



HKU EXCELLENCE AWARDS 2017

TEACHING • RESEARCH
KNOWLEDGE EXCHANGE
PROFESSIONAL SERVICES

March 26, 2018
5:00 p.m.
Rayson Huang Theatre



香港大學
THE UNIVERSITY OF HONG KONG



CELEBRATING EXCELLENCE
IN
TEACHING

RESEARCH

KNOWLEDGE EXCHANGE

PROFESSIONAL SERVICES



A Message from the Acting President and Vice-Chancellor



In the coming years, the University will continue in its goal to be Asia's Global University, through focussing on internationalisation, innovation and interdisciplinarity to create impact that benefits the global society. To achieve this vision, we rely on the hard work and achievements of members of the HKU family in teaching and learning, research and innovation, and knowledge exchange, as well as valuable support from colleagues in professional services.

HKU attracts outstanding applicants, and we strive to provide our students with a high quality, rounded learning experience supported by dedicated and talented teachers. Innovations in the past year include enhancements to the Common Core Curriculum to promote interdisciplinarity, and cutting-edge courses developed through the Technology-Enriched Learning Initiative. Expanding international opportunities for learning and development is also a key goal. In 2016–2017, more than 9,000 HKU students went abroad for exchanges and other visits, while around 2,000 non-local students visited HKU.

As well as leading 25 of the 56 awarded large-scale Areas of Excellence and Theme-based Research Scheme projects, HKU researchers secure funding through a wide range of external competitive schemes including 13 of the 34 awarded Humanities and Social Sciences Prestigious Fellowships,

joint overseas initiatives such as with France and Germany (26 projects to date), and industry partnerships through the Innovation and Technology Fund (\$280M in the past 10 years). A new physical hub for innovation and entrepreneurship (*iDendron*) has been launched, providing a co-working space, development activities, and a platform for innovation events.

The essential goal of Knowledge Exchange (KE) is to create impact on society. Through KE, our researchers demonstrate the value and success in translating the knowledge they generate at HKU to benefit various non-academic sectors. Our KE efforts – in community engagement and partnerships, technology transfer and entrepreneurship, and knowledge sharing – not only keep the University at the forefront of international developments, but also align with our mission to contribute to the advancement of society in Hong Kong, the region and the world.

Alongside our teachers and researchers, this year's Ceremony also honours the first recipients under our new Professional Services Award category, which aims to recognise colleagues for their outstanding contribution in professional services. Their dedication to providing quality professional services is integral to HKU's success, giving invaluable support to our teaching and learning, research and innovation, and knowledge exchange endeavours.

I would like to offer my warmest congratulations to all colleagues awarded here today and thank them for their hard work, dedication and inspiration. HKU's strength comes from the combined efforts and achievements of all its members. Together we can benefit not only the development of our institution but also the wider society.

A handwritten signature in black ink, appearing to be 'Paul K H TAM'.

Professor Paul K H TAM
Acting President and Vice-Chancellor
March 2018

PROGRAMME

OPENING ADDRESS

Professor Paul K H TAM, Acting President and Vice-Chancellor

KNOWLEDGE EXCHANGE EXCELLENCE AWARD

Video presentation

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

Awardees

Professor Paul YIP Siu Fai, Dr LAW Yik Wa and Dr CHENG Qijin, Faculty of Social Sciences

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

Video presentation

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

Awardees

Dr Julian Alexander TANNER, School of Biomedical Sciences
Professor ZHANG Tong, Department of Civil Engineering

OUTSTANDING YOUNG RESEARCHER AWARD

Video presentation

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

Awardees

Dr Walter SETO Wai Kay, Department of Medicine
Dr SHUM Ho Cheung, Department of Mechanical Engineering
Dr TANG Jinyao, Department of Chemistry
Dr Carmen WONG Chak Lui, Department of Pathology
Dr ZHANG Shizhong, Department of Physics

OUTSTANDING RESEARCHER AWARD

Video presentation

Awards presented by Professor Paul K H TAM, Acting President and Vice-Chancellor

Awardees

Professor Benjamin John COWLING, School of Public Health
Professor CUI Xiaodong, Department of Physics
Professor Leo POON Lit Man, School of Public Health
Professor Ben YOUNG, Department of Civil Engineering

PROFESSIONAL SERVICES AWARD

Video presentation

Awards presented by Dr Steven CANNON, Executive Vice-President (Administration and Finance)

Awardees

Individual

Ms Margaret CHUNG Kid E, Information Technology Services
Team

Facilities Management Team, Centre for Sports and Exercise

PROGRAMME

TEACHING INNOVATION AWARD

Video presentation

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

Awardee

Dr Eva NG Nga Shan, School of Chinese

EARLY CAREER TEACHING AWARD

Video presentation

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

Awardees

Dr Kennedy CHAN Kam Ho, Faculty of Education

Mrs CHAN PUN Kit Ling, Faculty of Education

Mr Kelvin KWOK Hiu Fai, Department of Law

OUTSTANDING TEACHING AWARD

Video presentation

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

Awardees

Dr Shahla ALI, Department of Law

Dr Alex CHAN Wing Ho, Faculty of Business and Economics

Dr MENG Rujing, Faculty of Business and Economics

Dr Gavin PORTER, Faculty of Science

CLOSING ADDRESS

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

GROUP PHOTOGRAPHS

COCKTAIL RECEPTION

Masters of Ceremonies:

Ms Charlotte CHAN, BDS Year 1 and Mr Jounso Jake LEE, BEcon&Fin Year 1

*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 may only submit 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.

**Professor Paul YIP Siu Fai 葉兆輝教授 ,
Dr LAW Yik Wa 羅亦華博士 and Dr CHENG Qijin 程綺瑾博士**
Faculty of Social Sciences 社會科學學院

‘Public Health Approach to Suicide Prevention’
「循公共健康原則 協力預防自殺」

Led by Professor Paul YIP Siu Fai and his dedicated team of colleagues, the Hong Kong Jockey Club Centre for Suicide Research and Prevention uses a public health approach advocated by the World Health Organization for suicide prevention that involves multi-layer intervention: indicated, selective and universal. The Centre has become a knowledge hub for suicide prevention locally and internationally. They have worked with community stakeholders to launch community based suicide prevention programmes. With support of the Coroner’s Court, they have developed the most comprehensive surveillance and monitoring system of suicides using Coroner’s court data. They have done vigorous psycho-autopsy research in identifying risk and protective factors for suicidal risks. With the support of donors and Government funding, they have been testing good practice models including positive mental work for school children, restriction of means of suicide, social media engagement with vulnerable youth, and knowledge exchange with and for the community.



All the suicide prevention work of the Centre is evidence-based and empirically validated and published in many esteemed and high-impact journals. Their work has reduced the myth of suicide and improved awareness of mental health in the community. The quality of suicide news reporting has significantly been changed to avoid copycat effect. Combined with the concerted effort in the community, the suicide rate of Hong Kong has gone down from its historical high 18.8 per 100,000 in 2003 to estimated 12.6 per 100,000 in 2016, which is an impressive 36.9% reduction.

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.

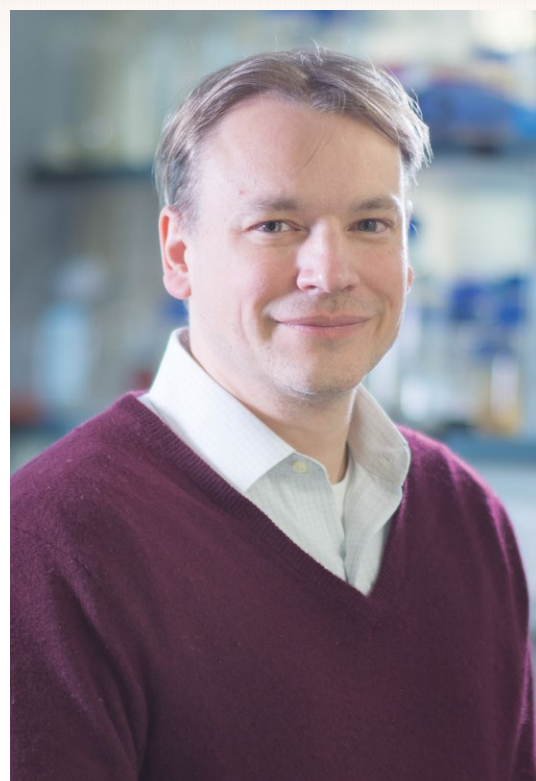
Nominations and applications for the 2016–2017 Outstanding Research Student Supervisor Awards were considered by a Selection Committee chaired by Professor Ben YOUNG (Associate Dean, Graduate School). The Members of the Selection Committee included Dr Roger CHAN Chun Kwong (Department of Urban Planning and Design), Professor GUAN Xin-Yuan (Department of Clinical Oncology) and Professor Lena WONG Lai Nar (Faculty of Education).

Dr Julian Alexander TANNER

School of Biomedical Sciences 生物醫學學院

Dr TANNER received his BSc degree in Chemistry from the University of Bristol and PhD in Chemistry from Imperial College London. He joined the University of Hong Kong in 2001 and is now an Associate Professor in the School of Biomedical Sciences.

The research undertaken by Dr Tanner's internationalised team is highly multidisciplinary, spanning nucleic acid nanotechnology, chemical biology and directed molecular evolution. The team has developed innovative approaches for the evolution of functional nucleic acids, which can be integrated within diagnostic devices, therapeutics or in new laboratory tools to investigate biochemical and cellular mechanisms. These approaches have provided robust and inexpensive technologies that can underpin a new generation of point-of-care biomedical diagnostic devices, with research in the laboratory particularly targeting malaria diagnosis. The team has also developed and applied DNA nanostructures that integrate laboratory-evolved DNA sensing modules onto structures which fold like origami into nanoscale boxes or tweezers. Such functional nanostructures have a wide range of applications across medicine, science and engineering. Dr Tanner received HKU's Outstanding Young Researcher Award in 2016 and Outstanding Teaching Award in 2015.



Dr Tanner's aim in supervision is to provide research students with the right environment to flourish. He believes that students need a free-flow culture of ideas and thoughts, space and opportunity to communicate and collaborate locally and internationally, and to be encouraged to think across disciplines and outside their comfort zone. Students also need to be encouraged to conceive innovative ideas and then implement them, to consider setbacks and wrong paths as positive learning opportunities, and to have ownership of their research. If one is able to do that with students working together as a team, then innovation and excellence are reinforcing.

