

TEACHING · RESEARCH

KNOWLEDGE EXCHANGE

March 31, 2021 | 5.00 p.m. RAYSON HUANG THEATRE



香港大學 THE UNIVERSITY OF HONG KONG

CELEBRATING EXCELLENCE IN TEACHING, RESEARCH AND KNOWLEDGE EXCHANGE

A Message from the President and Vice-Chancellor

ollowing a tumultuous 2019, Hong Kong experienced a challenging 2020 in the form of the COVID-19 pandemic, with its significant impacts locally and globally. In the face of such challenges, HKU draws on its strengths in teaching and learning, research and innovation to make key contributions to the wider community. The dedication, skill, and resilience of HKU members enable us to not only deal with adverse situations but also continue to strive for excellence.

Thanks to an enormous effort by our teachers and supporting units, learning and assessment activities were maintained despite the unprecedented disruptions in 2019–2020. Online teaching and learning at HKU have developed tremendously, including innovations in resources, training materials, and assessment processes, while measures have been taken to enrich student life and maintain face-to-face teaching when possible. We continued to attract top students, with local top-scorers and many high-flyers from outside of Hong Kong – more than 700 students of 38 nationalities from Mainland China and overseas picked HKU. Teaching excellence received external recognition, such as a Gold Award in the QS Reimagine Education Awards for an experiential learning team.

Even in the midst of great disruption, HKU has been able to demonstrate scholarly excellence. Our COVID-19 research is the most prominent example, with our scholars producing world-leading research on the virus, but this is just one highlight across a range of disciplines in a highly fruitful year. We continued to perform strongly in the Research Grants Council's competitive funding programmes, including securing 265 projects under the General Research Fund – the most amongst institutions – and leading five of the seven new projects under the Theme-based Research Scheme. Some 127 of our scholars were named by Clarivate Analytics amongst the top 1% in their fields worldwide in 2020 based on citations, while individual scholars earned various national and international honours.

We deepened our commitment to translating research and expertise into impact beyond academia through new appointments and initiatives. Our knowledge exchange activities have brought benefits worldwide, and we are harnessing resources across the University to help the community respond to the COVID-19 pandemic. We are providing expert advice to many governments, pursuing options to develop and commercialise our findings, and creating targeted programmes such as on online learning for school students and mindfulness resources to support mental well-being. Our KE Impact Project Funding Scheme helps staff identify and grow paths to impact, while enthusiasm and energy for innovation are nurtured at iDendron, with some 70 start-ups launched since its inception in 2017.

My thanks go to all of our teachers, researchers, and support staff, as their commitment and innovation enable HKU to make significant contributions here in Hong Kong and to the global community. The University's value to society is based in our academic excellence, and our future depends on moving forward and realising our potential.

Professor Xiang ZHANG President and Vice-Chancellor March 2021



PROGRAMME

OPENING ADDRESS Professor Xiang ZHANG, President and Vice Chancellor

HKU YOUNG INNOVATOR AWARD

Video presentation Award presented by Dr Yiwu HE, Chief Innovation Officer Awardee Dr KWOK Ka Wai, Department of Mechanical Engineering

OUTSTANDING YOUNG RESEARCHER AWARD

Video presentation Awards presented by Professor Max SHEN, Vice-President and Pro Vice Chancellor (Research) Awardees Dr Jamin Frederick ASAY, School of Humanities Dr AU YEUNG Ho Yu, Department of Chemistry Dr Timothy Carlton BONEBRAKE, School of Biological Sciences Dr CHEN Yue, Department of Mechanical Engineering Dr KWOK Ka Wai, Department of Mechanical Engineering Dr Neil Ryan MC KENZIE, Department of Earth Sciences

EARLY CAREER TEACHING AWARD

Video presentation Awards presented by Professor Ian HOLLIDAY, Vice-President and Pro Vice Chancellor (Teaching and Learning) Awardees Dr Anya Margaret ADAIR, School of English and Department of Law Dr Tom Joseph BARRY, Faculty of Social Sciences Dr Edmond CHOI Pui Hang, School of Nursing Dr LU Shuang, Department of Social Work and Social Administration

HKU INNOVATOR AWARD

Video presentation Award presented by Dr Yiwu HE Awardee Professor TANG Chuyang, Department of Civil Engineering

> **TEACHING INNOVATION AWARD** Video presentation Awards presented by Professor Ian HOLLIDAY Awardees Individual

Dr Matthias BUEHLMAIER, Faculty of Business and Economics Mr Gavin Scott COATES, Department of Architecture Miss Nicole Judith TAVARES, Faculty of Education Dr Anderson TSANG Chun On, Department of Surgery

Team

Professor Douglas Wayne ARNER (Leader), Faculty of Law; Mr David Lorin BISHOP, Faculty of Business and Economics; Mr David LEE Seungwoo, Faculty of Business and Economics; Ms Ellen SETO, Technology-Enriched Learning Initiative and Professor YIU Siu Ming, Faculty of Engineering

Dr John FUNG Tai Chun (Leader), Dr Veronica LAM Suk Fun, Ms Michelle PANG Tsz Ha and Dr Janet WONG Yuen Ha, Li Ka Shing Faculty of Medicine

Dr LAM King Hang (Leader), Faculty of Engineering; Dr Leon LEI Chi Un, Technology-Enriched Learning Initiative and Dr LUI King Shan, Faculty of Engineering Mr Mathew Robert PRYOR (Leader), Faculty of Architecture; Dr Tyrone KWOK Tai On, Technology-Enriched Learning Initiative and Miss Lynn LIN Hanyuning, Faculty of Architecture Dr WANG Shuang (Leader) and Dr WANG Aihe, Faculty of Arts

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

Video presentation Award presented by Professor Max SHEN Awardee Professor David DUDGEON, School of Biological Sciences

KNOWLEDGE EXCHANGE EXCELLENCE AWARD

Video presentation Award presented by Professor Richard WONG, Provost and Deputy Vice Chancellor Awardees Dr Caroline Elise DINGLE, Dr David Michael BAKER, Dr Timothy Carlton BONEBRAKE and Professor David DUDGEON, School of Biological Sciences

OUTSTANDING RESEARCHER AWARD

Video presentation Award presented by Professor Xiang ZHANG Awardee Professor ZHANG Tong, Department of Civil Engineering

OUTSTANDING TEACHING AWARD

Awards presented by Professor Xiang ZHANG Awardees Individual Dr Matthias BUEHLMAIER, Faculty of Business and Economics Dr Janet CHAN Kit Yan, School of Biological Sciences Dr KOON Yee Wan, School of Humanities Dr Thiyagarajan VENGATESEN, School of Biological Sciences Dr Anita WONG Mei Yin, Faculty of Education Team

UNIVERSITY DISTINGUISHED TEACHING AWARD

Video presentation Award presented by Dr the Honourable Sir David LI Kwok Po, Pro Chancellor and Professor Xiang ZHANG Awardee Dr Janice Mary JOHNSTON, School of Public Health

> **CLOSING ADDRESS** Dr the Honourable Sir David LI Kwok Po

Masters of Ceremonies: Miss CHEN Lingxiao, BA Year 4 and Mr Cyrus LO, BBA(Law)&LLB Year 5

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

Video presentation

Ms Lindsay ERNST (Leader), Faculty of Law and Mr David Lorin BISHOP, Faculty of Business and Economics

HKU YOUNG INNOVATOR AWARD

The HKU Young Innovator Award is a university-level award established to recognise young faculty members whose innovations demonstrate exceptionally high potential impact (legacy or projected legacy) with transformative results to foster development. The awardee must be below the age of 40 as at August 31 of the preceding academic year.

The HKU Young Innovator Award will carry a pecuniary award of HK\$150,000. To be organised annually starting from 2020, there will be at most one awardee each year.

Nominations for the HKU Young Innovator Award 2020 were considered by a Selection Committee comprising the following Knowledge Exchange Executive Group members and co-opted members from senior academics:

- Dr Yiwu HE (Chair), Chief Innovation Officer / Senior Advisor to the President / Director, Knowledge Exchange Office
- Professor John BACON-SHONE, Associate Director, Knowledge Exchange Office
- Professor Norman TIEN, Vice-President and Pro-Vice-Chancellor (Institutional Advancement)
- Professor Ren SUN, Senior Advisor to the President
- Professor Aleksandra DJURIŠIĆ, Associate Dean (Research and Graduate Studies), Faculty of Science



Dr KWOK Ka Wai 郭嘉威博士

Associate Professor, Department of Mechanical Engineering

KWOK has been pioneering in surgical robotics, having a goal to advance and realise engineering technologies into real clinical practice. Dr Kwok and his team are one of few academic groups comprehensively covering intra-operative magnetic resonance (MR) image processing, MR-safe / conditional robot sensing, positional tracking, navigation and actuation, thus developing surgical robots for effective surgical workflow under the very strong magnetic field (1.5 / 3T) generated by MR imaging (MRI). They have developed multiple 'world-first' prototypes for MRI-guided robots for intra-cardiac catheterisation and bilateral stereotactic neurosurgery. These innovations are recognised by international robotics societies with awards and also interest from industry for further commercialisation development.

HKU YOUNG INNOVATOR AWARD



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 as 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 2019–2020 Outstanding Young Researcher Award were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Alfonso NGAN Hing Wan (Chair), former Acting 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 Jamin Frederick ASAY

Associate Professor, School of Humanities

ASAY completed his BA at Whitman College, MA at Northern Illinois University, and PhD at the University of North Carolina. He moved to Hong Kong in 2012 to teach at Lingnan University, and in 2014 joined the Department of Philosophy at the University of Hong Kong. He was promoted to Associate Professor and tenured in 2018.

Dr Asay's research investigates what we mean by the word 'truth', and how clear and precise thinking about truth can illuminate our understanding of many of our most central and foundational concepts. He has published two books on truth, and over two dozen articles that explore how truth is connected to the nature of scientific inquiry, ethical theorising, logic and paradox, and other topics. His current research studies the role of truth in political discourse, and its relationship to propaganda.

Philosophy, as Dr Asay conceives it, begins with our most familiar and ordinary concepts, and subjects them to radical critical scrutiny. By exposing their hidden presuppositions and discovering their basic logic and structure, we can deploy them more reflectively and critically. Truth is both an ordinary notion, and also one that leads to numerous puzzles and paradoxes. By understanding it better, we come to know ourselves, and the tools we use to make sense of the world, in more reflective and accurate ways.

OUTSTANDING YOUNG RESEARCHER AWARD

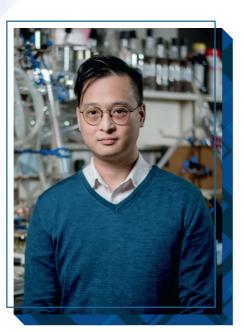


Dr AU YEUNG Ho Yu 歐陽灝宇博士

Associate Professor, Department of Chemistry

AU YEUNG received his BSc and MPhil from the Chinese University of Hong Kong, and his PhD from the University of Cambridge. He conducted his postdoctoral research at the University of California, Berkeley before he joined the University of Hong Kong in 2013, where he is currently an Associate Professor in the Department of Chemistry.

Dr Au Yeung's research interest is the chemistry of mechanical bonds, particularly focussing on the synthesis, properties, and applications of catenanes that are composed of mechanically interlocked molecular rings. His team are also interested in developing new recognition strategies for the sensitive and selective detection of small molecules of biological and environmental significance, with potential applications in new generations of smart sensors for imaging, diagnostics, and environmental monitoring. He is a recipient of the Croucher Innovation Award and Graeme Hanson Early Career Researcher Award, and he is serving as a member for the Early Career Advisory Board of the chemistry journal Chemical Review, published by the American Chemical Society.



As a scientist, Dr Au Yeung enjoys doing research as a journey of exploration of unlimited possibilities. Delving into the unknown and encountering the unexpected are always the most exciting and rewarding parts of doing science and research.

Dr Timothy Carlton BONEBRAKE

Associate Professor, School of Biological Sciences

r BONEBRAKE received a BS in Environmental Sciences from the University of California, Berkeley in 2005 and his PhD in Biology from Stanford University in 2010. After postdoctoral positions at UCLA and UC Riverside, he moved to the University of Hong Kong in 2012 where he is currently an Associate Professor in the Research Division for Ecology and Biodiversity and School of **Biological Sciences.**

Research in Dr Bonebrake's laboratory focusses on major challenges facing the planet in tropical conservation and global change. Using field-based approaches in combination with quantitative modelling tools, his team have advanced our understanding of how tropical biodiversity is impacted by climate change and shown pathways forward for managing species in peril. Studying a wide diversity of taxa (including butterflies, moths, birds, lizards, snakes, otters, and pangolins), his research has also highlighted how combined threats such as climatic warming, habitat loss, and wildlife trade are accelerating biodiversity loss.

Dr Bonebrake decided in college that he wanted to be a conservation scientist for two reasons. First, biodiversity was (and still is) declining rapidly as a consequence of humanity's unfortunate disregard for the world around them. Second, the work itself was so incredibly fun and satisfying. These facts continue to be driving forces in his laboratory at HKU, directing research questions and developing the next generation of talented ecology and biodiversity researchers.

OUTSTANDING YOUNG RESEARCHER AWARD



OUTSTANDING YOUNG RESEARCHER AWARD

Dr CHEN Yue 陳粵博士

Associate Professor, Department of Mechanical Engineering

CHEN studied at the University of Oxford and Beihang University, and received his PhD degree in 2010. After completing his postdoctoral training at Columbia University in the City of New York, he joined the University of Hong Kong as an Assistant Professor in 2014, being promoted to Associate Professor with tenure in 2020.

Dr Chen's research focusses on studying the properties of materials using quantum mechanical computation. He places particular emphasis on strongly anharmonic materials where the conventional theory of lattice dynamics tends to break down. Based on the engineering of thermal and electrical transport properties, he develops narrow-gap semiconductors for energy conversion applications. His research in the atomistic and electronic structure levels provides in-depth understanding of the behaviours of materials, advancing fundamental knowledge and paving the way for innovative applications. He has authored more than 100 peerreviewed journal publications and presented invited papers around the globe. In 2019, he was awarded through the Distinguished Young Scholars Fund of the Zhejiang Provincial Natural Science Foundation.

