



# HKU EXCELLENCE AWARDS 2018

TEACHING • RESEARCH  
KNOWLEDGE EXCHANGE  
PROFESSIONAL SERVICES

March 29, 2019  
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 President and Vice-Chancellor



I am delighted to join this celebration of the outstanding performance in teaching and learning, research and innovation, knowledge exchange, and professional services at HKU. This is an exciting time for the University, with many opportunities for us to build on our achievements and further our progress. I believe that it is the effort, vision and achievements of all colleagues that will drive the University forward, and I will be working hard with you to enable HKU to reach the fullness of its potential.

High standards of excellence and an international experience are key elements of education at HKU, and we will aim to offer every undergraduate an experience outside Hong Kong. Our network of international partners is becoming more extensive, and we now have student exchange programmes with 44 countries worldwide, as well as dual degree programmes and other activities. The interdisciplinarity of our curriculum is also growing stronger: the new Bachelor of Arts and Sciences programmes that will start this September will bridge different disciplines and equip our students with a broad set of scholarly and leadership skills to meet important global challenges.

Interdisciplinarity and internationalisation are also central to our strategy for research and innovation. In 2018, we introduced our Strategically Oriented Research Themes to sharpen the focus on our strengths and benefit from new funding and development initiatives. We are coordinating two of the new large-scale projects under Areas of Excellence and the Theme-based Research Scheme, and funding in 2017–2018 for new research grant projects from the RGC / UGC and other external sources (including public, industry, private and foundations) totalled more than HK\$1 billion. We have over 2,400 ongoing research collaborations with partners in all five continents, and 114 of our scientists are ranked among the top 1% worldwide in their field by Clarivate Analytics.

It's also important for HKU to apply and share the knowledge we create – through both teaching and research – beyond academic circles, hence we support knowledge exchange activities that can have a positive impact on society. Our approach is to raise awareness and create multiple pathways for this to happen. As a comprehensive university, HKU recognises and values impact in all its forms, whether social, economic or cultural. In the past year, we have also expanded our efforts to support academic colleagues in evaluating and corroborating the impact of their research.

Our colleagues who provide high quality professional services also contribute significantly to the University. The award ceremony includes the Professional Services Awards, which aim to recognise colleagues for their outstanding contributions and the invaluable support they provide to our teaching and learning, research and innovation, and knowledge exchange activities.

On behalf of the University I would like to congratulate and also thank all colleagues honoured at today's ceremony. Our achievements to date undoubtedly come from the combined dedication and dynamism of such outstanding individuals and teams, and together we have the potential and momentum to face challenges ahead and realise our vision.

A handwritten signature in black ink, appearing to read 'Xiang Zhang'.

Professor Xiang ZHANG  
President and Vice-Chancellor  
March 2019



# PROGRAMME

## OPENING ADDRESS

Professor Xiang ZHANG, President and Vice-Chancellor

## PROFESSIONAL SERVICES AWARD

*Video presentation*

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

### Awardees

Individual

Dr Leon LEI Chi Un, *Technology-Enriched Learning Initiative*

Team

The HKU Exercise is Medicine on Campus (EIM@HKU) Project Team

## TEACHING INNOVATION AWARD

*Video presentation*

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

### Awardee

Professor Michael George BOTELHO, *Faculty of Dentistry*

## OUTSTANDING YOUNG RESEARCHER AWARD

*Video presentation*

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

### Awardees

Miss Cora CHAN Sau Wai, *Department of Law*

Dr Esther CHAN Wai Yin, *Department of Pharmacology and Pharmacy*

Dr GU Weixia, *Department of Law*

Dr HUANG Mingxin, *Department of Mechanical Engineering*

Dr Benjamin Robert KANE, *Department of Mathematics*

Dr Victor LEE Ho Fun, *Department of Clinical Oncology*

Dr Janny LEUNG Hiu Chi, *School of English*

Dr Kai QUEK, *Department of Politics and Public Administration*

## EARLY CAREER TEACHING AWARD

*Video presentation*

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

### Awardees

Dr Elizabeth Ann BARRETT, *Faculty of Education*

Mr David LEE Seungwoo, *Faculty of Business and Economics*

Dr Tom MCDONALD, *Department of Sociology*

Dr Dirk SCHNIEDERS, *Department of Computer Science*

## KNOWLEDGE EXCHANGE EXCELLENCE AWARD

*Video presentation*

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

### Awardees

Ms Rebecca LEE Wing Chi and Professor Lusina HO Kam Shuen, *Faculty of Law*

## OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

*Video presentation*

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

### Awardees

Professor Anskar LEUNG Yu Hung, *Department of Medicine*

Professor Dennis LEUNG Yiu Cheong, *Department of Mechanical Engineering*

Professor Anthony YEH Gar On, *Department of Urban Planning and Design*

## OUTSTANDING RESEARCHER AWARD

*Video presentation*

*Awards presented by Professor Xiang ZHANG, President and Vice-Chancellor*

### Awardees

Professor LI Xuechen, *Department of Chemistry*

Professor Nirmala RAO, *Faculty of Education*

## OUTSTANDING TEACHING AWARD

*Video presentation*

*Awards presented by Professor Xiang ZHANG, President and Vice-Chancellor*

### Awardees

Individual

Dr Janet Lorraine BORLAND, *School of Modern Languages and Cultures*

Ms Tanya Jacqueline KEMPSTON, *Faculty of Education*

Professor Alice WONG Sze Tsai, *School of Biological Sciences*

Professor Daniel WONG Fu Keung, *Department of Social Work and Social Administration*

Dr Patcy YEUNG Pui Sze, *Faculty of Education*

Team

Dr Gary James HARFITT (Leader), Ms Jessie CHOW Mei Ling and Ms Candace MOK Wai Fung,

*Faculty of Education*

Professor Gray Meredith KOCHHAR-LINDGREN (Leader), *Common Core Office;*

Professor Gina MARCHETTI, *Faculty of Arts;* Mr Mathew Robert PRYOR, *Faculty of Architecture and*

Dr Julian Alexander TANNER, *Li Ka Shing Faculty of Medicine*

## UNIVERSITY DISTINGUISHED TEACHING AWARD

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

*Award presented by Dr the Honourable Sir David LI Kwok Po, Pro-Chancellor and*

*Professor Xiang ZHANG, President and Vice-Chancellor*

### Awardee

Professor Michael George BOTELHO, *Faculty of Dentistry*

## CLOSING ADDRESS

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

## GROUP PHOTOGRAPHS

## COCKTAIL RECEPTION

*Masters of Ceremonies:*

Ms Krisya LOUIE, *BSocSc Year 1* and Mr Cyrus LO, *BBA(Law) & LLB Year 3*

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



# PROFESSIONAL SERVICES AWARD

Launched in 2017, the Professional Services Award (PSA) is a programme that aims to promote and reward excellence in professional services at the University of Hong Kong. An initiative under the SMARTER@HKU Programme, PSA recognises colleagues, teams and projects that have made a significant contribution to modernising professional services 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 contributions 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.

PSA consists of team and individual awards. Nominations for the Professional Services Award 2018 were considered by a Selection Panel comprising the following members:

- Mrs Margaret LEUNG, Council Member
- Mr Charles HO, Global Training Manager, MTR Corporation
- Ms Yvonne MAK, Director, Operations, Asia Global Institute
- Professor Gray KOCHHAR-LINDGREN, Director, Common Core Office
- Ms Teresa CHEUNG, Director, SMARTER@HKU Programme

The recipients of the Professional Services Award 2018 are:

Individual Award – Dr Leon LEI Chi Un, Technology-Enriched Learning Initiative  
Team Award – The HKU Exercise is Medicine on Campus (EIM@HKU) Project Team

## Dr Leon LEI Chi Un 李志遠博士

E-learning Technologist, Technology-Enriched Learning Initiative  
科創習新電子學習科技師

*Dr Leon LEI Chi Un is dedicated to providing professional services to transform e-learning development at HKU. He has developed award-winning e-learning tools, engaged teachers to implement a flipped classroom and nurtured junior talent. He has a strong passion for finding new ways to work smarter. His outstanding work has contributed significantly to enhancing the quality of teaching and learning at the University.*

### Driving transformation in teaching and learning

Leon has been playing a leading role in developing interactive e-learning technology, including automation, visualisation and AI (Artificial Intelligence) chatbot tools, to transform teaching and learning at HKU. He has introduced initiatives for teachers and colleagues to learn about the significance of using data-informed design process, pedagogy and evidence-based practice in e-learning development. He has also guided units across the campus in developing MOOCs (Massive Open Online Courses). In 2018, the augmented-reality-enhanced chatbot system he and his colleagues designed was shortlisted in the global QS Reimagine Education Award.

Leon has introduced smarter ways of working with passion and enthusiasm. His easy-to-use package that enabled teachers to implement a flipped classroom received positive feedback. He has adopted the Define, Measure, Analyse, Improve and Control (DMAIC) approach in Six Sigma to facilitate MOOC production. In collaboration with colleagues, he developed automated tools to identify clustered student groups in large classes with similar learning behaviour or special needs to allow more personalised support. He uses metric reports to communicate project progress with stakeholders.

### Inspiring people to make changes

A keen learner, he is also enthusiastic to share knowledge and develop people. Given the growing concerns about intellectual property and the use of personal data in e-learning development, he provided training for colleagues to ensure international regulations were followed. He has nurtured junior colleagues through one-to-one mentoring and empowered them to lead change, with some of them being promoted to more advanced positions. He has also motivated student interns to come up with new ideas to produce e-learning materials, and shared best practices with teaching and professional services colleagues.

Leon was presented with the Professional Services Individual Award for his commitment and creativeness in using new technology to enhance teaching and learning. He is passionate about upgrading work processes, sharing knowledge and supporting colleagues so they can realise their potential.





## The HKU Exercise is Medicine on Campus (EIM@HKU) Project Team 「健康校園・運動是良藥」項目團隊

**T**he EIM@HKU Project Team demonstrated outstanding dedication, teamwork and creativity in providing quality professional services to promote well-being to colleagues, students and stakeholders. The Team's effort in making the EIM@HKU project a great success has helped enhance the University's reputation as a healthy campus.

The EIM@HKU Project Team comprised the Centre for Sports and Exercise (CSE), University Health Services (UHS) and the VP Global Office.

One of the key components of EIM@HKU was the UHS-CSE Medical Referral Programme which started with CSE receiving referrals from UHS physiotherapists for functional-rehabilitation exercise programmes. In 2018, the Team took a fresh look and expanded the Programme to cover physician referrals to better address and reduce the incidence of physical inactivity related diseases on campus. This has enabled medical and exercise professionals to work together to benefit the HKU community.

To further promote a healthy campus, team leaders of EIM@HKU sought collaboration with HKU VP Global Office to jointly organise the HKU 'Around the World' Walking Challenge during the EIM Month in May 2018. The Challenge aimed to engage colleagues, students, retirees and alumni to walk for good health and accumulate the number of steps equivalent to walking around the globe once (approximately 66 million steps). Participation and enthusiasm far exceeded expectations and eventually 1,500 HKU-related participants from 17 countries amassed a record of 463,447,412 steps equivalent to walking over seven times around the world! The initiative not only promoted good health, but also cultivated collective spirit among HKU people and raised the University's profile internationally.

The Team's hard work across numerous initiatives won HKU the accolade of being the first campus in Hong Kong (and first in Asia) to be awarded the prestigious international Gold Level 'Exercise is Medicine on Campus' recognition from the American College of Sports Medicine.

The Team was presented with the Professional Services Team Award for their commitment to developing new ideas to promote a healthy campus. The EIM@HKU project succeeded with the spirit of collaboration and partnership, setting an impressive example that when units join forces with a common goal, excellent results can be achieved.



*Back row from left: Dr Duncan MACFARLANE, Mr Glen JOE (Deputy Leader), Dr Michael TSE (Leader);  
Middle row from left: Ms Annabelle FONG, Ms LAU Chi Wah, Professor John KAO, Dr CHEUNG Man Kuen, Dr Grace LOY, Ms Elizabeth WONG, Ms Hilda WONG;  
Front row from left: Mr Xavier CHIU, Mr Kenneth LIANG, Mr Kevin TANG, Mr Alan WONG, Mr YenKit MAN;  
In absentia: Ms Dora LAU, Ms Jacqueline LEUNG*

# TEACHING EXCELLENCE AWARD SCHEME

The Teaching Excellence Award Scheme aims to recognise, reward and promote excellence in teaching at the University. The Scheme comprises four categories, viz. University Distinguished Teaching Award, Outstanding Teaching Award, Early Career Teaching Award and Teaching Innovation Award.

Nominations for the different categories were considered by a Selection Panel comprising the following members:

- Professor Ian HOLLIDAY (Chair), Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
- Professor Anthony SMITH, Vice-Provost (Education and Student Affairs), University College London
- Professor Grahame BILBOW, Director, Centre for the Enhancement of Teaching and Learning
- Professor Shahla ALI, Associate Dean (International) and Professor, Faculty of Law (Recipient of the 2017 Outstanding Teaching Award)
- Mr Daniel LEI, University Affairs Secretary, Hong Kong University Students' Union

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 they have made on their students' learning.



# TEACHING INNOVATION AWARD

The Teaching Innovation Award aims to encourage pedagogical innovation. This year's award goes to Professor Michael George BOTELHO, Faculty of Dentistry for 'Video Vox', an innovative interactive video platform that gives voice to student and staff interaction.

