The past few years have remained full of challenges. But throughout these difficult times, at HKU we have demonstrated our endurance, resilience and determination not just to survive but to thrive. Through excelling in our teaching and learning, research and innovation, and knowledge exchange endeavours, we can make key contributions to the wider community here in Hong Kong and globally.

Moving forward in the post-pandemic period, we are embracing our extended array of learning modes as we continue to attract top-scoring students from Hong Kong and around the world. Advancements and modernisation of the curriculum are guided by our Undergraduate Teaching and Learning Strategy 2021–2028. The Common Core, which celebrated its 10th year in 2022, continues to enable students to step beyond their disciplines into guided inquiry, aligning with the wider goal of expanding research across the curriculum.

To further cultivate our cutting-edge research, we have been increasing investment in physical space and human resources and deepening our engagement in the Greater Bay Area. The Tech Landmark – with a groundbreaking ceremony in 2022 and completion scheduled for 2024 – will host institutes dedicated to strategic research, particularly emphasising interdisciplinary studies. HKU has once again shown strong performance in local research funding exercises, including being awarded 247 projects under the General Research Fund, five projects as lead institution under the latest round of the Theme-based Research Scheme, and one of only two Areas of Excellence projects awarded in 2022. A record 38 HKU scholars made Clarivate’s Highly Cited Researchers list, with HKU ranking 26th globally.

Efforts to position HKU as an innovation hub and a leader in producing solutions for the world’s major challenges have escalated over the past year. We launched the HKU Techno-Entrepreneurship Core (HKU TEC) in 2022 to coordinate innovation and entrepreneurship activities across campus, promote interdisciplinary collaboration, connect with stakeholders and external partners, and train students and incubate start-ups. In 2022, two new schemes were launched to nurture impact: the Lasting Impact Fund to support innovative young scholars in blue sky ideas with lasting impact and the Strategic Impact funding scheme for HKU projects with impact in areas of national and global importance.

The outstanding achievements celebrated today demonstrate the expertise and inspiration of our professors and researchers to tackle head on the challenges faced in today’s world. My sincere thanks and congratulations go to all of our award winners and I look forward to the future heights that HKU can achieve through nurturing talent and stimulating academic excellence.

Professor Xiang ZHANG
President and Vice-Chancellor
March 2023
PROGRAMME

March 8, 2023 | Rayson Huang Theatre

OPENING ADDRESS
Professor Xiang ZHANG, President and Vice-Chancellor

HKU YOUNG INNOVATOR AWARD
Video presentation
Award presented by Professor Max SHEN, Vice-President and Pro-Vice-Chancellor (Research)
Awarded
Dr YUAN Shuofeng, Department of Microbiology

OUTSTANDING YOUNG RESEARCHER AWARD
Video presentation
Awards presented by Professor Max SHEN, Vice-President and Pro-Vice-Chancellor (Research)
Awarded
Dr Lydia CHEUNG Wai Ting, School of Biomedical Sciences
Dr Shirley LI Xin, Department of Psychology
Dr RAN Lishan, Department of Geography
Dr WANG Yufeng, Department of Chemistry
Dr ZHANG Binzheng, Department of Earth Sciences
Dr Angela ZHANG Huyue, Department of Law

EARLY CAREER TEACHING AWARD
Video presentation
Awards presented by Professor Ian HOLLIDAY, Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
Awarded
Mr Nikolas ETTEL, Department of Architecture
Dr KHONG Mei Li, School of Clinical Medicine
Dr Austin Michael STRANGE, Department of Politics and Public Administration
Dr Abraham WAI Ka Chung, Department of Emergency Medicine

HKU INNOVATOR AWARD
Video presentation
Award presented by Professor Max SHEN, Vice-President and Pro-Vice-Chancellor (Research)
Awarded
Professor HUANG Mingxin, Department of Mechanical Engineering

OUTSTANDING RESEARCH STUDENT SUPERVISOR AWARD
Video presentation
Awards presented by Professor Richard WONG, Provost and Deputy Vice-Chancellor
Awarded
Professor CHEN Ji, Department of Civil Engineering
Professor CHU Chun Hung, Faculty of Dentistry
Dr WONG Chun Ming, Department of Pathology

KNOWLEDGE EXCHANGE EXCELLENCE AWARD
Video presentation
Award presented by Professor Richard WONG, Provost and Deputy Vice-Chancellor
Awarded
Dr HE Guojun, Faculty of Business and Economics

OUTSTANDING RESEARCHER AWARD
Video presentation
Awards presented by Professor Xiang ZHANG, President and Vice-Chancellor
Awarded
Professor Douglas Wayne ARNER, Kerry Holdings Professor in Law, Department of Law
Professor HUANG Mingxin, Department of Mechanical Engineering
Professor TANG Chuyang, Department of Civil Engineering

OUTSTANDING TEACHING AWARD
Video presentation
Awards presented by Professor Xiang ZHANG, President and Vice-Chancellor
Awarded
Individual
Dr Lisa CHEUNG Mei Ling, Centre for Applied English Studies
Dr Rachel LUI Ka Wai, Faculty of Science
Team
Dr Michelle Reyes RAQUEL (Leader), Centre for Applied English Studies; Dr Simon David BOYNTON, Centre for Applied English Studies; Dr Jack TSAO, Common Core Office and Mr Donn Emmanuel Ventura GONDA, Centre for the Enhancement of Teaching and Learning

UNIVERSITY DISTINGUISHED TEACHING AWARD
Citation delivered by Professor Ian HOLLIDAY, Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
Award presented by Dr the Honourable Sir David Li Kwok Po, Pro-Chancellor and Professor Xiang ZHANG, President and Vice-Chancellor
Awarded
Mr David Lorin BISHOP, Faculty of Business and Economics

CLOSING ADDRESS
Dr the Honourable Sir David Li Kwok Po, Pro-Chancellor

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

Masters of Ceremonies: Mr Anthony CHEUNG, BBA Year 4 and Miss Helen WONG, BA (LSC) Year 2
Infectious diseases account for around 20% of global mortality, and viruses are responsible for about one-third of these deaths. In the past decades, emerging and re-emerging viruses such as coronaviruses, influenza A viruses, and Zika virus have posed significant global public health threats. By focusing on small-molecule drugs that can be delivered orally and are cheaper and easier for patients to access, Dr Yuan’s efforts aim to help ensure the world is prepared to quickly develop and equitably deploy effective, accessible antiviral treatments when a pandemic threat emerges.

Dr Yuan’s pioneering work has derived new targets, new strategies, and novel lead compounds for antiviral therapy against SARS-CoV-2 and other infectious diseases. The in-silico and in-vitro high-throughput drug discovery platforms using high-performance computers and automatic screening robotics is a highly cost-effective approach. Together with the application of cutting-edge technologies such as RNAi and multi-omics analyses, Dr Yuan and his team identified novel pathogenic mechanisms and therapeutic targets of COVID-19, including viral helicase and proteases, as well as host sterol regulatory element-binding proteins (SREBP) and diacylglycerol acyltransferase (DGAT). Concepts established in these projects are harnessed to design and develop new strategies, methods and leads for early and rapid diagnosis, immunisation with live attenuated and synthetic vaccines, as well as therapeutic treatment targeting either SARS-CoV-2 or the host.
Dr Cheung received her BSc in biotechnology and PhD in cancer cell biology from the University of Hong Kong in 2004 and 2009, respectively. She undertook postdoctoral training in cancer genomics research at the MD Anderson Cancer Center (Houston, USA). She then returned to her alma mater in 2016 as an Assistant Professor in the School of Biomedical Sciences.

