Supported by the University Grants Committee

Teaching Excellence Ambassador Programme

Project Highlights

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香港中文大學
The Chinese University of Hong Kong

學能提升研究中心
Centre for Learning Enhancement And Research

Forewords

Professor Joseph J.Y. SUNG

Vice-Chancellor / President

Teaching is one of the core missions of any university. It is also one of the great strengths of The Chinese University of Hong Kong – the university is particularly proud of its long tradition of providing students with a good all-rounded education.

The excellent teaching tradition continues. Through the initiative of The Centre of Learning Enhancement And Research, the university now showcases the work of faculty members whose passion in, dedication to, and quality of teaching are exemplary. It is my hope that The Teaching Excellence Ambassador (TEA) programme will help disseminate good teaching practices that can serve as a benchmark of high-quality teaching, and that may be adopted at the departmental, faculty and institutional levels gradually.

Naturally, these practices occur in a Chinese context and, as such, may be different from good teaching practices in the West. Therefore, it is also my hope that the TEA programme will attract interest, and even possible ideas for collaborations, from other institutions – Hong Kong, Chinese, and international – with the aim of promoting excellent university teaching.

Professor Benjamin W. WAH

Provost

The Chinese University of Hong Kong prides itself on the excellence of its academic programmes. Thanks to the dedicated effort of its faculty and staff members, CUHK made a seamless transition into the new four-year curriculum in 2012. It continues to offer comprehensive, innovative, top-quality, internationally recognised academic programmes.

The Teaching Excellence Ambassador Programme at CLEAR helps CUHK consolidate its leading academic position by bolstering the teaching-research nexus in advancing scholarship of teaching. No university atmosphere can be more productive than one where the excitement about teaching and research is palpable!

Professor Isabella W.Y. POON

Pro-Vice-Chancellor / Vice-President

The university is committed to providing a positive and creative learning environment, which is driven by high quality teaching staff and their teaching, for students. CLEAR launched a Teaching Excellent Ambassador Programme that underpins our commitment to enhancing teaching quality. The programme successfully engaged nearly 30 experienced teaching members as ambassadors to share with fellow colleagues their good teaching practices that have proven beneficial to student learning. Their teaching practices closely align with the university's key strategic priorities in teaching and learning, demonstrating the best elements of pedagogical strategies, e-learning and blended approaches, programme and system enhancement and educational values.

A key focus of the programme is to promote good teaching practices through establishing Communities of Practice in CUHK. I hope that, with your participation, the programme will continue to extend its reach and become a robust platform in which new opportunities for cooperation and collaboration for innovative teaching and learning initiatives are provided for our academic community.

The Teaching Excellence Ambassador (TEA) Programme

The Centre for Learning Enhancement And Research (CLEAR) is delighted to launch the Teaching Excellence Ambassador (TEA) Programme as a catalyst to establish and develop Communities of Practice (CoP) in CUHK. Each CoP comprises parties with the common interest of sharing and promoting good teaching and learning practices in a given domain. The primary goal of the programme is to identify good teaching practices at CUHK and to share and promote them in the wider academic community, so that they will evolve into a respected pedagogical scholarship.

In the TEA programme, CUHK teachers who have demonstrated excellent teaching qualities, or have developed innovative pedagogical approaches, are invited to be Ambassadors. These Ambassadors will reach out to other frontline teaching members, as well as responsible personnel of academic programmes, to share teaching experiences, and to both share and disseminate effective teaching practices. CLEAR is privileged to have secured the support of 23 experienced teaching members to serve as Ambassadors to launch the programme, and will continue to build the list of Ambassadors.

All Academic Units (programmes, departments and faculties), are invited and urged to organise teaching development activities such as seminars, The programme Ambassadors can play a leading role in such activities. Activity organisers are invited to contact CLEAR, who will liaise with the programme Ambassadors to solicit their participation. Such activities facilitate the establishment of a robust network between front-line teachers from units with specific needs and the Ambassadors who possess the expertise, interest and experiences to provide assistance. Research staff affiliated to CLEAR will, upon request, assist the Ambassadors in conducting relevant pedagogical literature reviews and with the aim of grounding the good teaching practices at CUHK in the educational literature.

CoPs would be robust and sustainable only if they were formed and developed bottom-up, based on themes of mutual interest between the Ambassadors and other teaching staff. CLEAR staff will therefore also provide follow-up services to facilitate the adoption of good practices by other teaching staff. An example of such services is to conduct classroom experiments to test the effectiveness of the teaching practices promoted, and to collect relevant data that will help develop other good teaching practices. CLEAR will help Ambassadors and other teaching staff compile any information relevant to good teaching practices systematically, disseminate them on the CoP project website, and work with stakeholders to publish their ideas and practices in education journals of good standing. The long-term objective of the programme is to further advance CUHK from excellence in teaching practices to excellence in the scholarship of teaching and learning, as part of a continuing effort in enhancing teaching and learning at the university.

More details about the programme are available on the TEA Programme Website (http://www.cuhk.edu.hk/clear/tea).

