



HKU EXCELLENCE AWARDS 2019

TEACHING • RESEARCH
KNOWLEDGE EXCHANGE
PROFESSIONAL SERVICES

OCTOBER 20, 2020 | 5.00 P.M.
RAYSON HUANG THEATRE



香 港 大 學
THE UNIVERSITY OF HONG KONG

CELEBRATING EXCELLENCE IN TEACHING, RESEARCH, KNOWLEDGE EXCHANGE AND PROFESSIONAL SERVICES

A Message from the President and Vice-Chancellor

The past 12 months have seen challenging times for Hong Kong. Against this backdrop, HKU has stayed focussed on its mission to excel in teaching and learning, research and innovation, and knowledge exchange, all supported by key professional services. We have witnessed substantial achievements, initiated exciting developments, and look forward to continuing our significant contributions locally, regionally and globally. Our underlying strength is the talent, courage, commitment and determination of the HKU community.

HKU continues to attract top students with its rich learning environment, including overseas and Mainland learning experiences, innovative forms of teaching and learning, opportunities for students to learn beyond their major, support for student entrepreneurs and more. The quality of our teaching was recognised in 2019 through the University Grants Committee Teaching Award to our Common Core team. We are introducing six new interdisciplinary Bachelor of Arts and Sciences programmes that build on the experience and expertise gained through the Common Core, as well as dual degree programmes with top-tier international partners and many other initiatives to meet the needs of the changing world and new generations.

Large, new and unprecedented injections by government into research funding include the InnoHK scheme to develop research clusters in medicine, science and engineering. HKU's awarded InnoHK projects in collaboration with the world's best universities will launch soon. We continue to perform strongly in other government-funded schemes, including the General Research Fund, with HK\$212 million for 265 projects in 2020, the most of any institution. HKU initiatives to support future research development include InnoTech – through which we will establish 10 interdisciplinary research institutes over the next five or six years starting with the Institute of the Mind – and the Presidential PhD Scholarships and Post-doctoral Fellowships to further enrich our talent hub.

Encouraging the exchange of knowledge created by HKU is an integral part of our core mission. 2019 was another year of stellar achievements in both technology and non-technology transfer. We sponsored and supported knowledge exchange (KE) activities, recognised our academics and other staff for their contribution to KE, and fostered entrepreneurship and innovation. Our KE Impact Project Funding Scheme supported 74 proposals in 2018–2019. We also launched the Interdisciplinary Quick Talks series to promote interdisciplinarity and to share evidence-based knowledge on challenging issues from multiple perspectives with the community.

Our teaching and learning, research and innovation, and knowledge exchange activities are supported by the high quality professional services provided by colleagues across HKU. The Professional Services Awards promote and reward excellence in these important roles, recognising colleagues and teams that have made a significant contribution to modernising professional services and delivering positive changes to the way we work.

Despite the challenges affecting Hong Kong and the rest of the world, the University has kept its focus on our academic mission and we have had a fruitful and productive year. Credit is indeed due to our teachers, researchers and support staff who have wholeheartedly met these challenges head on and are helping HKU cultivate its potential and reach new heights of excellence.



Professor Xiang ZHANG
President and Vice-Chancellor
October 2020

PROGRAMME

OPENING ADDRESS

Professor Xiang ZHANG, President and Vice-Chancellor

PROFESSIONAL SERVICES AWARD

Video presentation

Awards presented by Mr Steve LO, Executive Vice-President (Administration and Finance)

Awardees

Individual

Ms Jo WONG Wai Yan, Faculty of Education

Team

FinTech Ethics & Risks MOOC Team, Technology-Enriched Learning Initiative

TEACHING INNOVATION AWARD

Video presentation

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

Awardees

Professor Wallace LAU Chak Sing (Leader), Dr Julie CHEN Yun, Professor Gilberto LEUNG Ka Kit,
Dr George Lim TIPOE and Dr Gordon WONG Tin Chun, Li Ka Shing Faculty of Medicine

Mr David LEE Seungwoo (Leader) and Mr David Lorin BISHOP, Faculty of Business and Economics

OUTSTANDING YOUNG RESEARCHER AWARD

Video presentation

Awards presented by Professor Alfonso NGAN, Acting Vice-President and Pro-Vice-Chancellor (Research)

Awardees

Dr David Michael BAKER, School of Biological Sciences

Dr CHAN Kwok Leung, Department of Mechanical Engineering

Dr Sara KIM, Faculty of Business and Economics

EARLY CAREER TEACHING AWARD

Video presentation

Awards presented by Professor Ian HOLLIDAY

Awardees

Ms Daisy CHEUNG Tin Muk, Department of Law

Dr Benjamin Luke MOORHOUSE, Faculty of Education

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

Video presentation

Awards presented by Professor Alfonso NGAN

Awardees

Professor CHING Wai Ki, Department of Mathematics

Professor Kenneth WONG Kin Yip, Department of Electrical and Electronic Engineering

KNOWLEDGE EXCHANGE EXCELLENCE AWARD

Video presentation

Award presented by Professor Alfonso NGAN

Awardee

Professor CHEN Zhiwei, Department of Microbiology

OUTSTANDING RESEARCHER AWARD

Video presentation

Awards presented by Professor Richard WONG, Provost and Deputy Vice-Chancellor

Awardees

Professor Ivan HUNG Fan Ngai, Department of Medicine

Professor Edmund LAM Yin Mun, Department of Electrical and Electronic Engineering

OUTSTANDING TEACHING AWARD

Video presentation

Awards presented by Professor Richard WONG

Awardees

Individual

Dr ANG Sze Wei, School of Humanities (Comparative Literature)

Professor Pauline CHIU, Department of Chemistry

Dr Brian CHUNG Hon Yin, Department of Paediatrics and Adolescent Medicine

Dr Caroline Elise DINGLE, School of Biological Sciences

Dr Vichy HO Wai Chi, School of Chinese

Ms Julianne JEN, Department of Professional Legal Education

Team

Professor Janny LEUNG Hiu Chi (Leader), Faculty of Arts; Dr Marco WAN Man Ho, Faculty of Law;
Dr Daniel Charles MATTHEWS, Faculty of Law and Dr Anya Margaret ADAIR, Faculties of Arts and Law

DISTINGUISHED RESEARCH ACHIEVEMENT AWARD

Citation delivered by Professor Alfonso NGAN

Award presented by Professor Xiang ZHANG and Professor Alfonso NGAN

Awardee

Professor Ron HUI Shu Yuen, Department of Electrical and Electronic Engineering

UNIVERSITY DISTINGUISHED TEACHING AWARD

Citation delivered by Professor Ian HOLLIDAY

Award presented by Professor Xiang ZHANG and Professor Ian HOLLIDAY

Awardee

Ms Alice LEE Suet Ching, Department of Law

MEMBER OF THE CHINESE ACADEMY OF SCIENCES

Citation delivered by Professor Richard WONG

Award presented by Dr the Honourable Sir David Li Kwok Po, Pro-Chancellor and
Professor Xiang ZHANG

Awardee

Professor ZHAO Guochun, Department of Earth Sciences

CLOSING ADDRESS

Dr the Honourable Sir David Li Kwok Po

Masters of Ceremonies: Ms Annette NG, BDS Year 4 and Mr Ryan LEUNG, MBBS 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 an award that aims to promote and reward excellence in professional services at the University of Hong Kong. The 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 demonstrate the 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 2019 were considered by a Selection Panel comprising the following members:

- Professor Norman TIEN, Vice-President and Pro-Vice-Chancellor (Institutional Advancement)
- Professor Gray KOCHHAR-LINDGREN, Director, Common Core Office
- Mr Daniel FUNG, Head of Strategy and Innovation, The Hong Kong and China Gas Company Limited (an external member)
- Ms Teresa CHEUNG, Programme Director, SMARTER@HKU

The recipients of the Professional Services Award 2019 are:

Individual Award – Ms Jo WONG Wai Yan, Faculty of Education

Team Award – FinTech Ethics & Risks MOOC Team, Technology-Enriched Learning Initiative

Ms Jo WONG Wai Yan 黃慧茵女士

Multimedia Developer, Faculty of Education 教育學院多媒體教學設計師

Ms Jo WONG Wai Yan demonstrated outstanding professionalism, enthusiasm and innovation in developing multimedia projects to support the teaching and learning at the Faculty of Education. She is a conscientious colleague and has a lot of respect for her work and her colleagues' work. She is helpful, efficient and a great problem solver. Her outstanding work has contributed significantly to enhancing the quality of teaching and learning at the University.

Ms Wong has been enthusiastic in her efforts to produce high quality multimedia projects to support the teaching and learning at the Faculty of Education. In 2019, one of the projects that she actively engaged in was the Knowledge Exchange video series entitled 'Raising Awareness of Developmental Language Disorder in Hong Kong's Preschool Children' hosted by nominator Dr Anita Wong. With Ms Wong's professional multimedia design expertise and her positive attitude, the full video series was successfully launched to the general public in just three months' time.

Ms Wong worked smart with excellent preparation and planning. She studied the subject of the video series meticulously through consulting Dr Wong and conducting research. She turned complex learning concepts into creative images that were both visually attractive and meaningful to learners. To ensure the video shoots ran smoothly, she rehearsed the script with Dr Wong in a supportive manner, provided feedback and solved problems effectively. Thanks to her endeavours, the video series in Cantonese received positive feedback, leading to the Faculty's plan to develop a Putonghua version for dissemination in Mainland China and Taiwan.

Ms Wong has earned letters of commendation from other teaching colleagues in the Faculty in recognition of her professional work ethics. They remarked that Ms Wong has always had the project objectives at the forefront of her thinking and put forward innovative solutions to enhance pedagogy with e-learning. She reviews users' perspectives seriously to ensure that the multimedia platforms are put to the best use. She is approachable, helpful and enthusiastically shares her knowledge and helps teachers develop user-friendly online resources for students.

Ms Wong was presented with the Professional Services Individual Award as she has created great value for the Faculty and the University. She has immense commitment to her work. She has lived up to the spirit of achieving high efficiency and raising the standard of the University's professional services.



FinTech Ethics & Risks MOOC Team
金融科技倫理與風險網上課程團隊
Technology-Enriched Learning Initiative 科創習新

The FinTech Ethics & Risks MOOC Team of Technology-Enriched Learning Initiative (TELI) demonstrated high professionalism and innovation in the collaborative MOOC development project. The team introduced efficient workflows and innovative strategies in designing and developing the MOOC from scratch. They showed dedication, creativity and world-class knowledge and skills in e-learning. The team's excellent work has helped position the University as a leading hub for FinTech education both locally and internationally.



From left: Mr Pashur AU YEUNG, Mr Ray LAU, Mr Ken YU, Ms Andrea QI Xinyu, Mr LEUNG King Lun, Mr George CHAO, Mr Harrison LI and Ms Eda WONG

FinTech Ethics & Risks MOOC is the first MOOC of its kind and a significant component to the HKU FinTech Professional Certificate Program. While the two instructors had no prior experience with MOOCs, the TELI team provided guidance and support throughout the course development process. Using effective communication channels, collaborative design tools and quick prototypes, the team helped the instructors develop confidence and competency in a short period. They demonstrated a true ownership mentality in this collaboration project, with all team members being consistently responsive, adaptive and deeply committed.