Dr Chen believes interdisciplinary research is critical for the advancement of his field of study. He is grateful to have the opportunity to work closely with excellent researchers with diverse scientific backgrounds, including his research team members, colleagues, and international collaborators. The pursuit of scientific knowledge stimulates him to achieve new heights in research.



Dr KWOK Ka Wai 郭嘉威博士

Associate Professor, Department of Mechanical Engineering

KWOK received his BEng and MPhil degrees from the Chinese University of Hong Kong in 2003 and 2005, respectively. He obtained his PhD degree in Computing from Imperial College London in 2012. Prior to joining the University of Hong Kong in 2014, he was awarded a Croucher Foundation Fellowship, which supported his research jointly supervised by advisors in the University of Georgia and Harvard Medical School.

Surgical robotics, intra-operative medical image processing, and their uses of machine intelligence techniques are the key research interests of Dr Kwok and his team. He founded the Group for Interventional Robotic and Imaging Systems (IRIS) at HKU. To date, they have invented novel solutions for robotic actuation and positional tracking of interventional tools navigated inside magnetic resonance imaging (MRI) scanners. It is considered a challenging environment as the scanners generate 1.5 / 3 Tesla of magnetic field for medical imaging. Furthermore, his group have been involved in the design of various robotic prototypes for endoscopy, stereotactic surgery, and intracardiac catheter interventions, with the aim of resolving their technological bottlenecks in terms of mechanical transmission and surgical manipulation. Over the past few years in HKU, his multidisciplinary teamwork has been recognised by various top-ranked international conference and journal paper awards.

Dr Kwok endeavours to nurture the curiosity and mindfulness of the younger generation through research and development. He believes that the challenges of multidisciplinary research provide the perfect catalyst for researchers to understand themselves and the world around them, and drive researchers to step outside of their own limits to explore new possibilities.

OUTSTANDING YOUNG RESEARCHER AWARD



Dr Neil Ryan MC KENZIE **Assistant Professor, Department of Earth Sciences**

fter a few years of working in a factory following high school, Dr MC KENZIE returned to college earning an AA degree in Natural Sciences from Cerritos College. He earned his BS in Geology / Palaeobiology from the University of California, Los Angeles in 2006, and then an MS in Palaeontology and PhD (2012) in Geology at the University of California, Riverside. He was a Distinguished Postdoctoral Fellow in the Jackson School of Geosciences at the University of Texas at Austin and then a Flint Postdoctoral Fellow at Yale University before joining the University of Hong Kong in 2016.

Dr McKenzie's research strives to understand the co-evolution of Earth's surface environment and life. He studies various aspects of the dynamic relationship between tectonics and climate throughout Earth's history and further explores how changes in these processes influenced biodiversity. He has conducted fieldwork across the globe studying modern tectonically active regions such as the Himalayas, Andes, and various parts of southeast Asia, as well as investigating ancient rocks in India, China, North America, and southern Africa. His work has been published in top journals including Science and Nature Geoscience.

While Dr McKenzie's research certainly has socioeconomic and environmental implications, his interests are derived from innate curiosity and pure personal enjoyment in investing and trying to understand Earth System evolution. He attributes much of his academic success to being fortunate to have found and interacted with outstanding mentors and collaborators, and surrounding himself with exceptional postgraduate students and postdoctoral researchers.



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
- Dr Susan BRIDGES, Director, Centre for the Enhancement of Teaching and Learning
- Miss Alice LEE, Associate Professor, Department of Law (Recipient of the 2019 University **Distinguished Teaching Award**)
- Miss JEH Tsz Lam, President, The Hong Kong University Students' Union

The Selection Panel was deeply impressed with the awardees' dedication to teaching, their tireless and creative efforts to make learning enjoyable and challenging, and the impact they have made on their students' learning. The University is grateful to Professor Smith for providing expert advice during the final selection process.

EARLY CAREER TEACHING AWARD

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

- Dr Anya Margaret ADAIR, School of English and Department of Law
- Dr Tom Joseph BARRY, Faculty of Social Sciences
- Dr Edmond CHOI Pui Hang, School of Nursing
- Dr LU Shuang, Department of Social Work and Social Administration

Dr Anya Margaret ADAIR

Assistant Professor, School of English and Department of Law

y experience at HKU has convinced me that three things are crucial for really effective teaching: a thorough knowledge of one's field, the conviction that this knowledge is worthwhile, and the urgent desire to share it. The commitment and manifest passion that exemplified those teachers whose lessons remain bright in my own memory also drive my own teaching. This approach is one that inspires active student participation, builds each class into a community, and develops effective communication between teacher and student.

My commitment to student-centred learning is founded on my sincere interest in the goals of my students. I work to maintain a teaching and communication style that is focussed on encouragement, respect for students' ideas, and rapport. My classroom spills out into the corridor after class, into follow-up meetings in my office, and into long email exchanges with students about the topics and issues that inspire their thinking.

A central design principle of my courses and lessons is the development of critical thinking via creative, carefully-planned activities and assessments. I am committed to the value of enthusiastic energy as the way to classroom leadership, to creation as a way to learning, and to making my own classroom an active one. My course structures, the range of activities I offer, my challenging interventions, even my tone of voice - all are informed by the energy I hope to impart to my students. The great teacher, I believe, is an enthusiast whose example produces great learners.



Anya is a professor you would think of when others, in a few years, ask you to name your favourite teachers. Not only has she revitalised my interest in the more ambiguous concepts of law through her passionate teaching, but I am extremely grateful for the guidance and care she has shown us throughout the semester. While she offers us enough comments to mature and improve, she also gives us room to discover our potentials, never limiting our thinking. I'm really glad that I met her in my second year of university, and I'm so happy for her!

> CLARICE CHAN CHI YU BA&LLB, current student

My first impression of Dr Adair occurred when I was being interviewed by Dr Daniel Matthews and her for admission into the BA&LLB programme. Her enthusiasm for the field of law and literature was what in fact motivated me to pursue the programme. In the age of the coronavirus she has consistently been understanding and supportive. I feel very comfortable being taught by her and she is always prepared to listen to and engage with my views (while always affably imparting her knowledge).

OBILE WONG MAN KIT BA&LLB, current student

Dr Adair is a very passionate and knowledgeable teacher. Her lectures are often interesting with lively discussion from the class. She also cares for her students a lot and could accommodate different learning styles and needs very well. It has truly been a pleasure taking her class.

CHAN SZE WING BA&LLB, current student

Anya's teaching style is lively and engaging. I liked literature before starting the course but admittedly it can get a little bit boring sometimes, but her explanations and analysis of the material really offered me new perspectives, and the interactive tasks during the task like group discussions definitely kept me interested. Anya is also really encouraging and helpful in answering any of our questions and in giving me detailed feedback as to how I can improve. All in all, she is a really sweet and kind teacher and I am really happy to be in this class. :D

PRISCILLA MEAU WAI SUM BA&LLB, current student

Dr Tom Joseph BARRY

Senior Lecturer, Faculty of Social Sciences

n a recent Teaching Exchange Fellowship visit at the University College London, a colleague remarked to me that in an age where information is freely available to almost everyone with an internet connection, we should ask ourselves whether and how our programmes are adding value beyond that which could be obtained on one's own at home. This view neatly summarised my own approach to education up to that point and this approach has become yet more important given the recent transition to online education as a result of coronavirus.

In my work as a teacher, I try to empower students to define and realise their passions and ambitions; I try to guide, rather than direct, students whilst also reinforcing them for their successes and helping them reflect on their failures. I do this so that they might acquire the confidence to work with initiative and to express their critical insights and creativity. In order to achieve these ambitions, I constantly reflect on who our students are, what their goals are, what they can achieve on their own, the areas of development where they need our assistance and the ways in which we can best offer this assistance. I also ask who our students become after graduation and whether they have been prepared to contribute productively to their lives and their community. I believe that this approach enables me to enhance the outcomes of our students in a way that would not be possible if they were learning by themselves at home.



Tom has been my advisor for nearly two years now and I've always greatly appreciated his knack for being both understanding and sensible. He maintains a level-headedness when approached with problems big or small, and responds with succinct comebacks that serve to both identify key points, but also help one reflect on their issues. He's witty, wise, and is amiable with everyone; he also has a fun penchant for 90s infomercials. It's hard enough to be juggling empathy and guidance with ease, but it's even harder in a time of broken trust amongst many people; Tom has displayed time and time again a great passion to help everyone, and has his character amplified by how well he helps too.

> JASMINE AFINA BASc, current student

Tom was one of my professors in second year and has since become a great mentor and role model to me. In my time helping out at his laboratory, Tom led by example in the way that he set about conducting his studies and taught his students to apply the same level of rigour used in his own research. I'm particularly thankful for the way that Tom challenged me to learn and grow both in academic and non-academic spheres. He saw potential in his students and pushed them to achieve goals and be creative in their work, giving them a great degree of independence and trust in the process. Tom was always kind and reliable; whenever questions arose he would listen with patience and understanding, while never spoon-feeding me the answers. Instead he would challenge me to think for myself and think critically about drawing conclusions, whether it be about academics or the world around me. Tom is an inspiring teacher in both his research and outlook on life – this award is very well deserved.

> KRISTY LAM BSocSc 2020

Dr Edmond CHOI Pui Hang 蔡沛恒博士

Assistant Professor, School of Nursing

A s a nursing educator, I aspire to foster student-centred learning, critical thinking and global citizenship in my classroom. My ultimate goal is to prepare nursing students with the clinical competence, critical thinking, integrity and global vision necessary to become a nursing leader.

Like the patient-clinician relationship, I believe it is important to view the student-teacher relationship as one that is co-created. As much as I hope students will learn from me, I equally appreciate the learning I take from my students. To me, part of this co-creation is student-centred teaching, which involves students as partners. Engaging students as partners provides a space for my students and me to work together to develop and enrich their learning and my own teaching experiences. Moreover, working with students to improve curriculum and teaching strategies is important to enhance students' motivation and ownership of their learning. At the same time, this collaborative process can increase my understanding of my students.

Critical thinking is indispensable in the process of personal growth and professional development. Thus, critical thinking should be an integral component of any nursing education programme. I adopt enquiry-based learning, in which my students have ample opportunities to explore, discuss and debate challenging and complex global and public health situations. I also adopt journal-based learning. Students learn about a topic through critical appraisal of academic journal articles and discussion of research findings and their clinical implications.

I believe the concept of global citizenship is essential to the new generation because it acknowledges our shared responsibility to address challenges in our increasingly interconnected world. It is my hope that my teaching can inspire students to explore and understand the world around them and to enhance their knowledge and understanding of other cultures, which will ultimately enhance their cultural competency and sensitivity. To this end, I have been developing different experiential learning projects in China, Malaysia and Uganda. I believe the essence of experiential learning is the opportunities it provides for both students and staff to move out of the confinement of our comfort zones and to explore new experiences through serving people who are in need. It can lead to growth in our ability and compassion and a greater awareness of our global community. I hope my students will take this mindset with them as they continue their nursing journey.



Dr Edmond Choi is not merely an excellent researcher in family medicine and primary care, but, more importantly, he is a passionate teacher who loves to share the most updated research findings with students in his signature lively teaching style. Recalling the global health nursing lessons he taught in my fifth year of study. Edmond was always keen to integrate his own life experiences and exposure with abstract ideas to facilitate our understanding. I will never forget how he turned the boring global burden of unintentional injuries lecture into an interesting one by sharing his own experiences in Uganda. His vivid teaching can create an atmosphere more conducive to open discussion during lectures, which promotes our self-learning and critical thinking.

Beyond the classroom, he acts more like a friend than a teacher, and his door is always open for his students. He cares about our every concern about assignments and exams and will try his best to sort it out. I am moved by his motivational emails every time before assignments and exams.

I am grateful to have him for my studies. Well done and congratulations, Edmond! $\mathbb{P}_{\mathbb{P}}$

ABRAHAM WAN **BNurs 2020**

Dr Choi has been my supervisor since last summer during my research internship, where we worked on a systematic review examining the psycho-oncology of prostate cancer, and he is truly an inspirational professor.

With the vision of an educator, Dr Choi gave clear and detailed guidance to me during the processes of research topic selection, study evaluation and data extraction. Meanwhile, he is capable of providing constructive feedback that is pivotal in enhancing the guality and efficacy of conducting research, and he encouraged me to always adopt a critical mindset while considering various perspectives when appraising different studies.

On a more personal note, Dr Choi is a very approachable teacher and is willing to pass on knowledge to inspire the next generation of students. He did not hesitate to share his experiences as an academic researcher with professional insights, highlighting its inspirational nature. I believe Dr Choi possesses the essential qualities of an educator, including critical thinking, humility, impartiality and adaptability. It is his determination to foster a compassionate learning environment that makes Dr Choi stand out from other supervisors.

I would like to congratulate Dr Choi for receiving the Early Career Teaching Award and present my sincere gratitude for his invaluable teachings. I am certain that he will competently achieve excellence in his career development.

> CHU WANG YEE MBBS, current student

Congratulations to Dr Choi on being awarded the Early Career Teaching Award. Dr Choi not only has an excellent academic background, but his conscientiousness also brings abundant innovations to students, especially in research-related topics. Besides the educational aspects, Dr Choi is also involved in organising numerous projects for nursing students, including the life enrichment programme. Arranging student activities is an onerous duty, as innumerable preparations are required – from sourcing opportunities to post-activities reflections. In addition to these, Dr Choi provided support to students by joining the programme in person. He travelled to Uganda and other places for site visits and evaluation. He reflected the needs of students and offered quidance. Being a participant in the programme, I am grateful for the assistance and contribution provided by Dr Choi throughout the programme.

> SZE TSZ YAN BNurs, current student

Dr LU Shuang 盧霜博士

Assistant Professor, Department of Social Work and Social Administration

Tell me and I forget, teach me and I remember, involve me and I learn.'

- Benjamin Franklin

y teaching focusses on fostering students' interest in working with vulnerable populations in cross-cultural contexts. To achieve this, I build highly interactive classrooms using a diversity of online and offline teaching tools. I co-create the teaching and learning process with students by facilitating peer learning, tailoring courses based on students' background and learning styles, and adjusting my teaching approaches based on student feedback throughout the semester. To contribute to global discussions about the trends in social work education, I have published a series of articles and book chapters on social work education, and am currently working with collaborators in Spain and the US on exploring the best international social work digital education practices amidst COVID-19.

