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談起韓國，一般人的即時聯想會是電影、劇集、時裝、化妝品、電子產品又或是炸雞泡菜等美食。Gangnam Style攻陷歐美多國流行歌曲排行榜，官方音樂錄像自2012年上載YouTube，點擊率至今累計二十六億九千萬，其騎馬舞曾在全球掀起模仿熱潮。韓國電視手機電腦成了繼日本產品後最多人追捧的亞洲品牌。世界銀行數據顯示，韓國於2015年的人均國內生產總值突破二萬七千美元。這個軟硬實力看來都在蓬勃發展的國家，其社會民生狀況，卻未被廣泛瞭解。《韓瘋》與《心韓》兩書的作者、中大社會科學院全球研究學士課程助理講師鍾樂偉先生，專研韓國文化，讓他帶領我們深入一點瞭解這個國度的另一面。

現代化下的傳統底層

在先進現代化的表面下，韓國人民仍然抱擁不少傳統價值觀，社會文化並未有跟隨經濟的急速發展而進步，男尊女卑的思想及階級觀念仍深深根植在人民的腦袋裏。對於不少韓國人來說，服從長輩，以及男主外女主內等倫理觀念，是理所當然不過。鍾樂偉解釋說：「韓國人在歷史上曾長時期被列強入侵及佔領，故此自我保護意識極強。他們認為若摒棄了尊重及聽從等傳統價值觀，社會和諧便會受破壞，甚至對民族統一性造成威脅。對他們來說，傳統觀念是維持國家穩定發展的重要基石，要改變這些根深蒂固的思想並非易事。」韓國一方面希望經濟上急起直追，效法西方國家的發展模式，成為先進國家的一份子；一方面卻極力保護其傳統思想，以免再受其他國家或文化擺布。這種矛盾心理，形成社會上排外又崇洋的現象。

排外經濟的重大代價

為了自強以捍衛民族自主權，韓國政府集中支持大財團作為國家工業化的火車頭，成功推動經濟在短時間內迅速起飛。然而蓬勃發展的經濟背後，卻衍生了不少社會問題。鍾樂偉分析：「財團得到政府大力支持，加上缺乏競爭，逐漸擁有壟斷性的經濟霸權。不少財閥都沿用世襲制，着重出身背景多於表現，平民大眾的上流機會不大。」另一方面，由學業以至工作上的劇烈競爭，加上長工時，令人與人之間的關係變得疏離，這亦解釋到韓國自殺率近年急速上升的現象。韓國日盛的整容風氣，正表現了人民為了增強自信以及競爭力，而甘願犧牲金錢、冒上風險的心態。種種社會的不公義加上貧富懸殊，令不少韓國年輕人覺得前景黯淡。

朴槿惠總統捲入的崔順實特權事件，更進一步加劇社會的不滿。鍾樂偉說：「說來諷刺，韓國每任總統都多少曾牽涉貪污問題，民眾對政治人物的貪賄舞弊，早已見怪不怪。但朴槿惠涉嫌濫用權力、向財閥施壓圖利，並以總統身分威迫大學不經正常程式取錄親信女兒等事端，已發展成為國際醜聞，這已遠超越韓國國民能夠接受的容忍底線。」

迎難而上的大韓民族

韓國最大海運公司韓進海運宣布破產，三星集團的電子產品接連出現問題，這是否韓國神話面臨破滅的預兆？鍾樂偉對韓國未來抱持樂觀態度。「經過多年戰亂及社會動蕩的洗禮，韓國不會輕易放棄他們排除萬難所取得的成績。韓國民族自身的不安全感以及其頑強的競爭力，是鞭策他們不斷進步的原動力，亦是韓國成功的重要因素之一。只要他們保持這份鬥心，我認為不需對韓國的未來感到悲觀。」



▲ 鍾樂偉先生
Mr. Steve Chung

TV dramas, movies, fashion, cosmetics, electronic goods or delicacies like deep-fried chicken and *kimchi* are what most people would immediately relate to when one mentions Korea. The song 'Gangnam Style' had successfully topped the Western music charts, with a 2.69 billion click-through rate on its official YouTube music video since it debuted in 2012. The video quickly went viral with people around the world imitating the signature horse-trot dance moves. Korean televisions, mobile phones and computers are now the next popular Asian brands after Japan's. According to World Bank's figures, the country's GDP per capita has exceeded USD 27,000 in 2015. Its hard and soft powers notwithstanding, the social reality of this country is little understood. Mr. **Steve Chung**, author of two books on Korean culture, *Hanfeng* and *Xinhan*, and Assistant Lecturer in the Global Studies programme of the Faculty of Social Science, talked to the *Newsletter* about the other side of this country.

Tradition Under the Mask of Modernity

Beneath an advanced and modern façade, Koreans still strongly embrace their traditional values. The country's cultural development lags greatly behind the pace of its robust economic growth. Patriarchalism and class consciousness are still very much part of the Korean mentality. Many Koreans still subscribe to the views that the superiors are to be obeyed and that men should work

outside while women should stay at home. Steve explained, 'Korea had been occupied for long periods of time in history, and the people have developed a high sense of self-protectionism. Koreans believe that social harmony and national unity would be threatened once they discard their traditional values such as respect and obedience. To most Koreans, traditional values are important to the country's stability. This has been ingrained into the Korean mind, and it is hard to change.' While actively following the Western development model for economic success, Koreans would strongly defend their traditional values from the invasion of Western values at the same time, resulting in a love-hate attitude towards the West.

The Cost of Economic Protectionism

The Korean government had focused on supporting large business conglomerates, which successfully turned the country into an industrial powerhouse within a short period of time. The growth of the country's economy, however, came at the price of various social problems. Steve Chung analysed, 'With staunch government support and the lack of competition, the conglomerates gradually gained a monopoly status in the local economy. In employment and promotion, the conglomerates tend to focus on family background rather than performance. Without any connections, there is slim chance to climb up the social ladder.'

