



My Teaching Story

Academic Year 2023/24
Sixth Issue

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



TABLE OF CONTENTS

2

DIRECTOR'S MESSAGE

Dr Ben CHENG

3

Using Simulation in Teaching International Relations

Dr CHAN Chi Ming, Victor
Department of Social Science
School of Humanities and Social Science

10

My Teaching Story—Try to be “FANNY”

Dr CHAN Fong Yee, Fanny
Department of Marketing
School of Business

17

哲思與人情：思想與情感並重的中文教育

人文社會科學學院 中文系
馮慧心博士

23

From Stage to Classroom: The Art of Engaging Teaching

Dr LI Siu Keung, Terence
Department of Marketing
School of Business

31

Go Beyond for SURE

Dr MO Yiu Wing, Daniel
Department of Supply Chain and Information
Management
School of Decision Sciences





Director's message

I am delighted to present the sixth issue of My Teaching Story, marking another milestone in our ongoing journey of celebrating the remarkable achievements of teachers at The Hang Seng University of Hong Kong. Building upon the success of our special edition of My Teaching Story in June 2023, which showcased a collection of 26 stories from the first five issues, we now invite you to explore the inspiring stories of five distinguished recipients of HSUHK Teaching Excellence Awards 2022-2023.

For this sixth issue, we have had the privilege of collaborating with the awards recipients, Dr Chan Chi Ming, Victor (Social Science), Dr Chan Fong Yee, Fanny (Marketing), Dr Fung Wai Sum, Cathy (Chinese), Dr Li Siu Keung, Terence (Marketing) and Dr Mo Yiu Wing, Daniel (Supply Chain and Information Management), who have made a significant impact on the lives of their students and the teaching community at HSUHK. We are honoured to present their teaching journeys, which highlight their commitment to excellence and innovation in education.

I would like to take this opportunity to extend my deepest gratitude to the five award recipients for graciously sharing their teaching journeys with us. Their contributions enrich this issue by offering invaluable insights that are highly valuable for both experienced and novice teachers. When you read their teaching stories, you will undoubtedly be inspired by their dedication, creativity, and commitment to their students' growth. Their stories serve as a testament to the transformative power of education that teachers can have on shaping the minds and futures of those students they teach.

Enjoy reading!

Dr Ben Cheng
Director
Centre for Teaching and Learning





*Using Simulation in Teaching
International Relations*

Dr CHAN Chi Ming, Victor
Department of Social Science



Using Simulation in Teaching International Relations

Teaching and learning of higher education have been significantly transforming in the 21st century due to technological advancement. Students undoubtedly find it much easier to access information and even write their research papers through the adoption of Gen-AI like ChatGPT. So, as an educator of International Relations, what specific role can I perform in the class and what kind of learning process that I would like my student to experience? I do hope that my sharing in utilising simulation - one of experiential learning pedagogies - would encourage colleagues in various disciplines to reflect how innovative classroom teaching in higher education can be in the future.



I still remember my early days of teaching at HSUHK. I requested the students to read a lot such as academic articles and conduct relatively traditional lecturing. However, I realised that it was difficult to engage students in the class very soon. When I seriously reflected on my teaching philosophy through reading various approaches of educational philosophy and discussing with experienced colleagues, I found that Aristotle's classification of knowledge best fits my teaching of International Relations which embraces experiential learning more. His tripartite division of knowledge into theoretical, practical, and productive knowledge (episteme, phronesis, and techne, respectively) has provided a foundational framework for understanding the different ways in which we comprehend and interact with the world. So, in formulating my teaching of International



Relations, I strive to serve as a facilitator and create a learning environment that transcends the acquisition of episteme, encouraging students to cultivate phronesis by applying their knowledge to real-world situations such as the simulation of international summits and negotiations on global issues. This prepares them not just to know, but to act logically and wisely in various contexts. Furthermore, I integrate elements of techne into the simulation by encouraging students to develop their critical thinking, analytical and communication skills through practical and creative simulation scenarios. Aristotle's framework validates the multifaceted nature of learning and supports the idea that higher education should be a holistic process that develops the intellect, nurtures the capacity for wise decision-making, and fosters the creative application of skills.