Dr Cheung’s research interest focusses on gene mutations in cancer cells. Through in-depth studies of the cellular signalling pathways driven by the mutations, her research aims to understand how the mutations affect the responses of cancer cells to cancer therapeutics. Her studies have revealed gene mutations in key cancer pathways that represent new molecular targets for the development of effective precision cancer medicine. Dr Cheung’s work has been recognised by world-leading journals such as the Proceedings of the National Academy of Sciences, Nature Communications and Cancer Cell.

Puzzle games have intrigued Dr Cheung since her childhood. She believes that unravelling the survival signals of cancer cells is similar to solving puzzle games. Both require strategies such as perseverance, creativity and flexibility. Dr Cheung feels extremely fortunate to have her mentors, team, collaborators and family around her to provide the support and perspectives needed to solve scientific puzzles that cannot be tackled alone.
Dr Li received her BSc in psychology from the University of Toronto, her MA and PhD in medical sciences (psychiatry) from the Chinese University of Hong Kong, and her clinical psychology doctorate from University College London. She is a registered clinical psychologist in Hong Kong and the UK and an Associate Fellow of the British Psychological Society. She joined the University of Hong Kong in 2015. Dr Li’s research interests centre on sleep and sleep disorders. Her work aims to understand how sleep affects our daily functioning and physical and mental well-being. She also strives to translate research into practice and inform the development of evidence-based interventions to improve sleep and health in different populations. Her studies include examining the efficacy of sleep- and circadian-focussed interventions on improving sleep and mental health problems in young people. Dr Li received the Elio Lugaresi WASM Award for Sleep Medicine from the World Association of Sleep Medicine in 2009, the Young Investigator Award at the World Congress on Sleep Medicine in both 2013 and 2015, and the 2017 Outstanding Early Investigator Award from the Sleep Research Society. Working as a researcher is a challenging yet fruitful adventure filled with curiosity, frustration, persistence, and excitement for Dr Li. “Being an open-minded lifelong learner” is the mindset driving her passion for research. Along her academic journey, she is accompanied by many important people in her life – family, friends, mentors, colleagues, and students – to whom she is eternally grateful.

Dr Ran received his BSc in hydrology from Lanahou University, his MPhil in geomorphology from the Chinese Academy of Sciences, and his PhD in physical geography from the National University of Singapore. He moved to the University of Hong Kong in 2016, where he is currently an Associate Professor in the Department of Geography. Research in Dr Ran’s laboratory focusses on the biogeochemistry of freshwater systems. In particular, he is interested in the carbon cycle within various aquatic systems (e.g. streams, rivers, lakes, and ponds). Utilising field-based approaches in combination with quantitative modelling tools, his research strives to understand how human activities and climate change impact the transport and transformation of carbon in the land-to-ocean aquatic continuum. His team has advanced our understanding of greenhouse gas emissions from freshwater systems across China and their response to global change, which contributes to China’s ‘dual carbon’ goal. Dr Ran is a recipient of the National Natural Science Foundation of China’s Excellent Young Scientists Fund (Hong Kong and Macau). His work has been published in top journals including Nature, Nature Communications and Nature Geoscience. Dr Ran believes that quality research always builds upon team efforts. He attributes most of his academic success to being fortunate to have collaborated and interacted with outstanding mentors, colleagues, collaborators and students at HKU and around the world over the years.
Dr Zhang received his BE (2005) and MEng (2007) degrees in electric engineering from Zhejiang University and PhD degree (2012) in engineering from Dartmouth College. He joined the University of Hong Kong in 2018, where he is currently an Assistant Professor in the Faculty of Science.

Dr Zhang’s research focus is on supercomputer modelling of terrestrial and planetary space environment systems, with applications in space weather forecasting and numeric platforms for mission design. He has developed a general-purpose, high-performance computing-based software for simulating planetary space environments including Venus, Earth, Mars, Jupiter and Saturn. These global-scale numerical models are not only useful in studying the interaction between the planet and the solar wind, but also applicable to future mission planning such as orbital design. The Jupiter model has successfully solved a decades-long mystery about Jupiter’s magnetic field structures combined with Juno mission data. Dr Zhang has also been collaborating with scientists and engineers from the Chinese Academy of Sciences and the China National Space Administration on the Tianwen-4 mission planning, which will be launched to visit Jupiter and Uranus in 2030.

As a scientist, engineer and teacher, Dr Zhang believes that the purpose of higher education is to prepare the most capable and dedicated for the most responsible positions and difficult service. Planetary research is a particularly challenging and exciting field, and now he’s looking forward to moving the field forward with knowledge and enthusiasm.

Dr Wang obtained his BS degree from Peking University in 2008 and his PhD degree from New York University in 2013. After his postdoctoral training at Massachusetts Institute of Technology, he joined the University of Hong Kong as an Assistant Professor in 2016, and was promoted to Associate Professor in 2022. He received the Croucher Innovation Award 2019 and the National Natural Science Foundation of China’s Excellent Young Scientists Fund (Hong Kong and Macau) 2022.

Dr Wang is a materials chemist, with special expertise in the synthesis and self-assembly of colloids, nanoparticles, and polymers. Over the past years, Dr Wang and his team have strengthened the design of anisotropic particles, which are the essential components for creating mesoscale materials with application in photonics, sensing, microrobotics, cargo delivery and active matter. The team’s recent and key strategy is to fabricate particles with low-symmetry shapes and heterogeneous surfaces, which introduces specific and directional interactions between particles and leads to the assembly of complex superstructures. The reduced symmetry also encodes information that guides the particle’s dynamics, making them useful toward active materials, which propel, combine, reconfigure and evolve, emulating those in the biological and living systems.

As a researcher, Dr Wang believes that creativity comes from the desire for new things. The new discoveries and knowledge keep his motivation and enthusiasm for pursuing innovative ideas and thinking differently.
Dr Zhang received her LLB from Peking University, and her LLM, JD and JSD from the University of Chicago Law School. Before joining the University of Hong Kong in 2017, Dr Zhang taught at King’s College London and practised law at leading international law firms in the USA, Europe and Asia.

Dr Zhang has broad research interests in the areas of law and economics, particularly in transnational legal issues bearing on businesses. Her first book, *Chinese Antitrust Exceptionalism: How the Rise of China Challenges Global Regulation*, garnered significant media attention and was named Best Political Economy Book of the Year by ProMarket. Her other publications have appeared in leading international law reviews including *Harvard International Law Journal*, *Yale International Law Journal* and *Stanford International Law Journal*, as well as top peer-reviewed journals from other disciplines such as *Management Science* (two papers) and *China Quarterly*.

Dr Zhang is a four-time recipient of the Concurrence Antitrust Writing Award, which selects the best articles published globally in the field of antitrust law each year. She is also a highly sought-after commentator on Chinese regulatory issues and is frequently interviewed by major international media outlets. Dr Zhang regularly runs three kilometres in the early morning, as she wants to constantly remind herself that good research requires a similar combination of speed and persistence as required in a three-kilometre race.

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The Teaching Excellence Award Scheme aims to recognise, reward and promote excellence in teaching at the University. Applications were considered by a Selection Panel comprising the following members this year:

- Professor Ian HOLLIDAY (Chair), Vice-President and Pro-Vice-Chancellor (Teaching and Learning)
- Professor Moira FISCHBACHER-SMITH, Vice-Principal (Learning and Teaching), University of Glasgow
- Professor Susan BRIDGES, Director, Centre for the Enhancement of Teaching and Learning
- Mr Mathew PRYOR, Associate Professor (Teaching) and Associate Dean (Teaching and Learning), Faculty of Architecture (Recipient of 2021 University Distinguished Teaching Award and 2019 UGC Teaching Award)
- Mr Gary NG, student representative

Awards were made in the categories of University Distinguished Teaching Award, Outstanding Teaching Award and Early Career Teaching Award. 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 Fischbacher-Smith for providing expert advice during the final selection process.
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:

- Mr Nikolas ETTEL, Department of Architecture
- Dr KHONG Mei Li, School of Clinical Medicine
- Dr Austin Michael STRANGE, Department of Politics and Public Administration
- Dr Abraham WAI Ka Chung, Department of Emergency Medicine

I work to maintain a continuous pursuit towards students’ creative advancement. As a trained architect, I’ve learnt that context is key, hence, the exploration of creativity is part of an activity in which attention to detail and the understanding of disciplinary polyphony are essential for a fruitful learning environment. I am excited to work with students from diverse disciplinary backgrounds for a balancing act between collective idea developments and visual cinematic experiments.