The cut-throat competition in school and work life, together with long working hours, has proved to be highly

detrimental to building social bonds, which also explains the surge in suicide rate in Korea. The popularity of plastic surgery also reveals how the Koreans are willing to sacrifice their health and money in order to increase their confidence and competitiveness. As a result of the prevalence of social injustices and inequalities, many young Koreans are pessimistic about their future.

The political scandal involving President **Park Geun-hye** and her confidante **Choi Soon-sil** has further aggravated the social discontent. Steve said, 'It is interesting how the Koreans have been used to political corruption scandals. However, Park's alleged abuse of authority, pressuring the conglomerates for her own gains, and exerting undue influence on a university to admit her confidante's daughter, have escalated into an international scandal. This is more than what the Koreans can tolerate.'

A Country of Strength and Resilience

With the bankruptcy of Hanjin Shipping Co. Ltd, the nation's largest shipping company, and the various product issues of the Samsung Group, would this be an omen signifying an end to Korea's legend? Steve is, however, optimistic about Korea's future. 'The country has undergone years of wars and social instability to achieve its success. I believe the Koreans would not give up so easily. The Koreans' sense of insecurity together with their tough tenacity has been their driving force to success. As long as they uphold their fighting spirit, I would not worry too much about Korea's future.' 🗨️



▲ 華燈初上的江南區·佛像兀自在一隅悠然注視
Gangnam district lights up for the night while the Buddha statue silently watches

第八十一屆頒授學位典禮

81st Congregation for the Conferment of Degrees



香港中文大學於11月17日舉行第八十一屆大會，由大學校董會主席梁乃鵬博士主禮並頒授四千零二十九個學士及五千五百九十三個碩士學位，並由校長沈祖堯教授頒發傑出教學及研究獎。

沈校長在典禮上向學生送上祝賀，希望年輕人能虛懷若谷，懂得聆聽和尊重不同的見解；能透過創意和發明改善人類生活，並保護自然資源和生態；能傳承中國文化，融匯中國與西方。沈校長並引用美國知名教育家及科學家James Byrant Conant的名言：「當你把所學過的東西都忘掉，剩下來的才是我的教育。」勸勉大家珍惜並運用在中大學過的一點一滴，為自己、社會以至國家作出貢獻。最後，沈校長以「我們只活一次，所以要活得不枉此生」作結，向2016年度畢業生送上祝福。

The Chinese University of Hong Kong held its 81st Congregation for the Conferment of Degrees on 17 November. Dr. Norman N.P. Leung, Chairman of the Council, conferred 4,029 bachelor's and 5,593 master's degrees. Prof. Joseph J.Y. Sung, Vice-Chancellor and President, presented awards for teaching and research excellence.

Prof. Joseph Sung sent his heartfelt congratulations to all graduates at the congregation. He hoped that graduates could be humble and respect different opinions; make the world a better place through creativity and innovations and conserve natural resources and the ecosystem; and pass the torch of Chinese culture and make the Western world know about us. Prof. Sung urged young people to value and utilize what they have learnt at the University and contribute to themselves, societies and the world. He also shared a quote from renowned American educator and scientist, James Byrant Conant, that 'Education is what is left in your life after all that has been learnt is forgotten'. Prof. Sung sent his blessings to all graduates of 2016 and reminded them that 'we only live once, make it count'.

2016年度博文教學獎 University Education Award 2016

- 大學通識教育部團隊 (梁美儀教授、趙榮莉博士及王永雄博士)
University General Education Programme team (Prof. Leung Mei-yee, Dr. Chiu Chu-lee Julie and Dr. Wong Wing-hung)

梁、趙、王三人致力推動通識教育基礎課程，其中「與人文對話」和「與自然對話」兩個核心課程更是全校本科生的必修科目。課程要求學生閱讀跨學科及跨文化的經典選篇，反思當中價值及道德問題，擴闊學生視野及知識。

Leung, Chiu and Wong successfully implemented the General Education Foundation Programme, which includes two common-core courses, 'In Dialogue with Humanity' and 'In Dialogue with Nature'. The programme exposes students to a selection of classics across cultures and disciplines, which encourages students to reflect on their values and moral implications and broaden students' horizons and knowledge bases.

- 醫學院那打素護理學院團隊 (陳葉詠嫻教授、車錫英教授、周嘉明教授及黃祖莉博士)
The Nethersole School of Nursing team (Prof. Chan Yip Wing-han Carmen, Prof. Chair Sek-ying, Prof. Chow Ka-ming and Dr. Wong Cho-lee Jo Jo)

過去十年，陳教授及其團隊推行多項創新的教學法，培育新一代護士具備所需的專業特質與實踐智慧。他們的卓越表現，有助學院在2016年高等教育諮詢機構QS世界大學護理學科排行榜中取得香港第一及亞洲第二的佳績。

Professor Chan and her team have initiated many innovative teaching strategies to nurture the next generation of nurses to acquire essential attributes and practical intelligence for the profession. Their excellent collaborative work has contributed to the success of the School in being ranked as No. 1 in Hong Kong and No. 2 in Asia in the QS World University Rankings 2016 for the subject of Nursing.

- 工程學院機械與自動化工程學系盧怡君教授
Prof. Lu Yi-chun, Department of Mechanical and Automation Engineering, Faculty of Engineering

盧教授相信有效的教與學必須以人為本，以學習者為中心，珍惜每一個學生的獨特性。她不斷自省，時常尋覓更好的方法來激勵學生發揮自己獨特的創意。

Professor Lu believes that effective teaching comes from people-based and learner-centred interactions with a key spirit to treasure each student's individuality. Through her teaching, she pledges to provide a warm and cultivating environment where all students, regardless of their backgrounds, can find their own unique ways to grow and shine.