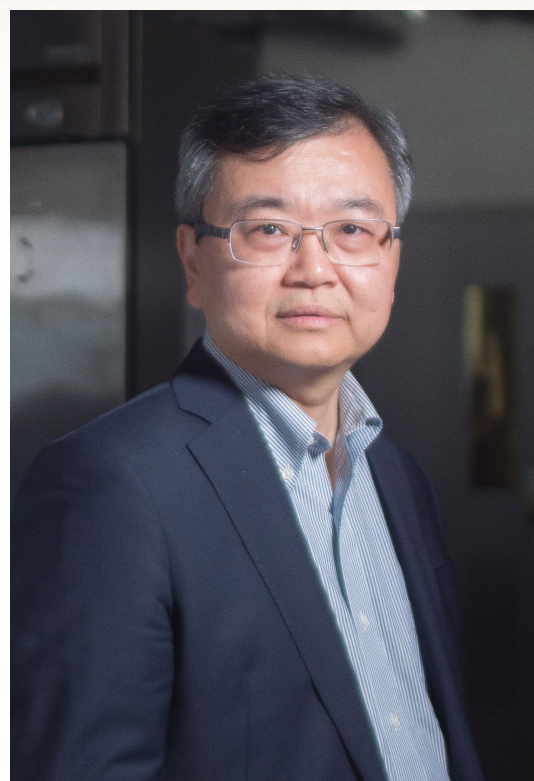
Professor ZHANG Tong

張彤教授

Department of Civil Engineering 土木工程系


Professor ZHANG earned his BSc and MPhil degrees from Nanjing University in 1990 and 1993, respectively, and his PhD degree from the University of Hong Kong in 2001. Since September 2001, he has been working in the Department of Civil Engineering at HKU, where he is now a Professor. He is also a Distinguished Visiting Professor of the Southern University of Science and Technology, China, and an Honorary Professor at the School of Public Health of HKU.

Professor Zhang's main research fields include environmental bioinformatics, omics technologies, anaerobic digestion and bioenergy from waste / wastewater, biological wastewater treatment, biodegradation of emerging pollutants, and antibiotics and antibiotic resistance genes. His research on these topics has produced over 200 peer-reviewed journal publications, with more than 11,400 citations. He has an h-index of 60 and has been in the top 1% of researchers (Clarivate Analytics) for the past nine years (2009 to 2017). He is an associate editor of *Microbiome* and *Applied Microbiology and Biotechnology*, and an editorial board member of a few international peer-reviewed journals. He was Yi Xing Chair Professor of Nanjing University (his alma mater) from 2013 to 2016. Professor Zhang won a Second-Class State Natural Science Award from the China State Council in 2016, as well as a First-Class Natural Science Award from the China Ministry of Education in 2015.



Professor Zhang believes the most important activity of a postgraduate supervisor is to mentor students to identify their strengths and develop their own independent thoughts and ideas. Four of his 17 PhD graduates won HKU Outstanding Research Postgraduate Student Awards in 2011, 2012, 2014, and 2015, respectively.

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 2016–2017 Outstanding Young Researcher Awards 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 Stephen CHU Yiu Wai (School of Modern Languages and Cultures), Professor Tatia LEE Mei Chun (Department of Psychology), Professor Alfonso NGAN Hing Wan (Department of Mechanical Engineering), Professor Nirmala RAO (Faculty of Education), Professor SHAM Mai Har (School of Biomedical Sciences) 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 Walter SETO Wai Kay

司徒偉基博士

Department of Medicine 內科學系

Dr SETO studied Medicine and graduated from the University of Hong Kong in 2003, received a Fellowship in Gastroenterology and Hepatology in 2010 from the Hong Kong College of Physicians, and received his MD degree in 2012. He joined HKU's Department of Medicine as a Clinical Assistant Professor in 2012 and was promoted to Clinical Associate Professor in 2016.

As a clinician-scientist, Dr Seto's research direction is on clinical and translational research on the disease outcomes of liver diseases, especially on the management optimisation of chronic hepatitis B virus (HBV) infection. He has studied different predictors of the functional cure of HBV, the influence of metabolic factors on the treatment response of HBV, and the occurrence and predictors of HBV reactivation during immunosuppressive therapies. He has published more than 100 articles in high-impact peer-reviewed journals, including the *Journal of Clinical Oncology*, *Gut*, *Hepatology*, the *Journal of Hepatology* and the *American Journal of Gastroenterology*. Dr Seto won the Distinguished Research Paper Award of the Hong Kong College of Physicians for four consecutive years (2012 to 2015), the Distinguished Young Fellow of the Hong Kong Academy of Medicine in 2013, and the Asia-Pacific Digestive Week Federation Emerging Leader in Gastroenterology in 2018.

Dr Seto believes in the importance of synergising research networking and knowledge exchange. As Assistant Hospital Chief Executive (Research) of HKU-Shenzhen Hospital, he strives to foster collaborations throughout Hong Kong, Shenzhen and the Guangdong-Hong Kong Greater Bay Area, strengthening HKU's core mission of being Asia's Global University.



Dr SHUM Ho Cheung

岑浩璋博士

Department of Mechanical Engineering 機械工程系

Dr SHUM received his BSE degree in Chemical Engineering (*summa cum laude*) from Princeton University and his SM and PhD degrees in Applied Physics from Harvard University. He joined the University of Hong Kong in 2010 and is now an Associate Professor in the Department of Mechanical Engineering and a member of the Medical Engineering Programme.

Dr Shum's research interests include emulsions, microfluidics, emulsion-templated materials and soft matter. In particular, he focusses on the manipulation of fluids in micro-scaled devices to form droplets, which can be used as tiny containers of bio-active molecules for biomedical applications, and as building blocks for the fabrication of soft biomimetic materials. Specifically, his team has pioneered a new type of all-aqueous droplets with superior compatibility to biomolecules and cells through the removal of oils. These droplets have demonstrated promise in mimicking biological cells and in generating microcapsules with cell-like delivery properties, with potential in the encapsulation and release of active ingredients in biomedicine, food and cosmetics. Dr Shum received the Early Career Award from the Research Grants Council of Hong Kong in 2012.

Standing at the interface of different disciplines opens researchers' eyes to new possibilities to advance technology. Dr Shum believes that the full potential of the work on microfluidics and soft matter can only be realised through multidisciplinary collaborations, as evident by this award, which has been made possible by the joint efforts of many students, postdocs and collaborators from different research areas and regions.



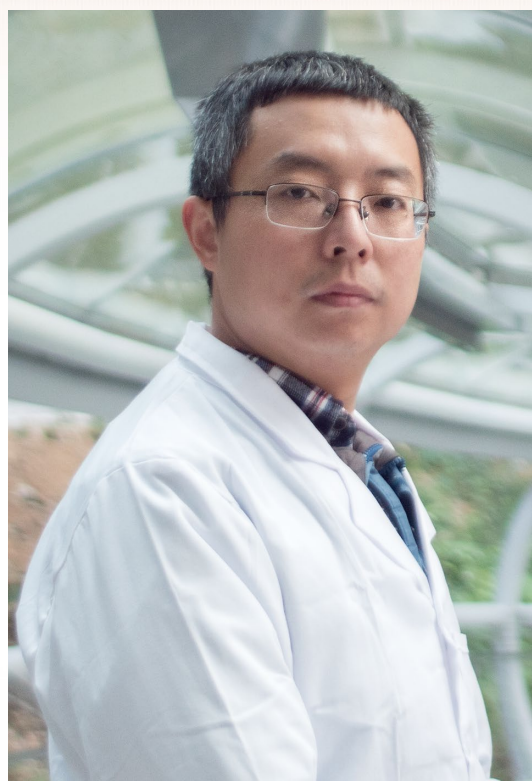
Dr TANG Jinyao

唐晉堯博士

Department of Chemistry 化學系

Dr TANG studied Chemical Physics at the University of Science and Technology of China before he moved to the United States, where he obtained his PhD degree in Chemistry from Columbia University in 2008. Dr Tang continued his research at the University of California, Berkeley and Lawrence Berkeley National Laboratory on nanomaterials application in renewable energy before joining the University of Hong Kong in 2012. He is currently an Assistant Professor in the Department of Chemistry.

During his time at HKU, Dr Tang has been focussing his research on active colloidal nanoparticle systems, which involves designing smart nanorobotic systems for biomedical and environmental applications. His studies have pioneered a new direction to design highly controllable light-driven nanorobots. As the first group to demonstrate the programmable microswimmer, Dr Tang's team has stimulated broad interest across the scientific community as well as the general public towards practical nanorobots for biomedical applications, as reported by *Scientific American* in February 2017. The new findings and developments achieved by the team help in the design of functional nanorobots, which have the potential for a wide range of applications from *in-situ* health monitoring to cancer therapy.



Dr Tang believes that real-world challenges require cross-disciplinary efforts. His team's projects are highly interdisciplinary, involving chemistry, physics and material science. Since there is no boundary for practical problems, Dr Tang always encourages his team members to think outside the box.

Dr Carmen WONG Chak Lui**黃澤蕾博士****Department of Pathology 病理學系**

Dr WONG obtained her BSc in Microbiology and Immunology from the University of British Columbia, MSc in Biotechnology from the Hong Kong University of Science and Technology, and PhD in Cancer Biology from the University of Hong Kong. She received a Croucher Foundation Fellowship and pursued her postdoctoral training at Johns Hopkins University. She is currently an Assistant Professor at HKU.

The molecular dysregulations driving metabolic alterations in cancers is Dr Wong's main research focus. Her team is particularly interested in identifying novel prognostic indicators and molecular targets in liver cancer, a locally prevalent cancer that to date has no curative therapy. Her team recently revealed that liver cancer cells rely on the pentose phosphate pathway, folate cycle, and the thioredoxin system to produce antioxidants to survive oxidative stress, and also discovered that liver cancer cells use a special unit in the electron transport chain to decelerate electron transfer to survive hypoxia-induced oxidative stress. A recent focus is the interplay of metabolism and immunology in liver cancer, to better understand the disease from a systemic angle for better therapeutic design. Her research has been published in *PNAS*, *Gastroenterology*, *Hepatology*, *Clinical Cancer Research*, *Nature Communications*, and the *Journal of Clinical Investigation*. In 2017, she received the Croucher Innovation Award.

"The more you know, the more you realise how much you don't know" is Dr Wong's favourite motto. She is particularly grateful to her mentors, students, research team, and collaborators who have brought her more exciting adventures and achievements that she could ever have imagined – this recognition belongs to them.



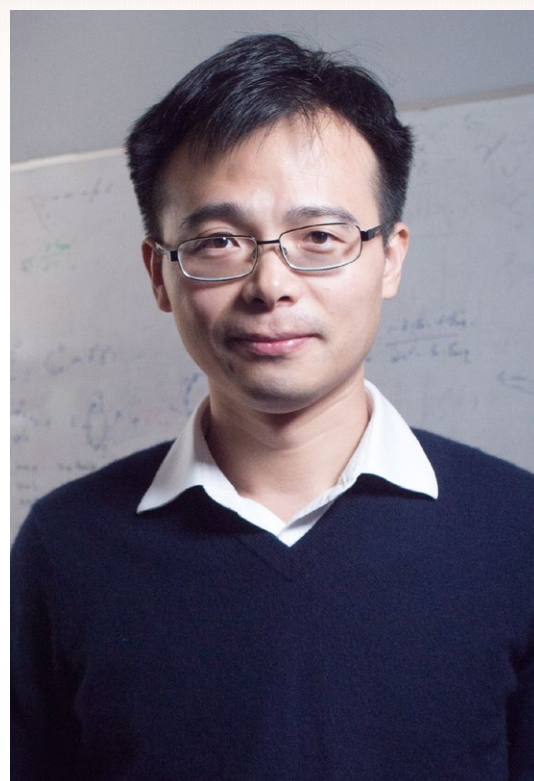
Dr ZHANG Shizhong

張世忠博士

Department of Physics 物理學系


Dr ZHANG obtained his BSc degree from Tsinghua University in 2003, and received his PhD degree in Physics from the University of Illinois at Urbana-Champaign in 2009. He joined the University of Hong Kong in August 2012 and is currently an Assistant Professor in the Department of Physics.