From my own experience, creativity cannot be instantly gained nor sustained. Hence, I believe, an effective approach to trigger students’ creativity is to guide them through challenging course goals – such as personalised short films. Here, my central strategy is founded on several feedback platforms in which students test, reflect, and create ideas through films, but more importantly, within the Cinema Intensive Care Units (CICUs) students get introduced to a unique form of verbal and visual idea deployment. The CICU is designed as a platform for iterated group discussions in order to build confidence for their filmmaking which subsequently fosters students’ visual communication skills. Ultimately, this appreciation of different skill sets drives my teaching. A successful teacher, I believe, fosters creativity through students’ own curiosity.
STUDENTS’ WORDS OF APPRECIATION

"After spending a semester working with Nik and a hall’s worth of new students, it became clear to me how passionate he is in being a pillar of support for his students. He’s always ready to provide support and assistance; he knows and understands what it is like to be a student and the potential help they may need. Even for myself as a teaching assistant, in areas where I would need help in dealing with certain situations, Nik was ready to lend a hand. He is clearly very experienced and very encouraging to all, which makes for lively classes and discussions, even in those he attends as a guest. Overall, he has made being a teacher a very fulfilling role."

BRANDON WONG CARACCIOLI
MLA 2022

"Working with Nik in the faculty foundation and Common Core courses, I see him as a passionate teacher who is always friendly to students. Nik often encourages students to think out of the box and his assignments offer flexibility to enable students to work according to their interests. During the Common Core course 24 Frames: Communicating Ideas through Film, he made time to meet the students at least once in tutorials to give feedback and to see if they were on the right track. As a teaching assistant, I enjoy working with Nik who is supportive and well-prepared. He assigned weekly meetings with teaching assistants after classes so that we could raise questions and issues quickly. Overall, Nik has created a lively environment for students and teaching staff to exchange ideas."

WONG HOI LAM
BALS 2022

"Not only is Nik a fun and passionate teacher, but he is also an inspirational and encouraging mentor. He led one of the Faculty Interdisciplinary Courses (FIC) which I was assisting, and throughout the semester he has demonstrated his leadership skills as an easy-going yet ambitious lecturer, creating a lively environment for a mixed-disciplinary group to the challenge of creating a research proposal. With the vision of an educator, he does not hesitate to share his experience of collaborative thinking and offers a transdisciplinary approach to learning. I am beyond grateful for Nik’s invaluable teaching and congratulations again on receiving this Teaching Award!"

PHOEBE FAN MAN SI
MArch 2020

A conductor walks up to the podium. He checks his baton, takes a deep breath and begins. First, he waves at the flutes to begin the melody. Next, he signals the string instruments to join in harmony. Then the next group. The piece comes together and grows in complexity. His focus remains on the entire orchestra journeying from the opening prelude to the final note of the finale.

The educational philosophies that have shaped my teaching endeavours are not unlike an orchestra conductor’s experience.

As the conductor sees the big picture, I initiate intended learning outcomes and curricula activities with the end-goal of forming curricula with long-lasting and meaningful outcomes – outcomes that not only support a student’s career, but also groom them to be agents of positive change. Developing a teaching-research nexus, promoting transdisciplinarity, and advocating for students as partners enable such purpose-driven learning experiences.

As a conductor that focusses on integrating the strengths of every musician, I advocate using student-educator partnership for teaching and learning, be it curriculum design or curriculum delivery. Both partners gain a deeper understanding of learning. Both partners align in building a student-centred curriculum. While a teacher’s role may be to provide students with conceptual knowledge, I recognise the further importance of empowering students to apply their knowledge in meaningful and collaborative ways, as well as facilitating their creation of solutions for real-world issues. My conviction is that when students are empowered with an active role in learning, they thrive – not only as learners, but as future practitioners.

A musical performance is not ‘one and done’, but is shared with others. My educational philosophy is built upon the constant exchange of information and collaboration with students, colleagues and educators abroad. I believe ongoing dialogue between these parties allows teaching and learning to be refined constantly. This award has been the result of collective wisdom from mentors, students, and colleagues. It will be my utmost privilege when the receipt of this award opens doors for sharing impactful teaching, locally and globally, today and in years to come.

Dr KHONG Mei Li
Senior E-learning Instructor
School of Clinical Medicine
Dr Khong is one of the most caring and empathetic educators that I have had the privilege to work with. Her willingness to go above and beyond in projecting students’ voices and to help us realise our potential are driving forces that improve HKUMed.

She is a role model in medical education. Being her student partner in promoting student-educator collaboration, I witnessed how she implemented educational theory in curriculum development with sound scholarly basis for her decisions. She guided us in considering the existing problems within our studies and devising solutions. She would then integrate our recommendations into the formal curriculum. This truly shows her devotion in the praxis of education.

Not only this, but she is one of the most influential figures in facilitating my journey in becoming a medical educator. While planning my enrichment year, I approached her for guidance on pursuing medical education. In addition to providing her own critical insights, she connected me with many clinicians that are active educators who further guided me. I am grateful for her support time and time again.

Her tireless dedication in helping students flourish is something that I will always appreciate. I look forward to future collaborations with her.

Winson Chan Hei Man
MBBS, current student

Dr Khong has placed tremendous efforts to redesign the MBBS curriculum, making it more engaging and beneficial for students. Medical education is a rigorous subject and is academically stressful. However, the supportive e-learning community made the learning process much more vivid, especially during online learning periods. During my second year in the MBBS curriculum, the active learning workshops helped summarise the salient points. I was also hugely impressed by the Moodle Online Forums since Year 1, encouraging students to help one another by answering each other’s questions, as we all learn whilst teaching each other.

In October 2022, I got invited by Dr Khong to the student-educator partnership scheme. I started a new project with Merilyn to design an interactive medical humanities game for Year 4 students. In addition, I also became a Moodle Forum Moderator. We addressed questions from our juniors, as we had the knowledge and experience from our preclinical years. Through these two projects, the collaboration among students and between teachers and students helps form an excellent learning environment and community for all. Thank you, Dr Khong, for all the guidance and support!

Justin Chan Yik Hin
MBBS, current student

Dr Khong was my Problem-Based Learning (PBL) tutor during my first year of medical studies. Despite having previous undergraduate experience, my PBL experience with Dr Khong was nothing like before. She demonstrated to our group what PBL meant, and this learning experience made me very glad that I have chosen this Medical School. I appreciated how she spent time providing individualised feedback, and analysed each member’s strengths and weaknesses in various criteria. Her feedback encouraged our group to improve ourselves in specific areas, and set a solid foundation for us to move on to future semesters.

Not only was Dr Khong a friendly mentor in our PBL group, her contributions to our e-learning platform also made virtual learning less taxing. In our e-learning videos, her vibrant smile, excellent presentation skills and use of props were well received by our cohort. Her analogies allowed us to understand complex concepts in an interesting and relatable manner. She closely followed up on our discussion forums, and her detailed explanation on assessment questions ensured that we could resolve our misconceptions.

I am very grateful to have Dr Khong as my teacher, and I hope more students will benefit from her teaching in the years to come!

Jane Wong
MBBS, current student

I care deeply about my role as a teacher and consider it an essential element of my academic identity. My teaching philosophy is based on the idea that engaging, research-oriented teaching inspires and empowers students.