2015年度校長模範教學獎 Vice-Chancellor's Exemplary Teaching Award 2015

- 文學院唐錦騰教授
Prof. Tong Kam-tang, Faculty of Arts
- 工商管理學院袁志樂博士
Dr. Yuen Chi-lok Andrew, Faculty of Business Administration
- 教育學院黃綺妮教授
Prof. Wong Yi-lee Eilly, Faculty of Education
- 工程學院李浩文教授
Prof. Lee Ho-man Jimmy, Faculty of Engineering
- 法律學院夏竹立教授
Prof. Julien Chaisse, Faculty of Law
- 醫學院杜健華教授
Prof. To Kin-wah Kenneth, Faculty of Medicine
- 理學院王海嬰教授
Prof. Wong Hoi-ying, Faculty of Science
- 社會科學院譚蕙芸小姐
Miss Tam Wai-wan Vivian, Faculty of Social Science
- 通識教育李潔瑩博士
Dr. Lee Kit-ying Rebecca, General Education

2015年度青年學者研究成就獎 Young Researcher Award 2015

- 文學院陳紫茵教授
Prof. Chan Tsz-yan Evelyn, Faculty of Arts
- 工商管理學院戴先熾教授
Prof. Dai Xianchi, Faculty of Business Administration
- 教育學院蘇詠芝教授
Prof. So Wing-chee Catherine, Faculty of Education
- 工程學院邊黎明教授
Prof. Bian Liming, Faculty of Engineering
- 法律學院Gonzalo Villalta Puig教授
Prof. Gonzalo Villalta Puig, Faculty of Law
- 醫學院胡嘉麒教授
Prof. Wu Ka-kei William, Faculty of Medicine
- 理學院李華白教授
Prof. Li Hua-bai, Faculty of Science
- 社會科學院黎育科教授
Prof. Lai Yuk-fo Derrick, Faculty of Social Science

2015年度研究生學術成果獎 Postgraduate Research Output Award 2015

- 文學院胡琦博士
Dr. Hu Qi, Faculty of Arts
- 工商管理學院章瑤女士
Ms. Zhang Jun Melody, Faculty of Business Administration

- 教育學院黃亞婷女士
Ms. Huang Yating, Faculty of Education
- 工程學院羅元博士
Dr. Luo Yuan, Faculty of Engineering
- 醫學院婁武濤先生
Mr. Lou Wutao, Faculty of Medicine
- 理學院唐岑女士
Ms. Tang Cen, Faculty of Science
- 社會科學院李劍鋒博士
Dr. Li Jianfeng, Faculty of Social Science

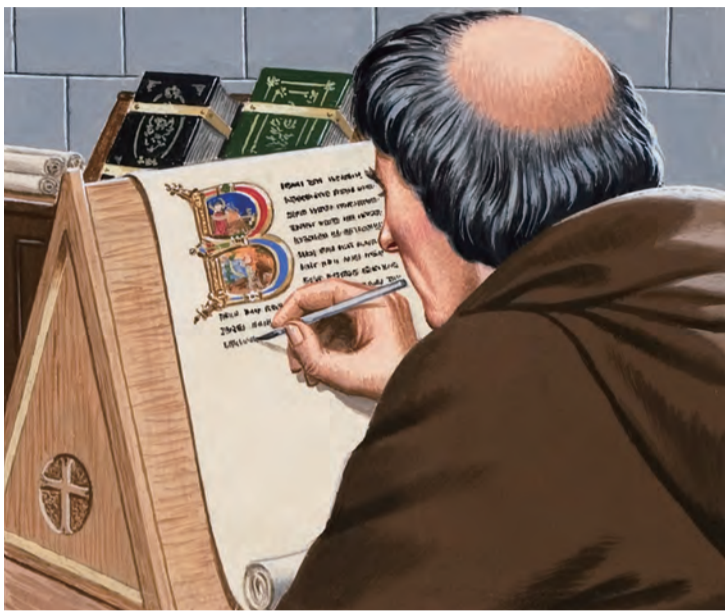
各科頒授學位數目 Number of Degrees Awarded

本科課程 Undergraduate Programmes	
文學士 Bachelor of Arts	571
工商管理學士 Bachelor of Business Administration	704
文學士及教育學士 Bachelor of Arts and Bachelor of Education	90*
教育學士 Bachelor of Education	53
工程學士 Bachelor of Engineering	484
法學士 Bachelor of Laws	108
中醫學學士 Bachelor of Chinese Medicine	32
內外全科醫學士 Bachelor of Medicine and Bachelor of Surgery	176
護理學士 Bachelor of Nursing	206
藥劑學士 Bachelor of Pharmacy	54
理學士 Bachelor of Science	917**
社會科學學士 Bachelor of Social Science	634
Total	4,029
碩士課程 Master's Programmes	
	5,593

* 四十五名文學士畢業生同時獲得教育學士學位
There are 45 graduates each receiving both the Bachelor of Arts degree and the Bachelor of Education degree

** 其中兩名理學士畢業生就讀雙學位課程並同時獲得工程學士學位
2 graduates of the Bachelor of Science degree were simultaneously awarded a Bachelor of Engineering degree for a Double Degree Programme

PROSAIC JUSTICE



No matter how you call it—composition, paper, essay, report—expository writing or prose writing is the most common exercise of skill and labour required of many members of our society in school, in government or in the workplace. Within the four corners of the page or the computer screen, an educated mind has to pour forth her thoughts and put forth her case.

The veteran journalist **Lance Morrow** said that an essay is a way of thinking through difficult and perhaps insoluble problems. The keyword to Morrow's definition is *through*, indicating a drawn-out process at the end of which a workable structure of argumentation should emerge. More than vague ideas, intractable insights and dictions brilliant or contrived, it is this structure that determines if an essay will get written at all and if so if it's any good.