Dr Zhang is a theoretical physicist whose main interests lie in the field of ultra-cold atomic gases. This is a new interdisciplinary field that explores the quantum behaviour of interacting particles at extremely low temperatures. Currently, his research focusses on the transport phenomena in the strongly interacting ultra-cold atomic gases, where no universally accepted theoretical framework has yet been established. For example, one of his research studies at HKU is the investigation of spin diffusion behaviour in the so-called unitary Fermi gas, where the particles interact as strongly as quantum mechanics allows. In collaboration with his experimental colleagues at the University of Toronto, he offered theoretical predictions and explanations of the experimental results that have deepened our understanding of the transport properties of strongly interacting Fermi systems. The long-term goal of Dr Zhang's research is to develop new theoretical frameworks for transport, which can also have important implications for other fields in physics. Dr Zhang was awarded the Croucher Innovation Award in 2015.



Dr Zhang believes that there are no small problems in research and that (almost) all 'small' problems can lead to big discoveries.

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 2016–2017 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 CHENG Kai Ming (Faculty of Education), Professor Ron HUI Shu Yuen (Department of Electrical and Electronic Engineering), Professor Angela LEUNG Ki Che (Hong Kong Institute for the Humanities and Social Sciences), Professor Joseph Sriyal Malik PEIRIS (School of Public Health) and Professor Anthony YEH Gar On (Department of Urban Planning and Design). In making its recommendations, the Sub-Committee took into account documented evidence of international recognition of candidates' research accomplishments, the quality and quantity of their research publications, their ability to attract research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and their involvement in high-impact applied research work.

Professor Benjamin John COWLING

高本恩教授

School of Public Health 公共衛生學院

Professor COWLING studied Mathematics and Statistics at the University of Warwick where he obtained his BSc and PhD in 2000 and 2004, respectively. He moved to the University of Hong Kong in October 2004 to join the Department of Community Medicine, which has since evolved into the School of Public Health. He was promoted to Associate Professor in 2013 and Professor in 2015, and he is currently the head of the School's Division of Epidemiology and Biostatistics.

Professor Cowling's recent research has focussed on the epidemiology of respiratory virus infections, aiming to integrate information on immunity and transmission dynamics at the individual level with disease burden, severity and transmission dynamics at the population level, to derive new scientific knowledge and to inform public health strategies. His largest current projects include a series of trials of influenza vaccination strategies in older adults, and studies of the pathways of respiratory virus transmission in community settings. He has published more than 350 peer-reviewed papers in international journals, including *New England Journal of Medicine*, *The Lancet*, *Nature Genetics*, *Nature Communications*, *Annals of Internal Medicine*, and *Lancet Infectious Diseases*, and he is the Editor-in-Chief of *Influenza and Other Respiratory Viruses*. He has supervised more than 30 research postgraduate students. He received the HKU Outstanding Young Researcher Award in 2011 and a Croucher Senior Research Fellowship in 2015, and was elected as a Fellow of the Faculty of Public Health by distinction in 2014. He has strong collaborative links with the US Centers for Disease Control And Prevention (CDC), China CDC, and the NIGMS-funded Harvard Center for Communicable Disease Dynamics.

Professor Cowling believes in innovation, application and perseverance, and asserts that collaboration is a vital ingredient in our collective effort to answer the most important questions in medical research.



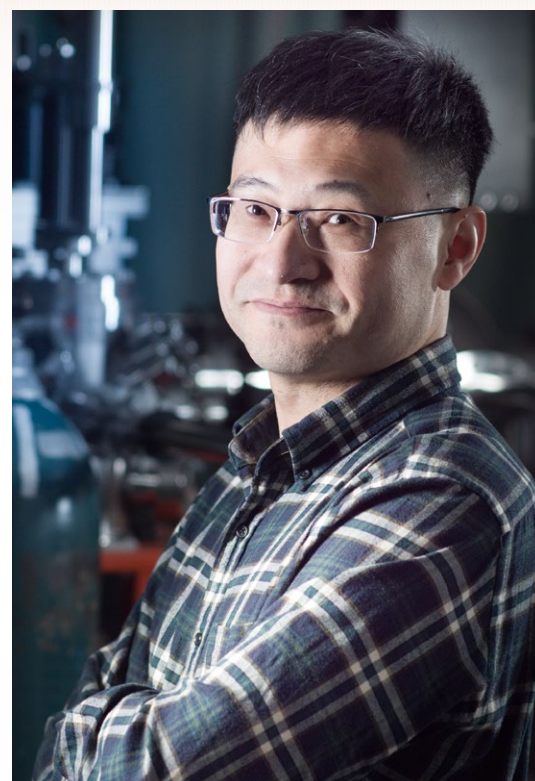
Professor CUI Xiaodong

崔曉冬教授

Department of Physics 物理學系

Professor CUI received his BS in Physics from the University of Science and Technology of China in 1997 and his PhD from Arizona State University in 2001. After completing his PhD, he undertook joint postdoctoral research at Columbia University and IBM. He joined the Department of Physics at the University of Hong Kong in 2004 as an Assistant Professor, and he is currently a Professor of the department.

Professor Cui's research interests and experience cover various subjects including carbon nanotubes and spin and valley physics in semiconductors. His research focusses on experimental solid state physics with an emphasis on characterising electrical and optical properties of low dimensional materials. Recently, his research group conducted several pioneering experiments on the optical properties of atomically thin two-dimensional crystals in terms of spin and valley physics. The experiment on valley selection by optical pumping, published in *Nature Nanotechnology*, has been recognised as a milestone towards valleytronics, and together with high profile research (published in *Scientific Reports* and *PNAS*) on the interlocking of the spin and valley degrees of freedom in 2D transition metal dichalcogenide systems, the works have initiated a new approach to non-magnetic semiconductor based spintronics.



In 2017, Professor Cui was awarded a Croucher Senior Research Fellowship.

Professor Leo POON Lit Man

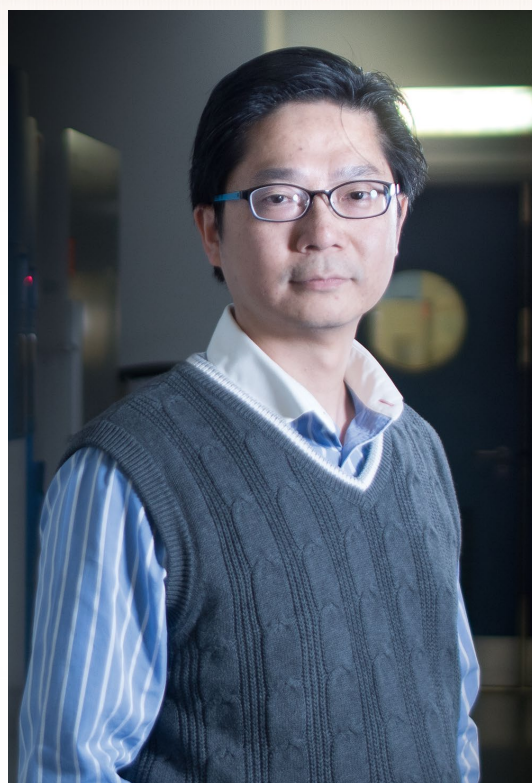
潘烈文教授

School of Public Health 公共衛生學院

Professor POON received his doctoral training as a Croucher Scholar in the Sir William Dunn School of Pathology at the University of Oxford (1996 to 1999). He joined the University of Hong Kong as a Research Assistant Professor in 2001, and he currently serves as a Professor in the School of Public Health of HKU.

Professor Poon's research interests relate to emerging viruses, ranging from studying the basic biology of RNA viruses to developing molecular diagnostic tools for infectious diseases. His research helps to reveal the biology of influenza viruses and coronaviruses and facilitates the development of control measures against these pathogens. He has published over 180 peer-reviewed articles. He has been ranked in the top 1% of the world's most-cited scientists each year since 2005 by Clarivate Analytics and, an even more prestigious honour, as a Highly Cited Researcher since 2015. He was awarded a Senior Research Fellowship by the Croucher Foundation in 2017. Professor Poon serves as an expert for several international organisations. He is a committee member in the Coronavirus Study Group under the International Committee on Taxonomy of Viruses (since 2006) and he is also an expert in the Influenza Molecular Diagnosis Working Group of the World Health Organization (since 2009). He previously served as an *ad hoc* consultant for the Food and Agriculture Organization of the United Nations and for the World Organization for Animal Health for MERS surveillances.

Professor Poon believes in passion, commitment and teamwork. He feels greatly indebted to his past and current collaborators, colleagues and students for their invaluable advice and unfailing support.



Professor Ben YOUNG

楊立偉教授

Department of Civil Engineering 土木工程系

Professor YOUNG received his BSc, BEng and PhD degrees from the University of Sydney, Australia in 1991, 1993 and 1998, respectively. He is a Professor of Structural Engineering in the Department of Civil Engineering at the University of Hong Kong. He is currently the Master of the Graduate House and also an Associate Dean of the Graduate School.

Professor Young's research interests include cold-formed steel structures, testing and design of steel structures, stainless steel structures, aluminium structures, structural stability, fire resistance of metal structures and engineering education. He is currently an editor of the *Journal of Constructional Steel Research* (Elsevier) and serves as an editorial board member for ten other journals. He has published over 400 international journal and conference papers. Professor Young was one of the code writers for the 'Hong Kong Code of Practice for the Structural Use of Steel' for the Buildings Department of the HKSAR Government. He is the Vice-President of the Hong Kong Institute of Steel Construction and also a Fellow of the American Society of Civil Engineers. Professor Young received the Michael G Gale Medal for Distinguished Teaching Award in 2004 from the Hong Kong University of Science and Technology. Furthermore, from HKU he received the Best Teacher Award in 2006, Outstanding Young Researcher Award in 2006, Outstanding Teaching Award in 2008, and Outstanding Research Student Supervisor Award in 2015. Professor Young also received the Best Research Paper Award given by *Structures* (Elsevier) in 2016.

Professor Young believes that innovation in research is essential to solve difficult problems with simple solutions.



PROFESSIONAL SERVICES AWARD



In 2017, the University introduced the Professional Services Award to promote excellence in professional services. As one of the important initiatives of the SMARTER@HKU Programme, this annual award programme aims to recognise colleagues, teams and projects that have made a significant contribution to modernising professional services at the University and that have delivered progressive and important changes to the way we work.

All colleagues are welcome to nominate individual staff members or teams for their outstanding contribution in professional services which demonstrates the SMARTER@HKU core values – Work Smarter, Attain Efficiency, Partner with Teams, Create Value, Improve Continuously and Create a Happy Environment. The award consists of two categories, and the recipients of the inaugural award are:

Individual Award – Ms Margaret CHUNG Kid E, Information Technology Services
Team Award – Facilities Management Team, Centre for Sports and Exercise

Ms Margaret CHUNG Kid E

鍾潔兒女士

Information Technology Services 資訊科技服務

For many years, Ms Margaret Chung Kid E has been Section Head of Information Technology Services (ITS) overseeing the development of all IT applications that have driven transformation in professional services for the University. She is an effective leader and skilled at grasping an overall picture of developments to help achieve project plans. She has a proven record in managing work, time, people and budget to deliver successful outcomes. She is an inspirational colleague who possesses professional work ethics.

