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P6

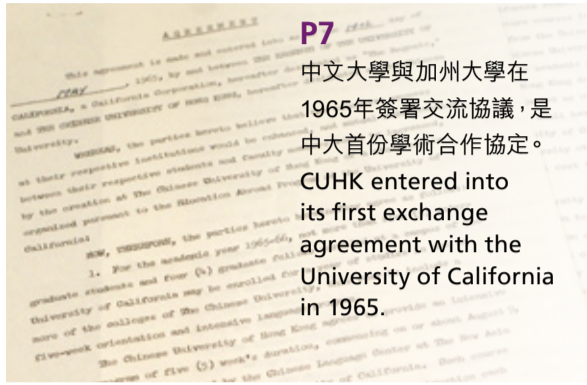
有人說牛肉麵是台北的飲食鄉愁，敬文書院餐廳或可解此愁。

Beef noodles are said to quench the culinary nostalgia of Taipei people. Those with such nostalgia may visit the restaurant of C.W. Chu College for their comfort food.



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中文大學與加州大學在1965年簽署交流協議，是中大首份學術合作協定。CUHK entered into its first exchange agreement with the University of California in 1965.



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「我一直堅信正義的至高無上……一心一意學法律，待在這一行，義無反顧。」
'I have always regarded justice to be of paramount importance, and ... I have stayed with law without looking back.'



翻轉教學

你知道被稱為「比爾·蓋茨最喜歡的老師」是誰嗎？是薩曼·可汗 (Salman Khan)，或者應說，是他創辦的網上教學課程平台——可汗學院。近年像可汗學院、Coursera 或 edX 之類的網上課程大行其道，掀起「翻轉課室」風潮，更有邁向「全球大學堂」的趨勢。有些人認為可能會改變未來的教學形態。中文大學在這波教育新浪潮中也沒有缺席。(見第2至3頁)。

Turning Education Upside Down

Do you know who 'Bill Gates's favourite teacher' is? Salman Khan. Precisely, it's the Khan Academy, the online learning provider created by Khan. In recent years, online learning providers like the Khan Academy, Coursera, edX are gaining popularity. The potential of the 'flipped classroom' and the 'one world schoolhouse' leads some to think that learning experiences and the traditional paths through higher education will be changed. CUHK plays its role in this new development. (Please read pp. 2-3).

2013年1月假瑞士舉行的達沃斯經濟論壇，出現了一位十二歲的巴基斯坦女孩Khadija Niazi，她花了兩年在拉合爾家中完成數個Udacity和Coursera的課程，包括史丹福大學的物理和人工智能。有份創辦Coursera的史丹福大學教授Daphne Koller說：誰知道第二位愛因斯坦在哪裏？也許她就住在非洲的一條小村落呢。

大型網上課程（MOOCs）的出現，為教育的傳播和教學法帶來新刺激新可能。中大亦踏上了這浪潮，推出五個Coursera課程，並希望從嘗試中得到啟發。有朝一日，大學學位會否發展為更新穎的組合，通過繳付低廉學費，修讀各大學最精專的網上課程而獲得——例如是史丹福的計算科學、牛津的文學、芝大的經濟再加上中大的中國人文經典？此刻沒有人能預知。潮流既難以逆轉，且滑上浪頭，隨機應變。

登高方可見博，酷愛遠足的鄒楓教授必深明此道。在互聯網還未發達的八十年代，這位來自巴伐利亞的學生已洞燭地球另一端將興起的巨浪。他對東方文化和法學的探求，本期「……如是說」述其梗概。



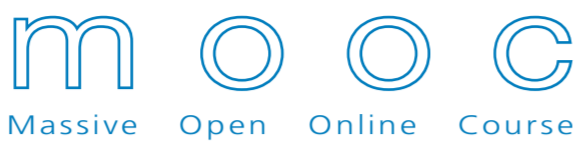
A 12-year-old Pakistani girl **Khadija Niazi** appeared in the World Economic Forum in Davos held in January 2013. She had spent two years in her home in Lahore completing several Udacity and Coursera courses, including physics and artificial intelligence courses offered by Stanford. One of Coursera's founders **Daphne Koller**, professor at Stanford, said, 'We don't know where the next **Albert Einstein** is. Maybe she lives in a small village in Africa.'

The development of the Massive Open Online Courses (MOOCs) brings new stimulus to knowledge dissemination and pedagogy. The Chinese University is riding the wave. It has launched five Coursera courses for a start. Perhaps one day one can earn a college degree by taking the best online courses from the best universities in the world—computing from Stanford, literature from Oxford, economics from Chicago, and Chinese classics of CUHK—and paying only the nominal fee for the certificates of completion. No one knows. But it is only from the crest that you can see the opportunities on the horizon.

Likewise, the view is broader from the summit, and passionate hiker **Prof. Lutz-Christian Wolff** knows this. Back in the 1980s when the Internet was a far-cry from what it is today, he, a student from Bavaria, saw a wave forming half-way across the world. He talks about Eastern culture and law in 'Thus Spake ...'.

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源起

A Brief History

MOOCs的前身可追溯至1971年，英國的公開大學通過電台和電視台教學，美國鳳凰城大學在1989年起提供網上教學課程，其他院校陸續加入。2012年史丹福大學先後成立兩個提供MOOCs的平台——Udacity及Coursera，隨後哈佛大學和麻省理工學院開發edX，彼岸的英國院校也成立Futurelearn。

The roots of MOOCs date back to 1971 when Britain's Open University started teaching via radio and television. Since 1989, the University of Phoenix in the US has been teaching online. Others got on the bandwagon too. In 2012, Stanford University launched two MOOC platforms—Udacity and Coursera. Harvard and MIT then launched edX. The trend goes big when Futurelearn, another MOOC platform, has been set up by British universities.