## Professor Michael George BOTELHO

Clinical Professor, Faculty of Dentistry 牙醫學院臨床教授

With the significant effect that digital technologies, social media and the expectancy and immediacy of communications has had on our digitally native students, there is a need to create new learning technologies to match their needs as well as support staff in new innovations in that support student-centred pedagogies such as the flipped class and MOOCs.

Building on my own insights and experience on online and video pedagogy, I have realised there is a need to develop new online learning opportunities and tools to support learners and course designers. Based on this, I have developed a new online video platform called 'Video Vox' that offers new functionality and learning opportunities for students and course designers. The Video Vox player allows interaction with the video content and the opportunity for students to ask questions or leave comments in a video presentation that are time stamped to that segment.

The Video Vox platform has been shown to be a functional and robust platform for course designers to showcase their course content for student use in two common core courses. This platform is now being promoted by the Common Core for possible use by course designers. The platform allows flexibility for course designers simply to present course content with quizzes and feedback or allow more feedback about the online out of class learning and how this can feedforward to the next teaching exchange in the class.

At presentations I have made in the tertiary sector in Hong Kong I have had positive interest from different institutions about the platform and requests for access. Initial feedback from students has been positive but with a realisation that there is a need for further enhancements and support for teachers on how best to use the platform for its pedagogical.

This e-learning platform allows a voice between students and course designers to have asynchronous interaction on course video resources and how these can make for a more customised individual and class learning experience.





WORDS OF APPRECIATION

“I have been collaborating with Professor Michael Botelho over the last two years, on his development of the Video Vox platform. I recognised at the outset that the tool had great potential value both in encouraging students to watch online course videos (which is often a challenge), in generating meaningful student feedback, cross class discussion, and in coordinating pre-class work within a flipped classroom format to the subsequent in-class activities. I was particularly taken with the fact that the tool might usefully be applied both within a clinical dentistry course and an entry-level humanities course.

Following Michael’s refinement of the platform, I tested it again in the 2018 class and got similar positive feedback from students. I was pleased to see how the new platform had become simpler to navigate and use, but had greater flexibility in its functions, which would make it applicable to different pedagogical approaches, within different class sizes and across both the arts and sciences. I also see that the tool can be extended and adapted to suit specific teaching and learning needs.

In working with him on this, I have witnessed Michael’s ability to understand the way students think and to develop teaching methods and techniques that directly addresses them. This tool is a fine example both of his student focussed approach to teaching, and his dedication to creating effective learning opportunities. He combines these with a willingness to innovate and the rigorous attention to detail needed to see a project through.”

**Mr Mathew Robert PRYOR**  
Associate Professor (Teaching)  
Head, Divison of Landscape Architecture  
Associate Dean (Teaching and Learning), Faculty of Architecture

“As I oversee the software development process of the system named Video Vox, I can attest that Professor Botelho generated a large number of totally new ideas in the formats of interactions between the learning platform and students. For example, when a student is in doubt about some concepts being discussed in an online lecture video, he / she can immediately provide what we call ‘contextual feedback’, *i.e.* a quick question or comment with the exact time-code automatically attached to it (and, quite importantly, as the student starts typing the question / comment, the video will be automatically paused). As an experienced system designer and developer myself, I consider this feature extremely useful in view of the fact that online users cannot tolerate a high ‘transaction cost’ – the number of clicks required to do something.

Secondly, as I am now using the system in my own course, I gather that my students find the platform very useful and convenient. I am confident that as the course progresses, students will find the Video Vox system helpful in achieving the intended learning outcomes.”

**Professor Ricky KWOK**  
Associate Vice-President (Teaching and Learning)

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 2017–2018 Outstanding Young Researcher Award were considered by a special Sub-Committee of the University Research Committee comprising the following members:

- Professor SHAM Mai Har (Chair), School of Biomedical Sciences
- Professor CHE Chi Ming, Department of Chemistry
- Professor HUANG Jiandong, School of Biomedical Sciences
- Professor Nicole HUANG Xincun, School of Humanities
- Professor Ron HUI Shu Yuen, Department of Electrical and Electronic Engineering
- Professor LIN Chen, Faculty of Business and Economics
- Professor Becky LOO Pui Ying, Department of Geography
- Professor Simon YOUNG Ngai Man, Faculty of Law

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 compete for research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and the impact of their research work.



## Miss Cora CHAN Sau Wai 陳秀慧小姐

Associate Professor, Department of Law 法律學系副教授

Miss CHAN earned her BSocSc(Govt&Laws) and LLB from the University of Hong Kong and her BCL from the University of Oxford, UK. She joined HKU as an Assistant Professor in 2009 and was promoted to Associate Professor in 2015.

Public law is Miss Chan's area of expertise. Her recent work has focussed on two main themes: theorising the extent to which courts should defer to the government's judgments in human rights adjudication; and analysing how the constitutional relationship between Mainland China and Hong Kong should be developed, drawing on overseas experiences. She was awarded the 2012 Society of Legal Scholars Best Paper Prize, the 2013 Research Grants Council Early Career Award, and the 2012–2013 HKU Research Output Prize. She is the first and hitherto only Hong Kong scholar to be elected to the General Council of the International Society of Public Law. She is on the Scientific Advisory Board of the *International Journal of Constitutional Law* and the editorial boards of the *Hong Kong Law Journal* and *Asia-Pacific Journal on Human Rights and the Law*. Her works have appeared in prestigious international journals such as the *International Journal of Constitutional Law*, *Law Quarterly Review*, *Legal Studies*, and *Public Law*, and have been cited around the world and funded by competitive grants from the Research Grants Council and the British Academy.

Miss Chan firmly believes that there can be reasoned answers to legal issues. She thanks her colleagues and mentors for their support and inspiration and her family for their love.



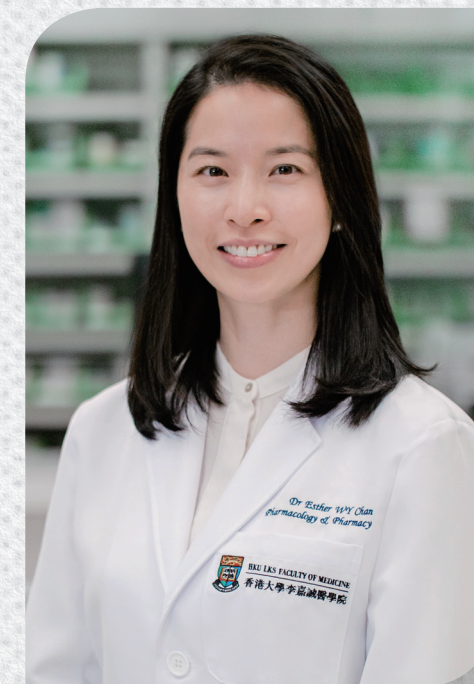
## Dr Esther CHAN Wai Yin 陳慧賢博士

Associate Professor, Department of Pharmacology and Pharmacy 藥理及藥劑學系副教授

Dr CHAN obtained her BPharm(Hons), MCLinPharm, GradCertPharmEc and PhD from Monash University, Australia. She joined the Department of Pharmacology and Pharmacy at the University of Hong Kong in 2012 and was promoted to Associate Professor in 2017. Dr Chan is currently research lead for the Centre for Safe Medication Practice and Research.

Specifically, her main research foci are in determining the safety and effectiveness of medicines, and expanding knowledge about the application of drugs in three key areas: medicines used in the management of cardiovascular diseases, including anticoagulants that prevent or reduce the risk of stroke; medicines affecting the gut; and medicines used in mental health. She applies a variety of methodologies utilising innovative big data and interventional study designs in her areas of research interest. Dr Chan has led completed and ongoing multi-centre randomised clinical trials comparing sedative and antipsychotic drugs for the management of behavioural emergencies. Her research findings have led to changes in clinical practice guideline drug recommendations, improving clinical practice and patient care internationally. Dr Chan's research has been published in leading journals including *JAMA*, *Journal of the American College of Cardiology*, *Gastroenterology*, *Gut* and *Annals of Emergency Medicine*. Her work has secured grants from funding bodies including the Research Grants Council Early Career Scheme (2013) and the National Natural Science Fund of China – Young Scientist Fund (2018). She also received the Faculty of Medicine Outstanding Research Output Award in 2016, 2017 and 2018.

Dr Chan strives to achieve an enriching nexus between teaching and research to further advance medication safety. Through translating new knowledge into captivating educational materials, she endeavours to inspire students towards better clinical practice and, ultimately, improved patient care.





## Dr GU Weixia 顧維遐博士

Associate Professor, Department of Law 法律學系副教授

Dr GU holds an LLB from East China University of Political Science and Law, and an LLM and SJD from the University of Hong Kong. She received a Fulbright Award from the US State Department and was appointed an Honorary Young Fellow at New York University before she joined HKU. Dr Gu has been a tenured Associate Professor in the Department of Law since 2015.

Dr Gu's research focusses on international arbitration, dispute resolution, and private international law. She is interested in the correlation between the development of arbitration as a mode of dispute resolution and the economic well-being of a jurisdiction. She has published extensively in English and Chinese. She is the author, editor and co-editor of three books including *The Developing World of Arbitration* (Hart Publishing, 2018) and the author of more than 50 journal articles and book chapters. Her works have been cited by the Texas Supreme Court, the Hong Kong High Court, and the Singapore Law Gazette. Dr Gu has twice been awarded a Best Research Output Prize by the China Society of Private International Law. She is an elected Co-Chair of the American Society of International Law Pacific Rim Region Interest Group.

Asia, especially Greater China, is among the world's most vibrant areas of economic growth. Despite the wide consensus that a good arbitration system is an engine of economic growth, arbitration in Asia has been much less studied than its equivalent in North America and Europe. Dr Gu hopes that her research redresses that gap from an Asian perspective.



## Dr HUANG Mingxin 黃明欣博士

Associate Professor, Department of Mechanical Engineering 機械工程系副教授

Dr HUANG received his BEng and MSc degrees in Mechanics from Shanghai Jiao Tong University, China and PhD in Materials Science in 2008 from Delft University of Technology, The Netherlands. Before joining the University of Hong Kong in 2010, Dr Huang worked as a research engineer at ArcelorMittal, France, on the development of advanced materials for lightweight automobiles. He is now an Associate Professor and Department Associate Head in the Department of Mechanical Engineering.

Both experimental and modelling works are involved in Dr Huang's research, which focusses on the development of lightweight materials for automobiles and the physical metallurgy of high-strength alloys. His research projects have been well funded by external funding bodies such as the Research Grants Council, Innovation and Technology Fund, National Natural Science Foundation of China, and industries from the USA, Europe and China. Recently, the research team led by Dr Huang invented a breakthrough 'Super Steel' that circumvents the strength-ductility trade-off. This breakthrough low-cost steel has achieved the unprecedented yield strength of 2.2 GPa and large uniform elongation of 16%, and has demonstrated the best combination of yield strength and uniform elongation among all existing high-strength metallic materials reported in the open literature. This research breakthrough has been recently published in *Science*.

Dr Huang believes that academic research and innovation in the field of Engineering can not only make significant contributions to fundamental science, but also generate new technologies that are beneficial to industry and society.



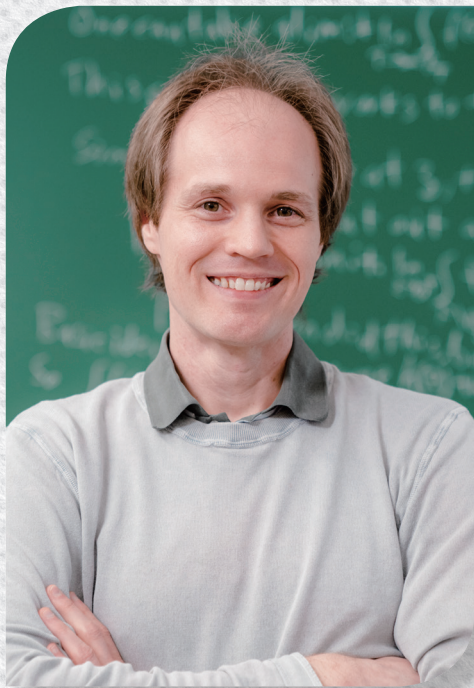


**Dr Benjamin Robert KANE 李温福博士**  
Assistant Professor, Department of Mathematics 數學系助理教授

Dr KANE received his BS degrees in Mathematics and Computer Science along with his MS in Mathematics from Carnegie Mellon University, USA. He then received his PhD in Mathematics from the University of Wisconsin–Madison, USA in 2007. He was a postdoctoral fellow first at Radboud Universiteit, Nijmegen, Netherlands and then at the University of Cologne, Germany, before joining the University of Hong Kong in 2013. He is currently an Assistant Professor in the Department of Mathematics.

Number theory and quadratic forms are Dr Kane’s primary research areas. He specifically uses tools from the theory of modular forms, which are a type of very smooth function exhibiting many symmetries and which occur in many areas of mathematics and physics. His recent collaborations with Kathrin Bringmann from the University of Cologne have led to a framework which places certain modular forms first studied by Hardy and Ramanujan into a more general framework, explaining their properties and showing that these properties are exhibited by a much wider class of functions. Working with his former student Fung King Cheong, Dr Kane used quadratic forms and modular forms to prove a conjecture showing that a certain computer algorithm (used to construct a certain object known as an elliptic curve) would always halt with any input. His current research is centred on questions related to quadratic forms and their representations as well as harmonic Maass forms, a generalisation of modular forms which are not as ‘smooth’ in a sense.