Margaret is dedicated and constantly goes beyond the scope of her job duties to deliver excellent results. In 2017, Margaret's role in support of IT applications for the professional services offices was outstanding, including the Oracle Financials, Student Information Services and the UGC Cost Allocation Guidelines, all planned to go live in 2018. In addition, she has been leading the Estates Office on the design and implementation of the new Computer-Aided Facilities Management System with the vendor, introducing modernised ways in which automation can be achieved and helping them capture efficiency gains.

Margaret consistently strives to work more efficiently, while inspiring colleagues to work smarter too. At present, Margaret is Co-leader of the SMARTER@HKU Task Force on IT Organisation and Processes. She plays a key role in driving initiatives to implement a business partnering and shared service centre for IT services.

Margaret employs a great deal of interactivity in her work. She has adopted the ITS practice of the PRINCE2 project management methodology, and managed projects with various teams through mutually agreed project plans and change management plans. In addition, she introduced the practice of demand management with professional services departments and devised quarterly plans with them for new systems and enhancements required. She prioritised and scored the requests according to user preference and weighed costs and benefits. Working collaboratively with departments, Margaret has been effective in allocating ITS resources to support developments that bring the highest benefits to the University.

Margaret has supported staff development with energy, professionalism and enthusiasm. She has led the Account Manager Group in promoting ITS services to Faculties and departments. She has been attentive to the training needs of ITS Account Managers in building up their skills and confidence to service their corresponding Faculties and departments. She has encouraged her team to practise demand management to make the best use of their time and resources. She motivates her team to strengthen their skills not only in terms of technical know-how, but also in project management and other soft skills so they can become all-rounded IT experts.

Margaret is awarded the Professional Services Individual Award in recognition of her outstanding contribution to professional services. Her consistently excellent performance and professionalism have gained the trust and respect of her colleagues. She combines commitment, innovation and enthusiasm as she takes the University on an exciting journey of transformation to modernise professional services.



Facilities Management Team

設施管理組

Centre for Sports and Exercise 香港大學運動中心

The Facilities Management Team of the Centre for Sports and Exercise experienced lots of challenges in 2017 and overcame them all with commitment and innovation. The Team maintained an upbeat, positive attitude and prioritised excellent user service above all else. Their outstanding contribution enabled students, staff and other stakeholders to maximise the use of the University sports facilities at all times and benefit from the quality professional services that the Team offered.

The Team showed remarkable determination, diligence and innovation to tackle a number of challenges with excellent results achieved. Highlights include:

Grass on the sports ground was growing poorly and improvement in staff turf management skills was urgently needed.

The Team obtained funding to purchase a soil aeration device and arranged ground staff to attend turf management training so that staff could have both equipment and knowledge to tackle the challenge in an efficient way.

Floodlights on a pitch needed replacement urgently as that was causing cancellation of sports training.

During the 12-month replacement project, the Team demonstrated high teamwork and professionalism in arranging urgent inspections, tenders, re-booking with students and staff and resolving problems to ensure minimal interruption of service to users.

Difficulties were met in the recruitment and retention of ground staff. The Team outsourced the majority of cleaning duties to enable ground staff to focus on higher-level tasks and raise their morale. Benchmarking against comparable industry pay scales was used to enhance lower-tier ground staff's starting salaries. Promotion prospects were reviewed to improve recruitment and retention, and to create a satisfying work environment.

Traditional paper-based communication channels caused inefficient workflow and reporting systems.

The Team reviewed their management, workflow and reporting practices to increase efficiency. They moved almost entirely to online communication and reporting systems that have greatly improved user service while saving both time and money.

Unity is strength. The Team worked closely with key partners such as Estates Office, Information Technology Services, Finance and Enterprises Office, Safety Office and the Human Resource Section to complete the tasks in a timely and efficient manner.

The Team is awarded the Professional Services Team Award as they showed perseverance in resolving challenges and improving many aspects of their work. Their commitment, creativity and effort created a great deal of value for their stakeholders within and outside the University. The Team also demonstrated their common goal to find new ways of working smarter and achieving a higher standard of professional services for the University.



From left: Ms Zoe Lau, Ms Christine Lo, Dr Chan Mee Lee, Ms Tam Ka Ki and Ms Apple Chan.

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 award 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, Professor David Robert CARLESS, recipient of the 2016 Outstanding Teaching Award, Mr Aaron CHAN Hei Long, Internal Vice-President of the Hong Kong University 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: 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 Dr Eva NG Nga Shan of the School of Chinese in the Faculty of Arts. Her initiative 'Creating Innovative E-learning Resources' has produced a website and a mobile application to support interpreting, which are innovative tools for students, colleagues and practitioners in the field. This platform provides important knowledge and essential skills of interpreting as well as practice materials, resources and references in interpreting studies. The tools are well received by students and practitioners.

Dr Eva NG Nga Shan

吳雅珊博士

School of Chinese 中文學院

Interpreting is a discipline which emphasises *inter alia* students' bilingual competence. Interpreters work in real time and often have to make split-second decisions about the right terminology to use in the target language. There is no room for mistakes in some settings such as legal and healthcare interpreting, where the stakes are high and any error can be a matter of life and death. One of the pedagogical focusses of interpretation courses is therefore to help students develop and improve their bilingual competence. To this end, bilingual glossary compilation is indispensable and has been made a regular assignment for our interpreting students over the years, as they are required to submit bilingual terms culled from the news, including buzzwords, so as to keep up with the times and the natural evolution of language.

The website 'Resources for interpreting' (<http://www.interpreting.hku.hk/>), and the mobile app Newssary, featuring among other things this ever-growing bilingual glossary database (furnished with an intelligent search engine), are products of hard work over many years with students involved in their creation. The process of bilingual glossary compilation fosters students' curiosity and interest in current affairs and the related terminology in both Chinese and English, thus enhancing their terminological competence in both languages. It also cultivates students' self-motivation and critical thinking in the process of finding, comparing and evaluating the bilingual terms collected from different sources.

Unparalleled by any other online learning tool kits of a similar nature, these two vibrant and dynamic resources are constantly updated and refreshed with the most cutting-edge content from current world affairs. Their creation fills an important void in terms of available resources for translation and interpreting students. The development of Newssary as a handy mobile tool kit, incorporating new features such as new entry notifications, word quizzes, bookmarking and exporting functions, further enhances students' learning experiences. The most up-to-date bilingual Chinese-English glossary benefits not only translation and interpreting students, but also students from other disciplines as well as members of the public who wish to improve their bilingual competence in Chinese and English.



Newssary: available on



App Store



Google Play

STUDENTS' WORDS OF APPRECIATION

The website of resources for interpreting is an exceptional information collection of interpreting activities. It furnishes us with comprehensive and in-depth knowledge of interpreting and yields new insights into it for any explorer of interpreting information. Apart from the descriptive and fruitful information on the website, it further provides interpreting news, activities and conferences to get the users involved and engaged in the interpreting industry and boost their understandings of interpreting with down-to-earth interpreting experiences. As a translation student in the University of Hong Kong, the website of resources for interpreting further develops my interest and knowledge in translation study and assists and expedites my translation practices. Among all the informative tools and resources on the website, I believe that the glossary is among the most useful resources. The glossary gathers jargons and vocabularies from different industries and realms. It requires a tremendous amount of manpower, efforts and time to establish an encyclopaedic database of its kind and it vastly facilitates the progress for people working on the interpretation of information from diverse fields.

Tommy HO Pak Yu
BA 2017

It is very helpful to include glossary that is related to current affairs. We often encounter situations when we only know either Chinese or English term of a specific topic. It is especially useful when we want to translate some popular Chinese terms online into English, as well as some terms created by Western media. This is resourceful not only to people in the interpreting field but also general public looking for specific terms in daily life.

James LAM Sum Cham
BEng 2017

Newssary is a boon for students majoring in translation and interpretation like me. It has distinctive features that set it apart from other learning resources. First of all, it provides users with up-to-date bilingual English-Chinese terms from the news every week, with excerpts of relevant news articles included and the sources cited. It keeps me up with the times and the relevant bilingual terminology. The terms can be arranged chronologically or alphabetically, and newly-added terms are displayed in the new entry list for users' easy access. I in particular like the word game – 'Daily Word Challenge', in which users are given a multiple-choice question that aims to test their bilingual knowledge of a particular term already introduced to them. I find the game very helpful as it enables users to reflect on their learning progress and to strive for improvement. Other features like the new entry notification, bookmarking and customised list exporting functions make the app highly user-friendly. Managing this app is by no mean an easy task. Thank you very much for your effort, Dr Eva Ng and your research team.

WONG Hok Him
BA, current student

EARLY CAREER TEACHING AWARD



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

Dr Kennedy CHAN Kam Ho, Faculty of Education

Mrs CHAN PUN Kit Ling, Faculty of Education

Mr Kelvin KWOK Hiu Fai, Department of Law

Dr Kennedy CHAN Kam Ho

陳錦河博士

Faculty of Education 教育學院

According to Ausubel (1968), “[t]he most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” (p.vi). This statement is what I believe to be the most important principle in teaching and learning. I believe that knowledge is constructed actively by the learners based on their own prior knowledge, experiences and attitudes. Accordingly, my orientation towards teaching is a student-centred one which privileges student ideas and voices. I see the importance of designing instruction around what my students already know and adjusting my teaching based on their evolving thinking. This is also the core process from which I develop new insights about teaching and learning. I also believe that the process of knowledge construction is mediated by sharing of ideas and dialogic discussion. The discussion process provides a context for negotiation of meanings amongst a group of individuals and for individual sense making.

For my teaching goals, I do not aim at imparting in my students the theoretical knowledge or practical teaching procedures requisite for effective teaching. Rather, my focus is on equipping teachers with the ability to conduct theory-informed analysis of teaching practices and to nurture in them the dispositions to reflect constantly on their learning/ teaching experience. I see these skills and dispositions as essential for their future professional growth as these capacities allow them to generate their own feedback through learning in and from their own teaching experience in their own teaching contexts.

I believe that expert teachers should possess the capacity to practicalise theoretical knowledge and theorise practical knowledge. In line with this belief, I strive to practise research-led teaching. I attempt to translate what I learn from the literature into my own teaching practices. I also engage myself in critical reflection to generate new insights for contribution to the contemporary scholarship of teaching and learning.



STUDENTS' WORDS OF APPRECIATION

During the three-month course on assessment, Kennedy had not only taught us formative assessment, but demonstrated that in every single lesson himself. Presentation had been very fruitful with discussion led by him and detailed feedback given. Various ways of promoting students' learning, *e.g.* online platforms, postboxes, traffic light cards, were introduced and many were used as feedback for our presentation. We were all amazed by how he made good use of the presentation to demonstrate new methods of promoting students' learning. Video study was often used to illustrate good formative assessment and its power. Analysing classroom talks in videos can truly allow us to reflect upon ourselves and provide us with new insights to improve teaching. Despite the use of similar methods in other courses, Kennedy is the only instructor who inspired us with how serious he treated our work. For instance, he scanned all the posters designed during the first lesson, and showed us again in the last lesson to allow us to see the changes in our views towards formative assessment. We all appreciate how he planned his lessons ahead and made the course as interesting and meaningful as possible.