先導者經驗

Experience from the Pioneer

edX本年1月發表了2012至13年十七個課程的分析，其發現可給發展網上課程一些啟示。

- 在841,687名報讀者裏，取得結業證書者43,196人（5%），平均在報名後一至二周內有一半人放棄修讀，修業圓滿的比率與傳統高等教育課程迥異，但與人們與網上媒體如視像和社交網站的互動模式非常類似。研究負責人認為要真正衡量MOOCs的效能，不應過度着眼修畢課程比率，而應調節準則為學員的修業量和習得知識是否能超越自己預期。
- 逾4,000人取得超過一張證書。
- 最典型的首次報讀者是擁有一個學士學位的男性，二十六歲或以上，佔31%。
- 33%報稱中學或以下教育程度，6.3%年屆五十或以上。
- 根據IP或郵遞地址，72%來自美國境外，2.7%（二萬多）來自聯合國定義的低度開發國家。由於基數龐大，即使一個微小百分比也意義重大。

Analysis released by edX in January 2014 based on 17 online courses run in 2012 and 2013 gives insight into the development of online courses.

- 43,196 (5%) registrants earned certificates of completion from 841,687 registrations. On average, 50% of people left within a week or two of enrolling. While the persistence rates in MOOCs look very different from those of conventional courses in higher education, they are very similar to how people interact with other web-based media, such as video or social network sites. According to researchers of edX, course completion rates, often seen as a bellwether for MOOCs, can be misleading. A better criterion for success might be for students to complete more of the course than they thought they would, or to learn more than they might have expected.
- More than 4,000 registrants earned more than one certificate.
- The most typical course registrant was a male with a bachelor's degree, age 26 or older (31%).
- 33% reported a high-school education or less; 6.3% reported that they were 50 or older.
- According to IP or mailing addresses, 72% are from outside the US, 2.7% (20,745) are from countries on the United Nations' list of Least Developed Countries. Given the 'massive' scale of some MOOCs, small percentages still signify a potentially large impact.

資訊高速公路不斷擴建和提速，影響了人們獲取資訊的速度和模式，也對高等教育帶來衝擊。網絡課程由來已久，麻省理工約在十年前把課程內容上載互聯網，稱之為OpenCourseWare，取其內容學習的人數去年已累積至一億，而且以每月一百萬之數增長。近兩年歐美相繼推出「大型公開網上課程」(Massive Open Online Courses, 簡稱MOOCs)，由著名大學開發，免費供全球有志學習者修讀。換言之，只要手持連網的電腦，隨時隨地均可修讀。

衝擊高等教育模式

個別MOOCs課程的修讀人數動輒數萬，有的更超越十萬之數，發展迅速，令人咋舌。有評論說這將為高等教育帶來翻天覆地的改革甚至威脅。現今不少學生都因為大學學費而負債累累，如果在世界任何一個角落都可以下載名校課程，為甚麼還要付高昂學費？

MOOCs是否會替代傳統大學？大學副校長及卓敏教育心理學講座教授侯傑泰對此有持平之論，「還記得電台、電視誕生後，開始利用廣播來授課，當時不也有評論估計會大幅影響教育嗎？電腦或多媒體教育的熱潮已有十多年，MOOCs只是承接着浪潮的演變，但傳統教育中，人與人的接觸和互動，是最重要的因素，也不可取代。」但他承認潮流不可逆轉，關鍵是怎樣因勢利導，正面回應。而且，MOOCs某程度上促使更多大學開放資源，精益求精，推動院校之間的競爭。

開放、跨越和自主是MOOCs優勝之處。2012年，七十五萬多人報讀免費網上課程edX，人數最多的國家包括印度、巴西、巴基斯坦和俄羅斯。多樣的地域、國家、種族、社會經濟背景，可以刺激授課者本身和學員之間的思考和辯論。網上學習給學員更大自主權，以最適合自己需要的模式學習，有些不能在傳統學校環境內學習的人，例如社交能力不足，專注力有障礙，只能靠電腦溝通的自閉人士，都可透過這類平台吸收知識。

侯教授指出，MOOCs也影響傳統課堂內的教學法，藉着便捷的平台，課前

教師上載基本知識，讓學生預習，減省課堂教授時間。上課時則由學生提問不明之處，以及深入討論相關問題。他說：「這稱為『翻轉課室』，『翻轉』的意思就是與教師在課堂授課，學生回家做功課的傳統次序相反。這種教學法的效率更高，除適用於大學外，中小學也可用得着，只是過去中小學的應用較少。」此外，「翻轉課室」的特點是即時互動，透過系統，教師可即時知道學員提問及回答選擇的分布，上課時便能因應需要調整教學。

另類知識轉移

早於2010年，中大已通過iTunes U的公開專頁，提供學術資源讓大眾免費下載，很受歡迎。

大學去年初與Coursera結成合作夥伴，提供五項課程供全球人士免費修讀。統籌中大加入Coursera事宜兼負協助Coursera課程教學人員設計及籌劃課程的是學能提升研究中心。協理副校長兼該中心主任潘偉賢教授說：「大學的使命之一是把知識廣傳全世界，這方面與Coursera的理念不謀而合，成為其夥伴是很自然的事，也是通過另一渠道服務社會、轉移知識。」

