



教與學發展中心
CENTRE FOR TEACHING AND LEARNING

香港恒生大學
**THE HANG SENG UNIVERSITY
OF HONG KONG**

My Teaching Story
**Teaching Excellence:
Transform to Perform**





Message from the President



We create and transfer knowledge. We groom responsible leaders for our society. This is what we do at The Hang Seng University of Hong Kong (HSUHK).

HSUHK is renowned for its unique “Liberal + Professional” education model, which aims to provide our students with an all-round transformational and empowering educational experience. The University always emphasises on quality teaching and students’ comprehensive development, nurturing global citizens with critical thinking, innovative minds, caring attitude, moral values and social responsibility. To achieve this goal, our faculty members have spared no pains to invent novel and effective pedagogy or modes of teaching to help students explore their own interests, unleash their diverse potentials and eventually put their values and beliefs into practice. Thanks to our teachers’ dedication and perseverance, we are glad to see that our HSUHK students and graduates proactively drive positive changes in society. The University is truly privileged to be able to have a family of remarkable and committed teachers with us.

To recognise the invaluable contribution of our distinguished teachers, the HSUHK Teaching Excellence Awards was launched in the Academic Year 2014/15. Since its inception, more than 40 faculty members from different schools and departments have received the awards. In the Academic Year 2017/18, the first issue of *My Teaching Story* was published, showcasing a series of stories about

the teaching journey of these devoted teachers. Reading their stories, I can see how our students are being transformed from passive learners to active knowledge seekers under the guidance of this group of caring teachers. I can also see that to pursue excellence in teaching, these dedicated teachers keep improving their teaching skills. Sometimes, they even sacrifice their personal time in the evenings or on weekends to engage students in other learning experiences, such as giving them advice in a variety of exchange activities, contests and competitions. It is also worth noting that during the COVID-19 pandemic, the teachers promptly mastered the use of online technologies and effectively transitioned to mixed-mode teaching. I am very much touched by their passion and enthusiasm, as well as the close relationships between teachers and students.

Five years have passed and five issues of *My Teaching Story* have been published. In recognition of their exceptional work, the University has compiled a special combined version of *My Teaching Story – Teaching Excellence: Transform to Perform* which we are delighted to present to all of you. I sincerely hope that you will find these stories both enjoyable and inspirational.

Your concerted efforts have nurtured our students to become future responsible and contributing global citizens. With your support, HSUHK will shine as a regional leading private liberal-arts-oriented university, recognised for excellence in teaching, learning and research, and for contributions to advancing our society and the world.



A handwritten signature in black ink, which appears to be 'Simon S. M. Ho'.

Professor Simon S. M. HO
President

Message from the Provost and Vice-President (Academic and Research)



Every year, I look forward to reading the inspiring *My Teaching Story*. This collection of narratives, penned by our recipients of the HSUHK Teaching Excellence Awards, is among my most cherished and enjoyable moments of the year.

The Hang Seng University of Hong Kong (HSUHK) has been striving for providing quality education over the years. To this end, we very much treasure every one of our teachers, as teachers are always the essence of teaching and learning. In fact, they are the foundation, pillars and agents of the University's unique "Liberal + Professional" education model. Being the Provost and Vice-President (Academic and Research) of HSUHK, I am pleased to see that our University has established a mechanism, namely the Teaching Excellence Awards, to recognise the achievements and contributions of our devoted teachers. Since the Academic Year 2017/18, awardees have been invited to share their teaching journey, their exemplary teaching and learning practices, as well as their innovative pedagogy in the series *My Teaching Story*. To me, these stories are a testimony to their efforts and dedication to nurturing creative, responsible and proactive young people of the community, or more importantly, future leaders in this increasingly competitive global society. We see not only how teachers help students rise to the challenge, but also how teachers themselves overcome their own resistance and obstacles. The wording of their narratives may sometimes seem plain and unadorned, but these



records are genuinely heartening and encouraging. They are reflecting the austere and pragmatic spirit of HSUHK.

In this regard, I am delighted to learn that a special combined volume, *Teaching Excellence: Transform to Perform*, is to be published this year. I am confident that this book will serve as an excellent platform for our colleagues to showcase and share their innovations and experiences. With this platform, academic colleagues from different disciplines can learn from one another and continue to pursue teaching excellence at HSUHK.

I applaud this important milestone in the teaching and learning development at HSUHK and greatly appreciate the diligent work of all parties involved in the publication of this book.

A handwritten signature in black ink, consisting of stylized, flowing characters.

Professor YV HUI

Provost and Vice-President (Academic and Research)

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Preface



“**My Teaching Story**” is a series of stories that chronicles the teaching journeys of our outstanding teachers at The Hang Seng University of Hong Kong (HSUHK). This special edition of My Teaching Story, entitled “**Teaching Excellence: Transform to Perform**”, is a collection of 26 teaching stories of our HSUHK Teaching Excellence Awards recipients spanning the Academic Year 2017/18 to 2021/22. The stories illuminate not only the teaching journeys of our distinguished teachers but also the learning journey of a novice teacher to **Transform to Perform** as an exemplary teacher. Indeed, HSUHK has a fine tradition of providing an environment that nurtures teachers to become passionate and knowledgeable with a caring and inclusive mindset.

To pursue excellence in teaching, our award-winning teachers are committed to continuous improvement, adhering to the philosophy of “Learn to Teach, and Teach to Learn”. They are passionate about exploring innovative, collaborative, and inclusive pedagogy with emerging technologies to develop the potential of students, leading to success in learning and future careers. To transform students into performers, our esteemed teachers devote extra time after class to mentor students to participate in local and overseas competitions and service-learning activities to enhance student learning experience.

The sudden shift from face-to-face to online teaching in response to the outbreak of COVID-19 pandemic might have been a disruptive challenge for teachers and students. However, this crisis also presented an opportunity for teachers to derive disruptive innovation in teaching with emerging technologies. Excellent teachers will keep on SHINING in teaching, regardless of the teaching mode.

As the Director of the Centre for Teaching and Learning, I am pleased to collaborate with this group of award-winning teachers in organising sharing seminars, workshops, and teaching and learning forums to promote best practices in university education. The publication of this special edition is a celebration of the Teaching Excellence at HSUHK over the years. I would like to take this opportunity to extend my heartfelt thanks to our teachers for sharing their teaching stories with us.

I hope you find inspiration in their stories!

A handwritten signature in black ink, appearing to read 'Ben Cheng' in a cursive style.

Dr Ben CHENG

Director

Centre for Teaching and Learning

About The HSUHK Teaching Excellence Awards

Beyond doubt, teachers are the foundation, pillars, and agents of the University's unique 'Liberal + Professional' education model. In appreciation of our teachers' outstanding performance in teaching and dedication to continuous improvement in pedagogy, a recognition scheme known as Teaching Excellence Awards was launched in the Academic Year 2014/15, at a time when the University was still known as Hang Seng Management College. The Awards are presented to our distinguished teachers annually and more than 40 faculty members from various schools and departments have been awarded since the inception of the scheme.



List of the Award Recipients

HSMC Teaching Excellence Awards

2014/15

Dr CHUNG Ho Ying, Holly

Senior Lecturer,
Department of English, School of Humanities and Social Science

Ms LEE Hau Yee, Joey

Senior Lecturer,
Department of Accountancy, School of Business

Dr LEUNG King Tai, Jacky

Senior Lecturer,
Department of Mathematics and Statistics, School of Decision Sciences

Dr SO Ming Hang, Brian

Former Senior Lecturer,
School of Communication

Dr Felix TANG

Adjunct Associate Professor,
Department of Marketing, School of Business

Dr WONG Muk Yan

Associate Professor,
Department of Social Science, School of Humanities and Social Science

Dr Ricky WONG

Associate Professor,
Department of Supply Chain and Information Management, School of Decision Sciences

2015/16

Dr BUI Hiu Yuet, Gavin

Associate Professor,
Department of English, School of Humanities and Social Science

Mr CHAN Chi Kong, Alan

Senior Lecturer,
Department of Computer Science, School of Decision Sciences

Dr CHAN Chi Kit

Associate Professor,
School of Communication

Dr CHAN Wing Ho, Michael

Senior Lecturer,
Department of Social Science, School of Humanities and Social Science

List of the Award Recipients

2015/16 *(continued)*

Dr HU Hsin Li, Sammy

Assistant Professor,
School of Communication

Dr LAM Wing Kin

Senior Lecturer,
Department of Chinese, School of Humanities and Social Science

Prof LAU Pak Lung, Victor

Professor,
Department of Management, School of Business

Dr LEE Mui Fong, Heather

Associate Professor,
Department of Accountancy, School of Business

Dr Lawrence LO

Assistant Professor,
Department of Marketing, School of Business

Dr MO Yiu Wing, Daniel

Associate Professor,
Department of Supply Chain and Information Management, School of Decision Sciences

Dr SIU Yam Wing

Assistant Professor,
Department of Economics and Finance, School of Business

2016/17

Dr CHOW Yi Hang, Eden

Senior Lecturer,
Department of Accountancy, School of Business

Mr Bryan DOWIE

Lecturer,
Department of English, School of Humanities and Social Science

Mr LEUNG Chun Long, Lawrence

Senior Lecturer,
School of Translation and Foreign Languages

Ms Betty POON

Senior Lecturer,
Department of Economics and Finance, School of Business

Dr Willy YUE

Senior Lecturer,
Department of Computer Science, School of Decision Sciences

Mr Stanley ZEL

Lecturer,
Department of Mathematics and Statistics, School of Decision Sciences

HSUHK Teaching Excellence Awards

2017/18

Dr CHUNG Ho Ying, Holly

Senior Lecturer,
Department of English, School of Humanities and Social Science

Dr SO Ming Hang, Brian

Former Senior Lecturer,
School of Communication

Dr Felix TANG

Adjunct Associate Professor,
Department of Marketing, School of Business

2018/19

Dr LIAO Yi, Eko

Associate Professor,
Department of Management, School of Business

Dr MO Yiu Wing, Daniel

Associate Professor,
Department of Supply Chain and Information Management, School of Decision Sciences

Dr Jay Thomas PARKER

Associate Professor,
Department of English, School of Humanities and Social Science

Dr WONG Muk Yan

Associate Professor,
Department of Social Science, School of Humanities and Social Science

2019/20

Dr KONG Ying Yuk, Amy

Senior Lecturer,
Department of English, School of Humanities and Social Science

Dr KWONG Ka Kei, Kenneth

Assistant Professor,
Department of Marketing, School of Business

Dr LAM Wing Kin

Senior Lecturer,
Department of Chinese, School of Humanities and Social Science

Dr Joyce LEE

Former Lecturer,
Department of English, School of Humanities and Social Science

Dr WANG Yamei, Amy

Assistant Professor,
Department of Management, School of Business

Ms WOO Yan Yin, Rosalie

Senior Lecturer,
Department of Economics and Finance, School of Business

List of the Award Recipients

2019/20

Ms Maggie WONG

Senior Lecturer,
Department of Social Science, School of Humanities

2020/21

Dr CHOY Hiu Ying, Christine

Assistant Professor,
Department of Art and Design, School of Humanities and Social Science

Dr HO To Sum, George

Associate Professor,
Department of Supply Chain and Information Management, School of Decision Sciences

Dr KONG Hao, Kaylee

Assistant Professor,
Department of Management, School of Business

Dr LEI Hong Weng, Lawrence

Assistant Professor,
Department of Accountancy, School of Business

Dr WONG Wai Lam, Heidi

Lecturer,
Department of English, School of Humanities and Social Science

2021/22

Dr CHAN Wing Yin, Winnie

Lecturer,
Department of Marketing, School of Business

Dr CHUNG Ho Ying, Holly

Senior Lecturer,
Department of English, School of Humanities and Social Science

Dr MA Jingjing, Maggie

Assistant Professor,
Department of English, School of Humanities and Social Science

Dr WONG Bon Wah, Baldwin

Former Assistant Professor,
Department of Social Science, School of Humanities and Social Science

Dr WONG Yin Cheung, Eugene

Associate Professor,
Department of Supply Chain and Information Management, School of Decision Sciences

Dr WU Jing, Clio

Assistant Professor,
School of Communication

Mr YUM Chin Fung, Justin

Part-time Lecturer,
Department of Computer Science, School of Decision Sciences

Congratulatory Messages from the HSUHK Senior Management and Deans of the Schools

Prof Jeanne FU Ho Ying

Acting Vice-President (Learning and Student Experience)

Congratulations to all the recipients of the HSUHK Teaching Excellence Awards. Your dedication to teaching has made a tremendous impact on our students and the University as a whole. We are proud to have you in the HSUHK and your outstanding achievements are highly recognised.



Dr Tom FONG Wing Ho

Vice-President (Organisational Development)

Since the inception of the HSUHK Teaching Excellence Awards, we are thrilled to learn that the University has awarded more than 40 exceptional teachers. We are honoured to have every one of them as part of our academic team. Congratulations and thank you.

Prof Bradley BARNES

Dean of School of Business

Congratulations and thank you to the winners of the HSUHK Teaching Excellence Awards. Your outstanding achievements in teaching and learning have made a significant impact on our academic community. We are proud to recognise your great work and dedication.



Prof CHAN Wai Sum

Dean of School of Decision Sciences

We are proud of all the good and hard work, creativity, and dedication of my colleagues. Students at HSUHK are fortunate to have them as their mentor teachers, while we are blessed to have them as part of my School. Congratulations on this well-deserved honour.

Congratulatory Messages from the HSUHK Senior Management and Deans of the Schools

Prof Scarlet TSO Hung

Dean of School of Communication

Congratulations to all the winners of the HSUHK Teaching Excellence Awards. Your dedication to educate and inspire students for their intellectual and personal growth is truly admirable. We are proud to have you as part of our School.



Prof TAM Kwok Kan

Dean of School of Humanities and Social Science

I am thrilled that teachers in my School have received the Teaching Excellence Awards 18 times in the past eight years. I am proud of them for the excellent work they have done. Congratulations to the colleagues.

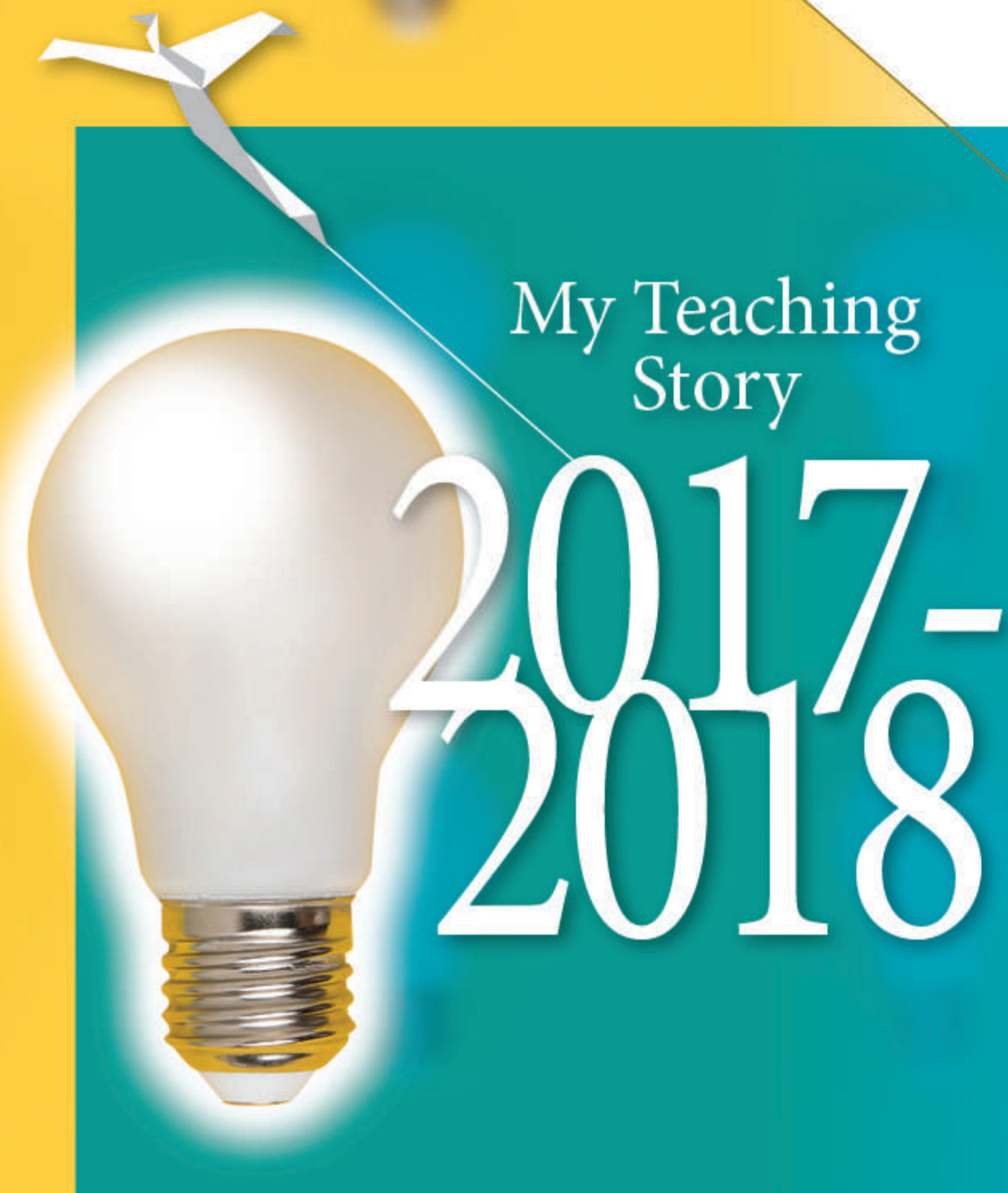


Prof Gilbert FONG Chee Fun

Dean of School of Translation and Foreign Languages

The title "My Teaching Story: Transform to Perform" is very apt. However, my interpretation of the word "Perform" could be quite different. To me, teaching is a performance, like acting, i.e., you have to perform in order to capture the attention of your audience (students). As in any performance, you have to transform yourself first, which is to say, morphing yourself, at least partially and temporarily, away from your everyday self and personality to get into the act. If you can do that, you're already halfway to being a good teacher. Frankly, I am not as good a performer as I would like myself to be. I am sure that all the winners of the Teaching Excellence Award are much better.

The show must go on. Congratulations to you all.



A Magician of Prepositions



Dr Holly CHUNG

Senior Lecturer

Department of English

School of Humanities and Social Science

Dear Readers,

My Teaching Story

Um... "My Teaching Story"... What has sprung to my mind, instead, was "Oh my! Teaching story?"

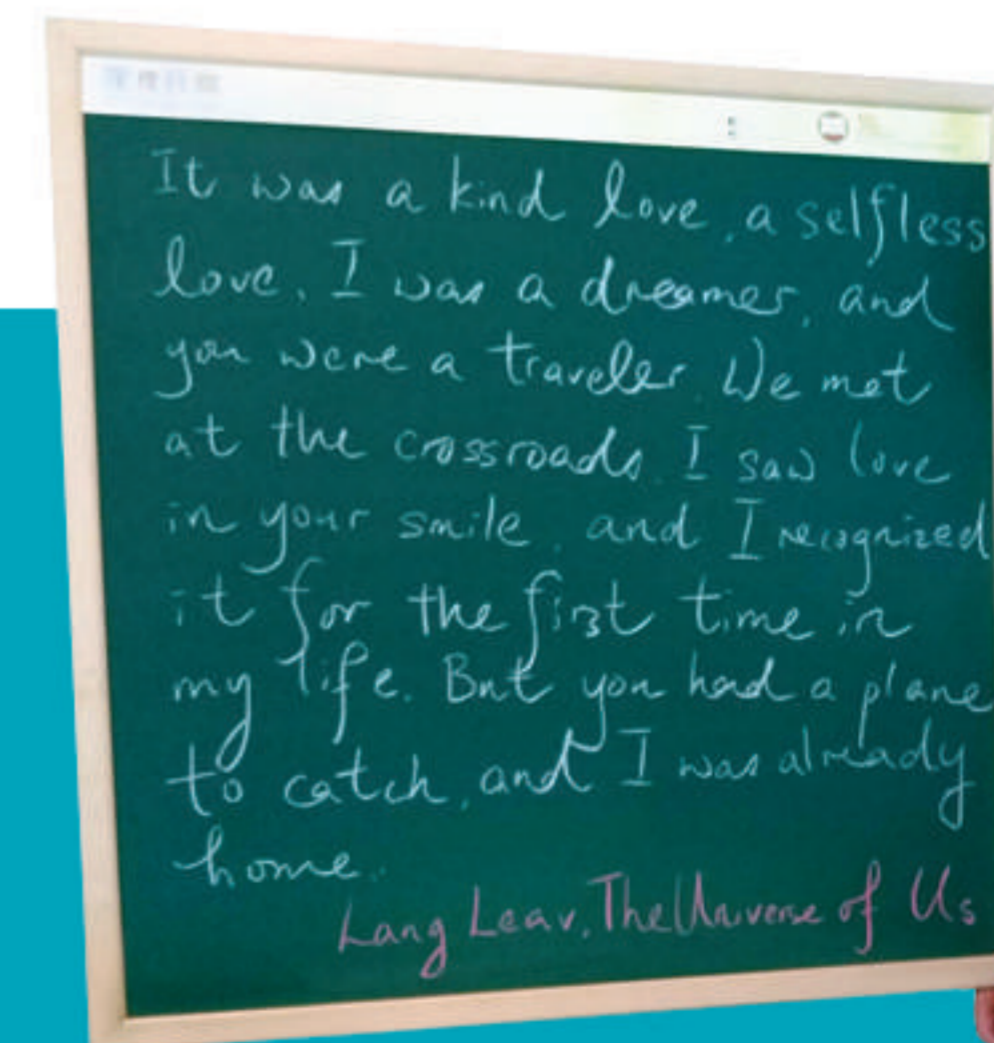
I wish I could have had some edifying stories to share, or given you a light-bulb moment. I really wish...

But truly, we are our very own magicians. We can wave the very same magic wand. We can weave the very same magic spell. But some magicians can pull a rabbit out of the hat, while some fall flat.

What about my magic, you may ask? Well, as a proud member of the English Language Teaching (ELT) team at the Department of English, let me cast my spells, with a few prepositions.

Chapter 1: Teach, or more precisely, Be Taught BY Students...

Back in the day at Hang Seng School of Commerce (HSSC) where my story set sail, the Form-Six and Form-Seven secondary students were crazy, literally, and I mean it in the most flattering way. They were crazily-driven, and insanely-pushy. I felt like I was being taught BY them on a daily basis (and yes, at that time we saw each other every single day).



Pleasure to help paint the town, well, 'white,' as in CHALK-white

Once the first few words they uttered were “Why can’t I use...”, I started to sweat (mostly all over my back; I needed to pretend, on the surface, to be super calm, confident, and collected, since these kids could smell fear, from miles away...).

I remember one time the “Why can’t I use...” question was continued with “... ‘afraid to’ instead of ‘afraid of?’”. Before my index finger landed onto the “-ing” verb form to explain why the answer is “of”, my student already stopped me, “I know we need to use the -ing verb form after ‘of’ and a bare infinitive after ‘to’. But I want to know the differences in their usages...”



I wish you could NOT find me...

Oh boy... this question really caught me off guard at that time. It also made me seriously reflect on how unreasonably caught up I was with merely grammatical technicalities, which might not keep some students’ hunger pangs at bay. Sometimes, or most of the time, the students are not trying to look like the cat that ate the canary by firing questions at us. There should be way more than “after most prepositions we should use -ing verb forms but be careful with the preposition ‘to’” this kind of technical explanation.

There is, and there should be, way more our students need to, and want to know: the rationale behind.

