



My Teaching Story

Academic Year 2022/23

Fifth Issue

Centre for Teaching and Learning
The Hang Seng University of Hong Kong




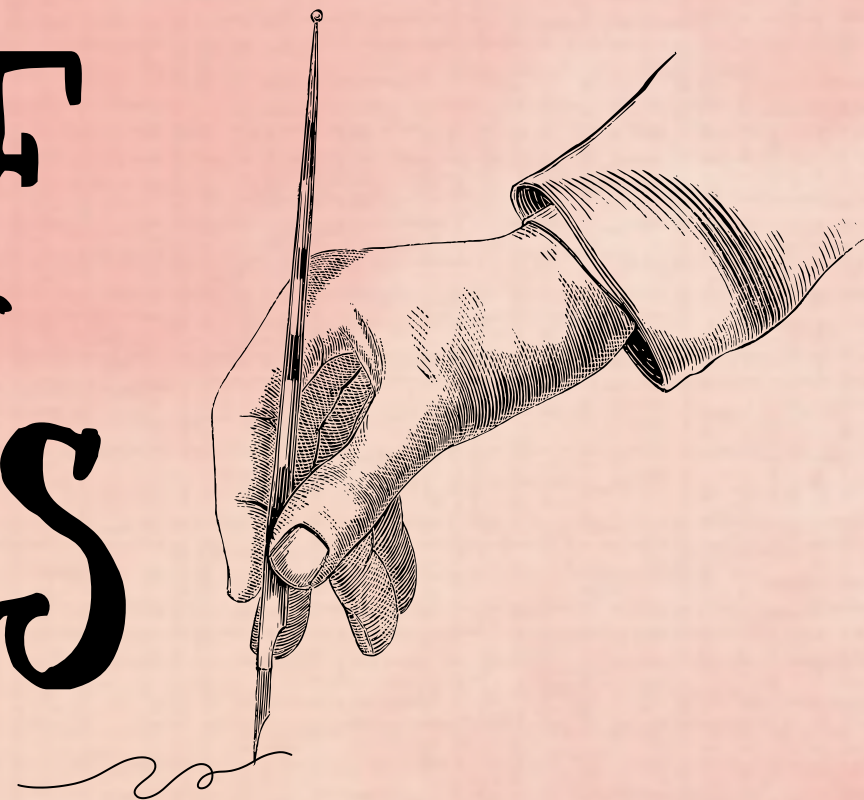


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DIRECTOR'S MESSAGE



Pursuing excellence in teaching is the goal of many devoted teachers at HSUHK. Effective student learning is always their major concern! They are passionate about exploring innovative pedagogy and assessment to motivate student learning. They embrace student diversity with a caring and inclusive attitude. They are willing to spend extra time after class coaching students to participate in local and overseas activities and competitions to enhance student learning experience.

In the fifth issue of "My Teaching Story", I have invited seven Teaching Excellence Awards Recipients (2021/22), Dr Winnie Chan (Marketing), Dr Holly Chung (English), Dr Maggie Ma (English), Dr Baldwin Wong (Social Science), Dr Eugene Wong (Supply Chain and Information Management), Dr Clio Wu (Communication), and Mr Justin Yum (Computing), to share their inspirational stories with us.

Enjoy reading!

Dr Ben Cheng
Director, Centre for Teaching and Learning

*Teachers as Mentors:
Unlocking Students' Potential
to Learn and Grow*

Dr Winnie CHAN
Lecturer
Department of Marketing

My Role as Mentor Teacher

To teach is to inspire. Good teachers motivate students to learn by igniting their interests and inspiring them to excel. Teaching is not all about lecturing and imparting knowledge. “When one teaches, two learn.” Good teaching involves much more interaction with students than we tend to believe. Good teachers are active partners in learning.

Mentor teachers are an integral part of a system of academic and personal support for students. It all begins with relationship building. The role of a mentor teacher is to build a professional relationship conducive to intellectual growth and psychological well-being. Mentor teachers listen to students, provide continued support, and instill a growth mindset. Students never forget the mentor teachers who respect them and give them confidence.

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” – Maya Angelou

Prior to joining The Hang Seng University of Hong Kong, I worked in industry and developed teaching expertise in a wide range of undergraduate and postgraduate courses. This multidisciplinary background has equipped me to be a mentor teacher with a positive attitude and temperament, professional competence and experience, and strong communication and interpersonal skills. As a mentor teacher, I always inspire and encourage my students to aim high and strive for excellence.



My Teaching Philosophy

All students have unique profiles of strengths and weaknesses that affect their ability to learn and the level at which they learn. It is my goal to create a learning culture that facilitates personal growth, so that students can achieve excellence by realizing their full potential and pursuing a career of their passion.

*"Knowing is not enough; we must apply. Willing is not enough; we must do."
– Johann Wolfgang von Goethe*

My teaching strategy centers on three principles: (1) making abstract concepts easy to understand, (2) inspiring thinking and discussion, and (3) tailoring materials to students' aptitudes. Leveraging my diverse teaching backgrounds, I have used interactive teaching methods and adapted my approaches to meet the needs of distinct student segments: marketing majors, non-marketing students, and postgraduate students. The four success stories below demonstrate how different students can be motivated and coached to reach new heights.



Building Self-Confidence in Students – World Asian Case Competition 2022 (Bronze Medal Winners)

I led a team of three students from Marketing and one student from Global Business Management to win the bronze medal in a global business case competition hosted by Sungkyunkwan University of Korea. Ritsumeikan Asia Pacific University (Japan) and Boston University (USA) received the gold and silver medals, respectively. The HSUHK team took the third prize and in the process outperformed several teams from major universities in Hong Kong (e.g., HKU, CityU and HKBU) and hundreds of other teams from around the world (e.g., Korea University, Novosibirsk State University, and VinUniversity). (Our case analysis will appear in an Amazon book series, How Asian Brands Soar, in 2023.)

From my observation, the lack of self-confidence has been the main obstacle preventing many of our students from reaching their full potential. To help the HSUHK team overcome this obstacle, I carefully identified their strengths, set achievable goals, and gave constructive (and empathic) feedback as a supportive coach. It was a true joy to witness their unprecedented success. I also took great pride in seeing that this experience has significantly enhanced the students' confidence, along with their analytical, communication, and problem-solving skills.





Putting Theory into Practice – Start-Up and SME Resource Centre Consulting Service 2021 (Best Presentation Team, Cohort 1)

I coached four students (two from Corporate Governance and Compliance; one from Global Business Management; and one from Bachelor in Management Science and Information Management) to engage in a consultancy project. Our client was a start-up SME that serves online businesses. I prepared the students before they interviewed the client and guided them to thoroughly investigate the business environment and arrive at a creative solution for the identified problem. In the process, the students developed an entrepreneurial mindset and gained real-world consultancy experience. The award was just the icing on the cake.

In this consultancy project, I leveraged my academic and industry experience to broaden the horizon of four enthusiastic students, who learned to apply classroom knowledge to a professional context. This rewarding experience has also emboldened me to assist future cohorts of HSUHK students to become capable and dedicated professionals.

Sharpening Students' Presentation Skills – Government Campaign for Promoting “Reduction of Salt and Sugar in Food” 2021-22

I was responsible for recruiting and screening a group of student ambassadors for a government project to promote healthy eating. More importantly, I coached them to make compelling presentations that spoke to the hearts and minds of business leaders (at the Business School Gala on 27 June 2022) and government representatives (at the Student Ambassador Recognition Ceremony on 24 August 2022). The government representatives were so impressed with our students that they decided to feature them in an RTHK program (Cut Down If You Can! on TV31) in January 2023.

A good mentor teacher builds mutual trust with students and enhances their performance by offering honest feedback and pinpointing areas for improvement. I was delighted that our student ambassadors were able to showcase their passion and professionalism in front of business leaders and policy makers. I truly believe that, with proper training and support, many of our students can morph into outstanding leaders and professionals that make us proud.



Developing Students' Transferable Skills – Student Associations amid COVID-19

I was instrumental in the establishment of the 1st and 2nd Student Associations of Bachelor of Business Administration in Marketing and General Business. They were the only student associations under the School of Business established amid COVID-19. As a mentor during a difficult time, I had to try hard to kindle a team spirit and resolve team conflicts. I have seen the remarkable development of leadership, teamwork and other valuable skills before my eyes.

“If you fail, never give up because F.A.I.L. means ‘First Attempt In Learning.’ End is not the end, in fact E.N.D. means ‘Effort Never Dies.’ If you get No as an answer, remember N.O. means ‘Next Opportunity.’” – A.P.J. Abdul Kalam

A student association brings a sense of belonging to the department and acts as a bridge between students and staff. Understanding its importance, I have made an effort to train student leaders who can train others. It was a challenge to form student associations amid the pandemic. But I always encouraged our students to remain positive and never give up. The cabinet members ended up weathering the storms and achieving much more than expected. Hopefully, our success will be an inspiration to other members of the HSUHK community.





Mentoring – A Call for Dedicated Teachers

Mentor teachers can be influential and life-changing role models for students. Being a mentor teacher is how I view myself as an educator. I believe that good mentoring is a vital part of an educational journey as young students discover their potential and pursue their dreams. “Whatever you do, do it with passion” is my firmly held belief as a teacher and a scholar. Patience, empathy, and responsiveness are the keys to my mentorship philosophy. In addition to classroom teaching, I have devoted much time and effort to engage my students and provide guidance for them, so that our students can get out of their comfort zone and step forward into their growth zone.

“The most exciting thing in your life is not at the moment when you achieve your dreams, but the process [by which] you pursue your dreams.”

Mentor teachers are in the talent-discovery and talent-development business. I believe I have found my niche here at HSUHK, and I will build on the successful experiences of the past two years to help more students to unlock their potential and realize their dreams. Be passionate and persistent.