Centre for Learning Enhancement And Research
The Chinese University of Hong Kong
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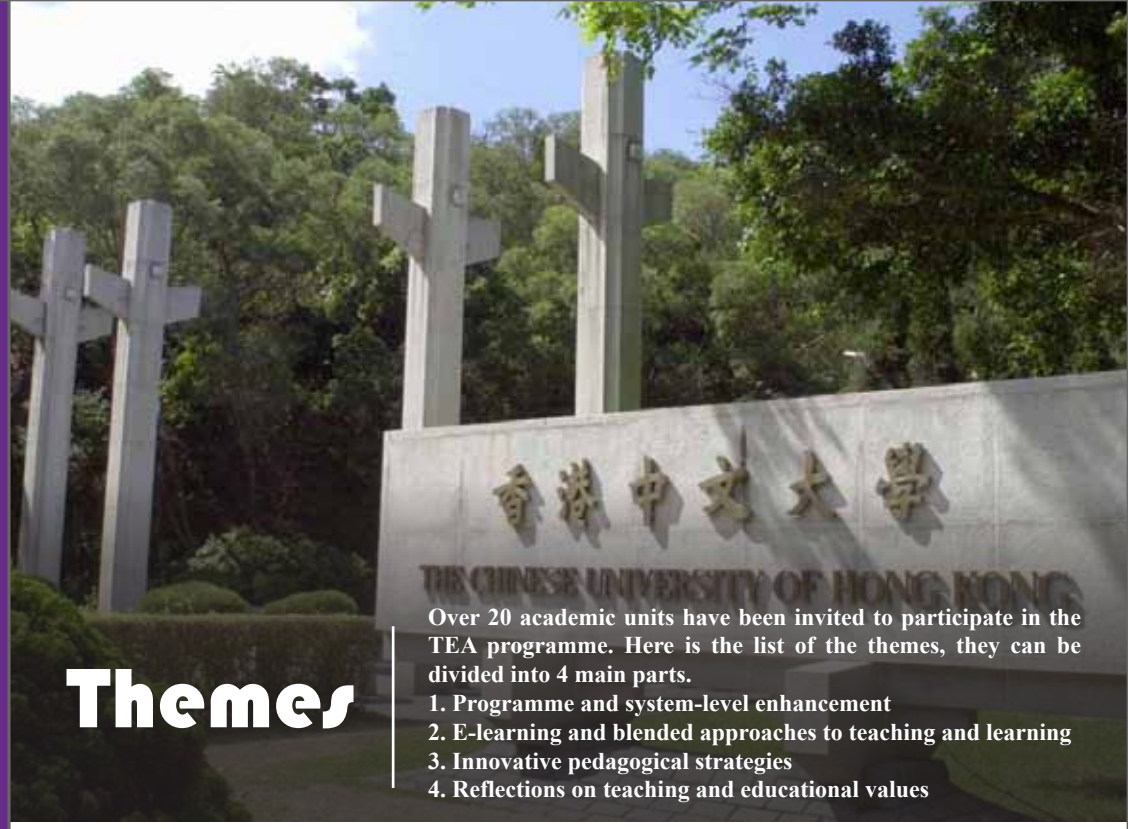
Inventory



Themes

Over 20 academic units have been invited to participate in the TEA programme. Here is the list of the themes, they can be divided into 4 main parts.

1. Programme and system-level enhancement
2. E-learning and blended approaches to teaching and learning
3. Innovative pedagogical strategies
4. Reflections on teaching and educational values

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Ambassador

Programme & System-level Enhancement

Department of Psychology

Professor AU Wing Tung,
Dr. CAREY Timothy,
Professor MAK Wing Sze,
Professor WANG Qian

Prof. Winton AU is an Associate Professor and Director of Industrial-Organizational Psychology Program at Department of Psychology of The Chinese University of Hong Kong. He has also served as Dean of General Education at Shaw College. His research interests include cooperation in social dilemmas and psychology at work. Besides teaching, he does consultancy work in the areas of assessing employee attitudes, conducting program evaluation and developing psychological assessments for personnel selection.

Dr. Tim CAREY is a Professional Consultant in the Psychology Department at the Chinese University of Hong Kong. In addition to lecturing and placing interns for the past eight years, he has 15 years of experience in management consulting with multi-national companies, state, federal and local government organizations and universities. For four years, he was an associate consultant, consultant and then Director of Consulting services for Personnel Decisions International, a global consulting firm based in Minneapolis, Minnesota, in the USA. Dr. Carey has spent 13 years in Asia, in both Hong Kong and Shanghai, which has included extensive travel and consulting, in the Asia-Pacific region, Europe and the Middle East.

Prof. Winnie MAK is an Associate Professor at the Department of Psychology of the Chinese University of Hong Kong. Her research concerns promoting diversity and mental health in the communities, reducing stigma towards social minorities, and enhancing recovery and well-being of people with severe mental illness, and HIV prevention and promotion of well-being of People Living with HIV.

Prof. Qian WANG is an Assistant Professor at Department of Psychology of the Chinese University of Hong Kong. Her research concerns social and personality development during childhood, adolescence, and emerging adulthood.

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Action Learning:
Experience Sharing on Conducting Practicums and Applied Projects in Psychology

Department of Psychology adopts a scientist-practitioner approach in teaching psychology. While we emphasize scientific research, we also expect students to be able to apply knowledge and skills to daily life. The combination is an action-learning approach that we encourage students to take on applied projects either as part of a course requirement or even as a full course as a practicum. Our practicum also serves as a capstone course for students aiming for an applied path. In this session we will share experiences developing and conducing these applied projects and practicum courses at both the undergraduate and graduate levels. Challenges in managing student and community expectations, monitoring and evaluation of student performance, assessment of learning outcomes, feedback from students, teachers and organizations will be discussed. Implementing action-learning is an ever challenging process that there are no standard operating procedures for success. This session is an occasion for colleagues who have been conducting or who are interested in developing applied projects and practicums to share insights and concerns.

Professor YUNG Pun To Douglas

Department of Electronic Engineering, Faculty of Engineering

Prof. Douglas YUNG has long been intrigued by the interfacing of microbes with engineering tools on a micro- and nano-scale. He is unraveling methods to rapidly assess the viability of superbugs and harness energy from extremophiles using a combination of electrochemical, optical techniques and MEMS devices. He is an advocate of a hybrid teaching and learning environment replete with project-based hands-on work, experiential activities and peer collaboration, a style departing from traditional top-down expository pedagogies. Douglas has received the Dean's Exemplary Teaching Award in the Faculty of Engineering from 2010-12.

Interdisciplinary Engineering Education Exemplified in an Introductory Biomedical Engineering Course

Biomedical engineering is a multidisciplinary field applying engineering tools to solve problems in the biological and medical realms. It encompasses the integration between engineering, biochemistry, physiology, neuroscience and many others. A grand challenge in teaching and learning rests on its interdisciplinary nature amidst a global wave of increase in specialization in medical education. This talk exemplifies new pedagogies to strike a balance between depth and breadth as practiced in an introductory course in biomedical engineering offered in the Chinese University of Hong Kong. This freshman course targets to develop conditionalized knowledge to align and organize students' understanding on essential concepts. Laboratory activities are designed to accompany lecture materials on the application of electrical, chemical, optical, mechanical, and other engineering principles to understand, measure, interrogate, model and control biological systems. Students learn by stimulating their creativity and problem-solving skills through experimentation, to ask "what if" questions, and to act on their own to make discoveries at the interface of engineering and biology.