So here comes my first “preposition” magic spell: To be taught BY students themselves. I’m not saying that they are going to impact some profoundly eye-opening wisdom (well, some students might, haha). My definition of being taught BY students is: to be taught BY their curiosity about anything or nothing; to be taught BY their thirst for anything, and everything.

We don’t simply teach them what WE know, or what we want THEM to know. We teach them what THEY want to know.

Chapter 2: Teach **BEFORE** students; Teach **AFTER** students

As my teaching story unfolded, it’s the Hang Seng Management College (HSMC) where a new chapter began. The same workplace, but everything started anew: new students and new KINDS of students, new modules, and new leadership. It shall then need some new magic spells, my second and also my third “preposition” spells: Teach BEFORE students, and teach AFTER students.

To teach BEFORE students simply means a busload of preparation. An old chestnut, yes it is. But it is still one delicious chestnut with a mouth of truth to chew. In academia, it’s to “publish or perish”. If just “teaching” alone, it’s to “prepare-or-pass-out”.



Dr Muk-yan Wong, my partner in crime, also the hopelessly romantic poet and philosopher of the initiative “Between the Lines”



Let's walk into a classroom armed cap-a-pie. That doesn't mean we're treating our students as hostile foes. On the contrary, we're equipping ourselves as if facing our best possible opponents. We up our ammo and become a good player ourselves. Naturally our students will know that they are being well-respected as a good player themselves. At the end, no matter what, they will give you a "GG" (Good Game).

To play a good game, no matter how many times we are teaching the same module every semester, or even the same topic umpteen times within a week, it is always healthy to do a full-dress rehearsal in our mind, from head to toe, even just for a quick minute, the minute before you walk into a classroom.

The "pre-" in "PREpare" shall also involve a regular update, an update of not only our teaching material but also our antidotes or your (I intentionally switched to "your" since I myself don't have any) jokes! Just like now it's not "our College" anymore, but "our University" (Yeah!). Very soon, I'm afraid, it would be ancient history to ask our students to go "watch TV" or "read newspapers" but it's all about "going online" and "checking out the FB or IG status".

To teach AFTER students then means ANOTHER truckload of follow-up work after class.

All these years I've been asked some really fun (and some funny) questions that I myself had never ever thought of questioning:

- Why use "keep an eye on" to mean "to watch or monitor closely"? Don't you think "keep BOTH eyeS on" can serve a better purpose?
- Why does "a Dear John letter" mean a break-up note? Can I change it into "a Dear Peter letter" if my boyfriend is not John?
- Why does the idiom go as "busy as a bee"? I don't find a bee being super busy...

No, I may not have THE answer. Or to some questions, I may never have AN answer. But never say "never", right? The "never" is now turned into "later": "Let me get back to you later!". No, we teachers do NOT know everything (and those who do? Well, they lie!) In this day and age, everything is Google-able and we teachers should Google too! But of course, we Google in an intellectual and intelligent way. And that's why we teachers should make ourselves irreplaceable, as in a facilitator, a filter, and a fine-tuner.



Our TEDxHSMC family (18 May 2018)

We **facilitate** our students' own discovery by asking them to do their own dig-up, tons of it.

Then students come home with tons of (or very often, too much) information, some real, some fake. Then we help them **filter**.

Then students come back and cook their own dish. No matter what, let's not fix it. It's our students' work, hard or soft, and it's still their heart and soul. We **fine-tune** it. The least or the most we teachers shall do is to garnish it, with a few drops of lemon juices, or even some ground black truffles. For better or for worse, we, together with our students, should still take pride in their own signature dish.



Chapter 3: Teach **FOR** students; Teach **WITH** students

Still the same block my office is in. Yet, it's already the third staff card I've been given. Now, proudly present to all of us: The Hang Seng University of Hong Kong, HSUHK. Here, another new chapter has another new "preposition" magic spell written all over it: Teach FOR students.

Since the era of HSMC, I've started to notice something in our students: they are GOOD. In some way, they are even BETTER than many. But it's just that they have not been told enough, or sadly, at all, in their life. Their shoulders have long been burdened with lots of "Try harder next time" on their left, and some more "Redo" on their right. Some may be haunted by inferiority complex, or even identity crisis.

If our students don't KNOW how good they are, we make THEM know.

If our students don't THINK they are good enough, we make them GOOD enough.

That's why in the past couple of years, I've started to bring the "good" to them, and FOR them, to make THEM good, and to make them FEEL good.

I brought in TEDxHSMC in May 2018. It was a heck of work. But it's all worth it. I was not walking by myself. Our Department of English comrades were and still are walking hand in hand with me, together with our troop of student volunteers. I vividly remember that at the end of our previous TEDx, I was standing in front of all the volunteers, saluting. I couldn't hold it any longer. My long-sealed water-gate finally broke and I rained teardrops. All happy tears. All grateful drops. I remember I said, "I brought TEDx to our campus out of one and only one reason: I wanted you all, our students, to know that we, HSMC, could pull off an internationally-branded event, just as good as many other local and even overseas universities."

Actually I wanted to say: "...even BETTER than...".

And that shall lead to my last "preposition" magic spell: Teach **WITH** students.

Nowadays, we teachers may no longer be always "up there" for students to worship. But that doesn't mean that we need to drag ourselves down. We just need to teach and walk **WITH** our students: create knowledge together, make mistakes together and grow wisdom together. I didn't tend to do much **WITH** my students, honestly; that's one of my many, many weaknesses. Perhaps I've got the "English-language teacher" written all over my face, or even deep in my bone and that may seem to be repelling more than appealing. Some students (and I'm not kidding) tried to turn their head, or even their whole self, away from me, even upon distance. Well, that's only natural. I bet what's going through their mind would be like "Oh, here comes that crazy woman who's gonna speak English to me and make ME speak...".

Oh yeah, I **AM**, and still will be, that crazy woman. But these days I have really tried to tone down my craziness (just a tiny little bit, though) and endeavoured to be more **WITH** the students: flying the Institute of Youth Sustainability Leadership (IYSL) flag, singing the praise of service learning, wining and



dining students with the fellowship at our Residential College, and celebrating the Chinese culture through the Sin Wai Kin "Root for You" programme.

Coming up, the HSUHK's Toastmasters Club shall arrive. It's more than making a toast.

And here we go again:



in May 2019.

If you're ready to rock the world **FOR** our students, and **WITH** our students, come join me.


Everything we do, we do it **FOR** our students. Along the way, we do it **WITH** our students.

As long as the intention is **THAT** pure, anything, I mean **ANYTHING** can happen.

Everything happens for a reason. Find your reason. Make it happen.

Love,
Holly





Does Education Really Matter to Make a Good Journalist?

Dr Brian SO
Former Senior Lecturer
School of Communication

It is my great honour to share my teaching story with you as one of the recipients of Teaching Excellence Award of The Hang Seng University of Hong Kong, our long-awaited name in recognition of our contribution by our society. When I joined this school six years ago, as a part-time lecturer initially, I didn't imagine that the school could develop at such a fast pace. We achieved the "goal for U" finally!

How is this amazing transformative experience of our school relevant to my teaching? I think it reminds me an important lesson - never underestimate the potential of my students and also encourage my students never to underestimate themselves. Many graduates of our Bachelor of Journalism and Communication (BJC) programme have become professional financial journalists in various media organisations in the past few years. When I occasionally watch the TV programs hosted by them or the videos on the Facebook and Instagram showing them reporting different kinds of news confidently in front of the camera, I am really proud of their accomplishments.



Honestly, I remember that many of these graduates were quite reluctant to study “finance” and “business” news when they were students. With the fast-changing macroeconomic environment and high expectation from practitioners in the financial journalism industry, I was always tempted to “pour” all the professional financial knowledge into their brains as efficient as possible with limited time every semester. However, I always remind myself this won’t work. The students’ fear of the subject will greatly hinder their learning process. Therefore, developing their interest in the subject is always my top priority in teaching. I tried my best to share more interesting and influential work done by professional financial journalists with them. To better engage the “i-Generation”, I often introduce new mobile apps and Facebook pages related to business journalism in the course so that student can learn how to increase their literacy in business journalism with the help of smart devices, their closest companion nowadays. To further increase the use of e-learning tools, I also introduced a stock market game into the module. With the help of Google Finance and Google Sheet, students in group were required to choose 2-4 blue chip stocks in Hong Kong to invest each round and then give presentation to analyze the performance of those stocks in the classroom. Fortunately, many students enjoyed to study in business journalism more and they are more willing to learn more about the financial world themselves.



My above sharing may give you a wrong impression that I have solved all the teaching and learning problems after introducing e-learning tools and put the interest of students as my top priority etc. Absolutely not. Far from that. I hate to admit that the learning atmosphere could fluctuate from class to class and from time to time. The same stock market game that has inspired many students could suddenly have no magic effect on other students. No matter how much effort I have put in, it seems that the presence of boring and inattentive faces in the classroom is unavoidable. Examination paper marking could also be a very frustrating experience, especially when you found that some students made the same mistake that you repeatedly reminded them to avoid during the lecture. The unexpected outcome may make you sometimes even doubt the meaning and effectiveness of education.

Joseph J. Pulitzer, whose name is well-known because of the Pulitzer Prize, the most prestigious journalistic prize awarded yearly for the outstanding journalists in the United State, was challenged by other people a series of similar questions when he wanted to set up the first journalism school in the world a century ago: Does education really matter to make a good journalist?



Is a great reporter or editor supposed to be born, not made? In his book titled as "The school of Journalism in Columbia University", first published in 1904, Pulitzer gave a comprehensive explanation for the necessary of setting up university-level journalism school. The first objection he wanted to encounter is the belief that good journalist is inborn. Many critics argued that "a 'newspaper man' must depend solely upon natural aptitude" (P.2). However, "Pulitzer believed that "all intelligence requires development. The highest profits by it; the lowest is helpless without it" (P.3). He used Shakespeare's The Tragedy of Hamlet as an example. This influential play was not the first play written by Shakespeare. It was indeed his nineteenth play, "written after the hard work, the experience, the exercise of faculties and the accumulation of knowledge gained by writing eighteen plays" (P.3).

Napoleon, considered one of the greatest military leaders in history, is another example given by Pulitzer. In the same essay, Pulitzer asked, "can we think of Napoleon without remembering that he had the best military education of his time at the college of Brienne, and that he was always an eager student of the great campaigns of history?" (P.5). Pulitzer interestingly described that every issue of a newspaper is like a battle for excellence. Therefore, he concluded that great qualities of a good journalist need development, not depending on natural aptitude only.



Pulitzer's essay is a good reminder for me that education still matters. I am deeply moved by his quote "The highest profits by it; the lowest is helpless without it". The robust growth of journalism schools around the world in the past century is an obvious proof for his belief on journalism education.

Forgive me for seemingly not being able to share a lot of teaching "tips" and "tricks" in this article, as I am still a young and novice scholar having not too much experience to talk about sophisticated teaching and learning theories. To sum up, I would like to share with you a beautiful quote from Parker J. Palmer, a well-known experienced educator in the US, another role-model in education: "good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (P.10 from his book, "The Courage to Teach"). That is why I would like to use this article to encourage my fellows in the education journey to keep your faith in education, rather than discuss specific lecturing techniques with you. I hope every teacher can help students to find their identities, while the teachers can also find theirs at the same time.

Reference and my recommended books:

Palmer, P. J. (2017). The courage to teach: Exploring the inner landscape of a teacher's life. John Wiley & Sons.

Pulitzer, J. (1904). The school of journalism in columbia university: The power of public opinion. Columbia University.

“LikeHack” of a
Marketing Educator
at HSU:
The Simple Principle
of A-B-C

Dr Felix TANG

Adjunct Associate Professor
Department of Marketing
School of Business



It is my great honor to be one of the three recipients of this year's Teaching Excellence Awards. I was invited to share my teaching philosophy. As HSUHK is full of excellent teachers, it would be too shameless really for me to talk about my teaching excellence. Rather, I would like to share a story, or some disorganized thoughts that came to my mind when I was reflecting on my humble achievement.

Teaching as a Dream

My teaching philosophy is "student-centric, life-long motivation with a genuine heart". I first embraced this teaching philosophy from my parents.

My father was a secondary school art teacher and my mother was a primary school Chinese teacher for over thirty years. They are hard-working people who devote 101% effort into their teaching. Their teaching preparation often extended into the small hours of the day. The most satisfying reward, as my mother told me, is to see the positive change and growth in students and to witness how they become adults who bring real contribution to society. This noble goal brought her an award from the Secretary for Education of the Hong Kong Education Bureau.



My parents were very well-liked by their students; they had students celebrate their birthdays even years after the students have graduated. I take true admiration and respect towards their teaching profession; it makes me realize that teacher is one of the coolest jobs in the world—besides astronauts, bounty hunters, game designers, painters, story tellers, and water slide testers. You see, money was never the goal (Errrr, maybe except for bounty hunters). It was all about “fun” and “meaningful”.



For me, the “meaningful” part has taken root in me too. When I was in secondary school, I often thought and wondered about life—the meaning of life—and how I should live my life. My parents had given me a special Chinese name—“Tzu-lung” symbolising “wishing our son to be a great person”. I thought, as one of my parents taught in a primary school and the other taught in a secondary school, if I could teach in a university (at that time I had no idea what a university was), my parents would surely be proud of me.

Teaching as a Career Choice

I had taken a Career and Personal Plan course and some psychometric tests and found out that university professor is a career that would fit my personality. That brought me to add in ‘university professor’ to my list of aspired jobs alongside with game designer, hacker, human resource manager, and professor.



Like most people, undergraduate years were the best years of life, especially if your parents were not living with you. It was endless drinking, partying, gaming, socializing, travelling, courting, and oh yes, studying, if necessary. Following my interest and passion to stay and work in a university, I set out with the determination to become a university professor. Once this was set, the rest was very straightforward (an MBA and then a PhD). But well, the process was not very sexy so I’ll skip it so that you will keep on reading. I joined the HUSHK after I have received my PhD (it was still HSSC when I joined nearly ten years ago). Apart from offering me a balanced workload between research and teaching, it was a unique experience to participate in building a university from scratch (rather consistent with philosophy to seek fun).



I am very lucky to have entered the Business Studies Department, which was later renamed into Marketing and Management, and then into the Department of Marketing. I am blessed with great teachers here, such as Eric Chee, Miranda Chow, HF Lau, Haksin Chan and other colleagues who have been very supportive. They are always willing to share their teaching philosophies and techniques with me. Eric always say that education is a job where we use our lives to impact the other’s lives. Miranda showed me how to take care of students from different perspectives. Professor Lau taught me the importance of great teaching. Haksin taught me what “interesting” is all about, from an academic perspective. With their help, I picked up the teaching duties smoothly and at a comfortable pace. While students at HSU may not be the smartest and the most proactive ones in learning, they have great creativity and productivity upon enough motivation.

Teaching with an ABC Style

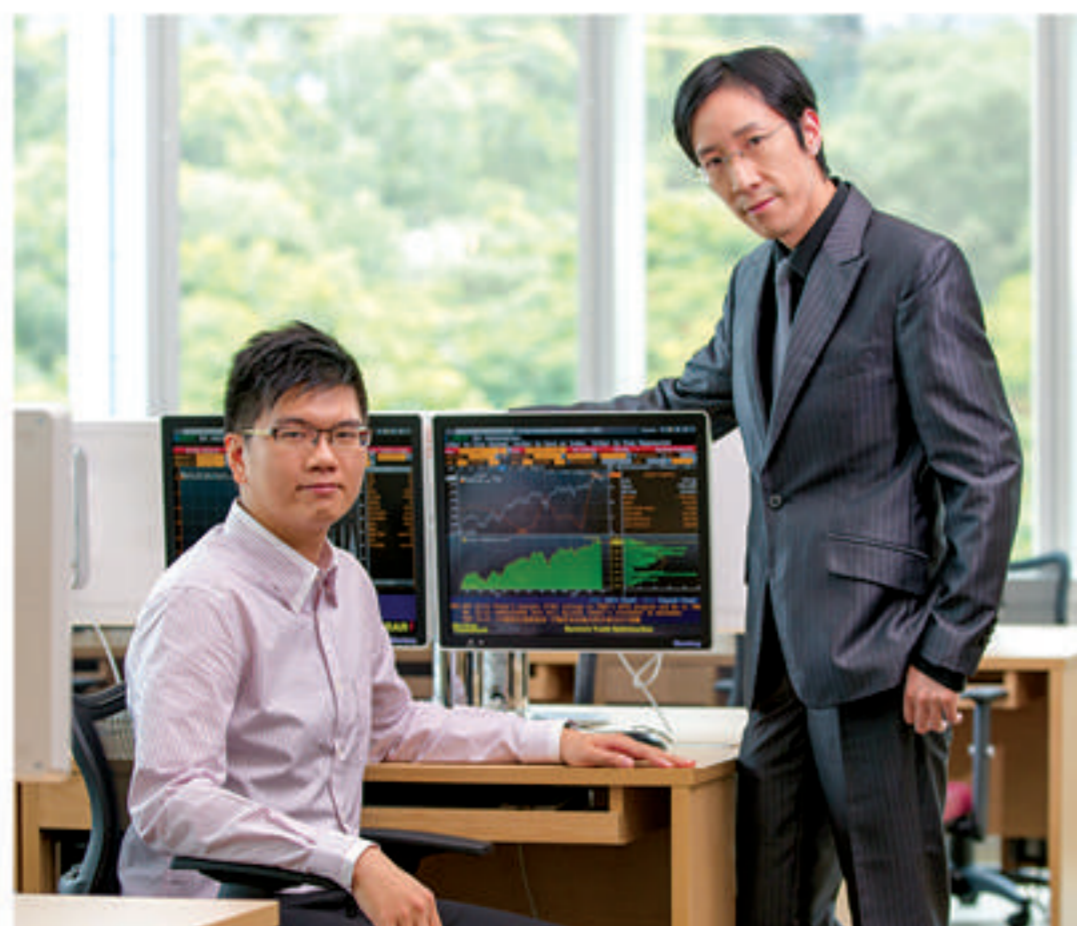
I vow to help my students to learn, at all costs, by all means, and whatever it takes. As a Marketing teacher in the School of Business, I need to walk our talk. As a businessman, I understand every product (i.e., everyone) must have its unique selling points; as a marketer, I understand every brand (i.e., everyone) must have its own positioning. How should I position myself? Fortunately, I have met many excellent teachers in my life. They had significant impacts on developing my philosophy of good teaching and learning approach as well as shaping my style of teaching. Trying to adopt a good teaching practice is the most genuine form of giving them salute in my growth as a competent teacher. I am fascinated to strive for better teaching skills throughout the years. I always try to experiment new teaching skills with actual practices. My teaching style can be summarized as ABC:

1) Authoritative

My first marketing professor, Gary Mauser, was a “hunter” and a “killer” (from the GPA perspective), but I loved his lectures (stories to be specific). He was a story teller of products and brands, where marketers are featured as heroes who always intelligently satisfy the world’s most pressing needs (from building a space shuttle with broken tin cans to selling rocks to people as pets) and earned some serious money in return to feed the family.

He was very caring to his students. Despite that he was very tough on the grades, we all like him. I think HSU students respond in a very similar way.

I conducted a small experiment in 2015. I positioned myself as a “killer” professor in two classes and positioned myself as a caring professor in the other two classes in the first six weeks of class. I found students in the “killer” condition performed better in the mid-term exam than in



those in the “caring” condition. Furthermore, “free-rider” became a lesser problem. Some students later told me that they were scared of me at the beginning, but they liked me more after they discovered that I was actually approachable when they needed my help. I guess the teaching style of more authoritative (as least for the first half of the semesters) worked well for me.

2) Boundaryless

I was in Grade 7 when I immigrated to Canada. I remembered I was required to do a group project with a 15-minute presentation on the Canadian history in a social study class. In Hong Kong we were usually given more specific details on how to handle the assignment, so I asked my teacher if there were some guidelines for us to follow. “Is there a written report? If so, what is the word limit?” I asked. “It is up to you to have a report or not, but there should be a 15-minute presentation to share something with the class on the Canadian history.” “What exactly is the something to share?” I was puzzled, as there was no topic, except “Canadian history”. “Anything about Canada in the past, any story, any event, it is all up to your group to decide”. While I was amazed at the unlimited possibilities and uncertainties, she added, “there is no fixed format. You can share a story via drama; you can teach the class to sing a song or to dance, or you can bring some art work relating to the Canadian history.” What? Sing and dance? In class? As an assignment? I was totally blown away by her answers.

That year, I learnt a lot on how knowledge can be demonstrated beyond oral and written reports. It was a fun and rewarding year to me. I am always aware of bringing this boundless experience to my students at HSU, whenever possible. I encourage them to propose innovative ways to demonstrate their understanding of the teaching content. Perhaps students have no idea of the notion of “pick any topic” and “submit your work in any form” to demonstrate their understanding. However, I will provide a few basic guidelines when students have no clue about what is expected from them. Meanwhile, I motivate them to deliver the deliverables in a way that is beyond my expectation. Therefore, it is not uncommon to hear music and/or to see a mini-drama in the presentation during my marketing class.

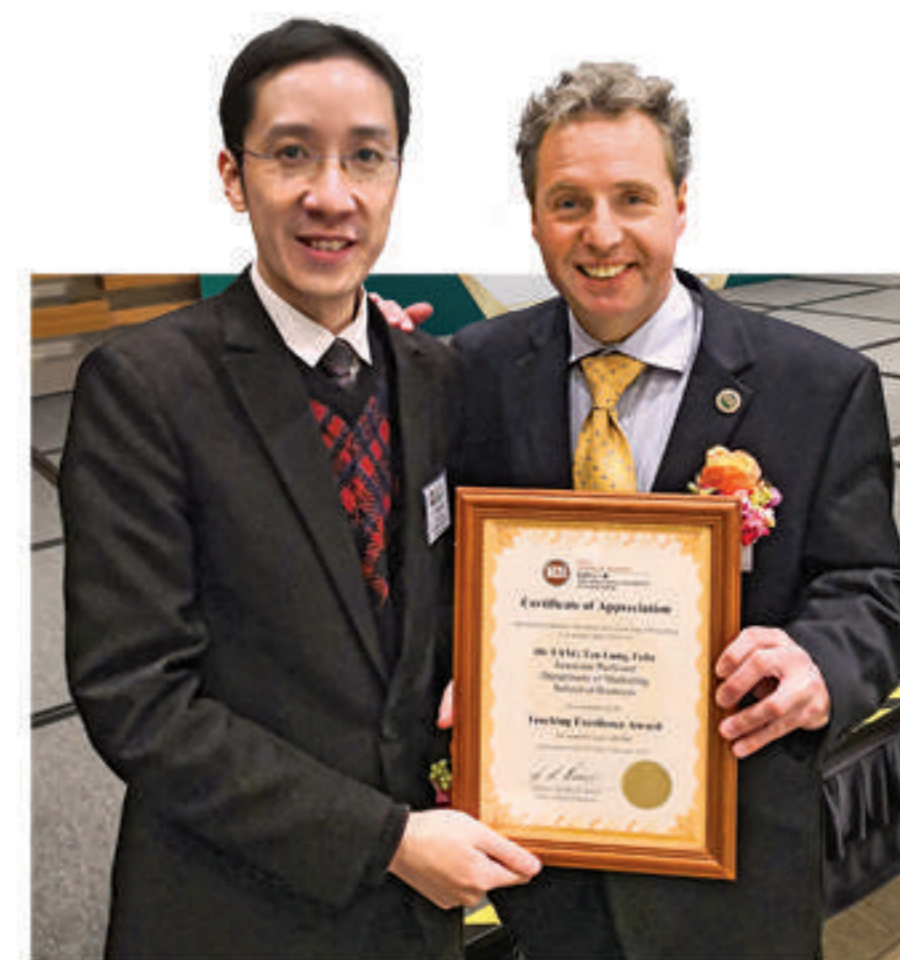


3) Cool

Being cool is important as I still remember a few not-so-cool professors from my undergraduate years: there was a HR professor who read the PowerPoints words by words for three hours! Oh gosh, yes, three hours. How can you enjoy that class when everything is plain and boring? That's the importance of being an effective teacher. After taking that class, “HR Manager” was out of my consideration in my list of career options. I also remember some cool teachers I have met in the undergraduate years, such as my Chemistry professor. You probably expect a Chemistry class to be boring, well, I did, but it turned out to be an amazing class where the Chemistry professor



did one thing I like: crazy experiments. In one class, after he asked us what color fire is, he turned off the light and literally set the lectern on fire! Yes, on fire, and a rainbow of colored flame; that's interesting, right? He put it out, and he explained the chemistry theory behind. The red color is from lithium salt (think lithium battery), the yellow color is from table salt, blue is from rubbing alcohol, for example. You can get all these chemicals from a supermarket. If he only showed us a table of these chemicals, I bet no one would have read it until before the exam and they would probably forget it immediately afterwards. But I still remember them until today. How can you forget these impressive lectures?