**CHIU Hon Lam, LAW Fong Chun, LEE Long Wai, POON Wai Kit,
SIN Ka Ho, WAT Hoi Tim, WONG Wai Lung and YU Ka Kit**
MEd, current students

Dr Chan taught us the methodologies on how to implement innovative lessons through his own modelling. His design on lesson structure is different from the ordinary ones. He always begins his lesson by assessing our pre-existing knowledge of the topics. He also incorporates references to students' personal experiences and various exploration activities for us to explore issues of our own interest using a method of our own devising. He also solicits multiple ways to approach a topic and provides us with opportunities to influence the direction of his lessons.

Dr Chan emphasises the importance of being a reflective practitioner which is an essential component of being a successful teacher in our future career. His course always engaged us in continual reflection on our own thoughts and teaching actions and involved continuous formative feedbacks. For example, one of the assignments requires us to reflect on teaching and learning through analysing our own teaching videos. The innovative assignment successfully helps us to develop deep reflective thinking about our own teaching philosophies.

**CHOI Ka Shing, Benjamin CHANG, HO Shuk Nga,
WONG Chor Miu, WONG Yan Yee and WU Cheuk Kuen**
PGDE 2016

I believe Kennedy's emphasis on student's input lies at the core of his excellent teaching. While a lot of courses involve pre-lecture assignments as well as exit cards, Kennedy was the first to transcend the ordinary use of these students' voices. He examined all our views, sorted them, analysed them, presented them, responded to them, and discussed them with us in every single lesson. I was deeply impressed by this 'Kennedy' style of teaching as I, for the first time, could feel that the lecturer truly and sincerely respects and values our ideas. As a slow thinker, I particularly appreciated that he spent a great deal of time discussing thoughts which I had spent efforts in thinking and developing. And as a quiet student in class, I especially noticed that he tried to involve all of us to express our views, although I still am not too fond of, during these conversations. The act of teaching, albeit seemingly simple and plain, greatly motivated and encouraged me to ask questions, ponder on issues, and express my views more confidently.

I did not realise Kennedy's commitment in promoting our learning until I worked with him more closely as a dissertation student. Thanks to his encouragement and invitation, I have been included in multifarious research projects, which were led by different professors in our division, and I have accumulated much game-changing experiences and practical skills that are of paramount importance to my qualitative research. By virtue of his 'coercion', I was offered valuable opportunity to present and explain my work to visiting scholars who have distinguishing academic profiles. These experiences allowed me to apply what I have learned in doing dissertation and, more importantly, prepared my journey of being a researcher.

LAM Sze Him
BEd&BSc 2017

Mrs CHAN PUN Kit Ling

陳潘潔玲女士

Faculty of Education 教育學院

Teaching students with Special Educational Needs (SEN) requires diversified knowledge and skills to motivate and scaffold students' learning after understanding their unique learning characteristics, identifying their strengths and areas of needs. This can only be utterly achieved by continuous cycles of 'learning-experiencing-reflecting-trying'.

I strongly believe that teacher education starts off with a solid foundation of learning built from a practical curriculum. Students first learn within the classroom for knowledge, they then go beyond the classroom for skills, and lastly get efflorescence with extended support. Within the classroom, I strive to apply the actual teaching strategies and use my own practices with SEN students as examples to show the impact of various teaching strategies. For instance, I use the jigsaw approach when teaching the topic of cooperative learning; I use a point system and small competitive quizzes when teaching the topic of classroom management. I want students to not only learn but experience the process. Through simulation activities, discussions based on real life classroom videos, critical comparison, and analysis of various approaches application, students are nurtured to bring theory to life.

However, is this kind of learning within the classroom enough? Through participating in specially arranged volunteer services and experiential learning experiences, students' success in effectively applying strategies learnt demonstrate the importance of praxis developed from theories learnt and continuous learning for better practices. Teaching practicum is another excellent opportunity I value as it improves students' teaching skills in authentic situations. After doing all these, my teaching role has been fulfilled, but the new chapter of mentor role starts. The first year of teaching is always the most critical period that's full of challenges, worries, and frustrations for green teachers. I believe the support I extend for graduated students is essential for their learning cycle. Their success will sustain their motivation to continue to make a meaningful and significant difference in SEN students' learning and positive behaviour building. The impact is not only on the students, but also their parents, siblings, and family as a whole.

My passion for teaching and supporting SEN students and their families is ever growing. Though my individual effort is limited, through nurturing students at the University of Hong Kong, I am confident that they will add a much greater collaborative effort of contribution to the community.



STUDENTS' WORDS OF APPRECIATION

In my study at HKU, I learnt a lot from Kit. She is such a professional teacher and educator in the field who did not only teach theories but also shared her past experience in real practice as a teacher. This really enlightened us a lot. She was always well prepared for her lessons. She wasn't a teacher just full of theories but she put all the theories into practices by showing us how to 'use' what she taught. She designed her lessons with a variety of learning activities that kept us engaged and motivated. Her lessons were always full of laughter with her humorous speeches and acting out of the scenes.

Her teaching to me has not ended even after my graduation when I became a teacher in a special school. I think our conversation in email and phone is a bridge between what I have learnt in University in the past and what I have applied in a real classroom now. When I encountered difficulties in my first year, Kit shared her experience and skills with me to reflect my own practice; she provided me space to solve the problems, make better decision in teaching, and modify my teaching methods; she then gave me the confidence to go ahead. Encouragingly, I witnessed the improvement of my students. Her words gave great support to me as a new teacher. This communication makes me reflect and become a more confident and professional teacher.

CHAN Hiu Ching
BEd&BSocSc 2015

Kit is clearly an outstanding professional, mentor, and teacher, with her dedication to teaching. She creatively made our learning interesting but challenging, using many practical examples including videos of her own practice. My first exposure to Kit's teaching was from two professional development days at my school in which I was a teaching assistant with students with autism and challenging behaviours. She brought our school forward by introducing various evidenced-based approaches.

When she was my lecturer and teaching practicum supervisor in the PGDE programme, I further applied her teaching and the lessons went well with enjoyable faces shown on students. She made lots of valuable advice after every teaching observations. As a result, I have selected a life career in special education because of the example set by her. She keeps in good contact with us after our graduation, promotes lifelong learning and has inspired us with different teaching and life goals. She was my referee in a master degree programme that I am studying now. My achievement, quality of teaching, behaviour management skills, quality of leadership and management, these are all the experiences that I have acquired from Kit. I could say my chapter of special education was started from her. She was my inspiration and has been an extraordinary role model for me.

Edith KOU
PGDE (SEN) 2016

STUDENTS' WORDS OF APPRECIATION

Kit has played an indispensable role in nurturing and growing my competency and confidence as a teacher. She has given us her heart, utmost dedication and acted as an inspiring role-model, reminding us that it is possible to embrace each and every one of our own students, just like how she does. Her boundless energy, passion and drive are infectious. Her breadth and depth of knowledge motivates us to want to learn more. We have thoroughly enjoyed her stimulating delivery of a rich and diverse course, of which has benefited each one of us enormously in our respective teaching professions.

Personally, I am most grateful for her swift responses and unwavering moral support throughout my teaching practicum. Not only did she offer me practical advice to help me overcome my hurdles, but she extended beyond the role of a teacher by providing me much needed comfort, encouragement and reassurance. She transformed my attitude towards students with behavioural problems, so that I was able to step into the classroom with a renewed sense of courage, hope and energy at the start of each lesson. This is what ultimately led to positive changes among my students.

I thank Kit from the bottom of my heart for repeatedly re-energising and refuelling me, and reaffirming my deep desire to pursue a career in education that not only looks after a child's academic achievements, but the whole individual and well-being.

Jane CHAN
PGDE (SEN), current student

Mr Kelvin KWOK Hiu Fai

郭曉暉先生

Department of Law 法律學系

My teaching philosophy can be summarised in three principles:

First, to engage students in critical thinking and develop their reasoning/argumentative skills. I believe that developing these skills are considerably more important than teaching them specific facts about the current law, the value of which declines rapidly in today's fast-changing legal environment.

Second, to engage students in self-directed learning in real-life practical settings. In light of the rapidly changing legal environment, lawyers are increasingly expected to engage in self-directed learning of legal knowledge and skills throughout their careers to enable them to handle novel legal disputes or transactions. This explains the importance of learning / assessment activities which help students acquire a socially realistic and practical understanding of the law, and train their legal skills in a real-life, practical setting.

Third, to provide timely and group feedback to students. This encourages students to reflect critically on their own thoughts and those of their classmates, and work together towards creative solutions to intricate legal questions.

I have implemented my teaching philosophy through, amongst other things, two innovative learning / assessment activities, blogging and mooting.

In the blogging activity, students look for a news article within their assigned topic, and write a short online blog entry analysing the relevant legal issues. The blogging exercise trains students to identify unflagged legal issues in real-life practical scenarios. It also trains students to perform legal analysis in layman language.

In the mooting activity, students perform independent legal research and prepare legal arguments on a fact scenario. They present their arguments to a judge who will ask them questions. Through interacting with judges and responding to counter-arguments of their opponent in a simulated court hearing, they learn and practise important legal skills (such as legal research, legal writing and oral advocacy skills) in a real-life, practical setting.



STUDENTS' WORDS OF APPRECIATION

As a student, I'd say his class goes beyond 'knowing and applying the law', but is one that requires cross-discipline argument formulation, based on a holistic understanding of how the real world works. Kelvin's introduction of new assessment methods required a high level of personal input from students, which I think in a sense transformed the way the law is usually taught. The process [of the blogging exercise] itself required students to have a good grasp of how to use different research tools, look into different markets / industries to choose the most legally relevant piece of news, read the law repeatedly, debate amongst ourselves the legal merits – before the group could put pen to paper and write down legal arguments. These compelled the students to undergo self-directed learning. In fact, after submission of the blog entry, Kelvin took the time to discuss each and every piece of work in front of the class, and also provided thorough written feedbacks that were uploaded online in a timely manner. I believe the teach-do-discuss-feedback learning cycle enabled quality interaction; while the group work and feedbacks served as important resources for inter-group learning. While mooting itself is quite a challenge for many of us, I actually found it to be unexpectedly enjoyable because the moot question was set on a very forward-thinking legal issue. To explore logical but creative ways to stretch existing case law so as to cover new situations gave us room for original thought and creative problem-solving. It was a pleasure to be in Kelvin's classes in the last semester.

Julianne CHAN Ho Yan
BSocSc(Govt&Laws)&LLB 2017

[Kelvin's] enthusiasm and effort in teaching [have] not just assisted me with my study in Contract Law, but also my critical thinking and legal solving skills. Further guiding me to deeply explore the defects of the current legal positions, he engaged me to think about arguments from both sides to come up with pros and cons of the law. I was encouraged to give my own opinion on improving the legal principles. Beyond legal arguments, he has also used vivid real-life examples to help me get a better perspective of the social implications of the law. His daily life examples connected the law with society and served as a more interesting way for me to understand the operation of the legal principles. His guidance to formulate legal and normative arguments contributes much to my skills in solving legal problems creatively. Timely feedback to my assignment was given by him to class so I can improve on my work. The circle of discussion, followed by my own application and his evaluation[,] has built up my confidence in writing legal arguments with critique in exams. His teaching has benefited me even in my future study in different [areas] of law.