Professor MA Lai Chong Joyce

Department of Social Work

Prof. Joyce L. C. MA is the Professor and Chairperson of the Department of Social Work, Distinguished Alumni (2010), Department of Social Work and Social Administration, HKU. She is the recipient of the Exemplary Teaching Award, Faculty of Social Science (2009) and the Vice-Chancellor's Exemplary Teaching Award (2009). Her specialties and research interests include family therapy and child and adolescent mental health with current emphasis on eating disorders and attention deficit hyperactivity disorders (ADHD). Teaching at the Department of Social Work, The Chinese University of Hong Kong since 1988, Prof. Ma is a Clinical Fellow and an Approved Supervisor of the American Association of Marriage and Family Therapy (AAMFT), the first Chinese member of the Board of Directors, International Association of Family Therapy, founder of the Shengang Family Treatment Center, Nanshan Hospital in Shenzhen and the Director of the Family and Group Practice Research Centre of the Department. She was appointed the Co-Clinical Director, Academy of Family Therapy, Hong Kong.

Learning and Teaching: Integrating Clinical Social Work Practice and Research into Teaching

Local and international social work education is characterized by competency-based education, which requires social work educators to continuously develop themselves academically and professionally. In this talk the author would like to share with the participants her life-long learning through research and clinical practice, which in turn has deepened her understanding of students' learning needs and enhanced her mastery of arts in teaching.

Professor JACKSON Jane

Department of English

Prof. Jane JACKSON is Professor in the English Department, where she specializes in applied linguistics. Her current research interests include second language/intercultural communication, language and identity, internationalization, 'cultures of learning', and international education. With the support of competitive research grants, she is investigating the language and (inter)cultural learning, and 'whole person' development of education abroad students (semester- and year-long sojourners). She has published numerous book chapters and articles in peer-reviewed journals (e.g., Frontiers: The Interdisciplinary Journal of Study Abroad, Modern Language Journal, Language and Intercultural Communication). Her monographs include Language, Identity, and Study Abroad: Sociocultural Perspectives (Equinox, 2008) and Intercultural Journeys: From Study to Residence Abroad (Palgrave MacMillan, 2010). She edited the Routledge Handbook of Language and Intercultural Communication (2012) and is currently working on Introducing Language and Intercultural Communication (Routledge). Jane is the recipient of the 2010 Vice-Chancellor's Exemplary Teaching Award at CUHK.

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Promoting Critical Reflection in a Blended Learning Environment

Deep, critical reflection is an important goal in tertiary education but it is far from easy to achieve. This presentation focuses on constructive ways to propel students to higher levels of critical self-awareness and reflection. We begin by looking at a credit-bearing, blended course that was designed to enhance the intercultural understanding of undergraduates with recent or current international experience. In a supportive environment, both in class and online, the participants are introduced to theories and models of intercultural competence and cross-cultural transitions. In relation to their own and others' international experience, they explore related topics and issues (e.g., language/culture shock, identity expansion, global citizenship, intercultural competence in a second language). Through structured, critical reflection, readings, media (e.g. films, YouTube clips), discussion, and writing (e.g., chat forums, reflective essays), students deepen their understanding of their international/intercultural experience and discover ways to optimize second language/intercultural interactions. After providing an overview of this learner-centered course and the lessons learned from three offerings, the session will evolve to a broader discussion of strategies that can promote critical reflection, mindfulness, and autonomous learning.

The development and monitoring of the intercultural transitions course is benefiting from Teaching Development Grants (#4170338, 4170356) as well as data generated by General Research Fund projects (#444709, 445312), which are tracking the developmental trajectories of outgoing semester- and year-long exchange students.

Professor CHU Ming Chung

Department of Physics

Prof. CHU obtained his B.Sc. and PhD degrees both at California Institute of Technology (Caltech). He held research positions at MIT and Caltech before joining the Chinese University of Hong Kong in 1995. His current research interest includes astrophysics, cosmology, and particle physics. In particular, he has been the Principal Investigator of the Hong Kong team of the Daya Bay Reactor Neutrino Experiment, which has discovered a new kind of neutrino oscillation that bears important implications for cosmology and particle physics. Prof. Chu has received many teaching awards from the Chinese University of Hong Kong, including the University Education Award in 2012, the Vice Chancellor Exemplary Teaching Award in 2001, and the Science Faculty Exemplary Teaching Award in 2001, 2007, and 2008.

Some Experience in Experiential Learning Activities

Students learn best when they are put in situations where they are forced to think and learn actively. I will discuss four non-credit bearing student-centered learning programs organized for physics students, which put students into roles of researchers and/or teachers. These programs help to promote a proactive academic culture in the department, and an unusually high percentage of students continue on in the academic fields after completing these programs.

Dr. LAI Jose

Director, English Language Teaching Unit

Dr. Jose LAI is Director of the English Language Teaching Unit of The Chinese University of Hong Kong. In addition to the general management of the Unit, she also oversees the development and implementation of curricula. Her professional interests include self-directed language learning, language awareness, curriculum development, and programme evaluation. Dr. Lai is passionate about language education and service learning, and she is the recipient of the Vice-Chancellor's Exemplary Teaching Award in 2002.

