



EXCELLENCE
AWARDS
FOR
2021

TEACHING · RESEARCH

KNOWLEDGE EXCHANGE



香港大學
THE UNIVERSITY OF HONG KONG

**CELEBRATING
EXCELLENCE
IN
TEACHING
RESEARCH
AND
KNOWLEDGE
EXCHANGE**

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MESSAGE FROM THE PRO-CHANCELLOR

Our University's annual Excellence Awards Presentation Ceremony for Teaching, Research and Knowledge Exchange is among the campus events that I most admire and cherish, as it provides an opportunity for the entire University community to recognise the contributions and achievements of our colleagues.

I have attended the ceremony almost every year since 2008, and each year I have been deeply moved by the presentations honouring our awardees, describing their work and the joy of their achievements.

Although the ceremony could not take place in its original format this year due to the pandemic, the achievements of our colleagues are greater than ever.

For the past two and a half years, the entire world has been living in a laboratory, as wave upon wave of COVID-19 has swept the globe, creating both extreme medical challenges as well as disruptive consequences to almost all other aspects of life – the economy and finance, public policy, social and cultural norms were all impacted.

I was impressed by not only the initiative and innovation inherent in the University's response, but also its wide-ranging disciplinary comprehensiveness. Researchers from across many Faculties at the University brought their specialist expertise to bear and produced a simply astounding number of timely and impactful studies based on first-hand local research. The quick publication of these papers has provided important data and analysis for researchers worldwide, and for use in policy-making and practical application.

In addition to the University's research and knowledge exchange contributions throughout the outbreak, teaching and learning was of course a key activity that had to be maintained as well. The social-distancing measures adopted in the face of the pandemic placed great burden on our teachers, who rallied to the challenge and adopted innovative ways to share their knowledge, stimulate students and make the university experience as meaningful or even more meaningful than in normal times.

All should be proud of what they, indeed we, have achieved under such trying circumstances.

And I ask all of you to join with me to extend our heartiest congratulations to all of our Excellence Awards winners for 2021.

Dr the Honourable Sir David LI Kwok Po
Pro-Chancellor



MESSAGE FROM THE PRESIDENT AND VICE-CHANCELLOR

The world is living through the greatest threats in modern peacetime from climate change to endemic poverty. Meanwhile, the ongoing surge in COVID-19 infections is an expression of the crossroads where humanity now finds itself.

But through complex and challenging times, the people of HKU have responded to the needs of the community around them and used their knowledge, expertise, and compassion to improve the human condition.

While the pandemic restricts the ability to teach and learn, we are innovating novel ways to share and accelerate our educational values. In 2021, HKU resumed face-to-face learning, expanded programme offerings, and pushed forward with new teaching and student facilities.

We also continued to draw leading students globally. A new direct admission scheme for top athletes was also launched. Through its Transdisciplinary Undergraduate Research Initiative, the Common Core enables students to step beyond their disciplines into guided inquiry, in line with the wider goal of expanding research across the curriculum, as supported in our new Undergraduate Teaching and Learning Strategy 2021–2028.

Once again, HKU has performed strongly in local research funding and assessment exercises. For example, the University Grants Committee's Research Assessment Exercise 2020 found 75% of our research submissions to be world-leading or of an internationally excellent level. We received the largest share of most public funding exercises, securing 221 projects under the General Research Fund, while leading three (and participating in four) of eight new projects under the Theme-based Research Scheme.

To solidify our position as a global hub of innovative research, we have embarked on programmes to develop new cutting-edge facilities, attract the cream of global talent, and capitalise on opportunities in the Greater Bay Area. Using our research outcomes to benefit the local and global community is a central goal for HKU, which seeks to position itself as an innovation hub for Hong Kong, the Greater Bay Area, and beyond. In 2020–2021, HKU saw a significant increase in its technology transfer activities, with 130 new invention disclosures and 212 patent applications (both up more than 50% year-on-year).

At the same time, we grew our support for academics in translating their research into impact through increased allocated funding, streamlined processes, new outreach initiatives, and more. A new makerspace on campus and the iDendron programme stimulate innovation by students and young scholars through training and the incubation of start-ups.

My congratulations to all of this year's awardees on their outstanding achievements, and my thanks to our teachers, researchers, and support staff for their collective efforts. You are helping to create an undercurrent of positive transformation. Building our academic excellence will extend our impact globally and achieve a future for HKU with global excellence at its core.

Professor Xiang ZHANG
President and Vice-Chancellor

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 (Faculties), University College London
- Dr Susan BRIDGES, Director, Centre for the Enhancement of Teaching and Learning
- Dr Yeewan KOON, Associate Professor and Chair of Department of Art History, School of Humanities (Recipient of 2021 UGC Teaching Award and 2020 Outstanding Teaching Award of the University)
- Mr Jason WONG, student representative

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

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 innovation through leadership at both Faculty and University levels. The Panel is deeply impressed by the eminent contributions and achievements in teaching and learning of Mr Mathew Robert PRYOR of the Department of Architecture in the Faculty of Architecture, who is honoured with this prestigious award.



Mr Mathew Robert PRYOR

Associate Professor (Teaching)
Department of Architecture

Mr Mathew PRYOR's long-standing commitment to student learning, pedagogic innovation and curriculum leadership in the Faculty of Architecture has reaped international recognition and esteem for the University.

In 2004, Mathew began his transition to university teaching from a highly successful professional career in landscape architecture when he joined the Faculty of Architecture in an adjunct role. By 2008, he was Head of the then Division of Landscape Architecture and by 2016 was an Associate Professor (Teaching). Since 2018 he has served the Faculty of Architecture as Associate Dean (Teaching and Learning).

Mathew's foundation in practice and corporate leadership has informed his innovative approaches to student learning. He immediately recognised a need to ally disciplinary knowledge to what he terms the 'craft' of teaching.

He encourages students to think creatively and independently in design studio dialogues and supports their personal and professional growth through the many local and international experiential learning initiatives he has led. Central to the ethos of design process is effective group work. Mathew pays careful attention to learning processes that support creative and productive group dynamics in design studios. His approach is to foster a problem-based learning environment that encourages students to explore, ask questions and test ideas. He engages students as individuals through personalising learning experiences and assessments that reliably assess individual performance while encouraging group collaboration within and across studio groups.

Mathew has been a trailblazer in pedagogic innovation in the areas of interdisciplinary, experiential and digital learning. His interdisciplinary approach is exemplified in a cross-faculty collaboration initiated with the School of English on his co-taught second-year Bachelor of Arts in Landscape Studies (BA[LS]) design studio. The project fostered student creativity and embraced difference through the lens of discipline-based world views. His dedication to experiential learning is evident in his ambitious, multi-year set of Master of Landscape Architecture (MLA) studios in East Java which were driven by his philosophy that learning should be situated in real-world environments. In this initiative, Mathew forged new partnerships so that HKU students could collaborate with Javanese university students to engage with local village families. Their on-site meetings gave students first-hand understanding of the challenges faced by remote communities and enabled them to collaborate on developing relevant, achievable solutions based on the use of local materials and indigenous knowledge, some of which were taken up by local government offices in East Java. By addressing issues of sustainability and the United Nations' Sustainable Development Goals across courses, Mathew has shaped a shift in undergraduates' postgraduate studies and professional goals.

In the digital sphere, Mathew rose to the challenge of creating an online learning environment conducive to design studio learning principles. He led the development of the Digital Exhibition Space (DES) platform which won the 2021 QS Reimagine Education Bronze Award (ICT Tools for Teaching, Learning and Support). As a virtual gallery, the DES uses 3D technologies to provide a socialised environment for students to collaborate and curate a gallery of their works enabling both formative feedback and summative assessment. The platform has since been adopted by courses across the University.

Mathew's achievements in curriculum design and leadership are prodigious. He brought the MLA programme from a vocational to advanced academic curriculum and introduced the Bachelor of Arts in Landscape Studies (BA[LS]) in 2011 and the BA(LS) minor in 2015 as well as the Postgraduate Diploma in Landscape Architecture (PDLA). As Associate Dean (Teaching and Learning), he has led an expansion of the suite of programmes offered by the Faculty, supporting colleagues in the development and establishment of new programmes at double-degree and masters levels. Indeed, as a leader in teaching and learning, Mathew is recognised for his careful mentorship of new and junior colleagues in their classroom and field-based teaching as well as in providing career support through, for example, the Advance HE Fellowship programme.

In the Dean of Architecture's own words, "Mathew is the go-to colleague to lead teaching reforms, inform innovations, guide and mentor, design new programmes and raise the flag in teaching at all levels of faculty decision-making... active in teaching innovation and experimentation... and challenging staid didacticism."

Mr Mathew Pryor is a dedicated educator, innovator and curriculum leader who has brought global renown to HKU. We are proud to present him with the 2021 University Distinguished Teaching Award.

OUTSTANDING TEACHING AWARD

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

The following outstanding teachers receive the award this year:

- Dr Christophe Dominique Michel COUPÉ, School of Humanities
- Mr Patrick David DESLOGE, Centre for Applied English Studies
- Ms Vincci MAK Wing Sze, Department of Architecture

OUTSTANDING TEACHING AWARD



**Dr Christophe
Dominique Michel COUPÉ**

Assistant Professor
School of Humanities

“ My teaching philosophy can be summarised by the ergonomist Pierre Rabardel’s motto: ‘to tool up someone’s power to act’. This is how I understand the goal of teaching: to help students become ‘capable subjects’ who can stand up to life’s challenges. It’s about people with the ability to make a difference in our fast-changing societies.

Thanks to a flipped-classroom approach, my teaching is centred on the activities I organise for and with my students. These activities, but also my assessments, aim to cultivate agency and to offer holistic learning experiences which mirror the opportunities and obstacles students will meet outside the classroom. More precisely, I have come up with an acronym, **COFFEES**, for how I design, as much as possible, what I do in my courses. The letters stand for *Collaborative*, *Original*, *Flexible*, *‘Feedbacked’*, *Empowering*, *Engaging* and *Situated*. I believe such features favour students’ learning, but more importantly and more broadly inner motivation, inquisitiveness and self-reflection. They also make teaching a constantly exciting and surprising adventure.

Among the resources needed to address today’s issues and tackle old problems with new perspectives, digital tools are ever-more compelling. Although they may feel intimidating to Arts students and scholars, it is to me obvious that they can enrich fields as diverse as linguistics, history or literature. This is why I develop tailored online platforms, so that students can discover and become more familiar with new investigative and creative techniques. Whether it’s analysing novels or song lyrics with text-mining tools, crafting stories with text generation models, or yet experimenting with computational models of cultural diffusion, these techniques turn students into actors and explorers. I feel deep motivation in thinking that this is how our impact as teachers can translate into the impact our students themselves have on the world around them.”

STUDENTS' WORDS OF APPRECIATION

JALIK YAW BEng(CompSc), current student

Dr Coupé has put a lot of effort into designing activities and assignments to not only make them original and exciting but highly valuable and practical too. I have certainly seen improvements in my academic writing through reflective diary writings and mapping reports. Assignments like the deep-style transfer picture creation, crowdsourced mapping, and walkability project have provided great insights on the real-world applications of artificial intelligence in the humanitarianism field of which I find incredibly useful as a Computer Science major. The walkability assessment video project has equipped us with video production and collaboration skills which I think are absolutely essential in such a modern age. It also served as a platform for us to express our creativity through video production while having much fun during the process. Overall, the activities designed by Dr Coupé seem to have struck the perfect balance between originality and practicality compared to many others that only appear to be innovative but are gimmicky and ineffective in reality.