Dr Kane believes that continuous intellectual discussion leads to slow but steady progress in research. As such, research is aided not just by collaboration, but also by teaching, by advising, by guiding undergraduate and postgraduate research, and by scholarly discussion with colleagues.



**Dr Victor LEE Ho Fun 李浩勳醫生**  
Clinical Associate Professor, Department of Clinical Oncology 臨床腫瘤學系臨床副教授

Dr LEE graduated with an MBBS from the University of Hong Kong in 2002. He received local training in clinical oncology at Tuen Mun Hospital until he returned to his *alma mater* to start his research career as a Clinical Assistant Professor in Clinical Oncology in 2008. In 2012, he was awarded Distinguished Young Fellow of the Hong Kong Academy of Medicine. He then received a Hong Kong College of Radiologists 15A Travelling Fellowship and pursued further subspecialty training in paediatric radiation oncology in Addenbrooke’s Hospital of Cambridge University. He obtained an MD in nasopharyngeal carcinoma from HKU in 2015, the youngest Hong Kong clinical oncologist to be awarded with this doctorate degree. Dr Lee’s main research interests include genomic and preclinical studies on nasopharyngeal carcinoma, lung cancer and liver cancer, as well as novel radiation therapy techniques. He has published more than 100 journal articles in these areas. He is currently Clinical Associate Professor of the Department of Clinical Oncology and also Assistant Dean (Assessment) of the Medical Faculty, responsible for teaching and learning especially assessment.

The famous phrase “Je pense, donc je suis” – meaning “I think, therefore I am” – by René Descartes in his *Discours de la méthode* has deeply impressed Dr Lee, as it enlightens him to doubt everything until it is proven valid and true and to think about his existence as a human and researcher. He aims to teach his MBBS and postgraduate research students to have logical and critical thinking of the knowledge they have learned and to always keep a sceptical and challenging mind about the latest advances in medicine until the evidence is robust and solid.





## Dr Janny LEUNG Hiu Chi 梁曉姿博士

Associate Professor, School of English 英文學院副教授

Dr LEUNG is Associate Professor of English and Programme Director of Law and Literary Studies (BA&LLB) in the School of English of the Faculty of Arts. She obtained her MPhil and PhD in English and Applied Linguistics from the University of Cambridge, UK, a Bachelor of Laws from the University of London, UK, and a Master of Laws from Yale Law School, USA.

Drawing from her dual training in law and linguistics, Dr Leung has written about language rights, legal interpretation, unrepresented litigation, courtroom discourse, legal translation, representations of law in the media, and the evolution of law in the modern communication environment. Her most significant contribution consists of her analysis of the challenges, ideologies and paradoxes in multilingual legal practice. For example, she has traced the cross-jurisdictional appropriation of the 'equal authenticity' principle in bilingual / multilingual legal interpretation, and the varied meaning and significance that this principle has taken on in different sociopolitical settings. Most recently, her monograph *Shallow Equality and Symbolic Jurisprudence in Multilingual Legal Orders* (Oxford University Press, 2019) presents a comprehensive account of legal multilingualism as a global phenomenon and evaluates its significance as a policy of strategic pluralism. She was elected to the Executive Committee of the International Association of Forensic Linguists in 2017.

Since real-world problems rarely fit neatly into disciplinary boundaries, Dr Leung believes that there is tremendous value in reading widely and in integrating knowledge from different branches of research.



## Dr Kai QUEK 郭全鎧博士

Assistant Professor, Department of Politics and Public Administration  
政治與公共行政學系助理教授

Dr QUEK obtained his BA in Economics and Government from Cornell University, USA, where he was a Cornell Presidential Research Scholar, and his PhD in Political Science from the Massachusetts Institute of Technology (MIT), USA, where he was an MIT Presidential Fellow. He is now an Assistant Professor at the University of Hong Kong.

Dr Quek studies international politics with a focus on signalling and crisis de-escalation. His work on signalling established a set of systematic asymmetries in information processing, where the same signal elicits asymmetric beliefs depending on whether one is located at the sender or receiver end. These asymmetries challenge the basic assumptions of signalling theory, and are practically important because they create misperceptions and signalling failures in conflict situations. His latest research on crisis de-escalation is unique for running a large-scale national experiment that cuts directly into a real-world problem: How can China de-escalate a crisis with Japan over the Diaoyu / Senkaku Islands? Using a national survey experiment to measure for the first time the 'nationalistic backlash' Chinese leaders face for backing down in the territorial dispute, the research also tested different strategies the government can use to reduce the backlash and decrease the risk of war. His research has appeared in specialised journals such as *International Security* and *International Organization*, and in general media such as the *Oxford Research Encyclopedia* and *The Economist*.

"Crisis de-escalation and conflict management have sharp implications on human welfare, but the scientific study of international politics has lagged behind other fields of science," Dr Quek explains. "Because there is so much we don't know, the space for innovation and discovery is huge."





# EARLY CAREER TEACHING AWARD

The Early Career Teaching Award recognises the outstanding contributions and commitment of colleagues at an early stage of their teaching careers. Four colleagues are honoured with this award:

- Dr Elizabeth Ann BARRETT, Faculty of Education
- Mr David LEE Seungwoo, Faculty of Business and Economics
- Dr Tom MCDONALD, Department of Sociology
- Dr Dirk SCHNIEDERS, Department of Computer Science

## Dr Elizabeth Ann BARRETT

Lecturer, Faculty of Education 教育學院講師

I believe that excellent teachers develop the skills and attitudes of their students to become independent learners. In line with this belief, I strive to engage students in active, student-led inquiry that inspires learning and fuels curiosity. I have adopted experiential learning to guide students to apply what they learned in class to real-life situations. Students are motivated to learn when they can draw connections between course content and experiential learning projects. Student-driven inquiry allows students to build on what they know, as well as examine how concepts and theories learned in class are relevant to their community. Experiential learning provides first-hand experience to judge the connections and tensions between theory and practice. Though learning outside of the classroom can be fun and engaging for students, I believe it is vital for students to demonstrate, through assessment, how experiential learning helps them achieve course learning outcomes. I design assessments that require students to observe, serve, and interview people from their community. This allows students to develop soft skills needed for their future professions as speech therapists and teachers, as well as allows them to identify how the course content is relevant to everyday life. To support student's learning outside the classroom, I rely on e-learning tools. When students complete my course, I hope they are confident to be an agent in their own lifelong learning, as well as equipped with the skills to tackle today's complex problems.





WORDS OF APPRECIATION

“I took a course from Dr Barrett called Bilingualism in Young Children. Every week, she would open our classroom door well before class began and welcome us with a big smile. She would ask us about our weekend and brighten our Monday mornings even when the sun didn’t shine. We had a warm classroom climate!

Lessons with Dr Barrett were interactive and full of life. She would start off with her interactive lecture and give us real-life examples to help us understand complex concepts and terminology. We were then asked to share our personal experiences with each other which gave us opportunities to apply the knowledge learned. Through group discussions, a platform was formed and that allowed us to understand ideas from each other’s perspectives, further allowing us to construct new knowledge. This allowed us to climb up a level of Bloom’s taxonomy and raised our confidence.

What we appreciated most was the timely feedback Dr Barrett gave us on our first assignment. Dr Barrett gave us detailed feedback, in order to improve our final project. She gave us time to reflect on the feedback and encouraged us to move forward. She constantly reaffirmed her belief that we could make a positive improvement to our final project. We had our thinking caps on throughout the course.

Great teachers inspire and uplift us – Dr Elizabeth Barrett, thank you for being caring and compassionate. I was not surprised when I read the great news that you received this award – Congratulations!”

Sonia B  
BSc(ACD), current student

“It’s really a delight to be one of Dr Barrett’s students! I met Dr Barrett four years ago when she was my Problem-based Learning tutor. She is not just a professional teacher, but also a caring mentor for us all. She is currently the supervisor for my dissertation project. She has been guiding our dissertation group step-by-step to conduct systematic reviews and meta-analysis. With her guidance and support, we made steady progress every week. Besides teaching us to be meticulous reviewers of scholarly studies, she has also shown us how to take challenges head-on during this academically-challenging year of study. When we encountered difficulties, she took our questions seriously and spent time to discover the answers together. The group discussions in her tutorial sessions were thought-provoking, productive and friendly. I believe that our group really enjoys learning from her.

Furthermore, Dr Barrett genuinely cares about our well-being. She always shows her understanding when times are difficult with our studies and clinical workload. She takes time out of her busy work schedule to talk to us one-on-one and share her experience on how to strike a better balance while fulfilling our duties. I am deeply grateful to Dr Barrett for being an awesome, inspiring and caring supervisor.”

Queenie LEE Ching Yi  
BSc(Sp&HearSc), current student

Mr David LEE Seungwoo 李乘雨先生  
Senior Lecturer, Faculty of Business and Economics 經濟及工商管理學院高級講師

For me, teaching is an absolute privilege. In previous iterations of my life, I have worked across consulting, law, entrepreneurial ventures, and finance, but none of those roles were as meaningful as teaching. My teaching is framed by a few principles.

**Transformational Learning:** Jack Mezirow, a professor at Columbia University’s Teachers College, developed the concept of transformative learning. “Transformational learning is the process of deep, constructive, and meaningful learning that goes beyond simple knowledge acquisition and supports critical ways in which learners consciously make meaning of their lives.” I feel we have a collective responsibility to not only ensure informational learning is occurring, but also transformational learning, because that is what will impact our students.

**Active Learning Environment:** We know that engaged and active students learn more than students sitting passively in a lecture. In my own teaching, one way I strive to promote active learning is through using the case method. If the case method is used effectively it is a powerful tool in synthesising theory and applied practice, while creating high-levels of student engagement and participation. Increased rates of student participation create a sense of psychological safety in the classroom that fosters inquiry, sharing, and co-learning.

**Linking to the Real World:** I regularly incorporate the real world into class. I draw on my own personal experience, current events, and guest speakers to provide real-world examples of course concepts.

**Student Advising:** Frankly, much of my teaching occurs outside the classroom. I regularly advise current and former students on academic and professional decisions. Working with students as they consider life paths is such a privilege and I engage with hundreds of young people a year.

**The Future:** In roughly 15 years, my children will likely be university students themselves and the age of my students now. So in its simplest form, my passion for teaching and serving students is to be the type of teacher that I hope my children have when they are university students.





WORDS OF APPRECIATION

“The most unique quality about David’s teaching is that he takes a personal interest in his students’ development both in- and outside of the classroom. Having grown up under the civil law system, I remember being extremely nervous about taking a law course in Hong Kong. However, through David’s encouragement of discussions and comments in class, I gradually felt more confident to voice my opinions and ask questions about topics I have never encountered before. It was with this same confidence that I approached every other unfamiliar subject in university.

Outside of the classroom, David truly cares about his students’ growth. I remember being on exchange in London while feeling lost about choosing between two internship opportunities. David gave me a call to help me objectively analyse my options and decide on the best way forward. It is this commitment to helping students, both in- and outside of the classroom, that makes David one of the best teachers that I’ve had.”

**Eric CHIANG**  
BBA(Acc&Fin), current student

“Mr Lee is by far the best teacher I have been taught by, be it in university or secondary school. His lectures are engaging and interactive and one of the few which do not see the crowd fizzle out towards the end of the semester (despite class attendance not being a grading criteria). That, I believe is the truest way to gauge the skill of a teacher.

Apart from lectures, Mr Lee always makes it a point to personally know his students. Something as simple as meeting outside of class hours despite his extremely busy schedule, to knowing the names of his students even after being a lecturer for multiple postgraduate and undergraduate courses. I’m fortunate to have been a student of Mr Lee’s and due to his guidance and personal advice, I consider him to be a mentor.”

**Advait JASORIA**  
BBA(Acc&Fin), current student

WORDS OF APPRECIATION

“David’s class was by far the most intellectually rewarding course within my HKU MBA experience. The methods of teaching used, which was closer to a dialectic / group conversation than a lecture, had the class very engaged the entire time. The content itself went into the weeds of ethically nuanced situations and required lots of critical thinking on the part of all of the students in the class. I also enjoyed David bringing his personal experiences into the course as thought experiments.

There was a case study used to explore ethical behaviour which was very useful and relevant in that it is a somewhat common experience. It involved a worker with legitimate grievances: underpaid, was misled about the job and progression, passed over repeatedly, and generally mistreated and undervalued by management. When an opportunity came to make some additional money at the company’s expense, it made sense for the worker to take it, and this was rationalised as him being owed by the company anyways for the maltreatment he had received. The class discussion on this case was the liveliest I experienced in the entire HKU MBA course.

David also offered career and personal advice outside of the class to me on more than one occasion, and has been very generous with his time as a mentor since then. He has a firm commitment to his students’ education and growth.”

**Ryan MANN**  
MBA 2018



**Dr Tom MCDONALD 湯浩然博士**  
**Assistant Professor, Department of Sociology 社會學系助理教授**

At the heart of my teaching philosophy lies a resolve to incorporate the practices, principles and pedagogies foundational to rigorous social research into my taught courses across both undergraduate and postgraduate level. I achieve this by creating outstanding teaching experiences for my students that are enriched by – and in turn enrich – the pioneering research taking place in the University.