In my field, international relations, most topics focus heavily on macro-level political, military, and economic relationships between countries, and it is easy for students to feel powerless over outcomes. However, academic empowerment is attainable when students can directly engage with rigorous, cutting-edge research in ways that sharpen their critical thinking skills. I make research-oriented thinking an explicit objective, asking students to practise how to think about international politics in terms of research puzzles. Throughout the semester, this approach informs our class sessions and student assessments.

My approach also integrates teaching and research by empowering students with real opportunities and experiences outside of the classroom. Many of my students contribute to cutting-edge research projects on international relations and Chinese foreign policies and gain new, transferrable research skills. They help develop and implement open-source data collection methods; conduct online survey experiments; qualitatively analyse primary and secondary sources; and use quantitative methods to analyse datasets with different statistical programs. Beyond research collaboration, I actively advocate for research-inclined students by supporting their applications for graduate school and other professional opportunities.

HKU classrooms include a diverse mix of students from Hong Kong, Mainland China, and countries around the world with different childhood experiences, family and socioeconomic backgrounds, and understandings regarding Hong Kong’s society. Students have also been unevenly materially and psychologically affected by the ongoing pandemic. Given the pressures faced by our students, engagement must also hinge on a credible commitment to honest, context-sensitive, social science inquiry. I encourage my students to feel comfortable respectfully expressing any viewpoint they wish using an academic, social science lens.
EARLY CAREER TEACHING AWARD

Austin conducts his lessons in an interactive and intellectually provoking way. Having taken two of his courses, namely China and the World and International Development, I have been deeply inspired by his lectures. Austin incorporates several questions into each of his lectures and encourages students to express their thoughts. These are often not just factual questions that test students on their knowledge, but rather debatable issues that spark heated classroom discussions. Afterwards, Austin wraps up diverse opinions systematically by presenting well-prepared course materials. These topics are then further explored in tutorials and essays, essential to consolidating students’ understanding.

Personally, I have enjoyed and learnt a lot from his teaching. In fact, I became so interested in the topic he taught that I applied and joined his team of research assistants. Outside the classroom, Austin is an awesome leader in his scholarly research in Chinese historical development finance. He has given student researchers enormous trust and flexibility so that we can sharpen our research skills and contribute to the field of study. Austin truly deserves the Early Career Teaching Award and I am sure he will continue to excel.

I am grateful to Dr Austin Strange, my most important professor and mentor at HKU, who taught me to love political science and exposed me to the pleasures of research. His pedagogical style, which features the integration of class discussions and debates into thought-provoking lectures, motivated me to engage critically with the course material in a dynamic learning environment. His stimulating, incisive responses to my questions and constructive feedback on assignments were integral to my journey of intellectual growth.

Dr Strange welcomed me into his research group and guided me through rigorous scholarship making when I had little idea of what research actually meant. Through my year-long involvement in his project on international relations in historical East Asia, I accumulated invaluable insights and skills that have helped underpin a solid foundation for my future study and research. After I decided to pursue an academic career in political science, he helped channel my research ambitions into practical plans, sharpened my thinking through countless conversations, and provided ample patience and encouragement during trying times. I would like to thank him for the years of unflagging inspiration and support, and for helping me grow both as a scholar and as a person.

Dr Strange’s China and the World class is what kickstarted my interest in research. In his course, we learnt about contemporary Chinese politics, covering a broad range of topics from domestic institutions to foreign policy. I was particularly captivated by the lecture on media and public opinion, where Dr Strange explained how the emergence of new media technologies affected how the central government and the population interact with one another. Moreover, with economic development came a new form of consumer nationalism – and it was this discussion that inspired my own research essay on Chinese cancel culture. These are often not just factual questions that test students on their knowledge, but rather debatable issues that spark heated classroom discussions. Afterwards, Austin wraps up diverse opinions systematically by presenting well-prepared course materials. These topics are then further explored in tutorials and essays, essential to consolidating students’ understanding.

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The medical profession has been arguably the most respected profession for centuries. It is seen by the general public as one which can be trusted with the most intimate problems, individual or family, medical or social. It has also been the case that, particularly in HKU’s history, doctors have spread their wings beyond the limits of medical practice and have been involved in various aspects of our society. I believe there is a great need for medical practitioners to become more visible within the framework of society, as dispensers of the best medical advice and medication, and involved in issues of population well-being. As a medical teacher and a practising emergency physician, I am committed to developing students towards this goal.

Our education should prepare medical students for the future with essential skills for the best medical practice and ill-defined problems. We should get students to reach for a higher level of non-technical skills in complex systems. They should be able to think and express their thinking processes professionally. To achieve that, it is my responsibility to create a respectful, welcoming, and fair learning atmosphere.

Students are placed at the centre of my class in Emergency Medicine. Course review input helped me strengthen student engagement with Flipped Classroom active learning strategies. While students learn from readings and videos before the class, they apply the acquisition through supervised skill practice with peer support, followed by a small-group debriefing, as guided by Kolb’s learning cycle. I developed updated checklists to guide their preparation and revision. Clinical competence is developed in a methodical fashion according to milestones, from individual simple tasks (novice) to team-based complex interventions (competent) by graduation, and then to the transcendence of reliance on rules, guidelines and maxims (expert) in postgraduate medical training according to the Dreyfus model of skill acquisition.

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Students are placed at the centre of my class in Emergency Medicine. Course review input helped me strengthen student engagement with Flipped Classroom active learning strategies. While students learn from readings and videos before the class, they apply the acquisition through supervised skill practice with peer support, followed by a small-group debriefing, as guided by Kolb’s learning cycle. I developed updated checklists to guide their preparation and revision. Clinical competence is developed in a methodical fashion according to milestones, from individual simple tasks (novice) to team-based complex interventions (competent) by graduation, and then to the transcendence of reliance on rules, guidelines and maxims (expert) in postgraduate medical training according to the Dreyfus model of skill acquisition.
STUDENTS’ WORDS OF APPRECIATION

“As my professor in CCGL9062 Shaping our Health Across Cultures, Dr Wai has demonstrated exceptional dedication to his students. Dr Wai’s passion for teaching is clearly evident in the way he encourages active participation and fosters a positive learning environment. His ability to leverage various technologies such as the FuturGov Game to make teaching complex interdisciplinary knowledge engaging is truly remarkable. His class is not only informative, but also extremely interactive and stimulating!

Dr Wai’s passion for teaching extends beyond the classroom as well, as he provided invaluable guidance and support for our self-initiated epidemiology research projects. His incredible mentorship has led to our team’s success at the East Asian Medical Students’ Conference held in Nepal, where we were invited to present our research findings as finalists for the academic competition. This is a great testament to the impact of Dr Wai’s dedication to his students.

I am incredibly grateful for the knowledge and skills I have gained under Dr Wai’s guidance. He is an amazing educator who truly cares about his students. Dr Wai has made a significant impact on my academic journey, and I am sure he will continue to do so for many students to come!

My heartfelt congratulations to Dr Abraham Wai for receiving the 2022 Teaching Excellence Award. His award is well deserved as he is one of the most capable teachers and educators I have studied under.

I was a student in his Common Core course CCGL9062 Shaping our Health Across Cultures. In our classes, we were introduced to differences in health policies across the globe and policymaking procedures. I appreciated the out-of-classroom learning and group activities, where the course involves field trips, and most of my learning was done through group discussions and presentations. The interactivity was enjoyable, and my experience was different from the traditional teaching styles I was taught under.

Aside from teaching, Dr Wai is a strong mentor for research work. He provides much guidance and supervision for students in his research team, from study conception and design, manuscript write-up, data analysis to expert review. As one of the students in his team, I have gained impressive research experience and one of our successful works which I co-authored was published in *The Lancet Regional Health – Western Pacific*, a reputable public health journal.