潘教授表示：「MOOCs以理工學科居多，但我們挑選的五項課程，既凸顯中大在中國文化研究的優勢，如『中國



機遇？新徑？教育革命？

踏上大型公開網上課程的浪潮



人文經典』和『崑曲之美』，亦網羅其他如經濟、教育和工程等課程。首項課程『人民幣在國際貨幣體系的角色』於去年9月開課，現已結束。今年1月開課的是『信息論』，兩者均吸引全球超過一萬七千人報名。各方面反應都很好。預計將5、6月間推出『中國人文經典』，餘下的將陸續推出。」

難得的經驗

資訊科技服務處教研支援部主管丘智華說：「是次網上教學平台的建構、維護和發展是由Coursera主理的，我們的工作是按教材作策劃及編製，使課程達到大學的教學質素要求，並符合Coursera的上傳及授課標準。」

侯教授說：「是次的參與是很寶貴的經驗，讓校方實際經歷每一步驟，包括準備教材及應對學生的需要和提問等細節，有助我們思索如何把這種教學方式融於日常教學。」潘教授一直跟進相關工作，她說：「學能提升研究中心的李雅言教授直接參加Coursera課程的設計和製作，中心

亦在校內推廣MOOCs的討論，如3月18日的工作坊，中心的吳偉賢教授將主講MOOCs相關課題。藍澧鈺教授則主力檢視如何引用Coursera的經驗於校內教學，以及『翻轉課室』教學法的應用。」

潘教授總結，MOOCs尚在發展階段，一切仍待觀察，但大學着眼的不只限於MOOCs，科技在不斷發展，舉凡有助知識傳遞的電子教學形式，都會考慮，像最近便成立了團隊，提出整合各項電子教學平台的方案。

展望

「取代」似乎為時尚早，但MOOCs在高等教育的席位勢必愈加加重。如麻省理工校長L. Rafael Reif所說，「學位」將仍是一個與校舍和傳統校園經驗聯繫的概念，而其教學也愈加倚仗科技和互聯網來改良。但另一方面，各大學將陸續發展網上課程，並不斷完善其認證機制至僱主接納的水平。而入門課程將藉跨校協作減少重疊，節省資源，讓各校專精發展所擅專業。

Opportunity? Revolution? Educational Reform?

To Ride on the Trend of MOOCs



The continuous developments in information technology have not only changed the speed and ways of information access, they have transformed higher education. Online learning is not new—MIT posted its course contents on the Internet about 10 years ago by launching what it calls 'OpenCourseWare'. By last year, OpenCourseWare has accumulated 100 million individual learners and the number is increasing by one million a month. Two years ago, Massive Open Online Courses (MOOCs) were launched by top universities in the US and Europe. Anyone with Internet access can take these courses for free.

Pedagogical Challenges

A single MOOC may recruit thousands, or even hundreds of thousands of students. The development has been astonishing. It has even been predicted that MOOCs will transform or threaten higher education. If students can download the courses of elite colleges anywhere in the world, why would they want to pay expensive tuition and put themselves in debt?

Will MOOCs replace traditional universities? Prof. **Hau Kit-tai**, Pro-Vice-Chancellor and Choh-Ming Li Professor of Educational Psychology, is placid. 'Back in the day when radio and television came into being and were used as tools of teaching, people commented that they would have a deep impact on education. E-learning or multimedia learning has been popular for the last decade. MOOCs are a development of the e-learning trend. Human interaction is crucial in traditional education; it cannot be replaced.' He admitted the trend is irreversible. The key point is to make the best use of the situation and respond positively. MOOCs, to a certain extent, lead to the further release of academic resources and healthy competition among universities.

The advantage of MOOCs is that they are open, they transcend traditional boundaries, and they make learning autonomous. In 2012, 753,000 learners registered for edX free courses. Most of them came from India, Brazil, Pakistan, and Russia. The diverse geographical, national, racial, and socio-economic backgrounds stimulate teachers' reflections and teacher-student discussion. Online learning gives students more autonomy in choosing the most suitable way for learning. Those who could not fit into a traditional school learning environment such as those poor in social skills and concentration, sufferers of autism who rely on the computer for communication, can now learn comfortably via these platforms.

Professor Hau pointed out that MOOCs also have an impact on traditional classroom teaching. With this convenient platform, teachers upload introductory material online for students to study beforehand. They can use time previously reserved for lectures to solve students' problems; they can tutor through in-depth discussion. He said, 'This is known as the "flipped classroom" where the traditional order of teaching, i.e., lecturing in classroom, followed by homework, is flipped. Proven to be more efficient, the "flipped classroom" is applicable to higher education, even primary and secondary schools which have seldom used it in the past.' In addition, the 'flipped classroom' is characterized by an interactive real-time Q&A function that allows teachers to be immediately notified of students' questions and to see the distribution of the answers. This allows them to adjust their teaching.

Another Form of Knowledge Transfer

CUHK has offered free educational programmes to online learners since 2010 by joining iTunes U. These programmes are well received by the general public.