This approach is best illustrated through my teaching and Directorship of the Department of Sociology’s undergraduate Sociology Capstone experience (*sociology.hku.hk/capstone*). This course provides students with the opportunity to integrate their sociological knowledge and skills through a series of workshop, class discussions, student presentations, portfolio work and experiential learning.

I have been able to strengthen the research elements in our Capstone experience by facilitating the Capstone Fair, a high-profile public event held on-campus each semester which gives students the opportunity to present their capstone projects to peers, staff and the general public. With the generous support of the Faculty of Social Sciences, an online archive of student projects has also been developed.

My teaching practice also reaches beyond the confines of university classrooms, seeking to smooth students’ transitions from school to universities by developing ways to incorporate sociological research and approaches into teaching in secondary schools in both Hong Kong and the United Kingdom. I have developed a set of teaching packs, worksheets, instructional videos and classroom activities designed to help secondary students use social media to explore different social worlds (*sociology.hku.hk/impact-social-media*).

I am particularly grateful to my Department, Faculty and University colleagues for their considerable support, as well as for encouraging me to reflect upon – and innovate in – my teaching practice. My utmost thanks, however, must go to my students, who continue to be my greatest source of inspiration.



**WORDS OF APPRECIATION**

“I really appreciate your efforts in reading and commenting on our drafts / proposals before each meeting. This has definitely prompted us to reflect on our work and to be better prepared for the meet-ups and discussions. During our discussions, you have also effectively identified our key themes and applied highly relevant sociological theories by picking up on keywords from our brief and somewhat ‘disorganised’ ideas, which has enabled us to develop more sophisticated arguments in the project.”

**LEE Ching Yan**  
BSocSc 2018

“Tom’s pedagogical interaction is the best thing about the course, as he is eminently approachable and available to his students and is able to communicate abstract theories in a clear and down-to-earth way. He cares what his students think and is uniquely gifted at drawing out participation and engagement with course content from his students.”

**Anonymous student (via Student Evaluation of Teaching and Learning)**  
MSocSc 2017



Dr Dirk SCHNIEDERS

Lecturer, Department of Computer Science 計算機科學系講師

Finding the best teaching practices is a continuous process and I constantly learn to become a more effective teacher. Learning to teach is a bit like maximising a function in an optimisation problem. The teacher tries to adjust his / her teaching method to optimise the objective function. One might be tempted to take the sum of SETL scores as the objective function. However, grade inflation and dumbing down courses by avoiding complex materials may increase SETL scores but will not increase student learning. I believe that a challenging course facilitates greater learning. The outcome of a teaching activity should be judged by the obtained creative skills and absorbed knowledge of students.

In the following, I will describe five teaching strategies that I employ and found to be effective in maximising absorbed knowledge. Those five pillars of my teaching are enthusiastic delivery, portable content, continuous feedback, research connection and peer teaching.

Teaching Strategy 1: Exhibit Enthusiasm

The strategy that I found to be most effective in increasing student’s ability to absorb knowledge is to exhibit (genuine) interest, enthusiasm and passion for the taught subject. I truly believe that a teacher’s enthusiasm is contagious and passionately engaged students are inspired and learn more effectively.

Teaching Strategy 2: Video Record Lectures

Another strategy that I found to be very effective in increasing a student’s ability to absorb knowledge is the publication of lecture videos. Students have the opportunity to review the lectures by watching videos on their mobile device which can be helpful for students struggling with the lecture materials.

Teaching Strategy 3: Check if Learning Occurs

How do I know learning occurs in my classroom? What do students feel in my classroom? Every class can be very different. I track learning progress by posting simple multiple choice questions on Moodle in-class and wait for students to answer. I immediately inspect the result and adjust my teaching, if necessary.

Teaching Strategy 4: Bring Research into the Classroom

As a teacher of computer vision, machine learning and artificial intelligence, I found that bringing state-of-the-art research into the classroom is necessary. Research progress in the above areas has been tremendous in the past five years. I keep myself up to date by serving on the program committee of all major computer vision conferences.

Teaching Strategy 5: Add Group Peer Teaching to the Class

Last academic year, I included group peer teaching projects in three classes that I taught. I found that in-class group presentations are an excellent opportunity for students to collaborate and learn from each other.



WORDS OF APPRECIATION

“Dr Dirk always prepares detailed examples to explain difficult concepts and takes time to go through them during lectures. Not only does this provide us with a deeper understanding of the knowledge by providing us an opportunity to apply them in a specific situation, but it also broadens our perspectives of how this knowledge is used in real scenarios along with knowledge in respective areas. In particular, I was his student in the course From Human Vision to Machine Vision, in which he provided lots of interesting papers, videos and even invited guest speakers to talk to us. Also, in the course Machine Learning, he takes the time to demonstrate the code and explains how the concepts in lecture slides are implemented using python. Dr Dirk also takes time to communicate with students and listen to our ideas. For group projects in his course, he would schedule appointments in his office and listen to our ideas before we actually implement them in practice. He is also very flexible with our ideas and allows us to work on our own ideas if it is different from the topics provided. This really helps us to think outside the box and be innovative with our projects rather than to simply get a task done.”

WU Haoyu  
BEng(CompSc), current student

“I had the pleasure to take the Artificial Intelligence course instructed by Dr Schnieders last semester. The course was one of the best structured courses that I have taken, which included theoretical knowledge and practical programming practices. A lot of topics related to artificial intelligence were covered in depth. Although the course materials were advanced, Dr Schnieders provided us with lively examples which helped to illustrate various concepts. For challenging problems, he prepared step-by-step solutions to them to strengthen our understanding, and I found the solutions very helpful during revision. Throughout the course, Dr Schnieders really cared about all students. He took our feedback seriously and adjusted the course materials based on our opinions, ensuring that all of us could catch up with the course. Apart from that, he responded to all students’ questions promptly with detailed explanations during and outside classes. Dr Schnieders once mentioned that he wanted us to have slight struggles in class so that we could learn more through the process, and he would help if we were struggling too much. I believe he managed our struggles perfectly, and I learned a lot from his teaching. His teaching definitely sparked my interest in artificial intelligence, and I hope to apply the knowledge I acquired to pursue further studies in artificial intelligence in near future.”

Matthew MAN Ting Chun  
BEng(CompSc), current student



## WORDS OF APPRECIATION

“It was truly an honour and privilege to be Dr Dirk’s student in ENGG1202 and COMP3314. Dr Dirk enjoys a wonderful rapport with all his students. He has a great ability to connect with his students. His ability to teach both simple concepts and advanced topics are truly superior. His teaching in ENGG1202 in my first year played a great role in me choosing Computer Science as my major. His lectures are very organised, and he conducts them with a positive attitude. He takes great initiatives in teaching with a very hands-on approach to engage with students like the ice-breaker in ENGG1202 and giving creative group projects like making a video of the implementation of a research paper in COMP3314. A unique aspect of his teaching is that he is willing to take in student input for shaping the direction of his lessons. For example, he keeps certain aspects of a topic open-ended to drive student interest and allow us to explore that topic further. With this approach, he inspires us to get to the roots of a topic. Besides, his enthusiastic teaching Dr Dirk holds regular office hours where he patiently listens to every question and gives his valuable insight and advice. I strongly believe that the learnings I’ve got from Dr Dirk will help me in all spheres of life and will be deeply rewarding at both the personal level and in terms of my career prospects.”

Subhayan ROY  
BEng(CompSc), current student

## 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 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 awardee receives a monetary award of HK\$200,000 to further the KE work.

Nominations for the KE Excellence Award 2018 were considered by a Selection Committee comprising the following KE Executive Group members and co-opted members from senior academics:

- Professor Andy HOR (Chair), Vice-President and Pro-Vice-Chancellor (Research)
- Dr KIM Shin Cheul, Director, Technology Transfer Office and Associate Director, Knowledge Exchange Office
- Professor Derek COLLINS, Dean, Faculty of Arts
- Professor Ricky KWOK, Associate Vice-President (Teaching and Learning)
- Professor SHAM Mai Har, Associate Vice-President (Research)



## Ms Rebecca LEE Wing Chi 李穎芝女士 Professor Lusina HO Kam Shuen 何錦璇教授

Harold Hsiao-Wo Lee Professor in Trust and Equity 利孝和基金教授（信託法及衡平法）  
Faculty of Law 法律學院

### ‘Introducing the Special Needs Trust to Hong Kong’ 「為香港智障人士設立特殊需要信託」

For many years, parents of children with special needs live with an agonising worry: since their children are unable to manage their own financial affairs, what will happen to the assets the parents set aside for the children’s care and well-being once they pass on? The trust is an ideal mechanism for professional asset management, but the capital and fees involved place it beyond the means of most families.

Professor HO and Associate Professor LEE’s research has directly led to the setting up of a special needs trust (SNT) in Hong Kong. They proposed an SNT model that saves costs by pooling the funds contributed by parents for investment.

Their suggestions were submitted to the Government in an informal policy paper in October 2015 and they received a quick response. In February 2016, the Government set up a working group to investigate the feasibility of establishing an SNT and appointed Professor Ho to provide expert advice on the SNT’s design. Professor Ho and Ms Lee also collaborated with the Concern Group of Guardianship System and Financial Affairs, an NGO, to provide supporting data and convinced the Government that a government-managed SNT was both desirable and feasible.

After allocating HK\$50 million to set up an SNT office in February 2018, the Government formally launched the SNT in December 2018. The SNT is able to benefit the families of some 250,000 individuals whose disability (be it intellectual disability, mental illness, or autism) renders them unable to manage their own property affairs. It also affords parents peace of mind in knowing that, upon their passing, their children’s well-being will not be affected.

In having a government act as trustee, Hong Kong’s SNT is the first of its kind in the world. On the back of its success, NGOs in South Korea invited Professor Ho and Ms Lee to explain the workings of the SNT to the Korean Government, which then decided in 2018 to launch its own SNT.



*Professor Lusina HO (left) and  
Ms Rebecca LEE (right)*

# 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 2017–2018 Outstanding Research Student Supervisor Award were considered by a Selection Committee comprising the following members:

- Professor Ben YOUNG (Chair), Associate Dean (2014–2018), Graduate School
- Dr Roger CHAN Chun Kwong, Department of Urban Planning and Design
- Professor GUAN Xin-Yuan, Department of Clinical Oncology
- Professor Paul YIP Siu Fai, Department of Social Work and Social Administration



Professor Anskar LEUNG Yu Hung 梁如鴻教授

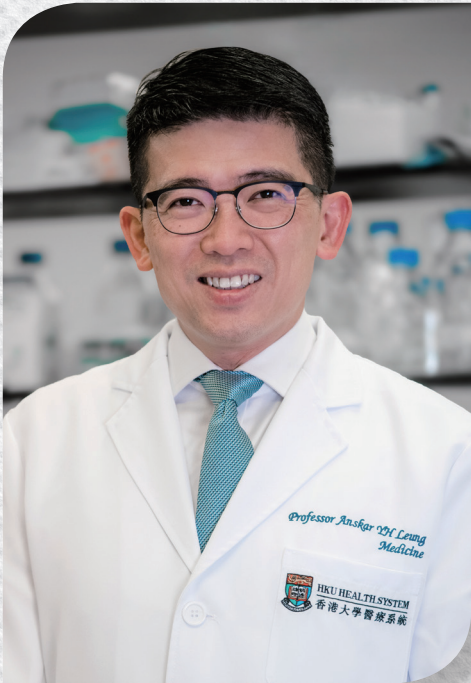
Li Shu Fan Medical Foundation Professor in Haematology 李樹芬醫學基金會基金教授 (血液學)

Clinical Professor, Department of Medicine 內科學系臨床教授

Professor LEUNG graduated in 1996 with an MBChB(Hons) and a PhD from the Chinese University of Hong Kong, and he joined the University of Hong Kong as Clinical Assistant Professor in the Department of Medicine in 1999. He was promoted to Clinical Associate Professor and Clinical Professor in 2007 and 2012 respectively.

Professor Leung’s research focusses on the pathogenesis and treatment of acute myeloid leukaemia (AML), one of the most lethal cancers worldwide, and the study of hematopoiesis under normal and neoplastic conditions. His team has developed zebrafish as a model organism for AML that has not only shed light on the pathogenesis of AML but also provided a platform for screening therapeutic agents for AML treatment. These efforts have been extended to primary AML samples from patients, resulting in the identification of a novel therapeutic regimen for specific AML subtypes that was shown to improve the outcome of these patients. These observations have set a new paradigm for the personalised treatment of blood cancers.

“Supervision of research graduate students is about guiding their scientific adventures, challenging them, and providing them with a research environment conducive to their academic and career development,” Professor Leung says. He encourages his students to ask scientific questions with clinical relevance so that scientific discoveries can be validated and applicable to patients in the long term. Collaborations, both within and beyond the laboratory, are also much encouraged and supported, giving students opportunities not only to learn the technicalities of experiments and research ethics but also to make friends with their contemporaries. “The partnership between students and supervisors is truly symbiotic,” Professor Leung says, “and from this relationship one learns not only about scientific knowledge and discoveries but also humility, mutual respect, endurance and perseverance, and good citizenship.”



Professor Dennis LEUNG Yiu Cheong 梁耀彰教授

Professor, Department of Mechanical Engineering 機械工程系教授

Professor LEUNG received his BSc(Eng) and PhD degrees from the University of Hong Kong in 1982 and 1988 respectively. He worked in the Hong Kong Electric Company for five years before joining HKU in 1993. Professor Leung is now a full Professor and Associate Head of the Department of Mechanical Engineering.