Social work is a multidisciplinary profession by nature. Students learn a diverse body of knowledge related to psychology, family studies, sociology, political science, and education, and they may practise in various settings such as hospitals, family service centres, and schools. Because social work students will pursue various positions working with a wide range of populations, I consider cultivating their interests the key to motivating their active learning and to developing their studies into lifelong career paths.

Effective social work education helps students identify with social work's core values of empowering vulnerable populations and promoting social equality, understand underlying theories and knowledge, and apply such knowledge in their own practice. This requires students to reflect on their personal values and interests in order to discover the social issues they are most passionate about. As a teacher of this multidisciplinary curriculum, my goal is to inspire students' interest in working with vulnerable populations, and engage them in the learning process in order to integrate their values, knowledge, and skills.



I am a masters student of gerontology and have completed the course of Research Methods in Human Service taught by Dr Lu Shuang in the summer semester of 2019. In the course process, I enjoyed the learning and acquired a wide range of knowledge in the human research. Dr Lu was very knowledgeable and adopted interactive teaching approach that she facilitated the interaction with students despite of a big class of 66 students. She encouraged students to ask guestions and responded to those guestions very effectively. She prepared precise and concise PowerPoint slides which were easily understandable and also provided suggested readings for the further learning of students. That fulfilled students with different expectations. The assessment methods were clearly shown in the course outline and she also explained the detailed requirements in the class.

It was much appreciated that Dr Lu gave detailed feedback in every assignment and she also spent significant time to provide consultation to all groups (more than 15 groups in total). For each assessment method, a sub-grade or score was given. That allowed me to know the performance in each assignment and review the learning progress and results. Assignments were designed very well that self- and group-learning were both encouraged. I found myself clearer on the human research and motivated to learn more in the research area that I have enrolled in the course of quantitative research methods and statistical analysis afterwards.

> **RAYMOND LAM MING WAI** MSocSc 2020

It's a good learning experience. The teaching approach is very helpful to me as a beginner in research. Very well-organised learning materials, interactive discussion in class, a variety of manageable learning assessments and what's more, timely bringing in guest speakers in the research field to consolidate my understanding of the lectures. I appreciate Dr Lu's care to attend to different learning pace timely and provide her extra time for consultation when needed. The course content is rich and very well-structured. I appreciate the emphasis of research ethics at the beginning of the course which I later found very useful to keep perspective on track when research gets more complex in design with application of different methodologies. After the course, I feel more interested in reading research papers with confidence of being able to – both appreciate research value and understand the limitations.

> **IRENE CHIU SHUK MEI** MSocSc 2020

HKU INNOVATOR AWARD

The HKU Innovator Award is a university-level award established to recognise outstanding faculty members whose innovations demonstrate exceptionally high potential impact (legacy or projected legacy) with transformative results to foster development.

The HKU Innovator Award will carry a pecuniary award of HK\$250,000. To be organised annually starting from 2020, there will be at most one awardee each year.

Nominations for the HKU Innovator Award 2020 were considered by a Selection Committee comprising the following Knowledge Exchange Executive Group members and co-opted members from senior academics:

- Dr Yiwu HE (Chair), Chief Innovation Officer / Senior Advisor to the President / Director, Knowledge Exchange Office
- Professor John BACON-SHONE, Associate Director, Knowledge Exchange Office
- Professor Norman TIEN, Vice-President and Pro-Vice-Chancellor (Institutional Advancement)
- Professor Ren SUN, Senior Advisor to the President
- Professor Aleksandra DJURIŠIĆ, Associate Dean (Research and Graduate Studies), Faculty of Science

Professor TANG Chuyang 湯初陽教授

Professor, Department of Civil Engineering

lean water and air are vital to protect the public health. The research team led by Professor TANG spearhead the development of high-efficiency and environmentally sustainable filter materials that remove harmful pollutants from water and air. His team design novel architectures and functionalities for water and air filters to enable high permeability (thus reduced energy consumption and / or improved comfort level), high removal efficiency (thus better protection for public health), and excellent reusability (thus better sustainability).



TEACHING INNOVATION AWARD

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

- Dr Matthias BUEHLMAIER, Faculty of Business and Economics
- Mr Gavin Scott COATES, Department of Architecture
- Miss Nicole Judith TAVARES, Faculty of Education
- Dr Anderson TSANG Chun On, Department of Surgery
- Professor Douglas Wayne ARNER, Faculty of Law; Mr David Lorin BISHOP, Faculty of Business and Economics; Mr David LEE Seungwoo, Faculty of Business and Economics; Ms Ellen SETO, Technology-Enriched Learning Initiative and Professor YIU Siu Ming, Faculty of Engineering
- Dr John FUNG Tai Chun, Dr Veronica LAM Suk Fun, Ms Michelle PANG Tsz Ha and Dr Janet WONG Yuen Ha, Li Ka Shing Faculty of Medicine
- Dr LAM King Hang, Faculty of Engineering; Dr Leon LEI Chi Un, Technology-Enriched Learning Initiative and Dr LUI King Shan, Faculty of Engineering
- Mr Mathew Robert PRYOR, Faculty of Architecture; Dr Tyrone KWOK Tai On, Technology-Enriched Learning Initiative and Miss Lynn LIN Hanyuning, Faculty of Architecture
- Dr WANG Shuang and Dr WANG Aihe, Faculty of Arts

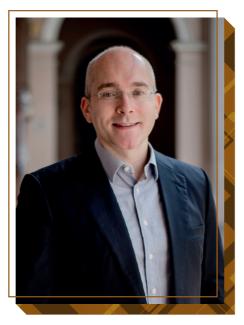
Dr Matthias BUEHLMAIER 高德祿博士

Principal Lecturer, Faculty of Business and Economics

'Pioneering Social Learning in Business Education with Yocle'

o support students and guide them, I use technology to create a community in which students can interact and learn from each other, ultimately fostering a form of social learning. To set the context, as many of my courses take place in the final year or are newly developed, students do not have many seniors. It is important for students to interact not just in the classroom, but also between classes. Furthermore, as students work on their own group projects, students are keen to observe the progress and problems encountered by other groups in order to accelerate their own learning and to bypass mistakes made by others.

To facilitate the creation of a community, I use a new teaching and learning app called 'Yocle'. Its basic idea can be summarised as being a social media app for teaching and learning. I am pioneering its use at HKU Business School with the goal of discovering how it can successfully be used in business education. It is a new app and I was one of the few people using it at the beginning at HKU with the goal of making myself very approachable to students.



While Yocle has wide-ranging functionality, I personally found the following three features most effective in the context of social learning, i.e. to make students aware of what their peers are doing. First, the messaging function is very effective to keep in touch with students and to allow students to contact me in a straightforward way on the mobile phone. What I appreciate most is that the messaging feature is a very informal way to stay in contact with students, which lowers their barrier to contact me. The second function I found very effective is called 'What's Up'. It allows students to post pictures or images to all class participants. For example, students often post pictures of their group working together, which is a great encouragement for other students to embrace their own progress. It not only allows other students to see the hard work of their peers, but it also encourages them to contact me if additional feedforward or guidance is needed. The third function in Yocle is called 'Activities', where students can be assessed. I personally use it to allow students to write reflective journals about their learning. As the days went by, I observed how students became more reflective overall as the Yocle app enhanced their learning in the course. Taken together, the three features mentioned allow for an efficient creation of a community of students to foster social learning.

STUDENTS' WORDS OF APPRECIATION

First of all, let me just say that I am really glad that I ventured out of my boundaries to explore programming in my final year. It certainly has been one of the most rewarding courses that I have taken at University. There was certainly a lot to learn in a short span of time but I am glad that I had a really great group of team members who were well equipped with technological expertise. I must say that this course has really offered me a new perspective towards FinTech. I feel that just by translating what I have learned in this course into actual real-life application, I can have an edge as a retail investor in the financial markets. In a nutshell, I do believe there is so much to gain for us university undergrads from this course and I absolutely will be recommending this course to my friends and my juniors. Especially those who want to learn something new. [...] Lastly, I have to say that your lecture notes are simply sensational. I have never felt like reading a 200-page document. But the way it's written and structured makes it really convenient for me to absorb it. So hats off to you on that.

It gives me great pleasure to write these words of appreciation for Dr Buehlmaier, with whom I have had the opportunity to take the Financial Engineering course. To me, Dr Buehlmaier is both a shrewd teacher and a kind mentor.

Dr Buehlmaier's innovative teaching style with his detail-oriented attitudes toward academic research deeply enchanted me; it consolidated my understanding in finance and altered my view toward traditional academic teaching. Unlike most other instructors who employ examination as a primary tool of assessment, Dr Buehlmaier encouraged us to find the topics that we are interested in while concurrently getting involved in various exciting projects. In this way, we the students were emboldened to explore different aspects of guantitative finance and get better prepared for further research initiatives.

Heated issues in finance were also discussed in our class; eloguence and logical flow are all that matters. In elaborating our different viewpoints, Dr Buehlmaier encouraged us to speak in a gracious way without intimidating our classmates. This tradition helps us cultivate a habit of closely following the financial markets and being tactful in conveying our ideas.

Overall, I find Dr Buehlmaier an extremely helpful mentor during my final semester at HKU. No matter in the classroom or laboratory, Dr Buehlmaier can always strike a balance between adequate amity and appropriate rigour. I believe that the lessons that I learned from Dr Buehlmaier will always benefit me in my career and as a person. I appreciate his innovative class design, and all the endeavour Dr Buehlmaier has devoted in his teaching and academic research.

TEACHING INNOVATION AWARD INDIVIDUAL AWARD

ARNAV MAHAJAN BFin(AMPB), current student

DAVID MA JIANTAO BSc(QFin), current student

Mr Gavin Scott COATES 高嘉雲先生

Senior Lecturer, Department of Architecture

'Continuing and Enhancing Field Trip Learning Experiences in the Online and Dual-mode Teaching Environment'

his is the story of my experience as a teacher with over 40 years of experience in landscape practice, passionate about introducing landscape students and others to urban and natural landscapes, particularly in relation to planting. By focussing on the technical aspects and details, I seek to instil a sense of wonder and appreciation for the environment and an understanding of our often-fraught relationship with the natural world. To this end, I have redesigned my planting-related courses over the last five years to be heavily reliant on site walks and field trips, with assignments that require students to go out into the landscape to observe and record its features.

When face-to-face teaching ceased at the beginning of the spring 2020 semester, I urgently had to find a way of continuing the field trips and communicating assignment demonstrations remotely. posted over 400 videos on dedicated Facebook Workplace where students were able to review the content, comment, ask questions and post their own images. Throughout I tried to present in an informal conversational style to engage with students and distract from the stress that everyone was feeling due to the general situation resulting from the COVID-19 outbreak.

In the summer 2020 semester, I ran my Common Core course for 120 face-to-face and 60 online students. It was not feasible to run the field trip in the conventional way so we offered a live-broadcast video or 'livestream' for all the students to follow. After the success of the summer course livestreaming, the Division of Landscape Architecture adopted this approach for most site visits and field trips.

In future, I believe this innovation may be applicable to other subject areas including architecture, heritage, geography, social sciences, environmental sciences and the arts, and others. In terms of teaching and knowledge exchange, this innovation could make events more inclusive for those with mobility issues, and enhance international outreach.



STUDENTS' WORDS OF APPRECIATION

Gavin's courses conducted through various media challenged us to view plants and topography in new spatial and temporal perspectives. His knowledge and extensive records of Hong Kong landscapes enabled students to learn about the potentials of vegetation growth over decades which often left us amazed by the rapid transformation. These unusual times have not limited our engagement with landscapes as he recorded the field trips and designed assignments that were compatible with self-explorations. He also took the opportunity of pre-recording videos to surprise students with guest appearances which offered career advice, insights on landscape design and forest management. To further enrich our understanding of landscape processes and plants, he even continued recording the growth of a tree seedling he planted earlier and kept us posted online. Field trips were arranged once the situation permitted, so we could experience the landscape spatially. His passion for planting and Hong Kong landscapes radiated throughout the semester, inspiring students to study more about ecologies. I have learned a lot about Hong Kong landscapes from him and enjoyed the reflective nature of the assignments very much.

Gavin was my first-year postgraduate teacher of landscape ecology and technology. I was deeply impressed by his rich work experience and professional knowledge which enabled us to learn much on the landscape characteristics in Hong Kong and lay a critical foundation for the subsequent study. And his serious teaching work and responsibility also make him an excellent teacher I respect. The study of landscape technology and ecological cognition requires a lot of detailed understanding, and Gavin has succeeded in explaining things in an understandable way and can always give timely and effective feedback on our guestions. His patience and carefulness also encouraged me to be more rigorous and meticulous in my study. In addition, to help expand and review the course knowledge, he provided a large number of on-site videos, allowing the students to obtain more accurate and comprehensive cognition on landscape, which played a very important role in the online learning mode during the epidemic. Without these, my learning may have been greatly reduced. So I am very grateful to Gavin for his devotion in teaching and excellent innovation which made the courses very effective and valuable.

From the very first day we met, I always find Gavin standing out from the rest of the teaching staff. Gavin is an amazingly experienced and knowledgeable lecturer. As a senior and landscape architect, he demonstrates the essential qualities required by this profession, including an open mind for new ideas and challenges, a strong sensitivity towards three-dimensional spaces and environmental context as well as an enthusiastic pursuit for precision and high quality.

The interactive and innovative way of his teaching using the latest technologies enables students to overcome our learning barriers during the outbreak of COVID-19. Once the school decided to go for hybrid teaching mode, Gavin responded immediately and amended his teaching plan, so that traditional drawing techniques and field trips were taught to students using livestreaming videos. Gavin's highly flexible and creative mindset enables him to cope with uncertainties and changes efficiently. I am delighted to see a teacher with faith, who would stand by his principles, to be granted such a meaningful award.