There are as many structures as there are essays, but all structures are built from three cornerstones, namely, theme, argument and constant awareness of what is known among professional writers and in creative writing circles as the Ideal Reader. To do justice to prose, the prose-writer must know how to lay down these stones properly.

First, every piece of essay must have a theme, and the theme must be 'predicated'. In grammatical terms, you must have a subject and a predicate. If you only have 'campus' or even 'CUHK campus' in your head, you are a long way from writing anything intelligent about it. It's only when you are able to put your idea in the form, say, 'What the CUHK campus has impressed me the most' or 'How electric vehicles can change the face of campus transportation' that you should pick up your pen to write the first word.

Second, the argument should be enumerated and presented logically and fully to the best of your ability. That means you have to say it or prove it not just once and not just twice but ordinarily thrice at least. This labour is called varying your theme, developing your arguments, or considering the pros and cons. To use the 'campus' example again, a skillful writer will enumerate one by one what the campus has captured her attention (natural landscape, physical facilities, historical significance, etc.) and why and/or how.

To write about electric cars or buses on campus, the draftsman may, for example, start with a review of the problems (campus topography, service needs, air, energy), what current circumstance or technology can offer to address or ameliorate these problems, and end with some future vision or projection.

Lastly, even the most seasoned writers may in their feverish moments of composition forget they do not write for themselves but for the Ideal Reader in their minds. Such lapse in composure usually has two consequences: the writer may think that she is *speaking* to her reader, and that her reader would give her approving nods as she speaks.

Nothing does greater damage to writing than confusing it with speech. The former does not have the benefit of the immediacy of the utterance that comes with the full cast of facial expression and tone of voice. In the words of the American critic and essayist **Louis Menand**, 'As a medium, writing is a million times weaker than speech. It's a hieroglyph competing with a symphony.'

A draftsman must therefore not be too easy to satisfy herself in eliminating ambiguity and making her prose intelligible. A hearer will never fail to get the meaning of the following simple utterance but if it's put on paper, comic ambiguity ensues:

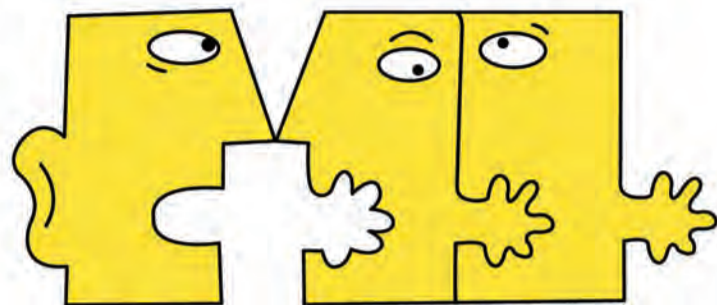
He fed her dog biscuits.

And then even if the meaning is as clear as is intended, do anticipate questions and challenges from your dear reader. This may involve citing your sources, defining special terms, and contextualizing the facts or substantiating the opinions put forward by you.

Only then will justice be served to prose.

看得見的說話

A Word in the Hand



手語並非簡單的打手勢，而是語法系統豐富的自然語言，對聾人的口語發展百利而無一害。這訊息已由中大手語及聾人研究中心孜孜傳播逾十年。自**鄧慧蘭**教授和**伍德華**教授2003年創立以來，中心致力連結健聽者與聾人的世界，而其生動悅目的標誌便充分表達了這個使命，教人一目了然。

標誌由三張卡通化、緊密相連的臉孔組成。左邊的臉露出一隻大耳朵，代表是健聽者。他嘴巴張大，興高采烈地跟中間的臉孔聊天。不難猜出中間的是位聾人，因為其咀巴形狀是五指，同時可以視作健聽者向前伸出的手，暗示這兩張臉既使用手語也使用口語溝通。

中間及右邊臉孔向外伸展的手傳達了主動接觸聾健世界的理念。這既是手又是口的設計環環相扣，能無限拼接下去，寓意手語雙語促進社會共融。

標誌上共出現的三隻手還象徵了世界各地手語百花齊放，藉此打破「手語是全球統一的」這個常見謬誤。事實上，每個國家均有發展各自一套本地手語。

面部表情是另一關鍵元素。三張臉的眉毛和眼珠方位各一，簡單數筆便描出豐富生動的表情，同時傳遞出第三則資訊：面部與身體動作構成手語文法一部分。

標誌全採用檸檬黃，以黑線勾勒輪廓。黃色能喚起溫暖、幸福的感覺。通常黃色不會在標誌用色上獨擔大旗，只略略用作強調某些重要特徵。單一的鮮黃色配以實線外緣，無論放置在怎樣雜亂的環境、在中心網頁或是活動單張，這鮮活跳脫的標誌都保證會立時奪人眼目，贏得關注。

這標誌由Mad Studios的**劉宇衡**和**陳儷儀**設計，除了體現中心的精神，更在American Design Awards的2005年冬季設計賽贏得亞軍。這三張可愛的臉不僅成為中心的代言人，更是優良設計的表表者。

Sign language, instead of being a simple collection of hand gestures, is a natural language with a full-fledged grammatical system, and facilitates rather than impedes the development of spoken languages for deaf people. That is the message CUHK's Centre for Sign Linguistics and Deaf Studies has been spreading for the past decade. Founded by Prof. **Gladys Tang** and Prof. **James Woodward** in 2003, the Centre devotes itself to bridging the hearing and the deaf worlds, a mission that is clearly reflected in its delightful, eye-catching logo.

The logo comprises three stylized, interconnected human faces. The prominent ear of the left one shows that it belongs to a hearing person. Mouth wide-open, it is chatting animatedly with the presumably deaf person in the middle. The latter's mouth is in the shape of a hand which can also be viewed as an extension of the hand of the hearing. One may infer that these two faces are using sign language as well as speech to communicate.