Dr Wai’s teaching is remarkable and once again congratulations on his well-deserved award.

I am honoured to have been invited to write about my experience with Dr Wai. It has been wonderful working under Dr Wai during my time in medical school. I first met him while applying for his pilot programme ‘Public Health Leadership’. Under his supervision, our team achieved the very ambitious goal of completing a consultancy report for the local government regarding their healthcare system. We also successfully affected change in the local health authority, highlighting issues such as the mental health of secondary school students. Despite not being physically present during our day-to-day work, Dr Wai is always willing to put aside time to discuss with the team through online platforms to guide us through any difficulties that we faced, and his work in the background liaising with the county government has been instrumental in paving the foundation for our work in Yunnan. I would like to congratulate Dr Wai on receiving his award and I wish him all the best in the future.

My heartfelt congratulations to Dr Abraham Wai for receiving the 2022 Teaching Excellence Award. His award is well deserved as he is one of the most capable teachers and educators I have studied under.

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BRIAN XIE MBBS, current student

TEDDY LEE TAI LOY BPharm, current student

NICOLAS LAI MBBS 2022

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 2022 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, Associate Vice-President (Research and Innovation)
- Professor Douglas Wayne ARNER, Department of Law
- Professor TANG Hei Wai, Faculty of Business and Economics
- Professor Sydney TANG Chi Wai, Department of Medicine

BRIAN XIE

TEDDY LEE TAI LOY

NICOLAS LAI
Steel material is widely integrated in human society and is used in constructing cars, bridges and airplanes etc. Professor Huang and his team have been working on the development of high-performance steel for the past 13 years. They invented a ‘Super Steel’ that created two world records in terms of strength, ductility and toughness and was published twice in Science. Super Steel is aimed to go beyond the lab. It has a low material cost and can be produced in existing industrial facilities which allows for large-scale applications, including in automobiles, bulletproof vests or even aerospace.

During the outbreak of the pandemic, Professor Huang invented the world’s first anti-COVID-19 stainless steel that can be used to produce lift buttons and doorknobs etc. The patent of this anti-COVID-19 stainless steel has been licensed for the global market, and received intense news coverage including from the BBC.

Furthermore, Professor Huang co-founded a start-up company which raised more than 150 million RMB investment from venture capitals to invent and commercialise a group of ultra-high strength automotive steels. These new materials, put into use in cars since 2022 by major car makers such as Great Wall Motor, have provided the automotive industry on the Mainland with very promising lightweighting and safety improvement solutions without cost penalty. Foreseeing a global market of about 9 million tons per year, Professor Huang looks forward to the huge impact it will bring to the industry and eventually to the economy.

Professor HUANG Mingxin
黃明欣教授
Professor
Department of Mechanical Engineering

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 2021–2022 Outstanding Research Student Supervisor Awards 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 Rainbow HO Tin Hung, Department of Social Work and Social Administration
- Professor Julian Alexander TANNER, School of Biomedical Sciences
Professor Chu is a clinical professor and he served as a dentist at the University of Hong Kong Health Service for 15 years before joining the Faculty of Dentistry. He received his dental degrees (BDS, PDipDS, MDS and PhD) from the University of Hong Kong. He is a Diplomate of the American Board of General Dentistry, a Master of the Academy of General Dentistry (AGD) and received the prestigious AGD Lifelong Learning and Service Recognition Award.

Since tooth decay is the most prevalent disease worldwide – affecting half of the preschoolers and almost all older adults in Hong Kong – Professor Chu’s research focusses on its prevention. He is a top-cited researcher worldwide in the dental use of silver diamine fluoride. Silver diamine fluoride therapy is a simple, painless and affordable non-restorative treatment to arrest tooth decay. Because it is very effective in controlling tooth decay, the World Health Organization added silver diamine fluoride to the list of essential medications for adults and children in 2021.

Professor Chu considers passion to be very important to keep the research going. He was a locally trained dentist with limited research experience before he was conferred his PhD at the age of 40. However, his passion has allowed him to become one of the top dental researchers receiving grants of more than HK$22 million in total, including the General Research Fund in each of the last five years.

His mission is to glorify his Christian faith and to share his skills and knowledge with younger researchers and clinicians.
Dr Wong received his BSc degree from the Hong Kong Polytechnic University and obtained his MMedSc and PhD degrees from the University of Hong Kong. He is currently an Associate Professor in the Department of Pathology and a Principal Investigator in the State Key Laboratory of Liver Research.

Dr Wong’s current research centres on exploring the genetic and epigenetic dysregulations in liver cancer, including the mutational landscape, the non-coding genome, DNA methylation, histone modifications, chromatin remodelling, histone chaperones and histone variants. His laboratory integrates various high-throughput sequencing platforms to delineate the liver cancer genome and epigenome. Another key direction in his lab is studying the deregulation of RNA modifications in liver cancer to identify novel biomarkers and therapeutic targets for liver cancer patients. Dr Wong is a pioneer in studying RNA m6A modification in human cancers. His discovery of the critical role of RNA m6A modification in liver carcinogenesis was published in *Hepatology* in 2018, receiving more than 850 citations.

Dr Wong is proud of creating a liberal and inspirational atmosphere where his students can develop their interest in science. His 10 PhD graduates have published their thesis work in high-impact journals, such as *Gut*, *Journal of Hepatology* and *Hepatology*. His students have also been awarded many prestigious academic awards and scholarships, including Li Ka Shing Prizes, the Dr KP Stephen Chang Gold Medal and Faculty Outstanding Research Output Awards.
Dr He’s engagement in knowledge exchange activities promoted the understanding of China’s success in its ‘war on pollution’. In the past few years, the Chinese government shifted away from its long-standing strategy of prioritising economic growth over environmental concerns and launched the ‘war on pollution’, and Dr He published several high-impact articles in leading journals to discuss the costs and benefits of doing so. His research findings have attracted wide media coverage (e.g. New York Times, AP, Reuters, Bloomberg, China Daily, People’s Daily, SCMP, TVB, etc.) and significantly raised public awareness of pollution and its consequences in China. Meanwhile, Dr He has given public lectures through major online platforms on China’s ‘war on pollution’, which attracted tens of thousands of viewers.

Dr He led an international research team that encouraged Chinese citizens to participate in environmental governance. They recruited volunteers to monitor the polluting activities of major industrial polluters in China and significantly improved their environmental compliance through bottom-up monitoring. Data showed that in 2020 the research team reduced emission violations of Chinese industrial polluters by more than 60%, water pollution emissions (measured by chemical oxygen demand [COD]) by 13%, and air pollution emissions (measured by sulphur dioxide [SO₂]) by 4%. Additionally, Dr He’s research team also designed methods to improve the reliability of historical environmental pollution data in China, which are important for scholars, citizens, and policymakers.

Dr He also supported regulators and other public sector actors in policy- and decision-making processes to deal with emerging environmental challenges, including serving as a consultant for the CICC Research Institute and advising on the carbon trading system, writing background papers for the Asian Development Bank’s 2023 Asian Development Outlook, and serving on the board of directors for the Green Development Research Institute of Beijing Municipal Administrative Center and offering policy consultations to the regulators.

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 2021–2022 Outstanding Researcher Awards 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.
Professor Arner is the Kerry Holdings Professor in Law at the University of Hong Kong, an RGC Senior Fellow in Digital Finance and Sustainable Development and a Senior Fellow of the Asia Global Institute. He is also Associate Director of the HKU-Standard Chartered FinTech Academy, a member of HKU’s new Techno-Entrepreneurship Core and Faculty Director of the Faculty of Law’s Law, Innovation, Technology and Entrepreneurship (LITE) and East Asian International Economic Law and Policy (EAIEL) programmes as well as Associate Dean (Taught Postgraduate). He holds a PhD from the University of London.