TEACHING INNOVATION AWARD INDIVIDUAL AWARD

ARIEL YAU HOI YING MLA, current student

DORIN TANG MLA, current student

LO WAI CHING MLA, current student TEACHING INNOVATION AWARD INDIVIDUAL AWARD

Miss Nicole Judith TAVARES

Senior Lecturer, Faculty of Education

'I-N-S-P-I-R-E'

he academic year 2019–2020 was an admittedly trying but fruitful one that led to unimaginable revelations for me. November 2019 marked the start of my enlightening journey of Inquiry, as I began my active search for Novelties that I would otherwise never have discovered that could add so much more life, joy and colour to teaching and learning. As a teacher educator, amid the precarious times during the pandemic, I see an even more pressing need to empower my students – pre- and in-service teachers – in turning obstacles into opportunities.

With my Students at the heart, I seek every possible means to prove that learning does not have to be compromised and that the personal touch in the physical classroom could still be felt as our communal Presence is re-established in virtual space. It is this that inspired my video feedback practice. In my ongoing exploration, I come to realise that 'putting the pedagogic horse in front of the technology cart' may in fact be an over-simplification of effective online teaching! Through gradually deepening my understanding of



the complex dynamic relationship between pedagogy and technology in my trials, my new pedagogical practices emerge and Innovations come about as I recognise how skilful and tactful management of the online mode enables me to surpass what I could achieve in face-to-face teaching.

Now I am convinced that we should no longer be complacent with a comment like 'I'm impressed by how you turn a Zoom lesson into an interactive face-to-face-like lesson' but never cease to engage ourselves in critical reflections on what a combination of synchronous and asynchronous learning environments could offer, and Re-imagine what an ideal classroom should be like. With this mission in mind, my goal is to extend and stretch my teaching Expertise and embrace the challenges ahead as I continue to inspire my students to be the best teachers they can be.

STUDENTS' WORDS OF APPRECIATION

In this unprecedented time when teaching schedules are subject to disruption and teachers are pushed to remote teaching since January 2020, Nicole has skilfully employed multiple online pedagogical strategies in her live sessions with us on Zoom to maximise our interaction and learning outcomes. She has been giving us video feedback, revolutionising the way feedback is delivered, making us feel warm and supported. Apart from using Kahoot! and a range of polling tools to gauge our interest, she has also extended our professional dialogue beyond class by encouraging us to approach our course readings with a critical eye on Perusall. We enjoy reading together and sharing our thoughts on the theories and concepts there. Our learning has been made more flexible and engaging with access to more digital platforms Nicole introduces to us that bring us closer as a community. As a coursemate said, we wish other lecturers would use Perusall too.

While the virtual classroom may have a constrained model of quality teaching - an indispensable component of teacher education - Nicole has re-created an inclusive environment for us and adapted micro-teaching to an online mode to keep us in line with the latest development of what a teacher needs to acquire to cater to learning needs. As a visiting secondary school teacher to our micro-teaching Mr Ko puts it, Nicole made our dreams come true with 'what was once thought to be unfeasible'. More importantly, with goal-referenced preparatory tasks, we are more ready when we come to our highly interactive and dynamic sessions on Zoom. Social distancing has brought unforeseeable challenges to both students and teachers, but we are grateful to have Nicole guiding us through the new normal era. Her student-centred approach to synchronous teaching helps us visualise what our future classroom could be like.

Nicole has a unique way of enlivening her material and keeping us engaged in online classes. She incorporates varying methods and tools, such as the jigsaw approach, Desmos, and Stormboard, to appeal to our different sensibilities. Be we extroverted or shy, Nicole provides opportunities for us all to contribute and shine. For example, she had us experience Gallery Walk as a classroom activity using the online platform Stormboard, together with the 'breakout room' function on Zoom where we can work in teams, express ourselves and respond to others virtually. She also caters to a diverse range of needs, allowing us to dialogue and collaborate on tasks in a synchronised shared 'Rainbow PPT' document with colours representing different teams. Utilising visual and graphic representations of concepts is Nicole's strength.

Next to her impeccable delivery in virtual classes, Nicole has been most helpful in providing us with constructive and creative feedback. The feedback on our assignments spans a multitude of media: written script and audio / video recordings. We are much enriched by her guidance and the probing questions she poses to us in her video and written feedback which stimulate us to reflect more deeply on our own teaching practices. To equip us professionally, Nicole has also introduced us to a wide spectrum of e-learning tools and encouraged us to critically review the relative effectiveness of each tool for teaching different skills in different ESL [English as a Second Language] contexts.

In such a time of great uncertainty amidst the pandemic, Nicole's teaching acts like a balm that soothes our worries. Nicole's unwillingness to compromise to mediocrity has inspired and shown us how we, as teachers, can take advantage of these seemingly difficult circumstances by adopting new 21st-century skills to help bring our lessons to a brand-new level and to engage our students in a novel fashion.

Her innovation in leveraging technology and online resources for effective pedagogy, her generosity with her time for guiding students, and most of all, her zeal for teaching have been inspirational.

TEACHING INNOVATION AWARD INDIVIDUAL AWARD

KIT KWOK, VICKY TONG and BA&BEd(LangEd) Year 5 students

OLIVIA KWOK, LYNDSEY MARTIN and all PGDE PT English Majors (Secondary stream)

Dr Anderson TSANG Chun On 曾震安醫生

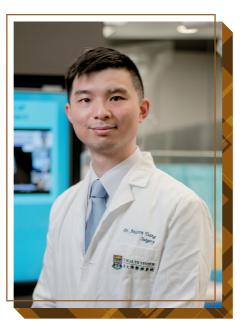
Clinical Assistant Professor, Department of Surgery

'From Bed-side to Web-side: Transforming Teaching with Telemedicine'

raditional medical education requires in-person interaction between medical students, tutor, and patients to teach effective clinical communication and problem-solving skills. To maintain clinical exposure of the students and to provide them with learning opportunities from real patient scenarios during the pandemic, we transformed conventional bed-side teaching to 'web-side teaching' using telemedicine techniques.

In this initiative, medical students in small groups interviewed in-hospital patients through a high-definition camera during their surgical rotation. They took a complete medical history and performed physical examination using telemedicine skills under the supervision of the tutor. This was followed by a discussion of the diagnosis and treatment plan. Appropriate radiological imaging such as an MRI brain scan and laboratory results were shown to the group using the 'share-screen' function, with salient features annotated interactively, simulating a telemedicine multidisciplinary consultation environment. This web-side teaching not only enabled conventional clinical teaching, but also educated students on professional manners and a unique skillset for telemedicine consultation.

This initiative had attracted faculty-wide interest, and colleagues from other disciplines had adopted and developed similar teaching methods to continue clinical education. This served more than a temporary contingency, and represented an opportunity to equip our graduates with unique clinical skills required for telemedicine consultation, which is set to become an integral part of medicine in the near future. We want our students to be competent, humanistic and adaptable practitioners with integrity. As teachers of HKUMed, we should uphold fundamental principles and innovate to keep up with the times.



STUDENTS' WORDS OF APPRECIATION

For experiential learners like myself, it's a huge loss in the past year as with COVID-19, there's been no way for us to learn clinically. Dr Anderson Tsang in the Department of Surgery has been trying to innovate on teaching and I was one of the first students to try the web-side learning.

When we speak to patients through Zoom, he makes us wear a whitecoat and act as we would if it was an in-person consultation. We took patient history and even performed an examination – you can do some through Zoom. For instance, when assessing the visual field, we move a finger across the screen to see if patients have double vision. We discovered that a lot of these examination can be done through the screen, so it was the same as doing a bed-side teaching session.

For the actual surgery, Dr Tsang put a live camera on his head as he was operating. He talked to us about the anatomy and we could observe and ask questions in a remote location. Sometimes medical students feel operating theatre demonstrations are not as valuable because they can't see very well. But through web-side teaching, we were able to appreciate everything he did throughout the surgery.

We saw two patients in Dr Tsang's class. In both cases, five of us in the class took the history from the patient together, and took turns to perform simple physical examinations under Dr Tsang's supervision.

I learned that there are ways to overcome limitations of not seeing patients face to face. As part of the neurological exam, we have to test for the cerebellar function by performing the 'finger nose test'. Before the class, I wouldn't think that this test could be performed virtually because it involves direct interaction between the patient and the examiner. But with slight modification to the technique, we can still obtain useful information from the test despite not seeing the patient face to face. Telemedicine has its limitations, but it also encourages us to think out of the box.

I would expect telemedicine to become more and more popular in the future, especially after this pandemic. Apart from infection control, virtual consultations are also more convenient to those who live far away from the hospital, or for the wheelchair bound or disabled.

TEACHING INNOVATION AWARD INDIVIDUAL AWARD

ROHIT KUMAR VERMA MBBS, current student

> HO YIK TO MBBS, current student

Professor Douglas Wayne ARNER (Leader) Kerry Holdings Professor in Law, Faculty of Law

Mr David Lorin BISHOP Faculty of Business and Economics Mr David LEE Seungwoo 李乘雨先生 **Faculty of Business and Economics**

Ms Ellen SETO 司徒靄綸女士 Technology-Enriched Learning Initiative Professor YIU Siu Ming 姚兆明教授 **Faculty of Engineering**

'HKU edX Professional Certificate Programme in FinTech'

he HKU edX Professional Certificate in FinTech is HKU's first online professional certificate and one of the world's first online certificate programmes in financial technology (FinTech). The Programme brings together interdisciplinary expertise to support online learning to share FinTech knowledge and insights at scale and across the world, with clear reach and impact: Since its inception, the Programme has collectively engaged close to 130,000 learners worldwide.

The FinTech Professional Certificate Programme currently comprises three Massive Open Online Courses (MOOCs): (i) Introduction to FinTech; (ii) FinTech Ethics and Risks; and (iii) Blockchain and FinTech: Basics, Applications and Limitations.



From left: Mr Pashur AU YEUNG, Mr David LEE Seungwoo, Ms Ellen SETO, Professor Douglas Wayne ARNER, Ms Jen LEE and **Mr David Lorin BISHOP**

The Programme is aimed at helping learners build foundational knowledge in FinTech, give them the tools to understand the interaction between finance and technology across financial systems and society, and connect them to real-world scenarios and industry practices in FinTech. The Programme not only bridges the knowledge gap of working professionals and students in FinTech, but also creates the space and opportunity to foster a transformative learning experience.

At the foundation of the Programme is cutting-edge research: from FinTech researchers and from online education and teaching experts across the team. The interdisciplinary nature of the Programme is supported by the cutting-edge research which forms the basis of the Programme's curriculum.

The Programme and its constituent courses have been adopted by a range of organisations around the world to enhance continued learning of their students and employees. Today, the Programme is supported by more than 30 enterprise and industry partners, including Standard Chartered Bank, Cyberport, CFTE, SuperCharger, Microsoft, Thomson Reuters, ACMI, Allianz, and the Astana International Financial Centre (AIFC). The positive reception of the Programme in Central Asia led to partnerships with universities in Kazakhstan for expanding FinTech education in the region and further FinTech knowledge sharing and exchange across Eurasia.

STUDENTS' WORDS OF APPRECIATION

FinTech is the fuel that will decide the race and the winners in the market in the years ahead and avoiding the slippery slope is key for all stakeholders in this space. Grateful to the team from the University of Hong Kong for their effort in the capacity and competency development.

Thank you, David S Lee, David Bishop, Professor Douglas Arner and Professor Henri Arslanian for the knowledge and skills transferred.

as it's transforming the world of finance.

Many thanks to HKU FinTech, Douglas Arner, David Bishop, David S Lee and Siu Ming Yiu for all the great MOOCs content.

As a person focussed on technology, finance is something that hasn't been a pleasant friend until when I came across this course. The amalgamation of technology and finance is surely a delight and is unarguably, the way forward. With technology giving rise to more e-wallets and digital banks, RegTech is another field that is and will have to grow simultaneously.

A big shoutout to Professor Douglas Arner for presenting such an informative course. It was truly an eye-opener.

This is one of the best business courses on Ethics. I have an executive MBA degree and have taken Ethics courses before in a classroom setting. This course is as good or if not better than a classroom course in many ways. The two teachers David Lee and David Bishop are excellent. The format in which the course is delivered is very effective as well. A very well thought out and informative course for anyone wanting to understand the principles of ethics to consider not just with FinTech but technology in general. Leaders / Managers in the technology industry will benefit significantly from this course. Even if you are not in the FinTech / banking or financial services industry this course has a lot of valuable information. This team have really raised the bar for online courses. Nice job! Please make more of these types of courses. The world will be a better place, even if students absorb some if not all of what you teach.

TEACHING INNOVATION AWARD TEAM AWARD

SAHEED ASHIMI Professional Certificate in FinTech

It was an exciting learning experience for me and hopefully it's the start of more to come. I encourage my friends and colleagues to learn more about Blockchain, AI, Cryptocurrencies and all other FinTech solutions

> **BAHER LABABIDI** Professional Certificate in FinTech

> > SWAHAM BARDHAN RAY Introduction to FinTech

> > > **ARUN RAMANATHAN FinTech Ethics and Risks**

Dr John FUNG Tai Chun 馮泰俊博士 (Leader) Dr Veronica LAM Suk Fun 林淑芬博士 Ms Michelle PANG Tsz Ha 彭紫霞女士 Dr Janet WONG Yuen Ha 黃婉霞博士 Li Ka Shing Faculty of Medicine

'Evaluation on Students' Clinical Competence after a Virtual Simulation **Education Programme during COVID-19 Pandemic'**

s nursing educators, we strongly embrace our mission to foster our nursing students to become nursing leaders of the profession serving our community. Our teaching philosophy and goals are intrinsically aligned with university 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. Our strongest belief is that students have untapped capacity and enthusiasm in learning and great teachers must inspire students to learn proactively such that they can solve real-life problems independently.



From left: Ms Michelle PANG Tsz Ha, Dr Veronica LAM Suk Fun, Dr John FUNG Tai Chun and Dr Janet WONG Yuen Ha

The COVID-19 pandemic produced challenges for students. The final-year undergraduate nursing students in 2019 were refrained from undertaking their clinical practicum in the high-risk clinical environment. Therefore, an innovative approach involving the development of an online virtual simulation education programme was developed and adopted. The students could proactively engage in the activities; so they could acquire sufficient clinical skills and experiences and learn various clinical skills and nursing processes in a harm-free environment without time and physical constraints.