Last, I would like to thank the Centre for Teaching and Learning for giving me the opportunity to share my teaching story. Let me close with a quote that I hope will inspire you as it has inspired me:

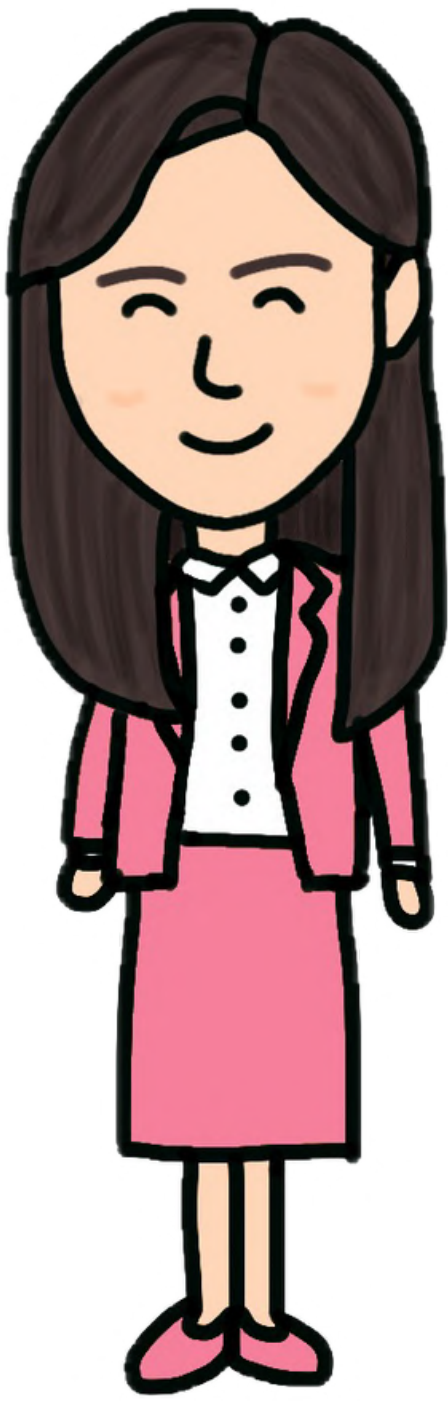
“Whatever is worth doing is worth doing well.” – Philip Stanhope

Up Students' EXP

by Holly Lo Si

A woman with long dark hair, wearing a red long-sleeved dress and light-colored shoes, stands next to a large, smiling panda mascot. The mascot is wearing a green shirt, a red scarf, and brown pants. It has a circular logo on its chest with the Chinese characters '萬博學行' (Wan Bo Xue Xing). The background is a modern office interior with large windows and a glass wall.

Dr. Holly CHUNG
Senior Lecturer
Department of English



“Holly Lo Si”: a jokingly-transcribed term to mean “Teacher Holly” in Cantonese, a heartwarming term by which my students and colleagues like to call me, and a title in which I myself take pride.

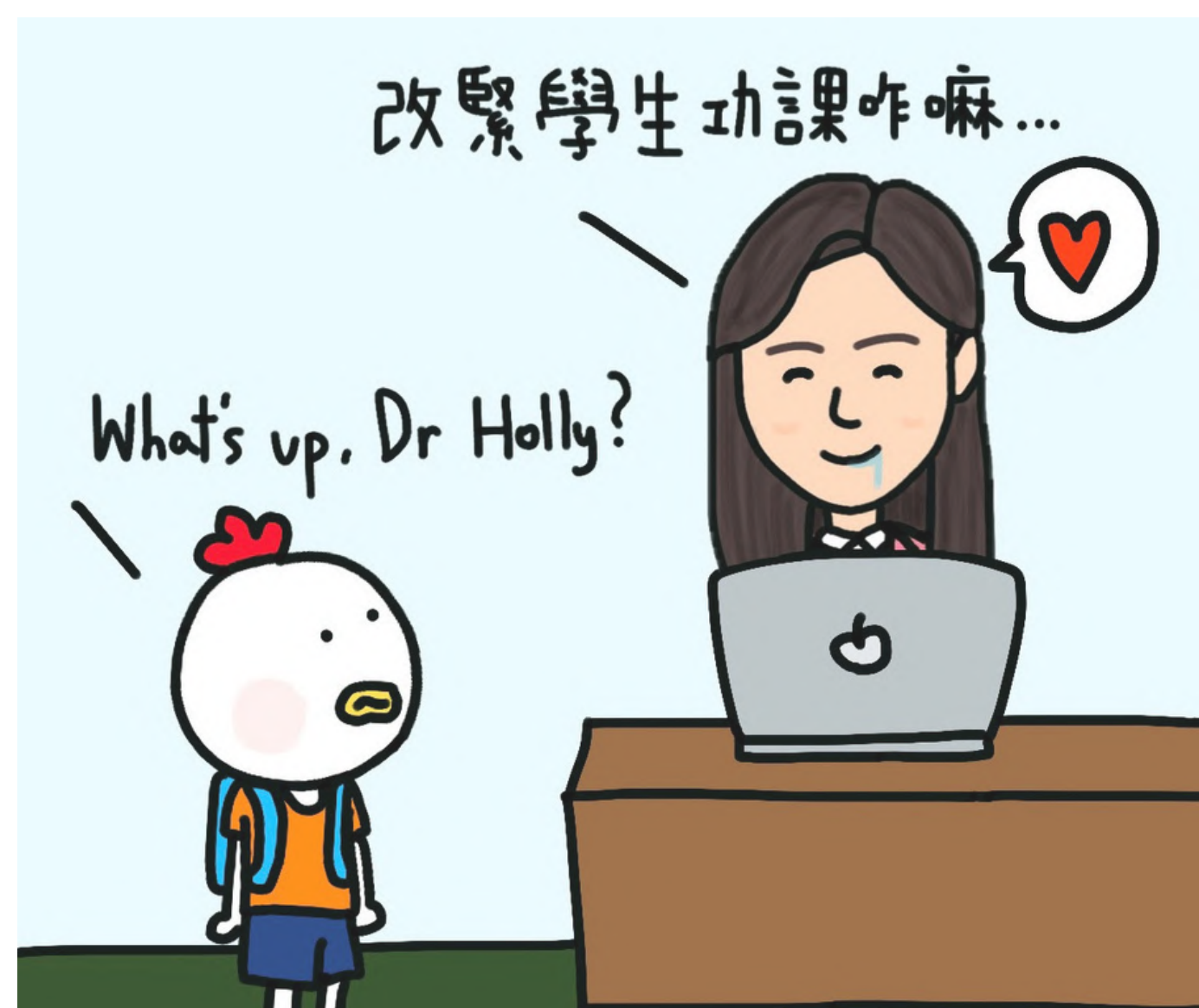
“Lo” (老): Though I may not be a big fan of its denotation in Chinese (as in “old”), my English-teacher hat can be of use here to let the connotation come to play: “Lo” shall refer to teachers’ accumulative wisdom.

“Si” (師): This character’s root meaning mesmerized me: a division in an army. Being a teacher is cool, huh? (Let’s never forget about that, my fellow teachers out there!)

In higher education, we have researchers, scholars, professors, lecturers, administrators, and most importantly, students. I myself fancy the idea that everyone is a Lo Si, and everyone is also each other’s Lo Si. We, in our different capacities, should arm our own arsenals to strengthen our army so that it can be mighty enough to make alliances with others. We branch out; we strategise; and we fight. We fight for a common goal: lifelong learning.

“Learning is like sailing against the current: you either forge ahead, or fall behind” (學如逆水行舟:不進則退). This philosophy has been, literally, steering me through my 17-year teaching journey, in which the majority of such years in this same school. Silly of me spelling out my age this way (and I’d like to tell everyone that I started as a baby!).

But this number is to remind myself, and hopefully our teaching community, that learning, together with and even from our students, as a Lo Si, is a lifelong mission, regardless of how long or short we are in this people’s business. Having been awarded with the Teaching Excellence Awards two times previously (2014/15 and 2017/18), I would like to use myself as a solid piece of evidence that teaching excellence should be a non-stop pursuit.



Even keeping it up alone is not enough for me; we need to keep moving forward.

To put lifelong learning in a contemporary way, I would like to take this chance to encourage my fellow teaching counterparts out there to boost our EXP. EXP (XP值), short for an “experience point”, refers to a player’s exp (or how one levels up), especially in role-playing games, is awarded when a player completes missions, and overcomes obstacles and opponents so that one can increase their health and strength to acquire new abilities or improve existing ones, and to venture into more challenging domains.

The increase in my EXP is solely measured and embodied in my students’ value-added-ness. Specifically, it is the EXPerience, EXPosure, and EXPedition that I succeeded in granting my students the opportunities to learn, use, and actually enjoy English in a variety of dynamic ways, and leveling-up their communication and interpersonal skills.

Experience: “Tell me and I forget; teach me and I remember; involve me and I learn.” – Benjamin Franklin

English, especially to university students, is way more than simply a language used in their assignments or exams. More importantly, English is a communication tool, a workplace must-have, and even a survival kit. I have been actively sourcing different experiential-learning opportunities for my students to experience the practicality of English in both the academic and professional contexts.



I had the privilege to have walked through the whole journal-article writing journey with our Honours Academy (a future-leader incubator especially for high-achievers at the Hang Seng University of Hong Kong) students, from deciding on a topic (relating to business and sustainability), reviewing literature, conducting interviews with significant figures and representatives, writing and revising. This academic experience not only resulted in quality articles published in the HSUHK Business Review (produced by the School of Business), with the students listed as co-authors, but also inspired more students to hone their academic English writing skills, as they now have a realistic and attainable goal to aim for: an undergraduate standing a real chance to have their work published.