With their knowledge and experience in e-learning, the team offered deep insights into optimising the course effectiveness. While talking head lecture videos are the mainstream MOOC style, the team chose to use graphic animations for better learner engagement. Moreover, they created an immersive learning experience by using multi-camera, live-broadcasting style videos for exclusive case studies. In the first course run, the MOOC attracted over 10,000 students from over 170 countries. The course instructors have been awarded HKU's Teaching Innovation Award in recognition of their achievement.

The team was presented with the Professional Services Team Award for their professionalism and passion for work, without which these achievements would have been possible. They are innovative and always have an upbeat attitude. Their effort in making the MOOC a great success has helped enhance the University's reputation in the FinTech arena globally.

**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 (an external member)
- Professor Grahame BILBOW, former Director, Centre for the Enhancement of Teaching and Learning
- Dr Janet BORLAND, Assistant Professor, School of Modern Languages and Cultures (Recipient of the 2018 Outstanding Teaching Award)
- Mr Daniel LEI, student representative

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. The University is grateful to Professor Smith for providing expert advice during the final selection process.

TEACHING INNOVATION AWARD

The Teaching Innovation Award aims to encourage pedagogical innovation. This year's award goes to the following teams:

- Professor Wallace LAU Chak Sing, Dr Julie CHEN Yun, Professor Gilberto LEUNG Ka Kit, Dr George Lim TIPOE and Dr Gordon WONG Tin Chun, Li Ka Shing Faculty of Medicine
- Mr David LEE Seungwoo and Mr David Lorin BISHOP, Faculty of Business and Economics

Professor Wallace LAU Chak Sing 劉澤星教授 (Leader)

Daniel C K Yu Professor in Rheumatology and Clinical Immunology
於崇光基金教授 (風濕及臨床免疫學)

Dr Julie CHEN Yun 陳芸博士

Professor Gilberto LEUNG Ka Kit 梁嘉傑教授

Tsang Wing-Hing Professor in Clinical Neuroscience
曾永馨基金教授 (臨床神經科學)

Dr George Lim TIPOE 鄭顏兒博士

Dr Gordon WONG Tin Chun 黃田鎮醫生

Li Ka Shing Faculty of Medicine 李嘉誠醫學院

‘Re-imagining Medical Education: An Enrichment Year in the Core MBBS Curriculum’

「醫學教育新思維：內外全科醫學士增潤課程」

“We see our students as our future peers who will be the doctors that take care of us and our families. We see their tremendous untapped capacity and enthusiasm for learning. We see the limitations of an undergraduate degree programme but also the opportunities. These observations underpin our team’s teaching philosophy that medical education is less about the medical and more about the education – what it is and how it is attained. We consider education in the broadest sense as something that encompasses formal study, skills, experiences, life lessons, people, culture and values. It is also about the processes of creating, and taking advantage of, opportunities: to learn, to help others, to be part of society and to grow. We see ourselves as a team of teachers who cultivate good doctors by optimising the biomedical and clinical curricula but more importantly by transcending the traditional medical curriculum with innovative approaches that stimulate the drive for learning and foster personal growth. We believe that students have the inherent motivation but need only the frameworks and the permission to create their own experiential learning opportunities that enrich themselves intellectually and personally. We also believe that we learn alongside our students, and as we encourage them to follow the educational path led by curiosity, we are also doing the same.”



From left: Professor Gilberto LEUNG, Dr George TIPOE, Professor Wallace LAU, Dr Gordon WONG and Dr Julie CHEN

WORDS OF APPRECIATION

“As part of the first cohort of medical students to embark on the Enrichment Year, I took this opportunity to pursue a Master’s degree in Public Health at the London School of Hygiene and Tropical Medicine. It was fascinating to understand current breakthroughs in this field at one of the leading institutions in public health, such as on the growing importance of emphasis on preventive care. One of my most memorable experiences in London was meeting a diverse group of classmates (and now friends!) who came from different walks of life with unique experiences in healthcare. This allowed me to truly develop a deep appreciation for the many dimensions and roles in healthcare.

Ultimately, the Enrichment Year has been an eye-opening and frankly life-changing experience for me, to share my travels with my friends and to learn about theirs through the Connected programme. This year has allowed us to become more well-rounded and cultured, which are crucial qualities for future health professionals. Even when I was speaking with other doctors in London, they expressed amazement at our new curriculum.

For these reasons, I am very proud to nominate the ‘Re-imagining Medical Education: An Enrichment Year in the Core MBBS Curriculum’ innovation, led by an amazing team of professors, for the Teaching Innovation Award.”

MARGARET HO
MBBS, current student

“I would like to unreservedly nominate the Faculty Enrichment Team for their successful implementation of the new ‘Enrichment Year’ component of the ‘130 curriculum’ for medical students. This new programme (beginning from the academic year of 2016–2017) grants all medical students, irrespective of academic standing, an entire academic year to pursue extra-curricular interests both within and beyond the scopes of clinical medicine, opening doors for students to explore wide-ranging interests channelled through the three streams of intercalation, research attachment and service and humanitarian work. To me, it is abundantly clear that students who have undertaken the Enrichment Year have been given vast opportunities to develop critical whole-person skills far beyond the medical curricula, aiding and enriching their progression into becoming competent, knowledgeable and empathetic future medical professionals.”

LIM YING HAO
MBBS, current student

Mr David LEE Seungwoo 李乘雨先生 (Leader)

Mr David Lorin BISHOP

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

‘FinTech Ethics & Risks (HKUx’s FinTech Massive Open Online Course)’
「金融科技倫理與風險（HKUx金融科技網上課程）」

“Our teaching approach and philosophy are shaped by our shared experiences. Both of our educations have been a product of highly interactive learning environments. In particular, our law school training was almost entirely driven by the Socratic method or case method instruction. This type of learning as students left an indelible impression on us.

Though our MOOC is delivered online and asynchronously, we still wanted to replicate the dynamism and engagement we normally have in our in-person, classroom courses. This was important to us because we know that engaged and active students learn more than students sitting passively in a lecture. Essentially, despite being an online course, we still wanted to have a learning-centred approach by incorporating active learning as a break from solely relying on traditional, lecturer focussed teaching.

In our own teaching practice, we strive to promote active learning through using the case method. In the context of our MOOC, we designed and created a number of mini-cases that described different real-life situations, which we then explored and unpacked through asking questions during the video or various assignments. Then through interplay between the instructors, we would explore the questions, addressing many of the arguments and counter-arguments related to each case. Doing this allowed us to replicate to some degree a case discussion that we would normally have in class, while also forcing the learner to think through the dilemma themselves.

We supplemented the above teacher-led interaction by designing a robust discussion board where course participants could then discuss and debate the issues amongst themselves. The discussion board was another tool of engagement and created a community of learners as thousands of comments populated the discussion board as participants responded to one another.

Honestly, we underestimated the effort it would take to create such a course, but we feel grateful that the course has resonated with so many around the world as they consider key questions that will shape all of our collective futures.



Mr David LEE (right) and Mr David BISHOP (left)

WORDS OF APPRECIATION

“I thoroughly enjoyed this thought-provoking course. I have learned a lot. The discussion questions really got me engaged and thinking about the potential cybersecurity and risk hurdles I will have to consider. I loved the case studies and the interactive conversations. All the moving parts were brought together nicely.

Thank you for the time, effort and energy you spent on bringing us this exhilarating educational experience.”

A MOOC student

“I have taken over 20 courses in edX and Coursera platforms and this was the best on teaching / video presentation. The way you had organised the lectures as a conversation and made a lot of questions, made it very interesting and made me think more of the subject while listening. The additional readings were very well collected and interesting and from wide range of the subject, two thumbs up. The structure of the course was also very well done as the material from the beginning came back in the end and all previous material was related to the latter. Not just individual lectures of pieces from here and there. Well done.”

A MOOC student

OUTSTANDING YOUNG RESEARCHER AWARD

The Outstanding Young Researcher Award is made to academic staff and 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 2018–2019 Outstanding Young Researcher Award were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Andy HOR (Chair), former Vice-President and Pro-Vice-Chancellor (Research)
- Professor LI Yuguo, Department of Mechanical Engineering
- Professor Nirmala RAO, Faculty of Education
- Professor Vivian YAM Wing Wah, Department of Chemistry
- Professor Simon YOUNG Ngai Man, Faculty of Law
- Professor Richard YUEN Man Fung, Department of Medicine

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.

Dr David Michael BAKER

Associate Professor, School of Biological Sciences 生物科學學院副教授

Dr BAKER is an Associate Professor in the School of Biological Sciences, Division of Ecology and Biodiversity and the Swire Institute of Marine Science, and Director of the Science Faculty's Stable Isotope Mass Ratio Spectrometry Laboratory. He received his PhD in Ecology and Evolutionary Biology from Cornell University, followed by postdoctoral appointments at the Carnegie Institution of Washington, Geophysical Laboratory, and the Smithsonian Institution's National Museum of Natural History.

Dr Baker leads a diverse international team of students, research assistants and postdocs, without whom this award would not have been possible. Together, they focus on coral reefs – the most diverse ecosystems in the ocean – to better understand humanity's impact on their past, present and future. His core research spans both time and space, the latter ranging from the cellular biochemistry of symbiotic associations to the ecosystem level. He is the founder and Principal Coordinator of the MarineGEO–Hong Kong project, an important initiative that seeks to understand how humans interact with biodiversity along our coasts, generously supported by ~HK\$10M from the Environment and Conservation Fund and the Collaborative Research Fund. His work has been published in prestigious journals including *Science Advances*, *The ISME Journal*, and *Global Change Biology*. He received the Research Grants Council's Early Career Award and was a nominee for the Pew Marine Conservation Fellowship.

Dr Baker is also a founding member of the University's Conservation Forensics Laboratory, formed by members across Faculties to address Hong Kong's important role as a hub for illegal wildlife trade. The team works with local government and NGO stakeholders to enhance intelligence and enforcement activities, while forming a scientific foundation for species conservation efforts worldwide.



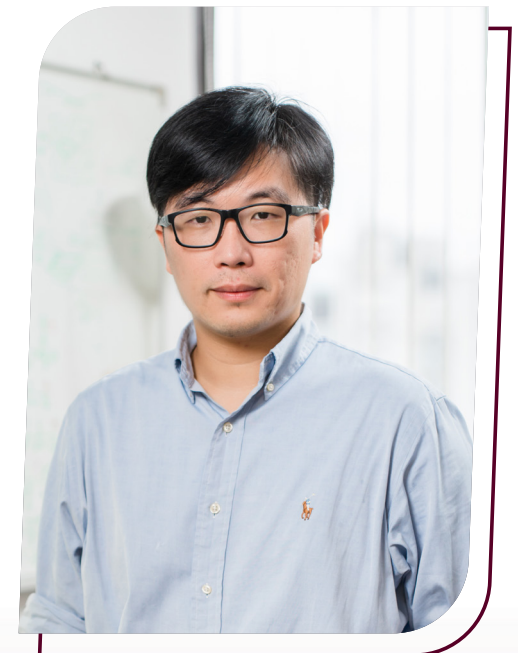
Dr CHAN Kwok Leung 陳國樑博士

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

Dr CHAN received his secondary school education from the Queen Elizabeth School in Hong Kong. He obtained his BEng degree from the University of Hong Kong, and MSc and PhD degrees from the University of Michigan, Ann Arbor. He came back to serve his *alma mater* in 2011 as an Assistant Professor, being promoted to Associate Professor with tenure in 2017.