Last but not least, it is my great honor to be a recipient of this year's teaching excellence award. I learn a lot from my colleagues at HSUHK, especially those in the Department of Marketing and in the School of Business. I would like to thank all of them with my most sincere gratitude.

2017-2018

Award-winning Teachers' Photo Gallery



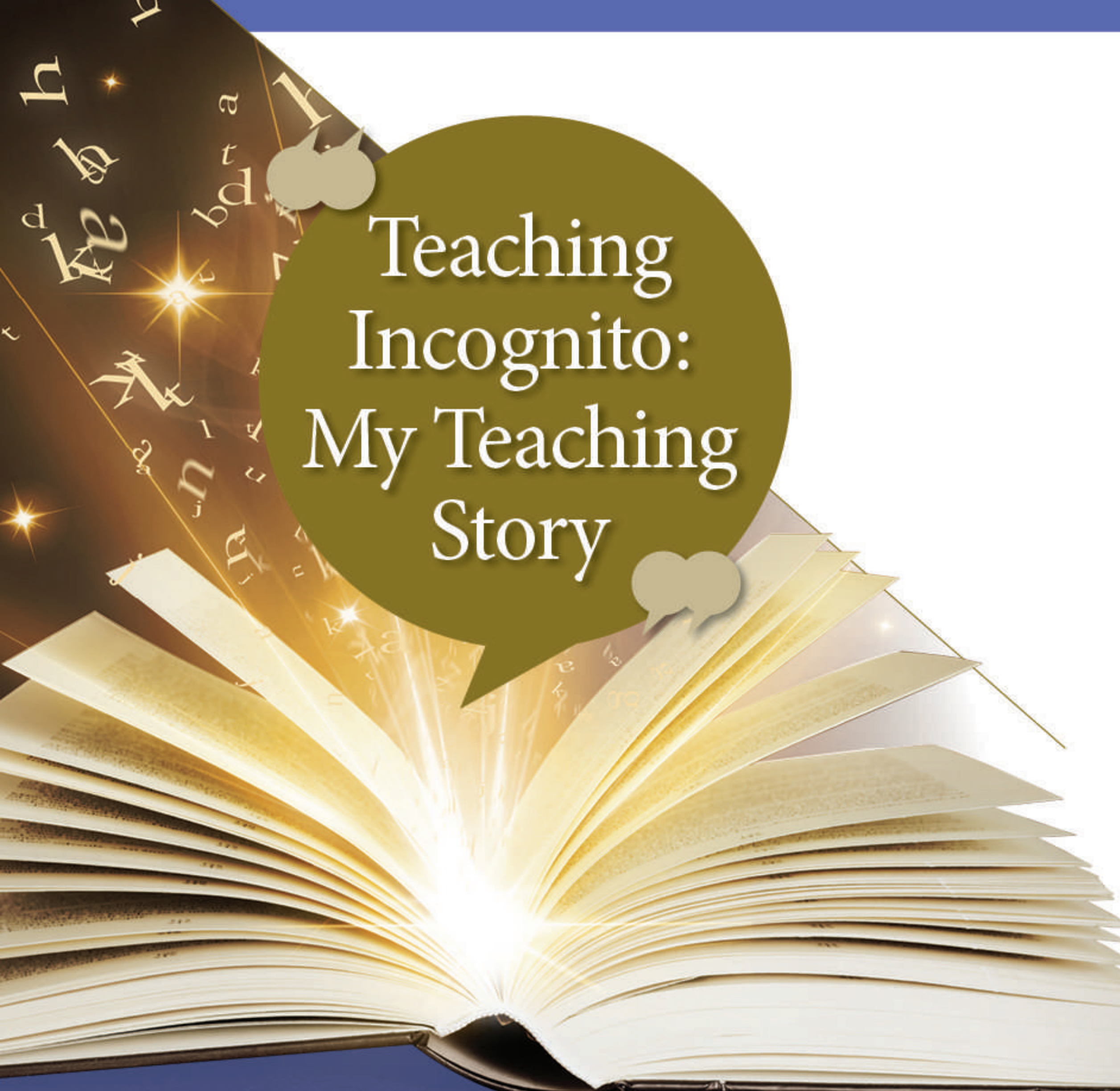
Award-winning teachers of 2017-18



My Teaching Story

2018-2019





Teaching Incognito: My Teaching Story

Dr Eko LIAO
Associate Professor
Department of Management
School of Business

"If the conscious mind - the part you consider to be you - is just the tip of the iceberg, what is the rest doing?" Right before writing my teaching story, the book— "Incognito: The Secret Lives of the Brain" written by David Eagleman—that I am obsessed with, paused on the "conscious mind" section. It then dragged me all the way back to the day from which I started to be "conscious" about wanting to be a teacher, becoming a teacher, and being a teacher.

Of all sorts of ways that people embarked on their career choices, mine is quite a straightforward one.

Age 10, Chinese teacher, "scripted speech".

Thinking back, Ms. Xu probably was the one who had planted the little seed in me of wanting to be a teacher. I never thought listening to someone's lecturing can be so enjoyable and memorable. All the interesting history stories, the vivid examples, and the inspiring questions made her classes so involving and engaging. Whilst I was a little admirer of her teaching, a not-so-secret "secret" task between her and me had even strengthened my joyful experiences. Two weeks before the school's teacher-parent meeting, Ms. Xu assigned me the task of giving a 5-minute sharing at the meeting — to talk about how we were taught to write essays. As much as it was a proud moment for a student, I was nervous.

The rest ten days were then packed with one-on-one coaching meetings and discussions with her. She helped me with working out scripts for almost every sentence I was going to say, all the tips for body language, the facial expression, ways to answer questions from the audiences, etc. For the first time, I was so

empowered and felt like things I talked and shared may make changes! The actual meeting was a blur to me now, but one thing I was sure — teaching can be fun, and that I also want to be that encouraging teacher just like Ms. Xu.



After almost making my mind to be a teacher, the journey of becoming a teacher started.

Age twenty (something), Dean Tjosvold, “cooperative goals”.

Dean was the supervisor of my MPhil study for two years, and has been my advisor ever since. With my eyes closed, I can still picture the first time I was in his class. “Form a group of three, turn around and face each other...make sure the members in your teams are knee to knee, eye to eye...” These were the same good old instructions from Dean. He has always insisted on having his students to share with the team one thing they had experienced in the past week at the beginning of every class, and then having them to share one thing they remember the most from the lecture at the end of every class. Students were always put in groups to work on challenging tasks and projects, and Dean’s signature guidance about teamwork is to “develop cooperative goals in your team”. “What kind of individual and team goals can you establish so that there will be win-win outcomes for everyone?” He asked, and then worked with the student groups to find the best solution possible. Being one of the students, I have observed how the class transformed from having a rather quiet and awkward atmosphere, to having everyone so eager to share ideas with and support each other in teams. There are so many memories that I have of Dean that make me appreciate the art of being a teacher, a motivating and inspiring teacher.

A thousand words may not be enough to describe the “becoming of a teacher” for me, so I will jump into the highlights along the way.



Age xx (Shh...), Po Man, “examples and interactions”.

The classroom, the students, the course... I can remember them all, in the first class that I taught as a full-time teacher. Even for now, no matter how much I prepare, how hard I try, there can still be a question of “Would it be useful and interesting to the students?”. Then this question was definitely in my head for that first class of mine. And it was on the topic of employment relationships, which had proved to be quite challenging to be interesting. After class, two girls came up to me for a chat as a casual meet-up with me as a new teacher. One of them, Po Man, in answering my question “Was the class interesting?”, said “I think you explained the concepts too much and for too long, but just more examples and interactions would be more helpful.” Only then had I started to reflect that it probably took so much more in becoming a good teacher, than being just logical and clear, while I was so trapped with the idea of “teaching well”. By the way, in that first class of mine, I don’t think I asked even one question.

Fast forward to now.

Now that it has been quite some years of teaching, and as a behavioral science teacher/ researcher/ believer, my approach to teaching has been influenced by all these lovely people in my life, but more importantly, my teaching has been influenced by the idea of “Crafting”.

When employees want to create a better fit for the job or the organisations, they can craft their job. Or when people feel stuck at work and wish to contribute more, for example, they may feel there is no new skill to be learned and everything is just a boring routine, or when there seems to be no hope for

promotion, or no challenging or impactful tasks at all, they can also resort to such “crafting”. It happens on three levels: craft the tasks you do, craft the relationships that you deal with at work, and craft your own cognition of the job. While this craft-your-job idea is relatively new to the behavioral science world, it is rather inspiring for me.

In striking a balance between teaching and researching for better time management and striving for satisfactory results of both, could it be “crafting the tasks” so that both can be well addressed?

In spending time on managing relationships with students from different years, from different backgrounds, with different needs, would there be a solve-it-all formula?

In thinking of the teaching—the incognito, would the changes in the way you perceive teaching make a significant difference to the way you teach, or even the effectiveness of your teaching? To all three questions, my answer is “Of course YES!”



To strive for the most effective way to think about teaching, to communicate to students with various characteristics, and to arrange teaching in the most informative, clear, and enjoyable way possible, all it takes is to CRAFT. Ms. Xu crafted her teaching by involving students in various activities; Dean crafted his teaching by motivating students to work in highly effective teams; and Po Man “pushed” me to craft my teaching by seeking ways to realize the importance of engaging students. To craft teaching means so much more than just have different activities in classroom, it is about understanding yourself more, exploring what is possible and what is beyond satisfactory for you.

It is not an end, but possibly a new start of my teaching incognito.

“Imagine for a moment that we are nothing but the product of billions of years of molecules coming together and ratcheting up through natural selection, that we are composed only of highways of fluids and chemicals sliding along roadways within billions of dancing cells, that trillions of synaptic conversations hum in parallel, that this vast egglike fabric of micron-thin circuitry runs algorithms undreamt of in modern science, and that these neural programs give rise to our decision making, loves, desires, fears, and aspirations.

To me, that understanding would be a numinous experience, better than anything ever proposed in anyone’s holy text.”

— David Eagleman, *Incognito: The Secret Lives of the Brain*



Raising Up the Next Generation

Teaching for me is to raise the next generation. My earliest memory of teaching in a university environment was being a teaching assistant during my MPhil study in the Hong Kong University of Science and Technology (HKUST). On one hand, I was inspired by various professors who were experts in the field, and how they inspired students to face the future challenges. On the other hand, I also found myself lack the industrial experience to guide students' growth. As a postgraduate engineering student in HKUST, providing "model answers" for undergraduate students on their assignments, midterms, and examinations was not difficult for me. However, when some students sought my advice for their career plan, I knew model answers wouldn't work. In reality, jobs involve many uncertain, unseen and ill-defined problems. They cannot be directly solved by the methods stated in any textbook. We need to develop our own answers!



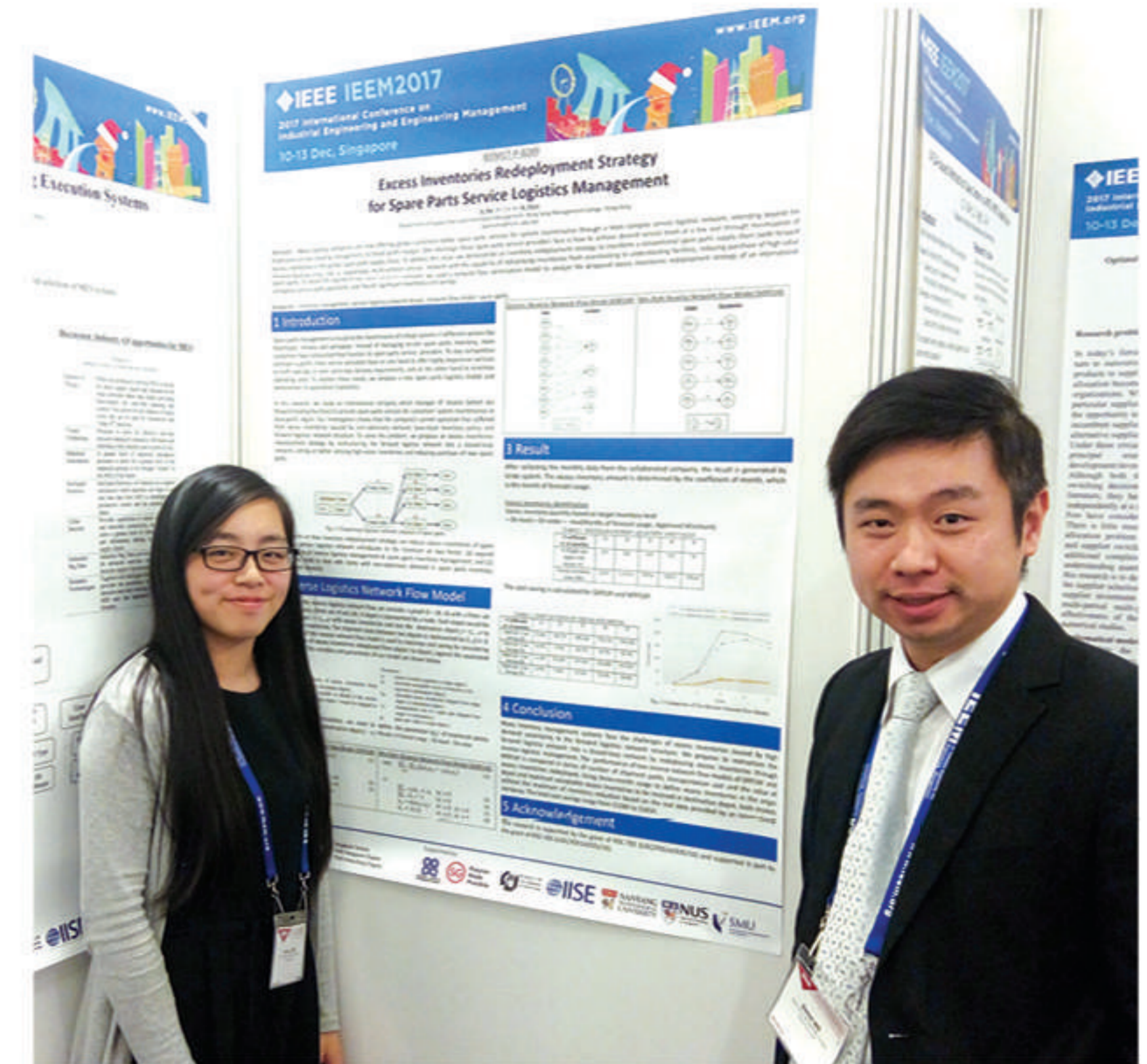
Dr Daniel MO

Associate Professor

Department of Supply Chain and Information Management

School of Decision Sciences

My second stage of teaching development, therefore, did not occur in any university. It happened in the commercial world. I would say, "My business knowledge was learnt in a business environment, rather than in class." After graduating with a master's degree, I gained a valuable opportunity to work as a senior service logistics analyst in an international company which was ranked the top in the list of "100 best companies to work for". In that company, I worked hard in the 7x24 global operations, played hard as a team member and grew fast with the company together. Most of the employees in that company were empowered to make critical decisions, which could result in millions of dollar being gained or lost. Our decision accounted for our rapid growth. In such a dynamic environment, learning how to ask questions and to act proactively was the first step in front of new problems. Then, after you had developed the solution plan, the next step was to communicate with the senior management and peers who could have very different backgrounds. The effectiveness of solutions would be amplified only when other people understood. I learnt the importance of effective communication through practice. The rule is simple: "Practice makes perfect".



After gaining the real industrial experiences, I came back to HKUST to pursue my PhD study in industrial engineering and logistics management. I would say: "I learnt to be a teacher because of my teachers." Over the years, I was given chances to conduct tutorial sessions, joined various seminars, met overseas experts, and managed research projects. At that moment, those experiences seemed normal. But when I look back now, those are all graces for me to raise. Sad to say, my MPhil and PhD academic supervisors are no longer nearby. Their invaluable lessons are not found in any class anymore, but their lessons keep teaching me new things in my heart.

Personally, why do I like teaching? This is because I like learning. This answer may sound strange from any employer's perspective. But from an educator's perspective, I truly believe everyone needs to learn new things and prepare something new for our next generation to raise.

“Try again.
Fail again. Fail better”
– My Teaching
Journey

Dr Jay PARKER

Associate Professor

Department of English

School of Humanities and Social Science

Did my teaching journey begin in middle school? When as a C grade twelve-year old, I vowed never to be like the teachers who failed to inspire me. Was it later, when after four years of effort, I had turned my studies around and achieved one of my school's top results at GCSE?

Was it when I changed schools for my A levels and discovered teachers who could enthuse and inspire students? When I abandoned my intention to be a scientist or a doctor, worked hard, and won a place at Cambridge to study English literature, my passion and my talent?

Or did it begin after I graduated from Cambridge, when I realised that my dream job in publishing was really a nightmare?

It's hard to say, but I do know that it was teaching others which helped me to find answers to my own questions. The turning point came not when I was studying English in a university, but as a High School Teacher in Hong Kong, teaching Theory of Knowledge.

Theory of knowledge requires students to ask how we know what we know, and why it is important. Not to get a place at university or a better paid job, but for the good of society, the pursuit of knowledge, and to better understand ourselves. But when I asked my students about those big questions, I realized I needed to ask them of myself. I had to make a change.



So, with my first daughter just born, I quit my job as Head of Department in an international school, returned to the UK and went back to university. It was a gamble that paid off. After completing my PhD, when I returned to teaching, at Hang Seng, I was a better teacher. Not because I knew more about English Literature, but because I understood two things that I hadn't understood before.



First, I had grasped the purpose and value of my discipline. Literature had been my passion, but I had always felt decadent doing something or teaching something simply because I enjoyed it. Second, I had mastered the fundamentals of my discipline through experience. And it was only by going through the long process of writing a PhD thesis and research articles that I had achieved this.

This was not the most important lesson. I also discovered why we call subjects disciplines. When younger, my love of English literature and my talent for close reading had held me back. The joy I took in analysing and interpreting texts, and my ability to discover hidden meanings had led me to undervalue and neglect other aspects of my discipline.

I had never been interested in understanding the historical context of the books I read, or reading great thinkers' interpretations of those texts, or crafting the structure of my writing. I lacked the discipline to pursue the aspects of my subject that did not come easily to me.

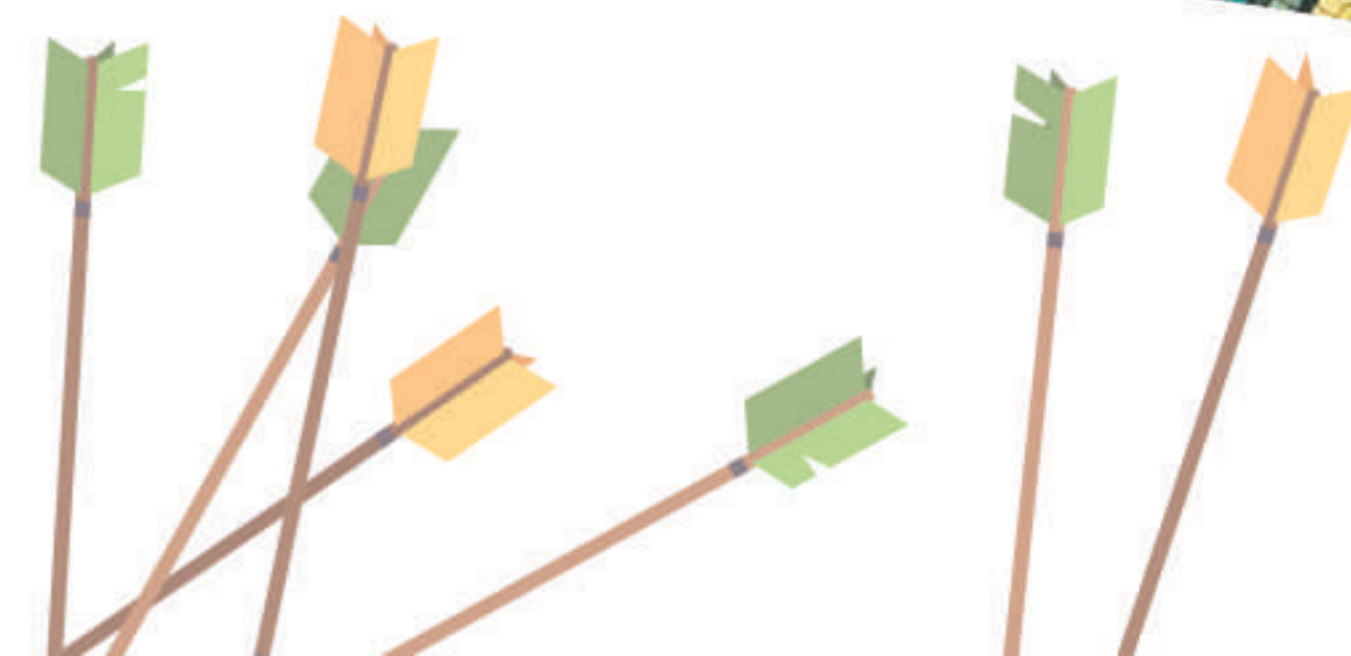
Throughout my teaching career, I always believed that students should be active in their learning. But now I really understood why. I could feel the change in myself that had only come about through practice and experience: through doing something rather than simply reading about it in a book. And ironically, this helped me better to see the truth of the things I read.

It strikes me, reading back over this reflection on my development as a teacher, that I have written mostly about my own learning. And this is exactly as it should be. It has become a cliché that teachers should be learners too, but nevertheless, it hardly seems possible to reflect on a teaching journey that was not, primarily, a learning journey as well.

What have I learned about teaching? First and foremost, that it is hard to learn to do something we don't value or believe in and just as hard to teach it. But also, that belief is something we live and feel as much as think.

Poet John Keats wrote 'Axioms in philosophy are not axioms until they are proved upon our pulses'. He was writing about the pulses of poetry – its rhythms and flow – to tell us that writing and reading are not simply abstract, but a form of action, a part of being in the world. He was at the same time writing about our bodily pulses, the beating of our hearts.

To believe in something, we have to live it, to learn it by experiencing and doing. And because of this, real understanding takes time. For me it took twenty-five years, from my middle school days to the completion of my PhD, to feel the value of my study and my work in my pulse. I hope my students can benefit from my experience, and learn to feel it a little faster.