I also managed to explore other arenas for our HA students to strengthen their arsenals. For example, I coached a troop of them to become student editors for our HSUHK Business Review journal. Coaching them to fact-check, evaluate and revise all the references and citations, I succeeded in exposing our student editors to the whole process of a professional journal production, encouraging themselves to be way more serious and meticulous with their own academic work, and more importantly, enlightening my students that the mastery of a language is not limited to producing flawless English, but can also be embodied in detail-mindedness and adhering to integrity.



I also engineered the HA Symposium where our future scholars conducted a small-scale oral defense, as part of their year-long senior research project at the Honours Academy. I was exceptionally proud of arranging the Q & A session for each student to receive thought-provoking and critical questions from our seasoned faculty members. Nerve-wrecking, to say the least, to the students; however, it was exactly this magnitude of intellectual challenges and exchanges that I seriously wanted to offer my students. I witnessed how they transformed from dedicated students to now aspiring young scholars who are now thirstier than ever, for more academic experiences. I am also assisting them in joining local or international conferences to present and publishing their work whose quality is practically on a par with a small-scale thesis or a journal article. I am convinced that I succeeded in bringing to the university a much-needed atmosphere of conducting self-driven research or projects that could impact our society or even our country and region in the long run.

Using English in a professional, career-related context could be even more rewarding for our students. Thanks to my own experiences accumulated in MCing different university events, together with my over two years' experiences in hosting a TV programme, I have established a great reputation as a coach to a long list of student MCs and speakers in internal and external events representing our university. My contributions, to my belief, are not just limited to fostering students' public speaking skills in both Chinese and English. More so, my experience-sharing and coaching meant more like a confidence booster, making them realise that they are also presentable and articulate who can speak and share proudly as an HSUHK student.



Exposure: Seeing is believing. To me, doing is even more satisfying.

Having equipped my students with an array of skills and broadened their experiences, I am always on the go to give my students local, regional and even international exposure to using English.

Exposure, like money, does not grow on trees. Therefore, I never shy away from applying for internal and external funding or grants. Thanks to the Teaching Development Grant (TDG), I was able to, capitalising on the success of the HSUHK Toastmasters Club established also because of the same grant, pioneer the HSUHK English Debate Team in 2021. Working alongside a professional debate coach, our English Debate Team took part in friendly matches with local universities, and in regional and international competitions such as the Asian Universities Debating Championships, and the World Universities Debating Championships. I am particularly thrilled with our ethnically diverse team composition. The EM students on the team expressed a marked increase in their sense of belonging to our university and their participation in international debate competitions also increased our university's diversity, inclusion and international profile.

One of the practical values of English language is to literally take students out of their usual setting. Therefore, I am committed to sending my students out to have a real taste of what life outside is, especially with the mastery of English language, and to bringing the world of English to our University for our students to shine on an international platform. For over half a year in 2022, I coached seven Honours Academy students to participate in the annual "21st Century Cup National English Speaking Competition" organised by the China Daily Asia Pacific. It is one of the most competitive contests in town, as the champion would be representing Hong Kong to further compete in China, and finally in Britain. Out of the seven students I coached, five of them entered the semi-final rounds. One became one of six finalists in the university category competing with top local university students. I could not have thought of a better way to show to our HSUHK students, "If they could do it, you could do it too. Actually, you could do it better even".



In 2018, I brought in TEDx, an international brand for spreading ideas worth sharing, with the pure goal of creating an English-friendly atmosphere for the university, and even more importantly, bolstering our students' confidence and earning the esteem of the community for our students' abilities and vision to put together an internationally-renowned event.

In 2022, it was our fourth TEDxHSUHK in 2022 with the event reaching its maturity where I played the role of an executive producer, while a league of student co-organisers engineering in different capacities as speaker buddies, multimedia producers, and stage and site managers. It was a huge accomplishment for my students (which meant way more than for myself) to be able to invite a number of celebrated speakers whose voices could truly represent their generation. Their talks drew in over 200 on-site audience members and over 14,000 online audiences from around the world, during the showtime alone. While I was able to offer them this kind of international exposure, it was the event-organisation, leadership, fellowship, and crisis management skills that the students could have only gained from and for themselves, through adhering to the standards of this international event, but also through our topping the game one year after another.

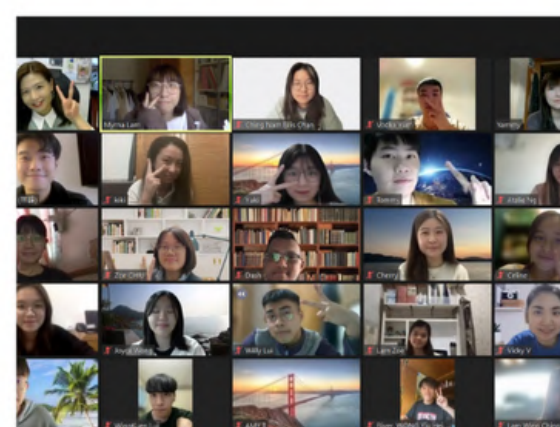


Expedition: a long and carefully organised journey for a particular purpose, especially to unfamiliar territories. While sending my students out to venture into different expeditions, Holly Lo Si cannot and will not just sit in an ivory tower.



One of the major expeditions I embarked on was my hosting an English-language television programmes on ViuTV called "Game On". Having been on air for 94 episodes since 2020, this show where I also participated as a script-writer meant more than just the 30 minutes I was on the screen every Sunday at 5 pm.

Billed, loud and clear, as "Holly Lo Si" from the Hang Seng University of Hong Kong on a local television channel especially popular with the young audience-ship, I could take pride in putting our University's name on the map. On top of having a weekly platform to spread the fun and joy of learning English, I have been recognised by previous students (even some I did not teach before) all the way from the eras of the Hang Seng School of Commerce and the Hang Seng Management College, together with the public members that I met on different occasions. The image of "Holly Lo Si" I managed to build in the industry was honestly and entirely for the University, than for myself. My pride derived from our alums and current HSUHK students being able to take pride in seeing their school name, and having one of their teachers to be regularly on a television show.



HONOURS ACADEMY FIRST COHORT (2020/21) INAUGURATION CEREMONY

9 OCTOBER 2020



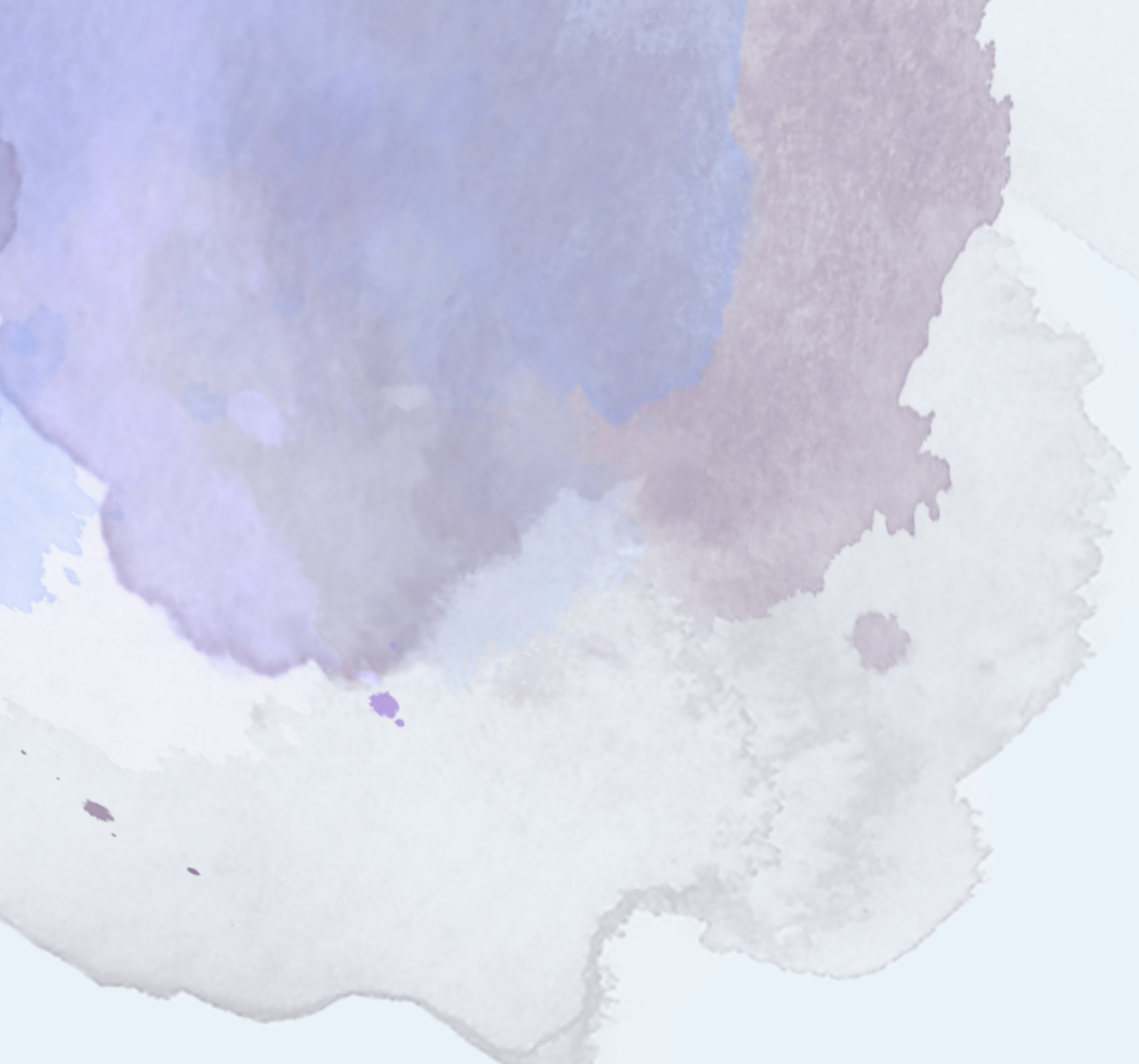
On a final note, I would like to express my gratitude for the Centre of Teaching and Learning and the HSUHK, for this recognition. My EXP boosts have also been made possible with my comrades at the CTL and the Institute for Youth Sustainability Leadership (IYSL).

