When I encountered a problem, Dr Fok could effectively lead me to find solutions from a few different approaches. Dr Fok is definitely one of the best teachers I've ever met.

Eric AU YEUNG Hoi Hang

BEng 2011, MSc(ITE) 2016

Dr Fok inspired me to turn my capstone project into an entrepreneurial business. With his comprehensive mentorship, I could identify my career target, apply my IT knowledge and develop multidisciplinary skills which are the key factors for innovation and entrepreneurship. I learnt not only technical knowledge but also business, management skills and professional ethics in his courses. Thank you Dr Fok for shaping me into an all-round person.

Ken LAW Kam Yuen

BEng 2011, MSc(Eng) 2014

OUTSTANDING TEACHING AWARD

Dr Fok was my graduate project supervisor. I always find it interesting and enjoyable to interact with Dr Fok, whether in his classes or in one-on-one discussions. I always enjoyed his classes, in which he incorporated innovative interactive learning solutions to create an engaging learning environment. Learning through practical use of knowledge has always been one of Dr Fok's mottos. He taught us that acquiring information should be accompanied by learning how to use it, and connecting it up to other fields of knowledge. He always encourages us to think beyond our grades and assignments, and explore creative ideas that could make an impact in society. Dr Fok was always approachable and inspired me to think of my project as an idea for a start-up rather than an engineering project, and brainstormed to add many enhancements to it. One of Dr Fok's mottos that he passes down to us is: "Focus on excellence and creating a positive impact, and accolades and rewards will follow automatically." Dr Fok has played an instrumental part in shaping my ideas, ideals, attitude and personality, and I will be eternally grateful to him for his encouragement and support throughout my education.

Shravan SUNDERRAMAN

BEng 2013; MSc(ES&IComp), 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 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 OUTSTANDING TEACHING AWARD

Mr Scott Jennings MELBOURNE, Department of Architecture 建築學系

FACULTY OF ARTS

FACULTY TEACHING EXCELLENCE AWARD

Ms Rocío BLASCO GARCÍA, School of Modern Languages and Cultures 現代語言及文化學院
Dr Otto HEIM, School of English 英文學院

FACULTY OF BUSINESS AND ECONOMICS

FACULTY OUTSTANDING TEACHER AWARD (UNDERGRADUATE TEACHING)

Dr Timothy HAU Doe-Kwong 侯道光博士, School of Economics and Finance 經濟金融學院
Dr Olivia LEUNG Shek Ling 梁碩玲博士, School of Business 商學院

FACULTY OUTSTANDING TEACHER AWARD (TAUGHT POSTGRADUATE TEACHING)

Professor Gary Clark BIDDLE 白國禮教授, School of Business 商學院
Dr Stephen CHING Tang Foon 程騰歡博士, School of Economics and Finance 經濟金融學院

FACULTY OF DENTISTRY

FACULTY OUTSTANDING TEACHER AWARD

Dr WONG Hai Ming 王海明醫生, Faculty of Dentistry 牙醫學院

FACULTY OF EDUCATION

FACULTY OUTSTANDING TEACHING AWARD

Individual

Professor David Robert CARLESS, Faculty of Education 教育學院

Team

Dr Margaret Muann LO (Leader), Ms Candace MOK Wai Fung 莫蔚峰女士 and
Dr Cheri CHAN Yu Yan 陳如茵博士, Faculty of Education 教育學院

TEACHER EFFECTIVENESS AWARD (UNDERGRADUATE)

Dr Kennedy CHAN Kam Ho 陳錦河博士, Faculty of Education 教育學院

TEACHER EFFECTIVENESS AWARD (POSTGRADUATE)

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

FACULTY EARLY CAREER TEACHING AWARD

Dr Elizabeth Ann BARRETT, Faculty of Education 教育學院
Dr CHIU Kin Fung 趙建豐博士, Faculty of Education 教育學院
Dr Diana LEE Pui Ling 李佩鈴博士, Faculty of Education 教育學院
Dr TAN Cheng Yong 陳鐘榮博士, Faculty of Education 教育學院

FACULTY TEACHING AWARDS

FACULTY OF ENGINEERING

FACULTY OUTSTANDING TEACHING AWARD

Dr Philip PONG Wing Tat 龐永達博士, Department of Electrical and Electronic Engineering
電機電子工程系

FACULTY OF LAW

FACULTY OUTSTANDING TEACHING AWARD

Mr Kelvin KWOK Hiu Fai 郭曉暉先生, Department of Law 法律學系
Ms Rebecca LEE Wing Chi 李穎芝女士, Department of Law 法律學系
Dr Michael NG Hoi Kit 吳海傑博士, Department of Professional Legal Education 法律專業學系
Ms Puja Kapai PARYANI 紀佩雅女士, Department of Law 法律學系

LI KA SHING FACULTY OF MEDICINE

FACULTY TEACHING MEDAL

Dr Gordon WONG Tin Chun 黃田鎮醫生, Department of Anaesthesiology 麻醉學系

FACULTY OF SCIENCE

AWARD FOR TEACHING EXCELLENCE

Dr William CHEUNG Man Yin 張文彥博士, Faculty of Science 理學院

FACULTY OF SOCIAL SCIENCES

SOCIAL SCIENCES OUTSTANDING TEACHING AWARD

Dr Denise TANG Tse Shang 鄧芝珊博士, Department of Sociology 社會學系

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 achievements and how it should be selected. 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.