The Challenge and Practice of Implementing Quality Assurance for a Large-scale Foundation Course in ELT: Preparation, Standardization, Moderation

Assuring the teaching and learning quality of a single course which is taught by more than 40 teachers to some 3000 students poses a huge challenge at all levels. Thorough preparation, in terms of course design, delivery mode of course content, implementation of assessment tasks, and course-based interface of a learning management system (LMS), needs to be done effectively. During the term, peer class observations, team meetings, and grade moderation meetings with outcomes-based assessment rubrics have proved useful in encouraging professional exchange among colleagues and in ensuring consistency in grading across sections. To facilitate a systematic course review, a file server was set up to document students' works for grade moderation and related data analysis. As a final step, end-of-term course-based questionnaires were administered to teachers and students to solicit detailed feedback on the course. With such a mechanism in place, a comprehensive critical review of both the process and products of teaching and learning can thus be implemented accordingly.

Professor POON Wai Yin Isabella

Pro-Vice-Chancellor / Vice-President, CUHK
Department of Statistics, Faculty of Science

Prof. Isabella Wai-yin POON is Pro-Vice-Chancellor and Professor in the Department of Statistics of The Chinese University of Hong Kong. Her research interests focus on statistical methods for educational psychology and behavioral sciences, and she has led many large - scale teaching - related projects. Professor Poon was one of the two professors in the higher education sector of Hong Kong who were conferred the Award for Teaching Excellence launched by The University Grants Committee of Hong Kong in the inaugural year of 2011. She is also a recipient of the CUHK Faculty of Science Exemplary Teaching Award (1999-2000), (2002-03) and (2013-14), Best Teaching Award from the Asia Pacific Institute of Business, CUHK (2005-06) and (2008-09), as well as the Vice-Chancellor's Exemplary Teaching Award (2014).

1 The Design and Implementation of Outcome-Based Assessment in Science

Assessment drives students' learning. In the context of an outcome-based curriculum, it is crucial to clearly articulate expected learning outcomes and to design assessment in a way that can facilitate students' achievement of the outcomes. The Faculty of Science at The Chinese University of Hong Kong has implemented two teaching development projects in relation to assessment in the past few years, experience will be shared. One involves the development of user-friendly tools to design course assessment portfolios and to generate grade descriptors. The other encompasses the use of assessments as learning activities whereby students actively participate in the design of assessment criteria and be guided to critically assess their peers and themselves.

2 Using Research Results on Student Feed-back to Reflect on and Enhance Teaching

To enhance the quality of teaching and learning, it is essential for individual teachers or programmes to collect students' feedback. Research on students' quantitative and qualitative feedback will help identify areas for improvement, steer the way forward and prepare for future challenges. Reflecting on the research results and targeting at specific areas that need improvement, a variety of practices can be devised. The experience on the design and implementation of effectiveness practices will be shared in this talk.

Professor HUI Pak Ming

Department of Physics

Prof. Pak Ming HUI is Professor in the Department of Physics. He graduated from the University of Hong Kong in 1981 and received his PhD in physics from the Ohio State University in 1987. After postdoctoral work at Harvard University, he taught at the National Central University in Taiwan before joining CUHK in 1992. He found teaching a rewarding experience. He has taught a wide range of physics courses, covering the major areas of mechanics, quantum physics, electromagnetism, and statistical mechanics. He was award the Science Faculty Exemplary Teaching Award in 2001, 2002, 2006, 2009, and 2012. He was a recipient of the Vice-Chancellor Exemplary Teaching Award in 2006. In recent years, he spent more time writing on the white-board during lectures and designing assignments for students to explore a topic by themselves.

He served as an Assistant Dean in the Faculty of Science in 2007-2011 and helped in the transition to the 4-year curriculum. He has been chairman of the committee on designing the senior secondary physics curriculum since 2005. In research, he works on the optical properties of condensed matter systems, complex systems and complex networks. He coauthored a graduate-level textbook on physicists' views of market behavior entitled Financial Market Complexity in 2003. He served as the President of the Physical Society of Hong Kong in 2003-05 and Council Member of the Association of Asia-Pacific Physical Societies in 2005-2010.

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The Physics Undergraduate Programme at CUHK – The Journey from 4-to-3 Era to 3-to-4 Era Through the Eyes of a Teaching Staff

The past 20 years was a rough time for higher education when we went through the change from the 4-year curriculum to the 3-year curriculum at CUHK, introduction of the JUPAS system, changes in University administration, and the change from the 3-year curriculum back to the 4-year curriculum. The physics undergraduate programme barely survived the storms and came out stronger. It is a story of how colleagues in the physics department worked collectively and responded promptly to the needs of the students and to the external factors. A short-preview of this 20-year long film would include: the struggle through the early years of JUPAS, split classes design to cater for student diversity, timely design of streams within the curriculum, efforts on outreach programmes, creating non-formal education opportunities for students, maintaining a strong tie among students, alumni and the Department, and implementing quick fixes to curriculum in response to feedbacks. At the heart of these all are the spirit of caring for our students, a persistent demand on quality, teachers who run the extra mile on curriculum design and teaching, and a tradition of taking undergraduate teaching seriously in the Department. The speakers would also like to take this opportunity to discuss with colleagues in other programmes on teaching and learning.

Article

E-learning & Blended Approaches to Teaching & Learning

Dr. KU Kei Tat Fred

Department of Decision Sciences and Managerial Economics,
CUHK Business School

Associate Director,
Programme for Economic Education, Economic Research Centre,
Hong Kong Institute of Asia-Pacific Studies (HKIAPS)

Dr. Fred K.T. KU is a lecturer in Department of Decision Sciences and Managerial Economics of the CUHK Business School, and the Associate Director of the Programme for Economic Education, Hong Kong Institute of Asia-Pacific Studies (HKIAPS). His research interests include Industrial Organization and Business Strategy. He was conferred many Teaching Awards by the Business School in recognition of his outstanding performance in teaching, and obtained several teaching grants for teaching and learning projects. Dr. Ku is invited to deliver seminars and workshops to share his experience in facilitating students' learning. He is also dedicated to the development of multimedia teaching cases and the organization of different events / workshops / competitions to further facilitate high quality Economics education in both the University and secondary schools.