XIANGHAN MEI BSc, current student

What impressed me the most was the assignment for the course, especially the text mining report. Dr Coupé designed the assignments to allow us to leverage all the previous knowledge we have gained from the course while saving us the trouble of actual coding. He built a platform for us to use, which can be accessed by URL with no installation needed. The platform provides corpora and functions covering almost all methods of analytics mentioned in the lecture, and he also allows us to request other corpora we want. The platform is easy to navigate with a clear and straightforward interface. Since we didn't have to worry about coding, we focussed on trying different ways of generating the results and spent more time linguistically interpreting the results. I genuinely admire Dr Coupé's dedication towards teaching and the efforts he made to make the learning experience more enjoyable and effective for us students. His teaching has not only allowed me to gain knowledge, but also inspired me to explore the field of natural language processing more in the future.

A selection of comments from current BA students

Really different and really interesting compared to other courses, it was well thought out and gave us a chance to critically think about what we were learning.

You can see that the professor really put in a lot of effort into creating course materials and helping us learn in the best way possible. Dr Coupé has a unique way of teaching and I really enjoyed it, it is interactive and fun and does not give you an opportunity to be bored.

It is clear that he has spent a lot of time and effort in preparing for the class. The lessons are full of interesting activities that helped us learn. He also offered a lot of support such as additional tutorials and guidance for assignments. He understands the difficulties of online learning and tried to navigate around them, which is also appreciated from a student's perspective. Overall, he is one of the best teachers I have encountered at HKU.

Timely and organised lecture materials. Insightful lectures. Reflective and interesting learning activities. Well-adapted to online teaching / learning. Overall, a thought-provoking and rewarding course. This is one of the best courses I have ever taken!



Mr Patrick David DESLOGE

Senior Lecturer
Centre for Applied English Studies

“ My story is one that blends three main pillars of teaching practice, that have come together because of the extraordinary teaching and learning environment at HKU. For over two decades I have been working in the area of IT integration in the Centre for Applied English Studies (CAES). In this work, I was able to bring together the skills and tools associated with communication with the English enhancement services available to students. In the early days, this meant exploring web-based content delivery, but increasingly there has been an emerging need across campus for students with the **Digital Literacies** required to operate in an environment where they need to create digital media products as part of their studies and in their future professional work. To create a place to support these needs I worked with a team to develop a new branch of our communication support in the Digital Literacy Lab.

In 2015 I began to work in the area of **Experiential Learning**. This culminated in work I did as the Programme Director for the Nurturing Global Leaders Programme sending our students to teach English in local communities in Myanmar, Thailand and Cambodia for eight weeks in the summer.

In 2020, when the pandemic came I was able to weave together both of these interests through a new online course in digital storytelling where students are able to learn digital communication skills and then facilitate their own six-week workshops for learners in Myanmar and India.

Parallel to these undergraduate teaching activities, I have been working on building up the Digital Literacy Lab as a space where we position our incredible students to support their peers and enable curricular innovation through a **Students-as-Partners** model. Students provide 1:1 consultations to their peers often through close partnerships with fellow teachers across HKU developing new digital media assessments in their courses. Recently we have begun to evolve this service to allow our student consultants to work alongside teachers engaged in various innovations involving the creation of new digital resources and pedagogical approaches. ”

STUDENTS' WORDS OF APPRECIATION

NICHOLAS MO YUI CHIT BA&BEd(LangEd), current student

Patrick was my lecturer in CAES2002 and has since then become my supervisor at the Digital Literacy Lab, CAES. During the course, he adopted Notion as the platform where all students learnt, collaborated and delivered workshops to underprivileged participants in India and Myanmar. As a pre-service English teacher myself, I am very much impressed by Patrick's strong desire to innovate, explore different opportunities in teaching and learning and promote them to professors and lecturers in other faculties. I joined CAES2002 feeling confused in Notion, but completed it with the ability to build the same platform for another Common Core course, and the occasion to present at TELI about my building process. These experiences are very helpful to my future career, and have inspired me to think a lot more about the future roles of technology in the classroom, which is rarely taught in ordinary Education courses. It is truly my pleasure to know Patrick. He definitely deserves the award.

PRASAD AIYA BEd&BSc, current student

I would like to convey my most sincere and heartfelt congratulations to Patrick for this achievement, but more importantly, the countless impacts and differences he has made in students' lives through his work and dedication towards innovative teaching and learning.

Patrick is an incredibly initiative and industrious individual who radiates kindness and humility. In my freshman year, I was fortunate enough to have met him through the Nurturing Global Leaders Programme he directed. He believed in my abilities more than anyone did, and saying that the experience inspired me to view life through new lenses is truly an understatement. I then jumped at any opportunity to be a student of his again – CAES2002. Patrick's lessons are unlike any other. They feel like a gratifying journey of introspection, fuelled with a true spirit of collaboration, and challenge us to improve technical skills required in the workplace and beyond.

I now work alongside Patrick within a Students-as-Partners model, facilitating the progression of CAES2002. I am incredibly grateful to witness his craft, learn from his expertise and have him as a mentor figure in my life. Congratulations once again, this is so well deserved!

SUKRITI MATHUR BBiomedSc, current student

CAES2002 is a course like none other I have undertaken in my academic journey so far. When I first took the course, I had no experience with video-editing, audio-recording etc. With the rising importance of digital skills in modern times, I knew it was essential to develop these, and that was my main reason to choose the course. Focussed on this personal goal, I think I went on to achieve far more than I had expected. Not only did I learn to use new software like WeVideo and Audacity while making my digital story, but also honed my soft skills and social skills with my peers at HKU as well as the Myanmar refugee students I taught as part of the course. I realised the power of every individual voice and experience through making my own digital story; as well as the power of giving an opportunity to those who never had a voice to freely express themselves and digitise their life, their story, to be seen by the rest of the world, through helping my students make their own stories.

By the end of the course, I was happy that I was no longer afraid of undertaking any video-based assignments for my future courses as I had learnt and honed my digital skills; I was touched by the friendship that had blossomed between my students and me, as I learnt from their resilience in the face of political, economic and social hardship (some of whom are still in contact with me to this day); and most importantly, I have had the opportunity to achieve all this and have so many different experiences all through one course, officially recognised on my transcript.



Ms Vincci MAK Wing Sze
麥詠詩女士

Senior Lecturer
Department of Architecture

“ Since joining HKU in 2009, I have built my teaching career here based on my established work in design studio teaching, teaching specialty in experiential learning, and my leadership in building and managing the Bachelor of Arts in Landscape Studies (BA[LS]) programme as its Programme Director. In 2020, I gained recognition as a Senior Fellow in the Advance HE (Higher Education).

I have taught a wide range of design studios at different levels, topics and study foci. In particular, I have dedicated my teaching career in developing a foundation studio as I find it an essential cornerstone to students' landscape education. It initiates landscape students' studio learning by setting the tone for them in understanding studio learning culture and design education.

Besides, my professional practice background (as a landscape designer) shaped me to value how real-life situations inspire design students in higher education. To me, landscape architecture's unique and fundamental cornerstone is its connection with the environment. The direct and first-hand experience with the physical landscape is the best way to learn about it. Hence, I am committed to developing 'experiential learning in landscape architecture' in my teaching career, focussing on out-of-classroom learning engagements in real landscapes, and learning through experience and discovery.

Since 2017, I took up the role as the Programme Director of the BA(LS), and have since been taking the lead in programme design, teaching and learning enhancement, and staff mentorship, through my leadership and management skills. ”

OUTSTANDING TEACHING AWARD

STUDENTS' WORDS OF APPRECIATION

WENYI PAN BA(LS) 2014

I just want to say thank you, to all the great teaching and help all the way. [...] Thanks for all your time and efforts. I would continue to work hard to live up to my dreams.

Looking back on the Landscape Practicum course after graduation and practice, the course becomes more meaningful and educative to me. [...] I always refer to this project as our first built project, which helps me with the transition to the practice a lot.

SANDRA NWE SAW YU BA(LS) 2018

Being a freshman and unexperienced about university life, I had had my own expectations of what I would like to learn and achieve from the courses. The experiences and materials that I learnt from the Shaping the Landscape course and its field trip have been helping me very effectively with my later studies, group projects and overall development as a person.

PARCO LAW PDLA 2020; MLA, current student

With no doubt, most of the students in the PDLA 2019 class, including me, enjoyed the lesson with Vincci. We all came from different streams. Teaching a group of adults without a related background is never an easy task, but Vincci showed her patience to us and was willing to lead our baby steps toward a landscape architect. With lots of examples illustrated in the lecture, she not only gave us a very good understanding on different systems commonly appeared in the field, but also bordered our eyesight in the landscape architecture industry. I never felt bored attending her class because she won't limit her teaching only within the designated course contents, but also shared her personal experience and point of view on a specific topic. I do appreciate her kindness and encouragement to me, and it was great to be led by her in my first year of landscape architecture path.

EARLY CAREER TEACHING AWARD

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

- Dr Peter Jon COBB, Faculties of Education and Arts
- Ms Promail LEUNG Kin Yi, Faculty of Education
- Ms Lidia RATOI, Department of Architecture
- Ms Janet WONG Kit Ting, Department of Pharmacology and Pharmacy

Dr Peter Jon COBB

Assistant Professor
Faculties of Education and Arts



“ My teaching philosophy is encapsulated in the three words: Engagement, Accessibility, and Innovation. For students to learn, they first must feel a strong connection to the subject. Personally, I made a risky decision to switch careers to become an archaeologist, and the luck I feel about still being an archaeologist keeps the field continuously fresh and exciting for me. I hope that my personal passion for and emotional entanglement with the human past provide the initial spark of interest to the students, so I strive to make my classes just plain fun. Building on student enthusiasm, I ask a lot of my students, trusting them to be able to learn and make real advances on their own, as long as I am always there to help. My assessment activities intend to enable them to make actual contributions to research or public outreach in archaeology, so they feel a sense of ownership and belonging.

The methods and theories of archaeology sometimes try too hard to sound erudite but are actually easily understandable if explained in plain language. The human past belongs to all of us and thus should be accessible and understandable. At the same time, the digital technologies I apply to archaeology are also considered challenging and off-putting to many people. Often someone new to the technologies will pre-emptively apologise to me, offering remarks like ‘I’m not technical’, ‘computers don’t like me’. Of course, the technology is the problem, not the person – and even those of us with deep experience have had many, many of our own frustrations with the technology. Therefore, in my teaching I do whatever I can to make everyone feel welcome to my two interdisciplinary topics in the digital humanities.

Whether it is a benefit or a flaw, I recognise that I am somewhat fearless in the classroom. I am always willing to give a promising new innovative approach or technology a try so that I can determine if it may improve student learning. Although this could lead to some negative experiences for students, I believe that through my careful attention and my experience, these risks are mitigated. The key is to be in close communication with the students to receive feedback about what is working and what is not working and be prepared for dynamic changes. Students should also feel comfortable trying new things and be prepared for rapid technological change in our contemporary society. ”

STUDENTS’ WORDS OF APPRECIATION

SILVIANE LO SUM YIN BA(Conservation), current student

I have enrolled in two courses taught by Peter, CCHU9080 and BBED6796. He always teaches energetically and helps all the students engage in the classes. I especially appreciate that he arranged many interesting activities for the two courses and let us learn a lot.