My first attempt to adopt simulation in HSUHK (formerly HSMC) can be traced back to 2013. Based on the previous HSUHK's General Education (GE) curriculum, almost all undergraduate students were required to take GEN2002 Global Politics (currently renamed as Understanding Global Politics) as a GE core module. I found that most students (mainly BBA majors) had questioned why it was "necessary" for them to take this module. To them, global politics seemed to be irrelevant to their major studies. More importantly, they were not interested in global politics at all. Even though we could explain the importance of nurturing global perspectives through studying Global Politics, I chose to redesign and restructure the module by incorporating simulation into global issues such as North Korean nuclear proliferation. Frankly speaking, the first trial was not very "smooth" particularly when I needed to coordinate 6 instructors in organising around 10 simulation sessions for more than 400 students. It really took time to arrange the consultations among different groups. The feedback from the students was however quite positive. Gradually, teaching colleagues and students understood and agreed with the rationale behind. One of the graduates after a few years told me that he was impressed with the simulation exercises which helped him better understand how to negotiate in international summits.



The encouraging attempts have further supported me to further develop a good practice of simulation. In the 2022-23 and 2023-24 academic years, I incorporated simulation into two modules — ASI3002 Economic Regionalism in East Asia and PPE3004 Global Politics respectively.

Simulation included the preparation of position paper, the presentation of the ideas, the negotiation among participants, round table discussion, concluding session, and instructor-led debriefing. In ASI3002, the students simulated the East Asia Summit (EAS) to discuss how the member states should work together in achieving regional economic recovery in the post COVID-19 era. The entire class was divided into 18 roles/groups (all member states of EAS). In PPE3004, the entire class was divided into 8 roles (great powers, developed countries, developing countries, and NGOs) addressing the linked efforts and negotiations over world climate change through the UN Climate Summit. I found that students in both cases worked very hard to present their ideas and policy recommendations to their allies and attempt to come up with a consensus.

The entire process was definitely challenging but rewarding. During the debriefing sessions, students expressed that such experiences would help them know better the reality of the diplomatic world where the art of negotiation was highly addressed. In their simulation reports most of the students could tell their experiences and reflect on what they did. Some even outlined what they would do differently if they had a second chance in the future.



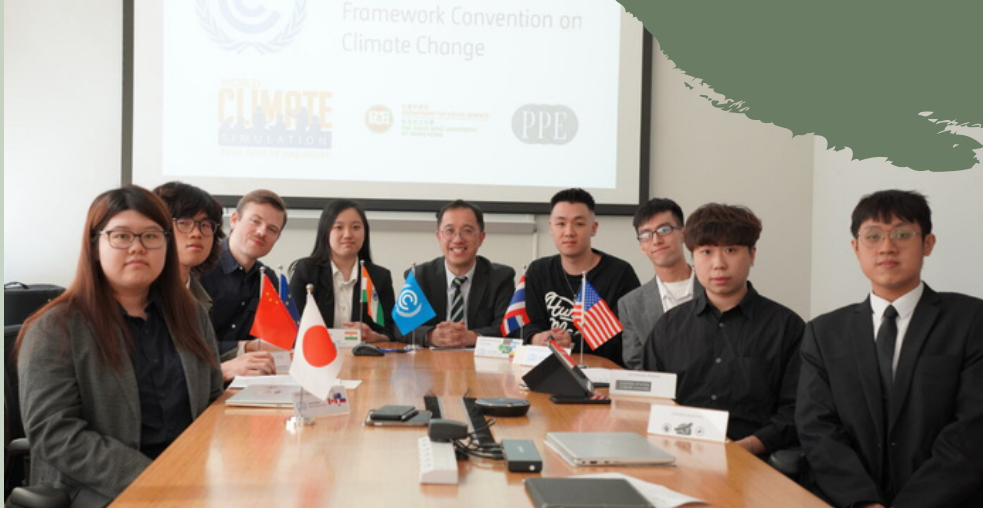


I would like to share the feedback of students in these two modules:

ASI3002 Economic Regionalism in East Asia

“After participating in the simulation of the East Asia Summit, I gained the opportunity to get to know more about the international institutions' roles. The simulation could highlight the role of international institutions in promoting regional cooperation and conflict resolution. I get to know more about functions and limitations, as well as how to use them to plan what to do for the post COVID-19 period and which country to cooperate with like having China in our cooperation with building infrastructure and trading. Through the simulation I can also address pressing regional issues such as territorial disputes, economic inequality, and environmental concerns like the situation of Laos which limits the power that I can do to enhance the economy in Laos. Through regional cooperation and institution-building, I learnt developing innovative solutions and proposals to address these challenges.”





PPE3004 Global Politics

“Simulation is a better way to show what we have learned because I need to investigate and estimate Japan’s climate policy. I present and discuss climate change with other roles. It will enable me to learn more about the policies of various countries in a more interesting way.”