Air dispersion modelling, environmental pollution control, clean fuels and renewable energy are among Professor Leung’s main research fields. He has published more than 460 articles in these areas, has a current h-index of 59, and has more than 14,000 citations. He has been in the top 1% of scientists in his field since 2010 (Essential Science Indicators) and named as a Highly Cited Researcher (Clarivate Analytics) since 2017. Professor Leung has delivered more than 50 keynote and invited speeches in many international and national conferences as well as public lectures. He is a chartered engineer and a fellow of the Institution of Mechanical Engineers and the Energy Institute. Currently, he serves as a Specialty Chief Editor for *Frontiers in Environmental Sciences*, Associate Editor for *Progress in Energy*, as well as an editorial board member of a number of journals including *Applied Energy*, *Applied Sciences*, and *Energy Conversion and Management*. Professor Leung has received numerous awards including the Outstanding Earth Champion Hong Kong award in recognition of his contributions in protecting the environment.

Professor Leung believes that all his postgraduate students are good and capable. His aim in supervision is to guide them in discovering their talents and help them grow and sharpen their skills. He provides direction to lead them to their destination and gives them freedom to develop their own talent. Fully respecting his students and treating them as friends are the norms for Professor Leung when working with his students.





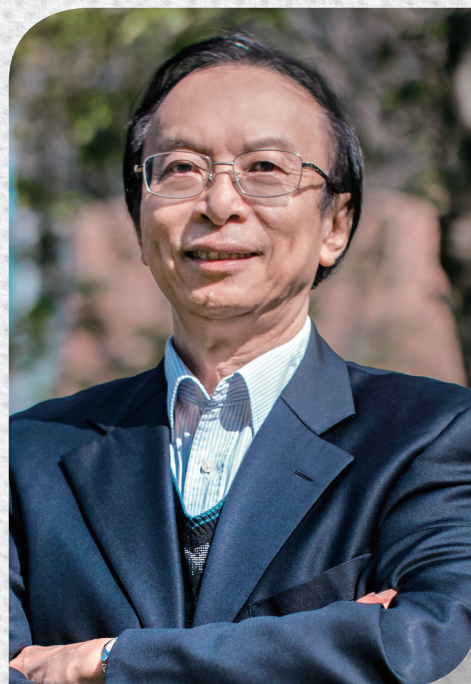
## Professor Anthony YEH Gar On 葉嘉安教授

Chan To-Haan Professor in Urban Planning and Design 陳道涵基金教授（城市規劃及設計）  
Chair Professor, Department of Urban Planning and Design 城市規劃及設計系講座教授

Professor YEH received his BA from the University of Hong Kong in 1974, MSc from the Asian Institute of Technology, Bangkok in 1976, and MRP and PhD from Syracuse University in 1978 and 1980 respectively. Since joining HKU in 1981, his roles have included Dean of the Graduate School, Founding Head of the Department of Urban Planning and Design, and Founding Director of the Institute of Transport Studies and the Geographic Information Systems (GIS) Research Centre. He is at present Chan To-Haan Professor in Urban Planning and Design, Chair Professor in GIS and Urban Planning and Director of the GIS Research Centre.

Trained with interdisciplinary knowledge and methods, Professor Yeh's research ranges from the sky to the earth, covering remote sensing, GIS, new town development and high density living, urban development and planning in China and the Pearl River Delta (now called the Greater Bay Area), producer services, and, recently, urban big data and smart cities. He is an Academician of the Chinese Academy of Sciences and a Fellow of the World Academy of Sciences for the Developing World and the Academy of Social Sciences (UK). His numerous awards include the Croucher Foundation Senior Research Fellowship in 2001, UN-HABITAT Lecture Award in 2008, and Dr Gill-Chin Lim Global Award in 2012.

Professor Yeh seeks to train his students to become pioneers in their research areas, with independent critical thinking to carry out first-class research and publish in top academic journals. To achieve this, he helps them to have the right mind set that studying at HKU is no different from studying at any of the world's top universities, provides them with a solid foundation in research methods, and helps them to know the frontiers and learn from the masters in their fields of study. He also involves them in his research projects to provide a more diversified research experience.



# 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 2017–2018 Outstanding Researcher Award were considered by a special Sub-Committee of the University Research Committee comprising the following members:

- Professor Vivian YAM Wing Wah (Chair), Department of Chemistry
- Professor Terry AU Kit Fong, Department of Psychology
- Professor David Robert CARLESS, Faculty of Education
- Professor Ian WONG Chi Kei, Department of Pharmacology and Pharmacy
- Professor Ed WU Xuekui, Department of Electrical and Electronic Engineering
- Professor XU Guoqi, School of Humanities (History)
- 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 compete for research grants (taking into account the prestige of the funding bodies and the size of the grants awarded), and the impact of their research work.



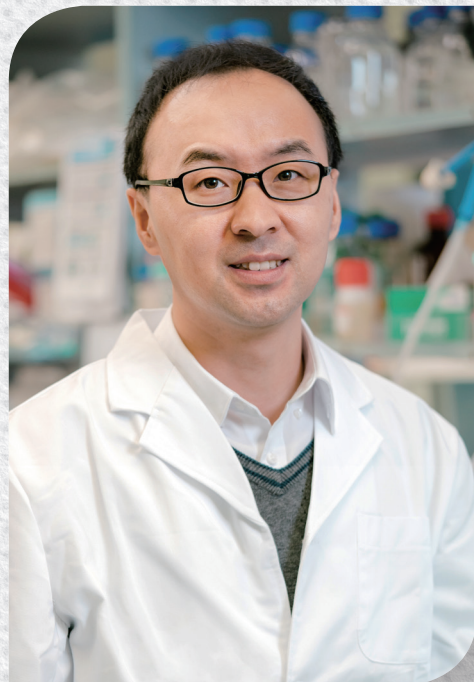
## Professor LI Xuechen 李學臣教授

Professor, Department of Chemistry 化學系教授

Professor LI received his BSc degree from Nankai University, China, his MSc from the University of Alberta, Canada, and, in 2007, his PhD from Harvard University, USA. After postdoctoral work at the Memorial Sloan Kettering Cancer Center in New York, he joined the Department of Chemistry at the University of Hong Kong as an Assistant Professor in 2009, and was promoted to Associate Professor in 2014 and Professor in 2018.

The central theme of Professor Li's research focusses on the chemical biology of biomolecules (*i.e.* peptides / proteins and carbohydrates) with the aim of studying fundamental biological questions and developing potential therapeutic applications. His research interests lie in the interface of chemistry and biology / medicine. Over his time at HKU, his laboratory has made significant contributions to the fields of protein chemical synthesis and protein modifications. Furthermore, with the technology available in-house, his team has established a platform for developing new antibacterial drugs against multidrug resistant pathogens. He is a recipient of the Wuxi PharmaTech Life Science and Chemistry Scholar Award in 2013, Chinese-American Chemistry & Chemical Biology Professors Association Distinguished Faculty Award in 2016, Croucher Senior Research Fellowship in 2018, and Rao Makineni Lectureship award from the American Peptide Society in 2019. His more than 80 publications include papers in such prestigious journals as *Nature Communications*, *Proceedings of the National Academy of Sciences of the USA*, *Journal of the American Chemical Society*, *Angewandte Chemie International Edition* and *Chemical Science*. He has had five patents granted, with a further four applications.

The most exciting part in his academic career, Professor Li believes, is to grow together with young students and help them develop positive and mature attitudes, critical thinking, perseverance, and self-motivation when facing challenges and frustration.



## Professor Nirmala RAO 劉麗薇教授

Serena H C Yang Professor in Early Childhood Development and Education

楊雪姬基金教授（幼兒發展與教育科）

Professor, Faculty of Education 教育學院教授

Professor RAO is Serena H C Yang Professor in Early Childhood Development and Education. She completed her BA at Bangalore University, India, her MS and PhD at Tulane University, New Orleans, USA and her postdoctoral training in paediatric psychology at Children's Hospital, New Orleans. A Developmental and Chartered (Educational) Psychologist by training, she has focussed on studying development and learning during the early years. She joined the University of Hong Kong as an Assistant Lecturer in 1987 and was promoted to Professor in 2007.

Her research on early childhood development and education in Asian cultural contexts has been recognised internationally. This work has focussed on the development of psychometrically robust and culturally sensitive measures of both early childhood development and the quality of early childhood education; early educational policy in the Asia-Pacific; evaluation of early childhood programmes; and culture, policy and pedagogy in the early years. Professor Rao has authored numerous books, book chapters, and peer-refereed journal articles and presented invited papers all over the world. She also serves on the editorial board of premier scholarly journals; has participated in high-level international meetings as an expert / specialist; and written advocacy materials and undertaken consultancies for UNICEF, UNESCO, the World Bank, DFID, OECD and the Brookings Institute.

Professor Rao's research is premised on the notion that it is essential to push research to the forefront as rigorous empirical studies should inform educational and social policy relevant to children and their families. She believes that quality research is always collaborative, and she has worked with researchers, policymakers and practitioners in different countries as well as PhD students and postdoctoral scholars at HKU to advance her field of research. She quotes the African Proverb, "If you want to go quickly, go alone. If you want to go far, go together."





# 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.

The following outstanding teachers / teams receive the award this year:

- Dr Janet Lorraine BORLAND, School of Modern Languages and Cultures
- Ms Tanya Jacqueline KEMPSTON, Faculty of Education
- Professor Alice WONG Sze Tsai, School of Biological Sciences
- Professor Daniel WONG Fu Keung, Department of Social Work and Social Administration
- Dr Patcy YEUNG Pui Sze, Faculty of Education
- Dr Gary James HARFITT, Ms Jessie CHOW Mei Ling and Ms Candace MOK Wai Fung, Faculty of Education
- Professor Gray Meredith KOCHHAR-LINDGREN, Common Core Office; Professor Gina MARCHETTI, Faculty of Arts; Mr Mathew Robert PRYOR, Faculty of Architecture; Dr Julian Alexander TANNER, Li Ka Shing Faculty of Medicine

## Dr Janet Lorraine BORLAND 鮑蘭雅博士 Assistant Professor, School of Modern Languages and Cultures 現代語言及文化學院助理教授

How can we better enable students to form and articulate well-reasoned and evidence-based opinions? Why is it important for students to consult primary sources from multiple fields of scholarship to better understand humanity and to devise solutions to the problems we face today? How can research-led teaching and experiential learning help students not only comprehend the past, but also prepare them for today's challenges and the future opportunities they will face as global citizens? What if I could provide students with an opportunity to step outside the 'traditional classroom' and encourage them to engage with local communities, entrepreneurs, business executives, and government officials? These are the questions that have shaped my teaching philosophy since joining the University of Hong Kong in 2014.

Whether I am teaching a first-year introductory course with one hundred students, or a capstone seminar with 15 students, key elements of my teaching practice remain the same: I believe that a successful learning environment is one where students are actively engaged, eager to ask questions, encouraged to define and solve questions, feel confident to share their evidence-based opinions, and willing to reflect on their learning experiences. Drawing on my research interests and personal life experiences, I have devised and taught courses that explore Japan's seismic past and contemporary leadership in disaster preparedness and recovery as windows for students to think and engage differently with the world as it was, is, and might be, in the future. Importantly, in one of my courses, the classroom has moved beyond HKU all the way to northeast Japan. In 2016, I partnered with Mitsubishi Corporation and devised a course called Young Leaders Tour of Japan Field Trip, which enables students to explore recovery and reconstruction following the 2011 Great East Japan Earthquake. A core aspect of this course is to provide students with an opportunity to experience not only the physical, social and economic destruction that was wrought on local communities, but also to see what sustainable reconstruction entails – both the triumphs and the ongoing struggles. In this new and sometimes confronting 'real-world' environment, I encourage students, as future leaders, to think about global problems such as recovering from natural disasters, reconstruction, and corporate social responsibility initiatives in society.





WORDS OF APPRECIATION

“Dr Borland is definitely one of the best professors I have had in HKU. I took both JAPN1011 Introduction to Japanese Studies and JAPN4003 Japan: Earthquake Nation capstone course with her. In JAPN1011, she introduced me to the disciplines of history and Japanese Studies. As someone who was just starting to engage with academic writing, her methods of reading primary sources and writing history benefit me a lot. In the capstone course, she continues to help me with my dream to stay in academia. I was able to explore freely on my research interest with the best guidance and mentorship I could have imagined. Her classes are always very organised and clearly presented. They are welcoming and informative for students of all backgrounds and interests. You could tell she genuinely cares about making the material interesting and comprehensible to everyone. She brings enthusiasm and experience to every lecture that she gives. Such enthusiasm has motivated all members of the class to pursue our own research interests. She not only fairly grades, but also proofreads every response paper we handed in throughout the semester, which helped all of us greatly as non-native speakers. With her guidance and mentorship throughout my undergraduate years, I have landed on my feet in the graduate school of my dreams. But frankly I believe the skills she taught us will benefit us beyond academia as well. I feel truly lucky to have Dr Borland as my professor in HKU.”