Last but not least, I would like to share this Teaching Excellence Award with all of our HA students, especially the two esteemed Lo Si-es of mine, Prof Jeanne Fu and Ms Esther Lee. They ooze charm and leadership in the most elegant and persuasive way, showering our University with ever-increasing EXPs, the epitomes of the best LoSi-ism.



Thank You

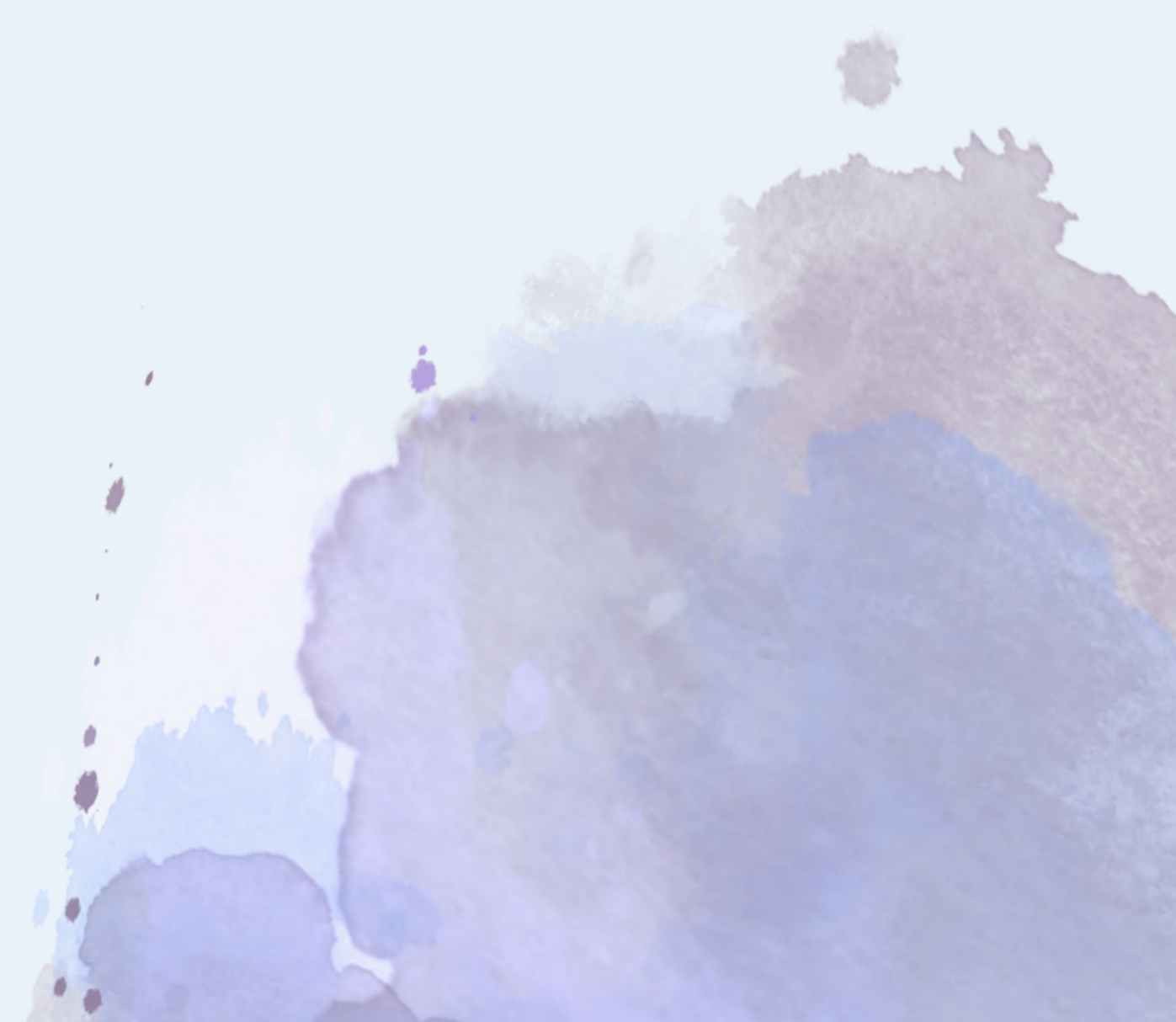
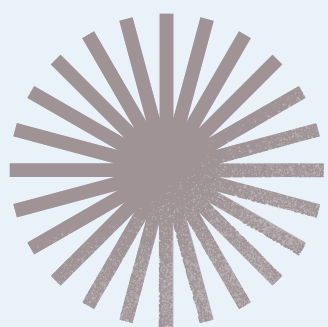




Striving to assess well:

My assessment story

Dr Maggie MA
Assistant Professor
Department of English

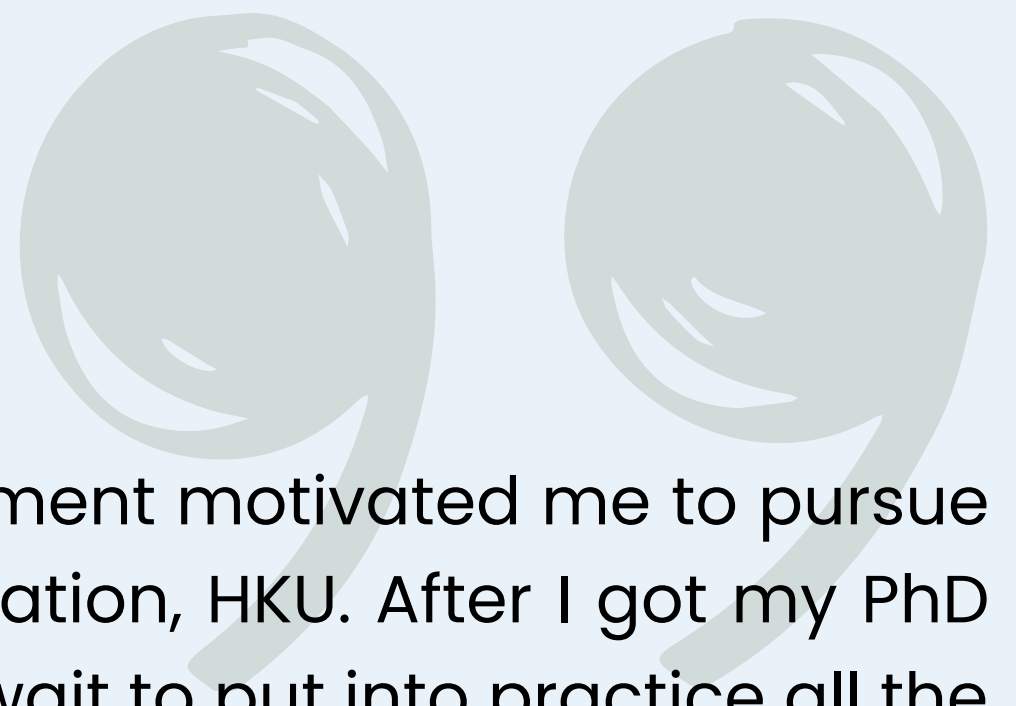




What comes to your mind when you see the word “assessment”? Many years ago, when I first started my teaching career, I equated assessment with testing. The picture of rows of students sitting in an examination hall and working hard on their test papers came to my mind whenever I heard the word “assessment”. Looking back on my teaching experience, I’ve found that my teaching story revolved around the theme of assessment. I’m happy to share with you my evolving understanding of assessment and how good assessment connects teaching and learning.

After I got my MA degree in linguistics, I started teaching English in a tertiary institution. At that time, I naively believed that assessment just meant taking tests. A teacher’s top priority should be to impart knowledge to students and make them interested in learning. If I designed my lesson well and taught well, it was natural that my students should perform well in tests or assessment tasks. Because of this narrow view of assessment, I treated teaching and assessment as two separate things. However, after my first semester of teaching I realized that this idea was problematic. Student evaluation showed that my teaching pace was too fast, and I didn’t spend more time on more difficult concepts such as the nuances of synonyms. Then I realized that probably I should “assess” students more during teaching to check their understanding and based on my students’ responses I should adjust my teaching accordingly. This kind of assessment was totally different from the assessment used to measure students’ performance. Thanks to this practical “theory”, my teaching improved and I became more and more curious about how assessment should be used to enhance teaching and learning.



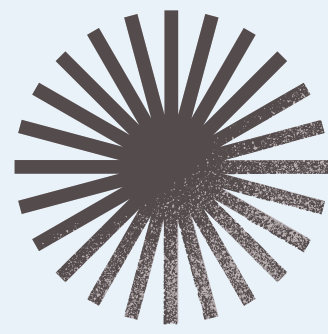


This curiosity about the learning function of assessment motivated me to pursue my PhD degree on this topic in the Faculty of Education, HKU. After I got my PhD degree, I started teaching at HSUHK, and I couldn't wait to put into practice all the theories that I learned. For example, as some students were very shy, I jokingly told them that they should have more eye contact with me or show their facial expressions such as frowning or smiling so that they could indicate to me whether they understood the lesson or not. Based on their responses, I could take immediate actions such as adjusting the pace of the lesson or explaining a difficult concept a little bit more. When I talked about the English assignments, I asked my students about their understanding of the standards for quality work, just to make sure that we shared similar conceptions of good work. I even asked them to evaluate previous student samples because their evaluation could reflect what they thought were important to a good piece of work. Surprisingly, the students were harsher than the teacher when they evaluated peer work!