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1 Adopting Peer-Created Multimedia Resources for Teaching & Learning

To cultivate high quality teaching and learning and meanwhile nurture creativity of students, a group of teachers from the DSE Department developed a new teaching strategy that we call the co-creation approach. An important element of this approach is to strengthen student engagement through a video production project. Students look for examples and applications of economics from their own daily lives, and then produce a short econ video of 6 to 8 minutes. In the process, students on one hand have to understand thoroughly the related economic concepts, and on the other need to express what they have found in a creative way. Not only that the production of econ video itself is an assessment for learning, which helps students to develop economic analytical skills, team-building skills, and creativity, the video outputs are also very effective for facilitating teaching and learning. Outstanding peer-created econ videos are incorporated with traditional teaching activities to stimulate students' interest and facilitate high quality teaching and learning.

2 Facebook for Teaching & Learning

Facebook, the most popular worldwide Social Networking Site, is not only a social networking tool but also has the potential to become a course tool for building learning communities in a regular course. Students visit Facebook more frequently than they access to any traditional learning management systems (LMSs). Also, while many traditional LMSs are just online learning platforms and students come for course notes only, Facebook is a popular social networking platform such that students come for social interactions and they tend to stay in the platform for a longer time. In the seminar, experience of adopting Facebook as the course online site, in particular, how Facebook can enhance active and peer-learning, as well as students' feedbacks, will be shared.

Professor JIANG Liwen

School of Life Sciences
Director, Cell and Molecular Biology (CMB) Programme
Director, Centre for Cell and Developmental Biology (CCDB)

Prof. Liwen JIANG is a Professor at the School of Life Sciences and the Director of Cell & Molecular Biology (CMB) Programme and Centre for Cell & Developmental Biology (CCDB). His research focuses on protein trafficking and organelle biogenesis in plant cells. Professor JIANG has received several awards from CUHK including Faculty Exemplary Teaching Award, Excellence Research Awards, Outstanding Fellow of the Faculty of Science. He also received the Croucher Senior Research Fellowship and Ministry of Education Natural Science Award of China.

Developing Green Fluorescent Protein as a New Tool for Teaching Cell Biology in Large class

At present, learning modern Cell Biology relies on studying the images of cells and organelles in textbooks. All these images are taken from cells or tissues that have been chemically fixed (i.e. killed). Such chemical fixation can generate artifacts and only static images can be captured. Thus, such approach may not reflect the real cellular, physiological and dynamic responses in living cells or organisms. The recent development of green fluorescent protein (GFP) technology and advancement of high-resolution live-cell imaging systems have allowed real-time documentation of cellular dynamics and responses in transgenic organisms such as plants and animals. These dynamic studies of proteins, transport vesicles and organelles in living cells or tissues will further broaden our knowledge and understandings in cell biology. All these can be achieved by developing a multimedia self-learning kit of live cell imaging for Cell Biology learning in large classroom teaching.

Dr. LEUNG Fung Lin

Physical Education Unit

Dr. Fung Lin LEUNG is a senior lecturer at the Physical Education Unit of the Chinese University of Hong Kong. She has been teaching the University Required Physical Education Programme for 20 years. Research projects include the efficacy of using the Internet in physical activity promotion and the impact of required physical education program on physical activity participation of the alumni. Dr. Leung was awarded the Vice-Chancellor's Exemplary Teaching Award in 2003.

The Efficacy of Using the Internet in Physical Activity Promotion

Various strategies have been recommended for physical activity promotion. Internet-based interventions have shown the potential of serving large numbers of the population, and possess the advantages of convenience, flexibility, and more effectiveness and opportunities for interaction. Recently, focus has been put on using the Internet as a means to promote health related behavioural change. However, there is limited evidence concerning the efficacy of using Internet-based interventions for physical activity promotion in the school sector. The project aimed to tackle the problem of insufficient physical activity level of the students by integrating daily life activities (such as walking, biking and taking the stairs) into their daily lives through an Internet-delivered program.

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Innovative Pedagogical Strategies

Dr. PANG Kam Moon

Office of University General Education

Dr. Kam Moon PANG is Senior Lecturer, General Education Foundation Programme. He initially joined Department of Physics in 2001 and transferred to the Office of General Education in 2012.

Dr. Pang graduated with a B.Sc. in physics from the University of Hong Kong and obtained his M.Phil. and Ph.D. in Physics from the Chinese University of Hong Kong. Joining the General Education Programme for over 10 years, Dr. Pang teaches general education courses for both undergraduate and postgraduate students from various disciplines. In addition to classroom teaching and course development, Dr. Pang has a passion for sharing general education knowledge with colleagues and students, he write science books and give talks and seminars on general education level. His enthusiasm in teaching is well appreciated and he was awarded the Exemplary Teaching Award by the Faculty of Science in 2010 and the Exemplary Teaching Award in General Education in 2011.

Design of Discussion Topics and Facilitation of Group Discussion of *Euclid's Element* in a General Education Course

The past two decades saw a shift of the centre from teachers to students in Hong Kong education. One aim of a student-centred pedagogy is to help students acquire an ability to articulate their own ideas effectively in writing and in oral communication by engaging them in self-learning, for example, reading. In CUHK, much effort has been paid to promote a culture of reading and

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peer-discussion in general education (GE). However, choice of teaching materials, topic selection and facilitation of group discussion of science issues in a GE course are a challenging task. *Euclid's Elements* has been referred to as one of the most influential classics ever written. This book shows essential features of modern science and is an instrumental example to demonstrate the differences among analytical, logical and associative thinking. In this talk, I will use *Elements* as an example to share with you how to design discussion topics for a science text and facilitate group discussion in a GE course.

Professor WONG Suk Ying

Department of Sociology
Dean of Students, CW Chu College
Associate Dean (Student Affairs), Faculty of Social Science

Prof. Suk Ying WONG is a Professor in the Department of Sociology, the Associate Dean (Student Affairs) of the Faculty of Social Science and the Dean of Students with CW Chu College at The Chinese University of Hong Kong. Her primary research interests involve the sociology of education, comparative-historical sociology and organizations. Her teaching includes courses on approaching sociology, sociology of education, classical theory, sociology and modern society, Chinese society and Japan in a global perspective. She was the recipient of the Vice-Chancellor's Exemplary Teaching Award (2005), The Chinese University of Hong Kong.