Professor Arner focusses on the role – both positive and negative – that finance, technology, innovation, law and regulation can play in broader sustainable development, through the lens of the UN Sustainable Development Goals. His team, supported by a range of major grants, brings together a talented group from around the world to focus on research that can assist in building better financial systems. His work has resulted in 20 books and over 200 articles, chapters and reports. He has collaborations with a range of domestic, regional and international organisations working on issues relating to financial stability, crisis resilience and sustainable development, including the World Bank, Alliance for Financial Inclusion, Bank for International Settlements, and Asian Development Bank, and his network spans the continents.

A team-based interdisciplinary approach characterises Professor Arner’s work, with research driven by one of the world’s major challenges – sustainable development – and the idea that technology, innovation, law and regulation can have real impact in achieving this goal.

Professor Huang received his BEng and MSc from Shanghai Jiao Tong University in 2002 and 2004, respectively, and his PhD from Delft University of Technology in 2008. After working in the steel industry as a research engineer for about two years, he joined the Department of Mechanical Engineering at the University of Hong Kong in 2010 as an Assistant Professor, and was promoted to Associate Professor in 2016 and Full Professor in 2019. He has been awarded the Croucher Senior Research Fellowship (2022) and Xplorer Prize (2021).

Developing high-performance alloys is Professor Huang’s main research area. He and his team developed a ‘Super Steel’ that is super-strong, ductile, extremely tough and low cost. It created a world record in terms of the combination of yield strength and uniform elongation, as published in Science in 2017. Super Steel also achieved a world record for its yield strength-toughness combination, and was published again in Science in 2020. Professor Huang and his team developed the world’s first anti-COVID-19 stainless steel in 2020. This innovation can inactivate SARS-Cov-2 on stainless steel surfaces, and could be used to replace some frequently touched stainless steel products, such as lift buttons and doorknobs, to fight the transmission of COVID-19 via surface touching. The patent has been licensed to industry.

As a scientist and engineer, Professor Huang believes that curiosity-driven research is equally important to industry-driven research. Promoting both research activities in universities is key, as both can make important contributions to the well-being and advancement of our society and humankind.
Professor Tang received his BEng (First Class Honours) and MEng degrees from Nanyang Technological University and his PhD degree from Stanford University. He joined the University of Hong Kong in 2013, where he is currently a Professor in the Department of Civil Engineering and leads the Membrane-based Environmental & Sustainable Technology Group (MemBEST).

Professor Tang has made distinguished contributions to membrane-based desalination and water reuse in terms of both fundamental research and practical applications. His nano-foaming theory sets the foundation for tailoring nanoscale morphologies and separation performances of modern desalination membranes. He has published more than 300 refereed publications and is a Clarivate Highly Cited Researcher. Professor Tang is a Fellow of the Royal Society of Chemistry and a Fellow of the Institution of Civil Engineers. He is a recipient of the Research Grants Council Senior Research Fellowship, HKU Innovator Award, CAPEES/Nanova Frontier Research Award, Distinguished Young Membrane Scientist Award, International Desalination Association Water Reuse and Conservation Award, Singapore Ministry of National Development R&D Merit Award, Finland Distinguished Professor Programme Fellowship, and International Desalination Association Fellowship.

With ample opportunities to interact with many young and energetic research students and postdocs, Professor Tang feels blessed being a university professor. The greatest fulfillment comes from motivating our next-generation researchers and witnessing their success. His 20+ PhD graduates and 30+ postdocs have won more than 60 prestigious academic fellowships and awards.

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The Outstanding Teaching Award is granted to teachers who have demonstrated excellence in adoption of learner-centred approaches to engage and inspire students, curriculum design, renewal and innovation, and leadership in teaching.

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

- Dr Lisa CHEUNG Mei Ling, Centre for Applied English Studies
- Dr Rachel LUI Ka Wai, Faculty of Science
- Dr Michelle Reyes RAQUEL (Leader), Centre for Applied English Studies; Mr Simon David BOYNTON, Centre for Applied English Studies; Dr Jack TSAO, Common Core Office and Mr Donn Emmanuel Ventura GONDA, Centre for the Enhancement of Teaching and Learning
Since joining the Centre for Applied English Studies (CAES) in 2001, there has been a particular academic rapport with the students in the Faculty of Dentistry where much of my teaching has been focussed. From being a course teacher in 2001 to managing the English courses for Dentistry as the Programme Coordinator until 2019, for almost two decades, I have dedicated much of my teaching career in developing and revising the English programme that have significantly enhanced Dentistry students’ learning outcomes of disciplinary literacy. Alongside Dentistry, my teaching career has also focussed on developing the academic literacy skills of first-year HKU students through the Core University English course.

I have committed myself to being an English teacher to enrich students to become better academic writers. My teaching and coordination experiences at HKU have shaped my teaching philosophy as one that is built on an ‘intellectual-affective connection’ with students through ‘dialogue’. I believe dialogue is an effective way to intellectualise my connection with students as ‘Interlocutors’, who take an active role in learning from discussing my feedback on their writing, and become self-critical writers in the discussion of scholarly work.

I am committed to scholarship-informed teaching and learning, and my first co-authored book on understanding the language of dentistry well demonstrates how scholarly research can inform better pedagogies. In 2018, I gained recognition as a Fellow of Advance HE. In 2019, I was the recipient of the Arts Faculty Teaching Excellence Award.

From 2020 to 2022, I led a Students as Partners initiative in CAES which took the ‘connection’ to a higher level, where students partnered with teachers in co-teaching and co-development of materials for our English courses. Since 2022, I took up a new role as the Coordinator for two English courses for Arts students to continue taking the lead in teaching and learning enhancement.

I am beyond grateful for the support that Dr Cheung has selflessly offered to us over the past few years. I would like to highlight how that has enriched my academic rigour and life growth at the University of Hong Kong.

Regarding Dr Cheung’s professional capacity in CAES1000 Core University English, although unfortunately teaching has shifted online due to the pandemic, it did not hinder Dr Cheung’s top-notch teaching that fully catered to the needs of the students. I am confident that Dr Cheung’s teaching has enhanced my academic writing calibre. The following are particularly helpful, which include the application of different citation skills, paragraphing and choosing suitable vocabulary for academic writing. These skills that Dr Cheung helped me build are critical to my academic journey, notably as I am a political science major and competent essay writing skills are essential to effective delivery and convincing arguments. These key skills that Dr Cheung nurtured are further exemplified by the fact that my grades significantly improved after the second semester of my first year, and that was mainly attributed to polished essay writing as well as structured arguments.

Dr Cheung’s CAES1000 course was truly enjoyable. After taking her course, I perfected my skills in academic writing and speaking. Her instructions were clear and easy to follow, and the content she taught us proved to be valuable throughout my university life. I learnt appropriate citation methods, crisp essay structures, as well as techniques to elucidate my thoughts confidently in front of my peers. Not only was Dr Cheung familiar with the class content, but she also had a good knowledge of how the class would learn and improve, making the learning progress smooth and gradual.

I would also like to remark that Dr Cheung is a dedicated teacher who gave regular, timely and constructive feedback to students. Throughout the semester when I took her class, I visited her regularly for advice outside class hours. She was supportive of my attempts and provided me with unfailing guidance that I still keep in mind today. Moreover, she actively engaged with students during critical discussions of scholarly readings. I remember vividly when she asked us to rely on her whenever we face difficulties, even on non-English-related issues. Dr Cheung demonstrated kindness and compassion to nurture students in a gentle manner.

Throughout the CAES9350 course for fifth-year students from the Faculty of Dentistry, Dr Cheung offered us congenial and personalised support. Being dental students with less exposure to academic writing than our counterparts in the University, we were eager to seek professional comments on composing well-illustrated and organised articles. Dr Cheung was a caring educator and she utilised the online platform Zoom well. She organised regular feedback sessions, checked on our progress and formulated solid feedback on our works. Teacher-student dialogue in the form of individual consultation was also conducted to discuss feedback on our writing and to address personal enquiries.