After knowing students' understanding of good work and seeing the divergence and convergence in teacher and student understandings, I could follow up with more classroom activities to familiarize them with features of good work. If students got a good understanding, they could choose more appropriate strategies and provide better self-directed feedback to guide the completion of assignments. Given that a very important part of the learning function of assessment is feedback, I also created chances for students to receive teacher and

peer feedback in my English writing classes. This meant that my students had to write more than one draft. As the students were used to producing only one draft in secondary schools, some of them didn't understand the necessity of multiple drafting and feedback. But after one semester, many of them realized the benefit of feedback for improving writing quality, as represented by this student quote: "I really have problems but I don't mind revising. I know my writing is not very good, so I welcome ... comments."



I was thrilled by the improvement in my students' learning after a series of assessment activities were implemented in my classrooms. Some of these activities were time consuming but the time was worth it in terms of students' progress. At the same time, I felt that there were many unanswered questions when I put theories into practice in my own classroom setting. This prompted me to carry out classroom-based research to find answers.

Here are some of the questions I have got:

How can teachers help students develop an active learner role in assessment?

How can students develop evaluative expertise and make appropriate judgment of their own work?

How can we help students generate feedback not only on the product of their own work but also on the process such as the choice of learning strategies?

How can we help students take appropriate actions in response to feedback?

What is the role of technology in facilitating the assessment processes mentioned above?

✦ All these questions are related to the concept of student assessment literacy, which means students' ability to benefit from assessment. Without assessment literacy, it is quite unlikely that students will be willing to participate in assessment activities and know how to make the most of these activities to improve their learning.



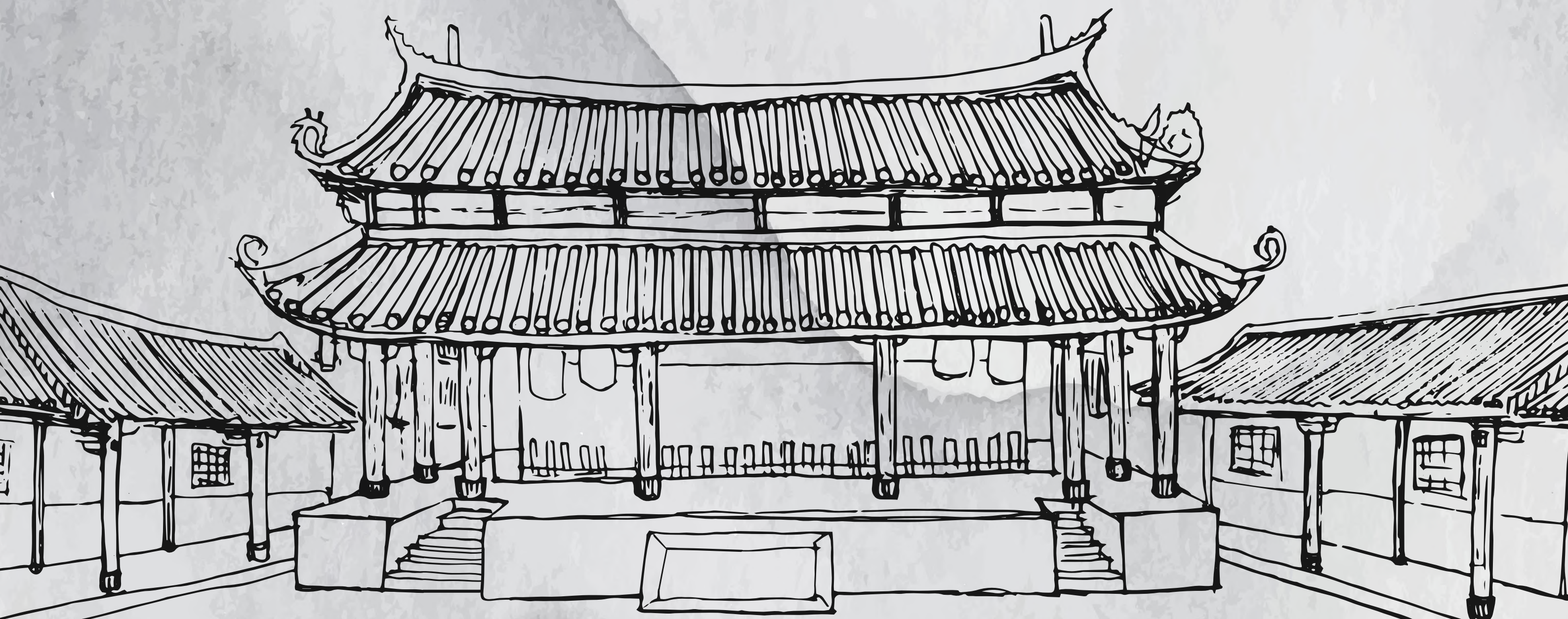
To answer these questions, I have applied for funding from the Research Grants Council. With the funding, I have conducted research both in and beyond my own classrooms, hoping that the findings can inform my teaching and assessment practices. Underlying these unanswered questions is the belief that assessment is not something that teachers do TO students but something that teachers do WITH students. Teachers need to foster an active learner role in assessment, which seems to be the prerequisite for assessment to perform its learning function. However, students in places influenced by the Confucian Heritage Culture tend to rely too much on their teachers in assessment activities, believing that teachers are figures of authority. It is thus my goal to find out ways to help students assume a learner identity that is conducive to their participation in assessment activities for learning improvement.

Through the many years of my teaching and learning, I have gained a better understanding of the meaning of assessment and its connection with teaching and learning. It is no exaggeration to say that using assessment for learning is good teaching. I believe that my teaching (or assessment) story will continue, driven by my goal of fostering student assessment literacy to improve teaching and learning.



A Confucian-inspired way of teaching

Dr Baldwin WONG
Former Assistant Professor
Department of Social Science





When I was in primary and secondary schools, I never imagined myself becoming a teacher. There were a lot of reasons, and one of them was that I was not particularly “driven” to tell other people something. However, at university, I started to sit in some philosophy courses together with friends. I was hooked immediately and ended up taking more and more philosophy courses during my undergraduate years. At that time, it was an exciting experience every week when I attended those courses. The courses stimulated me to think about some intriguing philosophical questions that I had not thought about before.

After my undergraduate years, I pretty much made up my mind that I wanted to be a professor. The scholar's life seemed made for me, and I never really entertained anything else. Thus, I went to England to continue my postgraduate study and eventually became a university teacher. To me, the primary purpose of teaching is to transfer to my students the passion and excitement that I experienced. I hope my students will also be as fascinated by philosophy as I was.

But how should I teach my students? My pedagogies have been influenced by Confucianism, which is also one of my research interests. I always believe that Confucianism, which has long been concerned with the cultivation of virtuous character throughout its history, has a lot to teach us about education nowadays. In the following, I shall use the teachings of Confucius (孔子) and Mencius (孟子) to explain my pedagogies.

- (i) “There are surely those who are as dutiful or trustworthy as I am, but that is no one who matches my love for learning.”
(「十室之邑，必有忠信如丘者焉，不如丘之好學也。」) (Analects 5:28)

Confucius honestly admitted that he was not particularly virtuous, but the fact that he enjoyed learning made him improve continuously. A good student is not a student who is wise or knows a lot, but rather a student who loves learning. Accordingly, the top priority of a teacher is to arouse students' learning interests in the topics and show that the teaching materials are genuinely relevant to their real-life experiences. By showing students that the theories taught in classes can enable them to use a different perspective to look at the world around them, students will begin to be interested in these theories and happily find that these theories can broaden their horizons.

Hence, I have always paid attention to the culture of teenagers and am familiar with using materials that interest students, such as Japanese TV dramas, animations, comics, video games, and video clips from Youtube. For example, when I taught ASI2002 Philosophy and Public Affairs in Asia, one topic was gender inequality in Asia. Feminists criticize that women are consistently paid less in the workplace and are expected to do the housework in families. But what is the solution? Here I showed students a video clip from a famous Japanese TV drama, "We married as a job!" (《逃避雖可恥但有用》). In the video clip, Aragaki Yui (新垣結衣) complains to her husband, Hoshino Gen (星野源), that it is unfair for her to take up all the housework. Eventually, they decide to run the family in the way of a cooperative (合作社). They hold family meetings regularly to determine the division of labor. A lot of funny and touching stories happen in the process. But the most important thing is that the video clip vividly shows an ideal family from a perspective of feminism, a "democratic" family that divides housework without being affected by gender stereotypes.