Kenny KWOK Yu Hin
LLB, current student

As his former student in Competition Law II last year, I believe he is deserving of this award because of his dedication to both the content and process of our learning. [His] teaching philosophy is exemplified in the mooted exercise, in which students paired up to present legal arguments for and against a particular business practice. Preparing for our case and anticipating our opponent's case deepened our understanding of the law, improved our critical thinking skills, and enhanced our ability to form structured and persuasive arguments. Mr Kwok is also committed to developing our self-directed learning and bridging the academic and practical aspects of our learning. The blogging exercise is another notable effort in this regard. This task involved exercising our judgment to identify the most educational and relevant newspaper article, applying the law to the limited facts, and making any particular observations. This allowed us to not only familiarise ourselves with the law but also pay attention to commercial and economic considerations in play in the real world. [Kelvin] took the time and effort to go through our work in detail and provided us with constructive and timely feedback, allowing us to make the most out of the exercises. He is one of the most effective teachers I have come across in four years of my undergraduate studies.

Grace WONG Yan
LLB 2017

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, four teachers have been selected for the Outstanding Teaching Award:

Dr Shahla ALI, Department of Law

Dr Alex CHAN Wing Ho, Faculty of Business and Economics

Dr MENG Rujing, Faculty of Business and Economics

Dr Gavin PORTER, Faculty of Science

Dr Shahla ALI

Department of Law 法律學系

As I understand the goal of education, it is to unlock the latent potentiality of individuals to contribute to the betterment of society at all levels – local, regional and global. In particular, given the intensification of search for an appropriate reconciliation of local and universal loyalties, this objective has implications not only for classroom learning, but global understanding and coordination. Such objectives are relevant in the dispute resolution and research methodology courses I teach where universal participation, respect for diversity and a consultative environment reinforce and mirror the substantive learning objectives of these courses. Such objectives echo recent scientific findings on the functioning of effective teams which identify factors such as ‘social sensitivity’ and ‘conversational turn taking’ as critical elements for effective collaboration. These principles have also informed my services working with our local and exchange students at the departmental and faculty level in the context of developing systems for peer mentorship and support.

Universal Participation

My understanding of the interrelation between justice and capacity building in the learning context is based on the notion that “justice is dependent upon universal participation and action among all members and agencies of society...” (Bahá’í International Community [1995]. *The Prosperity of Humankind*. London, Bahá’í Publishing Trust.). This perspective motivates me to ensure that each participant in the class has an opportunity for active engagement with the materials through small group discussions, peer feedback, engaged learning through role plays, site visits and opportunities for reflection such that individuals and groups learn together, share insights and advance.

Ongoing Action and Reflection

As a teacher and researcher involved in my own learning, ongoing action and reflection will uncover new insights that will assist me to improve on my teaching quality. I look forward to continuing to work with students and colleagues to develop opportunities for addressing the increasingly complex issues in the years to come.



STUDENTS' WORDS OF APPRECIATION

Dr Ali demonstrated impressive and exemplary pedagogical / teaching competencies that actively engage learners with different characteristics from various academic backgrounds. In particular, I was her student in the Research Ethics class, a mandatory course offered by the Graduate School. Even though I had been hearing from other students that the content of this course was extremely boring, I had an entirely different story to tell about my learning experience. I find this course very engaging because Dr Ali managed to efficiently teach this course with elevated levels of vigour, enthusiasm and expertise. Instead of relying on traditional teaching strategies (e.g. delivering lectures or presentations), she adopted learner-centred pedagogical strategies such as case studies, interactive group discussions, online exercises, and individual reflections to promote the course learning outcomes. She also discussed a number of academic news about dealing with ethical dilemmas. She was very proficient at helping us reconcile our fundamental differences in the way we had been solving ethical issues. Furthermore, she was exceptional at offering encouraging feedback on our responses to different ethical cases. Even in cases wherein some students had been struggling to articulate their perspectives on how to deal with ethical issues, she never failed to help these students clearly express their viewpoints through scaffolding techniques. More than gaining insights on how to uphold the highest ethical standards in the conduct of academic research, I have learned how to: a) use critical thinking in solving different forms of ethical dilemma; b) reflect on efficient ways to do collaborative research practices; and c) enhance my confidence in leading as well as facilitating students with different academic backgrounds or disciplines to solve complicated ethical problems. In other words, my experiences pointed to how Dr Ali has been translating the University's overarching mission, educational aims, and course learning outcomes to meaningful educational practices. I had a very fulfilling experience in taking this course because she is a very clever, passionate, kind-hearted, hardworking, optimistic, and inspiring educator. As I am about to start with my first academic appointment as an Assistant Professor in the next few months, I am certain that I will find concrete ways to apply the research ethical and even pedagogical skills that I have acquired from Dr Ali.

Dr Jesus Alfonso Daep DATU
PhD 2017

Thank you very much, and I hope you can continue to make a great positive impact to other students' lives as you have certainly made to mine.

John KWOK
LLB Guided Research 2011

Dr Alex CHAN Wing Ho

陳永豪博士

Faculty of Business and Economics 經濟及工商管理學院

I believe that the responsibility of a teacher is not only to provide the subject matter expertise, but also to act a facilitator to raise students' interests in a subject, to teach students the ways of thinking, and to train students to become effective and independent learners.

As a teacher in Finance, I strive to ensure that my students can understand how to apply the theoretical financial knowledge from my class into real-world situations to handle the complexity of financial markets.

To achieve the above objectives, my teaching practice is to establish an effective learning environment for students. Excellent course preparation is one of essential elements. For example, specially designed project works can let students understand how to apply theoretical financial models into real world situations, enhance their learning interests through the practical experience, and also provide them opportunities to acquire the research experience as independent learners. To develop a mutual respect and trust relationship between a teacher and students is another essential element. This allows a teacher to provide a personalised teaching and learning experience to individual students. I believe that every student in my class is a distinctive individual. I do my best to recognise every student in my class and understand the student's learning progress. This personalisation practice can effectively encourage students to actively participate in class discussion, and also allow me to provide immediate guidance to those who need additional support. Finally, students' learning attitude and learning effectiveness can be greatly enhanced.

I also believe that an outstanding teacher can act as a role model for students. My passion for teaching drives me to strive the excellence of teaching practice to achieve the most effective teaching and learning outcomes. I hope that my passion for teaching and serious attitude of teaching practice can also inspire my students to develop passion for their dreams to aim at distinguished performance in their specialised areas.



STUDENTS' WORDS OF APPRECIATION

I was lucky enough to be Dr Chan's student for two semesters during my undergraduate studies, and he is absolutely one of the best teachers I've ever had. Dr Chan's classes are known as challenging but highly rewarding. His teaching stands out to me as he always managed to ensure the balance between theoretical concepts and real-life practices through various case studies and group projects, which I believe are extremely important for business students. Besides, he managed to provide timely and thorough feedbacks on each of our assignments, projects and exams, so that we know very clearly what we are doing right and how we can improve. His classes are also known as highly structured and student-centred. He is able to teach with profundity in an interesting and easy-to-understand way. Dr Chan is a very passionate teacher and he encourages every student to participate in class discussions. I really enjoyed this active and interactive learning experience.

Besides his excellent teaching, Dr Chan is also a very inspiring mentor. He is incredibly generous with his time outside the classroom, making himself available to students for academic queries, career advices and extracurricular activities. Another thing that really impressed me a lot is that he is equally attentive to all his students and is able to remember every student's name even in his introductory courses with large class size. He takes students to their finest learning experience and helps them get where they want to be.

XU Wei
BEcon&Fin 2016

Dr Alex Chan was my instructor for the MBA Corporate Finance course. I was very fortunate to have Alex as my teacher for such an important course in my MBA journey.

Alex's teaching style has effectively promoted my learning. His lecture notes with easy-to-understand examples were handy replacement of the course textbook. More, his course assignments clearly exemplified the practical side of the taught subject. For example, the class projects were based on the real Hong Kong financial data and the current practice of the banking industry. Even these days, I would still use these class materials as reference occasionally.

Alex is a responsible and committed educator, upholding the core values in higher education teaching. He first clearly defined the course's learning objectives and then regularly provided us feedback on our learning progress. He was fair when grading assignments, so each student would get a grade that he / she deserved and would know which area to improve on.

Moreover, Alex has put in extra efforts outside his teaching responsibility to support the students. He has given me practical career advice and analysis of the business cycle and job market, which were useful to my setting of career goals. These showed Alex's dedication to support the overall development of his students.

Katherine CHAN Bik Yan
MBA 2013

I was lucky to have Alex as my Advanced Finance course teacher as he is very passionate and responsible for equipping students with solid knowledge as well as practical industry insights. Throughout the course, it was his well-structured materials and teaching that attract us to keep on paying attention and efforts to look deeper into the knowledge of risk management. Besides, what is even more precious was his challenging projects, containing real-world cases collected from industry, that guide us to apply theoretical concepts to real problems. Similar to other finance students, I find that it is hard to connect theoretical concepts with real cases. However, the course offered from Alex really helped us to solve this issue and definitely made us better prepared for our future career. At the beginning of the semester, I was anxious that the course materials was a bit hard for me. However, my anxiety was relieved after Alex provided me his encouragement, support and guidance.

Thank you Alex for his wonderful teaching, and more importantly, your rigorous attitude of scholarship that reminds us to pursue excellence in the future study and work.

DENG Xizhi
BEcon&Fin, current student

Dr MENG Rujing

孟茹靜博士

Faculty of Business and Economics 經濟及工商管理學院

I love teaching. I always teach from the bottom of my heart. I don't regard teaching as part of my duty. I feel passionate and excited about it. I don't treat people sitting in the classroom as merely students. I see them as my beloved friends. I respect them and consider from their perspective.

In addition, I believe teaching is a student-centred learning. I emphasise the interaction between students and me as well as the interaction among students.

Moreover, I am a true advocate of 'learning-by-doing'. I agree with what Chinese philosopher Confucius said: "I hear and I forget. I see and I remember. I do and I understand." I incorporate 'hands-on' learning experience in my courses.



STUDENTS' WORDS OF APPRECIATION

I have known Dr Meng since 2016 when she was my professor in MFIN7003 Mathematical Techniques in Finance. Before that, I was used to the 'traditional' way of math lectures – presented via PowerPoint, which we had to spend days and hours reading an oversized textbook, trying to learn every tid-bit of theory and formulas. Dr Meng immediately stood out from all other math professors I ever met. Her enthusiasm and passion in teaching was evident from the beginning. Her use of concept maps, drawings, graphs and short stories made words on paper come alive. She included pictures, hand-writing notes, active discussions and after class projects in her syllabus and encouraged active thinking. On top of that, Dr Meng was always accessible. She had an open office door and an open mind for conversation as well. I spent many hours having thoughtful conversations and brainstorming sessions with her and she befriended with all of us and was aware of what we felt challenged about.