Apart from academic nurturing, Dr Cheung stressed team work in our group. Peer review and critique sessions were held in order to encourage engagement among group members. Moreover, we were divided into small groups to focus on different elements within the Community Health Project. This strengthened our individual literature skills while maintaining strong collaboration among members. We also learnt to be vocal and proactive in dialogue to gain from peer feedback. Not only is teamwork instrumental in our academic projects, but also in our professional careers, as dentists always work as a team with nurses and other administrative staff in a clinical setting.
Dr Rachel LUI Ka Wai
呂嘉蕙博士
Senior Lecturer
Faculty of Science

It is my dream to nurture students as learners, both in classrooms and the real world. This dream has been maturing since I was recruited as a Lecturer in the Faculty of Science in 2012. The teaching duties that I undertook in this role have helped me recognise the diversity in student backgrounds, which has prompted me to explore student-centric learning. The spectrum of diverse backgrounds that I have encountered has engendered a desire to always look for innovations that make learning more effective, which has helped define me as a teacher. In particular, I have employed a variety of strategies to promote student-centred learning in curriculum development and classroom pedagogies in Science Foundation Courses and Common Core Courses.

Addressing diversity in learners’ needs is an important aspect of the learner-centric approach. I deployed multiple pedagogical approaches such as flipping the classroom, online polling, and gamification to enhance students’ learning experiences. Supported by the Teaching Exchange Fellowship Scheme, I collaborated with colleagues at UCLA to develop teaching materials using a technology called Learning Glass, which increases and encourages interaction in the classroom. However, are technology and pedagogy the only answers? What would make teaching and learning more purposeful? Innovation in pedagogy is a necessary push to move learning forward, but communication with the students is more important in enhancing their understanding of the course objectives and approaches. I believe peer learning is beneficial, and high-performing students can serve as role models for their classmates. Therefore, I initiated the Senior Tutor Scheme. Since then, I have recruited active undergraduate students as Senior Tutors. It was a leap for me to add this ‘high-touch’ component to my course.

Teaching and learning is a very dynamic process. I am honoured to make contributions to this front all these years. I look forward to initiating further developments in teaching and learning in the coming years.
At the heart of our teaching philosophy is the belief that communication is a vital component of a student’s educational journey. The Communication-intensive Courses (CiC) initiative, a cross-faculty collaboration between the Centre for Applied English Studies (CAES), Common Core (CC), and Centre for the Enhancement of Teaching and Learning (CETL) is dedicated to offering students opportunities to enhance their communication skills throughout their degree programme.

We understand that effective communication can deepen students’ understanding of course content, enhance their contributions in class, and strengthen their interactions with peers across the campus. Rather than approaching communication learning as a standalone subject, we empower teachers from all faculties to embed communication-intensive techniques into their courses through close collaboration and support.

The CiC Team has formulated a set of badging criteria to assist teachers in designing their Communication-intensive Courses. By becoming more intentional in their teaching, teachers can equip students with the disciplinary and interdisciplinary communication knowledge, skills, and orientations necessary to thrive on campus and in the future of work and citizenship.

Our team is dedicated to not only helping teachers design effective Communication-intensive Courses, but also to building their confidence and competence in communication teaching. Through post-course debriefing sessions and sharing sessions at CiC professional development events, we guide teachers through reflective and supportive activities that will help them develop their communication teaching skills and build a community of practice of communication teaching and learning across the University.

As our team’s understanding of curriculum design, disciplinary teaching, and assessment styles across the curriculum grows, we become more effective in helping colleagues design and improve their courses, which ultimately impacts student learning. We believe that by empowering teachers to embed communication into their curriculum, we can create a more dynamic and engaged learning environment for all students.

STUDENTS’ WORDS OF APPRECIATION

In my Communication-intensive Course, not only did we discuss and learn more about the topic, but we also got to form our own opinions. When talking about a problem, we would discuss and have that communication to also come up with solutions. The discussions not only helped us gain knowledge but also encouraged us to think critically. In the course, the tutors asked us about our opinions or how we interpret different concepts to produce our own opinions. It is different from other courses that provide model answers or expect us to answer in certain ways. In a Communication-intensive Courses, we get to express ourselves more freely.

The professor gave us prompt and detailed feedback. He gave us the score and broke down the criteria, for example, creativity, conciseness, etc. which gave me a clear idea of what the grading is. That was very helpful. He would also summarise the main problems in each of our work, tell us if those were mistakes that a lot of us made, then explain them in class and how we can improve next time. Also, if he thought we were lacking in certain areas, he would reteach or remind us so that in our next assignment, we would not mess up with the same thing. I think my Communication-intensive Courses did very well in these aspects.
David Bishop’s goal as an educator is to remain, in his own words, “curious and proactive”. This combination of intellectual curiosity combined with energy, drive and dedication have stimulated some of the most exciting and rewarding experiential learning opportunities for undergraduate students at the University of Hong Kong. While his on-campus lectures and tutorials in business ethics receive excellent student feedback and have led to the publication of a groundbreaking textbook and massive open online course (MOOC) on business ethics in Asia, it is his social impact projects with students in community contexts that have motivated and distinguished his success in teaching and learning at HKU.

Since joining the Faculty of Business and Economics in 2009, David has received recognition for his teaching and social impact with HKU awards for Outstanding Teaching (Individual and Team) (2016, 2020) and Teaching Innovation (Team) (2019, 2020); Faculty awards for Special Contribution to Teaching (2018–2019, 2021–2022) and Outstanding Teacher (Taught Postgraduate Teaching) (2011–2012); and Outstanding Teacher Award (2013–2014) awarded by Fudan University for his excellence on the International MBA programme.

David’s teaching and learning innovations in the Business School and Faculty of Law are conceptual and pragmatic. He is concerned that students develop a moral sensitivity and proposes that this is a distinguishing feature of humanity. Concomitant to this is his commitment to expanding students’ capacity to empathise. Over a period of experimentation with social innovation projects, initially led...
by himself and his teaching team, then taken up autonomously by students and graduates, he has developed a new pedagogical model, ‘Impact-based learning’. The model bridges existing approaches to action-based, experiential and service learning with the core premise that these engaging learning experiences for HKU students should have enduring social impact. Central to the model is student engagement, empowerment and leadership that can develop the human skills he views as critical for future leaders.

David recounts a teaching watershed when he asked students, “If I start a company, will you run it for me?” In 2022, their first social enterprise, Soap Cycling, celebrated its 10th anniversary and the company has expanded into a multinational programme across Southeast Asia. The leadership model employed has now expanded to several experiential business courses. Two outstanding examples are the Impact Lab and the Global Migration Legal Clinic, the successes of which have been reported locally by the SCMP and globally by the BBC. These have provided not only a learning vehicle for HKU students to grapple intellectually with the intricacies of real-world business and legal problems, but also a supportive framework for developing the requisite empathy and leadership to cultivate social responsibility in a complex world. He models the very practices he espouses and is recognised as one of Hong Kong’s most successful social entrepreneurs scaling grassroots initiatives to multiple countries.

David’s dedication to student learning is reflected in his leadership profile at the University. His sustained leadership as programme coordinator for the highly prestigious BBA(Law) & LLB programme since 2009 deserves due acknowledgement and credit. As an interdisciplinary practitioner bridging the disciplines of law and business, he ‘walks the talk’. As a programme leader and curriculum innovator, he collaborates with colleagues across both fields to devise meaningful and engaging courses of global excellence. His published cases address challenging topics such as human trafficking, child slavery, forced labour and fair employment and stimulate students to consider the ethical ramifications of these industries. Ever the innovator, he has embraced educational technologies winning Teaching Development Grants to develop online and 360 degree video case studies and to apply gamification and podcasting in flipped classrooms.