Flexible electronics is Dr Chan's main research area, particularly focussing on organic transistors and sensors. These topics cover a wide spectrum from fundamental sciences to novel applications. Recently, his team demonstrated the lowest contact resistance monolayer organic transistors in the world, providing a critical building block for the next generation of flexible electronics. Based on these small contact resistance transistors, scientists and engineers can further miniaturise the devices in a more sophisticated structure for advanced application. His team also invented several novel solution coating methods – nucleation seed-controlled crystallisation and ultraslow meniscus-guided coating – to deposit organic single crystals in wafer-scale and monolayer down to less than two nanometres. These findings completely change the conventional understanding of organic crystal growth by the solution shearing method. They can eliminate all the grain boundaries inside the film and allow direct lithography patterning without uniformity concern. This gives an important cornerstone for integrating silicon-based techniques with another material system. The team is currently bringing these molecular electronics to brain disease diagnosis and therapeutics.

As a researcher, Dr Chan believes that working outside the comfort zone is not just extremely important but essential. The new knowledge gives him momentum and keeps him energised and motivated in coming up with new research ideas.



Dr Sara KIM 金思羅博士

Associate Professor, Faculty of Business and Economics 經濟及工商管理學院副教授

Dr KIM received her BBA and MS from KAIST (Korea Advanced Institute of Science and Technology), and her MBA and PhD from the University of Chicago, Booth School of Business, USA. She joined the University of Hong Kong in 2012, where she is currently an Associate Professor in the Faculty of Business and Economics.

Dr Kim’s research focus is on consumer and managerial decision making and its implications for marketing management. She has built a new area examining computerised helpers in mobile games and education software. Her research also provides new insights on prosocial behaviour and service marketing. For instance, two of her papers provide important insights on the development of digital assistants for marketers, software designers, and educators. Her work has appeared in renowned publications such as the *Journal of Consumer Research* and *Psychological Science*, and has been reported by international media such as *The New York Times* and *The Economist*. Also, Dr Kim has been collaborating with Korean companies to implement real-world business strategies based on her findings. She also collaborated with a Chinese e-commerce firm to implement service strategies for their frontline employees.

The questions of ‘What can be interesting to practitioners?’ and ‘What can be theoretically interesting to experts in academia?’ have triggered Dr Kim’s work. Her journey to address these issues made her develop her ‘Persona’ as a scholar according to Carl Jung’s theory. Now, she is looking forward to figuring out her deeper, inner self through this journey.



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. Two colleagues are honoured with this award:

- Ms Daisy CHEUNG Tin Muk, Department of Law
- Dr Benjamin Luke MOORHOUSE, Faculty of Education

Ms Daisy CHEUNG Tin Muk 張天目女士
Assistant Professor, Department of Law 法律學系助理教授

“While teaching is a profession shared by many, the way each teacher decides to conduct her classroom is a deeply personal affair that is influenced and shaped by her experiences in both learning and teaching. Over the past four years, I have come to see myself as a catalyst in the process that is student learning, and have adapted my teaching methods to reflect the various elements of a teaching philosophy which I have developed on this basis. Although the metaphor of a catalyst can have various meanings, the term represents for me a type of substance that can precipitate a change or reaction in others. This is how I see my role as a teacher: instead of merely imparting knowledge or information to a group of passive recipients, I am there to work with and support my students until they are able to attain a level of understanding on their own, in other words, to facilitate self-learning. Often, this is accompanied by the synthesis of new ideas that are not covered in class; one of the most rewarding outcomes of my teaching.

I have taught Contract Law at the LLB level, Medico-legal Issues at the LLB and LLM level and Tort Law at the JD level. Through teaching these students, I have come to realise that students from different backgrounds learn very differently, and need to be supported in their learning in differing ways. Because of this, I have designed learning activities and tasks that cater to their learning differences. Being flexible and responsive to the students’ needs is important in facilitating self-learning and helping them construct and structure their own knowledge based on what they already know and understand.



WORDS OF APPRECIATION

“Daisy was my Contract Law tutor during my first year of legal studies. While I have met various knowledgeable and dedicated teachers in HKU, Daisy was exceptional as a tutor. She was effective in encouraging discussions among students, and the assignments she reviewed were always filled with detailed and helpful comments. She would often invite students to meet with her individually, and was extremely patient in answering my (many) questions, and the meetings could easily last for an hour! After four years of studies, I realise law teachers seldom give individual feedback, let alone to such an extent. Because of her frequent interactions with students, she accurately understood our strengths and weaknesses. She was adaptive and would continuously modify the format / content of her class to suit our needs.”

MATTHEW CHUNG
PCLL, current student

“Daisy was my tutor for Contract Law in Year 1. I still recall I had a difficult time in my transition from secondary school studies to law school studies because law school requires a high degree of critical thinking and processing of a huge amount of technical information. However, Daisy taught us how to answer problem-solving questions in law school and guided us step by step as to the thinking process when we addressed each case, allowing us to acquire skills in the application of the legal cases and principles to practice, which made our experience as freshmen at university much easier and helped us cope with the changing environment. The exam for Contract Law was mostly problem-question-based and Daisy’s tutorial classes enabled us to learn how to identify and critically analyse legal issues, as well as discuss normative arguments where controversial areas of the law are involved. In addition to that, I still recall how we were given concrete feedback from Daisy regarding our assignments, which made it easier to know what we had to improve on when we write essays in our legal studies. Daisy has been an excellent tutor at law school, and is one of my best mentors.”

ALICIA HO
PCLL, current student

WORDS OF APPRECIATION

“I have been mentored by Daisy since I was a freshman under the Faculty Academic Advisory Scheme. Because of the drastic changes in learning mode and the heavy workload, the first year of legal study could be discouraging, if not frustrating. If not for Daisy’s feedback and guidance, I would not be able to regain confidence and slowly adjust myself to this demanding environment. Apart from providing insights on academic studies, Daisy has shown deep concerns over the all-round development of her students. Her approachability not only allows her to get to know her students individually, but also enables her to build strong bonds with them. By dedicating the time to offer career and personal advice despite her packed schedule, I can truly feel her care towards us and her passion in teaching.”

AARON LEE SIU HIN
BBA(Law)&LLB, current student

“Daisy was the tort teacher for my JD degree, and it is with great enthusiasm that I present my words of appreciation for her. Not only was Daisy extremely clear in teaching the existing substantive elements and case law of the subject area, but was also equally (if not more) excellent at explaining the more complex normative discussions surrounding topics, equipping me with both a firm understanding of the law and also inspiring me to stretch myself and contemplate how I think the law should be. In particular, the teaching tool Daisy used by way of individual and group media report exercises was critical to helping me anchor abstract concepts onto real-life scenarios, further improving my understanding and appreciation of the mechanics of the examined legal rules. It is clear that Daisy is a passionate educator, and, speaking as a class representative who has received numerous comments from our class, I can say that Daisy goes above and beyond in terms of giving highly tailored, applicable, and to-the-point feedback to help improve the legal understanding and skills of students. Daisy has been an inspiration, and her being awarded the Early Career Teaching Award in the Teaching Excellence Awards series is truly well deserved.”

CEDRIC TANG
PCLL, current student

Dr Benjamin Luke MOORHOUSE

Lecturer, Faculty of Education 教育學院講師

“As a teacher educator, I see the tremendously important role I have in guiding my students to develop the skills, attitude and knowledge they need to be successful teachers. My own life journey has shown me that it takes time, experience and confidence to become an excellent teacher. However, I want to show my students that it is possible and if they have a positive attitude and a commitment, they will get there!

Indeed, teachers are always ‘a work in progress’, and we can improve through seeking advice from others and sharing our advice with others. We need to be approachable and connect with learners in ways they feel comfortable. That is why I encourage partnership with our students and alumni in order to find ways to improve my practices, courses and assessment tasks. Their voices and ideas are very important to me.

Throughout my journey, I have learned the importance of taking risks and providing space for my learners to take risks. I believe we need to provide our students with experiences and opportunities to take risks but within a safe space, guided and supported by us when they need it. We also need to be actively involved in shared learning experiences that may even put us in a vulnerable position. I include experiential learning opportunities in my courses, and these have helped my learners and I get out of our comfort zones and reflect on ourselves while helping improve the educational experiences of students in Hong Kong and China.

Finally, I believe to be a good educator, we need to disseminate what we learn from our experiences with the education community through knowledge exchange and publications. This active involvement in our local and wider community is essential for us to grow as teachers and ensure we are engaging with the latest developments in our field.



WORDS OF APPRECIATION

“Ben always tries to learn things from his students or others regardless of their age and experiences. I remember clearly toward the end of the Ningbo trip, I thanked him for his understanding and everything while I was not satisfied with my teaching performance. He responded gently, ‘Thank you very much to you too. I have indeed learned a lot from you.’ Honestly, I did not expect that from a teacher. I did not really know what he learned from me because someone interrupted our conversation, but his response shows that he is a very humble and observant person who never gives up on lifelong learning. Ben is actually one of the most helpful, kind and approachable teachers that I have ever met at HKU.”

JENNY CHAN
BA&BEd(LangEd) 2019

“Ben has always been a role model for me and I have never stopped learning from him since his first year of teaching in university. He has made my transition into a full-time teacher easier, by making me understand that he would always assist me and I can always come to him with any questions and difficulties. His patience and support are unsurpassed.”

MELANIE OH
BA&BEd(LangEd) 2018

“As a leader in the Ningbo experiential learning trip, even though it was the first time Ben attempted such projects in China, he tried his best to support and guide our team of student-teachers. Instead of dictating every step, Ben allowed us the space and autonomy to design our own lessons, to suggest activities, to make improvements for the school, and almost anything. This does not mean that he didn’t do anything. Far from that, Ben gave us directions and let us take charge. He would also give very useful and timely advice and encouragement, which boosted the team to do better. His respect to us as students, teachers and a team was really commendable, and really helped us grow as future teachers.”

HOLLY LAU
BA&BEd(LangEd) 2018

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 2018–2019 Outstanding Research Student Supervisor Award were considered by a Selection Committee comprising the following members:

- Professor JIN Dong-Yan (Chair), Associate Dean, Graduate School
- Professor Kenneth LEUNG Mei Yee, School of Biological Sciences
- Professor Paul YIP Siu Fai, Department of Social Work and Social Administration
- Professor ZHANG Tong, Department of Civil Engineering

Professor CHING Wai Ki 程瑋琪教授

Professor, Department of Mathematics 數學系教授

Professor CHING received his BSc (1991) and MPhil (1994) degrees from the University of Hong Kong, and his PhD degree (1998) from the Chinese University of Hong Kong. He was awarded the Croucher Foundation Fellowship to pursue his postdoctoral research at the University of Cambridge. After working as a Lecturer at the University of Southampton, he joined his *alma mater* in 2001, where he is currently a Professor in the Department of Mathematics.