Last year, CUHK joined Coursera as a partner, offering five courses for free to world learners. The Centre of

Learning Enhancement And Research (CLEAR) is responsible for coordinating matters regarding Coursera and supporting University members to design and compile the courses. Prof. **Poon Wai-yin**, Associate Vice-President and director of CLEAR, said, 'One of the University's missions is to apply and disseminate knowledge to the wider world community, which is in line with Coursera's mission. So the partnership was a natural development. It's also another way of serving the community and transferring knowledge.'



潘偉賢教授
Prof. Poon Wai-yin

Professor Poon said, 'MOOCs have quite a lot of science and engineering courses, whereas we selected five courses belonging to the humanities, economics, education and engineering. The courses on "Classics of Chinese Humanities" and "The Beauty of Kunqu Opera" underscore CUHK's characteristics in Chinese studies while other research strengths are also included. Launched in September 2013, the first course—"The Role of the Renminbi in the International Monetary System" was completed. Starting from January 2014, "Information Theory" has been posted online. Both courses have attracted over 17,000 students. "Classics of Chinese Humanities" will be offered in the coming May or June, followed by others in the near future.'

Valuable Experiences

Ms. **Chiu Chih-hua Carol**, head of the Academic Support Division, Information Technology Services Centre, said, 'Coursera takes care of its own infrastructure, maintenance and development. What we do is arrange and compile the lecture materials that uphold the University's teaching quality and fulfil the uploading standards set by Coursera.'

Professor Hau said, 'Participation in Coursera has given us hands-on experience in each step of the process, such as preparing teaching materials and catering to students' needs.

Such experiences are useful for integrating this innovative pedagogy into CUHK's education.' Professor Poon said, 'CLEAR promotes MOOCs on campus. Prof. **Lee Ngar-yin Louis** of the centre is responsible for designing and compiling CUHK's Coursera courses. Hosted by Prof. **Ng Wai-yin Will**, a workshop on the topic will be held on 18 March. On the other hand, Prof. **Lam Lai-chuen Paul** is reviewing the Coursera experiences for future developments and the application of the "flipped classroom".'

Professor Poon concluded that MOOCs are still in its infancy and its impact is under observation. CUHK is considering a wider use of different e-learning methods beyond MOOCs. The University has recently set up an ad-hoc group for integrating various e-learning platforms.

Looking Ahead

It may be early to say that MOOCs will replace university education, but its increasing importance is inevitable. As MIT president **L. Rafael Reif** said, what we now call a 'degree' will be a concept 'connected with bricks and mortar'—and traditional on-campus experiences that will increasingly leverage technology and the Internet to enhance classroom and laboratory work. Alongside that, many universities will offer online courses, develop credible credentials that verify that the student has adequately mastered the subject, and can be counted on by employers. Cross-institution introductory courses will be offered to save resources for individual universities to spearhead their focused areas. 📄



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中國研究中心開幕

Centre for China Studies Opens

肩負提供世界級中國研究教學重任的中國研究中心，於1月27日開幕。該中心由科大衛教授（右四）擔任主任，致力開辦以英語教授，並主要以國際學生為對象的中國研究課程。去年9月已開辦當代中國研究文學士/社會科學學士課程，由優秀海外教員執教。未來中心將發展成為擁有十位教員、三百二十位本科生、六十五位文學碩士生及約十二位研究生的教學部門。

The Centre for China Studies held its formal opening ceremony on 27 January. With Prof. David Faure (4th right) as its director, the centre's mission is to provide world-class training in China studies. Courses are taught in English and targets are primarily international students. The BA/BSSc programme in Contemporary China Studies was launched in September last year. It has been recruiting, with success, a highly qualified international faculty. At full strength, it will include a faculty of 10, 320 undergraduates, 65 MA students, and around 12 research postgraduate students.



內地中學生遊校園

Campus Tour for Mainland High-schoolers



入學及學生資助處於2月6日為內地中學生及家長舉辦半天的校園遊，吸引了近三百名來自內地不同省市的學生及家長參加。

該處先在康本國際學術園舉辦入學講座，由處長王淑英教授介紹大學特色及內地招生計劃，之後安排參加者參觀大學圖書館、書院、學生宿舍及學生活動區，並由在校內地本科生親自介紹在中大的生活，分享學習感受。來訪學生及家長還參觀大學展覽廳，加深了解中大過去半世紀的發展歷程及成就。

The Office of Admissions and Financial Aid organized a half-day campus tour for about 300 mainland secondary students and their parents on 6 February. The visitors came from 16 provinces and cities.

Prof. Wong Suk-ying Veronica, Director of Admissions and Financial Aid, gave a briefing to the visitors on CUHK's unique features and its mainland students admission scheme. The briefing session was followed by visits to the University Library, the Colleges, hostels and students activities facilities. Mainland undergraduates at the University were invited to share their study experiences with the visitors, who later toured the University Gallery to learn more about CUHK's developments and achievements over the past 50 years.

自閉症國際會議

International Conference on Autism

賽馬會公共衛生及基層醫療學院全球衛生中心獲得世界大學聯盟（WUN）支持，在1月16至17日舉行「自閉症：全球挑戰與本地需求」研究會議，乃香港首個倡導跨學科研究及社區參與的自閉症國際會議。

中大校長沈祖堯教授（右六）、香港特區政府食物及衛生局局長高永文醫生（左六）及WUN總幹事John Hearn教授（右五）主持會議開幕儀式。逾一百五十名享譽國際的自閉症學者及業界領袖出席，包括協康會、香港耀能協會及樂融兒童特殊教育之代表。

會議主講嘉賓來自世界各地，包括澳洲、新加坡、南非、台灣、英國、美國及香港等，彰顯跨地域學術研究及服務發展的合作力量，為推動自閉症在香港及亞洲地區的發展作出重大貢獻。

Supported by the Worldwide Universities Network (WUN), the University's Centre for Global Health of the Jockey Club School of Public Health and Primary Care held the first multi-disciplinary and community participatory international conference on autism in Hong Kong. Entitled 'Autism: Global Challenges and Local Needs', the conference took place from 16 to 17 January.