Dr Meng acted as a strong driving force toward the positive outcome of our postgraduate experience, and enabled us to be ahead in the game in real world business. It has been a rewarding experience to have Dr Meng's guidance throughout my postgraduate education. She has earned tremendous respects from all of her students. I am in awe of Dr Meng, and she is my role model. I have noticed positive changes in myself that I can directly relate to knowing Dr Meng. She is an excellent person who has profoundly positive impacts on all who know her.

Yuki LAI Yu Ying
MFin 2016

During these days in your class, I have learned much from you and it is very helpful to me. Do hope to see you again next time!

NI Rong
IMBA 2016

Thank you for all the unforgettable lectures, cases and projects in the class. It was really an exciting and pleasant journey through all these weeks.

WANG Boqian
IMBA 2016

STUDENTS' WORDS OF APPRECIATION

Thank you for your inspiring teaching, which aroused my interests in knowledge for q-quant. And your mention to GARCH further developed my interests in p-quant. You will never know how much your guidance has helped me, but I wanted you to know that you have made a big difference in my life.

ZHU Xingzhu
BEcon&Fin 2015

This is Sean, one of the students in your Wednesday morning Investments and Portfolio Analysis class. As the final exam ended today and the course is now officially over, I just wanted to take this opportunity to thank you for all your lectures. One of my favourite courses this semester has been this class not just because we were given the opportunity to participate in simulation trading (which was very fun!), but also because your lectures have been really interesting and filled with practical knowledge on trading and real-life applications. Also, your passionate teaching energy really helped me become more interested in this class. Although a three-hour lecture is never easy to listen to and concentrate for the whole time for any course, I can really say that I really felt time pass by quickly during your lectures because they were really interesting. Over the summer, I plan on reading some of the books that you have recommended such as *The Intelligent Investor*, *Beating the Street*, *Learn to Earn*, and others. Again, I really enjoyed your classes, and thank you for teaching me Investments and Portfolio Analysis this semester.

KIM Si Hyun
BBA(Acc&Fin) 2011

Dr Gavin PORTER

Faculty of Science 理學院

Lately, I have moved away from the traditional, uni-directional, teacher-to-student flow of information in lectures. I place a premium on getting information out of my students' heads rather than just putting it in. Certainly, I have great content to share from the world of physiology, pharmacology, biochemistry, and neuroscience, with many examples to help the material inhabit the students' daily lives. But what is invigorating for me as a teacher is to see the information applied by the students as they make their own reasoned predictions.

In order to help my teaching to grow, I'm an avid consumer of education-related seminars at HKU, and of the teaching and learning academic literature. I have applied retrieval practice, frequent low stakes testing, and audience response systems in distinctive ways in my classes. I enjoy course design, the scholarship of teaching and learning, learning-related data analysis, writing, and faculty-to-faculty pedagogy outreach just as much as the in-person classroom experience.

I've been fortunate to end up in HKU's Common Core Curriculum. It has been a great fit for my ability in finding depth, breadth, and accessibility in scientific content, and receptive to my pitching of unique and multidisciplinary course ideas. I have been able to deliver material in a way that fulfills both majors with a lot of incoming biology background, and non-majors with no prior background. This is a delicate balance, but it has been borne out in my classes that students of all backgrounds can indeed grasp relatively complex biology, if encouraged to adopt a logical approach. Having the opportunity to tackle both the lectures and tutorials ensures a great alignment of content and increased communication with students, which then carries over into large lectures with a sense of familiarity, and more important, accountability on the students' behalf.

I benefitted greatly from the wonderful teachers that I have had in my past, for content, process, application, and inspiration. Elements of each of them continue to live on in my classroom approaches today. A wide group of collaborators from all across HKU make my job stimulating and fulfilling.



STUDENTS' WORDS OF APPRECIATION

My first experience with Dr Gavin Porter was during CCST9046 The Science of The Mind-Body-Health Relationship. Gavin's classes were always one of my favorites – with his expertise in physiology and pharmacology, he never failed to make biology interesting for science majors and non-science majors alike. His instruction is interactive and lively, and he always reaches out to students with no background in science by way of creative examples, analogies, and illustrations. He manages to capture the interest of students from different backgrounds, giving everybody something new from outside of their major. Gavin brings together a strong team of instructors with different fields of expertise, and discusses not only solid science, but also its impacts on the society, the ethics involved, and the humanity of it all. Throughout class, Gavin encourages us to apply the science we learn in critically approaching issues that we encounter in daily life, an ability that the Common Core Curriculum is designed to cultivate. My class with Gavin was as great an example of a Common Core Curriculum as the University could have developed for the series.

What makes Gavin a great teacher and mentor is not only his excellence in instruction, but also his care for the learning experience and development of students. Knowing that students without a background in science may feel nervous in his class, he always talks in a way that dismisses their worry and encourages questions as often as possible. Gavin delivers all the tutorial sessions himself and remembers the names of every single student in class. He keeps track of our progress and gives prompt, detailed, and personalised suggestions after each assessment to help us improve. Unsurprisingly, Gavin's courses are very popular, and his CCST9046 class is one of the best rated by students.

Gavin's devotion to education and mentorship is not limited to the classroom. Upon learning that I was planning to pursue PhD studies in the US after graduating from HKU, Gavin shared his experiences during graduate school application and gave me invaluable insights into the necessary preparations I needed to make. He helped me tremendously with my application documents. Gavin has been an amazing mentor and I feel very fortunate to have studied from him.

WANG Zhongmin
BSc 2016

Dr Porter has been the lecturer for two of my Common Core courses, namely, CCST9052 Coffee, Cigarettes, and Alcohol and CCGL9053 Suicide: Risks, Research, and Realities, and there're good reasons that I went back for a second course taught by him.

Having been an arts student through and through, I'd always been held back by relatively science-heavy Common Core courses. Dr Porter's teaching style and method, however, rid me of the unnecessary fear by breaking complex biology down into basic building blocks, organising them in an escalating manner, going over crucial key points, and applying easy-to-understand yet rather appropriate metaphors throughout his teaching. More importantly, Dr Porter managed to deliver all this in an interactive and fun way. Course content aside, the assessments are also designed to guide us to the proposed learning outcomes step by step, with Dr Porter providing timely and constructive feedback along the way.

Jackie XU Qianyue
BA, current student

Dr Porter is always responsible and thoughtful inside and outside the classroom. He not only taught the fundamental knowledge we were supposed to know in a certain area but also delivered it in an interesting way by linking the theoretical to daily practice, which was well aligned with the mission of the Common Core. He led us to retrieve the materials we learned in the last lecture at the beginning of the class and summarised the whole class with a special section called 'Take-home Messages'. This set an example for us to transform those fundamental concepts into practical implementation.

In addition to the class, Dr Porter is approachable all the time and can provide us with a timely response, and he is so dedicated that sometimes he could list a number of articles related to our topic, even if our topic was still at a trial stage.

I would like to take this great opportunity to express my thanks to Dr Porter for his great devotion into teaching and the inspiration he had brought to us, for which he definitely deserves the most outstanding teacher in HKU.

Andy GAO Mingyuan
BEng, current student

Dr Porter is not only the first teacher in HKU who remembered my name, but also the reason why Wednesday became my favorite weekday. Although I am not a Science student, I was very lucky that I got to take Dr Porter's two Common Core courses in the past year. He is the kind of teacher who knows exactly what his students need and how to help them make the most of his courses.

I took Dr Porter's CCST9052 Coffee, Cigarettes, and Alcohol course in Year One. It took me much courage to select a CCST course since I was not good at and not interested in science-related study. However, he interpreted these seemingly scary contents into interesting and inspiring knowledge which are easy and delightful for me to absorb. And he did not stop there. He is always innovating. Last semester, he helped to open a new course called Suicide: Risks, Research, and Realities. Seeing suicide from different perspectives really provoked my own thinking towards this issue. He also mentored us in person and provided us with a lot of insights and visions. Many students I know who have taken his class almost universally gush over their learning experience.

Valen YANG Chenyu
BBA(Acc&Fin), 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 建築學院

Faculty Outstanding Teaching Award

Mr Mathew Robert PRYOR, Department of Architecture 建築學系

Faculty of Arts 文學院

Faculty Teaching Excellence Award

Dr Janet Lorraine BORLAND, School of Modern Languages and Cultures 現代語言及文化學院 -
Mr Sylvain-Benjamin HOLTERMANN, School of Modern Languages and Cultures 現代語言及文化學院 -

Faculty of Business and Economics 經濟及工商管理學院

Faculty Outstanding Teacher Award (Undergraduate Teaching)

Mr David LEE Seungwoo 李乘雨先生, Faculty of Business and Economics 經濟及工商管理學院 -
Dr MENG Rujing 孟茹靜博士, Faculty of Business and Economics 經濟及工商管理學院 -

Faculty Outstanding Teacher Award (Taught Postgraduate Teaching)

Dr MENG Rujing 孟茹靜博士, Faculty of Business and Economics 經濟及工商管理學院
Professor TAO Zhigang 陶志剛教授, Faculty of Business and Economics 經濟及工商管理學院 -

Faculty of Education 教育學院

Faculty Outstanding Teaching Award

Individual

Ms Tanya Jacqueline KEMPSTON, Faculty of Education 教育學院 -

Team

Professor David Robert CARLESS (Leader), Dr Elizabeth Ann BARRETT,
Dr Kennedy CHAN Kam Ho 陳錦河博士, Dr Margaret Muann LO and Dr Jessica TO Kar Yan 杜嘉欣博士,
Faculty of Education 教育學院 -

Faculty Early Career Teaching Award

Dr Kennedy CHAN Kam Ho 陳錦河博士, Faculty of Education 教育學院 -
Mrs CHAN PUN Kit Ling 陳潘潔玲女士, Faculty of Education 教育學院 -

Faculty of Engineering 工程學院

Faculty Outstanding Teaching Award

Dr Vincent TAM Wai Leuk 譚偉略博士,
Department of Electrical and Electronic Engineering 電機電子工程系 -

Faculty of Law 法律學院

Faculty Outstanding Teaching Award

Professor Lusina HO Kam Shuen 何錦璇教授, Department of Law 法律學系 -
Dr Daniel Charles MATTHEWS, Department of Law 法律學系
Ms Vicci LAU Yat Ji 劉逸姿女士, Department of Professional Legal Education 法律專業學系

Faculty of Science 理學院

Award for Teaching Excellence

Dr Gavin PORTER, Faculty of Science 理學院

Award for Teaching Innovations in E-learning

Dr LAM Kwok Fai 林國輝博士 (Leader),
Department of Statistics and Actuarial Science 統計及精算學系,
Dr Rachel LUI Ka Wai 呂嘉蕙博士 and Dr William CHEUNG Man Yin 張文彥博士,
Faculty of Science 理學院

TEACHING FEEDBACK AWARD



The Teaching Feedback Award is the first student-initiated teaching award at HKU. It was established to celebrate excellent feedback and encourage debate about feedback among teachers and students. The nomination process was open to all students registered on HKU undergraduate programmes, and one teacher has been chosen from each Faculty to receive the Award. The Selection Panel consisted of the HKUSU President, three student representatives from Faculties, Professor Ian Michael HOLLIDAY, Vice-President and Pro-Vice-Chancellor (Teaching and Learning) and Professor Grahame Tony BILBOW, Director of the Centre for the Enhancement of Teaching and Learning.