For example, in the course CCHU9080 (Dead People’s Things), Peter arranged each of us to have an opportunity to study an actual historical artefact. With the help of the researchers at the University Museum and Art Gallery (UMAG), we chose one object from UMAG and then built a 3D model for it while studying its shape and history. This is the only opportunity that I have had to get so close to an artefact that is more than a thousand years old.

Last summer, I also joined the course BBED6796 (Archaeological Fieldwork), although we were not able to go to Armenia, Peter still arranged field trips to different archaeological sites in Hong Kong every week. He guided us through the heritage sites to understand the places and analyses, to show how the sites would reflect on people’s living in the past. Through the different field trips, we even saw the changes in archaeological practice in Hong Kong.

I learnt a lot from the two courses. And I think Peter is really making the lectures and learning process fun for the students, so that I am becoming interested in entering the archaeological field in the future!

RYUSHI KIYAMA BA, current student

Peter’s attempts to create a dynamic classroom environment with new, creative assessment methods have allowed students to take personal pride and investment in their work. In particular, I appreciated creating a Wikipedia entry as an assessment as I knew full well that it would be accessible to the general public. Besides the excitement of contributing to public knowledge, I pushed myself to higher standards. On the other hand, a video assignment in the course provided the opportunity for me to think adaptively, as I did not have prior experience with video-editing. Diversifying assessments takes students out of a procedural mindset otherwise found, from my humble opinion, in traditional essay / exam-based assessments.

In lieu of individual reading assignments, Peter’s use of an online reading tool, Perusall, facilitated student-led collaboration. From my experience, it certainly assisted reading comprehension among students, and aided us in reaching learning outcomes. It also made the process of reading more engaging, so I would encourage other teachers to adopt the same practice.

AGNES SUNG MBuddhStud, current student

Peter was one of my professors during my undergraduate study and has since become a great mentor. I have been involved in his archaeological project since my third year and I conducted an independent research project on a Medieval seal excavated in Armenia. To my surprise, the research led to a poster accepted and presented at the Archaeological Institute of America’s 2021 conference. This has certainly ignited my interest towards this subject.

I have also been working as a social media manager for his field project. I am responsible for posting regularly to engage the public about archaeology. During my final year, I was given an opportunity to work as a teaching assistant for Peter’s course BBED6796 in the summer of 2021. By managing the course logistics and organising field trips to local archaeological sites, I have gained a better understanding about education and knowledge delivery. As my supervisor, Peter not only provided enormous support, but also gave me many insights into the field. All of these experiences prompted my decision to continue my postgraduate studies in archaeology. Therefore, I am very delighted to congratulate Peter for being granted this award!

YADIAN WANG MLA 2020; MPhil, current student

Peter not only guides us in archaeology, but is committed to inspiring us through interdisciplinary practice. He leads us through multi-scale investigations at regional, site, and micro scales, redefining archaeological excavations with technology; he encourages us to listen to indigenous people’s views on heritage and contributes to sustainable development; he connects a wide range of teachers and classmates in related fields such as architecture, earth sciences and biology, to listen and advise our archaeological project. We have been enlightened by the richness of his course perspectives. At the same time, with specific courses as the carrier, Peter has spared no effort to share with us general academic methods, such as how to establish research goals, how to build a feasible research schedule and how to complete data collation and analysis within a specified time. These practical methods are equally beneficial in our other courses. At the same time, Peter is facilitating the enthusiasm and breadth and depth of teaching and learning with a diverse teacher-student relationship and a generous spirit of sharing. So, in the eyes of the students, he is both a good teacher and a good friend. Along the way, Peter shares vivid knowledge through practice, which inspires curiosity and confidence to understand the world.

Ms Promail LEUNG Kin Yi 梁健儀女士

Senior Lecturer
Faculty of Education



“ I believe we all have a natural desire to learn to adapt to change and to actualise our lives. As teacher educators, we need to empower our students (pre- and in-service teachers) to acquire new skills and knowledge because of the ever-changing demands from society. As such, my core beliefs about teacher education lie deeply in nurturing students to become lifelong learners armed with fundamental skills (particularly the 4C skills) and core values, especially a growth mindset. I choose to build a student-centred classroom through a field-based learning approach that motivates students to realise their potential and strive for excellence.

To put my philosophy into practice, I launched experiential learning courses and supervised students participating in international problem-solving competitions, improvising lifelong learning principles. I also collaborate with current students and graduates to disseminate their tech-infused Science / STEM-related teaching and learning ideas at events such as the Learning & Teaching Expo and the Education Bureau's Schoolteachers Professional Development workshops.

During the first outbreak of COVID-19, the school suspension disrupted our conventional face-to-face teaching practicum. As the Director of School-University Partnership, I worked with interdisciplinary students, colleagues, alumni, local and overseas community partners on various innovative field-based initiatives to support pupils' learning and teachers who were teaching from home. One example was the 'Real-time Online Tutoring Programme' for HKDSE Candidates (collaborated with local NGOs), '#TeachforGood' for deprived pupils (supported by the HKU COVID Relief Fund) and 'e-Overseas Teaching Practicum' (co-organised with National Institute of Education in Singapore). These initiatives were then integrated into our Faculty campaign, 'LIVE to LEARN, LOVE to SERVE' aimed at recognising their selfless contributions to the community. This campaign has not only attracted community-wide interest but, more importantly, benefits our students' teacher-readiness for the teaching profession.

I see teaching as a gratifying profession, and I will continue to actualise my teaching philosophy to nurture students to be lifelong learners. ”

STUDENTS' WORDS OF APPRECIATION

TEERAWAT NANTIYAKUL PGDE 2020

When I was a student-teacher at the PGDE (Physics) programme, my experience as Ms Leung's student and mentee was elevating and inspiring; it has made me a better person and science educator. Ms Leung's teaching practices are incredibly innovative yet accessible. Her complete command of physics / STEM specialism allows her to demonstrate creativity in planning and conducting lessons, demonstrations and experiments. In every HKU class I attend with her, I always enter with an expectation of picking up a new skill, way of thinking, or refining my pedagogy somehow. Ms Leung is proof that we do not need the most expensive gear or latest technology; it is the constant drive to tinker, be pragmatic, student-centred and exercise imagination that can mould us into better educators. Moreover, her curriculum and assessment design are also pioneering in that it is grounded in science teachers' immediate and future needs. I sincerely appreciate that she sets relevant tasks for new teachers like myself to practise skills that we will need in our careers while bearing in mind the changing landscape of science education.

Ms Leung sees potential in every student regardless of their background. As an international student who is new to Hong Kong, she has given me the time and space to develop a sense of belonging and identify my character strengths and ownership for my career. I am trying to make a difference every day inside and beyond my science classroom using the inspiration and tools Ms Leung has passed onto me.

MA XIRAN BEd&BSc, current student

I have been knowing Ms Leung since the first year of my undergraduate career. Ms Leung has not only been a responsible teacher and role model guiding my academic path, but she has also been a friendly mentor listening to my concerns and patiently giving me advice. With her rich, vivid, and vibrant frontline teaching experience, she leads us to explore schools' and students' needs. Ms Leung has always been innovative and open when it comes to teaching and learning despite the pandemic. For example, she redesigned the lesson activity and posted all the pre-packed hands-on learning materials to promote effective interaction during the online teaching period. Having had face-to-face and online lesson observations and professional dialogue with in-service teachers, we began to understand the authentic teaching environment and how different e-learning tools and teaching pedagogies could facilitate favourable student learning outcomes. These field-based learning experiences genuinely transform my teacher identity and promote professional teaching readiness.

YIU NGA YUNG PGDE 2021

Ms Leung is not only an inspiring and reflective practitioner but also an enthusiastic and caring cultivator. When all face-to-face learning and teaching practicum were suspended amid the first wave of the pandemic, Ms Leung has launched several projects voluntarily that enhanced our teaching competency and professional readiness. It was unforgettable that she supervised us (a group of 17 student-teachers) to organise eight online hands-on workshops that served 137 primary / secondary students and teachers. Although we made enormous mistakes and got frustrated sometimes during the implementation, Ms Leung always believed in and encouraged us. Her positive attitude and creative problem-solving skills in such volatile circumstances impressed me significantly.

At the same time, she also supervised other groups of students in developing learning materials to support primary teachers, students, and parents in doing safe science experiments at home in her spare time and capacity. The experiment materials were well received and fully recognised by the community. I am grateful for everything she has done for us: believing, supporting and accompanying us, particularly when we cannot see the light at the end of the tunnel amid the pandemic.

Ms Lidia RATOI

Assistant Lecturer
Department of Architecture



“When reflecting on my own teaching philosophy, I would categorise it as the meeting of three worlds: that of societal issues, technological advancement and ecological wellness. This intersection is vital as it mediates the relationship between different postures of architecture, each topic having its own set of manifestations. It is a representation of the challenges that the current generation of architects is dealing with.

Pondering the meaning of human existence in certain historical contexts demands an empathetic view towards architecture, and one teaching tool I rely on manifesting questions relating to this issue is that of film. Through the use of film, the boundaries between ‘seeing’ and ‘being seen’ gain different qualities, and uncover novel ways of mediating historical knowledge with hands-on domesticity, while redefining what disengagement and empathy symbolise and what is the necessity for the two to coexist.

Architecture and technology have always been linked to the point of inter-dependency – thus, state-of-the-art machinery is a critical parameter in the contemporary alphabet of design. In the architectural education realm, often times it may happen that the environment is purely ‘drawn’ (be it digital or by hand), while physical prototyping is done on a small scale. Therefore, digital fabrication techniques, robotic fabrication and 3D printing become a medium which allows students to work on 1:1 scale and use computational design tools in order to uncover novel ways of designing and building.

As my own research negotiates the junction between material ecology and robotic fabrication, I advocate for a comprehensive understanding of what ‘nature’ means, which is not a unitary element to be fetishised and treated as foreign to architecture, but an entirety of elements, each with its own characteristics and potential – recycling and upcycling materials or discovering new ones, mediating topographical relationships and design, designing in order to accommodate non-human species are just a few of the elements that should be incorporated into current architectural discourse.”

STUDENTS’ WORDS OF APPRECIATION

SALLY LIU YIRAN BA(ArchStud), current student

Being an architect is not only about stacking blocks or moving a room from here to there. We should design something beyond. The most significant idea I learn from Lidia when working with her is that there is no limit. She is creative and inspiring. She dances with robots. She lights the studio with her imagination. She is a designer, an educator, a dreamer. She leads me to reach the future from impossibility.

NICOLA CHAU BA(ArchStud), current student

Lidia is a passionate teacher who is always ready to offer support to her students; be it technical advice or critical readings on student projects. Her expertise in brick and parametric design was particularly helpful for the studio I participated in, where students develop different wall strategies to redesign Chinese vernacular courtyard houses. Her experience working with bricks inspires students to look further into material properties and their formal possibilities. Although the studio works as a collective design studio, she encourages us to pursue our design according to our interests. Overall, she created a lively studio with frequent exchange between students and teacher, during which inspiring conversations occur.

OSTEN CHAN CHUN NGOK BA(ArchStud), current student

Working in her studio for a semester, Lidia has proved herself a teacher proficient in building supportive learning environments and delivering constructive advice, not only in the deliverable’s production strategies, but also their related architectural notions and technological methodologies. As a student, I was particularly inspired by Lidia’s expertise with her generous exposure towards the field of robotics and 3D printing. Aside from the efficient integration of such technologies into the students’ learning processes, her students would also be invited to help out with extra-curriculum opportunities like the ‘Impossible Bricks’ exhibition, which was definitely one of the most eye-opening experiences for me.