TONG Yijia  
BA 2017

“In my mind, a great teacher is not only someone who delivers content brilliantly in class, but someone who has the best interest of students in mind and leaves an impact in their lives. To me, Dr Borland definitely checks all the boxes. I first attended Dr Borland’s lesson at JAPN1011 Introduction to Japanese Studies where she lectured us on Japan’s history of earthquakes. This course inspired me to pursue related subjects during my exchange in Japan. Dr Borland also offered me a precious chance to be part of the first group of students joining the Young Leaders Tour of Japan. Through experiential learning offered by this tour, I have been able to see the affected areas of the 311 earthquake in person. Most importantly, I had the opportunity to interact with local residents, learning a very different side of the reality, which is something that readings and lectures cannot deliver. Throughout the past few years, Dr Borland has been very supportive of students and has never turned down any request to those who wish to seek her advice. Without Dr Borland, I believe I would not have grown as much in my university days.”

Gloria LIU  
BA, current student

WORDS OF APPRECIATION

“When I attended the introductory course taught by Dr Borland, it was an eye-opening experience that humbled me to further pursue this field, and it also became an important milestone for me to decide to dedicate my four years of university life to Japanese Studies. Dr Borland provided a very specific but also rare perspective in to studying Japan, which is a historical approach in understanding resilience and preparedness of the Japanese community against earthquake. She presented an in-depth understanding of the historical-social changes in society in the face of disasters, while the knowledge she has given is very well applicable in present days. This helps me a lot in connecting the knowledge I learned in school and on paper with the reality I am living in, and helped me to develop a more diverse and open-minded understanding of cultures.

Dr Borland has also shown her great passion and compassion through the Young Leaders Tour of Japan field trip she launched. During the trip she was a very caring person and showed equal kindness to all students, at the same time she is also an inspiring teacher where she explained and showed us how resilience learned from history is revealed through the businesses we visited, the natural environment and the modern community. She is always willing to take the initiative to provide all kinds of support and opportunities to her students, which is not common among all teachers. I am very thankful for the once-in-a-lifetime chance to participate in the field trip, but Dr Borland brought this learning experience even further. She encouraged me to participate in the MORIUMIUS internship in Japan, even supported me to get a scholarship that covered my expenses in the internship. I have never expected a teacher to do that much for a student and more than the knowledge she has taught, the kindness and her testimony in committing to her studies are the biggest and most precious things Dr Borland has given to her students.”

LAI Chi Ling  
BA 2018



**Ms Tanya Jacqueline KEMPSTON**  
Lecturer, Faculty of Education 教育學院講師

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aving been the beneficiary of dedicated teaching in my own education, I strive to evoke the same passion for and dedication to education in my own students. Most importantly, I believe that teaching is never simply about what occurs in University, but should inspire students to learn in other environments and throughout the rest of their life.

I care about my students and my teaching. I believe teachers need to experiment and reflect on what they do so as to continuing to develop. After about 20 years spent teaching in secondary and tertiary environments, I feel excited by being challenged to keep my professional standards high and to make my teaching fresh, relevant and effective and negotiate the ‘swampy messiness’ of pedagogy and research-led practice with my students.

Hence, I regularly update and revise my materials and seek to understand new, more effective ways of teaching and learning. Since joining the University of Hong Kong, I have worked with my undergraduate and postgraduate students to help them go on to further postgraduate studies in Hong Kong as well as further afield. I am active in mentoring and providing advice to students, even after they have long graduated from our University.

I believe that a very important part of the job of a teacher is provide students with a variety of environments and active learning experiences that maximise opportunities to read a variety of academic literature thoughtfully and critically, participate in class activities, discuss how theory relates to practice and reflect upon their opinions and those of others. Again and again I have observed that everyone learns differently. Some work very well in collaborative situations in which there are opportunities not only to participate but to lead, whereas others are more comfortable watching and listening. Therefore, I make it a point to include a wide variety of materials to critique, practical activities to not only take part in but as a vehicle for relating theory to practice and types of discussion strategy such as think-pair-share, small group and fishbowl as well as practically-focussed activities. Teaching continues to be a demanding, exciting and rewarding profession for me.”



**WORDS OF APPRECIATION**

“I was a student on the MEDD6704 Literature and Language Arts course in Semester 1, 2016–2017. This course not only was the most enjoyable module of my MEd, it was also the most practical and useful. Although we studied the theories behind the use of literature in language learning, we also experienced firsthand how to implement what we had learned. Through extensive role-play, we were shown how the simplest text could be adapted to suit all ages and situations. It has opened my eyes to possibilities that I had never considered before. The lecturer was completely dedicated to getting the best out of her students, and her professionalism shone through. We were encouraged to participate fully and gain the most from the course.

Although I have since left the classroom environment, I have used what I learned in MEDD6704 in various ways in my current job. I have used what I learned about adapting texts to assist the schools I support in a large puppetry competition, and used story-telling techniques in outreach programmes. I have also used process drama at various schools as Professional Development for teachers, and it has been well received. I would not have had the confidence to run these workshops without the knowledge and practical experience gained on this module. Another benefit that came to light recently, is that during the process of interacting so closely with classmates, we learned so much more about each other than we would have had we just sat in rows listening to a lecture. This has created lasting friendships, and also wonderful opportunities to collaborate.”

**Rachael WILLIAMSON**  
MEd 2017



## WORDS OF APPRECIATION

I am among the many privileged to have had Ms Kempston as my lecturer whilst undertaking my PGDE at HKU in 2013–2014. Her positivity in the classroom was unmatched by any other lecturer that I had during my time at HKU and it created an atmosphere for learning in which all of her students felt comfortable enough to take risks and experiment with their ideas. Always available and approachable, Ms Kempston consistently went out of her way to be open to questions outside of class time. Her friendly demeanour created a warm and close rapport with all of her students. Whilst teaching us about differentiation and how to accommodate for varying students' needs when formulating lesson plans, Ms Kempston was able to lead by example as she always demonstrated these strategies in her own class by being uniquely resourceful and adaptive. In what can only be described as an eclectic and diverse class of students, she was able to customise her teaching and cater to all of the different levels of experience and backgrounds.

In addition to be extremely knowledgeable about her course content, she is highly organised and always well prepared. Her assignments were structured in such a way that it allowed us as students, to demonstrate our knowledge and understanding of the curriculum, whilst at the same time reflecting our personal pedagogies and styles. Often going that extra mile by continuously following up on the status of our coursework, Ms Kempston always gave timely and detailed constructive feedback on work that was submitted. She made it clear that it was her personal goal to see each and every one of us succeed and fulfil our full potential and that she was there to guide us along the way. Knowing that you have that kind of support in the classroom made us feel very motivated to excel in her course. Her lessons were always well thought out and balanced in terms of having time to listen, reflect, discuss and apply new information. She always made sure to get us out of our seats to engage us physically as well as mentally.

I feel very lucky to have had a teacher who promoted a positive growth mindset in the way that she did. Being taught by someone who has a genuine passion for literature and drama creates a love for those subjects that is contagious. Her influence on my educational experience has fundamentally shaped who I am as a teacher and I can only hope to have such a profound effect on one of my students one day. I believe she is worthy of being commended for being the truly outstanding teacher that she is by the University of Hong Kong.

**Ayeesha SHAHANI**  
PGDE 2014

## Professor Alice WONG Sze Tsai 黃思齊教授

Professor, School of Biological Sciences 生物科學學院教授

My first faculty appointment in 2002 was my first appointment as an educator, and I had limited teaching experience. However, I had always wanted to be a teacher. Over the years, I have met a number of good teachers and mentors who teach not only with their minds but also with their hearts. I also strongly believe that students should play an active role – in thinking, solving problems, posing questions, and wondering about the why behind the what – rather than being passive listeners. That belief has inspired me to develop interactive classes incorporating questions and even simple demonstrations or hands-on activities to explain a given phenomenon.

Given that millennials grew up with the Internet and related technologies, I have adopted various new approaches that may better suit learning by this generation. I was one of the early adopters to use clickers to pose questions and promote interactive learning in the classroom. Since then, I have accumulated additional experience and learned how to effectively use e-learning to enhance learning and teaching effectiveness. I also led the design of an e-Portfolio platform as a pedagogical tool allowing students to organise, share, and reflect on their work and teachers to track students' learning process. Research is a key element of university life and our lives as scholars. I view teaching and research as a single, distinct entity. What I teach students in research projects is not limited by what I already know. My students and I discover, create, and share knowledge together. Moreover, the students also learn by adapting from their mistakes.

In the future, I will continue to work on a holistic education through programme design, with taking students' interests into account to encourage them to be active, responsible learners as a key priority.

“Let's inspire students to dream and to encourage and equip them to pursue their dreams.”





WORDS OF APPRECIATION

“I have attended lectures taught by Professor Wong since year one and it is fruitful and informative for me to learn about different innovative technologies and knowledge about biology. I also remembered that she used some activities in a lecture that showing how heredity work in reality, it is very interesting and revealing. Her teaching made me curious how heredity work. Professor Wong’s lecture is well planned and effective for provoking students’ interests and thinking. Also, she actively answered the questions raised by me and my classmates during class and after class. She is passionate about teaching us and offers us different kinds of help in studying. She also taught me in a course about Animal Physiology, and she makes good use of lots of graphs, analogies and real-life examples to explain the concepts clearly. I enjoyed her lecture a lot! She is also a nice and considerate professor that offers us lots of advice on different aspects including my academic studies and career path. I really appreciate her effort in teaching and inspiring us, she is a good professor that I sincerely admired.”

**CHONG Wing Kit**  
BSc 2018

“The best teacher teaches from the heart not from the books. Graduated for almost two years, Professor Wong’s passionate teaching remains distinctive in my mind. Her smile was so bright, her eyes were shining and her hands followed the rhythm she talked about cell biology, from basics to advanced in early mornings at 8:30. We might not be as attentive as what she expected, with all the complicated biochemical pathways and gene sequences, she kept striving to awaken our joy in science and unwinding the mystery of the Universe. It was not until her course about oncology that I began to find the latest therapies for tumours fascinating and had her reference to work on circulating tumour cells in a biotech company at Science Park. She supports students’ all-round development not only by referring internships but also sending us to conferences overseas, as she believes in active learning and that learning attitude once instilled will prepare us to be great scientists for the rest of lifetime. Perhaps that explains why she never get annoyed encouraging me to pursue dreams and never turn down to any requests benefit to students’ future. We are still emailing like friends in spite of her tight schedule and I am glad and proud to have her for four years of undergraduate study. Without her as my compass, I would not have achieved at where I am today, not even knowing the direction.”

**Gami HIOK**  
BSc 2017

WORDS OF APPRECIATION

“Teaching is possibly the most difficult of all professions. It not only requires knowledge, but also needs a personalised understanding of the students you are teaching. Professor Alice Wong has always had a unique ability of connecting with her students and inspiring them with her passion for science.

Professor Wong has played a very important role in my life as a mentor. I have had the opportunity to take her classes, as well as conduct my undergraduate thesis under her supervision. Whenever I needed assistance of any kind, she was always there to help me. I remember how I sent her my thesis draft the day before the deadline and she got back to me within hours with the corrected draft. It takes an enormous amount of effort for a busy professor such as herself, to invest so much time on the learning experience of her students.

She introduced me to research and concepts of how tumours are likely to develop. She taught me how to comprehensively approach scientific questions, which inspired me to pursue a career as a full-time researcher. She is in every way a remarkable scientist and an outstanding teacher and there is no person more deserving of this award.”

**Mashiat RABBANI**  
BSc 2017



**Professor Daniel WONG Fu Keung 黃富強教授**  
**Professor, Department of Social Work and Social Administration**  
**社會工作及社會行政學系教授**

Being a researcher-practitioner-teacher is a fruitful experience.

I enjoy professional practice in promoting mental health of individuals in the community. I have expanded my role from a practitioner to a researcher-practitioner-teacher when I assume my academic career. To me, effective clinical practice teaching involves the integration of three inseparable components: research, direct practice and teaching. As a researcher-practitioner, I am committed to the principle that all practices must be grounded in research. In addition, I prefer to be actively participating in the practice process myself. In almost all my clinical practice research projects, I have participated in the provision of counselling services in order to acquire a good grasp of how the counselling processes unfold and how certain concepts and skills can be meaningfully played out in the lives of the clients. Through this process, I make use of the clinical data and clinical practice wisdom generated from the practice to facilitate my publication and clinical teaching. The first-hand practice experiences have become practice wisdom that I can readily share with my students in class. This is particularly welcomed by many students who yearn for ways of integrating theories and practice in social work and counselling. On the other hand, the materials and data we developed through various practice research projects have been turned into journal articles, books and professional and client manuals. These materials can help students and professionals to readily understand and use the materials for their practices. Indeed, we have named this process the ‘SET’ model. While ‘S’ denotes services for our clients, ‘E’ stands for evaluation / research and ‘T’ means teaching / training for students and professionals. This is an interactive process whereby clinical practice teaching can feedback onto research and services and *vice versa*. To end this, I really enjoy the role of a researcher-practitioner-teacher and am thrilled to see how students have benefitted from our clinical practice teaching. Clinical practice teaching is an integral part of a counselling professional training and clinical practice teachers are valuable and indispensable in the process.



**WORDS OF APPRECIATION**

“I first met Professor Daniel Wong in 1999 while he was my BSW course coordinator. After 16 years, I came back to HKU to study for my master’s degree and I was fortunate to be his student again.