The opening ceremony was officiated by Prof. Joseph J.Y. Sung (6th right), CUHK Vice-Chancellor; Dr. Ko Wing-man (6th left), Secretary for Food and Health, the Hong Kong SAR Government; and Prof. John Hearn (5th right), Executive Director, WUN. The ceremony was attended by over 150 internationally renowned scholars and local key stakeholders in autism research, practice, and policy, including representatives from Heep Hong Society, SAHK and the Children's Institute of Hong Kong.

Delivered by researchers from Australia, Singapore, South Africa, Taiwan, the UK, the US and Hong Kong, the plenary presentations shared international reports on autism spectrum conditions. The conference demonstrated successful collaboration and synergy between international and local networks over research and service provisions for autism in Hong Kong, and more widely in Asia.



Ins and Outs

人事動態



Information in this section can only be accessed with [CWEM password](#).

若要瀏覽本部分的資料，
請須輸入[中大校園電子郵件密碼](#)。

Announcements

宣布事項

1995公積金計劃內各項投資回報成績

Investment Returns on Designated Investment Funds of Staff Superannuation Scheme 1995

基金 Fund	1.2014		1.2.2013-31.1.2014	
	未經審核數據 Unaudited	指標回報 Benchmark Return	未經審核數據 Unaudited	指標回報 Benchmark Return
增長 Growth	-3.96%	-3.93%	8.84%	6.18%
平衡 Balanced	-3.65%	-2.66%	3.19%	5.13%
穩定 Stable	-0.89%	-0.34%	-0.36%	1.18%
香港股票 HK Equity	-5.54%	-5.92%	-0.75%	-4.87%
香港指數 HK Index-linked	-5.75%	-5.45%	-4.61%	-3.80%
A50中國指數 [△] A50 China Tracker [△]	-7.09%	-5.76%	-24.52%	-20.55%
港元銀行存款 HKD Bank Deposit	0.12%	0.001%	1.06%	0.01%
美元銀行存款* USD Bank Deposit*	0.25%	0.15%	1.19%	0.22%
澳元銀行存款* AUD Bank Deposit*	-2.12%	-2.25%	-13.37%	-15.21%
歐元銀行存款* EUR Bank Deposit*	-1.98%	-2.00%	-0.22%	-0.53%

強積金數據請參閱：www.cuhk.edu.hk/bursary/chi/public/payroll_benefits/mpf.html

For MPF Scheme performance, please refer to:
www.cuhk.edu.hk/bursary/eng/public/payroll_benefits/mpf.html

△ 累積回報是由2013年2月1日之後的十二個月之回報。實際投資回報數值包含由iShares安碩富時A50中國指數ETF (2823)的市場價格及單位資產淨值的差異而產生的溢價或折讓。在2014年1月該溢價減少了1.58%，而2013年2月至2014年1月之十二個月期間溢價的累計減幅為1.76%。

Cumulative returns are for the past twelve months from 1 February 2013. The return data include a premium or a discount between the Market Price and the Net Asset Value of iShares FTSE A50 China Index ETF (2823). In January, there was a decrease in premium of 1.58% and for the twelve months from February 2013 to January 2014, the premium decreased by 1.76%.

* 實際與指標回報已包括有關期間內之匯率變動。

Both actual and benchmark returns include foreign currency exchange difference for the month.

2014暑期課程招生

Application for Summer Programmes 2014

「國際暑期課程」及「預科生暑期課程」現接受網上申請。「國際暑期課程」由7月2日至8月4日舉行，供中大本科生、海外及本地其他大學本科生修讀，讓他們在中大多元文化的環境中學習，藉此推動學術及文化交流，擴闊學生國際視野。「預科生暑期課程」於7月12至25日舉行，旨在讓於2014年升讀大學的預科生加深對大學課程的認識，為將來大學選科作好準備。

課程詳情及報名，可瀏覽網頁www.cuhk.edu.hk/osp。查詢請聯絡暑期課程辦公室（電話：3943 1826/1827 或電郵：osp@cuhk.edu.hk）。

The International Summer School (ISS) and the Summer Institute (SI) are now open for online application. ISS will be held from 2 July to 4 August. It is open to CUHK students, international students and Hong Kong residents studying at a local/overseas university. While attending, students can learn and live alongside other academic achievers from diverse cultures. SI, taking place from 12 to 25 July, provides an opportunity for local and international students applying to universities in the year 2014 to explore their interest in different disciplines before application.

For more information and online application, please visit www.cuhk.edu.hk/osp. For enquiries, please call 3943 1826/1827 or e-mail osp@cuhk.edu.hk.

鋼琴三重奏音樂會

Piano Trio Concert

音樂系將舉辦以下音樂節目，免費入座，歡迎參加。

The Department of Music will present the following programme. All are welcome, free entrance.