Faculty of Architecture 建築學院

Dr Katherine DENG Ying 鄧穎博士,
Department of Real Estate and Construction 房地產及建設系

Faculty of Arts 文學院

Dr Peter Anthony CUNICH 管沛德博士,
School of Humanities (History) 人文學院 (歷史)

Faculty of Business and Economics 經濟及工商管理學院

Dr Olivia LEUNG Shek Ling 梁碩玲博士,
Faculty of Business and Economics 經濟及工商管理學院

Faculty of Dentistry 牙醫學院

Dr Prasanna NEELAKANTAN, Faculty of Dentistry 牙醫學院

Faculty of Education 教育學院

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

Faculty of Engineering 工程學院

Dr Marian CHOY Ming Yan 蔡明欣博士, Faculty of Engineering 工程學院

Faculty of Law 法律學院

Miss Alice LEE Suet Ching 李雪菁小姐, Department of Law 法律學系

Li Ka Shing Faculty of Medicine 李嘉誠醫學院

Dr Philip BEH Swan Lip 馬宣立醫生, Department of Pathology 病理學系

Faculty of Science 理學院

Dr WAT Kam Pui 屈錦培博士,
Department of Statistics and Actuarial Science 統計及精算學系

Faculty of Social Sciences 社會科學學院

Professor Ian Seaton THYNNE,
Department of Politics and Public Administration 政治與公共行政學系

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 achievement 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.

Faculty of Architecture 建築學院

'Remotely-sensed imagery vs. eye-level photography: Evaluating associations among measurements of tree cover density'

By Dr JIANG Bin 姜斌博士, Dr Brian DEAL, Mr PAN Haozhi 潘浩之先生, Ms Linda LARSEN, Dr HSIEH Chung Heng 謝宗恒博士, Professor CHANG Chun Yen 張俊彥教授 and Professor William Cyril SULLIVAN

Published in *Landscape and Urban Planning*, 157 (2017), 270–281 (Published online on July 27, 2016)

Faculty of Arts 文學院

Situated Listening: The Sound of Absorption in Classical Cinema

By Dr Giorgio BIANCOROSSO

Published by Oxford University Press, 2016, 264 pages

Faculty of Business and Economics 經濟及工商管理學院

'Endogenous Entry to Security-Bid Auctions'

By Dr Takeharu SOGO 十河丈晴博士, Professor Dan BERNHARDT and Dr LIU Tingjun 劉挺軍博士

Published in *American Economic Review*, 106, 11 (2016), 3577–3589

Faculty of Dentistry 牙醫學院

'The nanotipped hairs of gecko skin and biotemplated replicas impair and/or kill pathogenic bacteria with high efficiency'

By Ms LI Xin 李歆女士, Professor Gary CHEUNG Shun Pan 張順彬教授, Dr Gregory Shaun WATSON, Dr Jolanta Anna WATSON, Professor LIN Shi 林實教授, Professor Lin SCHWARZKOPF and Dr David William GREEN

Published in *Nanoscale*, 8 (2016), 18860–18869

Faculty of Education 教育學院

'Tone matters for Cantonese–English bilingual children's English word reading development: A unified model of phonological transfer'

By Dr TONG Xiuli 佟秀麗博士, Miss HE Xinjie 何昕劼小姐 and Dr S Hélène DEACON

Published in *Memory and Cognition*, 45, 2 (February 2017), 320–333 (Published online on October 13, 2016)

Faculty of Engineering 工程學院

'Fabrication of fibrillosomes from droplets stabilized by protein nanofibrils at all-aqueous interfaces'

By Dr SONG Yang 宋陽博士, Dr Ulyana SHIMANOVICH, Dr Thomas C T MICHAELS,
Dr MA Qingming 馬慶明博士, Dr LI Jingmei 李敬玫博士, Professor Tuomas P J KNOWLES and
Dr SHUM Ho Cheung 岑浩璋博士

Published in *Nature Communications*, 7, 12934 (2016)

Faculty of Law 法律學院

Masculinity and the Trials of Modern Fiction

By Dr Marco WAN Man Ho 溫文灝博士

Published by Routledge, 2016, 177 pages

Li Ka Shing Faculty of Medicine 李嘉誠醫學院

'Fractional dosing of yellow fever vaccine to extend supply: a modelling study'

By Dr Joseph WU Tsz Kei 胡子祺博士, Dr Corey Michael PEAK,
Professor Gabriel Matthew LEUNG 梁卓偉教授 and Professor Marc LIPSITCH

Published in *The Lancet*, 388, 10062 (December 2016), 2904–2911

Faculty of Science 理學院

'Probiotics modulated gut microbiota suppresses hepatocellular carcinoma growth in mice'

By Dr LI Jun 李俊博士, Dr Cecilia SUNG Ying Ju 宋穎如博士, Dr Nikki LEE Pui Yue 李珮瑜博士,
Mr NI Yueqiong 倪岳琼先生, Professor Jussi PIHLAJAMÄKI, Dr Ioannis PANAGIOTOU and
Dr Hani Said EL-NEZAMI

Published in *Proceedings of the National Academy of Sciences*, 113, 9 (2016), E1306–E1315

Faculty of Social Sciences 社會科學學院

'Weapons of the Powerful: Authoritarian Elite Competition and Politicized Anticorruption in China'

By Dr ZHU Jiangnan 朱江南博士 and Dr ZHANG Dong 張冬博士 -

Published in *Comparative Political Studies*, 50, 9 (2017), 1186–1220 (Published online on October 10, 2016)

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 in a year. Awards are open to individual full-time staff members on Terms of Service I; and teams led by a full-time staff member on Terms of Service I. Award winners receive a monetary award of HK\$50,000 to further their KE work.

Nominations in each Faculty were considered by an *ad hoc* Faculty KE Award Selection Committee chaired by the Dean, and members included the Faculty representative serving on the KE Working Group, one of the Associate Directors of the Knowledge Exchange Office, and a member from outside the University.

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 建築學院

Professor Rebecca CHIU Lai Har 趙麗霞教授, Department of Urban Planning and Design 城市規劃及設計系;
Professor TANG Bo Sin 鄧寶善教授, Department of Urban Planning and Design 城市規劃及設計系;
Professor Terry LUM Yat Sang 林一星教授 and Dr Ernest CHUI Wing Tak 徐永德博士, Department of Social Work and Social Administration 社會工作及社會行政學系

‘Improving Livability in Ageing Hong Kong’

「改進老齡化香港的可宜居性」

Faculty of Arts 文學院

Professor John Charles SCHENCKING 史樂文教授, School of Humanities (History) 人文學院 (歷史)

‘The Great Kanto Earthquake and a new understanding of responses to natural disasters’

「關東大震災和應對自然災害的新知」

Faculty of Business and Economics 經濟及工商管理學院

Mr David Lorin BISHOP, Faculty of Business and Economics 經濟及工商管理學院

‘Bringing Transparency to the Hong Kong Employment Agency Industry’

「外傭中介公司產業透明化」

Faculty of Dentistry 牙醫學院

Dr Katherine LEUNG Chiu Man 梁超敏博士, Professor CHU Chun Hung 朱振雄教授,
Professor Edward LO Chin Man 盧展民教授, Dr HO King Lun 何經綸醫生 and Dr Duangporn DUANGTHIP,
Faculty of Dentistry 牙醫學院 -

‘Empowering a Non-governmental Non-profit Organisation to Deliver Oral Home Care and Promote Awareness of Dementia in Elderly Care Centers’

「教授非政府及非牟利機構有關認知障礙症患者的口腔護理方法，讓知識傳授至患者及其護理者」

Faculty of Education 教育學院

Dr YEUNG Pui Sze 楊佩詩博士, Faculty of Education (Division of Learning, Development and Diversity)
教育學院 (學習、發展及多元教育部); Miss TSANG Po Yin 曾葆賢小姐 and Miss CHAN Yan Lee 陳欣莉小姐,
Centre for Advancement in Inclusive and Special Education 融合與特殊教育研究發展中心; and
Miss Peggie CHAN 陳碧琪小姐, Faculty of Education (Division of Learning, Development and Diversity)
教育學院 (學習、發展及多元教育部) -

‘Supporting Struggling Writers: From Theory to Practice’

「高小中文寫作支援：從理論到實踐」

Faculty of Engineering 工程學院

Dr HUANG Mingxin 黃明欣博士, Department of Mechanical Engineering 機械工程系

‘High-strength Lightweight Steels for Low Emission Automobiles’

「輕量化高強鋼助力汽車節能減排」

Faculty of Law 法律學院

Ms Puja Kapai PARYANI 紀佩雅女士, Department of Law 法律學系

‘Plugging the Justice Gap for Minorities under the Law: Applied Intersectionality Research and Substantive Equality’

「以法律為弱勢消除公義鴻溝：應用跨界別研究及實質平等」

Li Ka Shing Faculty of Medicine 李嘉誠醫學院

Professor Danny CHAN 陳振勝教授, School of Biomedical Sciences 生物醫學學院; Dr Brian CHUNG Hon Yin 鍾侃言醫生, Department of Paediatrics and Adolescent Medicine 兒童及青少年科學系;

Dr Michael TO Kai Tsun 杜啟峻醫生, Department of Orthopaedics and Traumatology 矯型及創傷外科學系;

Dr Wilson CHAN Cheuk Wing 陳卓榮博士 and Dr Vivian TAM 譚閻勳博士, School of Biomedical Sciences 生物醫學學院

‘Little People Care Alliance’

「『小個子，大作為』關愛行動」

Faculty of Science 理學院

Dr HAU Chi Hang 侯智恒博士, School of Biological Sciences 生物科學學院; Dr Winnie LAW Wai Yi

羅惠儀博士, Ms Joyce CHOW Wan Chi 周韻芝女士, Mr Ryan LEUNG Siu Him 梁兆謙先生,

Miss Vivian LEUNG Hoi Shan 梁凱珊小姐, Miss Sianna YIU Si In 姚思言小姐, Mr Kimchi LO Wing Fung

盧詠鋒先生 and Miss Shirley MAK Yuen Ling 麥婉玲小姐, Faculty of Social Sciences 社會科學學院

‘Global Forest Observatory: Public Involvement and Training in Scientific Research in Hong Kong’

「全球森林觀測研究：香港公眾參與及科研培訓」

Faculty of Social Sciences 社會科學學院

Dr CHENG Qijin 程綺瑾博士, Professor Paul YIP Siu Fai 葉兆輝教授, Miss Esther LEE Sze Tsai 李思齊小姐 and

Miss Christine YEUNG Tsz Long 楊子朗小姐, The Hong Kong Jockey Club Centre for Suicide Research and Prevention 香港賽馬會防止自殺研究中心

‘Changing Suicide News Reporting in Hong Kong’

「改善香港傳媒對自殺議題的報導與呈現」



CONGRATULATIONS
TO
ALL AWARD RECIPIENTS





香 港 大 學
THE UNIVERSITY OF HONG KONG

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