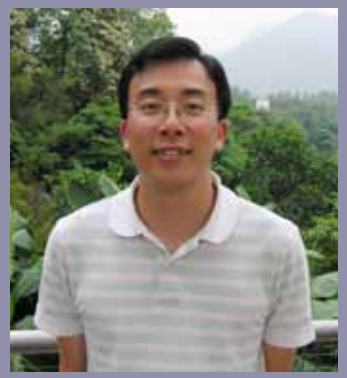
Developing Creative and Critical Thinking

"*Human history becomes more and more a race between education and catastrophe*." -- H.G. Wells.

Difficult, abstract concepts often do not pose their meaning on the basis of repeated reading. In many situations of university learning, students are encouraged to often debunk individualistic explanations of observed phenomenon or behavior, and identify patterns and warranted arguments. Indeed, one of the most challenging tasks in today's classroom teaching is to help students expedite the process of conquering difficult concepts and perspectives, while also achieving high levels of understanding in their learning process. This often involves a departure from passive to active learning which generates teaching strategies that focus on challenging students' presumed knowledge, beliefs and expectations. This is an endeavor of sharing and discussing classroom experiences in fostering students' creative and critical thinking including topics such as creating a learning environment, locating assumptions, recognizing ambiguities, debating controversial issues, and evaluating opinions versus arguments.

Dr. WONG Wing Hung

Office of University General Education



Dr. Wing Hung WONG is Associate Director of the University General Education and Deputy Director of the General Education Foundation Programme. He initially joined the Department of Physics in 1996. In 2009, he transferred to the Office of General Education, when the core team was being assembled to design, pilot and implement the GEF Programme for the new curriculum to all new students starting 2012.

Dr Wong received his B.Sc., M. Phil. and Ph.D. degrees in Physics from the Chinese University of Hong Kong in 1991, 1993 and 1996, respectively. He has a deep interest in theology. In 2004, he was awarded a Master degree of Christian Studies by the Lutheran Theological Seminary. His academic interests include theoretical physics, general education and the dialogue between science and religion.

He has contributed a lot to the general education of CUHK since he taught in Department of Physics. Apart from course development, he has also great involvement in general education activities beyond the classroom, such as giving talks and writing books on popular science. Dr Wong was awarded the first Exemplary Teaching Award in General Education in 2006. In 2008, he was granted the Vice Chancellor Exemplary Teaching Award. In 2011, he was one of the two CUHK nominees for the UGC Teaching Award.

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Diascopic Approach as a Way to Connect Science with Humanity in General Education

Many people have an impression that general-education science is the same as popular or undergraduate 1000-level science. This impression is not wrong, but it is not correct either. In this talk, we shall propose “Diascopic Science” as a new genre of science in contrast to such traditional genres as frontier science for researchers, technical science for academics and popular science for laymen. We shall also suggest diascopic science as a model of teaching general-education science.

Diascopic science aims to provide a scientific perspective on the four aspects of intellectual concern, namely, nature, society, self and our cultural heritage. The aspect of nature is more science-related and the other three are usually categorized as humanity. Hence, on one hand, diascopic science has resemblance to the traditional genres that it is about science. On the other hand, it is not like the traditional genres that it also aims at making connections between science and humanity. However, even it is about science, its emphasis is not on scientific applications but implications, and the focus is not on the subject matter of science but the scientific methodology beneath the subject matter.

In this talk, the implementation of the diascopic-science approach in “In Dialogue with Nature” (one of the two courses in the General Education Foundation Programme) will be introduced. The alignment of various course components with the learning outcomes in the light of the approach will be discussed.

Professor LAU Siu Ying Patrick

Department of Educational Psychology, Faculty of Education
Associate Dean (Education), Faculty of Education

Prof. Patrick Siu Ying LAU is Associate Dean (Education) of Faculty of Education and Associate Professor of the Department of Educational Psychology at The Chinese University of Hong Kong. His research interests include teacher stress, burnout and wellness, adolescents’ life skills development, connectedness and Comprehensive School Guidance Program, and positive youth development. Professor Lau is the recipient of the Vice-Chancellor's Exemplary Teaching Award in 2000 and 2005.

How to Prepare for a Lecture in Teacher Education: Some Practical Suggestions

Among the many strategies, serious preparation is the most important in designing a lecture for teacher education. Some practical suggestions will be shared in preparing for a lecture. They are “what to teach?”, “how to present the topic?” and “how to put theory into practice?”. “What to teach?” addresses the choice of content knowledge that is going to be delivered to the students in a lecture room. “How to present the topic?” refers to the usage of audio-visual materials for stimulating the learning of students and enhancing the quality of teaching. “How to put theory into practice?” pertains to a teacher integrating theoretical ideas with real-life happenings or experiences of the students so that what they learn becomes more worthwhile and applicable. Concrete examples will be presented to elaborate these practical suggestions.

Professor LIAO Wei-Hsin

Department of Mechanical and Automation Engineering

Prof. Wei-Hsin LIAO is the Professor in the Department of Mechanical and Automation Engineering at The Chinese University of Hong Kong. He currently serves as the Associate Dean (Student Affairs), Faculty of Engineering. His research interests include smart materials and structures, energy harvesting, vibration control, and medical devices. Dr. Liao is a co-inventor of 13 awarded patents in US, China, Hong Kong, Taiwan, Japan, and Korea. He received several best paper awards. At CUHK, he was a recipient of Vice-Chancellor's Exemplary Teaching Award 2011 and awarded Outstanding Fellow of the Faculty of Engineering in 2014. As the Chair of IEEE Hong Kong Joint Chapter of Robotics, Automation and Control Systems during 2011-13, Dr. Liao received 2012 Chapter of the Year Award from the IEEE Robotics and Automation Society. Dr. Liao is a Fellow of ASME, HKIE, and IOP.