RESEARCH OUTPUT PRIZE

FACULTY OF ARCHITECTURE

'Measuring Polycentric Urban Development in China: An Intercity Transportation Network Perspective'

By Dr LIU Xingjian 劉行健博士, Professor Ben DERUDDER and Dr WU Kang 吳康博士

Published in *Regional Studies*, March 3, 2015 (online published)

FACULTY OF ARTS

Youth and Empire: Trans-Colonial Childhoods in British and French Asia

By Professor David Martin POMFRET 龐德威教授

Published by Stanford University Press, 2015, 416 pages

FACULTY OF BUSINESS AND ECONOMICS

'Product Market Competition, R&D Investment, and Stock Returns'

By Dr GU Lifeng 顧禮峰博士

Published in *Journal of Financial Economics*, 119, 2 (2016), 441–455 (Published online on October 3, 2015)

FACULTY OF DENTISTRY

'The Interplay of Dental Pulp Stem Cells and Endothelial Cells in an Injectable Peptide Hydrogel on Angiogenesis and Pulp Regeneration *In Vivo*'

By Dr Waruna Lakmal DISSANAYAKA, Professor Kenneth M HARGREAVES, Professor JIN Lijian 金力堅教授, Emeritus Professor Lakshman Perera SAMARANAYAKE 西門雅慨教授 and Professor ZHANG Chengfei 張成飛教授

Published in *Tissue Engineering: Part A*, 21, 3 and 4 (2015), 550–563

FACULTY OF EDUCATION

Excellence in University Assessment: Learning from Award-winning Practice

By Professor David Robert CARLESS

Published by Routledge, 2015, 270 pages

FACULTY OF ENGINEERING

'MEGAHIT: An Ultra-fast Single-node Solution for Large and Complex Metagenomics Assembly via Succinct *de Bruijn* Graph'

By Mr LI Dinghua 李定華先生, Dr LIU Chi Man 廖志敏博士, Dr LUO Ruibang 羅銳邦博士, Professor Kunihiko SADAKANE 定兼邦彦教授 and Professor LAM Tak Wah 林德華教授

Published in *Bioinformatics*, 31, 10 (2015), 1674–1676

FACULTY OF LAW

Constitutional Dialogue in Common Law Asia

By Dr YAP Po Jen 葉保仁博士

Published by Oxford University Press, 2015, 244 pages

LI KA SHING FACULTY OF MEDICINE

'Topical Imiquimod before Intradermal Trivalent Influenza Vaccine for Protection against Heterologous Non-vaccine and Antigenically Drifted Viruses: A Single-centre, Double-blind, Randomised, Controlled Phase 2b / 3 Trial'

By Professor Ivan HUNG Fan Ngai 孔繁毅教授, Dr ZHANG Jinxia 張錦霞博士, Dr Kelvin TO Kai Wang 杜啟泓醫生, Dr Jasper CHAN Fuk Woo 陳福和醫生, Mr LI Tsz Wai 李梓維先生, Mr WONG Tin Lun 黃天麟先生, Mr Ricky ZHANG Ruiqi 張瑞琦先生, Dr Ivan CHAN Tuen Ching 陳端正醫生, Dr Brian CHAN Chun Yuan 陳浚源醫生, Dr Harrison WAI Ho 韋竊醫生, Dr CHAN Lok Wun 陳樂媛醫生, Dr Hugo FONG Pak Yiu 方栢堯醫生, Dr Raymond HUI Kar Ching 許家澄醫生, Dr KONG Ka Lun 江嘉麟醫生, Dr Arthur LEUNG Chun Fung 梁鎮烽醫生, Dr Abe NGAN Ho Ting 顏浩霆醫生, Dr Louise TSANG Wing Ki 曾穎琪醫生, Dr Alex YEUNG Pat Chung 楊弼中醫生, Dr Geo YIU Chi Ngo 姚至翹醫生, Dr YUNG Wing 雍榮醫生, Professor Johnson LAU Yiu Nam 劉耀南教授, Professor CHEN Honglin 陳鴻霖教授, Dr CHAN Kwok Hung 陳國雄博士 and Professor YUEN Kwok Yung 袁國勇教授

Published in *The Lancet Infectious Diseases*, 16, 2 (February 2016), 209–218 (Published online on November 8, 2015)

FACULTY OF SOCIAL SCIENCES

'Different Outcomes of Never-treated and Treated Patients with Schizophrenia: 14-year Follow-up Study in Rural China'