演奏者 Performer	P3 Piano Trio
日期 Date	27.3.2014 (星期四 Thursday)
時間 Time	8:00 p.m.
地點 Venue	崇基學院利黃瑤壁樓利希慎音樂廳 Lee Hysan Concert Hall, Esther Lee Building, Chung Chi College

訃告

Obituary

物業管理處屋宇保養技工職員盧鐵城先生於2014年2月7日逝世，校方深表哀悼，盧先生於2001年6月11日加入中大服務。

The University mourns the passing of Mr. Lo Tit-shing on 7 February 2014. Mr. Lo joined the University on 11 June 2001 and had served as mechanic (building maintenance) at the Estates Management Office.

CUHK f+b

舌尖上的中大



台灣的滋味

A Taste of Taiwan

說起牛肉麵，香港人最先想到的多半是台灣牛肉麵，熱門路的人各有所好，有人說台北桃源街那家正宗，有人說永康街那家湯頭濃醇，有人說金華街那家風味佳，也有人拿着舒國治的書，按圖索驥尋訪忠孝東路的清真牛肉麵館。

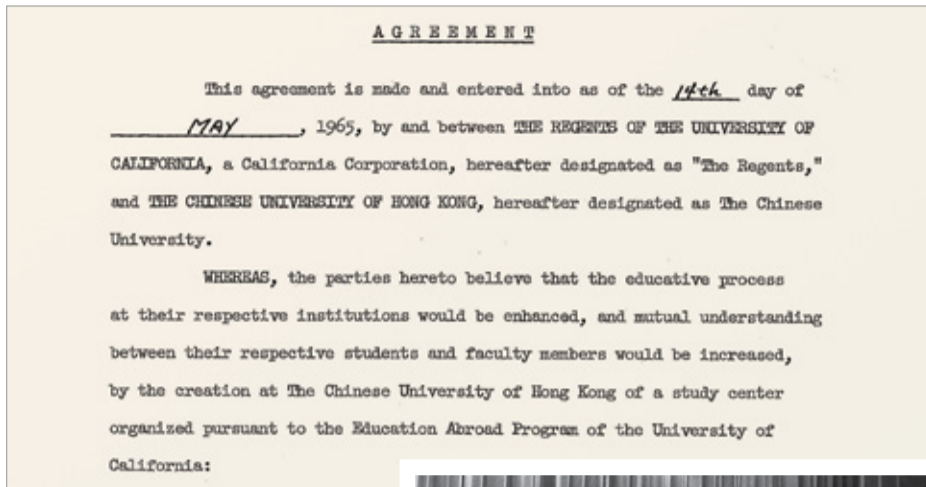
或許要吃台式牛肉麵不必遠求，校內敬文書院餐廳供應的牛肉麵就近乎台式口味。餐廳經營者廖先生本人愛吃牛肉麵，他強調湯頭口味要平衡，不太濃太辣，燉煮牛肉時不加水，令牛肉汁留在以藥材、蔬菜和香料熬煮的湯頭裏。他對麵條的粗細、形狀也很講究。麵條是特別訂製，像意大利麵那樣呈圓形，他認為這樣的麵條吃起來很滑口。

敬文書院餐廳這道菜名為「原汁牛肉湯麵」，裏面多塊厚腩軟嫩的牛肉。或許這和台灣當地的「牛肉湯麵」最大的不同是，在台灣吃的「牛肉湯麵」只有牛肉湯和麵，要吃牛肉就要點「牛肉麵」。

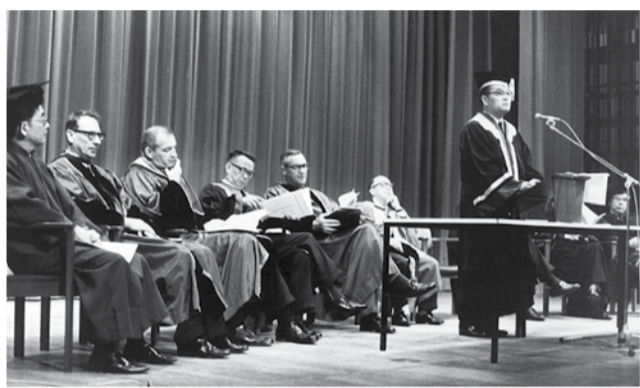
At the mention of beef noodles, many Hong Kongers will think of the Taiwanese version. Self-professed foodies have their own top choices in Taipei. Some favour the noodle shop on Taoyuan Street for its authenticity. Others go for the one on Yongkang Street for its full-bodied soup. Still others say the food at the Jinhua Street shop is most palatable. Some even make gourmet pilgrimages to the halal noodle shop on Zhongxiao East Road with a foodie guidebook in their hands.

Instead of flying to Taipei, you may find toothsome beef noodles at the C.W. Chu College restaurant. A beef noodle aficionado, the proprietor of the restaurant stressed that the beef broth must be balanced, without being too strong or too spicy. Beef is stewed in broth consisting of herbs, vegetables, and spices. He is also particular about the size and shape of the noodles. The custom-made noodles resemble spaghetti in shape, which he believes has a smoother texture.

Named 'beef soup noodles' on the menu, this dish comes with chunks of tender and luscious beef. Perhaps its name is one of the features that distinguish it from its Taiwanese cousins. In Taiwan, if you order 'beef soup noodles', you may be given a bowl of noodles in only beef broth but no beef. Order 'beef noodles' if you want some chunks of beef to chew on.