The extending hands of the centre and the right faces convey the notion of reaching out into the hearing and the deaf worlds. The series of mouths/hands form a connective chain that can be added on ad infinitum, signifying that sign bilingualism boosts social inclusion.

The three hands in the logo further allude to the existence of different sign languages in the world. It is a common misconception that sign language is universal. In fact, each country has developed its own native sign language.

Facial expression is also a key component of the logo. The hyper-expressiveness of the faces is rendered by some simple positionings of the eyebrows and eyeballs. A third lesson is embedded in the logo: facial and bodily movements are part of the grammar of a sign language.

The logo adopts the single colour of lemon yellow traced in black contours. Yellow is a colour that invokes warmth and happiness. Generally it doesn't play a central role in logo design and is sparingly used to highlight important features. Used alone and enclosed by solid lines, the colour makes the Centre's logo stand out even when it is in a crowded surrounding, and guarantees it is the first thing you will notice on the Centre's website or an event flyer.

On top of embodying the Centre's spirit, the logo, designed by **Brian Lau** and **Lilian Chan** of Mad Studios, won the second prize in the 2005 winter semi-annual design contest as part of the American Design Awards. The three cute figures in the logo become not only the face of the Centre, but also that of a good design.



法律學院十周年院慶

Faculty of Law Celebrates 10th Anniversary



▲ (由左至右) Mike McConville教授、金耀基教授、Christopher Gane教授、陳兆愷法官、沈祖堯校長、李國章教授及劉遵義教授
(From left to right) Prof. Mike McConville, Prof. Ambrose King, Prof. Christopher Gane, the Hon. Mr. Justice Patrick Chan, Prof. Joseph Sung, Prof. the Hon. Arthur Li and Prof. Lawrence J. Lau

法律學院於11月12日舉行十周年院慶晚宴，近五百位嘉賓、校友及師生聚首一堂。出席嘉賓包括法律教育及培訓常設委員會主席陳兆愷法官、東亞銀行董事局主席兼行政總裁李國寶爵士、英國牛津大學聖休學院院長Elish Angiolini、澳洲聯邦法院榮休法官Annabelle Bennett、英國劍橋大學法律學院Christopher Forsyth教授、校長沈祖堯教授、三位前校長金耀基教授、李國章教授、劉遵義教授、法律學院創院院長Mike McConville教授等。大會製作了一個巨型沙漏計時器，由法律學院院長Christopher Gane教授啟動，寓意法律學院帶著過往累積的成就基礎及眾人的祝願邁進下一個十年。

另外，法律學院與全球中國研究計劃於11月5日合辦「一帶一路法律問題國際學術研討會」。多位海外及本地知名學者、專家和執業人士於討論環節中分享見解。副校長、全球中國研究計劃聯席召集人張妙清教授及Christopher Gane教授為研討會致歡迎辭。大會並邀得德國外交部國務秘書Markus Ederer博士發表演講。研討會期間同時舉行由法律學院多位教授參與編寫的《Legal Dimensions of China's Belt and Road Initiative》新書發布會，期望新書能為一帶一路的現況提供實用的指引。

As the highlight of its 10th Anniversary celebratory events, the Faculty of Law held its Anniversary Gala Dinner on 12 November. The event attracted nearly 500 distinguished guests, alumni and faculty members to share the joy. Distinguished guests included the Hon. Mr. Justice Patrick Chan Siu-oi, Chairman of the Standing Committee on Legal Education and Training, Dr. the Hon. Sir David Li Kwok-po, Chairman and Chief Executive of the Bank of East Asia, the Rt. Hon. Dame Elish Angiolini, QC, Principal of St. Hugh's College of University of Oxford, the Hon. Annabelle Bennett, AO, SC, Retired Judge of the Federal Court of Australia, Prof. Christopher Forsyth, Sir David Williams Professor of Public Law of University of Cambridge, Vice-Chancellor Prof. Joseph Sung, three former Vice-Chancellors Prof. Ambrose King, Prof. the Hon. Arthur Li, Prof. Lawrence Lau and Founding Dean of Faculty of Law Prof. Mike McConville. A mega sand timer was presented during the Gala Dinner. Faculty Dean Prof. Christopher Gane set the timer in motion to kick off the event, meaning to bring forward the Faculty's accomplishments and all the best wishes to the next decade.

As part of the celebratory events, the Faculty of Law and the Global China Research Programme (GCR) jointly organized an International Symposium on 'Legal Aspects of China's Belt and Road Initiative' cum Book Launch on 5 November. Leading overseas and local academics, practitioners and officials engaged in thematic discussion sessions on the topic. The Symposium invited Prof. Fanny M. Cheung, Pro-Vice-Chancellor and GCR Co-Convenor, and Prof. Christopher Gane, Dean of the Faculty of Law, and Dr. Markus Ederer, State Secretary, Federal Foreign Office of Germany, to deliver a speech. A new book *Legal Dimensions of China's Belt and Road Initiative*, with contributions from various members of the Law Faculty, was released at the Symposium, offering practical guidance on the current status of the Belt and Road Initiative.

學生大使就職典禮2016

Inauguration Ceremony of Student Ambassador Scheme 2016

2016至17年度的學生大使計劃就職典禮於11月7日在康本國際學術園舉行。超過一百八十位本地及海外學生通過入學及學生資助處的甄選，成為中大學生大使。協理副校長兼入學及學生資助處處長王淑英教授（前排左八）於學生大使就職典禮致歡迎辭，並與六位學生大使代表舉行啟動儀式。學生大使將擔當大學與中學之間的橋樑，協助中學生更深入了解大學生活及文化。

The Inauguration Ceremony of Student Ambassador Scheme 2016-17 was held at Yasumoto International Academic Park on 7 November. This year, over 180 local and international students were selected by the Office of Admissions and Financial Aid as CUHK Student Ambassadors. The Associate Vice-President and Director of Admissions and Financial Aid, Prof. Wong Suk-ying (8th left, front row), delivered a welcome speech and officiated the kick-off ceremony with six Student Ambassador representatives. The Student Ambassadors would serve as a bridge between the University and secondary schools in promotion of the unique characteristics and culture of the University to prospective students.