Undoubtedly, it is unwise to underestimate the challenges of conducting simulation. Time constraints, the extra workload of both the instructors and students, the clarity of the guidelines, and the experience of the instructor/facilitator would affect the effectiveness of implementing simulation in a credit-bearing module. However, the value of delivering, receiving and applying knowledge through simulation would definitely be more beneficial to all stakeholders involved.





My Teaching Story— Try to be "FANNY"

Dr CHAN Fong Yee, Fanny
Department of Marketing



MY TEACHING STORY — TRY TO BE “FANNY”



We have submitted a teaching philosophy statement for consideration for the teaching excellence award. As an advocate for recycling, I thought of turning this statement into my teaching story as I believed my teaching philosophy should be an inherent part of it 😊 However, Dr Ben Cheng, Director of the Centre for Teaching and Learning kindly shared that while the teaching philosophy statement may be more informational and theoretical, the teaching story is meant to be more personal and sentimental. I could not think of anything more personal than my own name. As a marketing teacher, we always like to create various acronyms such as CPM, IMC, and SEO. Let me use my name, **FANNY**, as the acronym to illustrate my teaching and learning journey.

ON A JOURNEY



MY TEACHING STORY — TRY TO BE “FANNY”

Try to be Fun

When I reflect on my university days, what stands out in my memory are the **FUN** moments I enjoyed. One such moment occurred in my Chinese Culture class when the instructor discussed new inventions and showed us a clip from the movie “In the Mood for Love” where Maggie Cheung was using a rice cooker and carrying a rice bowl. Another memorable scene took place in my Biological Psychology class when the instructor passionately discussed the brain and its different functions. The lengths that he went to get a pig brain from the market early in the morning was amusing, yet eye opening. I still vividly remember him using the temple tips of his glasses to point at the pig brain! Another fun memory that comes to mind is when the instructor of the Research Method class gave us a pack of candies and asked us to grab as many as we wanted. He then illustrated the concept of degrees of freedom and how to calculate it. Although the term had come up many times before, it was the first time I fully understood the rationale behind it. Recognising the importance of incorporating fun into the classroom, I often search for interesting advertisements and campaigns to explain different concepts. In the Advertising and Integrated Marketing Communication (IMC) class, we have even made a strategic adjustment to include microfilm shooting as one of the assessment components. By delivering content in an engaging and enjoyable manner, I aim to spark students’ curiosity and foster active participation in the classroom.



It brings me immense joy to see students choosing to enrol for HSUHK, and it is even more delightful to witness them successfully graduate from HSUHK.

MY TEACHING STORY — TRY TO BE “FANNY”

Try to be **Accommodating**

I continuously strive to calibrate the module design and customise my teaching approach to **ACCOMMODATE** the diverse backgrounds of my students and respond to emerging marketing and educational trends. While students are required to shoot a microfilm in the module, we do acknowledge that not all students may excel in video production and editing. Therefore, in the assessment,

we prioritise the ability to construct captivating narratives over proficiency in technical skills. In addition, I always encourage Business students to collaborate with peers from other disciplines to foster a diverse exchange of ideas. For instance, students from Communication may be stronger in filming; students from Languages may be stronger in writing, while students from Decision Sciences may be stronger in data processing...




This way, they can leverage each other's expertise. There is also a bonus point system in which students are required to evaluate and provide feedback on other groups' presentations. This approach encourages students to attend to and critically analyse their peers' work, appreciate their accomplishments, and reflect on ways to improve their own work. By striking the right balance in the level of difficulty, I try to ensure that the module is

accessible and beneficial to students with different academic backgrounds, creating a challenging yet achievable learning environment for all.

MY TEACHING STORY — TRY TO BE “FANNY”

Try to be Normal

To be honest, I have discovered over the years that being **NORMAL** is not something innate; it is something that we have to learn bit by bit. To the students, being “normal” means becoming a part of their community, speaking their language instead of using jargons from the ivory tower. So, to be “normal”, we have to revert ourselves to being students and learn what makes them laugh, and be able to laugh along with them. I am grateful for my interdisciplinary training, which includes a bachelor’s degree in Psychology, MPhil studies in Communication, and PhD studies in Marketing.



It brings me immense joy to receive awards, and it is even more rewarding to witness my students receiving awards.

This diverse background allows me to understand students from different disciplines and relate to them on a personal level. Meanwhile, I can integrate interdisciplinary knowledge into my teaching seamlessly. Thanks to my part-time work experience in various business sectors, I have had the opportunity to interact with diverse groups of people.