As postgraduate students in social work, we looked for advanced theories and skills in practice. In Daniel’s class, you never felt bored as he could well illustrate the social work theories and models with updated local and overseas examples. In particular, I was impressed by his knowledge and clinical skills in Cognitive-Behavioral Therapy (CBT) which he demonstrated well in class through live demonstrations, role plays and coaching. Under his guidance, I could gradually build up my confidence in practising CBT in my practical work with my clients. Moreover, I appreciated his passion in improving the mental health counselling practice in Hong Kong. He has developed CBT practice manuals and tools for working with Chinese clients and provides training for frontline social workers and mental health workers.

Besides, Daniel shows concerns for his students outside the classroom. His sincere advice and support not only facilitated me to finish my dissertation, but also encouraged me to face the new challenge in my career. I would like to take this opportunity to express my gratitude to Professor Wong for his teaching and coaching.”

**MUI Kwan Wai**  
BSW 2000, MSocSc 2017



WORDS OF APPRECIATION

“First of all, I need to express my sincere gratitude and congratulations to Daniel.

Professor Daniel Wong is a professional, knowledgeable, kind-hearted and passionate teacher. His classes were always my favourite one. His clinical experiences and ways of teaching always make the classes fruitful and enjoyable. He gives lectures in a humorous way which enhances students’ learning. I still remember when I volunteered to demonstrate the CBT [Cognitive-Behavioral Therapy] skills with him in the first lesson. It’s not only a demonstration, but indeed a healing process that I was touched, cried and released. Other classmates were also impressed and texted me that night to thank for my sincere sharing and excellent demonstration. In fact, Daniel makes it all. He lets us step out of our comfort zone to try out the therapy in a humanised way.

Other than his teaching technique and knowledge, he has been a great teacher as he shows his care and passion. In this master’s degree, many of the classmates come from relevant background like social work or psychology, however, I am not. But he is able to lessen my worries and even gives me confidence. He is approachable that we are able to seek for his advice anytime and he will give us invaluable advice and insights that help our personal growth. At last, his devotion to teaching inspires me a lot. Teaching is not a job for him, but a vocation. From his passion shown in each class, you can see he truly loves what he is doing. He makes our learning insightful and meaningful. I wish his enthusiasm and expertise can influence more students’ lives in the future.

All in all, a great teacher makes difference. Daniel did make an impact on my life, which will last long and deep. I am very grateful to have Daniel to be my teacher, mentor and life coach.”

Sara LEUNG  
MSocSc, current student

Dr Patcy YEUNG Pui Sze 楊佩詩博士  
Associate Professor, Faculty of Education 教育學院副教授

Learning and teaching have always been my life’s passions. Having received the most international, innovative and interdisciplinary education with a mission to make a positive impact on society during my undergraduate and postgraduate studies at HKU, I have been nurtured to become a global thinker embracing the Western ‘mind orientation’ and the Eastern ‘virtue orientation’ in learning (van Egmond, Kühnen & Li, 2013). Living up to HKU motto – *Sapientia et Virtus* 明德格物, I hold fast to both wisdom and virtue in my teaching. Since graduating from HKU, I have been blessed to have embarked on a career of nurturing the next generation. My beliefs on teaching are strongly influenced by the two dicta about teaching and learning I learned in the first course of my undergraduate studies: (1) learning can take place without teaching, and (2) the ultimate goal of teaching is to facilitate students’ self-actualisation for the well-being of mankind. The former underlies my belief in the importance of active learning and the role of teachers in creating diverse learning opportunities and conducive learning environments. The latter reinforces my belief that the ultimate goal of education is to help students develop universal values of kindness, justice, and love, especially for those who are less privileged in the world. Last but not least, I believe that every student is unique, including his / her respective learning style, but all students have great potential to learn and to excel.





WORDS OF APPRECIATION

“It is evident that Patcy’s compassion and dedication to making a meaningful difference in all those around her remains a top priority. It is for this reason, she finds it second nature to go above and beyond the duties of a teacher: to act as a therapist and confidant, to console the disheartened, and reassure the anxious and unconfident of their strengths and potentials.”

Jane Jana CHAN Yin Sze  
PGDE 2018

“There is always no lack of intelligent and smart individual in this knowledge-based world. However, there are only a few individuals like Dr Patcy Yeung who are both knowledgeable and compassionate, which definitely needs more enthusiastic and passionate educators to guide and inspire students along the lifelong learning journey.”

Adrian LAM Man Ho  
MEd, current student

Dr Gary James HARFITT (Leader)  
Ms Jessie CHOW Mei Ling 周美玲女士  
Ms Candace MOK Wai Fung 莫蔚峰女士

Faculty of Education 教育學院

‘Nurturing Today’s Students and Tomorrow’s Teachers through  
Experiential Learning’  
「體驗學習：滋養今天的學生，成就明日的老師」

Through the establishment of credit-bearing community-based experiential learning programmes, we promote a stronger sense of self-awareness in our students and see evidence of clear transferrable skills like collaboration, problem solving, leadership, resilience, global and civic awareness all emerging through this reciprocal relationship between our Faculty and the community in Hong Kong and elsewhere. We maintain that these are salient skills for new teachers to acquire and our curriculum innovation is closely tied to specific intended learning outcomes that have added weight to our existing teaching practicum models. We have positioned the community as a rich and powerful knowledge space, one that is non-hierarchical and where academics, schools, teachers and community partners bring together different types of expertise that is conducive to the development of new teachers and the community in which they work. In all our community-based experiential learning courses our student teachers are encouraged to mature as ‘community teachers’ who can work more effectively with children and families from diverse backgrounds. Through this we have seen how our students can develop a more sophisticated understanding of diversity which is difficult to actualise in universities or schools. We also seek to contribute to the wider field through scholarship and research.



Back row from left: Ms Jessie CHOW, Ms Candace MOK  
Front row from left: Dr Gary HARFITT, Miss Ivy CHUNG  
(Executive Officer assisting in the experiential learning project)

We would also like to take this opportunity to thank Miss Ivy Chung who has helped coordinate every single experiential learning project since we started.



WORDS OF APPRECIATION

“The contributions and efforts that the Experiential Learning Team of the Faculty of Education has made have been very significant in respect of nurturing the future leaders for the University as well as for society. The team has also made the world smaller, closer and friendlier. As an English education student, I have been very fortunate to be able to seize the valuable opportunities to participate in three major experiential learning projects in three developing countries over the years with different non-governmental organisations. These projects have meant a lot to me. In particular, the first-hand learning experience has changed me for the better in terms of my personal growth and my professional development as a future English teacher.”

Jenny CHAN  
BA&BEd(LangEd), current student

“My university life has been changed by the very first service learning course held by Faculty of Education at HKU. As the founder of the student society, Beyond Belief Hong Kong, I am encouraged and inspired to involve more in service learning by the reflection, ups and downs from each challenging yet amazing journey and more importantly the support from my lecturers Jessie, Candace and Gary.”

Gaga TSANG Ka Yuet  
BA, current student

“Raised in such an exam-oriented education system, we often draw parallels between the words impact and results... Indeed, we went to Cambodia trying to teach resilience, but to some extent we are living it out; we are building relationships with the children, manifesting our strengths and qualities while teaching them theirs, and coping with different emotions when leaving the school and the beautiful girls. So as teachers, we are not teaching to make an impact, but being the impacts ourselves.”

Kelly CHOY Kai Yi  
BA&BEd(LangEd), current student

Professor Gray Meredith KOCHHAR-LINDGREN (Leader)

Common Core Office 核心課程事務處

Professor Gina MARCHETTI 馬蘭清教授 Faculty of Arts 文學院

Mr Mathew Robert PRYOR Faculty of Architecture 建築學院

Dr Julian Alexander TANNER Li Ka Shing Faculty of Medicine 李嘉誠醫學院

‘Transdisciplinarity in Action: Creating Multiscalar Teaching and Learning Platforms in the Common Core’

「跨範疇合作：在核心課程建構多元教與學平台」

The mission of the Common Core is to provide the highest quality cross-disciplinary learning for our undergraduates, and, as an essential aspect of this task, we also must provide a culture of effective experimentation that enhances the learning of our colleagues, our community and our partners around the world. Working along multiple fronts to create such a culture, the team has begun to more deeply explore transdisciplinarity as a framework for configuring teaching and learning as transformative acts.



From left: Dr Julian TANNER,  
Professor Gray KOCHHAR-LINDGREN,  
Professor Gina MARCHETTI, Mr Mathew PRYOR

Transdisciplinarity articulates possibilities that lead not only to more ‘content’ knowledge – which is of course absolutely necessary for any learning to occur – but also to a greater capacity for posing questions, inventing collaborations, more effectively scaling responses to vexing issues, and generating a creative impact for students, colleagues, and society. Through enhancing the organisational and curricular flexibility of the Common Core, we have been making these ideals more tangible.

Mr Mathew Pryor has flipped his classroom for CCHU9001 Designs on the Future; Professor Gina Marchetti has created a MOOC based on CCGL9001 Hong Kong Cinema Through a Global Lens; Dr Julian Tanner has taught our first iteration of CCST8001, the Transdisciplinary Team Project, which integrates student-led transdisciplinary research early in the curriculum; and Professor Gray Kochhar-Lindgren has facilitated the Transdisciplinary Research Nomads and the Transdisciplinary Undergraduate Research Exchange.

Our goal, as a team, is to deepen the classroom and institutional impact of these practices; to create nodes of reflective connectivity across multiple boundaries; and to provide programmatic platforms to move the needle toward positive social change. These are, for us, inseparable aspects of innovation in teaching and learning for all of our undergraduates.

We would like to extend our gratitude to our colleagues in the Common Core Office, who have provided invaluable support: Shing Au, Emily Chan, Yvonne Cheng, Carmen Cheung, Nicol Pan and Charmaine Tse.



## WORDS OF APPRECIATION

“I get a bit straighter that staying with the trouble of complex worlding” – if I had to use one sentence to conclude my experience over the past six months, this would be it. This particular project on the More-Than-Human-City goes further than transdisciplinarity, it combines transdisciplinary, transnational and transcultural elements and provides the individual with a lot more. The people make the experience and the people involved in the project were all amazing, inspiring individuals. We were encouraged to engage in intellectual discussions and ask thought-provoking questions. Needless to say, I made some amazing friends and we shared lots of laughs throughout our journey. Moving forward, I would certainly try to use different methods to approach the questions I am faced with. More importantly, I would hope to continue to explore the unexplored and think about the phenomena we overlook in our day-to-day lives, continuing to get a bit straighter with the trouble of complex worlding.”

**Parmeet KAUR**

LLB, current student

Transdisciplinary Undergraduate Research Exchange: HKU-Utrecht University

“This course allows us to take a proactive role in our learning, from selecting the direction of our research to producing outputs that will hopefully make an impact in society. I also enjoy the flexible nature of the course, which not only allows me to participate even though I am overseas on Exchange in Canada, but even takes advantage of that... There are not many opportunities for undergraduates to get a taste of scientific research that they can initiate themselves. I hope to develop my interest in the research process.”

**Elaine TIAN Yiling and Alex FUNG Ka Chun**

MBBS, current students

Transdisciplinary Team Project

“To me, the idea a transdisciplinary nomad was highly puzzling as we set course on this journey, but the puzzle still hasn’t been solved or I don’t think it’s meant to be... and that’s the beauty and fluid nature of the projects we have been involved with. Our most recent intersection with APRU’s Sustainable Cities conference held in Hong Kong really pushed us beyond (self-made) boundaries. The moment you realise that you are responsible for the standards you set for yourself, sky is the limit. The badge of ‘transdisciplinary’ can be daunting because we are limitless and see no boundaries, but it is also the kind of adrenaline that nomads need in life.”

**Aisha WAHAB**

BSocSc, current student

Transdisciplinary Nomads

# UNIVERSITY DISTINGUISHED TEACHING AWARD



The University Distinguished Teaching Award is the highest teaching award bestowed on committed teachers who have made distinguished and sustained contributions not only to enhancing student learning, but also to driving teaching and learning innovations through leadership at both Faculty and University levels. The Panel is deeply impressed by the eminent contributions and achievements in teaching and learning of Professor Michael George BOTELHO of the Faculty of Dentistry, who is honoured with this prestigious Award.



**Professor Michael George BOTELHO**  
Clinical Professor, Faculty of Dentistry 牙醫學院臨床教授

Professor Michael BOTELHO has taught at the University of Hong Kong for over twenty years. During this period, Professor Botelho has built an enviable reputation as a committed, compassionate and diligent teacher and colleague striving to improve the quality and nature of learning experiences for students both within and beyond his Faculty.

Professor Botelho’s philosophy focusses on educational activities that actively engage students with relevant problems using interactive, supportive and meaningful dialogue between and with students. From his experience, Professor Botelho believes that learning is an active intellectual process, and it is the teacher’s responsibility to design meaningful, engaging, active, collaborative and authentic learning experiences that match anticipated student learning outcomes. This is a task that demands creativity and sensitivity on the part of the teacher if the mosaic of learning activities and objects created is to meet the learning needs of students.

Professor Botelho has pioneered and had an impact on various aspects of the dental curriculum, including dental simulation, the flipped class, standards based clinical assessment, journal-based learning, synthetic clinical experience and e-learning. In particular, he has innovated in the use of dialogic student-centered videos and the development of a new interactive video learning platform; together, these initiatives have earned him two Teaching Innovation Awards.

As a scholar of learning and teaching he has published and presented extensively in Hong Kong, South East Asia and globally to share his insights and expertise.

In the field of education, he has 19 publications, eight book chapters, over 50 oral presentations and 14 teaching awards to his name, both locally and internationally. He was awarded the UGC Teaching Award in 2015.