工程學院二十五周年誌慶

Faculty of Engineering Celebrates 25th Anniversary

工程學院自10月起展開一連串銀禧慶祝活動，除了舉辦展覽展示二十個來自五個學系的創新研究項目外，亦開放七大實驗室，並首度開放「香港中文大學天石機器人研究所」予校友參觀。工程學院校友會舉辦的「校友健步行籌款」更達成二十五萬港元的籌款目標。學院並於慶祝晚宴間拍賣由沈祖堯校長捐出的墨寶。健步行及拍賣所得的款項將用作學院學生獎學金之用。

The Faculty of Engineering has staged a series of events in celebration of its 25th anniversary since October. These included an achievement exhibition featuring 20 research projects that advance human life, as well as guided tours to seven engineering laboratories. The CUHK T Stone Robotics Institute was opened for the first time to present its new design and development of the robotic world to the alumni. The Engineering Faculty Alumni Association's walkathon successfully reached the fundraising target of HK\$250,000. The donation, together with the amount obtained by auctioning a Chinese calligraphy penned by Vice-Chancellor and President Prof. Joseph Sung at the Faculty's anniversary banquet, will go to support the scholarship fund for engineering students.



▲(左起)中大工程學院校友會創會會長林曉鋒博士、工程學院署理院長黃錦輝教授、常務副校長華雲生教授、工程學院校友會現屆會長黃志賢先生主持祝酒儀式
(From left) Dr. Alan Lam, Founding Chairman of the Engineering Faculty Alumni Association, Prof. Wong Kam-fai, Acting Dean of Engineering, Prof. Benjamin Wah, Provost, and Mr. Joe Wong, Chairman of the Engineering Faculty Alumni Association, raise a toast at the ceremony

香港中文大學「開放存取日」2016 CUHK Open Access Day 2016

「開放存取」是一項國際運動，目的在於鼓勵研究人員讓公眾人士在互聯網上自由及即時取其研究論文，並享有各種再使用權。此舉不僅能充分展示學術機構的研究成果，而且社會各界人士更容易發現研究論文，促進國際研究協作和聯繫。

大學圖書館於10月24日舉行首次「開放存取日」，主題為「實行開放存取——『香港中文大學學術研究文庫』有助提升研究成果之影響力」。中大將啟用全新AIMS學術研究管理系統，以完善管理大學之學術研究成果。「開放存取日」旨在向大學成員分享將研究成果通過「學術研究管理系統」及「香港中文大學學術研究文庫」公開予大眾取用的好處。

開幕典禮由常務副校長華雲生教授、副校長張妙清教授、研究院院長鄔楓教授、知識轉移服務處處長何國強教授、以及大學圖書館館長李露絲女士主持。開幕儀式包括為開放存取標誌上的一個掛鎖解開，表明中大對「開放存取」的支持。

Open access is an international movement to encourage free and immediate online access to research papers with full re-use rights in the digital environment. It not only showcases the research excellence of an educational institution, but also enhances the discoverability of research papers by all sectors of the society, and facilitates international research collaboration and networking.

The CUHK Library held the first Open Access Day on 24 October. The theme is 'Open in Action—Enhancing Research Impact @ CUHK AIMS'. AIMS is the University's new Academic Information Management System for managing its research outputs. This Open Access Day is to share with the university community the benefits of opening research through AIMS and the institutional repository Research Portal.

The opening ceremony was officiated by Prof. Benjamin W. Wah, Provost of CUHK, Prof. Fanny M.C. Cheung, Pro-Vice-Chancellor, Prof. Lutz-Christian Wolff, dean of the Graduate School, Prof. Walter K.K. Ho, director of the Office of Research and Knowledge Transfer Services, and Ms. Louise Jones, University Librarian. A padlock on the logo of Open Access was unlocked during the ceremony signifying the embrace of the new system on campus.

宣布事項 Announcements

公積金計劃投資回報成績

Investment Returns of Staff Superannuation Scheme

基金 Fund	10.2016		1.11.2015–31.10.2016	
	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	-1.86%	-1.61%	0.77%	3.66%
平衡 Balanced	-1.51%	-2.04%	1.04%	4.28%
穩定 Stable	-1.89%	-2.83%	2.44%	5.44%
香港股票 HK Equity	-1.46%	-0.96%	3.96%	4.00%
香港指數 HK Index-linked	-1.39%	-1.41%	4.67%	5.23%
A50中國指數 A50 China Tracker	1.61%	1.14%	-5.86%	-5.39%
港元銀行存款 HKD Bank Deposit	0.06%	0.01%	0.72%	0.14%
美元銀行存款* USD Bank Deposit*	0.08%	0.02%	1.00%	0.32%
澳元銀行存款* AUD Bank Deposit*	-0.52%	-0.64%	9.52%	7.76%
歐元銀行存款* EUR Bank Deposit*	-2.48%	-2.47%	-0.78%	-0.66%
人民幣銀行存款* RMB Bank Deposit*	-1.32%	-1.31%	-4.11%	-5.09%

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

* 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

職員審議事宜

Annual Staff Review

大學已函請各學系及部門主管，就2017年度職員審議有關(甲)、(乙)及(丙)類服務條款非教學僱員之退休、延任、擢升、重訂職位及由定期合約轉為長期聘用事宜考慮提薦。相關提名或意見須於2017年1月10日或以前，經部門送交人事處轉呈有關委員會考慮。職員審議通告及資訊已上載至人事處網頁 (<https://www2.per.cuhk.edu.hk: Staff Area > Staff Review > Non-teaching Staff>) 以供參考。

The University has invited department chairmen/unit heads to make recommendations concerning the retirement, extension of service, promotion, re-grading and conversion from fixed-term contract to continuous appointment of non-teaching staff members on Terms of Service (A)/(B)/(C) for the 2017 staff review exercise. Recommendations from the departments/units should be submitted to the Personnel Office on or before 10 January 2017, for further referral to the relevant University Committee(s) for consideration. The relevant circulars and information on the annual staff review exercise are now available at the homepage of the Personnel Office (<https://www2.per.cuhk.edu.hk: Staff Area > Staff Review > Non-teaching Staff>).