Inspiring Students to be Creative through Technological Innovation

Engineering and science subjects should be fun to learn. To arouse students' learning interests, it is effective to show them practical examples and related daily life applications whenever possible. Furthermore, students are also encouraged to explore new technological changes based on the knowledge they learn in class. Outside classroom, opportunities are given to students for them to do hands-on experiments and projects. In this talk, cases will be presented to show how to inspire students to be creative through technological innovation. Some awarded patents will be highlighted to illustrate the processes from knowledge and ideas to the advancement of technologies through engineering design and analysis. Considerations of innovative designs will also be shared. Examples include energy-efficient devices with multiple functions.

Professor WOLFF Lutz-Christian

Faculty of Law

Prof. Lutz-Christian WOLFF, who holds two doctoral titles (Dr. iur. and Dr. iur. habil.), has been based in Hong Kong since 1999 after several years of studying, working and doing research in Passau, Shanghai, Taipei, Duesseldorf, Beijing, New York and Frankfurt. He joined CUHK in 2005 as a founding member of the Faculty of Law (then: School of Law). Prof. Wolff's research focusses on International and Chinese Business Law and on Conflict of Laws. He has received the CUHK Research Excellence Award in 2008 and the CUHK Vice-Chancellors Exemplary Teaching Award in 2007 and in 2011. In 2013 he was awarded the CUHK University Education Award and he is one of the two CUHK nominees for the UGC Teaching Award 2013.

Thirteen Ways to Begin a Teaching Session

According to Copeland & Griggs (Going International: How to Make Friends and Deal Effectively in the Global Market Place, New York 1985, p. 74) it is important in interactive encounters between persons to "(m)ake the opening scene work for you ... The overture should make the music." The same is true for teaching sessions. A teaching term has thirteen weeks and each week the start may impact on how the session goes. Often teachers will not pay particular attention to the starting mode, sometimes different starting modes are tacit knowledge and will be used intuitively without much reflection. This seminar attempts to create awareness in relation to the impact particular ways of starting a teaching session may (or may not!) have. Thirteen different 'sample openings' will be discussed – one per week of each term.

Ambassador

Reflections on Teaching & Educational Values

吳啟超 教授

中大哲學系

吳啟超，2009年於中文大學取得哲學博士學位，並於該年加入中大哲學系任職導師，2011年轉任助理教授。

從2009年至今，吳教授除執教哲學系的中國哲學課外，亦講授若干大學通識科目，涉及範圍A（中華文化傳承）與範圍D（自我與人文），包括：UGEA2100「中國文化要義」、UGEA2110「中國文化導論」、UGEA2140「中國文化與現代化」、UGEA2160「中國哲學主流思想」、UGED1800「思考方法」及UGED2852「自由與命運」。當中「自由與命運」一課是由吳教授於2010年提議開辦及設計。吳教授的研究興趣為中國哲學，尤以儒家哲學為其專長。

吳教授為2012年中文大學通識教育模範教學獎得獎人之一。

如何在大型通識課上與同學互動？（包括堂上討論與意見收集等）

講者至今於中文大學任教四年，每學期均會執教一至兩門大型的大學通識課（學生人數60以上）。對於如何在這類課程裏與學員交流互動，包括課堂討論、意見收集、營造良好課堂氣氛等，講者曾作過一些構思和嘗試。當中有失敗的經驗，也有一點正面的成果。講者願藉是次機會，向參加者報告和分享。

陳德有 博士

中大體育部
校外體育活動小組召集人
聯合書院伯利衡宿舍舍監

陳德有博士曾任小學、中學體育老師多年，亦曾任中學體育科主任及課外活動主任。並於英國取得碩士學位(體育)和哲學博士學位(教育行政與管理)，研究範圍為教育管理與行政。現任中大教育學院體育部高級講師及校外體育活動小組召集人，專責處理中大運動代表隊事宜，亦兼任聯合書院伯利衡宿舍舍監。對外服務方面，陳博士為南華體育會手球部主任、香港大專體育協會執行委員會成員、中國香港手球總會裁判組技術顧問、曾任國際手球裁判、中國香港手球總會執委會主席和中國香港手球男子代表隊教練。

成功的體育教學

要成為一位成功的體育教師，於課堂上須向學生強調任教體育課的期望，是令學生於完成一個學期的體育課後，能感受到開心快樂；認為自己已學到一些體育知識；察覺到自己的身體狀況有所改善。於教學中應有的教學態度為：與學生建立良好關係、關心學生、多鼓勵；著重身教；守時及準時上課；公平處事；上課認真、投入；真誠、同感和尊重。亦須俱備以下教學技巧：精於設計體育課程（有趣味、有挑戰）；備課充足；具體良好的運動知識及技巧；注意學生反應；明白個別差異、因材施教；對學生要有要求。

Professor LEE Wing Yan Vivian

School of Pharmacy

Prof. Vivian Wing Yan LEE is currently the Associate Professor of the School and Assistant Dean (Student Development) of the Faculty of Medicine. Before her current appointment, she had worked as a hospital clinical pharmacist at Cedars-Sinai Medical Center, in Los Angeles, USA. Prof. Lee received her bachelor of sciences degree in Biochemistry at the University of California, Los Angeles (UCLA) and her doctor of pharmacy degree in the School of Pharmacy, University of Southern California (USC). She had pursued post-doctoral training in Pharmacy Practice residency at the Huntington Memorial Hospital in Pasadena, USA.

Prof. Lee is dedicated for the clinical pharmacy development. She started the first clinical pharmacy clerkship program in Hong Kong as well as the overseas student exchange in clinical pharmacy with USC at CUHK. In addition, she tries to expand the roles of pharmacist through various innovative ways including the launch of the first interactive online drug information platform in Hong Kong-Ask My Pharmacist Online University Led drug Enquiry Platform (AMPOULE), the Paediatric Health: easy Access Resources on Medicines (PHARM) and the community pharmacy outreach program to cope with the demands of pharmaceutical care to improve medication adherence and chronic disease management in elderly patients of Hong Kong.