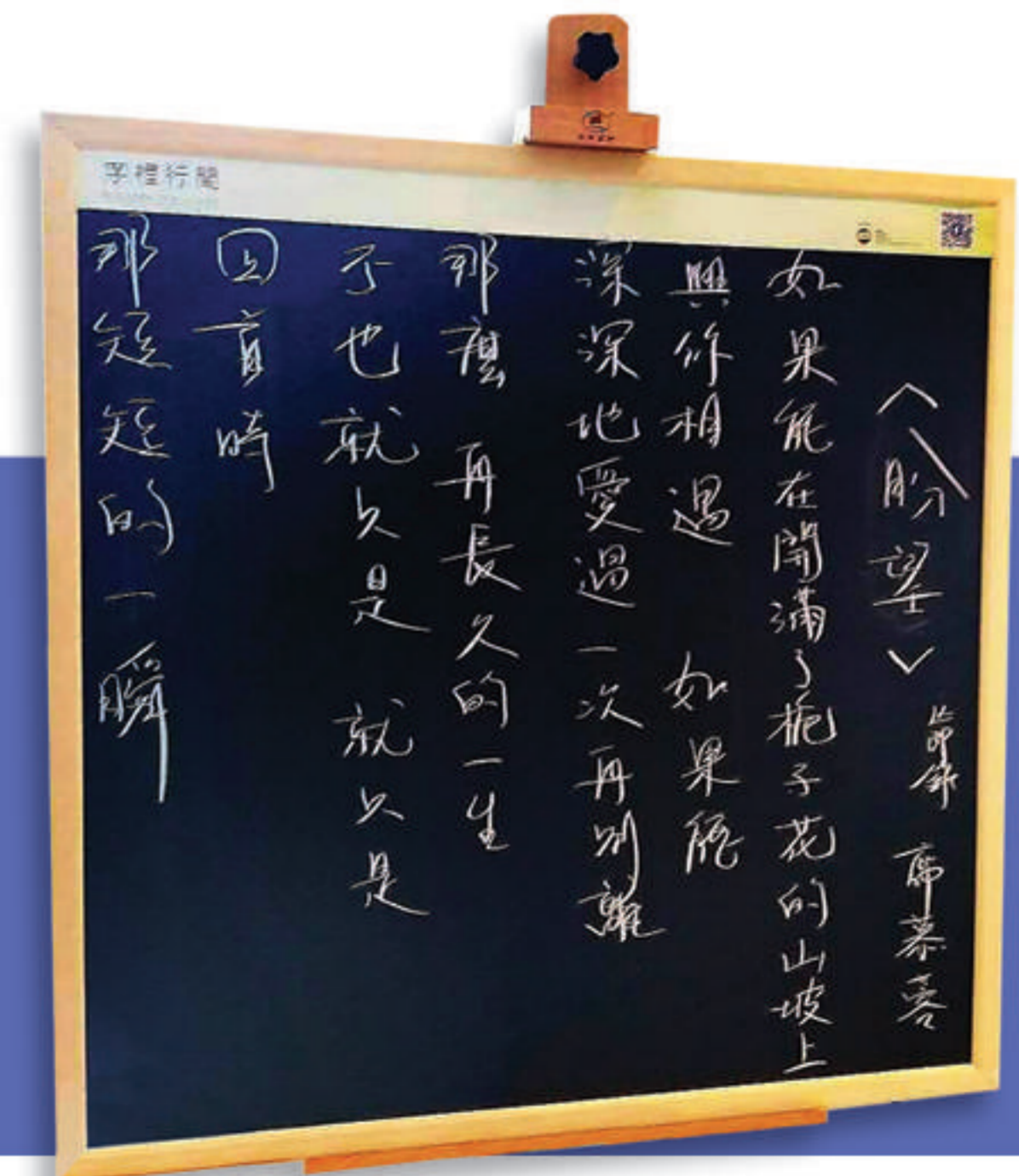
Much Ado About Teaching

Teaching is not so much about what teachers teach. Teaching is more about or even ALL about what students learn. We may as well name all that fancy pedagogy as we wish, like flipping classroom, outcome-based learning, criteria-referenced assessment, you name it. We may also spend hours and hours teaching teachers how to teach. However, none of these make any sense if students do not learn. Therefore, the questions that really matter are: What is learning? What does it mean to be educated?

To learn is to be enlightened

"Education is the kindling of a flame, not the filling of a vessel." Googling everything won't turn an idiot into a scholar. Memorising pages of Wikipedia won't turn one into a historian, a scientist, or an artist either. Spoon-feeding students with tons of information is not just an old style of teaching; it is NOT even teaching at all. Worse still, pretending to teach in this way is more pathetic now than ever, as students are way better at digging out data from the internet than us teachers. That's not what students really need. What they really need is to KNOW what they really need.

I call it enlightenment.



Dr WONG Muk Yan

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Department of Social Science

School of Humanities and Social Science



German philosopher Immanuel Kant once said, "Enlightenment is man's emergence from his self-imposed immaturity." Immaturity means that you rely entirely on others telling you what you want. It is self-imposed when your reliance is caused by a lack of courage to discover who you really are and to follow the life path that you really want.

I believe that students don't need a standard map of life; instead, they need an atlas that contains different kinds of maps that they can freely choose from. One way to build up their atlas is to show them the diversity and variety of the beauty of life. Hopefully this may lure them out of their small comfort zone that is pathetically built up by the conventional education and social values of Hong Kong.

One of the greatest beauties of life is demonstrated in novels. I hosted reading clubs with students to read Milan Kundera's *Farewell Waltz* and *The Unbearable Lightness of Being* in the previous two years. We discussed the deep meaning of the plot, chapter by chapter. We talked about meaning of life, significance of love and sex, authenticity of living, and ethical and aesthetic value, all made alive by the characters. The historical richness and prophetic accuracy of Kundera's insight opened up a new world to them.

Another great beauty of life is poetry. I launched a campaign named "Between the Lines" with the collaboration of the Library. Two blackboards are now standing proudly at Block A and D. Students are invited to submit their favorite Chinese or English poems, discuss how the poems touch their heart in our regular gatherings, and write them on the blackboards by their own hand,

twice a week. Till today, over 50 poems have been written and posted on our social media platforms, with over 30,000 views. Three of our students participating in this project have even won the President's Commendation Award (Art and Culture). I truly believe that, as long as the intellectual interest of our students is aroused, with their youthful enthusiasm and creativity, what our young fellows can achieve is beyond imagination.

To learn is to be transformed

Jean-Paul Sartre said, "Man is nothing else but what he makes of himself." Life is like a piece of music. You may learn everything about its rhythm and melody, about its mood and intonation, and about all the instruments required to play it. However, if you don't actually play the music, all the knowledge about the music is pointless. If knowledge is nothing but a series of intellectual games that entertain us in leisure time; if reading a thousand books cannot transform us into a better person who can make a difference to the world; if a thorough study of the history, culture, and civilization of human beings cannot cultivate a sense of justice and an affection of benevolence in our students, what is the point of learning at all? To learn, therefore, is to learn to be a responsible public intellectual who is always concerned about the welfare of society and the happiness of the humankind, being critical and never submissive to the authority, and ready to fight for justice and defend what is right at all cost.





Such a transformation is especially important when cruel and grave injustice occurs in our hometown. Since June 2019, the Anti-Extradition Law Amendment Bill Movement has driven millions of Hong Kong citizens to the street to protest against the unjust law and the unlawful brutality of the police force. Many of my students, who participated directly or indirectly in such a dangerous social movement, faced some of the hardest decisions to make in their lives. For example, should their action remain peaceful even though the government didn't respond to their demands at all? Or should violent actions be adopted? Should they risk their own future to fight for the future of Hong Kong, or should they tolerate the injustice in exchange for a good job or a wealthy life? Are freedom and democracy worth risking 10 years in jail to fight for? There is no simple answer to these questions. As their teacher, all I can do is to engage in deep and rational discussions with them, by showing them similar democratic movements in other countries, evaluating why they succeeded or failed, and analyzing to what extent we can learn from their experiences. While many government officers emphasize that teachers should remain politically neutral, I discuss and explain my own stand to students in detail. It would be hypocritical to encourage students to fight for the righteous values yet

remain silent towards right and wrong, good and evil, and white and black myself. That's not what a teacher should do. I taught them how to be a public intellectual by being one. Nonetheless, the courage, kindness, and wisdom of my students demonstrated in such a movement are so impressive that I ended up learning more from them than they learned from me.

At the end of the day, to teach is to learn. I learn to be a good teacher, a good learner, and a good student. Isn't it too lonely to travel around this boundless universe of knowledge, conscience, and wisdom all by ourselves? There is no definite role of a teacher or a student along the infinite road of knowing thyself. We are all companions. United we stand, divided we fall.



2018-2019
Award-winning Teachers' Photo Gallery



Award-winning teachers of 2018-19



My Teaching
Story

2019-
2020

Developing The Teaching Persona by Connecting The Dots

Every year, when teachers win the teaching excellence award, they are often asked to share their teaching strategies. But instead of describing what I do to optimize the effectiveness of students' English learning, I would like to explain the rationales behind my approach. Many of these rationales come from my own learning experiences and the theories I learnt in the past. They become the dots connected to my traits of teaching today.

The first dot is about my own secondary school life. I have to confess I was one of the luckiest students because I had been immersed in a very rich English-speaking environment since I was in the middle school. I studied in a traditional Catholic EMI girls' school from S.1 to S.7, where all the lessons, activities, and even the assemblies were conducted in English. My principal was a nun. She always read the Bible and sang the hymns in English elegantly.

My English teachers taught me not the grammar rules, but how to appreciate literature. Unlike many of the other schools, where only English lessons were conducted in English, most of the subject teachers in my school also spoke very good English and forced us to speak English to them after class. I still remember I felt very scared when I was in S.1 because the Liberal Studies (LS) teacher spoke very fast English and hardly could we understand the difficult terms such as the Sino-British Joint Declaration and the Court of Final Appeal. In order not to lag behind her class, I revised and previewed LS every day after school, looking up

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the dictionary for the correct pronunciation and meaning of the vocabulary I didn't understand. The result was good.

I gradually adapted to the English learning environment and became a fluent English user myself. This practice continued when I entered the university to study English as my major. This time I was even exposed to different varieties of English as the professors came from different parts of the world, and by learning different Englishes, I have become a master of this international language as well.

I did not realize how important the school environment is in developing one's English competency until I was asked by a student about the reason for my proficient English in the first year of my teaching. I told her I studied in an EMI school before. She told me she also came from an EMI school, but most lessons and activities were conducted in Cantonese, so she and her classmates did not see the needs of communicating in English, except that they had to memorize the English terms in different subjects. It was at that moment I decided to run as many English activities as possible to provide more English-speaking opportunities for our students. As the English Language Centre Coordinator, I have been coordinating different English lunches and workshops for our students to practice English speaking. Moreover, in order to build up students' confidence in presenting themselves in English in front of the crowd, I am determined to run at least one competition every year, such as English Public Speaking Contest, Drama Competition, and Singing Contest. Of course, before they performed on the stage, they had to undergo intensive training offered by me and my colleagues. I also lead the cultural tour every year. In addition, in class, I try to explain everything in English at a natural, moderate speed. I do not intentionally slow down my speech because I believe only by exposing students to natural English input can they acquire the language. Of course, I do double check if they understand the concepts from time to time to ensure they catch up with the lesson.



The second dot comes from the theory I learnt about "scaffolding". Despite the ample input, students still make mistakes when they navigate the tasks independently. In other words, there is still a gap between the input they absorb and the output they produce. And very often, these kinds of mistakes, or even errors, are related to subtle, complicated lexico-semantic errors that are not salient to learners unless purposefully spotted out. For example, students may write something like this:

More women will participate in the job market. It promotes the economy.

The sentence should be revised as:

More women will participate in the job market. This promotes the economy.

The difference between "It" and "This" is not related to grammar (in fact, the sentence structure is correct in the original sentence), but rather, it's about the word choice related to the meaning. This is something that cannot be identified easily by students themselves. And this is where "scaffolding" should step in. Thanks to my PhD study, I learnt about Vygotsky's concept of "scaffolding", which refers to the support and guidelines offered to the novice by the expert. At first, I chose to apply this knowledge in my dissertation only to fulfil my supervisor's request, but the more I learnt about it, the more I realized it was so true, at least when reflecting on my own English learning experiences.



I still remember when I was in S.5, although I could speak English fluently, I only scored a C in my oral exam and the teacher attributed my underperformance to my flawed articulation. I felt confused by the comment until my mistakes were spotted one by one by the Vice Principal. For example, I did not pronounce the “k” sound when I read the word “extra”. These are some subtle errors I wouldn’t be able to notice myself. Merging my PhD knowledge and my own learning experiences, I decided to offer “scaffolding” to my students one by one, at least for writing an essay. I usually meet them individually to discuss the draft before the final submission and ask them to clarify all the ambiguous expressions they write. The outcome is desirable. Perhaps petrified by my detailed comments, they treat my assignment seriously, and spend much time proofreading their



work before submission. I remember one student made many mistakes in the first draft, but then he produced a perfect piece of work in the end. I asked him why he could make such a drastic improvement, and he told me he spent three whole nights revising his 500-word essay based on my advice. Of course, whether students can produce such perfect work in a timed manner is another issue about proceduralization, which is practicing. But at least students are on the right track to write the essay in proper academic English after my one-on-one scaffolding.

The last dot comes from a TED talk given by Michael Sandel, who posited that the division between winners and losers is setting us apart in society. However, in my opinion, even in university, haven’t we, teachers, sometimes presumed ourselves to be “leaders” or “experts” and students to be “followers” only? But is such kind of “leader/follower” differentiation favorable to cultivate our students

to be independent learners? Or does it in fact undermine their passion for learning? Of course, we teachers have the expertise in our own field, but for areas where students can take the lead, shouldn’t we give them a chance? As an English writing teacher, I never consider myself omnipresent. Of course, I am better than my students at English language knowledge. However, writing is not only about language, but also sophisticated ideas and logical thinking. When I teach them to write a research essay on the topic of their interest, I value their ideas. I divide the class into four groups, and then categorize students working on similar topics together. Each of them has to present the draft, and then the peers have to raise questions and give comments based on the peer review form given. At this point, I usually become a humble audience who ask them to clarify the subject knowledge I am not familiar with, and usually not only the presenter, but also the peers answer my questions proactively as if they were the professionals.

Sometimes, they even have heated debates about the logical fallacies of the presenter’s ideas. I was, indeed, very impressed when one peer immediately sent a research article to the presenter for her reference last year. Although this kind of peer review is not about language improvement, it has heightened students’ excitement about the assignment, and many of them are so dedicated to perfecting their work after the presentation. Sometimes, displaying a certain degree of humility could make teachers look more human, close the gap between us and students, and unleash their potential to take up the leader’s role.

Teachers play a pivotal role in nurturing future pillars of our society, and there are many avenues to reach this goal. For me, to be an inspiring teacher, I take a retrospective approach to reviewing my prior experiences and the theories related to English learning. By connecting the dots, I have developed my own teaching persona and become who I am today.



Getting A Taste of A Real Business: Case Teaching

When I was asked to share the ways in which I teach and motivate students to learn, a case-based problem-solving approach immediately came to my mind. This teaching approach allows students to get a taste of a real business. Honestly, I knew nothing about case teaching during the early days of my career. I started teaching at my alma mater in 1999/2000 as a graduate instructor. After 20 years of self-growing and development, I was named as one of the best teachers in HSUHK for my strong belief in case teaching.

As a faculty member in marketing education, my teaching and learning philosophy is grounded in the pragmatism that students acquire knowledge through the critical examination of others' experience and practice. It guides my course design and assessment strategy to use real cases as the key instruction in my class. Given that the universal truths are hard to find in the marketing field, case-based teaching allows a greater tolerance for ambiguity and the use of multiple sources of data to make sense of our socially constructed reality.

Photo taken with my students in the BBA-Marketing Alumni Homecoming Party

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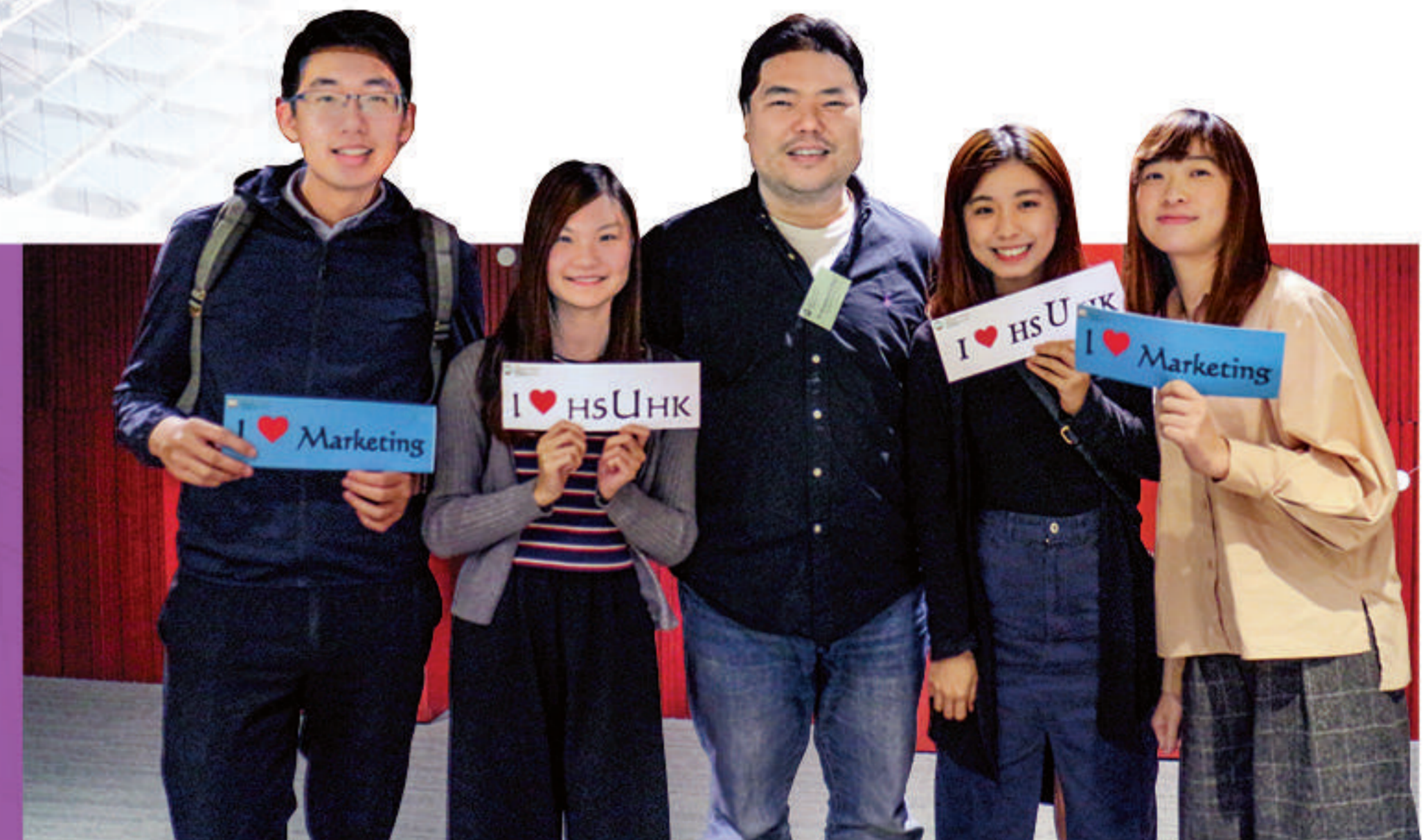




Photo taken at City University of Hong Kong in the first-year teacher gathering hosted by the Faculty of Business



Photo taken at the company visit of Lee Kum Kee's factory at Tai Po Industrial Estate with graduate students

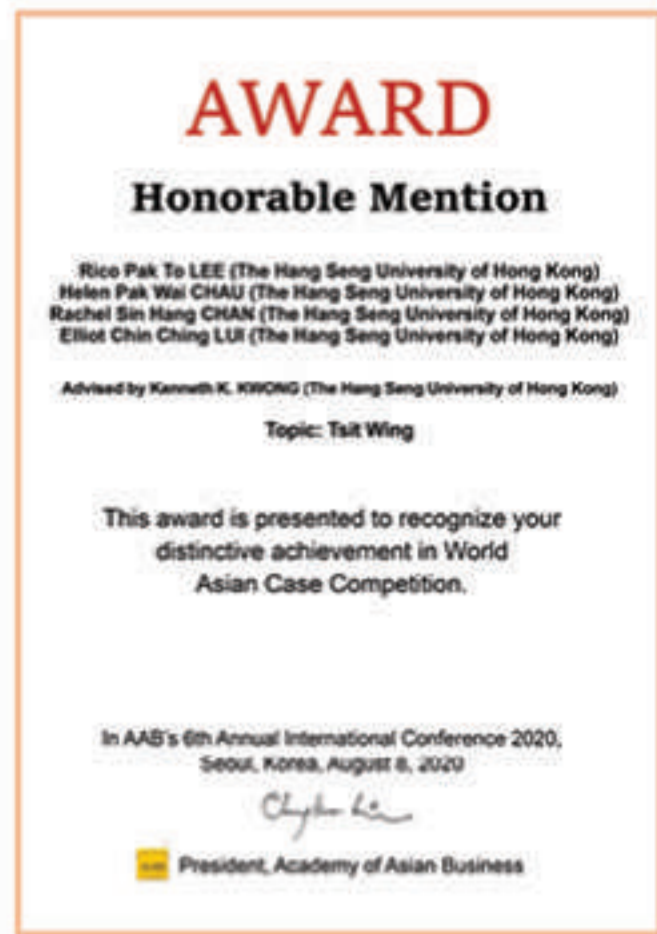
Instead of looking for an absolute or standard answer in the ever-changing marketing environment, I prefer to lead students to find out their solutions to problems in marketing using scientific methods. Today's teacher is not a sage on the stage but more like a guide on the side to help students acquire the needed knowledge and skills. When teachers and students become a partner in learning, effective instruction is achievable. It is how learning shall take place.

While many cases were business news from leading magazines and newspapers, I have written some to incorporate theories and present the uniqueness and difficulties in each decision-making process. Cases were either selected or developed based on a set of principles, which are collectively known as 4As to denote accessible, authentic, applicable and attainable. That is the students can opt to access additional information of the case company in the public domain. The case shall not be hypothetical but needs to be authentic. Students can apply the acquired knowledge to solve problems of the case, providing evidence of attaining the learning outcomes.

As a pedagogy, case teaching helps students develop an understanding and appreciation of how the theory can possibly explain the practice and strategy of firms in marketing. It offers a structured opportunity to activate a participative learning and brings students closer to the socially-constructed reality and encourages interactions between me as a teacher and students as a learner. I can recall the puzzlement of students when they were told a black tea and



Photo taken with the management of TWG (the parent company of Tsit Wing Coffee) and students from Marketing and MSC-EM programmes in a company interview



The certificate of Honorable Mention in the Asian Case Competition on the case title of Tsit Wing

coffee supplier consistently maintaining a share of around 70% in this business-to-business market. Students found it hard to understand as they initially thought that there are many suppliers of these commodity-like products. This case offered a new perspective to students that suppliers like Tsit Wing Coffee can still be very competitive and value-creating even in a commodity

market should they remain agile and innovative. The concepts of distinctive capability and marketing innovation account for the successful transformation of Tsit Wing Coffee from a wholesaler to a leading B2B brand that specializes in black tea and coffee solutions. The result is that the cups of milk tea served at McDonald's, Café de Coral or Tai Hing, all actually are products from Tsit Wing Coffee.

Many of these case studies were taken in a form of group-based project that seeks to enrich the learning experience of students. Each project team was required to give an interim report to receive formative feedback for improvement prior to a final submission. Some cases appeared in an examination or final assessment to ascertain the ability of students to diagnose marketing problems and make recommendations. To help recap the major concepts covered in discussions, students will get a quick highlight for an after-class revision.



Recently, I started to build a collection of statements on student's self-reflection on learning. Some reflected a high level of understanding of the subject matter and provided a critical evaluation of the self-contribution to the group-based case project. All these are regarded as a positive sign of using a case-based problem-solving approach in marketing education.