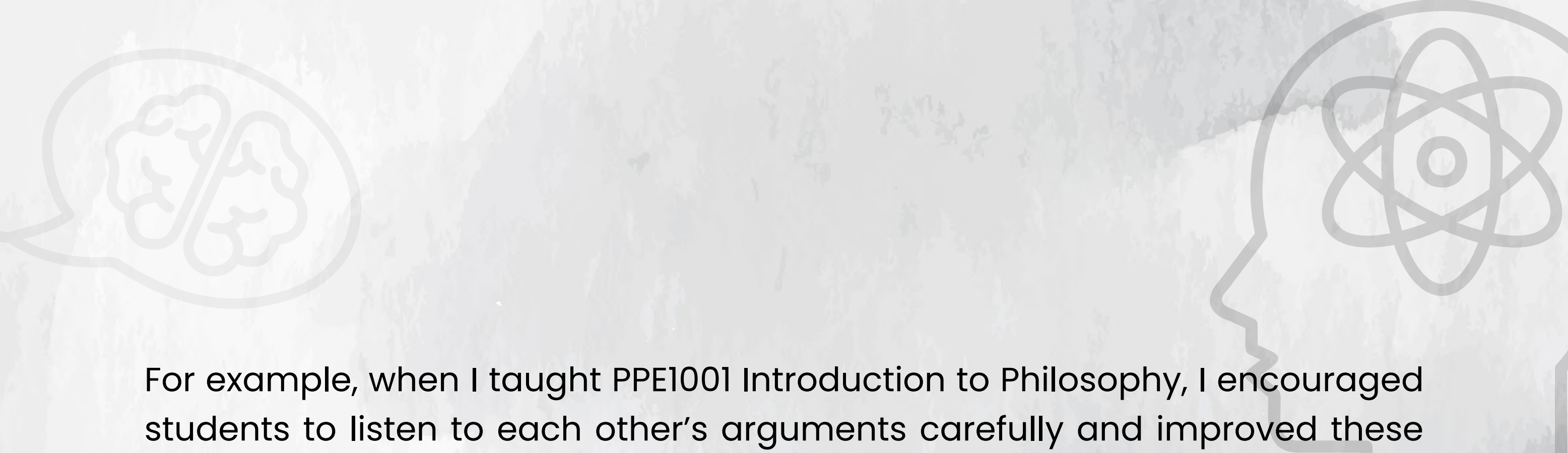
Most students always watch Japanese TV dramas and should be familiar with this love story. However, by analyzing this story from a feminist perspective, students could understand that this TV drama could be interpreted as a feminist proposal of family and marriage. Students thereby could realize that the class materials could facilitate them to use a fresh angle to look at something familiar to them. In sum, through interest-driven learning, students develop a genuine interest in class materials and gradually recognize the value of learning for its own sake.

(ii) "To demand goodness of one another is the Way of friends."
(「責善，朋友之道也。」) (Mencius 4B30)



Learning is more effective when one has good friends. Mencius argued that a friend should not only be someone that gathers with you happily. Instead, a friend should be someone who studies with you and pushes you to become a better person. Hence, I take a classroom as more than a place where students gain knowledge. It should be a platform that enables students to find their academic peers and form a learning community. I use various pedagogies to facilitate discussions among students and encourage students to learn from each other. In brief, students should learn not only from me, but also from their peers.





For example, when I taught PPE1001 Introduction to Philosophy, I encouraged students to listen to each other's arguments carefully and improved these arguments together. During one of the class discussions, we discussed whether human beings have free will. This is one of the most controversial topics in philosophy, and the class had divided opinions. Some students thought that people can freely decide their actions, whereas some believed that people have no free will because every action has its causes, and thus every action is inevitable. Facing this disagreement, I first encouraged students to express their thoughts. After the "for" and "against" sides fully expressed their views, I asked them not to think about defeating others first. Instead, students should put themselves into the shoes of the other side and try to strengthen the other side's arguments. For example:

- The "against free will" side could think from the perspective of the "for" side and reflect: "if one thinks that everything is caused and thus no one is free, does it mean that one does not have any responsibilities after killing people?"
- The "for free will" side could also think from the perspective of the "against" side: "given that people's decision is deeply affected by their genes and backgrounds, how free are they?"





Through this pedagogy of collective deliberation, students learn that class discussion is not only a venue for debates in which they have to show their smartness and win over others. Instead, class discussion is an opportunity for them to get rid of their prejudices and think more comprehensively. Everyone can be a winner in class discussions. Students should get used to appreciating the strengths of the opposite side's arguments, acquire the virtue of humility and learn from each other. In brief, I expect that the end of my course will be the starting point of a learning community formed by my students. After my class, students develop a relationship of mutual learning and can study together in a mutually beneficial way throughout their university life.

To conclude, learning needs the right motivations and the right friends. These conditions have been emphasized by Confucians since ancient China, and they are also conditions that I have tried my best to provide for my students. Furthermore, I strongly feel that education is a mutual learning process in my teaching career. While my teaching shapes the character of many students, my students also gradually shape my character, inspire my thoughts and make me a better person. No wonder Confucius said a good education is "learning and never becoming tired, encouraging others and never growing weary" (「學而不厭，誨人不倦」) (Analects 7:2)—education is an enjoyable and exciting activity that benefits both teachers and students.

Empathy, Care and Innovation: a Holistic Teaching Approach

Dr Eugene WONG

Associate Professor

Department of Supply Chain & Information Management



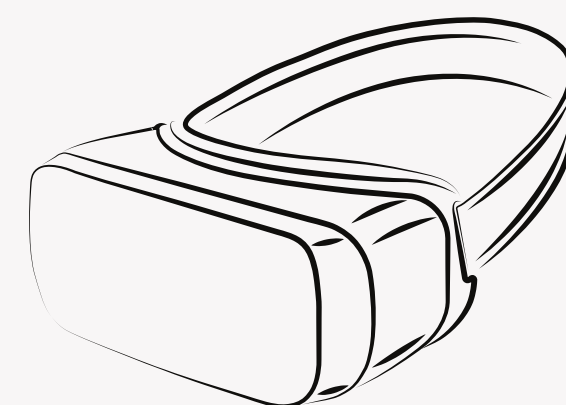
As teachers, we have a significant lifelong impact on students. Not only do we impart knowledge, we can also help to boost the confidence and self-esteem of students. As for me, I believe teaching pedagogy is playing a more and more important part in upholding the overall education standard for future generations. Having been working in the industry and academia for over two decades, serving in corporations on local, regional and global scales, and being a father of three children, I can see the importance of good teaching strategy. Knowledge changes destiny. It affects how one views life and values. My teaching story in The Hang Seng University of Hong Kong (HSUHK) began in 2013 when I joined the Hang Seng Management College (HSMC, the predecessor of HSUHK). Compared to working in the industry, I consider teaching in a university involves something more – a greater sense of mission and responsibility. My teaching philosophy is that professional skills training should go hand in hand with life value education. I think teaching needs empathy, holistic care and innovation.

Teaching with empathy

Having been teaching in HSUHK for years, I have observed that students come from diverse backgrounds. Many students face social and economic problems, such as living in a single-parent family or having to do part-time jobs to support the family. They work hard with their studies while struggling with a heavy burden. There are students who are new immigrants.

Other than guiding students and building up their confidence, teachers need to understand the situation and problem of the students, show their care and support, help them with their studies, and give the right advice.

My encounters with students in the past few years taught me a thing or two. Most of the students are able to perform much better if we understand their problems and recommend possible solutions for them. These could be advising them on proper time management; engaging high calibre students to form study groups with other students; conducting extra tutorials for students with special needs; encouraging potential students to apply for scholarships; and nominating students to join external competitions. I remember once I caught a student cheating in an examination. She became desperate and wanted to give up her studies. Through coaching and discussions, I encouraged her to pick herself up from where she had fallen. Eventually, she overcame the hurdle and passed the module examination in the subsequent year.



Life value education in a holistic approach



Teaching in higher education is a way of knowledge transfer, a means of heritage preservation. I always seek to employ my experience in industry and academic research to nurture the next generation. While I was in the industrial sector, I had a good chance of meeting people from all walks of life in various countries. I saw the importance of cultivating one's physical, emotional, moral, psychological, and spiritual attributes to reach one's goal. So I put emphasis on both professional skills training and life-value education in my teaching. Values reflect our sense of right and wrong. They help us grow and shape our future. The decisions one makes every day reflect one's sense of values. I hope my students, upon growing up, whether successful in their life or not, could value and treasure things in a proper way. Should one spend his money on material enjoyment and show off in social media or donate to those in need? I often share and discuss with students on these reflections to broaden their way of thinking before they step into society. Though the University does not have as many resources for students as some other universities, I encourage them to find appropriate ways to maintain a balanced lifestyle during their university years, such as participating in community services, making more friends on campus, pursuing overseas exchange, and treasuring residential hall life. This is one of the holistic approaches to value education. Currently, I still commit myself to bringing students to external competitions, onsite visits, and inviting prestigious speakers to join our sharing sessions every year.





Teaching with innovation

Over the years, I have dedicated myself to enhancing teaching pedagogy with innovative approaches to compensate for deficiencies in the traditional teaching and learning environment. MOOC could provide animated videos and teaching supplements for students' self-learning anytime anywhere. I have developed animated videos for business students to understand complex maritime and aviation legal cases. My development in MOOC was adopted as the first module illustration during the college retreat seven years ago. With a view to providing more interactive games for students to understand complex logistics delivery operations, I sourced appropriate board games for the Shipping and Transport Logistics module when I joined the Institution and bought sets of board games from abroad for the department. The board games were introduced in class and received good feedback from students. Knowing that students might not be able to go to terminals, vessels, or warehouses due to security and safety reasons, I sought to obtain a fund, Quality Enhancement Support Scheme (QESS), from the Education Bureau in 2015 to develop a Virtual Reality (VR) Cave Automatic Virtual Environment (CAVE) system to enhance teaching and learning experience on campus in a more vivid, interactive and immersive way. The VR CAVE system in the University was the first of its kind among all self-financing institutions in Hong Kong to benefit our students from different disciplines. In 2020, I initiated another application for the QESS fund to develop cooperative multiple VR CAVE systems for team learning, in collaboration with other academic institutions. The project was successfully implemented on three themes, namely logistics, journalism and heritage. Users can learn, interact, practice and collaborate with others who are using different VR systems in various locations.

This technology involve what is currently described as meta technologies. It has a high potential for developing teaching and learning. During the pandemic, I sought different tools to engage students during live lectures such as Slido and Kahoot!. I shall continue to strive for excellence in enhancing teaching and learning through various innovative approaches.

I treasure the student-teacher relationships in HSUHK. Some students have remained in touch after their graduation, and some visited me during the Lunar New Year before the pandemic. These gatherings have left the deepest impression on me. However, I was saddened during these years to have seen that some students, despite being willing to make an effort in learning, could not concentrate on their studies because they lacked financial support from their families. Therefore, with this article, I would like to take the opportunity to encourage graduates to contribute to the scholarship fundings in helping HSUHK students who are in need. I think education should encompass development in both students' values and their technical skills and knowledge.