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My Lesson in Teaching and Learning: TEACH and RCT

At The Chinese University of Hong Kong (CUHK), we nurture our next generation to be the future leaders of our society, and young people learn and grow academically and morally. I am fortunate to learn how to teach from many outstanding and excellent teachers as well as students at CUHK. Today, I would like to share with you two acronyms - "TEACH" and "RCT". My teaching philosophy is "TEACH" - Teamwork 團隊合作, Engage 積極參與, Action 委身服務, Commitment 無私承擔 and Heart 全心全意. Teaching is our promise and commitment to students coming from the bottom of our hearts through various actions, engagements and teamwork! In the book of Proverbs of the bible, it said "The teaching of the wise is a fountain of life, turning a man from the snares of death." It reminds me the importance of a good teacher and how one man affects another.

In addition, I believe RCT can co-exist: Research, Clinical Service and Teaching. Not only does RCT help me to achieve the teaching and learning objectives, it also motivates me to explore innovative ways for research and service development.

Professor NGAI Sek Yum Steven

Department of Social Work

Prof. Steven Sek-yum Ngai is the Professor at the Department of Social Work of The Chinese University of Hong Kong (CUHK), the Director of CUHK-Nankai Joint Research Center of Social Policy, and the Associate Director of CUHK Chung Chi College Service-Learning Centre. His research interests are in the areas of service-learning and leadership development, social exclusion and youth citizenship, mutual aid and youth empowerment, and qualitative research methodology. He was granted the Faculty of Social Science Exemplary Teaching Award in 2000.

Prof. Ngai coordinated and developed the service-learning program of CUHK Chung Chi College in 2000, which was the first of its kind in the field of higher education in Hong Kong. Since the mid-2000s, his efforts have been extended to advancing the teaching and learning quality of service-learning programs in mainland China and Hong Kong. As such, he has been invited by a number of mainland universities and non-governmental organizations to provide training on service-learning pedagogy to faculty members from universities in East China and Guizhou Province. Moreover, he has been invited by the HKSAR Government to provide a series of service-learning workshops to secondary school teachers and their community partners. His commitment to the development of service-learning programs has also led to two important research projects commissioned by the HKSAR Government, including "Partnership Scheme of Other Learning Experiences on Community Service" (2008-10) and "Navigator to Community Service in Other Learning Experiences: From Experience to Learning" (2009).

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A "Classroom in the Community": Our Experiences in Incorporating Service in Learning

Service-learning, which combines academic study with community service, is becoming increasingly popular throughout the world. It is ideally suited to achieving both the personal and academic goals of students and the broader goals of civic responsibility and social justice in communities. This talk is intended to provide an example of the meaning and value of service-learning to students, educational institutions, and the local community. In particular, I will describe the design of a service-learning program that we have implemented at Chung Chi College of The Chinese University of Hong Kong. Based on survey data collected from university students participating in the program, I will illustrate the impacts of service-learning on student outcomes. Recommendations, based on the shortcomings we have witnessed and the changes we have implemented, are also made.

Professor KUMTA Shekhar

Department of Orthopaedics and Traumatology (Medicine)

Prof. Kumta is an Orthopaedic Surgeon with the Department of Orthopaedics & Traumatology. He is passionately involved in clinical teaching and in the training and supervision of Interns. He is also the Director of the Teaching and Learning Resource Centre of the Faculty of Medicine, where he runs workshops for staff development.

Developing Mastery in Teaching: What motivates us?

Competence, a willingness to teach organizational skills and the ability to communicate well are characteristics of a good teacher. Mastery in teaching extends beyond knowledge and educational competence. It is driven by a passion to teach, that is distinct from mere willingness or dutiful fulfillment of one's job requirements. It is also defined by the courage to seek evaluation and feedback; often through self-reflection or through peer-assisted evaluation. The best teachers often extend beyond the limits of their own knowledge and work with learners to help them attain the goals they need.

Masterful teaching is driven by respect for and a deeper understanding of learners and their needs. It also involves meaningful and constructive communication, feedback that facilitates the learning experience and motivates learners through identification of their specific needs.

My workshop/seminar/presentation is designed to help teachers move beyond competence and cultivate mastery in their teaching and learning environments.

Professor CHAN Chi Ho Wallace

Department of Social Work

Prof. Chi Ho CHAN, Wallace is the Assistant Professor of Department of Social Work, The Chinese University of Hong Kong. His key teaching and research area is about death, dying and bereavement. In the term of 2012-2013, he developed a new GE course, named "Living with grief: Understanding death, dying and bereavement". The concept of death motivates him to search for the meaning in life. As reflected in his teaching motto, "Time is limited", he hopes to invite students to find their unique meaning in attending his time-limited courses. He is aware of the struggle to make a balance between research and teaching, but still believes that teaching is something meaningful that he strives for in his life.

Time is Limited: Search for the Meaning in Teaching

Do you think teaching is a stressful task? If yes, why are you willing to bear this role? For living only? Or do we really want to accomplish something through this role? In this talk, the speaker, who is a junior teaching staff, will share his personal experience and framework in searching for the meaning of teaching. At the same time, you will be invited to reflect about your unique meaning in teaching. This talk is particularly targeted on junior teaching colleagues, who are adapting to the academic career.

Time is limited - We may not be certain about how long will we teach. Yet, we may certainly make the best use of our time to experience meaningful teaching and in turn a meaningful life.

Professor CHAN Chung Yan Joanne

The Nethersole School of Nursing

Prof. Joanne CHAN obtained her BA (honors) in Psychology and Chinese and MA in Psychology at Stanford University. She completed her PhD at The University of Hong Kong in 2006. Her research interest is on students' self-efficacy. She joined CUHK in 2010 as an Assistant Professor at The Nethersole School of Nursing. She has received numerous teaching awards from the Faculty of Medicine. She is a prolific writer and has published 25 books since the age of 18.

Treat Your Students as Customers but Don't Let Them Become VIPs

The sharing will center on how to foster healthy teacher-student relationship and facilitate students' learning through "NURSING":

- Nurture students' curiosity
- Understand their needs
- Raise their self-esteem
- Show your passion
- Increase your self-efficacy
- Nourish your talents
- Grow hand in hand

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