農曆新年除夕之辦公安排

Staffing Arrangements on University Holidays on Lunar New Year's Eve

根據大學關於農曆新年除夕大學假日辦公之安排，所有部門於2017年1月27日上午須留有職員值班。當值之(乙)或(丙)類服務條例職員可獲補假半天。

保健處、大學圖書館、資訊科技服務處之電腦操作組、保安處、交通處、物業管理處等部門須留駐足夠人手，以維持基本服務。

The following staffing arrangements for the University holiday on Lunar New Year's Eve will apply on 27 January 2017. Departments/units should arrange for skeleton staff to be on duty on this morning to handle urgent matters and enquiries. Offices will be closed in the afternoon. Skeleton staff (Terms [B] or [C]) on duty on this morning will be given compensation off for half a day.

For essential service units such as the University Health Service, the University Library, the operations team of the Information Technology Services Centre, the Security Office, the Transport Office, and the Estates Management Office, adequate workforce should remain on duty to provide basic services.

聖誕及農曆新年發放薪金日期

Christmas and Chinese New Year Pay Dates

2016年12月份及2017年1月份之薪金將分別安排於12月21日(星期三)及1月26日(星期四)發放。如有查詢，可聯絡薪津及公積金組3943 7240或3943 1806。

The salary payment dates for December 2016 and January 2017 will be arranged on 21 December 2016 (Wednesday) and 26 January 2017 (Thursday) respectively. For enquiries, please contact the Payroll and Superannuation Unit at 3943 7240 or 3943 1806.

口談實錄 / VIVA VOCE

Photo by ISO Staff

黃水珊博士 Dr. Isabel Hwang

- 生物醫學學院高級講師
Senior Lecturer of School of Biomedical Sciences
- 醫學院2016年度傑出教育獎得主
Recipient of Outstanding Education Award 2016, Faculty of Medicine
- 積極運用電子學習實踐「翻轉教室」
Active in flipping classroom with e-learning
- 2016第十三屆亞太醫學教育會議電子海報報告優異獎得主
Recipient of Merit Award of e-Poster presentation at the 13th Asia Pacific Medical Education Conference 2016

學習的經歷如何塑造你追求卓越教學的決心？

我喜歡靈活應對學生多變的學習需要，這種開放的心態源於我在倫敦攻讀有機化學碩士學位的歲月。當時我慣於大膽嘗試，與文化背景各異的實驗夥伴構思不同方式結合一些有機化合物，希望製造有用的藥物，過程饒有趣味，有時充滿歡樂。世事日新月異，身為老師，即或有時會面對掣肘，我也應該勇於改變，成為學生的榜樣。

2007年起，你一直都有製作生物醫學課程的課件，背後的推動力是甚麼？

我嘗試站於學生的角度思考，發覺把健康科學的概念圖像化的話，可助學生進一步明白生理機制。我並不是否定課堂講學的价值，但單憑二維靜態影像教學確有局限，未能讓學生透徹理解抽象概念，人類神經元中產生的電脈衝便是一例。透過動畫故事和旁白，抽象的概念可以繪影繪聲地躍現學生眼前，學習成效便得以提升。當我在2008年完成第一個課件，學生已急不及待，希望我有新課件面世，這教我十分雀躍。

在製作階段得到甚麼支援？

大學有資助計劃支持教師製作課件，例如微單元課件製作資助計劃。由於不少我製作的微單元包含現成的視聽素材，為尊重他人的版權，我得一一標明出處，但會用上不少時間。製作一個微單元起碼需時一個月，而測試和修正教材又多用一至兩個星期。其間我得到中大資訊科技服務處和醫學教育處同事的幫助，他們既親切又專業，沒有他們的技術支援，我就不能製作出如此優質的動畫課件。

在你的「翻轉教室」，微單元如何促進課內的互動和學生的學習動機？

我把「健康科學（一）」這類微單元放在醫學院的網站和學習管理系統 Blackboard Learn，供學生下載備課。正因為把一些原本在課堂講授的內容轉為微單元，學生可以在課內有更多空間深入討論，以前這是不可能的。「翻轉教室」已漸成課程特質。我甚至已把所有教學單元上載至雲端平台 KEEP，開放給公眾下載學習。