By Dr RAN Maosheng 冉茂盛博士, Dr WENG Xue 翁雪博士, Professor Cecilia CHAN Lai Wan 陳麗雲教授, Professor Eric CHEN Yu Hai 陳友凱教授, Ms TANG Cuiping 唐翠萍女士, Dr LIN Furong 林福榮醫生, Dr MAO Wenjun 毛文君醫生, Dr HU Shihui 胡世輝醫生, Professor HUANG Yueqin 黃悅勤教授 and Professor XIANG Mengze 向孟澤教授

Published in *The British Journal of Psychiatry*, 207, 6 (2015), 495–500

FACULTY KNOWLEDGE EXCHANGE AWARD

The Faculty Knowledge Exchange (KE) Awards were introduced in 2011 in order to recognise each Faculty's outstanding KE accomplishments that have 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 each 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, and a member from outside the University. The selection process for the KE Award (Non-Faculty Unit) was similar.

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

FACULTY OF ARCHITECTURE

Mr Thomas TSANG How Kheng 曾慶豪先生, Department of Architecture 建築學系

'Cloud of Unknowing: A City with Seven Streets' 「未明的雲朵：一城七街」

FACULTY OF ARTS

Dr Eva NG Nga Shan 吳雅珊博士, School of Chinese 中文學院

'Resources for Interpreting' 「傳譯資源網」

FACULTY OF BUSINESS AND ECONOMICS

Dr Michael CHAU Chiu Lung 周昭瀧博士, School of Business 商學院

'Engaging Young People Online' 「在網絡上與青少年建立關係」

FACULTY OF DENTISTRY

Dr HO King Lun 何經綸醫生 and team members – Professor CHU Chun Hung 朱振雄教授,
Dr Mike LEUNG Yiu Yan 梁耀殷博士 and Dr Duangporn DUANGTHIP, Faculty of Dentistry 牙醫學院

'Empowering a Non-governmental Non-profit Organization to Deliver Primary Oral Care to Hong Kong Citizens'
「賦能非政府非營利性組織以提供初級口腔護理服務予香港居民」

FACULTY OF EDUCATION

Dr Samuel CHU Kai Wah 朱啟華博士, Faculty of Education (Division of Information and Technology Studies) 教育學院 (資訊及科技教育部)

'Reading Battle: Enhancing Students' Reading Interest and Ability with a Gamified, Self-paced, Interactive Children Literature e-Quiz Platform'
「閱讀大挑戰：以遊戲化，自主和互動的兒童文學電子測驗平台提高學生的閱讀興趣和能力」

FACULTY OF ENGINEERING

Dr Henry LAU Ying Kei 劉應機博士 and team members – Dr Leith CHAN Kin Yip 陳建業博士,
Mr William TAM Wai Lam 譚偉林先生, Miss DAI Yaqi 戴雅琦小姐 and Mr CHAN Ka Yik 陳嘉易先生,
Department of Industrial and Manufacturing Systems Engineering 工業及製造系統工程系

'An Immersive and Interactive Virtual Reality System – the imseCAVE'
「imseCAVE 虛擬實境系統」

FACULTY KNOWLEDGE EXCHANGE AWARD

FACULTY OF LAW

Mr Benny TAI Yiu Ting 戴耀廷先生 and team members – Professor Johannes CHAN Man Mun 陳文敏教授, Miss KONG Kar Yan 江嘉恩小姐 and Miss Isabella LIU Wenting 劉雯婷小姐, Department of Law 法律學系

‘Rule of Law Education Project (ROLE)’ 「法治教育計劃」

LI KA SHING FACULTY OF MEDICINE

Professor Kenneth CHEUNG Man Chee 張文智教授 and Professor Keith LUK Dip Kei 陸颺驥教授, Department of Orthopaedics and Traumatology 矯型及創傷外科學系

‘Internet-based Guide to the Management of Spinal Deformities: The AO Surgery Reference’
「脊柱側彎手術互聯網指南」

FACULTY OF SCIENCE

Professor CHE Chi Ming 支志明教授, Department of Chemistry 化學系

‘High Performance Phosphorescent Platinum(II) Emitters for OLED Application’
「應用在有機發光二極體的高效能帶鉑磷光材料」

FACULTY OF SOCIAL SCIENCES

Professor LAM Shui Fong 林瑞芳教授, Department of Psychology 心理學系

‘Evaluation of a Pioneering Service Delivery Model for Preschoolers with Special Educational Needs’
「為有特殊教育需要的幼兒所提供的先導服務模式：成效評估研究」

KNOWLEDGE EXCHANGE AWARD (NON-FACULTY UNIT)

Dr FU King Wa 傅景華博士 and team member – Mr CHAN Chung Hong 陳仲康先生, Journalism and Media Studies Centre 新聞及傳媒研究中心

‘Weiboscope: Open Data, Data Analysis and Visualization of the Chinese Social Media’
「微博視野：開放數據、中國社交媒體數據分析及可視化」

*Congratulations
to
all award recipients*



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