Professor Ching's main research interests are stochastic modelling and matrix computations, in particular, the applications of stochastic models and numerical algorithms in bioinformatics, management science and quantitative finance. He has authored over 300 articles including more than 200 peer-reviewed journal publications. He received a Higher Education Outstanding Scientific Research Output Award (Second Prize) from China's Ministry of Education in 2014 and also a Distinguished Alumni Award (Faculty of Engineering) from the Chinese University of Hong Kong in 2017.

Based on the belief that our next generation of researchers should be more capable of solving problems that we cannot solve today, Professor Ching sees his role as a supervisor as providing students with the support and freedom to explore their talents and enhance this capability. His 15 PhD and nine MPhil graduates have won seven best paper awards and seven travelling awards at international conferences.



Professor Kenneth WONG Kin Yip 黃建業教授

Professor, Department of Electrical and Electronic Engineering 電機電子工程系教授

Professor WONG received combined BEng and BSc degrees from the University of Queensland, Australia in 1997. He received his MSc and PhD degrees from Stanford University, USA in 1998 and 2003 respectively. Since August 2004, he has been serving in the Department of Electrical and Electronic Engineering at the University of Hong Kong, where he is now a Professor.

Professor Wong's research advances the technological frontier of optical / photonic signal processing technology to bring synergy among different applications. This is illustrated by the name of his research group – OMEGA HKU (optics for multidisciplinary engineering group at HKU). The group is not only advancing state-of-the-art fibre optical communication technologies, but also promoting different research fields, such as microwave photonics, biophotonics, and, most recently, ultrafast imaging technologies. Professor Wong received HKU's Outstanding Young Researcher Award in 2008–2009 and Outstanding Teaching Award (Team) in 2012–2013.

His philosophy of research student supervision and education is that it is not about his own research output, but rather about how well the students conduct research independently. Professor Wong summarises his approach with the acronym **LIGHT**: **L**eadership / **O**wnership – research students are the leaders of their own project; **I**nteresting / **I**nteractive – research experience must be both stimulating and collaborative; **G**rateful / **G**rowth – impression without expression leads to depression, and research is an evolving process that involves self-discovery and self-reflection; **H**olistic – head, heart, and hand are all involved in students' research experience; and **T**eachable – a researcher is a lifelong learner.



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 2019 were considered by a Selection Committee comprising the following KE Executive Group members and co-opted members from senior academics:

- Professor Andy HOR (Chair), former Vice-President and Pro-Vice-Chancellor (Research)
- Professor Alfonso NGAN, Acting Vice-President and Pro-Vice-Chancellor (Research)
- Professor John BACON-SHONE, Associate Director, Knowledge Exchange Office
- Dr KIM Shin Cheul, former Director, Technology Transfer Office and former Associate Director, Knowledge Exchange Office
- Professor SHAM Mai Har, former Associate Vice-President (Research)

Professor CHEN Zhiwei 陳志偉教授 Professor, Department of Microbiology 微生物學系教授

‘Knowledge Exchange on HIV / AIDS to Promote HIV Prevention and Care’ 「愛滋病知識交流促進HIV預防和關愛」

Professor CHEN Zhiwei and his team have promoted Treatment as Prevention for HIV since 2009 and made contributions to the strategic plan and HIV manual of the HKSAR Government.

During the past decade, the research project has achieved significant multiple impacts. In respect of governmental policies and guidelines, the research has contributed to the Government’s strategic plan and HIV manual. On public awareness, the research has provided evidence-based new knowledge on HIV. As regards community education, it has educated thousands of local youths, students and NGOs about HIV and its treatment. The research has also contributed to biomedical industry development. A Hong Kong biomedical company (Immuno Cure Ltd) was established based on the scientific discoveries from the research.

Professor Chen and his research team presented the discovery of PD1-based vaccine for HIV-1 immunotherapy, which has led to multiple high impact publications, a patent by HKU, improved HIV awareness, better community education, a biomedical start-up company Immuno Cure in Hong Kong, and the subsequent success of the 2018–2019 TRS [Theme-based Research Scheme] grant for the vaccine clinical development.



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 2018–2019 Outstanding Researcher Award were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Andy HOR (Chair), former Vice-President and Pro-Vice-Chancellor (Research)
- Professor LI Yuguo, Department of Mechanical Engineering
- Professor Nirmala RAO, Faculty of Education
- Professor Vivian YAM Wing Wah, Department of Chemistry
- Professor Simon YOUNG Ngai Man, Faculty of Law
- Professor Richard YUEN Man Fung, Department of Medicine

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 Ivan HUNG Fan Ngai 孔繁毅教授

Ru Chien and Helen Lieh Professor in Health Sciences Pedagogy

列汝儉列黃瑞容基金教授 (健康科學教育學)

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

Professor HUNG obtained his medical degree from the University of Bristol, UK in 1996. After working in the University of Cambridge Medical School and Charing Cross Hospital, London, he returned to Hong Kong in 1999 and joined the Department of Medicine at Queen Mary Hospital (QMH). He is currently Ru Chien and Helen Lieh Professor in Health Sciences Pedagogy, Assistant Dean (Admissions) of the Li Ka Shing Faculty of Medicine, and Chief of the Division of Infectious Diseases at the University of Hong Kong, and Honorary Consultant at the QMH.

Professor Hung is a dual specialist in infectious disease and gastroenterology and hepatology. He has published more than 200 international peer-reviewed articles, including in *The Lancet*, *The Lancet Infectious Diseases* and *Clinical Infectious Diseases*. His research interests include influenza and other respiratory virus antiviral treatment and vaccinology. He is deeply involved both clinically and in research for the fight against the COVID-19 pandemic. He and his team have pioneered the use of topical imiquimod before intradermal influenza vaccination, which results in protection against heterologous non-vaccine and antigenically drifted viruses. His team was also the first to prove convalescent plasma and H-IVIG reduced mortality in patients with severe influenza infection in prospective clinical trials. He was awarded the Anti-SARS Gold Badge by the Hospital Authority in 2003 for his role in combating SARS as a frontline medical officer. He received the Sir Patrick Manson Gold Medal for best MD thesis, and he was awarded the Richard Yu Lectureship and medal in 2016 by the Hong Kong College of Physicians. He is currently Fellow of the Royal Colleges of Physicians of London and Edinburgh.

As a clinician scientist, Professor Hung believes in innovation, teamwork and clinical application of translational research in tackling threats from emerging infectious diseases.



Professor Edmund LAM Yin Mun 林彥民教授
Professor, Department of Electrical and Electronic Engineering 電機電子工程系教授

Professor LAM received his BSc (conferred with distinction), MSc, and PhD degrees in electrical engineering from Stanford University. After working in industry in San Jose, California, for around two years, he returned to Hong Kong in 2002 and started his academic career at the University of Hong Kong. He is now a Professor in the Department of Electrical and Electronic Engineering, Director of the Computer Engineering programme, and Associate Dean overseeing undergraduate teaching and learning in the Faculty of Engineering.

Computational optics and imaging form the main focus of the work of Professor Lam, whose broad research interests span from the design of algorithms and systems to applications especially in semiconductor manufacturing and biomedicine. In addition to advancing inverse imaging techniques for image reconstruction and quality enhancement, he has also been a pioneer in applying artificial intelligence to computational imaging, developing deep learning algorithms that significantly improve image resolution and noise suppression in holographic microscopes. He is a Fellow of a number of professional societies, including the Optical Society, the Society of Photo-optical Instrumentation Engineers, the Institute of Electrical and Electronics Engineers, the Society for Imaging Science and Technology, and the Hong Kong Institution of Engineers. He is also a founding member of the Hong Kong Young Academy of Sciences, and a recipient of the IBM Faculty Award for outstanding contributions in computational lithography technology.

Professor Lam believes that fruitful research builds upon the efforts of many people. He is immensely grateful to have been blessed with a lot of wonderful individuals around him over the years: his PhD advisor, his colleagues and collaborators, his past and present students, and above all, his family.



**OUTSTANDING TEACHING
AWARD**

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

The following outstanding teachers and a team receive the award this year:

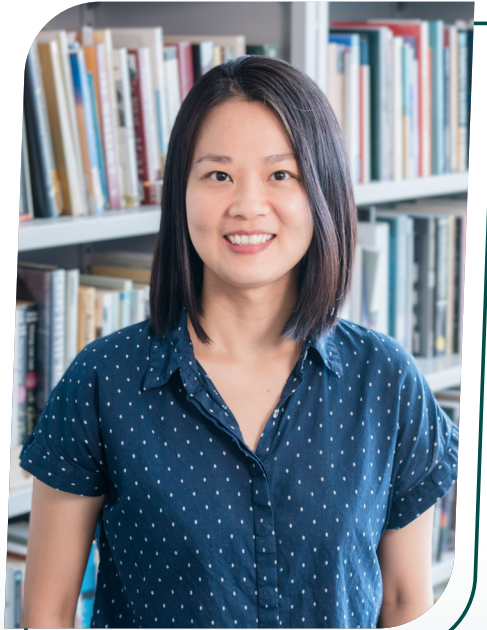
- Dr ANG Sze Wei, School of Humanities (Comparative Literature)
- Professor Pauline CHIU, Department of Chemistry
- Dr Brian CHUNG Hon Yin, Department of Paediatrics and Adolescent Medicine
- Dr Caroline Elise DINGLE, School of Biological Sciences
- Dr Vichy HO Wai Chi, School of Chinese
- Ms Julianne JEN, Department of Professional Legal Education
- Professor Janny LEUNG Hiu Chi, Faculty of Arts; Dr Marco WAN Man Ho, Faculty of Law; Dr Daniel Charles MATTHEWS, Faculty of Law and Dr Anya Margaret ADAIR, Faculties of Arts and Law

Dr ANG Sze Wei 洪絲懷博士

Assistant Professor, School of Humanities (Comparative Literature)

人文學院 (比較文學) 助理教授

“My research and pedagogy contribute to internationalisation at HKU where my courses equip undergraduate and postgraduate students to analyse complex histories and interactions in a globally connected world. As a field, Comparative Literature grapples with questions of how culture, language, and tradition are best understood in relation rather than within single nation studies. Accordingly, this set of problematics within my field of research informs my pedagogy and I emphasise in the classroom the value of paying informed and nuanced attention to the study of texts and cultures, both our own and those of others. Internationalisation therefore motivates my teaching philosophy, curriculum design, and teaching practices. My approach to teaching fosters a collegial intellectual climate that develops students’ confidence in their own written and oral skills. I emphasise the need to respect one’s interlocutors because innovation cannot take place in a vacuum, and that critical exchange or judgments need not be antagonistic.”