We strive to promote active learning through the debriefing process. We adopted the 3D Model of Debriefing including Defusing, Discovering and Deepening, immediately after the virtual simulation session. The debriefing integrated the Kolb's experiential learning cycle to ensure the debriefing process consolidated students' learning experiences with the virtual scenarios. The constructive alignment was performed to ensure that the learning objectives of the teaching and learning activity matched the intended learning objectives of the clinical practicum.

We feel grateful that the innovation has posed significant improvement of clinical competence, satisfaction and self-confidence in learning. These findings provide insights into the implementation of virtual simulation education programmes as an alternative clinical training modality in undergraduate medical education. Through evidence-based strategies, we have confidence that our innovations can equip our future nurses for reaching our university educational aims.

STUDENTS' WORDS OF APPRECIATION

First and foremost, I would like to wish our outstanding teachers a hearty congratulations on receiving the Teaching Innovation Award. The year of 2020 has given us a hard time that surging of pandemic cases brought a halt to our long consolidation practicum and face-to-face teaching was restricted.

The virtual simulation education programme is a fabulous idea that kept up our nursing study during social-distancing restrictions. It was an interactive online platform that allows us to assess, analyse and evaluate various scenarios in real time, and it successfully supplemented the lack of clinical exposures available at our final year.

In short, I am so proud to witness the new breakthrough from the School of Nursing this year. The programme overcame and surpassed limitations brought by the pandemic, which gave nursing students a precious chance to shape themselves into future medical professionals.

It is my honour to present my words of appreciation for John and his team. In the period of COVID-19, the clinical practicum was suspended, and it changed to virtual simulation sessions, which were designed by the team to compensate for the clinical hours. John was my group's facilitator in the intervention. Under John's guidance and supervision, I would be able to adopt the new mode of learning and try to put the knowledge learned from lectures into situations provided in the virtual classroom. Honestly, the virtual sessions helped us consolidate the missing clinical practices. Apart from providing feedback and guidance on academic parts, John has shown deep concerns over the all-round development of his students, and this enables him to build strong bonds with them. I truly feel his passion for teaching and his team being awarded the Teaching Innovation Award in Teaching Excellence Awards series is definitely well deserved.

Being part of the first cohort of nursing students to experience the virtual simulation programme, I am delighted to share my gratitude with my School's teaching team. Under the COVID-19 pandemic, our clinical practicum in the final year was unfortunately suspended. This was beyond doubt a huge challenge to us, as a group of nurses-to-be, who have a great need in learning practical skills and clinical theories.

Nevertheless, facing the predicament brought by the suspension of practicum, our School's teaching team spared no effort in sorting alternatives for us. Eventually, the virtual simulation programme was established. It was a fruitful learning experience in which I could strengthen my clinical judgement by managing various simulated clinical cases. The teaching programme was conducted online. Nonetheless, it was still interactive and sophisticated. To specify, I was allowed to go through different stages in caring for a patient, ranging from assessing the patient's condition, identifying possible nursing / medical diagnosis, executing doctor's prescription, formulating nursing care plan, to evaluating the effectiveness of treatment plan. The virtual simulation programme made a fantastic impression of the real clinical context, which indeed fascinates my current job as a registered nurse.

The programme was then followed by a detailed debriefing, in which our lecturers had made a great effort to review the clinical actions I took in the programme. This no doubt offered me chances to further enrich my nursing knowledge and clinical competence.

Thank you Dr John Fung and his wonderful team. It was indeed my pleasure to have participated in the virtual simulation education programme.

TEACHING INNOVATION AWARD TEAM AWARD

LI KA NAP **BNurs 2020**

YU CHIT YU BNurs 2020

FAAN HOI KIU **BNurs 2020**

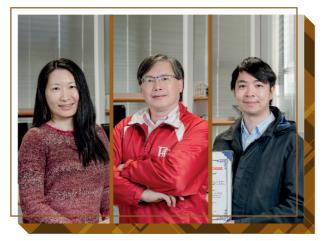
Dr LAM King Hang 林勁恒博士 (Leader) **Faculty of Engineering** Dr Leon LEI Chi Un 李志遠博士 **Technology-Enriched Learning Initiative** Dr LUI King Shan 呂景珊博士

Faculty of Engineering

'Remote Learning under First Principles of Instruction Framework Applied in the Course Integrated Design Project'

strongly believe in experiential learning to engage students outside the classroom as an effective way for them to learn generally and within their subject. It was originated from my experience of successfully leading a group of ten students from different faculties to participate in a social service trip to build a solar system for a primary school in 2009.

I have adopted different assessment methods to suit the different subject matters and diverse student backgrounds for the various courses that I teach. A few examples of the assessment methods include group projects, guizzes, oral presentations, reports, demonstrations, written exams, and posters. I recognise that the appropriate type of assessment methods can empower the students to engage actively in the learning process.



From left: Dr LUI King Shan, Dr LAM King Hang and Dr Leon LEI Chi Un

In the course Integrated Design Project, our team have planned various in-course assessments besides the basic laboratories to differentiate and empower the students. After having submitted the laboratory reports, the students would form into groups and draft their own proposal on their advanced tasks that they are going to accomplish. They are also required to have an oral presentation to explain their own ideas. Hence it would effectively engage them to take on the responsibility of making their own choices of what to be completed. After listening to their presentation, comments and suggestions are given immediately. The students could then relate the expected learning outcomes to the criteria for assessing and to what extent they are achieved. During their constant struggle with the tasks, I would visit the studios to watch and listen to them, and give advice and comments to them according to their individual needs. At the end of the course, the students are required to document the functions of their autonomous vehicles, and to record a video as demonstration. The comments from students in the Student Evaluation of Teaching and Learning (SETL) survey prove this a very successful course.

STUDENTS' WORDS OF APPRECIATION

The course Integrated Design Project (IDP) is a core course for undergraduates who major in Electrical, Electronic and Computer Engineering. As an electrical student, electronic knowledge is usually essential to our techniques but we seldom have the chances to apply it practically. This course provides us with the latest technologies in implementing practical electronic systems. It simulates those electric vehicles with the autonomous system (auto-charging, auto-driving, etc.) and some more advanced interesting function. IDP is well-structured with several challenging tasks that have to be completed with team members, and to inspire our ideas, it required every student to develop the new application as an open-end task. Eventually, our problem-solving skill and habit of consideration on group projects are improved. With these hands-on experiences, my engineering-career path becomes enriched and perfect with practical skills and not only academic knowledge.

The IDP course is one of the few courses that provides opportunity for students to step into the world of digitalisation and technology. Not only it teaches knowledge, but also trains our hands-on techniques, problem-solving mindset and creativity with the aid of electronics and IT. With this initiation, students like us continued the development and involved in the digitalisation industry after graduation.

TEACHING INNOVATION AWARD TEAM AWARD

NATALIE CHAN BEng 2020; MSc, current student

TONY HO KIN TUNG BEng 2020; MSc, current student

Mr Mathew Robert PRYOR 彭文輝先生 (Leader) Faculty of Architecture Dr Tyrone KWOK Tai On 郭泰安博士 Technology-Enriched Learning Initiative Miss Lynn LIN Hanyuning 林涵宇凝小姐 Faculty of Architecture

'Digital Exhibition Space (DES)'

ne of the biggest pedagogical challenges of online teaching is students working in isolation. It is difficult to replicate the group-based activities from the classroom, and the student discussions and interactions that help build knowledge and regulate learning.

In our Common Core course we looked to address this by using a flipped class approach, but then extending this into the virtual world. As existing virtual tour guide and event management software could not facilitate the level of interaction we needed, we set about building our own e-learning platform – The Digital Exhibition Space. This exhibition-curation format encourages students to



From left: Dr Tyrone KWOK Tai On, Mr Mathew Robert PRYOR and Miss Lynn LIN Hanyuning

learn by (a) working as a team to design and curate a gallery of their coursework, and (b) visiting other student galleries and interacting with them, to understand different aspects of the course. The intention is to encourage the development of active student learning communities, and to help stimulate student's intrinsic learning motivation through visualising their learning progress and achievements. Courses can be archived as a reference resource, and for public display.

STUDENTS' WORDS OF APPRECIATION

The gallery provides a visual representation of the course outcomes. Visiting other rooms facilitates peer-topeer engagement, making it an effective advocacy and learning tool.

It was very useful for this semester because the University decided to switch all classes online. We can view other work easily by just accessing the internet. Also, it was visually effective to collect all the coursework in one place so it was easy to check groupmate's work and get inspired and help each other.

The Digital Exhibition Space is a good platform since it is a creative and convenient way to inform the goals, which will attract more audiences since they can visit it anytime and anywhere. Especially attractive to teenagers who would prefer using their phones to visit the gallery rather than visiting in person and the number of audiences can be increased.

I think the Digital Exhibition Space is an extremely useful platform since it creates interaction with the users. Also, the frames are categorised into different aspects of the SDGs [Sustainable Development Goals]. Visitors can understand the SDG deeply through clicking into them.

The Digital Exhibition Space is a very innovative platform for informing people about the SDGs. The platform itself is easy to navigate and simple to understand making learning more intuitive, easy and accessible. The mandatory parts of the gallery are enticing and easy to understand as it's presented in infographic and video format and it encourages further interest into the SDGs. Overall, the easily accessible and intuitive nature of the DES makes it quite a useful platform for informing and teaching people about the SDGs.

The DES is definitely an informative, user-friendly and useful platform for sharing the findings of each SDG. Not only does it allow the gallery creators to have the chance to put together a virtual exhibition and share the fruits of their research and creation, visitors can also easily access the gallery without having to visit the gallery in person. With easy and convenient access to the online gallery, the DES is sure to reach out to a large audience and influence more people, and change their lifestyles.

TEACHING INNOVATION AWARD TEAM AWARD

MISHRA SHRUTI BEcon&Fin, current student

> LEE JINYOUNG BA(LS), current student

> CHAN YEE LAM BSocSc, current student

EDELWEISS CHEUNG TSZ YUI BA(LS), current student

CHRISTIAN ANDRE VIAJE CRUZ BNurs, current student

> SAMMI KWAN LLB, current student

Dr WANG Shuang 王爽博士 (Leader) Dr WANG Aihe 王愛和博士

Faculty of Arts

'Teaching to Empower: Enhancing Critical Thinking by Developing Students as Knowledge Producers'

explorers of their own questions, and authors of their own discoveries. In this process, students grow from passive receivers of information into active seekers of truth, and gain intellectual capacities to produce knowledge on their own. This kind of training is a prerequisite for solving the real-world problems around them, and it equips students with intellectual strength that will sustain them throughout their lifelong

he ultimate goal of our teaching is to empower students to become critical thinkers, knowledge creators, and responsible citizens. Our fundamental philosophy is to enable students to produce knowledge, rather than passively receive or consume it; and this has been achieved through our vigorous teaching innovations, most notably interdisciplinary training and student-led research.

This philosophy takes students on as partners in co-creating knowledge, embedding teaching at every step of such collaboration. Such partnership goes way beyond engaging students into our research; rather, it turns them into designers of their own inquiries,

learning and future careers.



Dr WANG Aihe (left) and Dr WANG Shuang (right)

STUDENTS' WORDS OF APPRECIATION

I show my very sincere gratitude to the readings, documentaries, journals, book extracts, art pieces and photographs chosen in this course. They are of a huge variety consisting different opinions, changes seen from temporal factors and of historical values. They taught me learning history is not only about reciting facts, but also about analysis. Having obtained a huge variety of materials has definitely broadened my horizons, at the same time, enabled me to learn a single historical event from different dimensions and perspectives.

The course teaches us to be an active analytic person but at the same time avoid cynicism and nihilism.

This is a life-inspiring course and I hope it will exist as long as it can. Best course I've ever taken in this semester. It helps me learn about what critical thinking is!

> A selected comment (via Student Evaluation of Teaching and Learning of 2017–2018 Semester 1)

TEACHING INNOVATION AWARD TEAM AWARD

SUEN TSZ CHING BSocSc(Govt&Laws)&LLB 2018

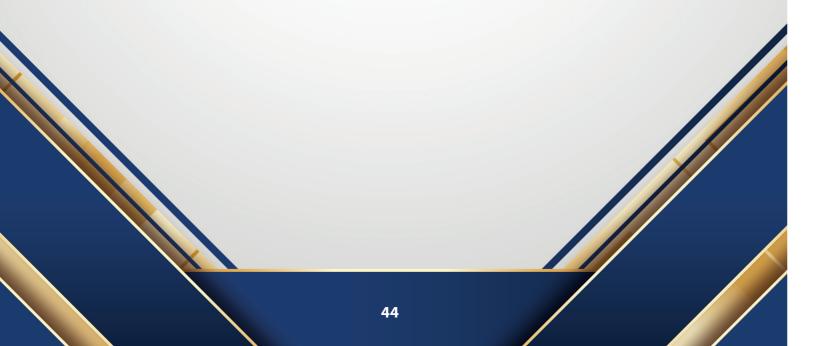
> WINDY ZENG SHENGZI MPhil 2018

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 2019–2020 Outstanding Research Student Supervisor Award were considered by a Selection Committee comprising the following members:

- Professor Barbara CHAN Pui (Chair), Associate Dean, Graduate School
- Professor CHING Wai Ki, Department of Mathematics
- Professor GUAN Xin-Yuan, Department of Clinical Oncology
- Professor Paul YIP Siu Fai, Department of Social Work and Social Administration



Professor David DUDGEON 杜德俊教授 **Emeritus Professor of Ecology and Biodiversity, School of Biological Sciences**

rofessor DUDGEON has spent almost 40 years at HKU researching and writing about the streams and rivers of monsoonal East Asia, and the animals that live in and around them. He has authored more than 200 papers in international journals, as well as book chapters, books, and other articles. In 2000, he was awarded the 10th Biwako Prize for Ecology in recognition of his contributions to freshwater ecology and conservation in Asia. His latest book, Freshwater Biodiversity: Status, Threats and Conservation, was published by Cambridge University Press in 2020.

Professor Dudgeon has supervised more than 40 research postgraduates in ecology. While many have worked with him on freshwater ecology, others have studied a variety of species ranging from waterbirds to turtles, ants to blowflies, as well as newts, frogs, bats, and even fig trees.