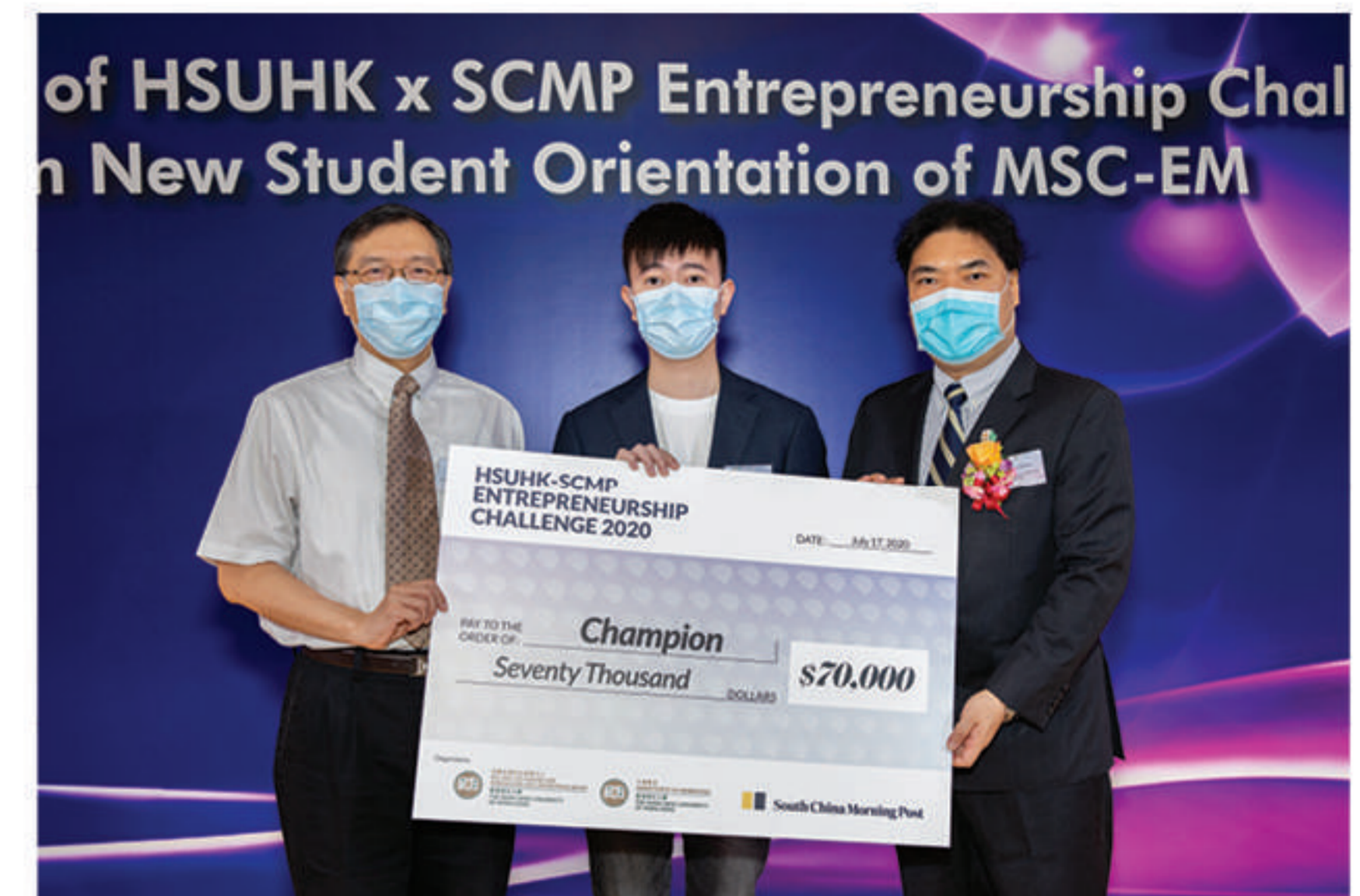


Photo taken with the champion, who is a marketing student at the HSUHK x SCMP Entrepreneurial Challenge 2020 and Dr Haksin Chan (HoD, MKT)

To support learning beyond classroom, I have initiated and organised several university-wide student competitions on entrepreneurship and marketing. Students were encouraged to use the knowledge and their talent to either start a new business or market a product. There were workshops and seminars alongside these competitions to broaden the horizon and exposure of students. Moreover, practitioners were invited to meet our students and share their experience. By promoting teamwork and networking, these competitions served as an alternative platform for teaching and learning.



Photo taken with a scholarship donor and retired elite athletes, who are my students in the MSC-EM programme

My goals as an educator in marketing are threefold. First, I want to rectify the misconception of students that marketing is a common sense. I address this misconception by carefully designing the module contents to maintain academically sound and preserve the right balance between theory and practice. Instead of relying on one's instincts or common senses, students are taught to answer questions in marketing using relevant frameworks.

Second, I want students to learn rather than just memorize the marketing concepts and theories without true understanding.

I use case teaching and participative learning to provide live examples to help students internalize the acquired knowledge. Third, I expect students to solve marketing problems independently using scientific methods. I seek to achieve this by presenting different and sometimes conflicting views to students and ask for their opinions. I always question the viability and challenge their suggestions, leading students to re-think other possible options. Students are always supported and encouraged to join internal and external competitions to increase exposure and gain practical experience.



In general, I believe that students should be stimulated to think on their own. Learning is much effective in the interactive contexts where authentic cases are presented with problems that students are asked to offer well-grounded solutions.

It is the learning experience that matters to students. From this perspective, there is no perfect teaching and even the best practices are subject to change. Teaching is a developmental journey that needs to be continuously reviewed, refined, and renewed.



Photo taken with graduates of MSC-EM programme

「人」文教育

離開大學校園，我便成為了中文教師。從恒商、恒管到恒大，學校的名字轉了又轉，我卻依然留在這裡。若教學工作只是教「書」，那麼十多年來千篇一律的照本宣科，老師難免淪為異化勞工。然而身為教師，真正教的其實並不是「書」，而是一個個有血有肉、個性各異的年青「人」。這樣的工作無疑是充滿挑戰，但同樣也有趣得多。

中文是大多數學生的母語，也是他們在日常生活中，表情達意的主要媒介。可惜的是，在中小學的語文教育下，中文往往淪為機械式操練，更換來「死亡之卷」的惡名。隨著科技急速發展，中國語文作為傳統學科，更面臨不少挑戰，例如年青人大多沉迷網絡活動，對語文的興趣每況愈下，閱讀習慣更是大不如前。但我總相信人與人的連結，相較冷冰冰的屏幕，自有其不可取代的魅力。若要重拾學生的學習興趣，「人」的元素自當不可或缺。我嘗試在一般課堂以外，為學生提供更多體驗形式學習 (experiential learning) 的機會，讓學生的學習空間，由課室延展至課堂以外，讓他們有著更充實的學習過程。



人文社會科學學院
中文系高級講師
林永堅博士



例如我會與學校圖書館合作，籌辦以不同書籍類型為主題的讀書會，將個人、單向的閱讀行為，改變成共同閱讀及分享的活動。在活動中，學生不但可深入閱讀各種古今名著，更能藉著彼此交流，從閱讀中尋找樂趣，促進人與人之間的心靈交感。

此外，我也嘗試舉辦不同形式的參觀、考察活動，帶領學生深入本地社區，作地區歷史文化考察。不少學生雖在香港出生、成長，但對香港的過去，以及中國文化與本土文化的關係感到陌生。活動希望透過社區考察，讓學生更能認識過去，並從生活體驗中，了解傳統中國文化在香港的源流、演變，反思其中的意義與價值。我也會與學生造訪本地歷史古蹟、博物館、美術館等，讓他們把課堂所學的中國文化知識，結合親身體驗，了解中國傳統文化的精髓，傳承前人寶貴的生活智慧。

可惜的是，最近數年受疫情影響，原來熱熱鬧鬧的校園，也變得空無一人，日常課堂也無可避免改為網上授課。一張張有輪廓、有表情的臉孔，在電腦熒幕上，也只剩下一式一樣的黑色方格。看不見「人」，人



與人的溝通又如何進行呢？於是我忽發奇想，嘗試利用學校的網絡教學平台，仿做網上流行的討論區，按教學內容、導修課題開設不同的討論群組，讓學生於網上自由發言，交流意見。令人意外的是，成長於網絡時代的年青人，對網上溝通並不陌生，加上網絡討論能消除真實發言的尷尬與疑慮，反令網上討論的氣氛比平日更為熾熱。討論區化身成為同學間互動的小天地，版面上滿佈著不同的網絡表情符號、鮮活的生活化語言與輕鬆隨意的玩笑，甚而平日沉靜內向的同學也敢於發言，反駁調笑。這時候，雖然看不見對方的臉，但我們還是看到了「人」。

近年人工智能的普及，令不少工作被機器取代，很多職業也面臨淘汰。若教學只是照本宣科，則浩如煙海的網絡課程與資訊，大可將教師取代。但如何在講授知識之餘，兼顧學生的個性與興趣？如何提升學生的學習動力？如何顧及不同學生的學習差異？如何培養學生的文化內涵、品德情意？凡此種種，都不是人工智能所能輕易解決。《論語》有言：「子以四教：文、行、忠、信。」傳統教學旨在使學生得到文化、品行、情意的全人培育與薰陶，成為懂得關懷、思考、表情達意的獨立個體。但現今的學校教育，大多淪為技能訓練，教學早已不再是「人」與「人」的思想情感交流。在疫情之下，面對空無一人的課室，正是難得的契機提醒了我們：教育最重要的，是不管課室內外，在我們面前的都是「人」，是一個個懂思考、會感受的年青人，而如何培育他們成為富有知識、品格，且對人生充滿理想、熱誠的「人」，正是教育的根本所在，也是使我一直謹守教師崗位的動力所在。



How I Strive to Be a SHARP Teacher



Dr Joyce LEE

Former Lecturer

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'Teachers who have been teaching for twenty years may be divided into two categories: those with twenty years' experience and those with one year's experience repeated twenty times,' said Penny Ur, a renowned linguist in the field of English-language teaching.

The unprecedented pandemic represents the game-changer in teaching and learning, as both teachers and students have to rise to the occasion. Teachers, especially, can no longer follow the same old routine. Instead of becoming desperately anxious about COVID-19, I positively regard it as an opportunity to carry out trials that I have been imagining for years. My fervent beliefs in teaching, which can be encapsulated by the acronym SHARP succinctly, enable me to go through all these challenging times.



Sincere: One of the very first things that I tell my students at the beginning of the new school year is always, 'I'm very strict, but it doesn't mean that I'm not sincere or nice. If you're willing to learn from me, then you will definitely get the grade that you deserve.' It is of paramount importance to establish boundaries and ground rules in the first instance, as this serves to better align my expectations with students'. To arouse their interest in English learning through the development of highly personalised tasks, I endeavour to understand their individual personalities and learning needs with genuine sincerity.

For instance, I observed that a student had her lessons regularly in a cafe; she then told me that she attended classes after working part-time for a social enterprise. This helped me to discover her interest in social enterprises and encouraged her to write about such organisations in her final essay, which I found to be an extremely original and personal piece of work. In addition, during online teaching, chat boxes allow quieter students to voice their views more freely and actively. Consequently, I constantly adapt and seek to also raise more complex questions, as less outspoken learners show greater willingness to express their thoughts by typing their ideas. Such observation and subsequent adaptation allow me to offer a complete learning experience for all students in the class.



Helpful: Both online and hybrid teaching modes pose tremendous challenges, as teachers must make themselves and their classes helpful in a completely different setting. In the past, I occasionally shared posts related to English on Facebook; however, as some students cannot attend face-to-face classes, I have to further explore other methods to increase my teacher presence and students' exposure to English; for instance, I take advantage of already existing online resources and design methods of class engagement and assessment accordingly with a view to offering more personalised formative feedback despite reduced face-to-face contact with some students. Such a multidimensional scaffolding approach allows students to consolidate their knowledge gradually and helps to ready them for course assessment.



Approachable: In face-to-face teaching, teachers can offer immediate feedback directly to students. However, it presents a formidable challenge to give individual verbal comments in an online teaching environment.

In addition to providing the written feedback mentioned above, I emphasise that I am always reachable via various channels such as emails, Facebook messages, and MS Teams chats. Furthermore, during online teaching, I usually divide students into smaller groups in various breakout rooms; while they are working on tasks in groups, I talk to each of them to see if they require any additional help. As students are generally more eager to share their thoughts in smaller groups, I can better understand and address their needs by being reachable.

Reflective: During lessons, even online ones, I pay attention to every minute detail – whether students look confused, whether they are able to answer questions confidently and adequately, whether they burst into laughter when I crack a joke, and whether they can achieve what I ask them to complete at the outset. What is deeply fascinating about teaching is that every student is unique, and so is how they perceive my teaching and their own learning. Over the years, I have learnt to be more self-critical and reflect upon my teaching practices. I am constantly revising my teaching methods thinking about what works, what does not work, and what I can learn from other great teachers. Likewise, I encourage students to evaluate their own performance with fresh eyes. One prime example is the use of online quizzes as part of the formative assessment. The vast array of online materials means that the flipped classroom approach can be adopted more flexibly. Not only do I prepare PDF reading materials, but I also require students to browse websites including YouTube and make notes in advance to prepare themselves for in-class assessments. This encourages them to challenge themselves, develop self-discipline, and become more accountable for their own learning.

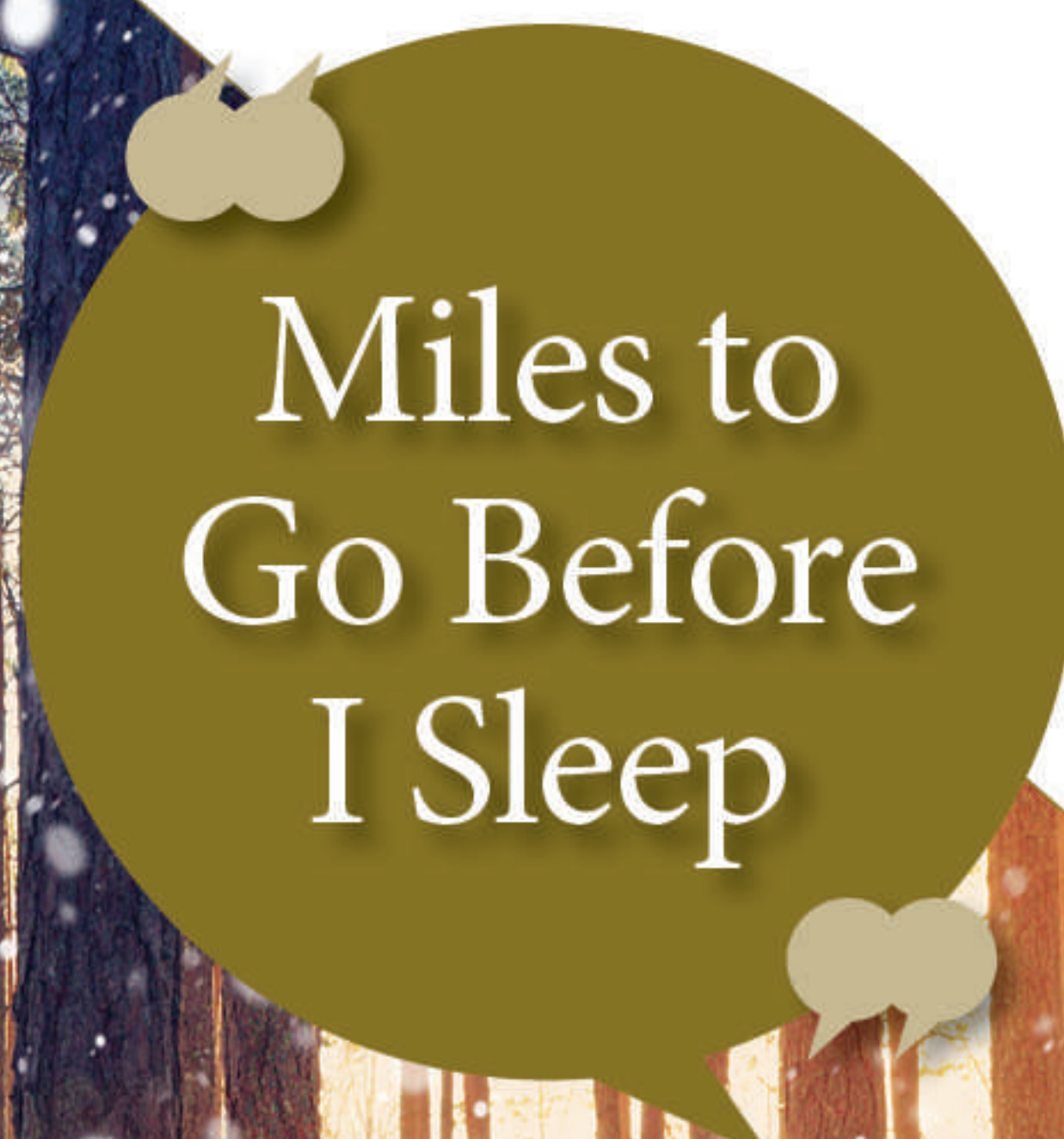
Pricipled: Although I am friendly showing genuine enthusiasm for my students, I maintain high standards. I have two stringent rules that students must adhere to: they must be punctual and they must also avoid the use of electronic devices during face-to-face lessons. For example, in face-to-face classes, I require my students to put their electronic devices aside almost always.



When they have questions, instead of looking things up on Google, they must ask me questions directly, which enables me to give instant feedback. Certainly, there are some exceptions; sometimes in the last 10-15 minutes of the lesson, in order to reinforce what they have learnt, I hold interactive Kahoot!, Quizlet, or Quizziz quizzes that have to be completed using their own electronic devices. Most students, if not all, understand that my fundamental principles are to maintain their attention and pique their interest.



In a nutshell, it is my utter conviction that no matter how the world changes, I strive earnestly to be a SHARP teacher utilising my accumulated years of experience in devising effective teaching strategies that are suitable for face-to-face, online, and hybrid classes. Lastly, I would like to take this unique opportunity to thank all my SHARP students – they have taught me how to be a better teacher who treasures every year of additional experience that they kindly provide.



Miles to Go Before I Sleep

Management – being categorized in the business domain – can be misconstrued as a technical and strategic discipline because “hey, it’s business, it’s not personal”. However, at its heart, the field of management involves the study of people, the relationships they craft with others, and the exploration of themselves in their working lives. Therefore, when I consciously pause and take the time to reflect on my own teaching journey, the first thing that comes to mind are the notable people who have inspired me along the way. Undoubtedly, the most central figure in my teaching journey is my father whose influence planted, watered, and grew the seed of teaching in me at a young age.

As an English literature professor, my father used to teach me and my sister (quite literally and figuratively) life lessons using Shakespeare, American poets, classical literature, etc. My sister and I would roll our eyes, bite our tongues, and think, “not again!” every time my father started one of his soliloquies, trying to subtly (or not so subtly!) tell us something. “How sharper than a serpent’s tooth it is to have a thankless child!” he would exclaim when we complained about his strictness towards our studies. He would then describe how King Lear’s daughters drove him to madness with their ingratitude, praise the qualities of an ideal daughter in Cordelia, and remind us to learn from this Shakespearean tragedy. As children, we thought the stories were bewildering but the message was simple: dad was just doing what he thinks is best for us.



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Department of Management

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As I grow older, the memories of my father's "lessons" have become more meaningful, in part because I am finally mature enough (I hope!) to understand the intricacies of what my father was trying to say, and in part because those are treasured moments spent with him. When I contemplate how those moments have influenced my teaching, two main lessons stand out to me.

Lesson 1: "What did I know, what did I know of love's austere and lonely offices?"

My father once shared the poem "Those Winter Sundays" by the American poet Robert Hayden which describes a narrator reflecting upon his childhood as an adult. The poem, known for its phrase, "What did I know, what did I know of love's austere and lonely offices?", describes a man's realization of the sacrifices his father made in raising him from a young boy to an adult. The poem highlights a child's naivety in evaluating his father's actions and it is only later on in life that the child realizes his father's love for him.

Similarly, only now – as an adult – am I able to fully appreciate and be grateful for how my father raised me. In doing so, I realize that the role of an educator plays a crucial role in influencing the lives of young people, not only at a specific point in time, but also well into their adulthood. John Dewey, a major player in the establishment of the American public school system, declared that "the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life". When my father was teaching me about Shakespeare, he wasn't just telling me the play by play of the story; he was guiding my values with its morals and truths and trying to make me a better person.



As a child, there were so many more interesting things to do than to sit through my father's philosophical stories so it was natural to be impatient at times.

However, whether I knew it at the time, I was learning from him. I now recognize that much of my teaching style stems from how he communicated with me.

For instance, one pedagogical method that I frequently use in my teaching is storytelling. Interestingly, I have come to learn that humans are storytelling organisms that lead "storied" lives; that is, humans are naturally wired to cognitively understand, remember, and tell stories because humans most often remember information in story form. As a teacher of business students who have limited work experience, storytelling has been effective for me in conveying key theoretical terms. Just as my father recounted his favorite stories to me, I have also explained leadership theories by recounting Julius Caesar, illustrated business innovation with the works of Roald Dahl, and incorporated a variety of literature into my examples. Another – and more important – quality that I am grateful to my father for instilling into me is the passion for the art of teaching. Like my father, I very much enjoy interacting with students and deriving meaning from knowledge. I enjoy being able to be part of a students' academic growth. And I especially cherish the social responsibility of developing the younger generation. Few are as lucky as us who have an occupation that we are passionate about. My father, if you'd like to know, continues to rage about King Lear to his students even though he is well past his retirement age.

Lesson 2: “What I have been trying so hard to tell you all along is simply that my father, without the slightest doubt, was the most marvelous and exciting father any [girl] ever had.” – Roald Dahl, Danny the Champion of the World

The second – and more important – realization that inspires my teaching is the meaningful relationship that I developed with my father. In teaching me, my father also incorporated care, compassion, and warmth which has inspired my own teaching beliefs. Therefore, although my teaching philosophy is continually evolving, the biggest belief that guides my teaching is the importance of forming and maintaining meaningful teacher-student relationships. Scholars universally acknowledge that meaningful relationships between educators and learners can yield significant learning. When I think about the teachers that made the biggest impression in my own life, I remember those who took the time to interact with me in a way that made me feel acknowledged and respected. Indeed, studies have shown that positive feedback about schools usually involved “individuals who care, listen, understand, respect others and are honest, open, and sensitive.” Thus, my approach to developing meaningful relationships with my students is to adopt a person-centered approach with a focus on showing empathy, having positive regard for students, and being genuine. In showing empathy, I have learned many different and interesting stories of students’ lives and I believe my interest in them allows them to feel respected and acknowledged in my class. In showing mutual respect, one of my biggest beliefs is that the classroom is a place of reciprocity in which everyone contributes and learns from each other. I aim to learn from students just as much as they learn from me so that I can better communicate and transfer knowledge more effectively.



Learning from the students also allows me to learn to better communicate with them on topics that they can relate to (especially as the generation gap increases every year along with my age!). I have found that students particularly enjoy (incredulously) informing me of the current social trends such as popular restaurants, clothing trends, and gossip – all of which can be referenced in our classes. Not only can I preserve my youth (!) by keeping up-to-date with current trends, at the same time, I also find that students are very engaged and interested when I share experiences and knowledge about the “good old days” (i.e., before the internet was available) because they have never experienced it before. Reciprocation and continuous learning from all parties not only bridges the generational gap, but can also facilitate communication and engagement for everyone.