WORDS OF APPRECIATION

- “Dr Ang is very engaging and encourages us to develop our ideas. Often, students simply present an abstract idea, and in this course, through Dr Ang’s teaching, it’s great that she furthers our ideas with added explanations.”
- “Dr Ang helps students reorganise their point. Sometimes when you come up with a random idea, she leads you to develop it into an interesting argument.”
- “The lectures are very interactive, the lecturer ensures that students are actually learning something in the class. The course helps develop students’ writing skills which is rare in other classes. Every lecture is filled with lots of content, all of which is important to the assignments.”
- “I appreciated being treated like a colleague and constantly pushed to think critically. I felt encouraged, listened to and very stimulated.”
- “She’s good at initiating discussion, encouraging students to talk, and coming up with inspiring questions and answers.”

A selection of comments (via Student Evaluation of Teaching and Learning)

Professor Pauline CHIU 趙寶貽教授
Professor, Department of Chemistry 化學系教授

“I teach organic chemistry: inherently it has a theoretical side dealing with molecules and chemical reactions that occur on a scale too small to be seen by the naked eye, and it has a practical aspect as well that requires skill and discipline to make those chemical changes happen in the laboratory. A chemist must be proficient in theory and in practice, and all accreditations of the subject require the effective teaching and learning of both.

I firmly believe that organic chemistry is comprehensible, logical, relevant, stimulating and creative. Yet to really appreciate the subject, students need to have a deep understanding of organic chemistry. Thus a primary goal in my teaching is to facilitate and effectively promote students' in-depth understanding beyond just simply knowing. Understanding is critical for students to develop problem-solving skills for applications, and to be able to creatively and effectively communicate the subject.

In the educational environment in Hong Kong, many students have been schooled to perform for examinations. Students cope by accepting and committing everything to memory, or reproducing answers from drilling, and for some it is a habit that must be deconstructed. Toward accomplishing this, I have created learning activities that are student-centred, so students of varied competencies can learn adaptively and at their own paces. I have also used open-ended experiments in laboratory classes to teach students to formulate their own hypotheses, to think and come up with independent solutions. I use a variety of methods, models, animations, illustrations, videos, problems, and explanations to provide students with clarity.

I hope that the training in science I have provided would encourage students, beyond the chemistry classroom, to seek understanding, to have curiosity, and to practise openness, impartiality, and rigour. These traits – so important to the practice of good science – would produce a generation inculcated with a healthy skepticism, who will see through propaganda, biases and fads, who would recognise what they know and what they do not, and when more research is called for. Our society would benefit from graduates with these qualities.



WORDS OF APPRECIATION

“Attending Professor Chiu's class was always a highlight of the day for me. I really appreciated her organisation and diligence when it came to preparing class materials. Another thing that made the lectures enjoyable was Professor Chiu's positive attitude towards teaching. It always felt like she wanted us to enjoy chemistry as much as she does!

I think, in some ways, teaching science has an added layer of difficulty because of how abstract some of the concepts may seem at times, but Professor Chiu's explanations were always easy to grasp. They were also often supplemented with examples that related what I saw in the lecture to my everyday life, which I really appreciated!

Another thing that kept me engaged with the class was her use of some non-conventional assessment methods. I found that the varied assessment types (online quizzes / drills, problem sets, midterm tests, etc) used in Professor Chiu's class were not the typical bog-standard way of testing your understanding. Instead, they were better tailored to the course content and I found that they really solidified my understanding of the materials taught. Moreover, she was always quick with feedback, which I found very valuable.”

STEPHANIE HALIM
BSc, current student

“Professor Chiu is one of the most inspiring teachers I have ever met in HKU. Not only does she excel in her research but she is also passionate and devoted in cultivating the next generation of scientists. Her class was interesting and enlightening. In fact, the most important thing I learned from her was not organic chemistry. Rather, it was how to think logically, creatively and critically. In the weekly tutorials that she insisted on conducting herself, we were given some extra problems to challenge our concepts in organic chemistry. Guiding our thinking process, she asked many challenging questions where we had to critically defend ourselves. We all gained a lot from her.

She was happy to answer our questions, even though they may be beyond the scope of her course. She gave me a lot of advice and encouragement about my future studies as well. Although I am not a chemistry major student and CHEM2441 may probably be the only course I will have with her, I am deeply grateful for how her philosophy and teaching have influenced me to be a biomedical scientist in the future.”

CYRUS CHAN KWING YEUNG
BBiomedSc, current student

WORDS OF APPRECIATION

"Professor Chiu was my enlightenment teacher of organic chemistry. I first took her class in the second semester of my first year, and she has been a great mentor to me since then. Professor Chiu's lectures were interactive and sparked my interest in organic chemistry. She taught with enthusiasm and made me want to learn more about every topic, and I am really grateful for that.

Her passion in teaching and organic chemistry was not just shown in her lectures. I really enjoyed the tutorials when she would personally instruct us in small groups and give us interesting problems to figure out. Professor Chiu would guide me to approach the question using the knowledge I have learned, instead of just providing the answer. I find this way of teaching helped me develop problem-solving skills and a critical mind.

Professor Chiu was also very willing to give me guidance and support on the pathway to academic research. She has provided me with advice and opportunities, for which I am extremely grateful. She has really inspired me to pursue chemistry, and I think that my relationship with the subject would be very different if Professor Chiu had not been such a great teacher."

MELODY WANG TSZ LAM
BSc, current student

Dr Brian CHUNG Hon Yin 鍾侃言醫生

Clinical Associate Professor, Department of Paediatrics and Adolescent Medicine
兒童及青少年科學系臨床副教授

"As a student and teacher growing up in HKU, I embraced our vision to provide a 'total learning experience'. My core values in teaching are intrinsically aligned with the institutional educational aims: critical intellectual inquiry, ability to tackle novel situations, lifelong learning, critical self-reflection, communication and collaboration, global citizenship and advocacy for the improvement of human conditions. My strongest belief is that great teachers must inspire students to learn proactively such that they are able to solve real-life problems independently.

To me, the total learning experience starts at the moment students become able to be touched by the patient's life as well as his or her illness. Therefore, clinical educators must inspire through patient's stories, surpass the provision of content knowledge and foster critical thinking and problem-solving skills. Effective teachers align expectations at the outset of educational activities and encourage students to identify their learning goals. Within healthcare settings, it is particularly important to be clear about the relevance of the learning process to clinical practice. As we are training future healthcare providers, we must anchor our teaching in patient-centred activities. The teaching and learning activities must be authentic and outcome-driven. Through evidence-based strategies, effective feedback and reflection, we equip our future doctors for a journey of lifelong learning. The learners must see that the ultimate goal is not to be a good student but a good doctor, someone that can be entrusted with the responsibilities of the health of Hong Kong citizens. I am fortunate that my disciplines, Paediatrics and Clinical Genetics and Genomics, have both provided me a lot of excellent materials to actualise my teaching philosophy."



WORDS OF APPRECIATION

"I am really grateful to Dr Chung for the research internship experience – it has been truly rewarding and I have enjoyed it thoroughly. Dr Chung is a great teacher and mentor. Not only have I learnt medical knowledge and clinical skills through working with his research team and shadowing his genetics clinic, I am genuinely inspired by his passion in medicine and teaching. During the research project, rather than simply giving me tasks to complete, he motivated me to learn and think critically; he involved me in the study design, problem-solving and presentation processes, guiding me through the project with support and understanding. He also encouraged me to get involved with other ongoing projects within the team, broadening my experience generously. At the genetics clinic, apart from demonstrating his professionalism and communication skills with patients, he would patiently explain to students how he arrived at his decisions after each unique case, stimulating thought-provoking discussions. From him, I appreciated the importance of preparation and empathy, particularly with rare disease patients. Moreover, his humour and energy have certainly fuelled student's interest to learn. Dr Chung has influenced me and many with his knowledge, as well as his enthusiasm towards genomic medicine and education. Thank you, Dr Chung!"

VIVIAN HUI CHIN CHIN
MBBS, current student

"Having been Dr Chung's student for a year and half, I understand dearly why he is well recognised in the Medical Faculty as an excellent teacher and inspirational mentor. He advocates his students to think critically and explore the underlying principles of medical knowledge. His teaching on clinical reasoning is amongst the favourites of medical students in paediatric clerkship. He also teaches by example – observing his working attitude, I understand in my heart that the Hippocratic Oath means putting my patients' interests above my own. Dr Chung is also a figure of vision and creativity. He views genetics and genomics not only in the context of paediatrics, but also a scientific and social literacy that students from different disciplines should learn. I had the chance to sit into his Common Core course The World Changed by DNA and I am impressed by the breadth of scope offered. Covering topics from DNA codon table to direct-to-consumer genetic testing, students learn about both the scientific and social implications of advancements in genetics. Demonstrating competence, passion and vision, Dr Chung is a role model that I constantly look up to."

MARCUS CHAN
MMedRes and MBBS, current student

WORDS OF APPRECIATION

"Dr Chung has always been a knowledgeable and inspirational teacher who demonstrates his professionalism in both academic and clinical fields. I am always inspired by his enthusiasm towards the medicine as a clinician, a researcher, and a teacher. Not only does he read and learn from world-renowned experts of the field as an individual, he doubtlessly spends a lot of his personal time sharing innovative and exciting breakthroughs and facilitating knowledge exchange with his students, colleagues, the University, and the community. The excitement that he expresses co-learning with us in laboratory meetings makes me feel like a partner in my learning experience. He values each of his students for our uniqueness and strengths and constantly pushes us to our limits, challenging me. He has given me great opportunities to advocate for those in need in society through Common Core course tutorials, patient group meetings, and international conferences. Dr Chung always does his best to teach and to guide, leading by example. His positive influence and moral guidance assures us that we will be making most of our education in HKU and become a productive member of society. Dr Chung is a role model that we postgraduate students would like to become."

CLAUDIA CHUNG CHING YAN
Current PhD Student

Dr Caroline Elise DINGLE 丁凱琳博士

Senior Lecturer, School of Biological Sciences 生物科學學院高級講師

“My goal as a scientist and teacher is first and foremost to inspire in students a love of nature, an understanding of the importance of ecological and evolutionary processes to the health of the planet, and the desire to seek solutions to the pressing environmental issues of today and tomorrow. I strongly believe that students are motivated to learn largely by their own excitement about a topic, and my aim in every interaction with my students, both inside and outside the classroom, is to arouse their curiosity about the natural world. My teaching approach emphasises student-led learning and includes a variety of methods designed to encourage student participation. My classroom teaching is largely research-led, fostering an understanding of science as an active, dynamic process. One of the best ways I have found of doing this is by creating opportunities for students to participate in the scientific process, both in the classroom and in the field. Field-based learning activities create an opportunity for students to apply what they have learned in the classroom to real-life experiences, and whenever possible I include field trips in my courses.