Looking ahead, apart from seeking to further promote innovative VR applications, I will endeavour to contribute my best to help in raising the teaching and research of our department and school to an international level, and to nurture more talents for both academia and industry. Besides, having long been studying carbon emission mitigation in supply chains and publishing in impactful journals in this regard, I plan to put more effort into driving the development of renewable energy and decarbonisation, so as to generate benefits on a global level. I would also like to take this opportunity to thank my colleagues in the University for working with me in achieving every goal over the years. HSUHK has a lot of excellent teachers, scholars, and supporting officers. I am sure everyone in the university will join hands to bring positive benefits to our next generation.

BEING INSPIRED AND BEING THE INSPIRATION

Dr Clio WU
Assistant Professor
School of Communication





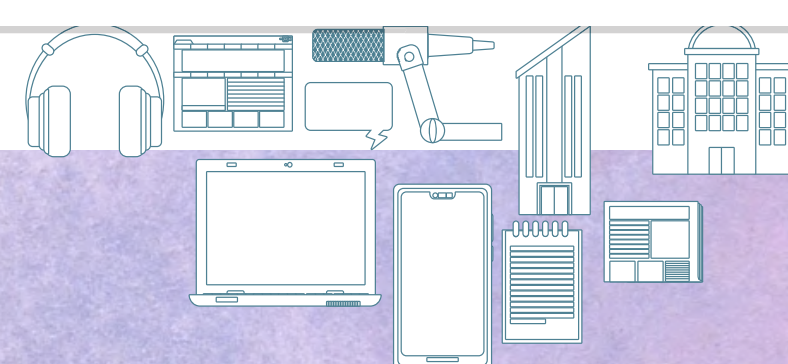
BEING INSPIRED AND BEING THE INSPIRATION

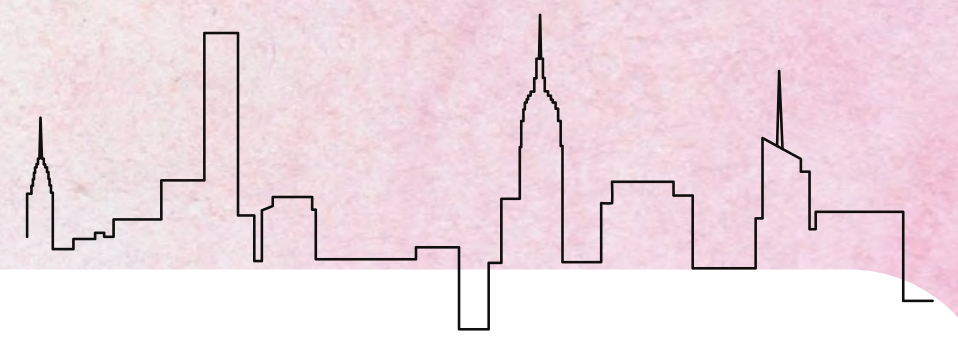
It is my great honor to be one of the recipients of the Teaching Excellence Awards 2021/22. When I first came to this university a few years ago, I was very excited because many things were fresh to me, and it took me several years to learn and adapt to the new environment. If I can claim any humble achievement, it is because I have been lucky enough to enter the School of Communication (SCOM). As I was invited to share my teaching story, I would like to share my unforgettable memories of my School, which have inspired my teaching philosophies and practices over the past few years.

As a faculty member of the School of Communication, my teaching philosophy is grounded in the School's professional philosophy on teaching and learning. In my School, the teachers who deliver practical modules are encouraged to lead the students to create works with a social impact, which can prepare students for active roles in society and improve our School's and the University's reputation. This requirement of teaching and learning is so innovative and has made such an impression on me that it has inspired me to explore more effective teaching ideas and skills in my class.



Journalism





In recent years, the challenge I have often faced in teaching is that while many students are enthusiastic about learning, they are preoccupied with part-time jobs and social activities. One of the modules I deliver, Printed Media Practicum, requires students to work together for a short period to complete a series of professional assignments to successfully publish at least two issues of a newspaper every semester, and update the website from time to time. However, the level of work submitted by the students was erratic because some of them did not have sufficient time to finish all the tasks. At the same time, some students who took my module expressed their expectations, "We hope teachers can respect our interests in learning and impart useful experience or skills so that I can gain a foothold in society after graduation". Students' expectations are just like the footnotes to the School's teaching philosophy, which led me to think about how to improve students' professional skills in teaching to produce influential results.

To balance the reality and students' expectations, I encourage students to write about topics that interest them, which may develop their talents, and encourage them to submit their work to various competitions, which can expand the social impact of our School and the University. For instance, one of the students said he likes to buy shares and always shares his investment strategy with me. So I inspired him to write an article on tech stocks. Following our discussions and revisions, we finally published a feature article about tech shares on the front page of the Enlightenment Post, Issue 38, and this article 《科技股領漲環球股市 泡沫還是大勢》 was the Winner of The Best in News Reporting in the "2021 CHINADAILY Campus News Award".

This feature article has been refined on numerous occasions regarding the angles, materials, interviews and writing, targeting a series of requirements set by the competition. The winning student told me, "The interesting topic and the competition were the stimuli for me to finish this article well; if we had not been interested in it, the revising process would have been too harsh. Anyway, the award helps when we are job hunting."



Besides student competitions, my memory brings me back to another moment of the discussion on journalism education. A retreat meeting of our School in 2018 invited external advisers and teachers to discuss how to improve journalism education in the face of more and more new changes and challenges from technology, economics and politics. As I recall, participants reached a consensus: professional and objective news reporting is the foundation of journalism in society, so professional norms, such as balance and fairness, rather than bias and prejudice, should not be abandoned in journalism education. The consensus formed in this discussion has become an important principle to guide my teaching in the following years.

I have had many years of study and work experience in the mainland China, and I often share my experience from the mainland with students, which interests them and encourages them to present mainland elements with international perspectives in their news articles. For example, in a feature article published in the Enlightenment Post, Issue 42, students focused on the price of game stocks in Hong Kong, but I suggested that they could also consider including details about the new policy of restricting youngsters from indulging in online games in the mainland China as well as relevant laws in South Korea, Japan and the European Union. Furthermore, I tried to inspire students to explore the necessity of this new policy in the news report and address the difficulties in actual implications through experiential interviews. Finally, we published a feature article named 《內地規管青少年網遊成癮 遊戲股待觀望》 which won the Third Prize in Best in News Reporting in the “2022 CHINADAILY Campus News Award”. The three award-winning students are all outstanding students at our School, and they all expressed how the process of writing and revising the articles has expanded their horizons.

2022大學新聞獎頒獎典禮 Campus News Awards Presentation Ceremony

2022.12.08



In addition to these, I still have a lot of unforgettable and happy memories with my colleagues and students in my School. For example, we went to Osaka, Chongqing and Shanghai for academic conferences together, and we had study trips to Beijing, Sichuan, Shanxi and Taipei. Encouraging students to participate in professional competitions, and teaching students to practice journalism within professional norms, are not my invention; the teachers of SCOM all pursue this objective. Fortunately, our students' works have won various awards in competitions. Even if they are not award-winning, the students have gained very positive experience in the learning process. I believe that my School's positive teaching and learning atmosphere and warm memories have prompted me to become a competent and responsible teacher in journalism and communication.

I have been a teacher at different universities in Hong Kong and the mainland China for several years, and I still delight in the meaning and joy of this job. I am very grateful to the university for giving me the platform to engage in teaching and research, and to the students for their support over the years. Teaching is a journey that requires constant reflection and improvement, and I have been inspired by the School and my colleagues. I hope that I will continue improving my knowledge and teaching skills to be an inspiration for all my dear students in the future.



Be **WITH** Students

Mr Justin YUM
Lecturer (Part-time)
Department of Computing

$M = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$

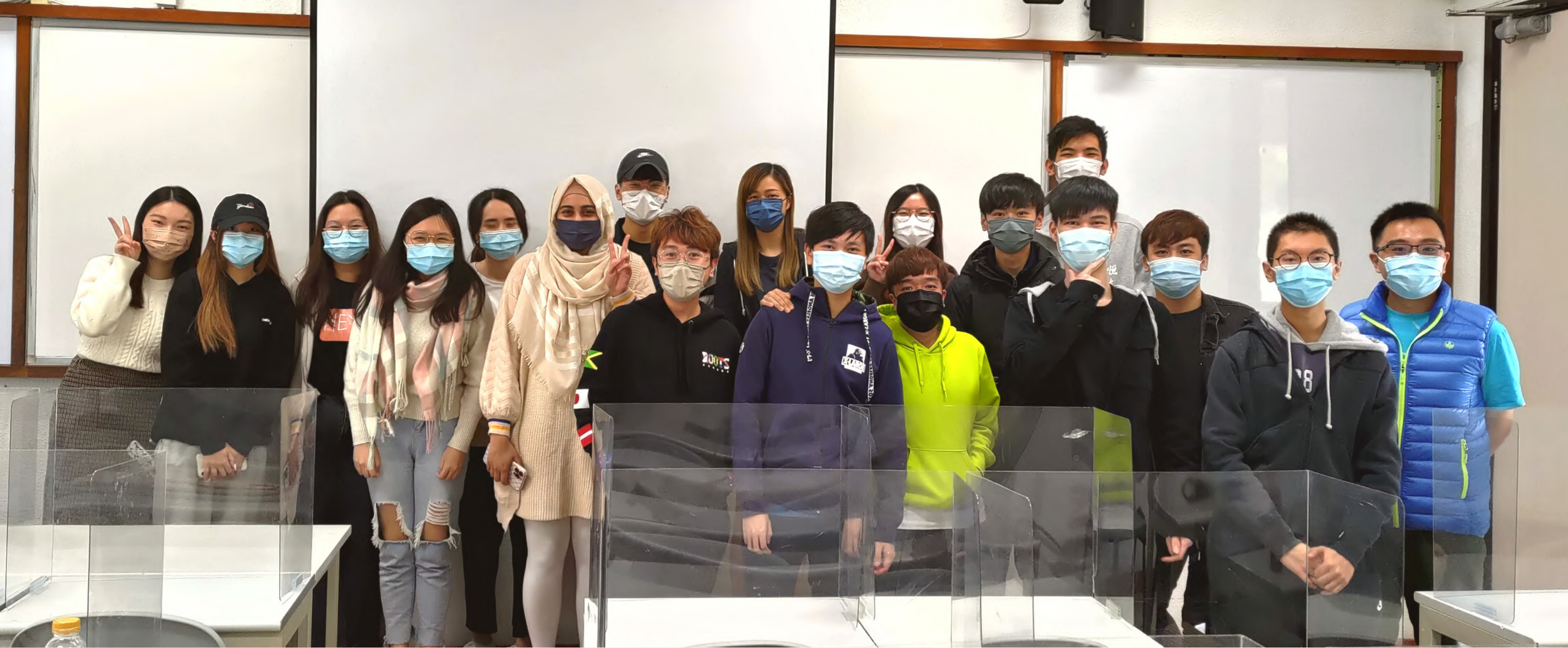
It is my great honour to be one of the recipients of HSUHK Teaching Excellence Awards 2021/22. This means a lot to me: i) As an old saying goes, “A man should find his own way out in society at the age of thirty.” Coincidentally, I am thirty years old now. ii) I have been teaching for nine years. Receiving this award is a huge encouragement to me. Thank HSUHK for recognising and rewarding my time and effort in teaching even if I am just a part-time lecturer.