Ms Janet WONG Kit Ting 王潔婷女士

Lecturer
Department of Pharmacology and Pharmacy



“ I believe that successful pharmacy education nurtures individuals who commit to lifelong learning, person-centred care, and demonstrate competence, resilience, ethics, good leadership and teamwork. A successful learning journey leads students to pursue a fruitful career and achieve beyond the academic excellence at school.

To stimulate students to re-think how they can make the most out of our programmes, I would set the scene by drawing an analogy between higher education and buffet. While teachers are committed to offering a wealth of up-to-date knowledge presented in diverse pedagogies, free flow of advice, connections to professional networks, the students should take initiatives to serve themselves, so as to enjoy the best of the feast of learning. In parallel to an emphasis on students' role in learning, I have been committing myself to fostering a supportive teaching and learning environment in the Master of Clinical Pharmacy programme, and at the organisation which runs the teaching pharmacy. Besides closely observing the learning and career needs of students, I adapt my teaching styles to address their needs at different stages of professional identity development. I encourage students to treat me professionally as a colleague rather than a teacher. Instead of the authority as a teacher, I value my bonding and rapport with students that lasts beyond graduation.

'Bringing the real world into classrooms, building classrooms in the real world' outlines my ideal teaching and learning ecosystem. Being once a student myself, I share the desire to learn more about the real-life context of knowledge application in classes and experiential learning opportunities. To promote practice-informed learning, I have led the setup of the first teaching pharmacy in Hong Kong to enrich experiential learning for HKU pharmacy students. The teaching pharmacy offers students a platform to learn from the real world and develop their professional attributes and values. As a practitioner-teacher, I recognise my mission of flourishing the pharmacy curricula with the real-world practice, professional networks, industry innovations and strategic insights to the future demand of healthcare manpower. ”

STUDENTS' WORDS OF APPRECIATION

ISAAC CHONG KING WAI MCLinPharm 2021

Ms Janet Wong was the Programme Coordinator of Master of Clinical Pharmacy when I studied the course. I was glad that she was also my final year project supervisor. I would like to extend my gratitude to her for being an outstanding mentor and research supervisor throughout my study.

I was impressed that she tailor-made the interactive and updated clinical pharmacy courses and invited different external lecturers and guest speakers to provide a broad spectrum of topics to enrich my knowledge and skills in pharmacy. In the classes and online courses, she always encouraged me to ask and answer questions applicable to my daily pharmacy practice.

She welcomed me to give her phone calls and WhatsApp messages to review my academic and assessment performances and also to plan the final year project. I especially thank her for her prompt assistance in retrieving the research data from the hospital computer database to complete my final year project during the difficult time of COVID-19 pandemic. Her patience, encouragement and enlightenment were invaluable in helping me face my personal hard time during the manuscript writing. For sure, Janet is definitely one of the most important people I ever met in my pharmacy career. I am very happy to know that she will be presented with the Early Career Teaching Award this year. Congratulations.

GLADWYNN WAN HOU YIN BPharm, current student

Janet is not merely a brilliant teacher inside the classroom but also an inspirational and encouraging mentor outside the classroom at HKU teaching pharmacy.

Janet has been my mentor at HKU teaching pharmacy since last summer, her enthusiasm and passion have demonstrated to me that pharmacists can influence beyond the pharmacy. By involving students in a transdisciplinary health team, we are able to deliver workshops and join outreach services together with other healthcare professionals. The experience allows us to get in touch with the community and have a bigger picture of how a pharmacist can contribute to society.

With the vision of an educator, she does not hesitate to share her experience and past mistakes with professional insights to facilitate our understanding. Meanwhile, she is capable of providing clear directions in our self-learning on different topics which allowed us to be more familiar with different situations at the pharmacy. Furthermore, she encouraged us to participate in pharmacy operations, for example, telepharmacy, drug counselling, and procurement, which are things we cannot learn at school. Her determination to create a positive learning environment allows students to be well-prepared as future pharmacists.

I am very grateful for Janet's invaluable teaching and congratulations on receiving the Early Career Teaching Award!

BRANSON FOK BPharm, current student

'The best teachers are those who show you where to look but don't tell you what to see.' – Alexandra K. Trenfor

This is the perfect quote to describe Janet's style of teaching. She has made tremendous contributions and initiatives in striving to increase students' exposure to real work environments. In 2021, she established the first HKU affiliated teaching pharmacy at Health In Action. It is a student-friendly community-based pharmacy providing practical experiences and professional training for future pharmacists.

I was fortunate to be a pharmacy trainee at the teaching pharmacy and Janet has always been a supportive mentor and a role model. She was never a teacher to tell me the answers on how to become a good pharmacist, but she was a teacher who motivated me to explore and experience the answers on my own.

There would be times that I led subpar patient drug counselling and made other mistakes. Nonetheless, Janet always encourages and inspires students to self-reflect and reattempt such that we improve from our failures.

I would like to express my appreciation for Janet's invaluable teaching and give my warmest congratulation to her for receiving the Early Career Teaching Award.

TEACHING INNOVATION AWARD

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

- Ms Tanya Jacqueline KEMPSTON, Faculty of Education
- Dr NG Ming Yen, Department of Diagnostic Radiology
- Mr Ashley Scott KELLY and Dr LU Xiaoxuan, Faculty of Architecture
- Dr George Lim TIPOE, Li Ka Shing Faculty of Medicine; Professor Amy CHOW Yin Man, Faculty of Social Sciences; Dr Fraide Jr Agustin GANOTICE, Dr May LAM Pui San and Dr Janet WONG Yuen Ha, Li Ka Shing Faculty of Medicine



Ms Tanya Jacqueline KEMPSTON

Senior Lecturer
Faculty of Education

Hear This! A Festival of Radio Drama on Zoom

“To me, an innovator is willing to be flexible and use whatever tools are available in order to develop processes and experiences which benefit others. An innovative teacher understands teaching and learning as a shared experience involving uncertainty, struggle, frustration – and at times, joy, laughter and satisfaction too. I believe our students should have access to education which will enable them not just to survive but thrive personally and professionally during COVID and beyond.

I conceptualised *Hear This! A Festival of Radio Drama on Zoom* as a community outreach project aimed at bringing HKU Faculty of Education students together with Hong Kong senior secondary school students to understand, make and appreciate radio drama in English. With class suspension a lived reality in Hong Kong for several months at that time, I felt that secondary school students not only needed opportunities to practise English in an enjoyable way to enhance their speaking and listening skills, but also exercise their creative and collaborative abilities. I understood that the Zoom platform could enable HKU students to lead their younger peers to create and perform radio drama in an online environment and understand that we could be physically apart, but still ‘together’ as a community.

I recruited HKU undergraduate student mentors and trained them to create radio drama, as well as inducting them into the process of coaching secondary school students how to do so. They supported Hong Kong secondary school students through the process of creating, rehearsing and performing their own radio drama. These radio dramas really attested to the creativity of the undergraduate and secondary school student participants! *Hear This!* has had two iterations since 2020 and is still growing, with its own website and handbook.

One of the most satisfying parts of *Hear This!* is how it has enabled me to work with undergraduate students as partners. It has also been a joy to see *Hear This!* being integrated into the HKU Nurturing Global Leaders Programme in summer 2021 and presenting with my HKU undergraduate student partners at an Advance HE online conference on the project too. ”

STUDENTS' WORDS OF APPRECIATION

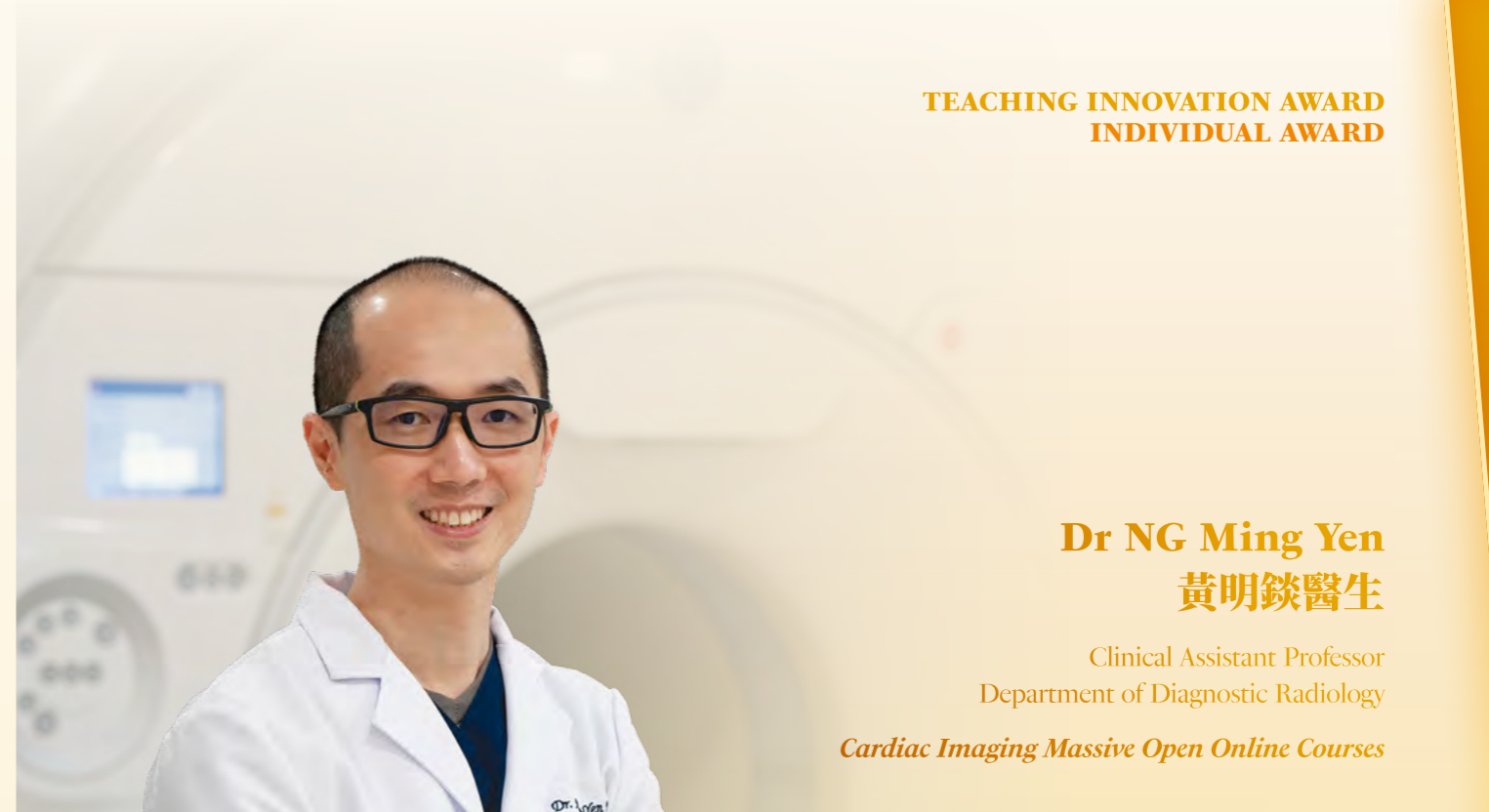
MARI LAM MA(TESOL), current student

As someone who wasn't part of the Education Faculty at the time, I was incredibly nervous as to whether I was able to teach the students. Not only was I able to achieve my goal, but I came out of this project a passionate and confident educator and I owe this to Tanya. The warm and bright spirit she cultivated put a smile on all of our faces. Her training sessions were creative and systematic and she created an open and inclusive space for us mentors to flourish. Her ideas were brilliant and she was open to receiving feedback and ideas from us too. I believe amplifying student voices, which Tanya always does, exemplifies a crucial characteristic an innovative teacher possesses.