So where does my teaching journey go from here? I certainly look forward to it continuing to evolve and reflect the experiences and relationships I will have in the future. But what is most fitting is that my teaching journey has come full circle: under the conditions of the pandemic, I find myself teaching my father on how to navigate the technological wonders of online classes and providing my own classroom tips. I still have a long way to go before “the student can surpass the master”, but I am inspired to continue to pave my path for teaching, just as my father has done. I conclude with some lines from one of my favorite poems by Robert Frost depicting a man’s incomplete journey that has yet to be traveled before taking a rest:

*The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.*

Mutual Growing



Ms Rosalie WOO

Senior Lecturer

Department of Economics and Finance

School of Business

It is my great honour to be one of the recipients of HSUHK Teaching Excellence Awards 2019/20, and I take great pleasure in sharing my teaching story. Having shared my teaching philosophy in the teaching statement, my practices of online teaching, and some tips of teaching abstract concepts in two of the seminars organized by the Centre for Teaching and Learning (CTL), I am going to share my journey of being a teacher here.

According to Confucius, "When I walk along with two others, they may serve me as my teachers" (三人行·必有我師焉). It means that there is always something to learn from anybody you encounter. During my journey as a teacher, my students and I learn from each other and grow together.

The Outset

The very first day of my teaching journey started at a Form 4 Economics class in a young secondary school. Students were generally weak academically, especially their abilities to use English, handle numbers, and think logically. Like a small child mimicking adults' behaviour, with no teaching experience at all, I adopted the teaching models used by my teachers. They were the only role models whom I had observed and could imitate.

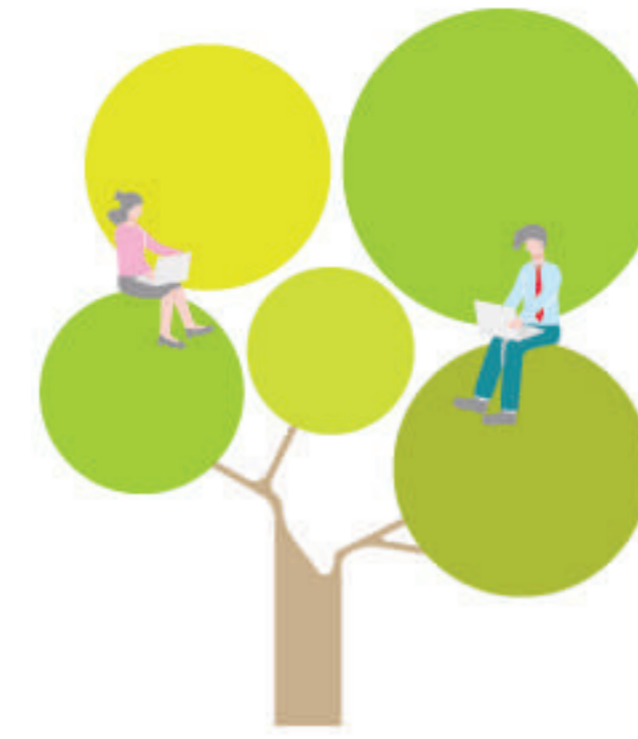
I taught with the notes provided by a senior teacher, explained every concept, and completed the blanks in the notes with students. After the first lesson, students went to the senior teacher and complained that they could not understand what I had been talking about in the class, not even a single word! That was my first lesson to "learn".



The terms that were trivial to me conceptually might be extraordinarily difficult ones to the students. I even could not understand why they could not comprehend the concept. My first lesson was to learn how to put myself into their shoes. Understanding their abilities, their learning needs and difficulties, I started to adjust my ways of teaching, my pace, and more importantly, adjust my expectations. I shall not expect that all students perform equally. Every student has his/her strengths and weaknesses, and his/her unique way of learning.

Being assigned as the teacher-in-charge for the school's Hong Kong Road Safety Patrol was another challenge. I had never been a member in any uniform groups during my primary or secondary school studies. I had to attend the training courses of foot drill together with the student members. Even though foot drilling was not one of my favourite parts in this extracurricular activity, I needed to encourage the students to practice in order to perform in some special events and also participate in foot drill competitions!

However, laughing, sweating, and suffering together had built a close relationship between students and me over time. Learning how to communicate with teenagers, how to get along with them, and how to understand their thoughts is fun and fruitful. Growing with students through extracurricular activities is a fabulous experience which cannot be achieved through classroom lessons.



Two students remained etched in my memory. I was the class teacher of a Form 1 class. A boy, Jay, in my class, who was outstanding and lovely, changed to be very quiet after a two-day absence from class. Later, he became very naughty, rebellious, and attention seeking. Having talked to Jay's mother, I found out that his father had just passed away from a car accident. That has put great pressure on Jay emotionally. The school immediately formed a team to follow the case and support the family. I was too upset that I could not even talk to Jay.

Another girl in my class, Lam-Lam, was 3 years older than her classmates. Apparently, she was a bit more mature than her classmates and so she found difficulties in getting along with them. Lam-Lam was not emotionally stable in the class. One day I needed to check parents' signatures on the student handbook but Lam-Lam did not get hers. I asked if she forgot or if her parents were too busy. She replied that she did not know where her parents were or how to find them. I was not sensitive enough at that moment, and I kept asking her about her parents in the class that made her very embarrassed.

From the school's counselling department, I learned later that Lam-Lam was raised in the Child Care Home of Mother's Choice because her parents both were under 18 when she was born. When she reached the age of 14, she had to leave the Child Care Home, but both of her parents did not want to take the responsibility of taking care of her. She was like a ball being kicked back and forth between her parents. That made Lam-Lam emotionally unstable and angry, and she cried easily in class.

Apart from academic knowledge and teaching skills, there were a lot for me to learn to be a good teacher. Good teachers show empathy, treat each student as an individual, and take the time to know the students both inside and outside of the school setting. It is essential for a teacher to be observant, attentive, empathetic, and having a positive attitude. Not only can we connect with students by being empathetic and understanding, this connection can also directly impact their learning in the classroom too.

From HSSC to HSMC to HSUHK

After 5 years of teaching in secondary schools and obtaining the Postgraduate Diploma in Education and Professional Diploma in Professional Accountancy, I would like to have a change in my career path. Knowing that Hang Seng School of Commerce (HSSC) was going to transform itself into a private university, I seized the opportunity to be part of this legend.

I was teaching A-level Economics in the first 3.5 years in HSSC. The students were very different from those I taught in the previous schools. Students joining HSSC as six formers were the top 10%, maybe 5%, from all secondary schools in Hong Kong. They were academically excellent, engaging, ambitious, and determined. They strived for the best results in the AL examinations in order to enter their dream universities, undertaking their dream disciplines.

No matter how hard I had prepared for the lesson, it could never satisfy these AL students. They wanted to understand every single concept thoroughly. They thought outside the box and always asked challenging questions. They also had a very high expectation of their teachers. Teaching these demanding students was stressful, but it sharpened my teaching techniques and elaboration skills. Answering their questions helped me explore the theories or concepts even more widely and deeply. This is mutual growing in teaching and learning.

Good teachers are strong communicators. Effective communication skills are essential in teaching. By communicating with students at the beginning of the year about how I could help them achieve their goals and listening to their needs, students had more confidence in their teacher. That also facilitated teaching and learning in the classroom.



While HSSC was migrating to Hang Seng Management College (HSMC) and The Hang Seng University of Hong Kong (HSUHK), it was another new change for my teaching. I encountered another kind of students – undergraduate students, who were very different from secondary students in terms of learning abilities, attitude, motivation, and expectations.

Engaging with students became one of the focuses in my teaching. Being able to engage with students with humour and creativity, and to bring students' learning into the real world become important parts in effective teaching. It is not about sitting back and just lecturing (this was what I felt about my lecturers when I was an undergraduate student), it is about engaging in the work. When students feel my passion and the lectures sound useful to them, they are more engaged in learning.

New Era

Adaptability is one of the key skills needed to be a teacher. Effective teachers need to be able to work in a constantly evolving environment and adjust their teaching methods based on the background of their students, changing curriculum, practices, and requirements. During the pandemic, most of the teaching and learning activities were moved online. It was an unprecedented change in education, which brought pressures on both teachers and students. Online / mixed mode teaching and learning may become the new normal in the future.

Teachers are life-long learners. Learning how to adapt and adjust has become one of the most useful skills in my teaching career. No one is born to be an excellent football player or a fabulous chef. I have been growing in failures and learning from mistakes. While every single change is a challenge, it also provides an opportunity for me to grow and learn. My teaching story has not come to an end yet; I look forward to the growth the next chapter brings me.

Teaching with Life Impacts

When I was in primary school, I had dreamed of being a teacher when I grew up. Seeing the teacher talking in front of the blackboard while all the little kids in the classroom submitted their attention, I thought being a teacher was so amazing as everything was under his/her control. They made orders and punished pupils who disobeyed. They were adored by pupils that they received Christmas cards.

When I was in secondary school, I still wished to become a teacher one day. I was no longer naïve to be overwhelmed by the authority a teacher possesses, but inspired by the impact some teachers exerted on that shaped my idea of the purpose of life and my self-identity. I started to understand that great teachers can make an enduring impact on one's life and that makes the career very meaningful.

A famous quote from Albert Einstein goes like this: "Education is what remains after one has forgotten what one has learnt from school." When I am determined to make a career in education, I always remind myself of this quote. I had a life lesson of this quote from two teachers, Ms Poon and Ms Ng. I would like to dedicate this article as my deepest heartfelt gratitude to them for their impactful teaching.

Ms Maggie WONG

Senior Lecturer

Department of Social Science

School of Humanities and Social Science



Before I met Ms Poon, I used to be one of very typical Hong Kong students who studied solely for the purpose of exams and future career prospects. Ms Poon was the first teacher who ignited my imagination to learning. I remembered there were so much fun and vigorous debates on social issues in her class. Her response to my idea was like a breeze to my captivated mind. I started to crave for knowledge. The most soul-fulfilling moment during my university was the time I spent in the library doing reading alone. Ms Poon changed me to an active learner and it's a lifelong reward for me.

As inspired by my teacher Ms Poon, I am determined to create some lasting effect of my teaching on my students as she did to me. My classes always start with a question to spark students' curiosity. For example, in the lecture of social class and social mobility, there was the question "is it true that education eliminates class inequalities?" and "is it unfair to fathers when paternity leave is generally a lot shorter than mothers' maternity leave?" in the class of gender. Many students may think yes at the beginning, but then they would become suspicious when it is too easy to say yes. With the curiosity to think otherwise, they will join me in the lecture to explore the possible answers.



In the era of "knowledge at your fingertips", students are no longer required to memorize knowledge. But I still insist on making my class memorable by experiences. In the lecture of social class, students were asked to take a piece of scrap paper and make it into something that can be thrown to the bin right in front of the white board. One would be given 10 grade points if the target was hit. The only constraint was that student had to stay in his/her original seat to do the throw. The classroom was soon filled with screams of complaints from students in the last few rows yelling, "that's totally unfair to me." Students in the first rows were silently happy. As expected, student in the first row hit the target with least effort. After the game, I explained the game as a metaphor to understand the social class of the family we are born to. Students were invited to re-design the game if it's to promote social equality.

In the past two years, I tried to make learning memorable to students through service-learning. In a book reading club on Saturday mornings, HSU students would play ice-breaking games, read Chinese picture books, and visited the neighborhood with the Pakistani pupils.

Through the personal and authentic interaction, the big brothers and sisters would then reflect on their perception of this minority group who were invisible to them before. Their ethnic sensitivity would be sharpened when they understand more about the Pakistani's way of life. For example, my student was surprised that a Pakistani girl said she had never tasted egg tarts because it's not Halal food. Another primary 6 girl said she would be so worried to go

to mainstream local secondary school as her Chinese language was so bad. From such sharing my students would learn about the obstacles the ethnic group faced to socially integrate into the mainstream society. I believe this first-hand personal experience would be more powerful and effective to construct students' understanding and values on issues related to race and ethnicity than my lecturing in class.

Service-learning is beneficial to not only my students but also the social groups in the community who are in need. The Pakistani pupils would have a chance to interact with Chinese people, other than their teachers in school, using Chinese. When they were brought to the HSU campus for a day trip organized by my students, they would be inspired of the idea of studying in a university in the future.

When my students shared that they were pleased to see the impact of their work on others' life, I believe that they would then become a socializing agent in their families and among their friends to promote social inclusion.

When I was notified of the result of the teaching excellence award, I shared to Ms Ng the next minute that I wrote "You should be proud of me!". Ms Ng was a very special teacher to me as I never attended her class in classroom. Our encounter began in her messy office where she inspired hope to me as a life coach. She was truthful to share her experiences, good or bad, proud or stupid. From her mentorship I am impressed by the importance of self-disclosure to get connected with students.



When students know me as a person who eats and sleeps, makes mistakes and stumbles in life like everybody does, they would be more willing to open up themselves to me.

My interaction with students extends outside classrooms since my service as Assistant Warden in the Old Hall in 2015 and Associate Master in S H Ho Wellness College in 2018. On campus residence, it is a home away from home for our students. In RC, as one member in this big family, I cook, do voluntary services, and run with the students. In these encounters, we talk about life, about love, about travelling, about society. As days go by, I get to know the students as persons with strengths and weaknesses. The friendships that last after graduation is the best reward for me as a teacher.



2019-2020
Award-winning Teachers' Photo Gallery



Award-winning teachers of 2019-20



My Teaching
Story

2020-
2021





The Journey to a Growth Mindset

Dr Heidi WONG

Lecturer

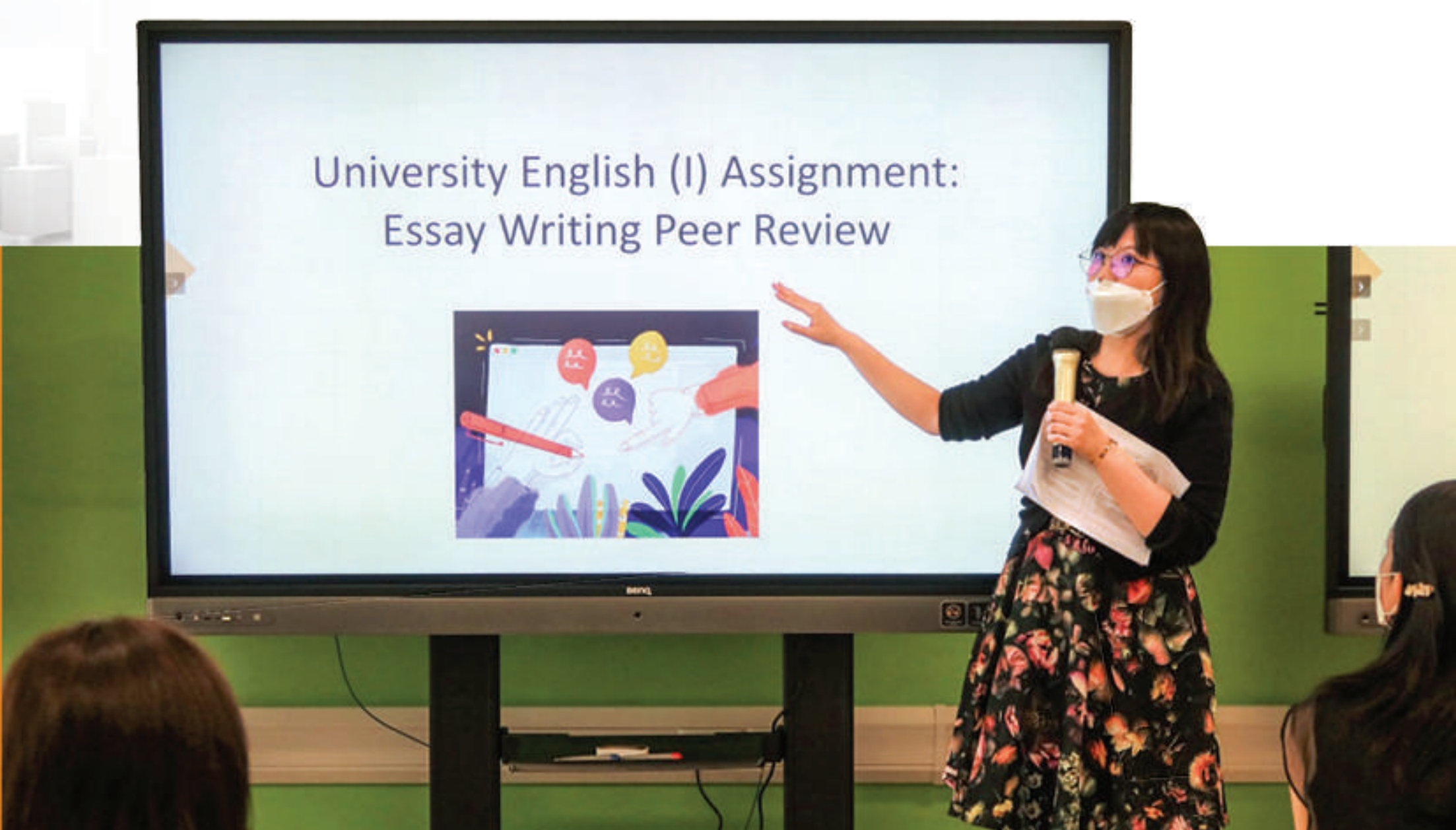
Department of English

School of Humanities and Social Science

In my childhood, I never dreamed of being a teacher. During my school days, I was often labelled as a slow learner or an underachiever. In my mind, hard work wouldn't make me successful since I believed I was not smart enough. My school teachers were concerned about my academic performance, but they didn't notice I was not interested in learning because I was afraid of making mistakes.

Studying at HKU was a pivotal point in my life. In two years, I climbed from the bottom of my class in high school to near the top of my class at university. I was even awarded scholarships and received a PhD offer from a university in New Zealand after completing my undergraduate studies. The academic and professional achievements I've made today are thanks to the passion and professionalism of my university lecturers.

My university teachers treated each student as an individual and appreciated learner diversity. They told me the world's innovations must undergo a process of trial and error and learning from mistakes is the key to progress. I was no longer regarded as a slow learner, but rather as an observant and meticulous student. Learning in a supportive and encouraging risk-free environment made me more motivated and confident to take on new challenges. Since then, I have developed into a lifelong learner who is always curious and eager to learn.



University English (I) Assignment: Essay Writing Peer Review



My fruitful learning experience inspired me to pursue my teaching career at university. Motivating those who lost faith in learning is meaningful and challenging. There are some students who may not have been successful in public exams, but are very competent in other areas. They lost their confidence and learning motivation just because the education system uses exam performance to evaluate their accomplishments. There may be some gifted students who are labelled as “underachievers” since their latent talents have not yet been recognised in the exam-oriented educational system. I want to help my students reach their full potential, and regain their confidence and passion for learning.



I have been striving to fulfil what my lecturers have done for me by encouraging my students to be self-motivated and committed to self-improvement. Like my lecturers, I raised my students’ awareness of the learning process, learning styles, and learning strategies. In this way, my students can gradually take charge of their own learning and develop lifelong learning skills.

Traditionally, most English language curricula have focused primarily on teaching language skills, overlooking other crucial aspects like metacognitive skills, learning attitudes, personal needs and learning styles. In my English courses, I incorporated a self-directed learning approach in both teaching and assessment whereby students can eventually set their own goals, choose learning resources in accordance with their objectives, and monitor and evaluate their own progress. With this type of training, students are able to acquire an array of skills that will prepare them for handling different tasks and learning situations confidently and efficiently in the future.

To foster students’ lifelong learning mindsets, self-directed learning has been included in the course assessment. My students are required to develop a self-directed learning portfolio that can demonstrate their ability to plan their learning according to their strengths, weaknesses, and interests. They are responsible for designing their learning schedules, selecting learning materials and reflecting on their experience regularly. Rather than giving them generic learning materials, students should monitor their own progress and determine the best way to learn. Although some year-one students struggled to plan their learning schedule and monitor their progress continuously, they have gained the basic skills on self-directed language learning and have developed an appreciation of lifelong learning, which is essential to their language development and personal development.

Additionally, in my classroom, I implemented an errorful learning approach (or the trial-and-error approach), in which students are encouraged to learn by making mistakes in low-stakes learning activities and assessments. Recent research has shown that generating mistakes followed by corrective feedback could significantly lead to better memory for the correct response and foster deep learning. Many students are afraid of making mistakes as the mistakes affect their grades. I also found that they don’t read feedback because they believe that they don’t have any opportunities to fix their past mistakes and the feedback is irrelevant to their current situation. Encouraging students to consider ways in which they could be wrong in low-stakes situations can train their risk-taking attitude which is an important element in continuous learning.



In order to provide more opportunities for safe risk-taking in language learning, I like to break down assignments into components and use one or more of them as low-stakes assessment/classwork. I always encourage my students to submit their works-in-progress, such as essay drafts, so that I can provide early feedback for further improvement in their final papers. Rather than simply telling students what they did wrong, it is important to guide them to think of ways to improve. By incorporating self-evaluation into their assessments, students can learn to embrace mistakes and accept setbacks as stepping stones to improvement. For instance, in a speaking assessment, my students need to record their presentations and then evaluate themselves based on those recordings. Following their self-evaluation, they have to revise their presentation and submit a new recording. In this way, both stronger and weaker students are motivated to improve. Although my students might not remember the language concepts I taught in class, they could at least acquire a growth mindset, which is essential for lifelong learning.

Apart from self-evaluation, I believe peer evaluation can facilitate deep learning and develop lifelong assessment skills. The process of evaluating others and providing feedback gives them opportunities to learn from their peers and reflect on their own performance. More importantly, it enables them to learn to assess and give others constructive feedback.

Teachers are learners, too. As a teacher, I also adopt a reflective mindset and view challenges and mistakes as part of my learning process in teaching.



Biggs and Tang (2007) state that

“Learning new techniques for teaching is like the fish that provides a meal for today; reflective practice is the net that provides the meal for the rest of one’s life.”

Educators should always update and expand their professional knowledge and improve or revise their practice in order to cater to the diverse learning needs of their students. We live in an ever-evolving society, which means educators can no longer use yesterday’s professional knowledge to prepare students for tomorrow. I constantly reflect on my teaching practice, asking myself about the value of my lessons, the methods in which these lessons are delivered, as well as how well the students are learning. I believe my pedagogy may one day not work the way that it does today. We don’t know what the future holds at the moment. As Noam Chomsky, the Father of Modern Linguistics, said,

“If you’re teaching today what you were teaching five years ago, either the field is dead or you are.”

I will keep on challenging my own teaching practice, and see myself and the students not as fixed, but as evolving characters in the same play. It’s unlikely that my students will remember every concept I taught them, but I hope that they could develop a growth mindset and be open to unexpected opportunities.

I may experience a lot of hardships in my teaching journey, but it’s all worth it in the end!

Interest- and Innovation- Driven Education

As an engineering instructor, I consider myself responsible for developing our students' future success via education. I have spent over a decade conducting educational activities in teaching, with the aim of not only effectively and innovatively providing students with the requisite attitudes and skills to grow and then live successful lives as informed citizens, but also creating an interesting environment that fosters students' confidence and eagerness to learn. This is a philosophy that I inherited from my PhD supervisor.

Becoming a teacher was my dream when I was a teenager, but I was disheartened while in high school as I did not discover an interest in particular scientific subjects: I found some theories quite abstract and boring and their application and implementation confusing. My struggle continued until I began university and met my supervisor, who was teaching industrial engineering at the time. His numerous interactive experiments and case studies aroused my great interest in industrial engineering. His interesting courses and encouragement eventually drove me to pursue and complete my PhD. Then, my dream came true: I became a teacher at a university.

Dr George HO

Associate Professor

Department of Supply Chain and Information Management

School of Decision Sciences



Based on my own experience and beliefs, my teaching practice is underpinned by what I would like to describe as “interest-based learning and innovation-driven teaching”. This founding principle guides me to arouse students’ learning interest by various means. In my dealings with students, I have often heard them say that they lost interest in a topic when they could not clearly see its relevance to their future studies or career. Through further observation, I have found that the complexity of applications and the lack of real-life experience are often the root causes, hindering students in their attempts to delve deeply into theories and explore implementation or extension of what they have learned. Thus, knowledge application as well as learning in a fun way are my main focuses when designing my course and module.