To help students make a substantial contribution to science, Professor Dudgeon tries to harness the passion that they bring to their studies. Students may think 'little is known about X, therefore I decided to do my PhD on it', but they should take account of the 'so what?' question, by rephrasing thus: 'little is known about X, which is important because of Y, therefore I decided to do my PhD on it'. Ideally, says Professor Dudgeon, research students should be able to explain to a non-specialist (their granny, for example), what they are doing and why it matters. He tries to offer support when needed, while allowing sufficient space for students to engage with the study topic. Achieving the necessary balance is challenging, since it differs with each student, and becomes a learning process for all parties.

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD



KNOWLEDGE EXCHANGE EXCELLENCE AWARD

The Knowledge Exchange (KE) Excellence Award is a university-level award to recognise outstanding KE accomplishment that has made significant non-academic (economic, social, environmental 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.

The KE Excellence Award will carry a pecuniary award of HK\$250,000 to undertake further KE work. At most one award will be bestowed annually.

Nominations for the KE Excellence Award 2020 were considered by a Selection Committee comprising the following KE Executive Group members and co-opted members from senior academics:

- Dr Yiwu HE (Chair), Chief Innovation Officer / Senior Advisor to the President / Director, Knowledge Exchange Office
- Professor John BACON-SHONE, Associate Director, Knowledge Exchange Office
- Professor Norman TIEN, Vice-President and Pro-Vice-Chancellor (Institutional Advancement)
- Professor Ren SUN, Senior Advisor to the President
- Professor Aleksandra DJURIŠIĆ, Associate Dean (Research and Graduate Studies), Faculty of Science



Dr Caroline Elise DINGLE 丁凱琳博士 Dr David Michael BAKER Dr Timothy Carlton BONEBRAKE Professor David DUDGEON 杜德俊教授 **School of Biological Sciences**

'Reduction of Illegal Global Wildlife Trade through Novel Conservation

Forensics Research'

onservation research undertaken at the University of Hong Kong allowed increased enforcement of national and international law protecting endangered species and supporting illegal wildlife trade reduction. Conservation actions stemming from this research resulted in increased protection of turtles, pangolins and fish under the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) and via the International Union for Conservation of Nature (IUCN). Further, newly developed forensics techniques uncovered extensive criminal activities and supported successful prosecution. As Hong Kong is a global hub for wildlife crime, this research has led to significant reductions in illegal trade.

KNOWLEDGE EXCHANGE EXCELLENCE AWARD



From left: Professor David DUDGEON, Dr David Michael BAKER, Dr Timothy Carlton BONEBRAKE and Dr Caroline Elise DINGLE

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 2019–2020 Outstanding Researcher Award were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Alfonso NGAN Hing Wan (Chair), former Acting 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 ZHANG Tong 張彤教授

Professor, Department of Civil Engineering

rofessor ZHANG received his BSc and MPhil degrees from Nanjing University in 1990 and 1993, respectively, and his PhD degree from the University of Hong Kong in 2001. Since September 2001, he has been working in the Department of Civil Engineering at HKU, where he is a Professor now.

Professor Zhang's main research fields include wastewater-based epidemiology, environmental bioinformatics, omics technologies, anaerobic digestion and bioenergy from waste / wastewater, biological wastewater treatment, biodegradation of emerging pollutants, and antibiotic and antibiotic resistance genes. He has been listed as a Highly Cited Researcher by Clarivate Analytics in 2018, 2019 and 2020. He won a First-Class Natural Science Award of the China Ministry of Education in 2015, and a Second-Class State Natural Science Award of the China State Council in 2016. He also received an Outstanding Research Student Supervisor Award from HKU in 2017. His impactful research in the area of environmental microbiology has strengthened his international reputation, especially in the fields of wastewater-based epidemiology and environmental dimensions of antibiotic resistance, the emerging research frontiers in environment science and engineering. His pioneering works on the comprehensive analysis of antibiotic resistance genes using sequencing-based advanced metagenomics have been widely cited as groundbreaking studies.

Professor Zhang believes that excellent scientific research depends on team efforts. He appreciates the great help over the years from many wonderful individuals around him, especially his family, his laboratory members, his PhD advisor, his collaborators, and his friends.

OUTSTANDING RESEARCHER AWARD



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 team receive the award this year:

- Dr Matthias BUEHLMAIER, Faculty of Business and Economics
- Dr Janet CHAN Kit Yan, School of Biological Sciences
- Dr KOON Yee Wan, School of Humanities
- Dr Thiyagarajan VENGATESEN, School of Biological Sciences
- Dr Anita WONG Mei Yin, Faculty of Education
- Ms Lindsay ERNST, Faculty of Law and Mr David Lorin BISHOP, Faculty of Business and Economics



Principal Lecturer, Faculty of Business and Economics

ver the past 12 years teaching business at HKU and other institutions around the world, my teaching philosophy has evolved to crystallise around the values and beliefs of 1) honesty, 2) real-world relevance, 3) ethics, and 4) elements of comedy. To these values I personally attribute the success I have had not only in terms of consistently high teaching evaluations and teaching awards, but more importantly in terms of helping students develop personally and professionally in their studies, and ultimately in their long-term career.

1) Honesty: The foundation on which everything is built in my teaching is honesty. By 'honesty' I mean to constantly and honestly reflect on how to help students achieve a successful career and how to improve myself to be a better educator. 2) Real-world relevance: In business education, real-world relevance is central to almost everything we do as educators and researchers in the teachingresearch nexus. Higher-order thinking and the understanding of abstract concepts in the discourse of critical and self-reflective reasoning are central elements in all areas of education. And specifically in business education, it is essential to pivot towards real-world applications when analysing a given problem set. 3) Ethics: By teaching ethics in finance, I want to go beyond the usual ethical decision-making in a student's future workplace. I want to inspire students to take ownership of their studies and career, and become responsible leaders of the future. Broadly speaking, I want students to understand that they can be successful not despite being ethical, but because of it. 4) Elements of comedy: Students sometimes experience parts of business education as dull and boring. This impression is natural, as we are often dealing with serious topics and issues. Yet even in serious situations, there are often funny elements. I often find it easier for students to go from surface learning to deep learning when there are elements of comedy. For example, instead of illustrating a financial concept with dry theory, I often resort to real-world examples and anecdotes that bring smiles or even laughter to students. Going beyond simply 'being funny', elements of comedy allow students to be authentic in their exposure to complicated concepts by internalising the most important lessons via deep learning.





FINA4350 has definitely opened a new door and helped me explore a new field that I have never thought of stepping in. I would say the hard skills of text analytics and NLP [Natural Language Processing] are not the most important things I have learned from this course, instead, it's the highly self-dependent learning style I adopted from this course and the new possibilities presented in front of me that impressed me the most. [...] There's no doubt that your help and this course are of significant importance to my success of being admitted to my dream schools and programmes. All in all, for me, taking FINA4350 is a self-improvement journey that breaks through my limits and changes my life forever. I have recommended this course to my friends, and hopefully this course will help more people the way it did for me. I will always remember your teachings and your selfless assistance! I also want to take this chance to thank you on behalf of my teammates, for we have all grown up a lot and acquired hands-on experiences for NLP and text analytics from the group project.

> STEPHANIE JIANG BINGHAN BA, current student

Dr Buehlmaier is a pragmatic and flexible teacher who tries to keep a finger on the pulse of what is important to students in the present day. Students are given ample opportunity to provide feedback or input about what they expect out of the course that they picked, which is especially rewarding for students that want to be responsible for their academic development. In FINA4354 (Natural Language Processing and Text Analytics in Finance), a course designed by Dr Buehlmaier, we were consistently invited to participate in discussions and ask questions. Furthermore, while the mid-term consisted of a Nautral Language Processing project and our final was an essay about Natural Language Processing developments, they may change in the future. Our modes of assessment were chosen after the consideration of opinions from students who had a clear idea of what they wanted from the course.

> **BRENDAN NG LOK SHAN** BSc(QFin), current student

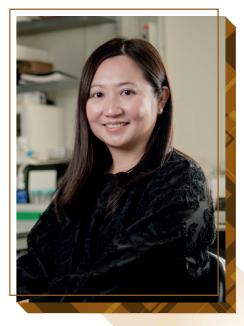
Dr Janet CHAN Kit Yan 陳潔茵博士

Lecturer, School of Biological Sciences

y teaching approaches and strategies have been greatly impacted by both my earlier personal and work experiences. When I was a child, I experienced severe floods which destroyed houses and lands. Later, while pursuing my PhD, I witnessed people who, because of their inescapable lifestyles, created output which deeply harmed the natural environment. These, and many other life experiences, inspired me to be an environmental professional where I can contribute to our future and the betterment of our world.

Before I joined HKU as a lecturer in 2010, I worked at the headquarters of an international NGO located in Geneva, Switzerland. Being the focal point for environmental and climate change issues for the organisation, I collaborated with United Nations agencies to formulate programmes related to the Sustainable Development Goals of the United Nations (UN SDGs). As a result of this participation, I met people from many different walks of life and various communities, cultures, and nationalities, and also encountered a broad range of global environmental issues which all need urgent attention.

I recognise that fostering people's global citizenship through quality education is crucial for promoting sustainable development and improving our environment. Being a chartered environmental professional and knowing well what employers value, I also realise the importance of professional knowledge, essential transferrable skills, standards, and ethics. My teaching methodology, therefore, seeks to enhance student learning by using a holistic approach for science education and ensuring teaching and learning are truly international. I also embed the attributes of an environmental professional into my teaching and course design. It is my sincere hope that, through my teaching, students can deliver impact through international reach, innovation, and interdisciplinary collaboration to achieve the University's mission goals. As a teacher who believes in enriching and enhancing the student learning experience, I regularly reflect on my teaching. I will continue to 'stay hungry' and 'stay foolish' so that I am eager to learn and ready to try new things in teaching and learning in higher education, and to that end I anticipate further exchange and cooperation opportunities with other teaching experts for our mutual advancement.



I took several classes by Dr Chan and she also served as my dissertation advisor. In the two years I spent at HKU, I guickly learned how dedicated she is to her craft, the subject, and the school. The classes she taught were well-designed and challenging while her desire for constructive feedback highlighted her commitment to her students. In her classes, she struck a careful balance between broad ideas to showcase the interconnectedness of environmental management and the nuanced details to illustrate the complexities of the subjects. As an advisor, she provided the guidance needed to improve and complete my dissertation. Without hesitation, I would highly recommend Dr Chan to any student looking to deepen their subject matter expertise and she is certainly a professor of excellence.

> **TYLER FAUST** MSc(EnvMan) 2016

Dr Chan is an inspirational companion in our learning path. She is passionate about sharing her personal learning experience and research findings of e-waste. It left us a vivid impression in this topic. It triggered our interest in this area, and so inspired us to decide to work our final year project on electronic appliance repairing.

Dr Chan is not only our excellent teacher, but also our great friend who continuously engages with us in conversations and ideas exchange. It is our pleasure to have Dr Chan for supervising our final year project. Under the COVID-19 epidemic where face-to-face meeting was discouraged, Dr Chan still actively kept track of our project status via Zoom and even personal WhatsApp communication. As part-time postgraduate students are always available only at night time, she devoted so much of her private time at night to communicate with us and to provide effective feedback to get us more well-prepared to emergent situation when carrying out our project. Her encouragement on mutual learning for both teachers and students facilitates us to learn faster and smarter. We are grateful for all the unconditional support and trust that have laid the foundation for our project execution. Thank you Dr Chan!

> **RENEE WONG HO YEE and KERRY WONG KA WING** 'Found in Repair' Project Team MSc(EnvMan), current students

Dr Janet Chan is my teacher for several core courses and my dissertation supervisor in this masters programme. Indisputably, she is my life coach who has granted me a window to glance over the latest environmental management issues in Hong Kong and her enthusiasm towards environmental education has brought aspirations to my career path. Dr Janet Chan is an exuberant and dedicated teacher who very much deserves the University's Outstanding Teaching Award as a token of gratitude for all her effort as the coordinator of Master of Science in Environmental Management (MSc[EnvMan]) programme.

> VINCENT SZETO CHIN WAI MSc(EnvMan) 2020

Dr KOON Yee Wan 官綺雲博士

Associate Professor, School of Humanities

bject based learning is at the core of my teaching philosophy as well as being one of the greatest pleasures of being an art historian. I believe it is important to have that direct experiential engagement with art, even as we explore new technology, because it brings clarity to abstract ideas and instils a passion which can lead to a better understanding of how art speaks about human thoughts, behaviour, and emotions.

By making students critically aware of the different ways of understanding art histories, they are in a better position of responding to cultural and political diversities with greater civility and empathy. My philosophy has guided my teaching practice: I bring art into the classroom, the students out into the artworld, and implement projects where students produce knowledge that can contribute to the greater cultural field. This shapes their abilities to become future contributors and leaders in the artworld. I also believe it is crucial to practise what I ask my students to do: to show up and participate. Through my work and activities, in and outside of HKU, my students see art history in action and how academia intersects with the art ecosystem.



For a large part of my undergraduate studies, I had looked at art as an outsider. I am a Southeast Asian immigrant in Hong Kong. I have never seen art by my own people or my own history in the classes that I have taken at HKU until the Hong Kong Art Workshop where she asked me to think about my place in Hong Kong and Hong Kong art history.

Dr Koon's lectures are intense. She speaks fast but with purpose. Every sentence she says is saturated with information and she has a tendency to end lectures with questions, sometimes questions that are bigger than the topic at hand. And I live for it. I live for the sharpness of her delivery and the boldness of her questions. Every time I leave the lecture, I have engaged more with the material and I am inspired to be better as an art historian.

> NICOLE NEPOMUCENO BA 2020

The most important part of her teaching is she emphasises object based learning... and she really asks you to engage with the local art scene so at the end of the day, not only do you get lots of hands-on experiences but also knowledge related to art-related careers. That's why so many of her students become successful in the art industry.

> DR CHAN CHUN WA BA 2008

I am very grateful for her teaching because it has been very useful in my other art classes and even in work environments. I can bring in new or fresh perspectives because of the knowledge that Dr Koon has offered me over the past semesters. And she is also a very very nice mentor because she is willing to give advice especially for jobs which is important as I am graduating this year.