Professor Botelho is committed to ‘bottom-up innovation with top-down support’ and he regularly leads grassroot initiatives that are welcomed by staff and students alike; however, he also generously contributes to and supports the activities of others in Hong Kong and beyond.

In summary, Professor Michael Botelho is a reflective teacher who designs engaging and meaningful learning activities. He is also an extremely supportive and generous colleague, who believes in collaboration, dialogue and hard work.



FACULTY-SPECIFIC  
AWARDS



Faculty-specific awards have also been established to recognise outstanding achievements of academics in each Faculty. The presentation of Faculty-specific awards is arranged by the relevant Faculties.



## 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 Arts 文學院

#### Faculty Teaching Excellence Award 學院卓越教學獎

Dr Jamin Frederick ASAY, School of Humanities (Philosophy) 人文學院（哲學）ASAY 博士  
Dr Carol TSANG Chiu Long, School of Humanities (History) 人文學院（歷史）曾昭朗博士

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

#### Faculty Outstanding Teacher Award (Undergraduate Teaching) 傑出教學獎（本科課程）

Dr Winnie LEUNG Siu Ching, Faculty of Business and Economics 經濟及工商管理學院 梁小青博士  
Dr PARK Sangyoon, Faculty of Business and Economics 經濟及工商管理學院 PARK 博士  
Dr WANG Danqing, Faculty of Business and Economics 經濟及工商管理學院 王丹青博士

#### Faculty Outstanding Teacher Award (Taught Postgraduate Teaching) 傑出教學獎（碩士課程）

Dr Matthias BUEHLMAIER, Faculty of Business and Economics 經濟及工商管理學院 BUEHLMAIER 博士  
Dr Alex CHAN Wing Ho, Faculty of Business and Economics 經濟及工商管理學院 陳永豪博士  
Dr CHEN Heng, Faculty of Business and Economics 經濟及工商管理學院 陳衡博士  
Mr David LEE Seungwoo, Faculty of Business and Economics 經濟及工商管理學院 李乘雨先生

#### Faculty Special Contribution Teaching Award 特別貢獻教學獎

Professor SHEN Haipeng, Faculty of Business and Economics 經濟及工商管理學院 沈海鵬教授

### Faculty of Dentistry 牙醫學院

#### Faculty Outstanding Teacher Award 學院傑出教師獎

Dr Gillian LEE Hiu Man, Faculty of Dentistry 牙醫學院 李曉雯醫生

### Faculty of Education 教育學院

#### Faculty Outstanding Teaching Award 學院傑出教學獎

##### Individual

Dr Thomas CHIU Kin Fung, Faculty of Education 教育學院 趙建豐博士  
Dr Valerie YIP Wing Yan, Faculty of Education 教育學院 葉穎欣博士

##### Team

Ms Jessie CHOW Mei Ling 周美玲女士 (Leader), Ms Candace MOK Wai Fung 莫蔚峰女士 and Dr Gary James HARFITT, Faculty of Education 教育學院

#### Faculty Early Career Teaching Award 學院新晉教員教學獎

Dr Jim CHAN Yee Him, Faculty of Education 教育學院 陳以謙博士  
Mr Benjamin Luke MOORHOUSE, Faculty of Education 教育學院 MOORHOUSE 先生

### Faculty of Engineering 工程學院

#### Faculty Outstanding Teaching Award 學院傑出教學獎

Dr Dirk SCHNIEDERS, Department of Computer Science 計算機科學系 SCHNIEDERS 博士

### Faculty of Law 法律學院

#### Faculty Outstanding Teaching Award 學院傑出教學獎

Dr Peter CHAU Siu Chun, Department of Law 法律學系 周兆雋博士  
Miss Daisy CHEUNG Tin Muk, Department of Law 法律學系 張天目小姐  
Dr Eric IP Chi Yeung, Department of Law 法律學系 葉子暘博士

### Li Ka Shing Faculty of Medicine 李嘉誠醫學院

#### Faculty Teaching Medal 學院教學獎

Dr Brian CHUNG Hon Yin, Department of Paediatrics and Adolescent Medicine 兒童及青少年科學系 鍾侃言醫生  
Dr Esther CHAN Wai Yin, Department of Pharmacology and Pharmacy 藥理及藥劑學系 陳慧賢博士

### Faculty of Science 理學院

#### Award for Teaching Innovations in E-learning 電子學習創新教學獎

Dr Michael David PITTMAN, Department of Earth Sciences 地球科學系 文嘉棋博士

### Faculty of Social Sciences 社會科學學院

#### Social Sciences Outstanding Teaching Award 社會科學傑出教學獎

Dr Tom MCDONALD, Department of Sociology 社會學系 湯浩然博士  
Professor Daniel WONG Fu Keung, Department of Social Work and Social Administration 社會工作及社會行政學系 黃富強教授

## 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. 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

#### ‘Association between adiposity outcomes and residential density: a full-data, cross-sectional analysis of 419 562

##### UK Biobank adult participants’

By Dr Chinmoy SARKAR\*, Professor Christopher John WEBSTER\* and  
Professor John Edward James GALLACHER\*, published in *The Lancet Planet Health*, 1, 7 (2017), e277-288

### Faculty of Arts 文學院

#### *Beethoven and Freedom*

By Professor Daniel CHUA Kwan Liang 蔡寬量教授 \*, published by Oxford University Press, 2017, 288 pages

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

#### ‘Aspiring for Change: A Theory of Middle Class Activism’

By Dr CHEN Heng 陳衡博士 \* and Professor SUEN Wing Chuen 孫永泉教授 \*, published in *The Economic Journal*, 127, 603 (2017), 1318-1347

### Faculty of Dentistry 牙醫學院

#### ‘Nanoparticle-encapsulated baicalein markedly modulates pro-inflammatory response in gingival epithelial cells’

By Dr LI Xuan 李璇博士 \*, Dr LUO Wei 羅巍博士 \*, Ms NG Tsz Wing 吳芷穎女士 , Professor LEUNG Ping Chung 梁秉中教授 , Professor ZHANG Chengfei 張成飛教授 \*, Dr Ken LEUNG Cham Fai 梁湛輝博士 and Professor JIN Lijian 金力堅教授 \*, published in *Nanoscale*, 9 (2017), 12897-12907

### Faculty of Education 教育學院

#### ‘Does growth rate in spatial ability matter in predicting early arithmetic competence?’

By Dr ZHANG Xiao 張曉博士 \* and Dr LIN Dan 林丹博士 , published in *Learning and Instruction*, 49 (June 2017), 232-241

### Faculty of Engineering 工程學院

#### ‘High dislocation density-induced large ductility in deformed and partitioned steels’

By Dr HE Binbin 何斌斌博士 \*, Dr HU Bin 胡斌博士 , Dr YEN Hung Wei 顏鴻威博士 , Miss CHENG Guanju 程冠儒小姐 , Dr WANG Zuankai 王鑽開博士 , Dr LUO Haiwen 羅海文博士 and Dr HUANG Mingxin 黃明欣博士 \*, published in *Science*, 357, 6355 (September 2017), 1029-1032

### Faculty of Law 法律學院

#### *Chinese Small Property: The Co-Evolution of Law and Social Norms*

By Dr QIAO Shitong 喬仕彤博士 \*, published by Cambridge University Press, 2017, 230 pages

### Li Ka Shing Faculty of Medicine 李嘉誠醫學院

#### ‘The FGF21-CCL11 Axis Mediates Beiging of White Adipose Tissues by Coupling Sympathetic Nervous System to Type 2 Immunity’

By Dr HUANG Zhe 黃哲博士 \*, Dr ZHONG Ling 鍾鈴博士 \*, Dr Jimmy LEETsz Hang 李子恒博士 \*, Mr ZHANG Jialiang 張嘉良先生 \*, Dr WU Donghai 吳東海博士 , Dr GENG Leiluo 耿磊落博士 \*, Professor WANG Yu 汪玉教授 \*, Dr WONG Chi Ming 王志明博士 \* and Professor XU Aimin 徐愛民教授 \*, published in *Cell Metabolism*, 26, 3 (September 2017), 493-508

### Faculty of Science 理學院

#### ‘Ancient hydrothermal seafloor deposits in Eridania basin on Mars’

By Dr Joseph Ryan MICHALSKI\*, Dr Eldar Zeev Noe DOBREA, Dr Paul Breckenridge NILES and Dr Javier CUADROS, published in *Nature Communications*, 8, 15978 (July 2017)

### Faculty of Social Sciences 社會科學學院

#### ‘Expanding Moral Panic Theory to Include the Agency of Charismatic Entrepreneurs’

By Dr James Paul JOOSSE\*, published in *The British Journal of Criminology*, 58, 4 (September 2017), 993-1012

\* HKU members at the time of publication



# FACULTY KNOWLEDGE EXCHANGE AWARD

The Faculty Knowledge Exchange (KE) Award recognises each Faculty’s outstanding KE accomplishments that have made demonstrable economic, social or cultural impacts to benefit the community, business / industry, or partner organisations. Nominations in each Faculty were considered by a Faculty-based selection committee comprising both internal and external members. Only one award may be made by each Faculty each year. Award winners receive a monetary award of HK\$100,000 to further their KE work.

## Faculty of Architecture 建築學院

Dr LU Weisheng 呂偉生博士, Department of Real Estate and Construction 房地產及建設系, and team members – Professor HUANG Guo Quan 黃國全教授, Department of Industrial and Manufacturing Systems Engineering 工業及製造系統工程系; and Professor Thomas NG Shiu Tong 吳兆堂教授, Department of Civil Engineering 土木工程系  
‘RFID-Enabled Building Information Modeling (BIM) Platform for Prefabrication Housing Production in Hong Kong’ 「基於 RFID 的香港預製房屋建設信息平台的核心技術研發」

## Faculty of Arts 文學院

Dr CHONG Li 莊莉博士, School of Modern Languages and Cultures 現代語言及文化學院  
‘Promoting German in Secondary Schools’ 「在中學推廣德國語言」

## 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  
‘Enhanced Employment Agency Enforcement: A Step Towards Eliminating One of Hong Kong’s Largest Black-market Industries’ 「加強對職業介紹所執法：向消除香港最大的黑市行業邁出一步」

## Faculty of Dentistry 牙醫學院

Professor Edward LO Chin Man 盧展民教授 and team members – Professor CHU Chun Hung 朱振雄教授 and Dr Duangporn DUANGTHIP, Faculty of Dentistry 牙醫學院  
‘Managing Tooth Decay in Preschool Children through Community Engagement, Prevention and Caries Arrest Treatment with Silver Diamine Fluoride’ 「以社區參與、預防和氟化銀靜止蛀牙治療管控學齡前兒童蛀牙」

## Faculty of Education 教育學院

Professor Nirmala RAO 劉麗薇教授, Faculty of Education 教育學院, and team members – Dr Diana LEE Pui Ling 李佩鈴博士, Faculty of Education 教育學院; Professor John BACON-SHONE 白景崇教授, Social Sciences Research Centre 社會科學研究中心; and Dr Patrick IP 葉柏強醫生, Department of Paediatrics and Adolescent Medicine 兒童及青少年科學系  
‘Impacting Early Childhood Policy in East Asia and the Pacific through Contextually-appropriate Assessment of Early Child Development’ 「以文化背景適切的幼兒發展評估工具影響東亞及太平洋地區的幼兒政策」

## Faculty of Engineering 工程學院

Professor LAM Tak Wah 林德華教授 and team members – Professor David CHEUNG Wai Lok 張偉榮教授 and Dr LUO Ruibang 羅銳邦博士, Department of Computer Science 計算機科學系  
‘Bioinformatics Algorithms and Next-Generation-Sequencing (NGS) Data Analysis’ 「生物訊息算法及次世代測序數據分析」

## Faculty of Law 法律學院

Ms Rebecca LEE Wing Chi 李穎芝女士 and Professor Lusina HO Kam Shuen 何錦璇教授, Department of Law 法律學系  
‘Introducing the Special Needs Trust to Hong Kong’ 「為香港智障人士設立特殊需要信託」

## Li Ka Shing Faculty of Medicine 李嘉誠醫學院

Professor Richard YUEN Man Fung 袁孟峰教授, Department of Medicine 內科學系, and team members – Dr Kevin LIU Sze Hang 廖思行醫生, Dr Walter SETO Wai Kay 司徒偉基醫生, Dr Danny WONG Ka Ho 王嘉豪博士, Dr WONG Siu Yin 黃兆賢醫生, Dr Michael CHEUNG Ka Shing 張嘉盛醫生, Mr John YUEN Chi Hang 阮智恒先生, Mr WU Chi Hang 胡志行先生 and Mr Charles CHENG Tze Kin 鄭子健先生, Department of Medicine 內科學系; Professor Joseph WU Tsz Kei 胡子祺教授 and Dr Eric LAU Ho Yin 劉浩然博士, School of Public Health 公共衛生學院  
‘A Population Based Study on the Seroprevalence of Viral Hepatitis in Hong Kong’ 「全港肝炎普查大行動」

## Faculty of Social Sciences 社會科學學院

Professor PUN Ngai 潘毅教授, Department of Sociology 社會學系  
‘Changing the Practices of iSlave Producers and the Working Condition of Student-labourers in Apple Supplier Factories in China’ 「改善蘋果生產商工人和學生工的勞動條件」

CONGRATULATIONS  
TO  
ALL AWARD RECIPIENTS





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