1965年5月，中大與美國加州大學簽署交換計劃協議書，並於同年9月起實施。在此計劃下，獲選的中大學生、畢業生、教職員可於加州大學任何分校免費攻讀學位，而訪問加州大學的教職員可使用研究設備及其他一切設施。與此同時，加州大學於1965至66年度自費派遣教師兩人、研究生四人到中大，擔任教學及研究工作；另有本科生五人來校修讀歷史、藝術、社會學及數學。加州大學交換計劃是中大最早簽訂的學生交流協議，該協議書現於大學展覽廳展出。



1965年8月26日，中大假座大會堂劇院舉行儀式，紀念中大與加州大學成立學術合作協定，李卓敏校長於儀式上致辭
Dr. Li Choh-ming, CUHK Vice-Chancellor, speaks at a ceremony held on 26 August 1965 at the City Hall Theatre to mark the inauguration of the cooperative programme between CUHK and the University of California

The Chinese University signed an exchange agreement with the University of California in May 1965. The agreement, which took effect in September, allowed recommended CUHK undergraduates, postgraduates and faculty members to attend any of the campuses of the University of California for degrees with waiver of the entire tuition. The University of California also made its research and office facilities available to visiting faculty members from CUHK. And in the academic year 1965–66, two professors and four graduates from the University of California visited CUHK to teach and supervise research. Besides, five undergraduates came to our campus to study history, fine arts, sociology and mathematics. The agreement of this very first student exchange programme of CUHK is now on display in the University Gallery.

Books

書訊



溫家寶談中國發展

總部設在瑞士日內瓦的非營利組織「世界經濟論壇」，每年冬季都會在瑞士滑雪勝地達沃斯舉辦年會（俗稱達沃斯論壇）。該組織在2007年創辦世界經濟論壇「新領軍者年會」，又稱夏季達沃斯論壇，在中國天津和大連召開。當時的中國總理溫家寶從2007至2012年，每年均為夏季達沃斯論壇致開幕辭，並參加企業家座談會與出席者答問。中文大學出版社剛出版的《應對挑戰：中國發展的歷史紀錄》，把溫家寶歷年在該論壇的講話編集成書。

由2007至2012年，中國和全世界經歷了雷曼兄弟銀行倒閉和隨之而來的全球金融危機，中國為應對這場危機實行經濟刺激計劃，全球經濟其後重拾動力，開始復蘇。除了經濟問題外，還有汶川地震和日本東北地震、海嘯和核洩漏，這些事件全可見於溫總理發言之中。溫總理在2011年的座談會上，還談到中國政治體制改革問題，提到維護司法公正、選舉權、反貪腐等，至今仍然是香港和全體中國人十分關注的議題。此外，從他的發言還可看到中國着重發展經濟之餘，開始強調節約資源和保護生態環境。在中國城市霾害不絕，PM2.5懸浮微粒一再超標的今天，這些都是未竟的目標。

無論如何，這本書所收錄的溫家寶講話，可說反映了中國乃至世界經濟發展起落的軌跡。本書有中英文兩種版本，是研究有關課題的海內外學者重要的參考著作。



《應對挑戰：中國發展的歷史紀錄》
 編著：世界經濟論壇
 出版：中文大學出版社
 年份：2014年

Meeting the Challenges: A Historical Record of China's Development
 Editor: World Economic Forum
 Publisher: The Chinese University Press
 Year: 2014

Wen Jiabao on China's Development

Based in Geneva, the World Economic Forum (WEF) is a Swiss nonprofit foundation best known for its annual winter meeting in Davos, a mountain resort in Switzerland. In 2007, the WEF established the Annual Meeting of the New Champions (also known as the 'Summer Davos') in China. The meeting is held alternately in Tianjin and Dalian. From 2007 to 2012, the then Chinese Premier Wen Jiabao delivered opening speeches at every Summer Davos Forum and answered questions at its Meeting with Entrepreneurs session. The Chinese University Press has published *Meeting the Challenges: A Historical Record of China's Development*, a collection of speeches by Premier Wen at the WEF events.

From 2007 to 2012, China and the world experienced the collapse of Lehman Brothers, the resulting upheaval in global markets, the impact of China's wide-ranging stimulus package in response to the crisis, and the gradual recovery of world economy. In addition to economic issues, Premier Wen's speeches also covered the 2008 Sichuan Earthquake in China, the 2011 Tohoku Earthquake and Tsunami and the resulting Fukushima nuclear crisis in Japan. He also talked about China's political reform in 2011 in a discussion with a select group of participants, stressing the need to uphold judicial justice, the right to vote, the fight against corruption, etc. These issues are still the main concerns of many people in Hong Kong and China. His speeches also show China's increasing emphasis on saving resources and protecting the eco-environment while pursuing economic development. These are unfulfilled commitments as reflected by the fact that smog-choked cities with alarming high levels of PM2.5 particulate matter have become commonplace in China.

Nevertheless, these speeches can be seen as a lens through which readers may better understand the economic ups and downs in China and the world. With both Chinese and English versions, the book will prove valuable to researchers of relevant topics in China and elsewhere.