In addition, I always ensure that my students are given the opportunity to conduct numerous case studies, so that students can understand the real business world and to encourage them to think “outside the box”. My teaching experience has taught me that the attractiveness of a specific case may fade gradually, and, just like delicious food, a case study may also have its own “best-before date”. To ensure the freshness and attractiveness of each case study, I tend to select the latest real-world examples to provoke students’ interest and improve their engagement. For instance, the restructuring plan of Cathay Pacific announced in 2020 was the most popular topic for my students last year.



As well as ensuring selection of current case-study materials, I also use up-to-date teaching approaches, delivering course content in an innovative way. I fully realise that there may be a little generation gap between my teenager students and me. I, therefore, give high priority to understanding the learner experience, appreciating the need to facilitate the learning momentum, giving students opportunities to explore new things with fresh eyes like a child might. Thanks to my students, I have as much drive and passion today as I have ever had, and I am just as eager to seek out new knowledge and grow intellectually, together with the younger generation. For example, one of the goals that I set for myself is to continually explore and learn by myself, in order to be in a position to make use of innovative tools and applications, to inspire my students and motivate them to expand their knowledge still further.

I, therefore, continually adjust module content to align with the latest developments in information and communications technology (ICT), as new technologies and innovative applications continue to emerge in this area. More importantly, I also realise that the appeal of new technologies can be harnessed to promote young people’s engagement in class. For example, I introduced (and recommended the use of) some leading digital applications such as “Slido” and “Qlik Sense” in my module to facilitate students’ engagement during class





and support their professional achievement in the future, as I have noticed that companies operating in the market increasingly expect their staff to possess basic knowledge of innovative and advanced software of this kind.

The above approach has played a principal role in my curricular design as it not only reflects my beliefs informed by teaching activities but is also a reflection of my own learning experience. My students regularly affirm the validity of this faith and approach, and I often receive unique, hand-made gifts from my students, such as lovely videos or reports made by them using tools or software that I have introduced or recommended in class. These products also remind me that the students have indeed concentrated in class and taken it upon themselves to practice on their own.

The past two years have been a special period for educators as the outbreak of COVID-19 has created additional challenges for both teachers and students for various reasons, such as social distancing measures. However, the utilisation of digital applications has meant that such difficulties can be overcome appropriately via online support or cloud-based platforms. Students find it easy to communicate with teammates and monitor project progress, as well as to engage in discussion with me. In addition, I have been able to view students'

real-time progress and give simultaneous feedback and suggestions. I am able to act as a bridge to connect classroom instruction with activities outside the classroom, and I play the role of a facilitator in both teaching and learning. In my teaching, students are the principal element, and innovative digital technologies are an important medium.

Besides learning from the teachers and campus, I firmly believe that students should also learn from their peers and society. Therefore, I actively encourage them to participate in various activities and competitions both on and off campus, as I think that these are valuable and special opportunities for them to learn and grow. As part of my job, I am always happy to accept invitations from my students to be their supervisor. Moreover, I also strive to provide various internship opportunities for students through close collaboration with international companies such as DHL and IBM.



In this era of rapidly evolving digital technology, I believe education is about cultivating lifelong learners with creative mindsets and practical skills. As an engineering educator, I hope to motivate and encourage my students by stimulating their interest in learning. I also hope to facilitate development of students' analytical thinking and problem-solving skills. Currently serving as an Associate Director of the Center for Teaching and Learning (CTL) to facilitate our lovely university's smart campus initiative, I strongly feel that my mission as an engineering instructor amply demonstrates my capability to take on more responsibility.



The Power of Love

What is LOVE

What is love? I believe that I am the most appropriate person to answer this question because I have been the apple of all my family members' eyes since I was very young. I had a summer fever before I was three years old, and I suffered from the same fever nearly every day in summertime. My parents were so worried that the mentioned summer fever would affect the development of my brain. Fortunately, I finally recovered when I was three years old.

Not sure whether it was due to this summer fever, my parents noted that my language and computational abilities were high after I recovered. My uncle was shocked when he saw that I was able to calculate the total amount of the grocery items faster than the cashier machine in the supermarket when we checked out. For my language ability, I learned English vocabulary very quickly and I could speak in simple English sentences since I was very young. Since then, my parents hired many specialists to train me on languages, music, art, mathematics, sports, etc. They gave me the best education and I graduated from the Leventhal School of Accounting at the University of Southern California (USC) in Los Angeles. I sincerely appreciate my parents' love in terms of the monetary support and energy devoted to my whole-person development.

Dr Lawrence LEI

Assistant Professor

Department of Accountancy

School of Business



Upon graduation, I worked in the industry for a couple of years. I was so tired of the office politics, and I quit my job to pursue my PhD degree. I have been an Assistant Professor for seven years in the Department of Accountancy at The Hong Kong University of Hong Kong (HSUHK), an inspiring university full of love and care to students and staff members.

Students, regardless of their backgrounds and cultures, need love and support on every part of their challenging academic journeys, from kindergarten to university education. The top priority of my teaching theory is **love**, and the love I have devoted to my students far exceeds the love they need. I personally believe that providing high-quality teaching for students is only the primary responsibility of teachers. The love I am referring to is the amount of extra effort, support, care, and training provided for students outside the classroom to enhance their employability, and groom them to be well-informed and responsible citizens. In the past seven years, I have been showing my love to all my students in different capacities, and some recent ones are summarised in this teaching story.

Love for INNOVATION AND CARE TO THE COMMUNITY

I am proud of leading my students to connect with and contribute to our local community by participating in consultancy projects tailor-made for start-ups and SMEs in Hong Kong.

The COVID-19 pandemic started in 2019 has struck the world's economy. Companies were forced to close, and people became unemployed. People work from home and students attend online classes. It seems that the stakeholders in our community are disconnected. I always think, **how can my students and I contribute to the local community in such a harsh period?**



During the online lessons and my close interactions with my students, I realised that a good number of them were having a good sense of innovation and even practical advice. It was a pity that some students were being stuck at home, dying to connect with the world again. Therefore, I immediately came up with the idea of setting up the Start-up and SME Resource Centre ("SSRC") at our university. The mission of SSRC is to provide free business consultancy service of high quality for start-ups and SMEs in Hong Kong, especially those that originally have had limited resources and have been seriously suffering from the COVID-19 pandemic. Students serve as student consultants and work with our university's brilliant faculty advisors to provide free consultancy service for local start-ups and SMEs to solve their business operational problems.

WE ALL WON from this experience! I successfully connected our university with the local community. A wide range of entrepreneurs have had the first-hand experience with how our students are being groomed and geared towards the noble HSUHK's Liberal + Arts education philosophy. Students can also know more entrepreneurs in different industries like retail, corporate training, online business, marketing and e-commerce, etc., and expand their social network. Their employability is also enhanced because of their exposure and ability to solve real-life business problems.

Love for ETHICS AND SUSTAINABILITY

I am proud of making my students realise the importance of ethics in practising business and striking a balance between profitability and sustainability.

"Profit" or "ethics"? Companies' managers must choose profit because it is the quickest way to show their abilities to shareholders. Unfortunately, this old-school concept has been taking hold in business and even in education.

2020 marks the 10th anniversary of the HSUHK's annual signature Junzi Corporation Survey and Results Announcement Event ("Junzi Event"). I have been in this honourable Junzi executive committee for six years, and I have been the Co-Director of this committee for around three years. My role in this committee is very broad, from training our students to promoting Junzi ethical business practices to the local business community. Throughout these years, I have encouraged students to participate in the surveys and be involved in all parts of the field work from collecting the public's views through interviews to conducting in-depth analysis. I also trained many students to be professional emcees for

different Junzi Events to enhance their communication skill. In addition, I also organised external public seminars to promote ethical business practice to the local community. Through the sharing from the Junzi Corporations awardees and other industry experts, I eliminated the wrong brainwashing concept that “profit determines the success of a company” and reiterated the correct concept of “balancing ethics and profitability” in our students’ mind.

Love for PROFESSIONAL SOFT SKILL DEVELOPMENT

I am proud of exploring my students’ talent and grooming them by using such talent to pursue their dreams.

The following sayings are what I always hear from my students: “English writing is scary,” “English writing? Not for me!”, “I think I can never write properly in English in my whole life.” etc. As the Co-Chief Editor of the *HSUHK Business Review (HSUHK BR)*, a journal publication of the HSUHK’s School of Business (SBUS), I have encouraged my students to submit their manuscripts for publication. To my surprise, some of our students’ English writing proficiency is excellent. I just did some minor editing before I published their articles. The student authors were so happy to know their articles were published in *HSUHK BR*, a journal that is distributed to local university libraries and honourable guests who attended the HSUHK’s events. I have become so motivated, and my goal is to organise an English Writing Club, tailored-made for students of SBUS. Also, I will continue to arrange for the Students’ Special Issue of *HSUHK BR* on a regular basis to give more students the appropriate platform to share their thoughts and identify their inborn writing talent.

Love for BEING MY STUDENTS’ SAVIOUR

I am proud of not only being the mentor of my students, but also their saviour when they are in difficulty.

The COVID-19 pandemic caused a high unemployment rate. It is also predictable that our students’ parents might have lost their jobs in this economic shock. In this regard, I have been trying hard to communicate with my network of friends for potential donations. I only requested \$10,000 from each friend. Although \$10,000 is not a material amount, I will get \$100,000 if I successfully invite 10 friends to donate. Besides cash, I also tried to ask my friends who run/work for computer software companies to donate some computer software licenses

for our students’ use, and we are still in the negotiating process at the time I wrote this teaching story. My goal is to set up a business executive club called “The \$10,000 Club” under the SBUS. Companies or individuals who would like to become a member of the club just need to donate HK\$10,000 as a scholarship to our students. I believe that this is another win-win situation helping our students and connecting our university with companies in the industry.

Conclusion

Love is always long-lasting, and everyone needs love from others. Giving quality teaching and learning experience to students is just a fundamental requirement for a teacher. The amount of love teachers share with their students really depends on how much extra time they are willing to devote to groom their students outside the classroom. I have spent a lot of my extra time grooming my students to be well-informed and responsible citizens and teaching them the skills to survive in society. I have developed very good friendships and connections with my current students and alumni, who always help each other. I always encountered different funny situations from students and alumni. For example, one alumnus once asked me, “I think I have a crush on two girls, which one should I choose?” Based on my interactions with different students, I can see that they really have trust in me because they know I have shared my love with them on-campus and off-campus, before they graduate and after they graduated, which is a nice

reward and a sweet memory for me as their teacher. Lastly, I would like to express my most sincere gratitude to the Centre for Teaching and Learning at HSUHK for giving me this honourable opportunity to share my teaching story and love with the readers.



Not Only Telling, But Caring



Dr Kaylee KONG

Assistant Professor

Department of Management

School of Business

I used to think teaching, especially teaching college students, was easy and straightforward because college students should be able to learn autonomously. As a result, a teacher's role is simply about helping students understand the knowledge, concepts, and processes, through instructions and explanations in class. Teaching content can be prepared before the class and visual aids can remind me of the points that students have to know. The most difficult part of teaching might be – answering students' questions as the questions are not predictable and cannot be fully prepared. At that time, to me, teaching was all about teaching, which was comparable with a longer project presentation consisting of a presentation and Q&A. Eight years ago, with this simple philosophy, I stepped onto the teacher's platform and started my teaching journey.

Unexpectedly, or maybe not surprisingly to the experienced teachers, I met my Waterloo when I taught my first cohort of students. Students seemed not interested in my class at all. They did not stop chatting with one another or watching basketball games in the back rows. I was even more frustrated when I received the students' feedback at the end of that semester. One student commented in the survey that "she is nice and willing to help students but not able to explain the concept clearly". Some other comments implied that the lectures were boring. Apparently, I failed in teaching and explaining things to students, even the easier part that I thought.



I attributed this failure to the fact that I was too green and I could have prepared better for the class, to make it more interesting. Therefore, I worked hard to provide more examples, videos, and detailed explanations on the parts which I think students might have difficulty in. However, things did not improve too much in the following two semesters. Students were not attentive in the classroom and the feedback from them also suggested that the teaching effectiveness was not quite satisfactory. I still could not figure out the way to engage students and this makes me almost give up. I realised that it is not going to work if I continue to teach with my simple teaching philosophy, hence I started my self-reflection about what students really need.

After all these years of teaching, I gradually figured out that students attend the class with the expectation of not just being told what they should learn, but also seeking positive relationships with the teacher. Although they are adults, they need guidance and assistance in learning, as well as to be taken care of. Thus, such positive relationships can be established by attending to their feelings and experiences and showing them we care about the things that they care about.

What do students care about in teaching and learning? An experienced colleague shared with me that if you want your students to pay attention to your lecture, you have to ask yourself if the lecture is interesting and meaningful to them. If students do not consider an activity worthy of their time and effort, they might not engage in a satisfactory way (i.e., stop taking notes), or may



even disengage entirely in responding (i.e., watching basketball games on their phone). For this reason, at the beginning of my strategy class, for example, I usually share a few latest happenings of some well-known companies with my students, to highlight the relevance of learning content to the real business world and to convince them what they learned in the class would be used very often when they perform their future job tasks. Sometimes, peers or practitioners will be invited to the class to share why certain learning activities are worth pursuing, and when and how they are used at work or in real life. In another module I teach, various training methods and activities were integrated into lectures, providing students with the chances to experience and evaluate these methods. I hope they feel this is meaningful and useful when they are responsible for designing a training programme in their future job.

Students also care about their academic performance, though they may not always put in sufficient effort into achieving satisfactory results. This might be caused by their lack of information to assess the mastery level of knowledge. It would be too late to discover their knowledge deficiencies until the mid-term test or final exam. For this reason, from time to time, I gave students pop-up quizzes, consisting of only a few multiple-choice questions, to help them identify the parts they have not fully understood. In addition, the quizzes also allow me to see whether the planned outcomes have been met and to identify students who are lagging behind others. A quick private talk with these students allows us to find the right antidote – encouraging the students who are not motivated to expend more effort by showing them the

peer models; tutoring the students who do have difficulty in understanding the lectures; guiding the students who are confused about suitable learning methods to find a way of learning that works for them. The important thing is, students could know that we all have their back, on their way to achieve their academic goals.

Students seek high-quality relationships with teachers. Respecting and displaying positive attitudes towards their social and emotional needs can be helpful. Sometimes, students' needs could be very inconspicuous but extremely important to them. One student told me after her graduation that she was terrified when facing a completely new environment and people as a freshman. Then she found an old schoolmate in my class which comforted her quite a bit. At the time of forming project teams, however, the team size exceeded the allowed number. I did not separate the student from her friends but let them do the project together. Working with someone she knew indeed meant a lot to her as it helped her adjust to the new environment more easily and feel less anxious. Honestly, I could hardly recognise her at the time she knocked on my office door for taking graduation photos, not to mention this group formation issue. But she remembered this small favour even though four years have passed. The student's sharing strengthened my belief that every student's social and emotional needs should not be neglected and be taken good care of because those could be something very significant for them.



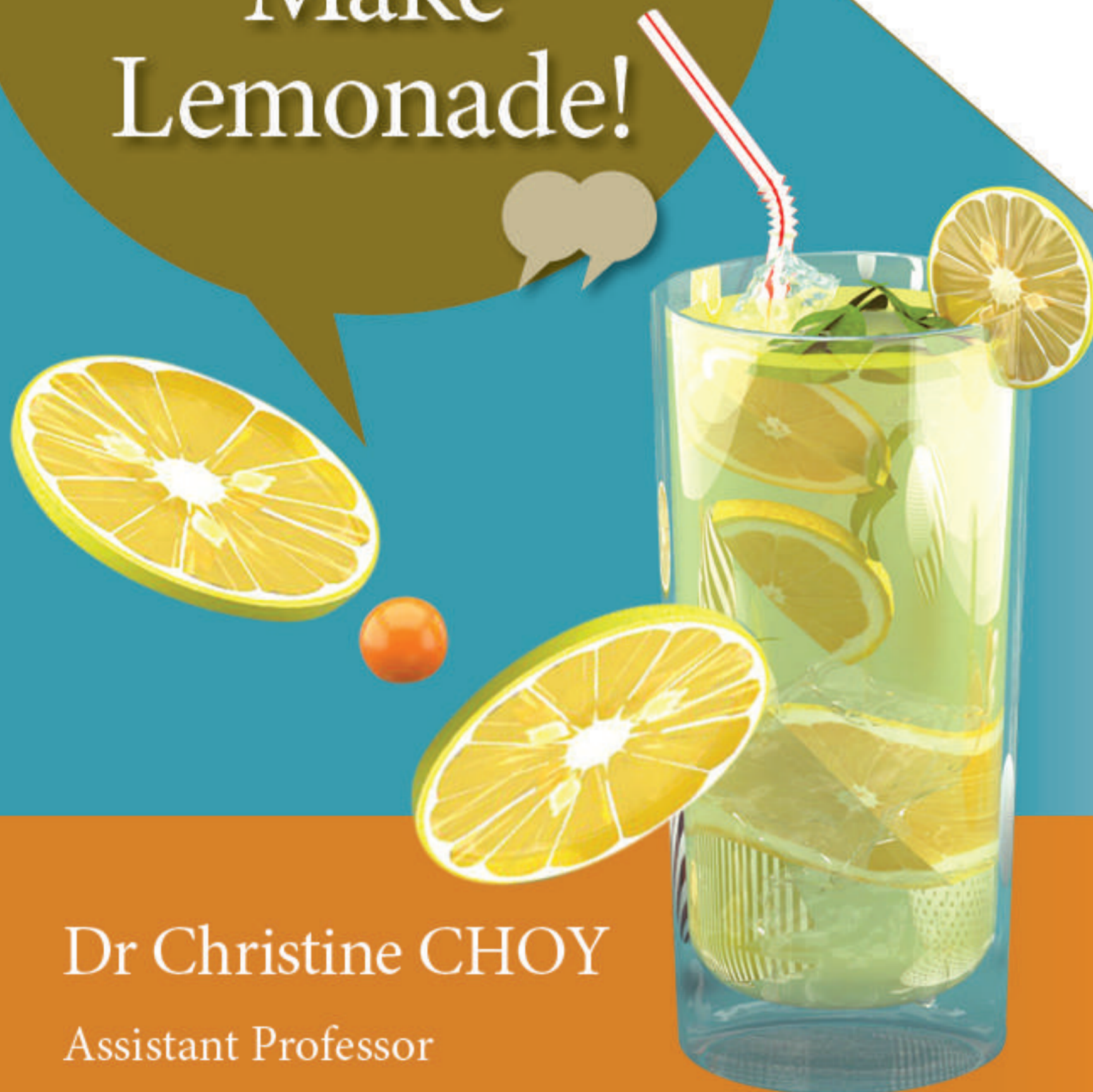
Following the philosophy of teaching is about attending to students' needs and feelings, and intervening so that they can learn, the teaching effectiveness has gradually improved. In the eight-year of teaching journey, there are some moments that make me feel teaching is impactful, worthwhile, and rewarding:

- A student who attended my training and development class decided to pursue her career in the field. She finally landed a job as a trainer in a hotel's training department.
- A student took three different modules that I taught in his first year of study, third year and final year. I joked with him that I also teach a module for a master programme and asked whether he will consider enrolling in that master programme too.
- The above-mentioned student who thanked me for allowing her to work with her friends invited me for a graduation photo on her graduation day. That evening, I received a long email telling me why she remembers me. She also attached the photos she took with me and the photos she took for me when I received my teaching excellence award on the stage.
- A graduate became a close friend of mine. Whenever I ask her for help, she always lends a helping hand without hesitation. She said it is reciprocation.

To end my story, I would like to use the journey metaphor again. Teaching is a journey. Along the way, there are small accidents and obstacles but there are also unexpected scenery and surprises. So, let's travel well and enjoy the journey.



When Life Gives You Lemon, Make Lemonade!



Dr Christine CHOY

Assistant Professor

Department of Art and Design

School of Humanities and Social Science

"When life gives you lemon, make lemonade!"

This is my favourite idiom – one that summarises my belief and teaching aspiration which I have put in the PPT slide of my every first lecture to encourage students since I joined the HSUHK family in 2019. The idiom presents important values that my teachers have passed on to me: be professional, be optimistic, be courageous, and be caring. Throughout the two challenging years that were full of changes and uncertainties because of the COVID-19 pandemic, I constantly encourage students to be self-motivated, optimistic, open-minded and adaptive in facing difficulties especially during the online and mixed-mode teaching periods.

*"Be the guiding light:
A mentor who passes on knowledge and values"*

My primary goal is to inspire and motivate students to be creative, business-oriented, technologically-savvy and socially responsible professionals who will thrive in the knowledge-based creative economy. After each of my modules,



my students are able to apply their theoretical knowledge to solve real-world problems in both their everyday lives and career path as well as to sustain life-long learning. My teaching also emphasises corporate social responsibility and positive psychology. I hope my students will leave the classroom knowing the importance of being professional, ethical, active and optimistic in their future path.

*“Be a facilitator between theory and practices:
To co-create classes with students”*

Game-based interactive learning

I emphasise a positive, creative and interactive learning in the classroom. For university students, independent learning mode helps them to establish proactive research and creative capabilities as well as theoretical arguments and critical thinking. Therefore, a positive environment for interactive teaching, student-led discussion, and activity-based motivated learning are essential in my classes. In the preparation of teaching materials, I incorporate a wide range of game-based learning activities through classroom and digital storytelling and learning activities designed offline and on online platforms such as Kahoot, MS Team White Board, and Google Polls to engage students to actively research, exchange, and make judgement to present.



Mixed mode in-class discussions of creative thinking and cultural industries theories as well as practical case studies, individual presentations and group projects to students are facilitated through a teacher's moderation and students' attentiveness. Students have been able to gain different perspectives, get used to a mixed-mode communication environment which will be the trend for working in the future and enhance their presentation skills through interacting and discussing the topics with students from a diverse background in terms of their study majors. I highly value this teaching pedagogy which I regard as the co-creation of "teaching" and "learning" to engage students and am a deep believer of the pedagogy of "learning by doing". In a technology-assisted, participatory classroom, students are expected to be active, technologically-savvy, communicative and open-minded participants in the learning process. In return, teaching provides me with an opportunity for continual reflection and retaining teaching data archives.

Factual-based case study learning: To bridge the gap between theory and practices

I emphasise factual-based learning in the classroom. I make use of practical real-life case studies and empirical data to convey important lessons to students. I often utilise videos, news articles and online archives to start the class with a brainstorming section on how to apply classroom knowledge into real-life case studies. Through designing classroom activities and assignments, I help students

to develop independent research abilities and team-work spirit and skills. The objective is to motivate students to incorporate theories and research methods and demonstrate their individual and critical thinking through real-life case studies. Students are encouraged to cite evidence from their own discussion and compare different theories and methods with their peer classmates. This stemmed from the pedagogical insight that students learn abstract concepts better by reading the teaching materials only and drawing conclusions by themselves. I found that factual-based discussions helped students to build a solid understanding of key concepts.



Plant the seeds: As a guide and a friend

Throughout students' lives and careers, I share with them my own life experiences. My role as a friend is built upon a similarly individual basis but focuses more on positive emotional support than professional guidance. Instead of offering suggestions on what should be done, a friend just needs to be available and ready to provide reassurance and support as students make difficult decisions concerning their futures. I am always seeking ways to help students build positive core values (e.g., to orient them towards creative, socially responsible and can-do mindsets). I see positive characters rooted in optimism, generosity, and enthusiasm. Such mindsets will enable them to flourish and plant the seeds for their future contribution to our society at large.