One of the most important aspects of my teaching is the development of the relationship between student and teacher. In my courses, I make sure to establish an atmosphere of mutual respect and understanding where each student feels like they have the opportunity to have their voice heard. I encourage students to interact with me and with each other, both in and out of the classroom. I also strongly believe that better scientific knowledge is produced when it is based on a wide diversity of backgrounds, viewpoints and experience. Since my time as an undergraduate student, I have actively sought opportunities to promote and encourage diversity. I have had the opportunity to work with colleagues across HKU's campus and have contributed to important discussions which have led to the formation of new policies for gender equality. Gender of course is just one aspect of diversity, and I will continue to work tirelessly throughout my career to make science more inclusive, both for the benefit of the individual and for the field as a whole.



WORDS OF APPRECIATION

“Dr Dingle’s classes have been one of my favourites throughout my undergraduate career, and there are several reasons for that. The top reason is that I always feel very welcome to express my opinion in her class as long as I have the evidence to back up my claims. Not only does she put us all at ease in the beginning of all her courses regarding differing opinions, her responses to what we have to say are also always very warm and accepting. As a consequence of that, Dr Dingle is able to create an atmosphere in class in which students are able to discuss issues and voice opinions freely without fear of scrutiny. The atmosphere in her class is what I envisioned university education to be like: a liberal space for people to exchange and debate ideas academically.

In addition to that, Dr Dingle’s teaching style is also very engaging and interactive. She includes anecdotes when relevant to course material that livens up the academic content; she gives us interesting tasks to work on to stimulate our critical thinking; when appropriate, she even gives us little games and challenges that convey course material while letting us have a little fun in the classroom. Academia and science can get dry, but Dr Dingle tries her best – and succeeds – at making everything intriguing and worth thinking over.

Most importantly, Dr Dingle is a highly capable but ultimately very kind teacher, who is open and welcoming to all her students who approach her. As a prospective woman in STEM, I look up to her very much not only as a science student, but as a budding female scientist with big dreams.”

PORTIA WONG YEUK HANG
BSc 2020

“My first-ever class at HKU was the Intro to Environmental Science course taught by Dr Caroline Dingle, who has become my role model of a great professor. Since then, I have been continuously impressed and inspired by Dr Dingle’s enthusiasm towards teaching and science. She teaches from the heart and truly cares about her students. During and after classes, she is always listening and supportive, with a warm smile which eases any nervousness that a first-year undergraduate student might have.

Dr Dingle has also successfully ‘infected’ me with her passion for ecology and environmental science. I was lucky enough to work with her in my sophomore year on an independent research project, from which I’ve learned so much about scientific research and the qualities of a good scientist. Dr Dingle has kindly guided me throughout the entire process, from fieldwork preparation to the publication of the paper, which wouldn’t have been possible without her patient mentoring and persistent encouragement. I’m genuinely grateful for all the unconditional support and trust from Dr Dingle that have laid the foundation for my ongoing research career in ecology.”

GUO FENGYI
BSc 2016, MPhil 2018

“I am really glad to have taken Dr Dingle’s course on Global Change Ecology and to be supervised by her for my final year project (FYP)! In her teaching, Dr Dingle takes an innovative and flexible approach to bring students out from the classroom to the dynamic world out there. Instead of sticking to the book, Dr Dingle teaches using real-life examples and case studies. Not only has this developed students’ abilities to interpret graphs and diagrams, this also allows students to experience the process of science.

Furthermore, Dr Dingle provides a lot of room for students to implement their own ideas and creativities. During the course of my FYP, she was open to discuss ideas and possibilities for my research project. This has prepared me to be an active and independent thinker for my future career in conservation. Thank you Dr Dingle!”

LAM SIYU
BSc 2020

Dr Vichy HO Wai Chi 何偉熾博士

Senior Lecturer, School of Chinese 中文學院高級講師

Teachers cannot claim to have taught if students have not learned. The student is the central stakeholder of all the teaching activities. Instead of ‘Teaching & Learning’ (教學), I use the term ‘Learning & Teaching’ (學教). As each student is unique and diverse in terms of background, abilities and dreams; tailor-made teaching is one of the most important means for me to achieve excellence in the classroom. Indeed, it is learning that comes before teaching, and this rings true especially for teachers such as myself.

My students are not confined to HKU but are widespread among universities in Hong Kong and Mainland China. One of my aims from this has been to introduce fresh and esteemed teaching modes here to HKU students, as well as promote the spirit of knowledge exchange. These experiences have sharpened my teaching skills and allow me to better contribute to our University while allowing me to arrive at the epiphany – for a teacher who loves teaching and sees it as his life’s calling, their classroom is actually anywhere and everywhere.

Adding up my time as an undergraduate and postgraduate student, together with the past 19 years as a teacher, I spent more than three decades in the University. My blood is that of an HKUer since the moment I walked into our hallowed Loke Yew Hall first time in 1988. I plan to stay and work here till my retirement, irrespective of the position I find myself in, because HKU isn’t just where I work, it is – and will forever be – my home.



WORDS OF APPRECIATION

“I first met Dr Vichy Ho in his workshop during the preparation of the HKICPA Case Competition, where I was fortunate enough to be coached by him. His enthusiasm, attention-to-detail and selfless devotion made him one of the best teachers I have ever had. Instead of instructing or instilling best practices of presentation, Dr Ho always inspires us to think if there are any more creative or compelling approach to deliver the content. He dedicatedly converted his philosophy of life and teaching – *carpe diem* (搏盡無悔) into actions. He always emphasised that the process was way more important than the result and what he mostly wanted was to make this journey a remarkable one for all of us. And he definitely made it.”

ANDY GAO MINGYUAN
BEng(CivE), current student

Champion Team, QP Case Analysis Competition (2018), HKICPA

“‘Teaching’ is not truly in Dr Ho’s league: What he really does has revolutionised teaching, far and beyond. Dr Ho is very different and unique from all the teachers, mentors, coaches and advisers I have ever met in my life. Dr Ho’s approach is simple. Language is about communication, so the teaching of how to communicate effectively becomes an integral part of the course. Thus, with Dr Ho’s sleight of hand, a rather ordinary Chinese language course becomes a series of vital life lessons. These lessons about communications and etiquette and humour and countless examples of essential guides to the modern world are nowhere else to be found in the University. I, and many others, remember and apply his teachings since first lesson till this very day.”

KEVIN LEE SI CHUN
BBA(IS) and BEng(CompSc) 2005

Head of Equities Execution Product, APAC, BNP Paribas

“To be honest, I used to hate Chinese very very much. At the end of the semester, I can say Chinese is acceptable because I love uncle Vichy! He got his magic to attract us from our smartphones. I do admit that it’s the in-class WhatsApp session and flipped classroom that made him brilliant, though he sometimes repeated his jokes. He gave me detailed feedback with hundreds of words only hours after my presentation (and it was after midnight) by email. Instead of numbers or grades, he treated 177 classmates as 177 different individuals. The most incredible experience was that he could name everyone in a second even though he had 177 faces to remember.”

A selected comment (via Student Evaluation of Teaching and Learning)

Ms Julianne JEN 任文慧女士

Principal Lecturer, Department of Professional Legal Education 法律專業學系首席講師

“Having qualified as a solicitor for over 20 years and taught on the PCLL course for 15 years, I believe that in teaching and designing a skills-based legal practice course, students will effectively learn the skills of being a lawyer by engaging in experiential learning. As a teacher in the PCLL course, my aim is to develop the course into a truly practical and realistic course, to, as far as possible in a university setting, bridge the gap between learning the law and practising the law. Therefore, in my teachings and in developing the PCLL curriculum, my philosophy is to provide practical and interactive teachings and to create course materials and teaching activities that would provide a close to real-life environment for the learning of legal and lawyering skills, to equip and prepare law students in their future training in the legal profession. As for my role within the University, I endeavour to make legal knowledge more accessible, more relevant and more understandable to other professionals so that I can develop an inter-professional approach to teaching the law with teachers in other professions. At the community level, I strive to act as an example to inspire and motivate my students to use their legal knowledge to help others in need.”



WORDS OF APPRECIATION

“Ms Jen is not only our great teacher, she is amongst us our great friend who engages us in conversation, dialogue and debates. I have had the invaluable opportunity to attend both Ms Jen’s lectures and small group classes. Ms Jen’s lectures are very well-structured with clear learning outcomes articulated so that students are fully aware of learning goals and can work towards them. Ms Jen’s small group classes are very interactive and she always emphasises that it is a mutual learning process for both the teacher and the students. Most of the times Ms Jen will pose follow-up questions after a student’s answer, to push the student to think deeper and to better articulate his / her answer in a more precise, succinct and accurate way. Ms Jen is also quick to respond to students’ answers by providing counter-arguments to give more diverse perspectives on the issues being discussed. Another valuable thing is that Ms Jen always provides students with very timely, regular and yet detailed individual feedback on assignments. She is always willing to spare time after class to answer questions and to discuss with students. Ms Jen also employs various teaching tools and methods to enhance our learning. For example, she provides us with some so-called ‘toxic drafts’ and asks us to spot the bad examples in the statements of claim / defences. She also provides us with some common errors made by previous students. The various teaching tools enhanced our memory and understanding on the subjects.”

STEPHANIE WONG
PCLL 2014

“She is one of the best teachers that I have come across in my entire life. She would devote so much of her time to the marking of our assignments and preparing a detailed summary of our common mistakes for class discussion after each assignment. Her classes were practical, interesting and stimulating at the same time and I can still vividly picture many of our group discussions and so many of the interactive role plays that we did. Outside the classroom, she was also our friend and still remains a dear one. She cared about our career development and even our saving habits. I have learnt so much from her, in particular my drafting and analytical skills and her amazing attitude towards family and life. I am very proud to have been one of Julianne’s students and it would be a great joy to see her excellence in teaching being recognised.”

CATHERINE LAU SHUK FAN
PCLL 2010

“I was lucky enough to be one of the students of JJ during my PCLL studies at HKU. JJ’s classes focus on practical drafting skills which have equipped students with the necessary legal drafting skills before becoming trainee solicitors. She not only provides us with detailed comments on our drafts, but also encourages us to reflect on our own drafts since she believes we can learn the most out of it. I realised how important this skill is after I started becoming a trainee solicitor as I have to reflect on my own drafts all the time during my traineeship, with no one to provide detailed comments as JJ has given me during my studies.”

CHAN YIN TUNG
PCLL 2017

Professor Janny LEUNG Hiu Chi 梁曉姿教授 (Leader)

Faculty of Arts 文學院

Dr Marco WAN Man Ho 溫文灝博士

Faculty of Law 法律學院

Dr Daniel Charles MATTHEWS

Faculty of Law 法律學院

Dr Anya Margaret ADAIR

Faculties of Arts and Law 文學院及法律學院

‘BA&LLB Programme Curriculum’

「文學士及法學士雙學位課程」

Research-led teaching and student-centred learning are equally at the centre of the BA&LLB teaching team’s philosophy; we see these pedagogic approaches as working together to inform our curriculum design and teaching. The philosophy of teaching in the BA&LLB programme is underpinned by our commitment to pioneering research as the intellectual basis of course and lesson design. Equally, we see the students’ active role in learning as crucial to the total success of the programme, and accordingly strive to centralise student needs, and to create a student-centred space through our classroom practice. We believe that great teaching is inspired by research, focussed on students, and supported by close teacher collaborations.