> **TIFFANY HUI** BA, current student

Dr Thiyagarajan VENGATESEN 華俊博士

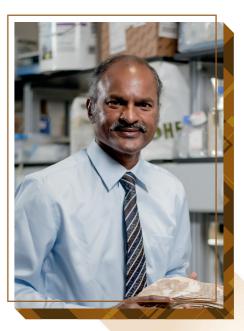
Associate Professor, School of Biological Sciences

am a strong believer in 1) interactive teaching with great passion, enthusiasm, and dedication, 2) research-led, hands-on, and field-based experiential education, and 3) exposure of students to an interdisciplinary platform for innovation and to explore entrepreneurship in science.

Our HKU students would like to be constantly engaged with their colleagues and teachers, particularly outside the classroom, and involved with solution-based group projects using experiential learning tools particularly under interdisciplinary platform - where students and teachers from various backgrounds are meeting together to be innovative and impactful. These students' expectations align and shaped my core teaching philosophy, and become an integral part of my curriculum design and teaching. I always create opportunities for students to participate in field observation, and understand real-world issues from nature, in small groups for subsequent presentation of new ideas with solution, using various new tools such as digital diary, as part of course learning and assessment.

My strong advice and belief is that all our undergraduate students, irrespective of their major or future career, should have entrepreneurship project development skills. Such innovative and applied ideas will create an opportunity for students to apply their classroom knowledge to real-life experiences. Whenever possible I also include field observation, learning, and real-world experience as part of my teaching, course assessment, and curriculum development.





As soon as I have decided to take Ecology and Biodiversity major, I have talked to Dr Rajan to get to know more about the major and potential future opportunities – his enthusiastic suggestions and guidance made me feel so comfortable with my major selection. I always remember the tea party that Dr Rajan organised involving all Ecology teachers and all colleagues from the major, which extensively helped me broaden my understanding of the major and get to know more friends, especially when I was in Year One. In our school, Dr Rajan is well known for interdisciplinary education and for organising overseas 'internships' and field courses. These interdisciplinary courses gave me new knowledge, confidence, and hands-on training. Before interacting with Dr Rajan, I never thought that I will become an entrepreneur even before I graduate because this concept is relatively new to many science undergraduate students. Yes, thanks to Dr Rajan and his experiential education over the past three years, now I am part of an HKU's undergraduate students' team that have founded a new company called 'Soonlution', which has become a finalist after out-competing over 100 innovation companies and teams in China (Shenzhen) Innovation & Entrepreneurship Competition (Hong Kong & Macau division) – I am serving as CEO and Co-founder of the company while continuing my undergraduate study at HKU.

> LAW HO KA BSc, current student

am a BSc student (double major in Molecular Biology and Ecology and Biodiversity) – participant of various courses. These overseas experiential educational courses provided me with a treasured experience in learning about marine farming, its business and its importance in sustainability, which is not what a typical ecology course offers. Dr Rajan offered us hands-on experience on oyster aquaculture through knowledge and cultural exchange with other universities such as Universiti Sains Malaysia (USM). Interactions with facilitators enhanced knowledge exchange, allowed us to generate constructive and creative suggestions on how to apply similar work in local context – our group presented the idea of establishing an 'Oyster Museum in Hong Kong'. Getting distinction in several HKU courses is always exciting, but more importantly, courses offered by Dr Rajan have inspired me. I wish to be able to participate in Hong Kong's sustainable ovster aquaculture development in the future and am ready to build a museum specifically for oysters.

> GAMI HIOL LOK YEE BSc 2017

Dr Anita WONG Mei Yin 黃美燕博士

Associate Professor, Faculty of Education

am a speech-language therapist (SLT) by training. I teach in the area of Cantonese grammar, child language development and disorders, and interprofessional practice in educational settings in the Bachelor of Science in Speech and Hearing Sciences (BSc[Sp&HearSc]) programme.

As a SLT educator, I have a good understanding of the professional competencies required for entry-level practice in Hong Kong. With that understanding, I create a social milieu of learning that motivates students to pursue knowledge with me as partners. I use dialogic teaching to engage students in the discovery of the missing piece in their knowledge base. I help students integrate theoretical knowledge in the classroom to real-life clinical practice through the use of authentic clinical cases, original video resources and simulated learning activities. I use think-aloud to demonstrate critical application of evidence and reflection in my clinical practice and research.

Reflecting on my teaching journey, there are three critical events that shaped my approach to teaching and learning. The most recent one is learning Chinese water-ink painting as a complete novice with no prior background in arts. I learned three lessons from the experience so far. First, learning is as much a result of explicit teaching as it is implicit modelling. Second, just as painters leave unpainted space on the paper, I need to create room for students to discover and create new knowledge on their own. Third, the more I develop expertise in my area of scholarship, the more I need to constantly remind myself of the challenges, and the fresh perspectives, of a novice.

Established in 1988, our BSc(Sp&HearSc) programme was the first one in the region. After 30 years, Hong Kong continues to lead in the development of the profession, and in the public education of speech, language, communication and swallowing problems in people of all ages. But there is a long-standing need for an evidence base for intervention with Chinese children with language disorders. To meet this need, I follow a three-phase teaching cycle. In the first phase, I engage our postgraduate as well as undergraduate students in clinical research on child language intervention. In the second phase, I illustrate my evidence-based intervention decision-making process with real clients to students in the classroom. In the last phase, I collaborate with clinical educators to help students translate the research evidence to actual clinical practice and develop new research questions. hope this cycle will strengthen the research-teaching-clinical practice nexus in child language disorders, hence making a stronger impact on the children who come for speech language therapy.





When we felt lost and unconfident, Anita always encouraged us to believe in ourselves. [...] We would never have this prestigious experience without Anita's help in building bridges for us. [...] Anita is not only a teacher whom I look up to, she is also a sincere partner who guides my direction in my learning journey.

> **STEPHANIE NG** BSc 2020, Laidlaw Scholar 2017-2018

She fully deserves to receive the award, for her unwavering commitment in not only aiding students to pursue knowledge, but also going above and beyond in helping them recognise and realise their potential. [...] In truth, we would not have even thought about applying for such a prestigious programme if not for Dr Wong's enthusiasm to help us develop and her belief in our abilities. [...] Dr Wong spent her personal time to research the programme, [...] out of the simple belief that it would be a wonderful opportunity for her students to learn and develop. [...] Dr Wong inspired me to always strive for excellence, even when something may not seem attainable at first glance.

> MIKE LO BSc 2020, Laidlaw Scholar 2017-2018

Her unlimited support empowered me to bridge knowledge learned from lessons to practical use. [...] All these are suggestive of her care for students and her paramount motivation in improving and reflecting on herself. [...] In the field of speech pathology, she was able to exhibit a quality that is distinguishable from others, a wish to improve the field, and the everlasting desire to groom future speech therapists.

> HARDY CHAU BSc 2020

She always made sure everyone got involved in the discussion and guestions from students were always welcomed. [...] Dr Wong is also a highly supportive teacher who always pays attention to students' well-being apart from their learning progress. This helps contribute to a warm relationship between students and her.

Each of us would be given opportunities to voice our thoughts and difficulties honestly. More importantly, she would give instant feedback to address our concerns and made adjustments flexibly in the subsequent sessions. These illustrated that Dr Wong highly values students' opinions and is always open to suggestions. [...] She is also a caring teacher who is always willing to listen to her students' doubts and problems in both academics and daily lives. She is also keen on sharing her views and providing advice for us, especially in this academic year, a tough year for both students and academic staff.

A selection of comments from current BSc(Sp&HearSc) students

Ms Lindsay ERNST (Leader) Faculty of Law

Mr David Lorin BISHOP

Faculty of Business and Economics

'EmpowerU: A Cross-disciplinary, Community-led, Impact-based Teaching and Learning Platform'

he Global Migration Legal Clinic and its partnership with EmpowerU models our broader teaching philosophy and goals: We focus on creating opportunities for students to connect with the world around them and make a difference by applying their classroom learnings in a practical and meaningful way. Hence, the three most important pedagogical aspects to our teaching philosophy are: (i) cross-disciplinary; (ii) community-led; and (iii) impact-based.

We aim to create cross-cultural, immersive learning Ms Lindsay ERNST (left) and Mr David Lorin BISHOP (right) experiences where students learn in the classroom, apply that learning in a meaningful and practical way within the community, and then gain even deeper understanding from their community engagement. This allows multiple layers of learning, better retention of information, and hopefully lifelong learning about intercultural communication, moral decision-making, project management, etc.

From a cross-disciplinary standpoint, we created EmpowerU as a teaching and learning 'sandbox' wherein educators and students from any discipline can drive bespoke teaching and knowledge exchange activities. We integrate students and educators and support them to interact and work together on their projects.

From a **community-led** standpoint, our experiential learning courses always focus on bringing together multiple stakeholders from the community to address problems that the community identifies as important. Utilising the EmpowerU platform, we connect students with leaders from the migrant worker community, NGOs, large corporations, financial and professional service firms, the government, as well as educators and students from other disciplines. As a result we have been able to get deeper commitment and participation, both from HKU students and the broader community.

Finally, from an **impact-based** standpoint, we define impact-based learning as a hybrid of action-based, experiential, and service learning. We have used the EmpowerU platform to drive positive social impact, for the benefit of both the community and our students. We provide an opportunity for honing skills and applying learning that simultaneously builds lasting social impact.

We believe that through EmpowerU, and all the courses that have become connected to EmpowerU, a novel educational platform has been created, simultaneously uplifting the quality of teaching and learning at HKU, and positively impacting our community in a lasting and meaningful way.

OUTSTANDING TEACHING AWARD TEAM AWARD



As a former student in LLAW3252 The Global Migration Legal Clinic, I found the course extremely meaningful and inspiring. It was not only practically useful for my future professional life, but also gave me an opportunity to create tangible and rewarding impact for people in the community. My classmate and I were able to directly participate in a real investigation that led to the arrest of multiple criminals. I never thought that something like that would be possible as a university student. Seeing our case written about in the newspaper, and being able to follow the trial, was the highlight of my university learning experience.

I thoroughly enjoyed the way that Ms Ernst and Mr Bishop set up the class. They created a supportive and inspiring learning environment. The lectures were engaging and challenged every student in the classroom to broaden their perspective. Ms Ernst and Mr Bishop provided a space where everyone actively participated, knew their voices and opinions would be respected, and felt compelled to contribute to the shared learning environment. I liked how the instructors were able to use the strengths of their background to share different perspectives (*e.g.* business and legal sides). As a joint degree student at HKU, I found cross-disciplinary learning experiences like this to be particularly useful and enlightening.

HANSIKA AGRAWAL BSocSc(Govt&Laws)&LLB 2020

Mr Bishop and Ms Ernst have expanded my perspective and given me myriad new ways to view the world around me. The domestic worker at my father's place in Bangkok is actually from Myanmar and while I spoke to her, she told me that she'd been in Bangkok for over ten years. I also remembered that my father told me a while ago, that he didn't understand why she did not go home to see her children. That he couldn't understand how she could stay away for so long, without even visiting them. After writing my blog, it all made sense. I think she must've either come here illegally or just before the ban was imposed, and before it was abolished, she was probably too afraid that she would not be able to come back and work here. Interestingly, she has a legal working permit here, which again highlights the irony of the ban as Myanmar domestic workers can technically still work in Thailand legally.

> ALICIA QUIJANO-EVANS Exchange student

For this week, I spent some time reflecting on EmpowerU and what we, as a team, were able to achieve in the past eight weeks. When I looked back at my notebook, I was filled with joy. Partly because of how much we were able to teach the women, but also because of the dialogues that we helped facilitate between the attendees. From my own experience, I learned a tremendous amount from speaking to the women about their struggles. Moreover, EmpowerU was an excellent opportunity to draw connections between the content covered in class and the everyday realities that foreign domestic workers experience. In this way, the sessions added a tangible element to what could otherwise be regarded as abstract material.

I loved working with Ms Ernst, Mr Bishop and the EmpowerU education team. EmpowerU opened my eyes to issues that I had never conceived of before and for that I say, thank you. Ultimately, I cannot wait to explore the impact of migrant domestic workers and female empowerment when I am back in the UK!

Next time I am in Hong Kong, I would really like to help with the sessions again. It is extremely difficult to put into words just how much I have gained from the Global Migration Legal Clinic and EmpowerU, more broadly. It has, by a country mile, been the most impactful and thought-provoking module of my entire undergraduate experience. So, with that in mind, I would really like to give back.

JOE HING Exchange student

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 Dr Janice Mary JOHNSTON of the School of Public Health in the Li Ka Shing Faculty of Medicine, who is honoured with this prestigious award.

Dr Janice Mary JOHNSTON

Associate Professor (Teaching), School of Public Health

r Janice Mary JOHNSTON has been a leader spearheading the development and delivery of public health education within the Li Ka Shing Faculty of Medicine at the University of Hong Kong for nearly three decades. Her contributions to shaping the School of Public Health s educational directions are peerless.

As a teacher and curriculum leader, Jans goal has been to support a theory to action approach through the exploration of theory and scientific truth. She designs cooperative and interdisciplinary learning environments that encourage students to break free of the confines of their respective fields to think and reason together. She is dedicated to supporting students intellectual curiosity and to providing learning environments that guide action and impact in society.

Jan is committed to professionalism and has played a prominent role in shaping health education in Hong Kong and beyond. Her dedication to student learning, curriculum and

staff development is reflected in her leadership profile in the University and community. Both are reflected in her career trajectory ever since she was appointed lecturer in community medicine in 2002 to her more recent role as Deputy Director (Education), School of Public Health and Division Head, Division of Health Economics, Policy and Management at the University of Hong Kong. In that time, she has served as Course Coordinator on the Master of Medical Sciences (Specialism in Public Health), the Postgraduate Certificate in Public Health, the Postgraduate Diploma in Public Health and the Master of Public Health for which she first served as Academic Director in 2008. In total, she has seen some 1,500 students graduate in the field of public health.

As an educator, Jan's guiding mantra is *Students change, learning changes, and I change*. This energy and ability to scope horizons have become her trademark. She identifies groundbreaking issues, innovates with new pedagogies, embraces educational technologies, and engages with her peers. All of these are driven by her commitment to student learning and public health impact. This is exemplified by her leadership in two interdisciplinary projects in Health Research and Patient Care which created a unique platform for over 500 medical, nursing, pharmacy and Chinese medicine students to develop critical and divergent perspectives towards societal problems. Her focus on benefitting society means her courses draw on authentic assessments dealing with complex real-world, case-based, problem resolution. She holds that health education and advocacy transcend both disciplinary and geographical boundaries, personally leading the negotiation of a 2019 service learning placement in Myanmar for the MBBS Enrichment Year initiative.