ALYA PRASAD BEd&BSc, current student

Throughout my experience in train-the-trainer sessions and the drama-making phases, Ms Kempston demonstrated her abilities to discover and devise new methods and content to ensure that both HKU student mentors and secondary school students benefitted through an ideal learning experience. She incorporated a large variety of teaching and learning strategies that were multi-sensory and collaborative. These included scaffolding strategies such as participating in improvisational activities to collaborative scriptwriting and drama-making tasks, and more. She also curated a plethora of teaching aids that were creative and thought-provoking, which I was able to develop upon with my mentees under her guidance. The training sessions were well-planned, incorporating a variety of Zoom functions, which allowed me to grasp essential mentoring skills and drama content with utmost efficiency. Within this innovative learning experience, I most definitely felt that I was able to reach my highest leadership potential as I was encouraged to lead various activities and be a part of the group of HKU student mentors who performed their radio drama as an exemplar to everyone.

Ms Kempston's innovative teaching and learning initiative has inspired me greatly and played a fundamental role in the aspirations and skillsets I strive to develop as a future educator. The success and positive outcome of this initiative is clearly visible as I am truly able to witness the long-lasting impact it left on my leadership and innovation. Since the project, I have been able to apply what I learnt, to develop and curate my own initiatives that can cater to the intensified educational and digital divides amid the pandemic, especially within access for marginalised communities. In 2020, I co-founded a global student-led organisation and registered charity called 'ArtPeace', that aims to use different forms of art for positive social change. We worked on a project called 'Art Apart', which was a joint-university, English language, mentoring and arts appreciation opportunity for the University of Hong Kong and National University of Singapore undergraduate facilitators tailored to refugee and migrant students in Mae Sot, Thailand. The project, which ran for a total of 6 months, incorporated art, music and drama to foster cultural exchange, the acquisition of language skills, and creativity. The success of this project empowered me to curate several other virtual and hybrid projects.



Dr NG Ming Yen
黃明燦醫生

Clinical Assistant Professor
Department of Diagnostic Radiology

Cardiac Imaging Massive Open Online Courses

“ I believe that every individual is unique, special and equipped with different talents and abilities. Thus each individual learns differently. As a doctor educating medical students and fellow health professionals, I have the following philosophies:

- (i) Teaching should be engaging and fun for the learners whilst also being multifaceted to cater for the individual needs of learners whilst being practical and translatable into work life.
- (ii) I like to encourage learners to be critical thinkers. I want them to ask why, what or how things are done as it helps deepen their understanding and allows them to understand the purpose of why medical practice is the way it is or sometimes to realise that this is an area of development that requires further work, research or technological development in order to improve our patients' lives.

As medical knowledge, technology and working environments alter, teaching methods also need to evolve in order to best deliver medical knowledge, experience and build up learners' expertise. Through this Teaching Excellence Award, I will be deeply encouraged to continue working on my current passion of upscaling the cardiac imaging Massive Open Online Course (MOOC) series which has enrolled over 10,000 learners in at least 155 countries. It has been awarded the Gold Award for the Life Sciences category at the QS Reimagine Education Award in 2021 and was a finalist for the EdX award 2021. The course has caught the attention of the cardiac imaging community and has highlighted the multidisciplinary strengths of the University of Hong Kong which I want to continue showcasing. I will also be re-investing this material back into the undergraduate and postgraduate programmes which I have already started by making the MOOC an optional module for the Master of Medical Sciences and using some of the animations for undergraduate teaching. We are planning an echocardiography MOOC and have made further contacts with fellow HKU staff to allow them access to the material for teaching their students.”

STUDENTS' WORDS OF APPRECIATION

IVONNE HO YAN WING MBBS, current student

I met Dr Ng as my supervisor, and I believe that he is one of the most dedicated teachers one can ever meet. On top of being a professional, he truly cares about his students and is keen on thinking of ways to help students gain the most out of every experience. He patiently answers countless questions and enjoys discussing journals with students. Despite having little experience or developed medical skills, he believes in his students and lets them try out challenging work, while guiding them on their way. As a doctor, he often thinks from patients' perspectives and does what is best for patients. As a researcher and a teacher, he is not only enthusiastic about research and advancements, but has always wanted knowledge to be accessible to everyone, to improve radiology standards in different centres across the world, which would truly benefit people beyond our reach. In addition to being a role model and a teacher, he would talk to us about our lives and decisions and often generously spends his time and effort to help us achieve our goals. It has been truly very lucky for me to have met Dr Ng who has inspired me a lot in my journey as a medical student.

MICHELLE KWAN MBBS, current student

Dr Ng is an inspirational teacher with a strong passion for teaching and research. He offered me various research opportunities and clinical exposures, enabling me to better equip myself for clinical practice. He dedicated an immense amount of time and effort in guiding me step-by-step through research projects from intricate study designs to sophisticated statistical analysis. His enthusiasm in research piques my interest to continue advancing the forefront of medicine.

As a mentor, Dr Ng willingly shared with me the perks of being a radiologist and valuable insights into the different paths of medicine. His personal experience in medical studies and career guided me towards pursuing my future career. His devotion and passion for teaching are well recognised and highly acclaimed.

Dr Ng well deserved the University's Teaching Excellence Awards. Congratulations and thank you, Dr Ng!

YAP PUI MIN MBBS, current student

Congratulations to Dr Ng Ming Yen for receiving the HKU Teaching Innovation Award! I am grateful to Dr Ng who has given me the opportunity to do cardiac imaging research under his guidance during my enrichment year. I still remember the first time I met Dr Ng in the radiology unit in Queen Mary Hospital. He was eloquent in explaining his research projects and he was keen to listen to my learning objectives and expectations.

Dr Ng took time out of his busy schedule to train me in reading and analysing cardiac magnetic resonance scans. He gave prompt and regular feedback on my work so I could constantly improve. I felt supported throughout as I could discuss the blockers I encountered while running the project including recruiting, scheduling patients, collecting and analysing data.

Dr Ng led me on the journey of discovering the behind-the-scenes of doing research. Having seen Dr Ng's presentation first-hand at the Radiological Society of North America Scientific Assembly and Annual Meeting, I had a better understanding of the rigour of clinical research. Dr Ng had an extensive network and collaboration with overseas researchers as he worked in different countries. He was generous to share his experiences and resources with his students.



Mr Ashley Scott KELLY (Leader)
Dr LU Xiaoxuan 陸小璇博士

Faculty of Architecture

*Strategic Landscape Planning
for the Greater Mekong*

“ The design and planning disciplines (including landscape architecture) often lack both critical scholarly reflection on their socio-environmental impacts and adequate professional practices for mitigating that impact. Where our disciplines are involved in regional or master planning, approaches are disciplinarily siloed. Addressing these issues in the academy, in the profession, and in the field requires greater multidisciplinary awareness and innovative approaches to learning and practice.

Since the 2017–2018 academic year, we taught a series of design studio courses on ecological planning in Southeast Asia at HKU's Division of Landscape Architecture. This teaching initiative synthesises landscape architecture's interdisciplinary focus on regional planning and ecology with critical development studies to directly engage HKU final-year undergraduate students with the ongoing socio-environmental impacts of large-scale infrastructure development in Southeast Asia.

The primary impact of this teaching initiative is increased equitable dialogue about sustainable development and conservation. Students' alternative methodologies, planning strategies, and highly graphic visualisations and synthesis of publicly available information alter expectations and practices for stakeholders operating in the region.

Invitations to speak at events including Asian Development Bank and Belt and Road Initiative forums, regional and national government meetings on infrastructure development, and several environmental conservation workshops are testament to both our work's impact and its innovation for the design disciplines. In these forums, we always include an introduction to our pedagogy of transdisciplinary landscape planning and a short selection of student work.

Admittedly, we are careful in how we define the 'struggles' necessary, as both means and ends, to achieve a pedagogy that also can strongly influence students' future professional practice. Although certainly not a panacea for addressing all the deficiencies in the training of planners and the institution of land planning, this pedagogy is effective, is sustainable, and facilitates a fundamental disciplinary awareness necessary for more critical, reflective engagement with the socio-ecological impacts of development.”

STUDENTS' WORDS OF APPRECIATION

LI AIJING BA(LS) 2018

I took Studio Laos in 2018, and it was a fantastic journey that greatly stimulated my curiosity and enhanced my creativity. Studio Laos introduced me to the field of international development with its innovative teaching methods that combine well-structured course materials, collective learning, and organised field trips. I read literature on international development, visualised the information with geospatial data, and shared the findings with my peers. This collective learning experience culminated in a field trip to northern Laos, where I got to meet with local villagers and the civil society. Together, Studio Laos gave me a comprehensive, fast-paced and lively lesson on international development that continues to inspire me to dive deeper into sustainable development in my graduate studies at Harvard and my internship with the World Bank. Besides, I developed my cross-disciplinary learning capacity during my time at Studio Laos, which empowers me in creative problem-solving and enables me to perform well in a wide range of tasks in my later career, such as using satellite data to advocate for climate change awareness in urban development. I am grateful for the tremendous efforts of my instructors, Mr Ashley Scott Kelly and Dr Lu Xiaoxuan, in preparing and delivering the course. Their dedication to teaching has enabled a life-changing journey for me.

SAW YU NWE BA(LS) 2018

I have always been intrigued by the idea of designing for people and for the community since the beginning of my academic career and I believe I have come closest to that idea during Studio Laos. Most of my attention during the Laos project was converged onto the people who are living at and around the site, their demography, livelihood, their movement and most importantly, their susceptibility to the changes in the physical landscape as well as the socioeconomic landscape around them. Delving into this multifaceted and challenging studio project, we as students were prepared with relevant literature reviews and case studies so that by the time we embarked on the field trip to Laos, we were able to readily absorb the context and the complexity of development taking place throughout the country. This project has left me with better understanding of the magnitude of how various projects of corporates and governments could impact the local people and their environment upon which their livelihoods solely depend. The lessons and experience attained from this studio are fundamental to my aspiration to become a landscape architect who could mitigate those negative impacts and design with the consideration of environmental and social justice.

MICHELLE CHAN SYL YENG BA(LS) 2020

Studio Laos challenged me to recalibrate the definition of landscape design critically. Throughout the semester, I was able to generate an engaging, individualised course of research. This would not have occurred without Ashley and Lu presenting and guiding us through a diverse range of literature and case studies to invoke struggles and recognise the topic's complexities. My cohort happened to take Studio Laos at a critical moment of the pandemic, where travelling abroad and face-to-face classes were all uncertain. So, we ended up being the first to take this course virtually. By employing various visualisation techniques, our instructors quickly translated the experiences we would have gained during our fieldwork planned in Laos and China, into an immersive multi-dimensional and multi-scale representation of the sites, along with the spectrum of stakeholders we would interact with. Turning the challenge of virtual learning into an opportunity, Ashley and Lu invited a cross-disciplinary jury of international professionals to the reviews to drive a critical perspective on landscape practice. After graduating, I still hold the principles of design that Studio Laos addressed and will continue to form my sense of awareness about the multi-scale impacts of planned interventions and our responsibility as designers.