法律學院 鄔楓教授

Prof. Lutz-Christian Wolff

Professor, Faculty of Law

祝賀你獲頒博文教學獎。此獎對你教學有何影響？

博文教學獎給我極大鼓舞，激勵我在教學與研究上繼續尋求新突破。

你可以用三個字形容中大法律生嗎？

「頂呱呱」。中大法學院2005年成立，是香港最年輕的法學院。畢業生進入法律界後，很快獲得僱主和同儕信任，以及國際學者盛讚。中大法律生機靈、堅毅、有創意，在僱主滿意度上名列前茅。

甚麼機緣促使你來港發展？

我和中國的緣份始於早年讀大學時。1983至84年我參加留學生計劃，在上海生活了整整一學年。在巴伐利亞帕紹大學修讀學士學位時，我就意識到中國這個崛起中的大國潛力無窮，並察覺中文在全球快速蔓延的影響力。那時起我開始認真學習中文，乃至其後以學者身分來港工作，已經可以用普通話教授某些課程。我十分享受現時在香港的工作，包括教學、研究、服務，而且發現懂得中文有明顯優勢。

你的中文名字鄔楓有甚麼由來？

這個名字是我自己取的，因為覺得「鄔」字的形狀、結構很美。中國的確有人姓鄔，只是較少見，讀音也接近我本姓。我愛好遠足，熱愛大自然，楓是我最喜歡的樹。

你對東方藝術文化感興趣嗎？

第一次踏足東方時，是帶着對中文這個在世界日益重要的語言的特有興趣。隨着在上海、台灣、北京、香港學習和工作，我開始全心全意愛上中國文化，擁抱中國文化。我在李兆基樓的辦公室空間不大，主要放置了兩件中國藝術品——石佛頭像和書櫥。頭像的年代和來歷我不清楚，但放在它身邊就像沐浴在東方智慧之泉，為房間增添一份安寧，為思緒帶來平衡和秩序。書櫥是仿製品，但櫃門是真古董，典雅高貴，用來守護法律文件，真是無以尚之。

能否解釋或舉例說明，為甚麼法律是「路徑依賴」的，必須放在特定情境中理解？

簡單來說，法律是在某一時期的社會、文化、經濟環境下形成，因此必須放在特定情境中理解。也就是說，要理解法律，必須理解連帶的社會、文化、經濟背景。法律不可能脫離社會而獨立存在，不是一成不變的法典。價值標準會變，法律也會隨着變，特別在當下如此多元、發達、刺激的社會更是如此。

你為何會選擇法律這一行？

我一直堅信正義的至高無上，年少時曾想做記者。那時以為學點法律也許有助進入新聞行業，於是進了法學院。然而法律的學問深深吸引住我，令我大開眼界。自此我就一心一意學法律，待在這一行，義無反顧。

Congratulations on your University Education Award. What would be its impact on your teaching?

It is a tremendous encouragement and will inspire me to seek new directions in teaching and research work.

Can you describe CUHK law students in three words?

'Simply the best'. While our law school, established in 2005, is the youngest in Hong Kong, its graduates have soon won the trust of their employers and peers in the legal community, and accolades from leading international academics. They are smart, determined, and creative. They score very high in terms of employer satisfaction.

What brought you to Hong Kong?

My association with China began early in the undergraduate days, and I spent the entire academic year 1983–84 on a foreign student programme in Shanghai. When I was doing my first degree at the University of Passau in Bavaria, I came to realize the potential of China as an emerging world power, and the fast developing global influence of the Chinese language. It was at that time that I began to take up the study of Chinese seriously, so much so that when I first started to work in Hong Kong as an academic, I was able to conduct some lectures in Putonghua. I thoroughly enjoy my present work in Hong Kong, which comprises teaching, research and services, and have found my working knowledge of Chinese a great help and an advantage.

How did your Chinese name 鄔楓 (Wu Feng) come about?

Actually I chose the name myself for the beauty of the way the character 鄔 is shaped and structured. It is indeed a Chinese surname although not a common one, and it sounds close enough to my own name. As a seasoned hiker I am very fond of nature and 楓, the maple, is one of my favourite trees.

Are you interested in oriental art and culture?

While I first came to the East with an interest specifically in the Chinese language and its growing importance in world affairs, I came to love and embrace Chinese culture wholeheartedly during my studies and work in Shanghai, Taiwan, Beijing and of course Hong Kong. You will see that my office in the Lee Shau Kee Building, which is not so spacious, is dominated by two pieces of Chinese art—a mounted stone head of Buddha and a scholar's cabinet. I cannot tell you the age or provenance of the head, but it sits there as a fount of oriental wisdom, and brings tranquility to the room and balance and orderliness to human thoughts. The cabinet is a reconstructed piece but the doors are genuinely antique, and they are about as elegant a pair of doors as you could get to guard your legal documents!

Can you explain why law is 'path-dependent' and must be understood 'in context'?

To put it simply, law is shaped by the social, cultural and economic milieu of the time and therefore must be understood in context. It thus follows that, to understand law, one must have an understanding of those social, cultural and economic contexts. Law cannot exist on its own and be out of touch with society. It is not to be seen merely as a code which is beyond amendments and changes. Values change, and so must the law, especially when society is so diversified, developed and exciting these days.

Why did you take up law?

I have always regarded justice to be of paramount importance, and wanted to be a journalist when I was very young. At that time I thought a legal background would be conducive to a journalistic career, and so I entered law school. However, I got fascinated by my legal studies which really opened my eyes to a lot of things. Since then I have stayed with law without looking back. 📖



鄔楓教授和他珍愛的石佛頭像
Professor Wolff and his beloved Buddha's head



2014年初在尼泊爾遠足
On a hiking trip to Nepal in early 2014