Jan is globally recognised as a leader and driving force in curriculum development with one colleague at Harvard University attesting to her unparalleled influence on curriculum innovations in public health education. At the undergraduate level, she has led collaborations to design new, interdisciplinary courses in public health for the MBBS, BBioMed, BChinMed, BPharm and Kinesiology programmes. Her teams innovative BASc (Global Health and Development) is the first of its kind in Asia. In the postgraduate sphere, she has steered the Master of Public Health from its genesis as a stream within the Master of Medical Science in 1999 to its current status as a flagship programme of the School of Public Health and the largest taught postgraduate programme under the Medical Faculty. International accreditation is now in the works. Her commitment to the field does not end with formal degrees, as indicated in her online professional development initiatives to support frontline public health professionals.

What distinguishes Jan as a curriculum leader is her foresight, dedication to student learning and ability to lead innovative curriculum teams. She has received five Teaching Development and education-focussed grants as principal or co-investigator to explore a range of innovations from computer-assisted clinical decision-making and evidence-based practice to developing novel instruments to evaluate public health teaching and learning. She has published this work with colleagues in esteemed journals and shared her practice at international fora.

To quote a Chair Professor at the University of Pennsylvania, **"Dr Johnston is a teacher among teachers, the teacher of so many public health professionals on whom the world relies, now more than ever."**

Dr Janice Johnston is a dedicated educator whose innovative public health programmes have achieved global stature. We are proud to present her with the 2020 University Distinguished Teaching Award.

UNIVERSITY DISTINGUISHED TEACHING AWARD

FACULTY TEACHING AWARDS

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

Faculty of Arts

Faculty Teaching Excellence Awards Professoriate Staff Category • Dr Elizabeth HO Hung Lam 何杏林博士, School of English

Academic-related Staff Category • Mr LIU Shun Hei 廖舜禧先生, School of Chinese

Teaching Innovations in E-learning Category • Dr Anya Margaret ADAIR, School of English and Department of Law

Faculty of Business and Economic

Faculty Outstanding Teacher Award Undergraduate Teaching • Mr David LEE Seungwoo 李乘雨先生, Faculty of Business and Economics • Dr Tak HUANG Zhongqiang 黃仲强博士, Faculty of Business and Economics • Professor WANG Xin 王鑫教授, Faculty of Business and Economics

Postaraduate Teachina • Dr Sammy FUNG Lai Kin 馮禮健博士, Faculty of Business and Economics • Professor LI Jin 李晉教授, Faculty of Business and Economics • Dr MENG Rujing 孟茹静博士, Faculty of Business and Economics

Faculty Teaching Innovation Award • Dr Matthias BUEHLMAIER 高德祿博士, Faculty of Business and Economics

Faculty of Dentistry

Faculty Outstanding Teacher Award • Dr ZHENG Liwu 鄭立武醫生, Faculty of Dentistry

Faculty of Education

Faculty Outstanding Teaching Award Team

• Dr Yvonne HUANG Xianhan 黃顯涵博士 (Leader), Dr Chloe CHU Wei Ling 朱慧玲博士, Dr LAI Chun 賴春博士, Ms Wendy LAI Man Yung 黎文熔女士 and Ms Louisa YEN Miao-ju 顏妙如女士, Faculty of Education

• Mr Alan WONG Nga Lun 黃雅倫先生 (Leader), Dr Susan Margaret BRIDGES 喬素心博士, Ms Jo WONG Wai Yan 黃慧茵女士 and Mr Murphy WONG Chi Keung 黃自強先生, Faculty of Education

Faculty Early Career Teaching Award • Dr Magda Nutsa KOBAKHIDZE, Faculty of Education

Faculty Emergency Remote Teaching Award Ms Tanya Jacqueline KEMPSTON, Faculty of Education Miss Nicole Judith TAVARES, Faculty of Education

Faculty of Engineering

Faculty Outstanding Teaching Award Individual • Dr Match KO Wai Lun 高偉倫博士, Department of Mechanical Engineering

Team

• Professor Quentin YUE Zhong Qi 岳中琦教授 (Leader), Dr SU Kai Leung 蘇啟亮博士, Dr LAW Kwan Ho 羅君皓博士, Dr Rvan WONG Cheuk Pong 黃卓邦博士 and Dr Alex LAU Siu Hong 劉兆康博士, Department of **Civil Engineering**

Team Award – Teaching Innovations in E-learning • Dr CHEUNG Hoi Hoi 張凱凱博士 (Leader), Dr CHOI Shiu Hong 蔡小康博士, Dr ZHONG Runyang 鍾潤陽博士 and Dr CHENG Yao 程遙博士, Department of Industrial and Manufacturing Systems Engineering

Faculty of Law

Faculty Outstanding Teaching Award Full-time Staff Ms Kelley Ann LOPER, Department of Law Ms Alexandra Claire NORTON, Department of Professional Legal Education

Non-full-time Staff • Mr Tommy CHEUNG Tung Wai 張東偉先生, Department of Law • Professor Stephane Bing HUI BON HOA 黃元彬教授, Department of Professional Legal Education

Li Ka Shing Faculty of Medicine

Faculty Teaching Medal Full-time Teaching Staff • Dr Edmond CHOI Pui Hang 蔡沛恒博士, School of Nursing • Dr Janice Mary JOHNSTON, School of Public Health •Miss Eliza TAM Yuen Ting 譚宛婷小姐, Department of Pharmacology and Pharmacy • Dr Anderson TSANG Chun On 曾震安醫生, Department of Surgery

Award for Teaching Excellence • Dr Janet CHAN Kit Yan 陳潔茵博士, School of Biological Sciences

Award for Teaching Innovations in E-learning • Dr Angela YUEN Mai Yan 袁美恩博士, Department of Chemistry

Excellent Teaching Assistant Award • Mr SONG Yinan 宋一男先生, Department of Chemistry

Faculty of Social Sciences

Social Sciences Outstanding Teaching Award • Dr James Paul JOOSSE, Department of Sociology • Dr Kathy SHUM Kar Man 沈嘉敏博士, Department of Psychology

Social Sciences Outstanding E-learning Award

• Miss Mary HSIAO Chu An 蕭主安小姐, Journalism and Media Studies Centre • Dr Jessica TANG Pui Shan 鄧佩珊博士, Department of Social Work and Social Administration

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

Improvised City: Architecture and Governance in Shanghai, 1843–1937 By Dr Cole ROSKAM 羅坤博士*, published by University of Washington Press, 2019, 304 pages

Faculty of Arts

Shallow Equality and Symbolic Jurisprudence in Multilingual Legal Orders By Professor Janny LEUNG Hiu Chi 梁曉姿教授*, published by Oxford University Press, 2019, 305 pages

'Does Regulatory Jurisdiction Affect the Quality of Investment-Adviser Regulation?' By Dr Ben CHAROENWONG, Dr Alan Paul KWAN 關穎倫博士* and Dr Tarik UMAR, published in American Economic Review, 109, 10 (2019), 3681–3712

Faculty of Dentistry

'EphrinB2 / EphB4 Signaling Regulates DPSCs to Induce Sprouting Angiogenesis of Endothelial Cells' By Dr GONG Ting 龔婷博士*, Dr XU Jianguang 徐建光博士*, Dr Alexis HENG Boon Chin 皇文進博士*, Professor QIU Shuqi 邱書奇教授, Mr YI Baicheng 易柏成先生*, Ms HAN Yuanyuan 韓媛媛女士*, Professor Edward LO Chin Man 盧展民教授* and Professor ZHANG Chengfei 張成飛教授*, published in Journal of Dental Research, 98, 7 (2019), 803-812

'A visual learning analytics (VLA) approach to video-based teacher professional development: Impact on teachers' beliefs, self-efficacy, and classroom talk practice'

By Dr CHEN Gaowei 陳高偉博士*, published in Computers & Education, 144, 103670 (2020) (Published online on August 23, 2019)

Faculty of Engineering

'Direct Thermal Charging Cell for Converting Low-grade Heat to Electricity' By Dr WANG Xun 汪洵博士*, Dr HUANG Yu Ting 黃榆婷博士*, Dr LIU Chang 劉暢博士*, Miss MU Kaiyu 牟凱鈺小姐*, Mr Ll Ka Ho 李家豪先生*, Ms WANG Sijia 王斯佳女士*, Dr YANG Yuan 楊遠博士, Dr WANG Lei 王雷博士*, Dr SU Chia Hung 蘇家弘博士 and Dr Tony FENG Shien Ping 馮憲平博士*, published in Nature Communications, 10, 4151 (2019)

Faculty of Law

Hybrid Constitutionalism: The Politics of Constitutional Review in the Chinese Special Administrative Regions By Dr Eric IP Chi Yeung 葉子暘博士*, published by Cambridge University Press, 2019, 300 pages

Li Ka Shing Faculty of Medicin

'Association of genetically predicted testosterone with thromboembolism, heart failure, and myocardial infarction: mendelian randomisation study in UK Biobank' By Dr LUO Shan 駱珊博士*, Dr Ryan AU YEUNG Shiu Lun 歐陽兆倫博士*, Dr ZHAO Jie 趙潔博士*, Dr Stephen BURGESS and Dr Catherine Mary SCHOOLING*, published in *The BMJ*, 364, 1476 (2019)

Faculty of Science

'Termites mitigate the effects of drought in tropical rainforest' By Dr Louise Amy ASHTON*, Dr Hannah Mary GRIFFITHS, Professor Catherine Lucy PARR, Dr Theodore Alfred EVANS, Professor Raphael Krishna DIDHAM, Ms Fevziye HASAN, Professor TEH Yit Arn, Dr TIN Hoe Seng, Professor Charles Santhanaraju VAIRAPPAN and Dr Paul EGGLETON, published in Science, 363, 6423 (2019), 174–177

Faculty of Social Sciences

China and Intervention at the UN Security Council: Reconciling Status By Dr Courtney FUNG 馮康雲博士*, published by Oxford University Press, 2019, 304 pages

* HKU members at the time of publication

FACULTY KNOWLEDGE EXCHANGE AWARD

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

Faculty of Architecture

Mr John LIN Chun Han 林君翰先生, Department of Architecture 'Rethinking the Collective: Renovation Strategies for Strengthening the Tulou Community'

Faculty of Arts

Dr KOON Yee Wan 官綺雲博士, School of Humanities 'Faultlines, Gwangju Biennale 2018, Curatorial Project by Yeewan Koon'

Faculty of Business and Economics

Dr MENG Rujing 孟茹靜博士, Faculty of Business and Economics 'Enhancing the ETF Investing Ecosystem in Hong Kong and Mainland China'

Faculty of Dentistry

Dr Prasanna NEELAKANTAN and team members – Professor CHU Chun Hung 朱振雄教授 and Dr Mike LEUNG Yiu Yan 梁耀殷博士, Faculty of Dentistry 'Empowering Non-governmental Organizations to Improve the Oral Health Status of Non-Ethnic Chinese (Ethnic Minorities and Migrant Workers) in Hong Kong'

Faculty of Education

Dr Cecilia CHAN Ka Yuk 陳嘉玉博士, Faculty of Education 'Transforming Holistic Competency Development and Assessment in Higher Education and Beyond'

Faculty of Engineering

Dr Tony FENG Shien Ping 馮憲平博士 and team members – Dr HUANG Yu Ting 黃榆婷博士, Dr WANG Xun 汪洵博士, Miss MU Kaiyu 牟凱鈺小姐, Miss WU Xinya 吳馨雅小姐 and Mr PANG Chunlin 龐椿琳先生, Department of Mechanical Engineering '**Direct Thermal Charging Cell for Waste Heat to Electricity Conversion**'

Faculty of Law

Mr SUN Haochen 孫皓琛先生, Department of Law 'Intellectual Property and the Public Interest'

Li Ka Shing Faculty of Medicine

Professor Keiji FUKUDA 福田敬二教授, School of Public Health, and team members – Ms Bernadette TSUI Wing Suen 徐詠璇女士, Associate Vice-President (Development and Alumni Affairs); Professor CHAN Yuen Ying 陳婉瑩教授, Technology-Enriched Learning Initiative; and Mr Laurence TANG Yat Long 鄧日朗先生, Development and Alumni Affairs Office 'Combating COVID-19 through Knowledge Exchange'

Faculty of Social Science

Dr Kathy WONG 王潔瑩博士, Department of Psychology; Dr Paul WONG Wai Ching 黃蔚澄博士, Department of Social Work and Social Administration; and team members – Dr Sonia CHAN Man Kuen 陳文娟博士, Mr LUI Wan Hap 呂畇俠先生, Ms Elsa CHIU Lai Yi 招麗儀女士, Ms HO Sin Ting 何倩婷女士, Ms LEUNG Chui Ying 梁翠瑩女士, Ms Lourdes LAM Mei Oi 林美愛女士, Miss LEE Tsz Wing 李子穎小姐, Miss Conita CHENG Chi Ping 鄭子萍小姐, Dr TSE Man Yan 謝文欣博士, Ms CHAN Yu Wan 陳雨雲女士, Miss LEE Ning 李寧小姐, Ms Evelyn MAK Sin Kwan 麥倩群女士, Miss LO Mei Ling 盧美玲小姐, Miss HO Sin Yi 何善宜小姐 and Miss Karen WU Kin Ching 鄔健澄小姐, Department of Psychology; Dr Janet LAU Siu Ping 劉少萍博士, Ms Kylie LUI Chiu Yee 呂昭沂女士, Mr LAU Mong Yin 劉孟賢先生, Ms Carmen WONG Ka Mun 王嘉雯女士, Miss LAM Yan Yin 林欣賢小姐, Mr LAI Wing Yip 黎永業先生, Miss Gi Gi LAU Pui Chi 劉沛孜小姐, Mr TSUI Chun Ming 徐俊明先生 and Mr LEUNG Wai Kei 梁偉基先生, Faculty of Social Sciences 'JC A-Connect: Jockey Club Autism Support Network'

CONGRATULATIONS TO ALL AWARD RECIPIENTS



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