Dr George Lim TIPOE 鄭顏兒博士 (Leader)

Li Ka Shing Faculty of Medicine

Professor Amy CHOW Yin Man 周燕雯教授

Faculty of Social Sciences

Dr Fraide Jr Agustin GANOTICE

Li Ka Shing Faculty of Medicine

Dr May LAM Pui San 林珮珊博士

Li Ka Shing Faculty of Medicine

Dr Janet WONG Yuen Ha 黃婉霞博士

Li Ka Shing Faculty of Medicine

Interprofessional Education and Collaborative Practice – an 'eMART' Approach

“ Interprofessional Education and Collaborative Practice (IPECP) is a cross-programme, cross-faculty, and cross-institutional programme based at the Li Ka Shing Faculty of Medicine, HKU. From its inception in 2016, it has grown to be the largest IPE programme in Asia training students to embrace 21st-century skills and has inspired other higher educational institutions to revolutionise medical education through inclusive cooperation and partnerships. In 2021, it paved the way to scale up the programme by linking a large number of healthcare students from four higher educational institutions: The University of Hong Kong (HKU), Hong Kong Metropolitan University (HKMU), Tung Wah College (TWC), and University College London (UCL). It is a training hub for an average of 1,634 students being trained annually from 12 programmes: Chinese Medicine, Food and Nutritional Sciences, Law, Medicine, Nursing, Pharmacy (HKU and UCL), Physiotherapy (TWC and HKMU), Psychology, Social Work undergrad, Social Work masters, and Speech and Hearing Sciences. With the COVID-19 pandemic disrupting healthcare education, we demonstrated resilience and creativity to make IPE relevant and authentic in addressing the needs of times.

TEACHING INNOVATION AWARD TEAM AWARD

IPECP is 'eMART': **e**volving, **m**easurable, **a**chievable, **r**elevant (needs-based), and **t**heory-based. The threat of the COVID-19 pandemic fuelled us to demonstrate resilience to evolve continuously despite the pandemic. The application of cutting-edge theories of learning enabled us to install critical programme elements. We used the community of inquiry framework in fostering collaboration competencies through three elements: social presence, teaching presence, and cognitive presence.

Our IPECP programme uses a spiral 3-tier approach (3Cs). Tier 1 is Connect. Year 1 students get to know the fundamentals of IPE. Tier 2 is Capacitate. In the seven simulation modules, Year 3–4 students demonstrate their competencies in learning with interprofessional student teams about a complex and authentic case, and design a comprehensive management plan. Tier 3: Collaborate. With clinicians, near-peer-teachers and scientists serving as facilitators, Year 4–5 students and their team members work in synergy to develop creative and yet reason-based solutions. ”

STUDENTS' WORDS OF APPRECIATION

STEPHANIE LAW CHING LAM MBBS, current student

Our team was very cooperative when formulating the management plan. Not only did we work on our own assigned tasks, but we also facilitated other teammates' parts. When we had diverse views on certain issues, we were all willing to share our opinions, fully utilise our expertise from our respective fields, and reach a consensus. For example, our group mates who had a nursing background gave us valuable insights in handling the case related to developmental delay. Everyone was attentive in the discussions. Besides, I also attained knowledge pertaining to developmental delay, specifically Down Syndrome, via this case study. Although I hadn't seen an actual case of Down Syndrome before, I am now more equipped to help patients with developmental delay conditions. IPE offered a very good opportunity for me to collaborate with students from other majors, and we learnt a lot from one another.

KEVIN SO WANG LEONG BPharm, current student

IPE is an important programme for preparing us to provide holistic care to patients. I really appreciate the opportunity to interact with other future Health Care Professionals (HCPs). I learnt how to function in an interprofessional team and apply my knowledge and skills in pharmacy in my future practice, ultimately optimising patient outcomes. As future HCPs, you should seize this valuable opportunity to utilise your profession-specific expertise to collaborate with other students. Remember, a joint decision-making is of utmost importance in IPE and each student should not hesitate to share his / her views with others.

DISTINGUISHED RESEARCH ACHIEVEMENT AWARD

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

Nominations for the 2020–2021 Distinguished Research Achievement Award were considered by a Selection Committee comprising the following members:

- Professor Max SHEN (Chair), Vice-President and Pro-Vice-Chancellor (Research)
- Professor Vivian YAM Wing Wah, Department of Chemistry
- Professor Anthony YEH Gar On, Department of Urban Planning and Design
- Professor YUEN Kwok Yung, Department of Microbiology



Professor ZHAO Guochun
趙國春教授

Chair Professor
Department of Earth Sciences

Professor ZHAO earned his BSc and MSc degrees from Changchun University of Earth Sciences (now merged into Jilin University) in 1985 and 1988, respectively. Thereafter, he worked at Changchun University of Earth Sciences until 1996, when he went to Curtin University to pursue a PhD degree. In 2000, he received his PhD degree with an 'Outstanding PhD Thesis Award' from Curtin University. Since August 2000, he has been working in the Department of Earth Sciences at the University of Hong Kong as a Postdoctoral Fellow (2000–2002), Research Assistant Professor (2002–2007), Associate Professor (2007–2013), Professor (2013–2019) and Chair Professor (2019–now).

Professor Zhao's research interest focusses on applying modern geological theories and methods to tackle various geological problems, ranging from microscopic processes of mineral reactions during metamorphism to macroscopic

processes of assembly and breakup of continents in Earth's history. His main research findings include discovering two Himalaya-type continental collisional belts in North China that are 1.85 to 1.95 billion years old. This discovery is important because it demonstrates that modern-style plate tectonics was already operative about two billion years ago. In addition, Professor Zhao is the first person to have recognised global-scale collisional events 1.8 to 2.0 billion years ago leading to the assembly of a 1.8 billion-year-old supercontinent, now named Columbia or Nuna. This recognition has further confirmed that modern-style plate tectonics started on our planet two billion years ago. Recently, as Principal Investigator, he undertook a National Natural Science Foundation of China Major Project (with funding of 20 million RMB) entitled 'Reconstructions of East Asian continents in Pangea'. In this project, he used geological and paleomagnetic data to reconstruct the paleogeographic locations of East Asian blocks in the supercontinent Pangea, which has re-interpreted the geological history of East Asia.

Since 1998, Professor Zhao has published more than 380 refereed papers, which have been cited more than 54,000 times (with an *H-index* = 129), ranking him amongst the Highly Cited Researchers in 2014–2021. Professor Zhao has received many other awards, prizes and honours, including a State Natural Science Award (Second Class, First Awardee, 2014), Fellow of the Geological Society of America (2014), Outstanding Researcher Award of the University of Hong Kong (2016), 29th Khwarizmi International Award (First Class, 2016), Changjiang Chair Professorship (2017), The World Academy of Sciences (TWAS) Prize in Earth, Astronomy and Space Sciences (2018), Member (Academician) of the Chinese Academy of Sciences (2019), and Member (Fellow) of TWAS (2020). Professor Zhao was the President of the International Association for Gondwana Research (2015–2017) and Editor-in-Chief of *Precambrian Research*, a leading international journal in earth sciences.

During the past 30 years of his research career, Professor Zhao has encountered various obstacles and even failures, but he has never given up on his goals. He believes that ambition, hard work, learning from failure, patience and persistence make an unbeatable combination for success. He strongly agrees with poet Maya Angelou's classic statement that "You may encounter many defeats, but you must not be defeated."

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 2020–2021 Outstanding Researcher Award were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Max SHEN (Chair), 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, Department 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 outputs, 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.

OUTSTANDING RESEARCHER AWARD



Professor CHEN Zhiwei
陳志偉教授

Professor
Department of Microbiology

Professor CHEN received his BSc (1985) from Northwest A&F University, China, his MPhil (1993) from New Mexico State University and his PhD (1996) from New York University, USA. He was awarded the Revson & Winston Fellowship (1997) and the NIH F32 Fellowship (1998–2002) for his postdoctoral research at the Rockefeller University. He became an Aaron Diamond Assistant Professor there in 2003. He joined the University of Hong Kong in 2007, where he is now a full Professor in the Department of Microbiology. He is also the Director of HKU's AIDS Institute, which he helped establish in 2007.

The main focus of Professor Chen's research is on viral immunology and pathogenesis. By learning from host immune responses during the natural course of viral infections, Professor Chen and his team have invented vaccines and antibodies for the prevention of and immunotherapy against AIDS and COVID-19. The findings on the novel PD1-based vaccine and a broadly reactive bispecific neutralising antibody against HIV / AIDS discovered by his team were both published in *The Journal of Clinical Investigation* and two patents were filed. His findings of ultrapotent neutralising antibodies against SARS-CoV-2 variants of concern including Omicron have significant impacts on COVID-19 immunotherapy. Professor Chen has obtained funding of over HK\$120 million for external research grants at HKU, leading to more than 100 peer-reviewed publications, nine patents and one vaccine in clinical trials. He currently coordinates a large-scale HIV-1 study funded through the Theme-based Research Scheme. He was awarded both a Faculty Knowledge Exchange Award and an HKU Knowledge Exchange Excellence Award in 2019.

Professor Chen believes that biomedical innovation relies on basic and translational research. He is also very interested in applying his inventions towards cancer immunotherapy. He is fully committed to finding solutions to end AIDS, COVID-19 and cancer based on collaborative research.

Professor George LIN Chu Sheng
林初昇教授

Chair Professor
Department of Geography



Professor LIN was identified as a gifted talent for admission into university at the age of 16 when China resumed its competitive university entrance examinations in December 1977. He received his BSc and MSc in City Planning from Sun Yat-sen University, Guangzhou, China; MA in Geography and Planning from the University of Akron, Ohio, USA; and PhD in Human Geography from the University of British Columbia, Vancouver, Canada. He joined the University of Hong Kong in 1995.

Professor Lin is a highly respected world-class authority in China's geography and urban studies. His pioneering research of an extensive, widespread and bottom-up urbanisation of the Pearl River Delta region challenges the conventional wisdom that sees rural-urban migration and city-centred urbanisation as the inevitable outcome of rapid industrialisation. His work is widely considered path-breaking as it facilitates a paradigm shift in urban studies and foregrounds region-based urbanisation as an emerging and viable option of human settlement transition distinctive from the classic model of rural-urban migration. His cutting-edge studies on China's massive land development and phenomenal urban transformation since the 1990s have set the standard in the field and become key references adopted internationally. He has been identified as among the top 50 most cited economic geographers in the English-speaking world over the past half a century, ranked a top 1% scholar since 2009, and elected as Fellow of the Academy of Social Sciences (FACSS) of the UK in 2017.

Professor Lin is a champion of cross-disciplinary collaborative research and a passionate geographer fascinated by experiential learning and fieldwork. He is a believer of the Chinese wisdom about knowledge production that "Travelling ten thousand miles is more interesting and inspirational than reading ten thousand books (讀萬卷書不如行萬里路)!"

Professor Anderson SHUM Ho Cheung
岑浩璋教授

Professor
Department of Mechanical Engineering



Professor SHUM received his BSE (*summa cum laude*) in Chemical Engineering from Princeton University, and SM and PhD degrees in Applied Physics from Harvard University. In December 2010, he started his academic career at the University of Hong Kong, where he is now a Professor in the Department of Mechanical Engineering and Director of the Advanced Biomedical Instrumentation Centre.