Looking forward: Unlock the future

Unlike many colleagues, I have never imagined that I will become a teacher in my childhood. "Teacher" to me is someone who is highly knowledgeable, respectable, communicative and authoritative. Successful teachers are equipped with tremendous self-discipline, hard-work, patience and care. As an introverted translation-major student in my undergraduate studies, I could only imagine working as a translator, my dream job, or a creative writer since my childhood – to travel across cultural diversity and to publish multi-lingual books. Nevertheless, life is full of surprises. After two years of work in the industry, I realise how important my teachers are in shaping not only my professionalism, but also my core values that motivate me to make an impact on our younger generations. This was when I decided to go back to the graduate school and started my academic career where I met and learnt from many wonderful teachers who motivated me to become a teacher.

HSUHK is where I embarked on my first full-time teaching experience. I am truly thankful to all HSUHK colleagues who have provided unfailing support for me since I joined. Teaching is never a one-man band. It requires concerted effort from academic, administrative and campus support colleagues in order to achieve teaching excellence.

I am particularly blessed and proud to be part of the HSUHK family, sharing the joy and with the precious opportunity to contribute to the development of the BA in Art and Design programme in 2019, the establishment of the Department of Art and Design in 2020, and the birth of our first batch of BA-CCI graduates in 2021. I am looking forward to a more prosperous future for the University and more HSUHK students growing and thriving in our society.

2020-2021

Award-winning Teachers' Photo Gallery



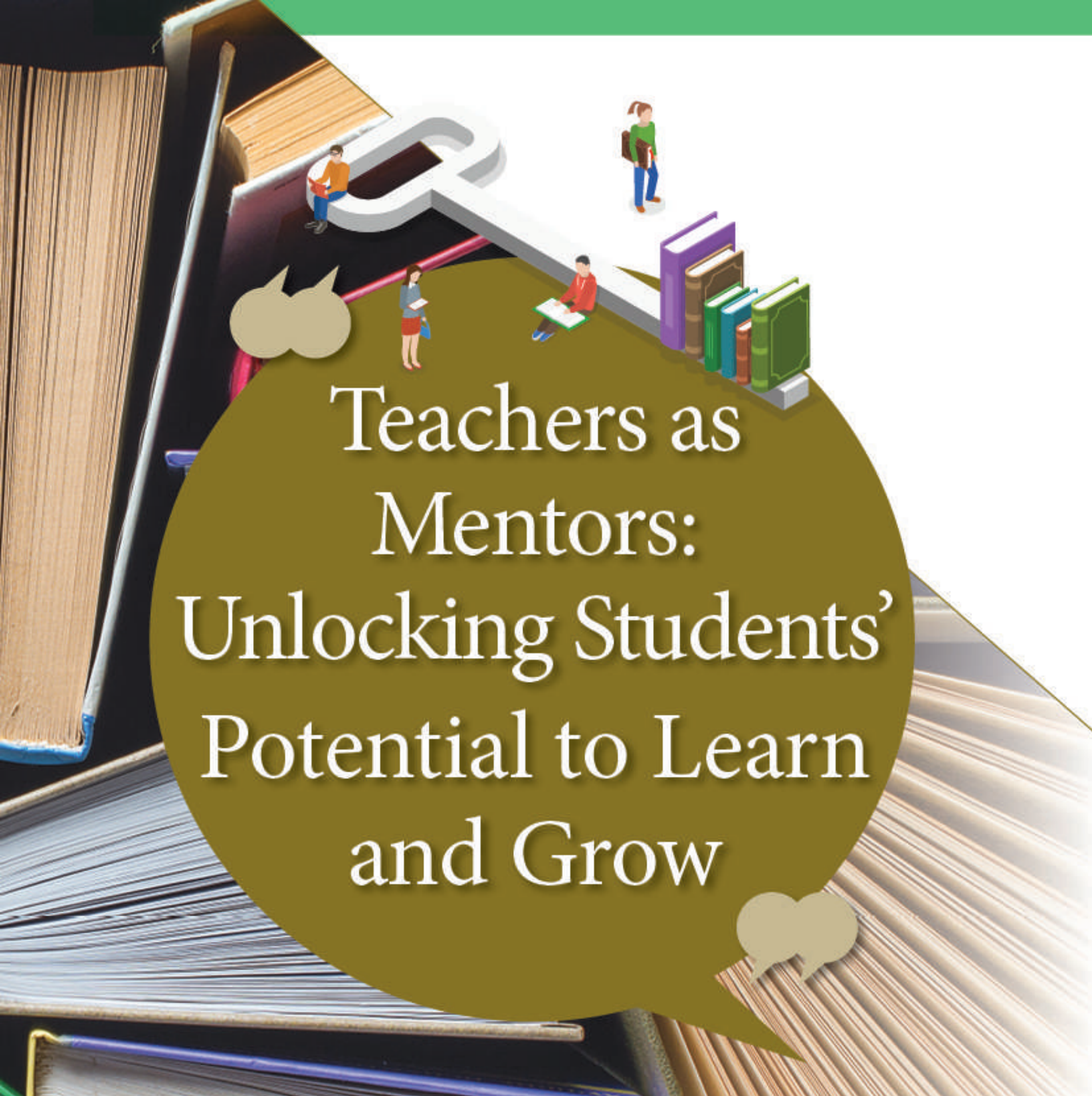
Award-winning teachers of 2020-21



My Teaching
Story

2021-
2022





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

Dr Winnie CHAN

Lecturer

Department of Marketing

School of Business

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

"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.



Dr. Holly CHUNG

Senior Lecturer

Department of English

School of Humanities and Social Science



"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.



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.





Striving to Assess Well: My Assessment Story

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.



Dr Maggie MA

Assistant Professor

Department of English

School of Humanities and Social Science



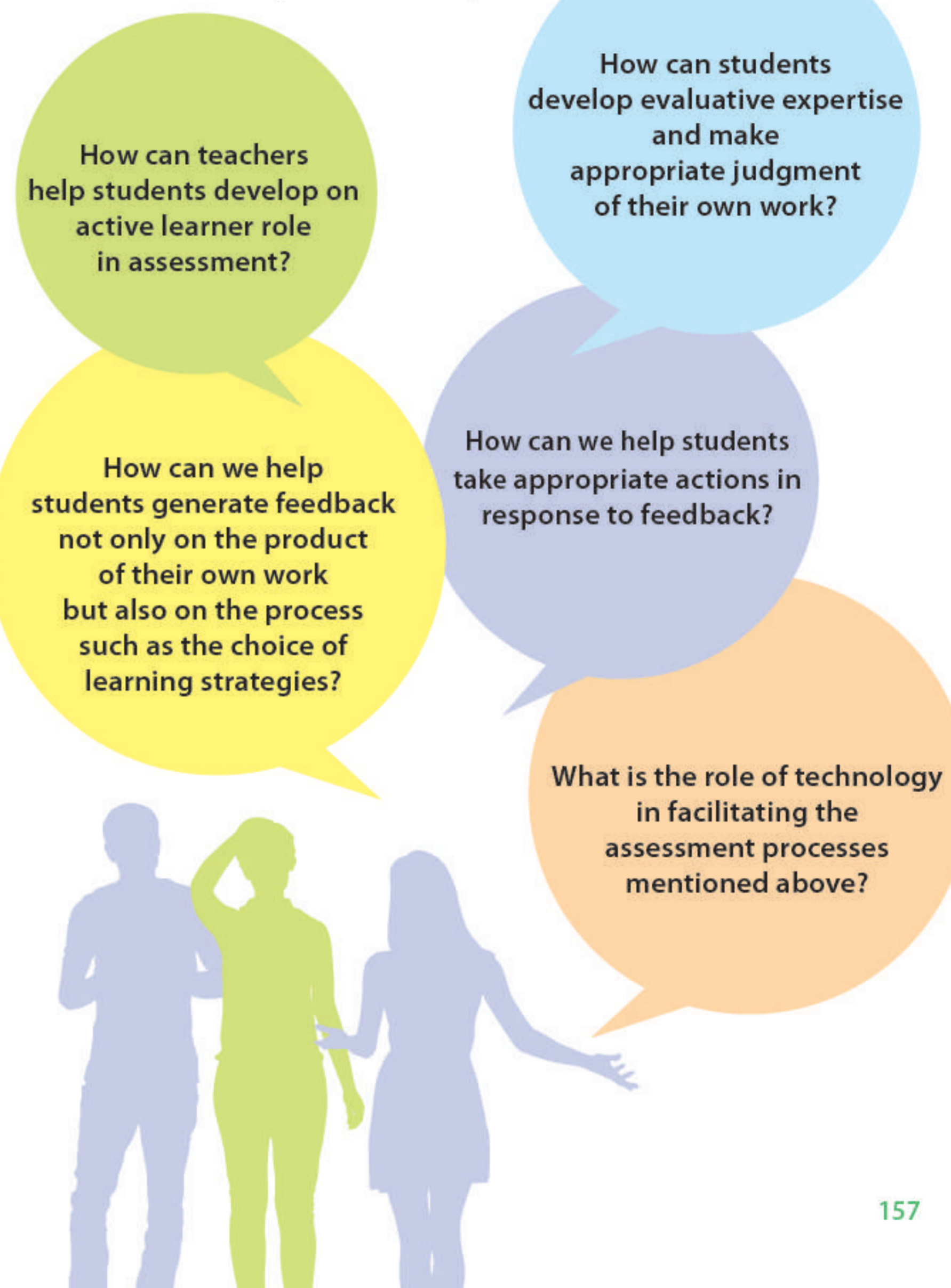
This curiosity about the learning function of assessment motivated me to pursue my PhD degree on this topic in the Faculty of Education, HKU. After I got my PhD degree, I started teaching at HSUHK, and I couldn't wait to put into practice all the theories that I learned. For example, as some students 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

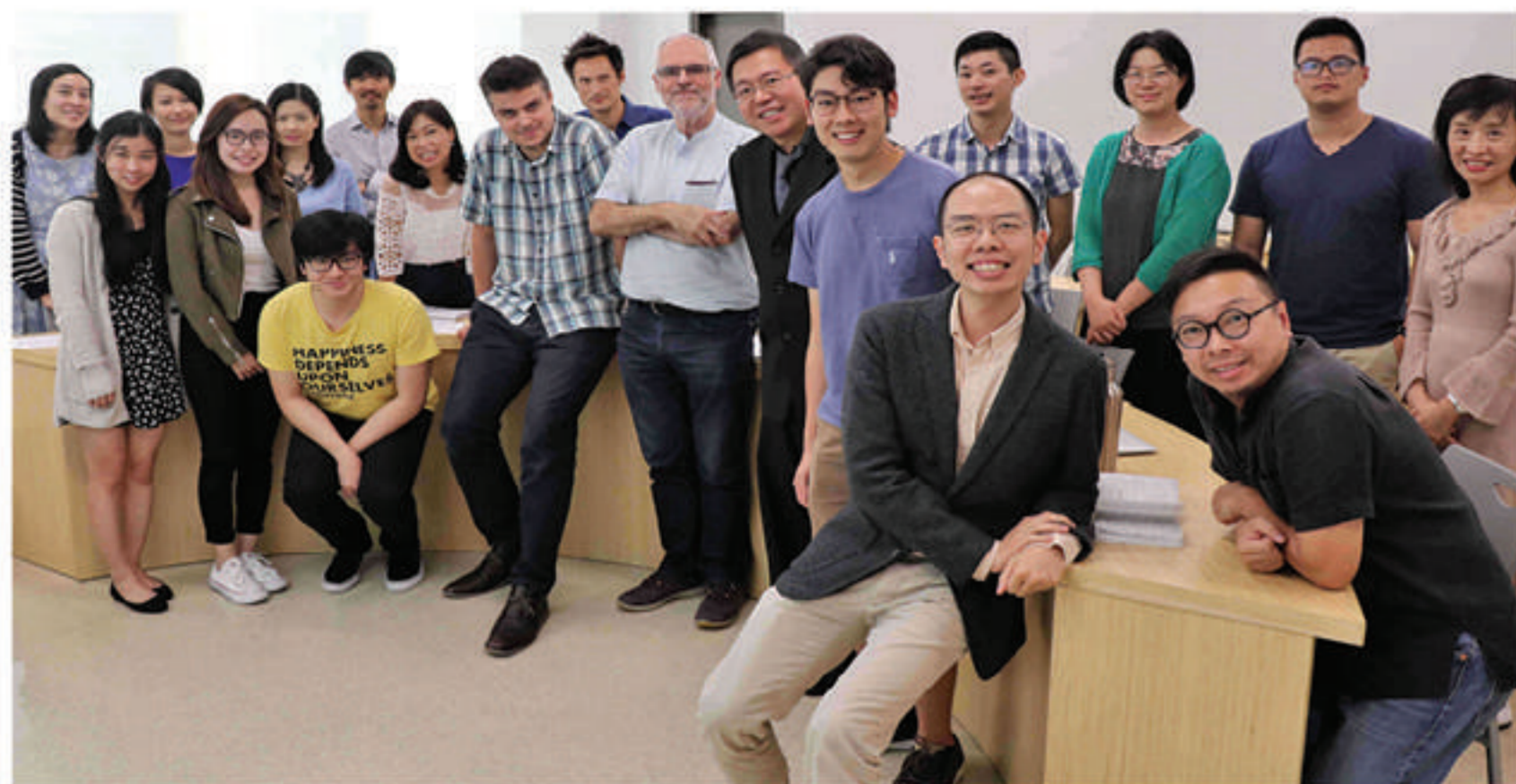
take immediate actions such as adjusting the pace of the lesson or explaining a difficult concept a little bit more. When I talked about the English assignments, I asked my students about their understanding of the standards for quality work, just to make sure that we shared similar conceptions of good 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:





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

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.

Dr Baldwin WONG

Former Assistant Professor

Department of Social Science

School of Humanities and Social Science



(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:

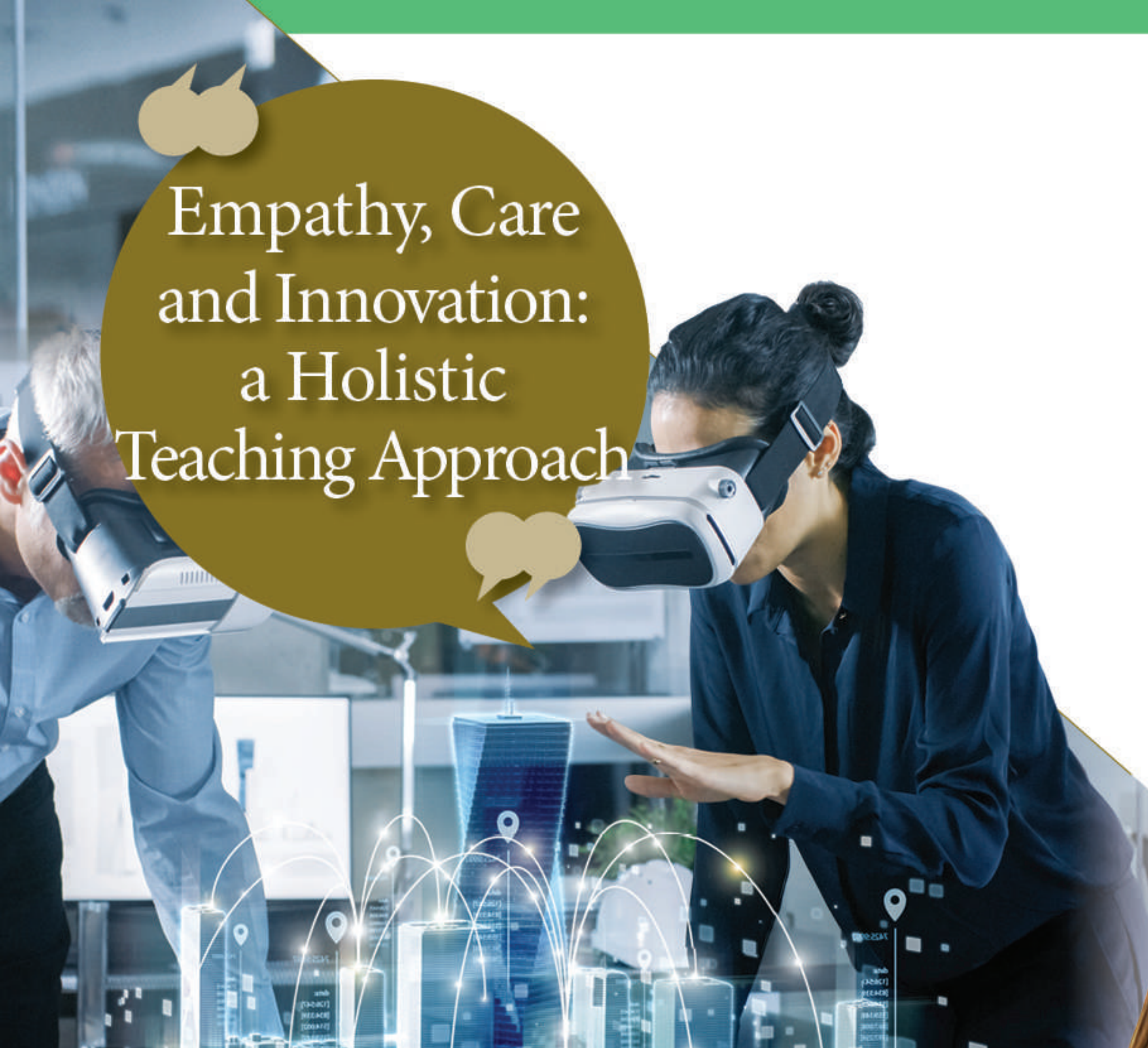
- The "against free will" side could think from the perspective of the "for" side and reflect: "if one thinks that everything is caused and thus no one is free, does it mean that one does not have any responsibilities after killing people?"
- The "for free will" side could also think from the perspective 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

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

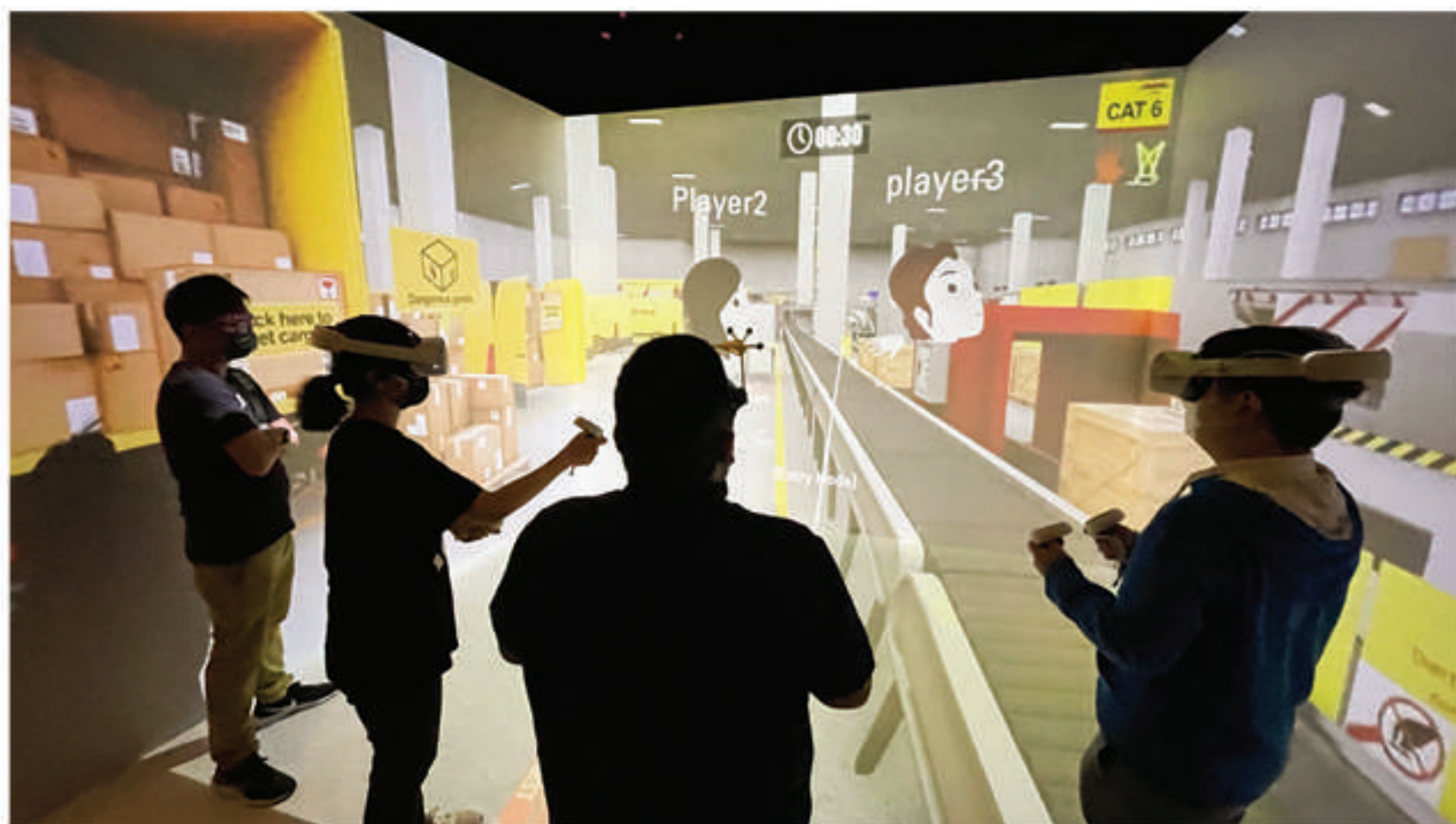


Dr Eugene WONG

Associate Professor

Department of Supply Chain and Information Management

School of Decision Sciences



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

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.

Dr Clio WU
Assistant Professor
School of Communication





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.

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

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.

Mr Justin YUM

Part-time Lecturer

Department of Computer Science

School of Decision Sciences





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.

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)*

2021-2022 Award-winning Teachers' Photo Gallery



Award-winning teachers of 2021-22



Centre for Teaching and Learning (CTL)

Established in 2015, the Centre for Teaching and Learning (CTL) aims at enhancing the teaching and learning quality at The Hang Seng University of Hong Kong. It coordinates and consolidates staff's efforts in the planning, review, promotion and implementation in the following five areas of work:

1. Teaching and Learning Enhancement

- Organising seminars, workshops, forums, and training on best practices, most up-to-date teaching pedagogies and learning experiences, outcome-based teaching, and criterion-referenced assessment for staff;
- Collaborating with the recipients of the HSUHK Teaching Excellence Awards for organising annual sharing seminars and open forums;
- Coordinating student learning experience surveys for quality assurance; and
- Organising University-wide student engagement activities for promoting a culture of innovation and creativity at HSUHK.

2. Common Core Curriculum

- Assisting in the development of the Common Core Curriculum (CCC);
- Coordinating the provision of sufficient and balanced General Education (GE) modules for enhancing the learning experiences related to CCC; and
- Organising GE-related co-curricular events such as the GE Salon and science education activities.

3. E-Learning

- Supporting teaching and learning with the effective use of emerging technologies; and
- Developing Massive Open Online Courses (MOOCs), online courses, blended learning, and Smart Learning initiatives.



4. Service-Learning

- Providing opportunities, support and resources for the full Service-Learning experience of students and teachers;
- Allowing students to gain a holistic educational experience and to develop into responsible citizens; and
- Expanding the network of community partners including non-profit organisations, social enterprises, and government offices for more service project ventures for students and teachers.

5. Virtual Reality Centre

- Supporting teaching, learning, research, and community services by applying virtual reality and related technologies in universities, industries, and society;
- Equipping with an immersive Cave Automatic Virtual Environment (CAVE)-based virtual reality system, Head-Mounted Devices (HMD), and other related equipment in its Virtual Reality and Big Data Analytics Laboratory (VRBD Lab), the VRC applies virtual reality, augmented reality, and mixed reality to teaching and learning in various disciplines;
- Processing multi-dimensional Big Data Analytics and data visualisation with precision; and
- Providing an excellent platform for 3D interactive learning.

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