Because of my interesting educational background, I have got to teach a variety of subjects at different colleges and universities in Hong Kong in terms of disciplines. During my secondary school studies, I was an arts student studying Chinese Language and Culture, Chinese Literature and Chinese History. Here comes the interesting part: at university, I reoriented myself to learn the science stream. I got my Bachelor of Science in Computer Science with a Minor in History at The Hong Kong Baptist University in 2014. Finally, I obtained my Master of Education majoring in Educational Psychology at The Chinese University of Hong Kong in 2018. This enables me to meet students with different backgrounds and cultures. There is no doubt that my teaching journey must be very amazing and wonderful!

From Full-Time to Part-Time

I was a full-time teaching assistant at The Hong Kong Baptist University from 2014 to 2017 and a full-time demonstrator at The University of Hong Kong from 2017 to 2020. My deepest impression is teaching too many courses and taking on too many administrative duties within one semester. Obviously, the time interacting with students was limited, which I did not like at all. Interaction is one of the CORE elements in education.

Therefore, I decided to be a part-time lecturer in 2020. One of my life values is “Quality FIRST; Quantity Second.” Though sacrificing the stability and development of my career path, teaching a “comfortable” number of courses is an option to me now. I can spend more time talking with students which helps me understand their learning needs. Altering my teaching styles correspondingly is always an effective and efficient way to improve the quality of teaching and learning due to the PROPER matching between teachers’ teaching styles and students’ learning styles even if the course material and content remains unchanged. At least, students can feel that we attach importance to their opinion in return for a higher engagement in lessons. This is the FIRST step of building an effective and efficient teaching and learning environment.



From Big-Class to Small-Class

During my teaching life at both The Hong Kong Baptist University and The University of Hong Kong, teaching a big class with 100+ students was commonplace. Obviously, this was not what I expected as stated previously. I do appreciate that The Hang Seng University of Hong Kong adopts small-class teaching in every module. This is one important factor why I decided to extend my teaching life here.

I usually teach COM1002: Cyber Technology and Society at The Hang Seng University of Hong Kong with a class size of 40 students. Under this education setting, catering for the learner diversity becomes easier. I am able to respond to diverse learning needs of the majority of students by re-explaining the course material and content in different ways IMMEDIATELY in order to enhance the quality of teaching and learning. It is possible for me to “make everyone happy”. If I teach a class of 100+ students, how can I entertain their learning requests ON-TIME? NOT possible! Unachievable!

Currently, small-class teaching allows me to have more chances and time to interact with students within lessons. During lesson breaks, I am able to start an informal conversation with students no matter whether the discussion topics are related to the course material and content. Maintaining a good relationship between teachers and students is the key to further motivating students to learn. For example, more than 80% of students attend my class although it starts at 09:00 WITHOUT any attendance requirements. Differences between attending face-to-face lessons and watching online videos as lessons can be distinguished. Making students value the importance of attending face-to-face lessons is the SECOND step of building an effective and efficient teaching and learning environment.



reflect

From Quantitative to Qualitative

In my module, the focus of assessments is mainly on reflection. Unlike Mathematics or science subjects, my students are not to find absolute answers by calculations or proofs. Unlike arts subjects, my students are also not to integrate researchers' ideas by looking into a lot of articles or journals. Instead, thorough analysis and insightful discussion is expected in every assessment of my module. I attach importance to students' OWN thoughts, not just citing the others' comments. Without any doubts, students relatively hate this type of assessment as they do not know how to start with them. Ethical courage to make this change is essential as it is highly possible for students to lodge complaints via the Students' Feedback on Modules and Teaching Questionnaire Systems.

The only way to remedy the situation is to provide adequate support for students. It is my usual practice to share my WhatsApp number with my students so as to encourage them to schedule one-to-one consultation with me. One-to-one consultation sessions include facilitating students to: i) find their favourite topic(s) to have a deep reflection; ii) develop two-sided arguments after setting a topic for assessments; iii) recognise any bias or blind spots in their arguments with defence.

Through this kind of one-to-one consultation sessions or even completing those assessments, I always urge students to be independent thinkers and caring leaders while reminding myself that we are teaching students, NOT robots. Those one-to-one consultation sessions are tailor-made for every student which the time and effort behind the scenes cannot be estimated! But I know that it is worth doing so. Learning at university is not just getting marks or grades, but forming a habit of critical thinking which is beneficial to their life. In other words, teaching at university is not just giving marks or grades, but nurturing leaders and talents for society.

From Knowledge in Classroom to Values in Life



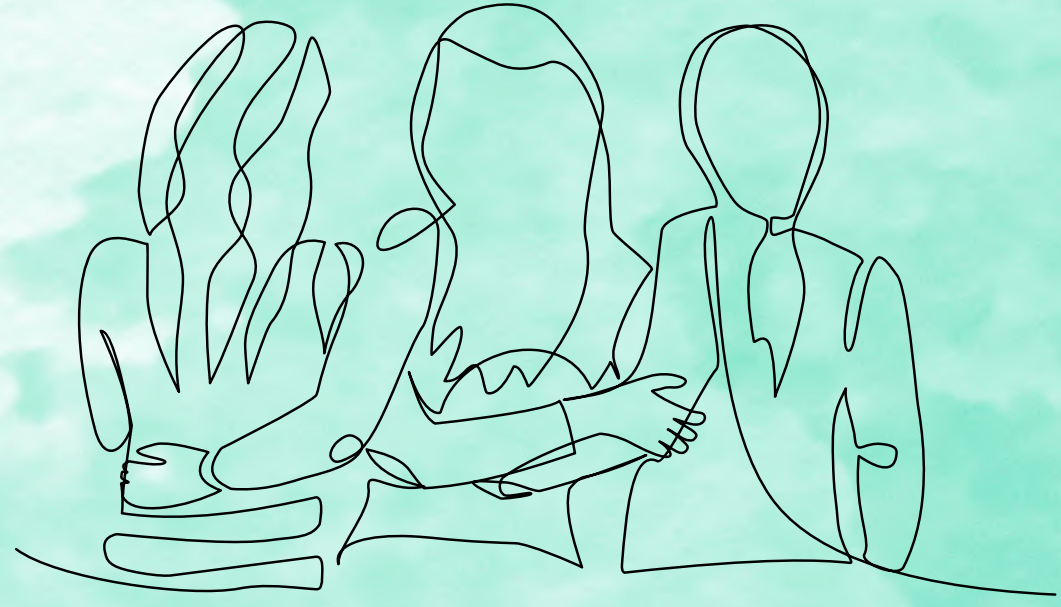
Teaching and learning is bi-directional. We can learn from students too! Guess what?! We prepare our lessons according to our past teaching and learning experience and some unnecessary assumptions might have been accordingly. Some might have even escalated into our blind spots. For instance, only one or two lessons were used to teach how to use Microsoft Office software previously. However, the current content of computer lessons at secondary school has been changed to programming with micro:bit or, 3D-printing already. It turns out that some of our university students are not even familiar with the use of Microsoft Word, Excel or PowerPoint, which is totally out of my expectation. Can you imagine what a disaster it will be if we have not got this kind of background information from them? Terrible!

In addition to casual topics such as the meaning and usage of slangs or emojis they use, we sometimes share our thoughts on controversial topics such as freedom of expression, or privacy protection, etc. with each other as an extension of lessons. We can understand how they think nowadays by narrowing the generation gap between students and us. More importantly, we, as teaching and learning facilitators, should inspire them to think more and let them gain some insights by a series of discussions. This brings positive effects on their life values.

Be careful! We are not "inputting values to students with a keyboard". Our mission is to help them build

their own life values to face and overcome difficulties in the future. The warmest blessing to educators is that we can see our students who can walk through their OWN life path happily and healthily. They find their own way out!





From Students to Friends

If you ask me why I can keep my passion in nine-year teaching, the **ONLY** answer is students' support.

Be with them!

Care for each other.

Love each other.

Support each other.

The protagonist of education is students. We are willing to be a stepping stone to their success. May I use a famous quote to summarise my teaching story?

"Consciously, we teach what we know; Unconsciously, we teach who we are."
(Hamacheck, 1999)



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