The BA&LLB teaching team believes that research-led teaching means developing lessons that directly use the innovative research undertaken by HKU teachers across the disciplines of law and the humanities. Our teaching activities are underpinned by the interdisciplinary knowledge of the teaching team, and they are the product of our ongoing reflection on research, teaching and innovation in course and lesson design.

We believe the student is central in the learning process: a process we ensure is an active and critically-engaged one. We believe that students learn better when motivated by a shared intellectual goal, and when engaged in the shared challenge of self-articulation. An energised and collaborative learning community is the ultimate goal of our teaching innovations, which are directed towards achieving an inclusive, supportive classroom experience. We consider the BA&LLB ‘classroom’ to involve physical, virtual and (above all) social space, and to include both formal and informal settings. Community-building as a way to effective learning is privileged: as a community of teachers and researchers, we strive to develop the student cohort into a true community of learners.



From left: Dr Daniel MATTHEWS, Dr Marco WAN, Professor Janny LEUNG and Dr Anya ADAIR

WORDS OF APPRECIATION

“The intellectual linkage between arts and law is deeper than meets the eye. Legal training nurtures an analytical mindset, which allows one to shed new light upon traditional topics and dissect novel issues systematically. Meanwhile, a literary background brings colour into the seemingly bleak house of law, as an arts student can more easily identify the historic, philosophical and human side of legal rules. The class of ‘Alaw-ers’ may be small, but it is certainly the most closely-knit. I am fortunate to meet friends with very similar interests and character to my own.”

HERMAN WAN PUI HIN
BA&LLB 2020

“I could see how the skills required for succeeding in the legal field can be gained from the arts field, and vice versa. While a lot of reading and writing is involved for both degrees, the interchangeable skills go further than this. Arts equipped me with a quick eye for proofreading, which proved useful during my law firm internships. From law, I developed better critical thinking and analytical skills that improved the structure of my literature essays.”

VANESSA LEIGH
BA&LLB 2019

“The programme provides a solid and interdisciplinary training in law and literary studies through interactive and dynamic teaching. Students are encouraged to think critically in multiple perspectives. Freshmen can immediately feel the warmth of our programme – we all share a strong bond!”

JACKY TAM KA YIU
BA&LLB 2020

WORDS OF APPRECIATION

“Studying BA&LLB equips me with skills in both legal argumentation and literary analysis. In this programme, I can study art courses as I wish, like comparative literature and Chinese history. This definitely broadens my horizons. Furthermore, the small intake of the programme also facilitates me to establish closer relationships with my classmates.”

JOLI CHAN YAN NOK
BA&LLB, current student

“In the BA&LLB programme, I have read courses on a wide variety of areas including Chinese and English language and literature, history and philosophy, above the many interesting law courses and electives. I have been enjoying linguistics in particular, and the flexibility of the programme allows me to write a supervised linguistics extended essay, and eventually had it presented in a renowned international conference. Thanks to the meticulously structured interdisciplinary courses, it took me little time to realise the close ties between law, literature, linguistics, history, and many other areas. The intimate community built among teachers and peers has been crucial in stimulating thought-provoking academic and personal exchanges. On career prospects, it seems clear to me that BA&LLB students, with complete command of the language and the law, achieved stellar performance in both legal and non-legal work positions, and are well liked by potential employers. In this world of interdisciplinarity, there is perhaps nothing more important than knowing more of everything, and the BA&LLB programme provides exactly that opportunity. Overall speaking, my five years in this programme has definitely been an fantastic journey, and I have no hesitation in recommending it to anyone who seriously hopes to pursue further studies in both fields.”

WILSON LUI CHI YIN
BA&LLB 2019

DISTINGUISHED RESEARCH ACHIEVEMENT AWARD

The Distinguished Research Achievement Award is the highest honour and award for excellence in research bestowed by the University. It gives recognition to academics who have exceptional research achievements of international distinction and are at the forefront of their discipline. Up to two awards can be made in each exercise, which is conducted on an alternate year basis. Winners of the Distinguished Research Achievement Award receive a monetary award of up to HK\$2 million per year for up to three years as recommended by the Selection Committee.

Nominations for the 2018–2019 Distinguished Research Achievement Award were considered by a Selection Committee comprising the following members:

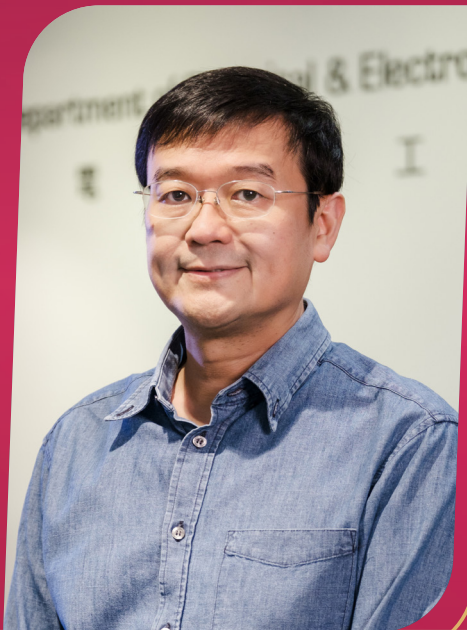
- Professor Andy HOR (Chair), former Vice-President and Pro-Vice-Chancellor (Research), HKU
- Professor Nicholas CHRISTIE-BLICK, Columbia University
- Professor Scott COOPER, University of California, Santa Barbara
- Professor Eddy LIEW, University of Glasgow
- Professor Joseph Sriyal Malik PEIRIS, School of Public Health, HKU
- Professor WANG Gungwu, National University of Singapore
- Professor Vivian YAM Wing Wah, Department of Chemistry, HKU
- Professor Anthony YEH Gar On, Department of Urban Planning and Design, HKU
- Professor ZHAO Huimin, University of Illinois at Urbana-Champaign

Professor Ron HUI Shu Yuen 許樹源教授

Philip K H Wong Wilson K L Wong Professor in Electrical Engineering
黃乾亨黃乾利基金教授（電機工程）

**Chair Professor of Power Electronics,
Department of Electrical and Electronic Engineering**
電機電子工程系講座教授

Professor Ron HUI obtained his PhD degree in Electrical Engineering at Imperial College London in 1987. He has previously held academic positions at the University of Nottingham, the University of Sydney, City University of Hong Kong and Imperial College London. He is currently Chair Professor of Power Electronics and Philip K H Wong Wilson K L Wong Professor in Electrical Engineering at the University of Hong Kong.



Professor Hui is a visionary researcher and an expert in Power Electronics. His research outputs have impacted both the academic and industrial worlds. They are recorded in two books and over 450 refereed research publications, including 270 papers in top-tier journals. Over 60 of his patents have been adopted by industry worldwide. He has pioneered modern wireless power transfer technology and developed wireless charging pad technology for portable electronics such as mobile phones. His inventions underpin key dimensions of the world's first wireless charging standard 'Qi' launched in 2010 by the Wireless Power Consortium (WPC), which comprises over 550 company members worldwide including Apple, Samsung, LG, Sony and Qualcomm. In the latest version of Qi, revised in 2017, the WPC adopted his recent inventions to extend the wireless charging distance.

Sustainable lighting technology is another area in which Professor Hui has made significant contributions. He developed the photo-electro-thermal theory for light-emitting diode (LED) systems, unifying the interactions of heat, light power and colour in one mathematical framework. Such LED system theory has been included in the CRC *Industrial Electronics Handbook* and widely used by the lighting industry as a system design tool. His inventions on passive LED street lighting systems have been transferred to industry. These products have been installed in Hong Kong and China, and are being marketed in over 20 countries.

Professor Hui's research achievements have been independently recognised by a number of national academies and professional bodies. He is an elected Fellow of the Royal Academy of Engineering (UK), Australian Academy of Technology and Engineering, and National Academy of Inventors (USA). The Institute of Electrical and Electronics Engineers (IEEE, USA) has honoured him with the prestigious IEEE Technical Field Award (IEEE William E Newell Power Electronics Award) and the Fellowship of IEEE. The Institution of Engineering and Technology (IET, UK) has awarded him with the IET Achievement Medal (The Crompton Medal).

Professor Hui believes research and education should go hand in hand. Some of his PhD graduates now hold academic positions in Harvard University, Sydney University, Manchester University and Aalborg University. He adopts a philosophy of focussing only on high-impact and innovative research, with an emphasis on sustainability. His current research involves new technologies for accelerating the adoption of electric vehicles and renewable energy sources, as a complementary solution to combat climate change.

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 Ms Alice LEE Suet Ching of the Department of Law in the Faculty of Law, who is honoured with this prestigious Award.

Ms Alice LEE Suet Ching 李雪菁女士 Associate Professor, Department of Law 法律學系副教授

Ms Alice LEE is a passionate and reflective teacher. She is committed to professionalism and has played a prominent role in shaping legal education in Hong Kong since she joined the University of Hong Kong as a tenured lecturer in law in 1992.

Ms Lee is a driving force in Land Law and Intellectual Property education in Hong Kong. A well-recognised expert in both fields, she has published textbooks and professional works that are used in all three Hong Kong law schools and cited by lawyers and judges. Pedagogically, she is a pioneer in empowering students as partners through open co-creation of knowledge and co-teaching. She is sought out by academic and support staff at many local universities not only for her profound knowledge of copyright and ethics in educational practice, but also for her widely-acclaimed interactive approach to learner engagement.

What distinguishes Ms Lee is her partnership approach and community-mindedness, as well as her dedication to Values Education. She believes the best way to nurture curiosity, creativity, self-awareness, good judgment, a sense of responsibility and readiness to serve is to partner with students in as many aspects of the teaching and learning process as possible. She has received nine Teaching Development Grants (the largest number in the Faculty of Law), as principal or co-investigator, to explore innovative methods of teaching and assessment, such as a cross-border, cross-disciplinary online studio for Law and Architecture, intercultural interactions between local and non-local students, an online platform for peer-to-peer and teacher feedback, and, most recently, online proctored assessment during COVID-19, as well as TED-talk style knowledge generalisation through experience-sharing by professionals from around the world.



Ms Lee's student-oriented teaching puts her at the top of the list of student evaluation results and has helped her win several teaching awards since her first in 1999. Her approach has been to model partnerships. In her Intellectual Property class, a final-year elective, she motivates students to research daily-life issues in order to identify potential infringement cases and illustrate their analysis with real-life objects, such as trademarked garments. Her assessment is also aligned with authentic learning activities, enabling students to relate the law back to everyday life. Her approach to students-as-partners in Land Law is distinct from other forms of collaboration in that the reciprocity, equality, sense of shared responsibility, mutual respect and trust underpinning it help trigger growth and sustainability. This has generated many innovations and has proven that student-generated content can be far more engaging and relatable than teacher-selected material. Students view this as "a pioneering effort in enriching the student learning experience" and "making boring laws come alive".