David’s excellence in teaching is not only confined to undergraduate education. His contributions to HKU’s MBA programme and global audience through MOOCs are noteworthy. He reflects on co-designing and teaching the award-winning FinTech Ethics and Risks MOOC as one of the most challenging of his teaching career and we look forward to his next MOOC in the area of Environmental, Social, and Governance concerns in business.

David Bishop is a gifted teacher with a vision for a better world and the energy to drive innovation. We are thankful for the inspiration and dedication he shares with HKU students and colleagues and the impact of his teaching locally, regionally and globally. He is deeply deserving of a University Distinguished Teaching Award.

FACULTY TEACHING AWARDS

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

**Faculty of Architecture**

**Faculty Teaching Awards**
- Dr Kristof Henri Chris Ghislain Jozef CIROLLA
- Mr Donn Alexander HOLCHIAN, Department of Architecture
- Dr Eike SCHLING, Department of Architecture
- Dr SUN Gilho, Department of Urban Planning and Design

**Faculty of Arts**

**Faculty Teaching Excellence Awards**
- Dr Brandon CHUA ChoHon, School of English
- Dr POON Hon Fong, School of Chinese

**Faculty of Business and Economics**

**Faculty Outstanding Teacher Award**
- Undergraduate Teaching
  - Dr DING Chao, Faculty of Business and Economics
  - Dr LI Jing, Faculty of Business and Economics
- Postgraduate Teaching
  - Dr Matthias EUEHLMAIER, Faculty of Business and Economics
  - Dr Andrew John SINCLAIR, Faculty of Business and Economics
  - Dr ZHAO Hailin, Faculty of Business and Economics

**Faculty Teaching Innovation Award**
- Individual
  - Dr WONG Ka Fu, Faculty of Business and Economics
- Team
  - Mr David LEE Seungwoo and Mr David Lorin BISHOP, Faculty of Business and Economics

**Faculty Special Contribution Teaching Award**
- Mr David Lorin BISHOP, Faculty of Business and Economics

**Faculty of Dentistry**

**Faculty Outstanding Teacher Award**
- Dr Elvis TSANG YuCheung, Faculty of Dentistry

**Faculty of Education**

**Faculty Early Career Teaching Award**
- Ms Louisa YEN Maqiu, Faculty of Education

**Faculty of Engineering**

**Faculty Outstanding Teaching Award**
- Dr LAM King Hang, Department of Electrical and Electronic Engineering

**Faculty of Law**

**Outstanding Teaching Award**
- Mr Brian TANG Wha-kit, Department of Law

**Li Ka Shing Faculty of Medicine**

**Faculty Teaching Medal**
- Dr WONG Tak Man, Department of Orthopaedics and Traumatology
- Dr YANG Jian, School of Biomedical Sciences
- Dr Pauline YEUNG Pui Ning, Critical Care Medicine Unit

**Faculty of Science**

**Award for Teaching Excellence**
- Dr LAW Ka Ho, Department of Mathematics
- Dr TONG Pui Ling, Department of Chemistry

**Excellence Teaching Assistant Award**
- Miss Hannah Bethany TILLEY, School of Biological Sciences

**Faculty of Social Sciences**

*To be announced*
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

‘Building energy and thermos-hydraulic simulation (BESTX) for heating system in residential communities: A case of Shenyang, China’
By Dr HUANG Jianfang, Mr LI Jing, Ms MA Lei, Prof. Dr OH Tae San, Dr CHEN Yanjun, Prof. Dr CHENG Hong, Dr GUO Meng, Prof. Dr CHEN Zong, Prof. Dr ZHENG Liang, Prof. Dr ZHANG Xiao, Prof. Dr ZHANG Jinxia, Prof. Dr OH Juntaek, Dr SZE Kong Hung, published in Energy and Buildings, 247, 11114 (2021)

Faculty of Arts

Curing America’s Painful Past: Memory, Museums, and the National Imagination
By Dr Tim GRIENWALD, published by University Press of Kansas, 2021, 304 pages

Faculty of Business and Economics

‘Media Platforms’ Content Provision Strategies and Promotion on Toddler Oral Health in Hong Kong’
By Dr XU Pengwei, faculty of social science, published in Journal of Dental Research, 101, 3 (2022), 286–294 (published online on September 13, 2021)

Faculty of Education

‘How school leadership practices relate to student outcomes: Insights from a three-level meta-analysis’
By Dr TAN Cheng Yong, published in Educational Management Administration & Leadership (December 2021)

Faculty of Engineering

‘Soft robotic manipulator for intraoperative malonic esters’
By Dr FANG Guo, Mr CHEN Xiaocui, (2021), 36, 434–445

Facility of Science

‘Catastrophic reductive desymmetrization of malonic esters’
By Dr DU Pengwei, (2021), 36, 434–445

Faculty of Social Sciences

‘Four Costly Signaling Mechanisms’

FACULTY KNOWLEDGE EXCHANGE AWARD

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

Faculty of Architecture

Mr Thomas TSANG How Kung 鄭耀匡先生, Department of Architecture, and team members – Professor Giorgio BIANCOROScio and Dr Deborah Jane WAGISH, School of Humanities
‘The Soundtecture: Density as Intensity’

Faculty of Business and Economics

Dr HE Guoqun, Faculty of Business and Economics
‘The Extraordinary Success of China’s War on Pollution’

Faculty of Dentistry

Dr Amy WONG Wai Yee 黃綽兒醫生 and team members – Professor Chiu Chun Hang 陳建邦教授, Dr DuANGTHIP, and Dr SIT Ko Yung, published in ‘ Clofazimine broadly inhibits coronaviruses including SARS-CoV-2’

Faculty of Education

Dr Gary WONG Ka Wai 黃嘉偉博士, Faculty of Education
‘Creding for Community Project: Building A Diversified Creding Community in Hong Kong Secondary Education’

Faculty of Engineering

Dr CUI Hui, Faculty of Engineering, Department of Computer Science
‘UTEA: A Secure, Efficient, and Portable Distributed Bigdata Computing System on Heterogeneous Trusted Execution System’

Faculty of Law

Professor ANNE CHEUNG Shann Yue 張善欽教授, Department of Law, and team members – Professor Benjamin KAO Chin Ming 高振明教授 and Professor REYNOLD CHENG Chun Kung 鄭振宏教授, Department of Computer Science; Mr Eric CHEUNG Tai Ming 鄭添銘先生 and Mr Michael CHEUNG K.W. 黃文勳先生, Department of Law; and Dr Felix CHAN Wai Hon 陳偉漢博士, Department of Professional Legal Education
‘HKU AI Lawyer: Sentencing Predictor for Drug Trafficking’

Faculty of Science

Dr LAM Kwok Fai, Faculty of Science, Department of Statistics and Actuarial Science
‘Statistical Underpinning of A Standardized Home Care Assessment Tool for the Elderly in Hong Kong’

Faculty of Social Sciences

Professor Paul YIP Siu Fai, Department of Social Science, The Hong Kong Jockey Club Centre for Suicide Research and Prevention, and team members – Professor Rainbow HO Yin Hung 費敏心教授, Centre on Behavioral Health, Professor Samson TSE Shiu Kiu 何思康教授, Centre of Development and Resources for Students; Mr Edward Simon DUN PINNICK, Ali Florence CHEUNG Fung Yue 張雅詩小姐; and Dr Ira CHAN Wan Yu 陳婉儀博士, The Hong Kong Jockey Club Centre for Suicide Research and Prevention, and Dr Michael Tse Hoi-tsun 張惠成博士, Centre for Sports and Exercise
‘Wellication’
CONGRATULATIONS
TO
ALL AWARD RECIPIENTS

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