Studying how fluids flow in tiny channels that are smaller in size than a human hair is the key focus of Professor Shum's research group. The technology used for manipulating fluids in microscaled channels is often referred to as microfluidics. Professor Shum and his team use microfluidic techniques to direct and manipulate fluids that are immiscible with each other. For instance, small and uniformly sized water droplets can be generated at very high frequency, and used as containers of medical samples for diagnostics and detection. They also study how droplets can be used as templates for forming materials that mimic the properties of those in the biological world. Professor Shum's work has been recognised by funds and awards, such as the Croucher Senior Research Fellowship and the National Natural Science Foundation of China (NSFC) Excellent Young Scientists Fund. He is a Fellow of the Royal Society of Chemistry, a member of the Global Young Academy, and a Founding Member of the Hong Kong Young Academy of Sciences, of which he is currently serving as the President.

Professor Shum feels very blessed to be able to ask scientific questions and learn new things through the work of his research group. He hopes that by focussing on the science, the team can continue to derive sustainable excitement from their studies, share their innovations with the scientific community, and realise impacts for society. He is immensely grateful to all current and past members of his group, his collaborators and colleagues, and his mentors and supporters over the years in research and in life, especially his family.

OUTSTANDING YOUNG RESEARCHER AWARD

The Outstanding Young Researcher Award is made to academic staff and other staff on Terms of Service I whose main duty is research. Awards are made annually, and applicants must be below the age of 40 at August 31 of the preceding academic year. Award winners receive a monetary award of up to HK\$150,000 per year for two years to further their research and a Type B research postgraduate studentship.

Nominations and applications for the 2020–2021 Outstanding Young Researcher Award were considered by the Research Awards Sub-Committee under the University Research Committee comprising the following members:

- Professor Max SHEN (Chair), 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, Department 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 outputs, 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.

OUTSTANDING YOUNG RESEARCHER AWARD



Dr Jasper CHAN Fuk Woo
陳福和醫生

Clinical Associate Professor
Department of Microbiology

Dr CHAN received his MBBS from the University of Hong Kong in 2005 and underwent specialist training at Queen Mary Hospital (2006–2012). He was awarded the Sir Patrick Manson Gold Medal for the best MD thesis at HKU in 2017. He joined the Department of Microbiology in 2013, and was promoted to Clinical Associate Professor in 2021.

As a clinical microbiologist managing patients with infectious diseases, Dr Chan is passionate about conducting translational research to improve the diagnosis, treatment and control of emerging infectious diseases with pandemic potential and those with special relevance to the HKSAR and Mainland China. He and his team reported the world's first familial cluster of COVID-19 that confirmed person-to-person transmission and established the world's first COVID-19 hamster model. He has published more than 280 articles in international peer-reviewed journals including *The Lancet* and *Nature*, and he is ranked by Clarivate as a top 1% scholar (since 2015) and Highly Cited Researcher (2021). He has served as expert member and ambassador of various international organisations, including the World Health Organization and American Society for Microbiology. His research awards include the State Scientific and Technological Progress Award (Second Class, 2019), Most Promising Young Researcher Award (Food and Health Bureau, 2019), Lo Ying Shek Chi Wai Foundation Award for Young Investigator (2020), and Shenzhen Science and Technological Progress Award (First Class, 2021).

Dr Chan believes in the importance of connecting the bench with the bedside to provide novel solutions to clinically important problems. He loves working with his students as they are always full of creativity and energy. He is immensely grateful to his mentors, colleagues, students, and mostly importantly his family for their love and support.



Dr HU Xiaoqing
胡曉晴博士

Assistant Professor
Department of Psychology

Dr HU received his BS from Zhejiang University, MEd from Zhejiang Normal University, and PhD in Brain Behaviour and Cognition from Northwestern University. He then completed his postdoctoral training at the University of Texas at Austin. He joined the University of Hong Kong in 2016. Dr Hu is currently an Assistant Professor in the Department of Psychology, and a Principal Investigator in the State Key Laboratory of Brain and Cognitive Sciences.

‘Can we help people forget unwanted memories?’ – Intrigued by this question, Dr Hu and his team focus on the neurocognitive mechanisms of adaptive forgetting, both while awake and during sleep. Dr Hu’s research reveals brain activity when people voluntarily control unwanted memories, and how such control weakens memory representations and diminishes their unintended influences. His research also studies how to edit unwanted memories during human sleep, via unobtrusive memory cueing. Given that maladaptive memories (e.g. trauma), disrupted sleep (e.g. insomnia), and their interactions (e.g. nightmares) are common among various psychiatric disorders (depression, anxiety, post-traumatic stress disorder, etc.), Dr Hu’s research may inform the development of novel psychological interventions so as to safeguard mental well-being and to promote resilience when facing life’s adversities.

Dr Hu believes that the best science happens with teamwork and collaboration. He is grateful for his supervisors, collaborators, colleagues and students. Together with his team, Dr Hu will continue solving puzzles of memory, sleep and forgetting, and help people who are troubled by unwanted memories.



Dr HUANG Shiyang
黃詩楊博士

Associate Professor
Faculty of Business and Economics

Dr HUANG received his bachelor’s and master’s degrees from Tsinghua University, and his PhD degree in Finance from the London School of Economics and Political Science (LSE). He joined the University of Hong Kong in 2015.

The common thread through all of Dr Huang’s research is to better understand the causes and consequences of financial market efficiencies (inefficiencies). For ‘causes’, he focusses on the function of information markets and investor trading behaviour, while for ‘consequences’, he focusses on the implications of information markets and investor behaviours for real economy (e.g. firms’ financing). He studies these issues through both empirical investigation and theoretical analyses. For instance, one of his studies shows that industry ETFs (exchange traded funds) as financial innovation facilitate informed trading by helping investors hedge industry risk and better trade on firm-specific information. His work has been published in renowned academic journals, such as *The Review of Financial Studies* and the *Journal of Financial Economics*, and has been reported by international media, including the *Wall Street Journal*, *Bloomberg*, and *Forbes*. Also, Dr Huang is collaborating with the Bank of England to understand how different institutional investors contribute to the financial instability in the UK government bond market, including a project on the government bond crisis in 2020 during the COVID-19 pandemic.

The questions of ‘what drives the market inefficiency’ and ‘what are the consequences of the market inefficiency’ have triggered Dr Huang’s work. As a researcher, he believes that understanding these questions is not only about research curiosity but also has important implications in regulations and social welfare. This belief gives him momentum and motivates him to dig deeper into his research theme.



Dr Eric IP Chi Yeung
葉子揚博士

Associate Professor
Department of Law

Dr IP received his DPhil degree in Socio-Legal Studies from the University of Oxford in 2013. He held academic positions at University College London and the Chinese University of Hong Kong (CUHK), before joining the University of Hong Kong in 2016.

Dr Ip's internationally recognised research in comparative constitutional and administrative law detects and predicts how judicial doctrines in public law systemically evolve in response to broader patterns of political change. It has been published in renowned peer-reviewed periodicals such as *The American Journal of Comparative Law*, *Oxford Journal of Legal Studies*, and *International & Comparative Law Quarterly*. He is the author of *Hybrid Constitutionalism* (Cambridge University Press, 2019) and *Judging Regulators* (Edward Elgar, 2020), and a co-editor of *The Oxford Handbook of Comparative Administrative Law* (Oxford University Press, 2021). His innovative work in public health law and ethics focusses on how constitutional norms can be designed to promote human rights to health and a healthy environment. His publications in this field have appeared in *The Lancet Planetary Health*, *Journal of Law and the Biosciences*, and *Medical Law Review*. Dr Ip has received the Young Researcher Award (2014) and Research Excellence Award (2015) from CUHK, and the Faculty Research Output Prize (2017), Faculty Outstanding Teaching Award (2018), University Research Output Prize (2020), and Faculty Research Output Prize (2021) from HKU, all in recognition of his stellar performance in research and teaching.

For the sake of future generations, Dr Ip is convinced that public law researchers must understand how the law can and should be used to strike a better balance between individual, population, and planetary well-being in ethical and sustainable ways.



Dr Michael NI Yuxuan
倪宇軒醫生

Clinical Associate Professor
School of Public Health

Dr NI trained in public health medicine, pursued postgraduate studies at Harvard University, and obtained a higher doctorate by research from the University of Hong Kong. As a public health physician, Dr Ni's interdisciplinary research spans different fields while maintaining a focus on population well-being. His research programme has been supported by over 40 grants, with funding of over HK\$100 million as Principal Investigator.

Dr Ni serves as a Principal Investigator (PI) and on the Executive Committee of HKU's State Key Laboratory of Brain and Cognitive Sciences. He is also Programme Director for the territory-wide FAMILY Cohort study and PI for the World Health Organization World Mental Health Composite International Diagnostic Interview-5 in Hong Kong. Dr Ni is an elected member of the leadership of the World Psychiatric Association (WPA) Epidemiology and Public Health Section.

As the School of Public Health's first psychiatric epidemiologist, Dr Ni has pioneered and led its research programme on population mental health. He has achieved international recognition as one of the top scholars among a new generation of researchers in his field, and is the recipient of the Michele Tansella Award from the WPA. His work has attained substantial translational impact by directly guiding policymaking at the highest levels of government. He conducted the most comprehensive study of Hong Kong's path to becoming the longest living population in the world. Although Hong Kong's life expectancy – the most objective indicator of physical health – is world-leading, Dr Ni has concurrently detected substantial declines in population mental health. His upcoming work will therefore focus on how to enhance the mental well-being of populations.

OUTSTANDING YOUNG RESEARCHER AWARD

Dr ZHANG Zhiwen 張智文博士

Associate Professor
Department of Mathematics



Dr ZHANG received his BSc and PhD degrees from Tsinghua University in 2006 and 2011, respectively. After being a Postdoctoral Scholar at the California Institute of Technology for four years, he joined the University of Hong Kong in 2015 and was promoted to Associate Professor in 2021.

Many problems in sciences and engineering are full of uncertainty, such as flow transport in porous media and electrons propagating in impure conductors. Building mathematical models to study these problems is called uncertainty quantification (UQ). Stochastic partial differential equations (SPDEs) play an important role in UQ. However, these problems are challenging due to the curse of dimensionality. Dr Zhang found that solutions of SPDEs have certain low-dimensional approximations. Thus, he successfully developed model reduction methods to solve these problems. Moreover, he developed robust structure-preserving schemes for computing effective diffusivities and front propagations in 3D chaotic and random flows. His methods can alleviate the curse of dimensionality and compute many real-world problems, including reservoir simulation, quantum metamaterials design, and turbulent combustion, which has generated a broad impact on the UQ field. His work has been published in top journals in his research area, including *SIAM Journal on Numerical Analysis*, *SIAM Journal on Scientific Computing*, *IEEE Transactions on Automatic Control*, and *Journal of Computational Physics*.

Dr Zhang believes that if you have the courage to study challenging problems, work hard with passion, are good at learning from others, and at the same time have good perseverance, then it is possible to succeed through exerting your strengths and creativity.