Ms Lee's dedication to student learning and staff development is reflected in her leadership profile in the University and community. She is the longest-serving Associate Dean for teaching and learning in the Faculty of Law, having served since 2011, and has been Chair of the University Teaching Exchange Fellowship Scheme since 2017. She engages with students and staff from other institutions in collaborative projects and networks for sector-wide empowerment. She also undertakes scholarship of teaching and learning to further reflect upon and disseminate her practice. This level of engagement led to her becoming a Senior Fellow and an accredited mentor of the UK Higher Education Academy / Advance HE.

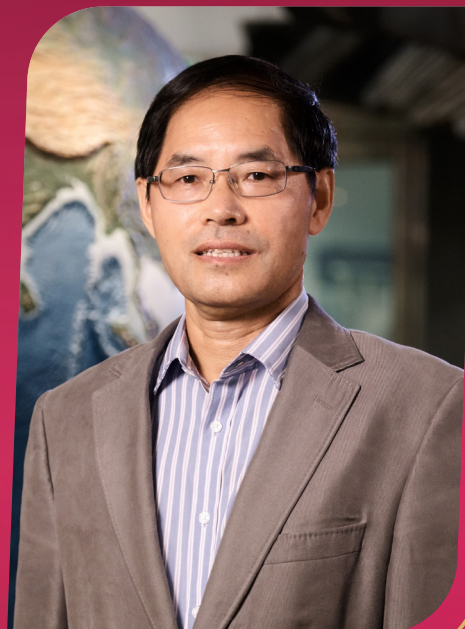
Not all good teachers are inspiring teachers, and not all inspiring teachers are leaders in teaching and learning. Ms Alice Lee is all of this, and we are proud to present her with the 2019 University Distinguished Teaching Award.

MEMBER OF THE CHINESE ACADEMY OF SCIENCES

The Chinese Academy of Sciences (CAS) is a leading academic institution and comprehensive research and development centre in the natural and technological sciences and high-tech innovation. Only the Nation's most distinguished scientists and renowned foreign scientists who have made great contributions to China's scientific undertakings are elected to the Academy.

Professor ZHAO Guochun 趙國春教授**Chair Professor, Department of Earth Sciences 地球科學系講座教授**

Professor ZHAO Guochun – a highly talented and devoted researcher of world-class standing – was elected Member (Academician) of the Chinese Academy of Sciences in November 2019 in recognition of his contributions in earth sciences research. The membership is not only a testament to his academic achievements but also an acknowledgement of his significant contributions to the development of earth sciences in Hong Kong and in Mainland China. Election to the CAS is highly competitive, and Professor Zhao was the only scholar from the University of Hong Kong to achieve this honour in this election year, and the only academic from Hong Kong elected under the Earth Science Section. As well as reflecting the respect held by others for his ground-breaking research, his CAS membership also helps strengthen the University's international reputation.



Born in Xiuyan County, Liaoning Province in 1961, Professor Zhao graduated from Xiuyan Advanced High School in 1981. He obtained his BSc and MSc degrees from Changchun University of Earth Sciences (now merged into Jilin University) in 1985 and 1988, respectively, and his PhD degree from Curtin University (Australia) in 2000. Since August 2000, he has been working at the University of Hong Kong, where he is now a Chair Professor in the Department of Earth Sciences. He is also a visiting Chair Professor at Northwest University (Xi'an) through the Changjiang Scholars and Thousand Talents Plan Programs.

Professor Zhao's main research fields are metamorphic petrology, Precambrian geology and supercontinents in Earth's history. His key scientific achievements include discoveries of two 1.95 to 1.85 billion year-old Himalaya-type continental collisional belts, named

the Khondalite Belt and the Trans-North China Orogen, in the North China Craton. He is the first person to propose that global-scale collisional events 2.0 to 1.8 billion years ago led to the assembly of a pre-Rodinian supercontinent, initially named 'Hudson' or 'Hudsonland' and later named 'Columbia' or 'Nuna'. Recently, Professor Zhao undertook, as Principal Investigator, a National Natural Science Foundation of China Major Project entitled 'Reconstructions of East Asian Continents in Pangea', in which he used geological and paleomagnetic data to reconstruct the paleogeographic locations of East Asian continents from the breakup of supercontinent Rodinia at ~750 million years ago to the assembly of supercontinent Pangea at 250 to 220 million years ago. These findings and achievements have been highlighted in Professor Zhao's 350 refereed papers or books, which have been cited more than 41,000 times (*h-index*=112) (based on a *Web of Science* All Databases search, August 2020), making him one of the top-cited researchers in earth sciences in the world.

In addition to CAS membership, Professor Zhao has received many other awards, prizes and honours over his distinguished academic career, including a State Natural Science Award (Second Class, First Awardee; 2014), elected Fellow of the Geological Society of America (2014), Highly Cited Researcher (Thomson Reuters / Clarivate Analytics, 2014–2019), Outstanding Researcher Award of the University of Hong Kong (2016), 29th Khwarizmi International Award (First Class; 2016), Chair Professorship of Cheung Kong (Changjiang) Scholars Program (2017) and Thousand Talents Plan (short-term; 2017), and The World Academy of Sciences (TWAS) Prize in Earth, Astronomy and Space Sciences (2018). Professor Zhao is currently Editor-in-Chief of *Precambrian Research*, a leading international journal in earth sciences.

FACULTY TEACHING AWARDS

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

Faculty of Architecture 建築學院

Faculty Outstanding Teaching Award 學院傑出教學獎

Mr Ashley Scott KELLY, Department of Architecture 建築學系 KELLY先生

Dr LU Xiaoxuan, Department of Architecture 建築學系 陸小璇博士

Faculty of Arts 文學院

Faculty Teaching Excellence Award 學院卓越教學獎

Dr Lisa CHEUNG Mei Ling, Centre for Applied English Studies 應用英語中心 張美玲博士

Dr Jessica Rae VALDEZ, School of English 英文學院 VALDEZ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 Alex CHAN Wing Ho, Faculty of Business and Economics 經濟及工商管理學院 陳永豪博士

Dr Michael JIA He, Faculty of Business and Economics 經濟及工商管理學院 賈鶴博士

Dr Claudian KWOK Siu Kit, Faculty of Business and Economics 經濟及工商管理學院 郭小傑博士

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

Faculty Special Contribution Teaching Award 特別貢獻教學獎

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

Mr David LEE Seungwoo, Faculty of Business and Economics 經濟及工商管理學院 李乘雨先生

Faculty of Dentistry 牙醫學院

Faculty Outstanding Teacher Award 學院傑出教師獎

Dr Prasanna NEELAKANTAN, Faculty of Dentistry 牙醫學院 NEELAKANTAN醫生

Faculty of Education 教育學院

Faculty Outstanding Teaching Award 學院傑出教學獎

Individual

Mrs CHAN PUN Kit Ling, Faculty of Education 教育學院 陳潘潔玲女士

Team

Dr Valerie YIP Wing Yan 葉穎欣博士 (Leader), Dr Kennedy CHAN Kam Ho 陳錦河博士, Dr Dennis FUNG Chun Lok 馮俊樂博士 and

Dr Jessica LEUNG Shuk Ching 梁淑貞博士, Faculty of Education 教育學院

Faculty of Engineering 工程學院

Faculty Outstanding Teaching Award 學院傑出教學獎

Individual

Dr CHEUNG Hoi Hoi, Department of Industrial and Manufacturing Systems Engineering 工業及製造系統工程系 張凱凱博士

Team

Dr WONG LUI King Shan 呂景珊博士 (Leader), Professor Edmund LAM Yin Mun 林彥民教授, Dr Vincent TAM Wai Leuk 譚偉略博士

and Dr YUEN Chun Hung 袁俊雄博士, Department of Electrical and Electronic Engineering 電機電子工程系

Faculty of Law 法律學院

Faculty Outstanding Teaching Award 學院傑出教學獎

Mr Edmund CHAM Shu Kay, Department of Professional Legal Education 法律專業學系 湛樹基先生

Miss KONG Kar Yan, Department of Law 法律學系 江嘉恩小姐

Miss Senia NG Sze Nok, Department of Law 法律學系 吳思諾小姐

Li Ka Shing Faculty of Medicine 李嘉誠醫學院

Faculty Teaching Medal 學院教學獎

Dr Elaine LEE Yuen Phin, Department of Diagnostic Radiology 放射診斷學系 李燕蘋醫生

Dr Victor LEE Ho Fun, Department of Clinical Oncology 臨床腫瘤學系 李浩勳醫生

Dr WOO Yu Cho, Department of Medicine 內科學系 胡裕初醫生

Dr Desmond YAP Yat Hin, Department of Medicine 內科學系 葉逸軒醫生

Faculty of Science 理學院

Award for Teaching Excellence 卓越教學獎

Dr Jetty LEE Chung Yung, School of Biological Sciences 生物科學學院 李忠英博士

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 Tommy TSE Ho Lun, Department of Sociology 社會學系 謝浩麟博士

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

‘A derivative-free optimization-based approach for detecting architectural symmetries from 3D point clouds’

By Dr XUE Fan 薛帆博士*, Professor Wilson LU Weisheng 呂偉生教授*, Professor Christopher John WEBSTER* and Dr CHEN Ke

陳珂博士*, published in *ISPRS Journal of Photogrammetry and Remote Sensing*, 148 (2019), 32-40 (Published online on December 18, 2018)

Faculty of Arts 文學院

Giulio Aleni, Kouduo richao, and Christian–Confucian Dialogism in Late Ming Fujian

By Dr SONG Gang 宋剛博士*, published by Routledge, 2018, 428 pages

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

‘Do Consumers Always Spend More When Coupon Face Value is Larger? The Inverted U-Shaped Effect of Coupon Face Value on Consumer Spending Level’

By Dr Michael JIA He 賈鶴博士*, Professor YANG Sha 楊沙教授, Professor LU Xianghua 盧向華教授 and

Professor PARK Choong Whan, published in *Journal of Marketing*, 82, 4 (2018), 70-85

Faculty of Dentistry 牙醫學院

‘Microneedle-Mediated Delivery of Lipid-Coated Cisplatin Nanoparticles for Efficient and Safe Cancer Therapy’

By Dr LAN Xinmiao 蘭新苗博士*, Professor SHE Juncong 余俊聰教授, Mr LIN Di’an 林迪安先生, Miss XU Yu 許玉小姐*, Dr LI Xuan

李璇博士*, Mr YANG Weifa 楊偉發先生*, Dr Vivian LUI Wai Yan 呂偉欣博士, Professor JIN Lijian 金力堅教授*, Professor XIE Xi

謝曦教授 and Dr SU Yuxiong 蘇宇雄醫生*, published in *ACS Applied Materials & Interfaces*, 10, 39 (2018), 33060-33069

Faculty of Education 教育學院

‘The Role of Collaboration, Computer Use, Learning Environments, and Supporting Strategies in CSCL:

A Meta-Analysis’

By Dr Fiona CHEN Juanjuan 陳娟娟博士*, Professor WANG Minhong 王敏紅教授*, Professor Paul Arthur KIRSCHNER and

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By Dr KWAN Kin Wa 關鍵鐸博士*, Dr LI Shijie 李士杰博士*, Dr HAU Nga Yu 侯雅儒博士*, Dr LI Wendi 李文迪博士*,

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