學習分析如何助你評估學習成效和提升教學？

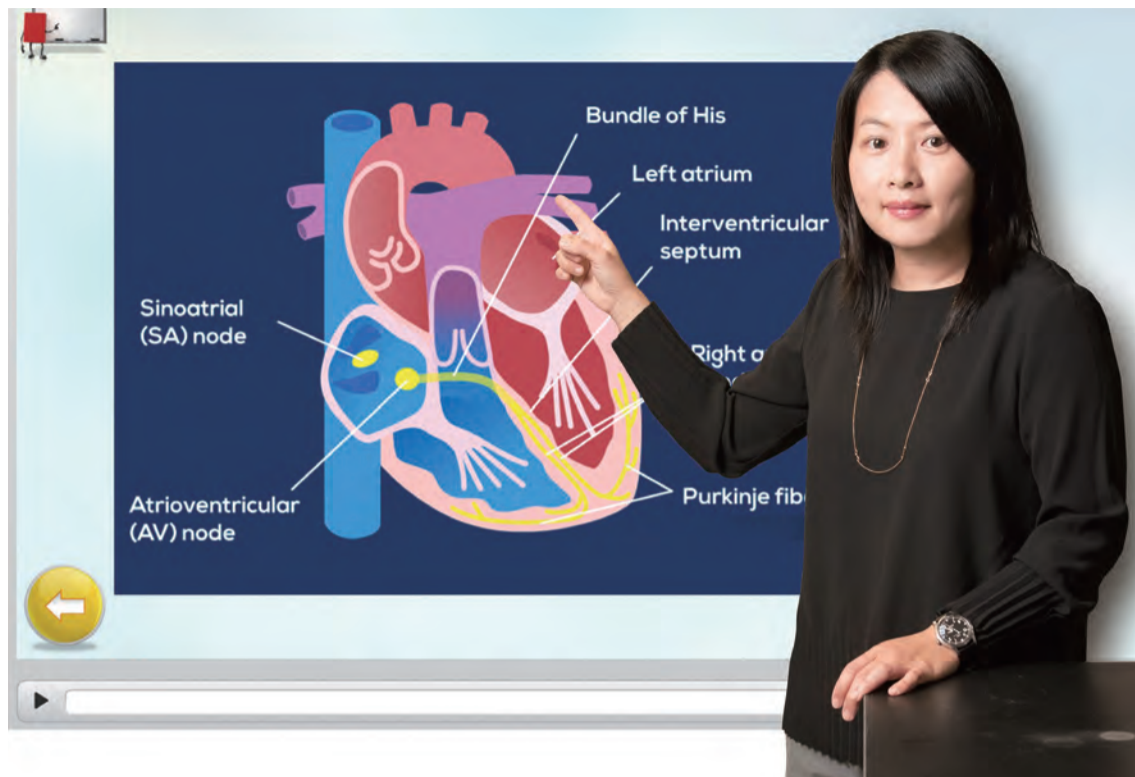
Blackboard Learn的學習分析一目了然，我可以隨時隨地逐一檢視學生讀取微單元的情況，有助我明白學生的進度，評估課件的學習成效。

你製作的微單元促進了大班內的互動，訣竅在哪？

初期規劃非常重要。當教師選定了題材，便要找相關專業背景的人組成團隊。學生對生活情境感興趣，尤其是與自己健康狀況有關的情境，但製作模擬生活情境的動畫課件需要更長的時間，所以須記緊衡量時間、財政和實質成果的因素。

如何保持工作與生活的平衡？

運動有助我放鬆身心，我尤其喜歡滑雪和打網球。無論平日有多忙碌，我總會每年去一趟滑雪之旅，每逢夏天，我會在溫布頓渡假起碼一星期，觀賞網球賽事。



How did your past experience shape your determination for pedagogical excellence?

I love to stay flexible to accommodate students' changing needs. My openness to changes can be traced to my days in London doing a master's degree in organic chemistry. I often made bold attempts to try different methods with my lab mates from diverse cultural backgrounds to design new ways to synthesize some organic compounds useful for the pharmaceutical industry. It was fun, and sometimes full of laughter. As a teacher living in a constantly evolving era, I should embrace changes—especially in times of constraints—and be a role model to students.

You have been developing biomedical sciences coursewares since 2007. What motivates you?

Putting myself into students' shoes, I think picturing the concepts in health sciences can help them better understand physiological mechanisms. I'm not denying the value of didactic lectures, but the use of 2D static images in lecture slides does have its limitations. For instance, the mechanism of how electrical impulses are generated in human neurons is an abstract concept. If my students can visualize the process by an animated story with voiceover, the learning efficacy can be enhanced. When I completed my first courseware in 2008, I was excited to find that my students were already asking for more.

What support did you receive during the development stage?

The grant schemes of the University such as Micro-Module Courseware Development Grant Schemes have financially supported the development of the coursewares. As most of the micro-modules developed contain audio and visual components from other sources, the clearing of copyright issues can be very time-consuming. Production of each micro-module can take a month, while testing and fine-tuning require one to two weeks. I'm very grateful to work with a team of approachable and professional colleagues from the Information Technology Services Centre and the Office of Medical Education. Without their technical support, I couldn't have created such quality animated coursewares.

In your flipped classroom, how do the micro-modules facilitate quality in-class interaction and their learning motivation?

Micro-modules such as Health Sciences I are hosted on the Faculty's website and the learning management system (LMS) Blackboard Learn for students to access for pre-lecture preparation. As some in-class lecture materials have been shifted to the micro-modules, more time is allowed for in-depth discussions in class. Students can now discuss simple case scenarios in lectures, which was not possible before. Flipped classroom is becoming a feature of the course. I've even uploaded all the modules on the cloud-based KEEP platform for open access.

How does the learning analytics help you evaluate students' learning and enhance your teaching?

The analytics on Blackboard Learn helps me review individual students' access rate of each micro-module at a glance anytime anywhere. It enables me to understand students' learning progress and evaluate the courseware projects.

What is your secret in developing micro-modules which engage your large classes?

Initial planning is very important. Team up with relevant expertise when a topic is selected. Students are interested in real-life scenarios, particularly those that may relate to their own state of health. When developing an animated courseware which mimics a real-life scenario, however, be prepared to juggle between time, budget and the actual outcome.

How do you strike a work-life balance?

Sports help to relax my mind and body, and I'm particularly interested in skiing and playing tennis. No matter how occupied I am, I try to arrange at least one skiing trip each year to pamper myself. In the summer, I usually spend at least a week in Wimbledon to watch tennis. 🎾