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD

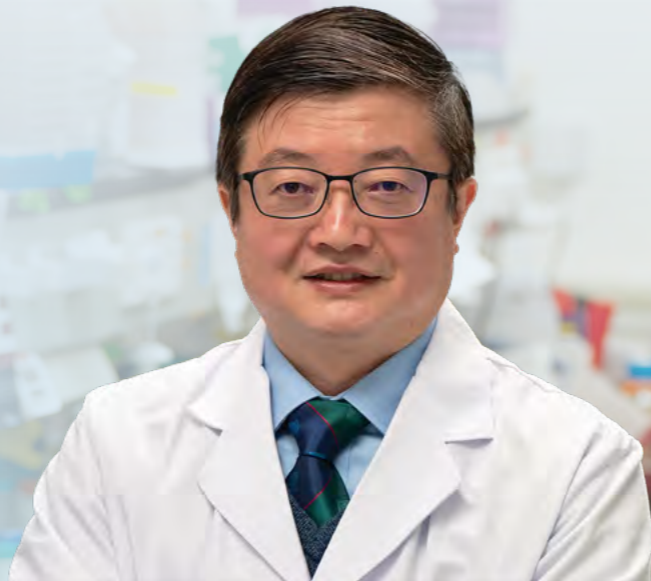
The Outstanding Research Student Supervisor Award is granted in recognition of supervisors of research postgraduate students whose guidance has been of particular help to their students in the pursuit of research excellence. Awards are made annually, and are open to teachers of all grades who have served 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 2020–2021 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 CHEN Zhiwei
陳志偉教授

Professor
Department of Microbiology



Professor CHEN received his BSc (1985) from Northwest A&F University, China, his MPhil (1993) from New Mexico State University and his PhD (1996) from New York University, USA. He was awarded the Revson & Winston Fellowship (1997) and the NIH F32 Fellowship (1998–2002) for his postdoctoral research at the Rockefeller University. He became an Aaron Diamond Assistant Professor there in 2003. He joined the University of Hong Kong in 2007, where he is now a full Professor in the Department of Microbiology and the Director of the AIDS Institute.

In terms of research student supervision, Professor Chen's philosophy is simply offering his shoulders to trainees so that they can reach high and eventually become independent scientists to serve society. His pedagogical approach is to encourage his students to bravely take on frontier research topics as a leader rather than a follower from the beginning of their postgraduate training. In recent years, his team invented a PD1-based vaccine platform for prevention and immunotherapy against AIDS, COVID-19 and cancer. His team also invented ultrapotent broadly neutralising antibodies and bispecific neutralising antibodies against all current SARS-CoV-2 variants of concerns including Omicron and genetically divergent HIV-1 strains, respectively. Notably, these innovative discoveries were mainly made by his talented postgraduate students as co-inventors in HKU patent applications and as first authors of publications in world-leading scientific journals such as *The Journal of Clinical Investigation*, *Immunity*, and *Cell Host & Microbe*.

Professor Chen guides his students to build up their research curiosity, adopt new technologies quickly and master the skills of collaboration with others. After graduation, many of them have been accepted as postdoctoral fellows at world-leading universities (e.g. Harvard University, Stanford University, Imperial College London, Institut Pasteur, etc.) as well as at local universities.

Professor Rainbow HO Tin Hung
何天虹教授

Professor
Department of Social Work and Social Administration



Professor HO received her BSc in Biology and Biochemistry and MPhil in Anatomy from the Chinese University of Hong Kong. After working in the field of clinical immunology for eight years, she changed her field of research and study to performing arts and arts psychotherapy. She received her PhD from the Department of Social Work and Social Administration at the University of Hong Kong in 2005. She became an Associate Professor, and was promoted to Professor in 2016. She has also been the Director of the Centre on Behavioral Health since 2011.

Professor Ho's research interests are interdisciplinary behavioural sciences research related to evidence-based integrative health practices, psychophysiology, and spirituality. Her clinical research studies in mind-body practices using taichi and qigong as well as creative arts-based intervention for different populations are well recognised internationally, as indicated by her international research awards from professional bodies in the US, Australia, and New Zealand. Professor Ho has also received the Faculty of Social Sciences' Outstanding Teaching Award (2015), Outstanding Research Output Award (2020), and Knowledge Exchange Award (2021).

Promoting holistic well-being and human services by integrating the arts and sciences is key to Professor Ho's academic pursuits. She believes that this can only be achieved with creativity, innovation, cultural sensitivity, and evidence-based practices. She gives maximum flexibility and space to her students and encourages them to develop independent research agendas for which they have the greatest passion. She encourages students to cultivate curiosity, passion, patience, and persistence during the study journey, as these are the most important personal attributes for a researcher. Her 15 PhD and MPhil graduates have published more than 50 peer-reviewed journal articles and book chapters and have won 20 best presentation and research-related awards at international conferences.

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 2021 were considered by a Selection Committee comprising the following KE Executive Group member and co-opted members from senior academics:

- Professor Max SHEN (Chair), Vice-President and Pro-Vice-Chancellor (Research);
Acting Director, Knowledge Exchange Office
- Professor Anderson SHUM (Deputy Chair), Associate Vice-President (Research and Innovation)
- Dr Stephanie MA, Associate Director, Knowledge Exchange Office
- Professor Simon YOUNG, Associate Dean (Research), Faculty of Law
- Dr Shawn ZHAO, Deputy Director, Technology Transfer Office

KNOWLEDGE EXCHANGE EXCELLENCE AWARD



Dr Duangporn DUANGTHIP (Leader)

Professor CHU Chun Hung 朱振雄教授

Professor Edward LO Chin Man 盧展民教授
Tam Wah-Ching Professor in Dental Science

Professor Cynthia YIU Kar Yung 姚嘉榕教授

Faculty of Dentistry

Promoting Child Oral Health and Managing Tooth Decay in Preschool Children

Tooth decay in young children is a public health issue in Hong Kong and also worldwide. The translational research and knowledge exchange (KE) projects conducted in the Faculty of Dentistry at the University of Hong Kong in promoting oral health and managing tooth decay in children have achieved significant impacts, including the establishment of a kindergarten-based dental care project, namely the 'Jockey Club Children Oral Health Project' funded by the Hong Kong Jockey Club Charity Trust. This is a territory-wide outreach project in which silver diamine fluoride (SDF) is used for controlling tooth decay among preschool children. A very high participation rate and parental satisfaction were obtained. Studies of the members of this winning team have shown that SDF is safe, inexpensive and effective in stopping tooth decay. The non-invasive and non-aerosol generating treatment with SDF is suitable for implementation in school settings, leading to a new paradigm for management of tooth decay in children. Additionally, their work has influenced the dental profession around the world, such as establishing new clinical guidelines on using SDF in children. They have also worked with the World Health Organization (WHO) to promote a global oral health policy to use SDF for oral health. As a result, for the first time, SDF is included in the dental section of the Model List of Essential Medicines published by the WHO in 2021 which is currently used as a guide by more than 150 countries.

HKU INNOVATOR AWARD

Introduced in 2020–2021, 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. There will be at most one awardee each year.

Nominations for the HKU Innovator Award 2021 were considered by a Selection Committee comprising the following KE Executive Group member and co-opted members from senior academics:

- Professor Max SHEN (Chair), Vice-President and Pro-Vice-Chancellor (Research); Acting Director, Knowledge Exchange Office
- Professor Anderson SHUM (Deputy Chair), Associate Vice-President (Research and Innovation)
- Dr Stephanie MA, Associate Director, Knowledge Exchange Office
- Professor Simon YOUNG, Associate Dean (Research), Faculty of Law
- Dr Shawn ZHAO, Deputy Director, Technology Transfer Office

HKU INNOVATOR AWARD



Professor ZHANG Tong
張彤教授

Chair Professor
Department of Civil Engineering

Microbiomes are closely linked to human health and environmental protection. Professor ZHANG and his team have been working on environmental microbiome and wastewater-based epidemiology for the past 15 years. They invented quantitative assays using metagenomics and bioinformatics for these important microorganisms in wastewater treatment and environmental protection to improve the pollution control performance of the engineering facilities, and developed comprehensive analytical methods for the emerging biological pollutants (antibiotics resistance genes) as a worldwide leading group in the field of environmental dimension of antibiotics resistance. Recently, Professor Zhang and his team designed the effective sewage surveillance systems to track the transmission of the SARS-CoV-2 virus and its variants in the community and find the hidden cases in a population, significantly contributing to the fight against the pandemic.

FACULTY TEACHING AWARDS

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

Faculty of Architecture

Faculty Teaching Awards

- Ms Vinczi MAK Wing Sze 麥詠詩女士, Department of Architecture
- Ms Susanne Elisabeth TRUMPF, Department of Architecture

Faculty of Arts

Faculty Teaching Excellence Awards

Professoriate Staff Category

- Dr TANG Pui Ling 鄧佩玲博士, School of Chinese

Academic-related Staff Category

- Dr Maria Mercedes VÁZQUEZ VÁZQUEZ, School of Modern Languages and Cultures

Teaching Innovations in E-learning Category

- Dr LAM Yu Shan 林宇珊博士, School of Chinese

Faculty of Business and Economics

Faculty Outstanding Teacher Award

Undergraduate Teaching

- Dr Matthias BUEHLMAIER 高德祿博士, Faculty of Business and Economics
- Dr ZHANG Yiwen 張軼文博士, Faculty of Business and Economics
- Dr DU Jinzhao 杜金鈞博士, Faculty of Business and Economics

Postgraduate Teaching

- Mr David LEE Seungwoo 李乘雨先生, Faculty of Business and Economics
- Dr Alex CHAN Wing Ho 陳永豪博士, Faculty of Business and Economics
- Dr DING Chao 丁超博士, Faculty of Business and Economics
- Dr ZHANG Xiaowei 張曉偉博士, Faculty of Business and Economics

Faculty Teaching Innovation Award

- Dr MENG Rujing 孟茹靜博士, Faculty of Business and Economics

Faculty of Education

Faculty Early Career Teaching Award

- Dr Peter Jon COBB, Faculties of Education and Arts
- Ms Promail LEUNG Kin Yi 梁健儀女士, Faculty of Education

Faculty of Engineering

Faculty Outstanding Teaching Award

Individual

- Dr LAW Kwan Ho 羅君皓博士, Department of Civil Engineering

Faculty of Law

Faculty Outstanding Teaching Award

- Mr Francis CHUNG Ho Chai 鍾浩齊先生, Department of Law
- Dr Richard WU Wai Sang 胡惠生博士, Department of Professional Legal Education

Li Ka Shing Faculty of Medicine

Faculty Teaching Medal

Full-time Teaching Staff

- Dr Michael CO Tiong Hong 許長峯醫生, Department of Surgery
- Dr SHIH Kendrick Co 施愷迪醫生, Department of Ophthalmology
- Dr Siddharth SRIDHAR, Department of Microbiology
- Dr Abraham WAI Ka Chung 衛家聰醫生, Emergency Medicine Unit, Li Ka Shing Faculty of Medicine

Faculty of Science

Award for Teaching Excellence

- Dr Rachel LUI 呂嘉蕙博士, Faculty of Science

Award for Teaching Innovations in E-learning

- Professor Pauline CHIU 趙寶貽教授, Department of Chemistry

Excellent Teaching Assistant Award

- Mr Abdullah Nawabjan SHAIK, School of Biological Sciences
- Mr Thomas WONG Hong Tsun 黃康晉先生, Department of Physics

Faculty of Social Sciences

Social Sciences Outstanding Teaching Award

- Dr Gilad FELDMAN, Department of Psychology
- Dr Jeffrey Allen SAUNDERS, Department of Psychology

Social Sciences Outstanding E-Learning Award

- Dr ZHU Jiangnan 朱江南博士, Department of Politics and Public 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

'New metro system and active travel: A natural experiment'

By Dr SUN Guibo 孫貴博博士*, Miss ZHAO Jianting 趙健婷小姐*, Professor Christopher John WEBSTER 偉仕達教授* and Professor LIN Hui 林理教授*, published in *Environment International*, 138, 105605 (2020)

Faculty of Arts

Licentious Fictions: Ninjō and the Nineteenth-Century Japanese Novel

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