In addition, my teaching experience spans a wide range of students, from secondary schools to higher diploma, bachelor’s, and master’s degrees, encompassing individuals from various cultural backgrounds. My role as a Research Officer at the Education Bureau has also nurtured my sensitivity and understanding towards students with special educational needs. As a result, I consider myself fully embracing, open-minded, and capable of engaging in “normal” conversations and interactions with different students.



MY TEACHING STORY — TRY TO BE “FANNY”

Try to be **Novel**

Of course, a good teacher cannot be just normal; there are times when we need to be **NOVEL**. Students inspire us, the same way we inspire them. A few years ago, I learned about a misconception among some students that non-commercial products/services do not require marketing or promotions. This inspired me to launch a teaching initiative to show that marketing is for any topic, even intangible ones like Sustainable Development Goals (SDGs). As part of this initiative, my students created IMC campaigns to promote the SDGs, and we visited secondary schools to share our knowledge.



It brings me immense joy to engage in knowledge transfer, and it is even more exciting to witness my students becoming empowered to share their knowledge.

In another semester, we incorporated service-learning components into the module, where students were tasked with developing IMC campaigns for our community partners. In addition, I have integrated an international challenge “Tech4Women” into the group projects, which aims to address gender disparities and empower women in the technology industry. In one of our classes, I invited a group of secondary school students who have created DIY products for charity bazaars to join us, allowing my students to apply what they have learned to guide these young entrepreneurs in marketing their products. These teaching initiatives ensure that the curriculum content encompasses contemporary issues with a societal impact, and both the in-class and out-of-class experiences aim to empower students to take ownership of their studies through independent, peer, and applied learning.

MY TEACHING STORY — TRY TO BE “FANNY”

Try to stay **Young**

While this year marks my eleventh year of teaching at HSUHK, prior to that, I had gained valuable experience through various part-time teaching opportunities. These experiences have reinforced my belief that working with young people is a way to keep oneself forever **YOUNG**. Even though my first teaching experience dates back to secondary school, I still consider myself a new teacher. Every semester, every class brings with it a new batch of students with different characteristics and needs. Teaching is a profession that keeps you updated and prevents you from getting old. It is also a profession that never gets boring, as the interaction with young people inspires me. I firmly believe that teaching and research are two inseparable components in higher education, where research-informed teaching and teaching-informed research go hand in hand. As an educator, I actively communicate my research findings to students, constantly reflect on my teaching practices, and apply teaching insights to my research. This process enables me to stay current with the latest developments in my field and ensures that my teaching remains relevant and impactful. Therefore, while I hold the title of a teacher, I consider myself more of a young learner who learns and grows with my students.

Teaching is comparable to embarking on a journey of continuous learning. These anecdotes document my teaching journey as well as illustrating my personal growth and development. Each day, I embrace the opportunity to teach while also expanding my own knowledge and skills, particularly in the field of marketing and other related disciplines. I will keep practising “FANNY” and empower my students with the agility, wisdom, and adaptability necessary for success in our ever-changing world. 😊



哲思與人情

中文系
馮慧心博士



哲思與人情：

思想與情感並重的中文教育

我常常思考，大學教育是什麼呢？大學與中學的教育有何分別？身為中文教師，大學的中文課程又與中學有何不同？

恒大大中文系隸屬人文及社會科學學院，當中的「人」與「文」兩者，也許便是上述問題的答案。大學生是「人」，是獨立、自由、有思想的靈魂，大學的中文教育，除了教導學生中國語文的知識外，更需從文化切入，讓學生從理解本土的文化出發，反思自身，以期成為會自省及思考的自由個體。至於「文」，學習第一語言與第二語言不同，中文既是學生的母語（第一語言），故大學層面的中文教育，當不止於語意、語音及語法等語言層面的教學，更當涉及語文背後的情感及人文精神。由此，中外大學的語文教學，除了教授基礎的語文語法知識外，均喜以文學經典為教材，期望學生透過閱讀優秀的文學作品，掌握文字背後所承載的深厚情意，並建立同情共感的能力，從而成為富有同理心、對生活、生命有熱情、有感受的獨立靈魂。

簡言之，我心目中的理想大學中文教育，當在思想與情感教育兩方面著手，希望學生成為理性與感性並重的人。





理性思考：道德價值 自覺自省

我所任教的「中國武俠小說與俠義精神」一科，正是期望學生透過閱讀武俠小說作品，理解傳統思想及價值觀（俠義精神），並藉此反思傳統的價值，建立一己的道德判斷。

課堂中，我與學生討論多個武俠小說案例，當中涉及各種人倫關係的情義衝突（親情、愛情、友情、國家民族之情）、道德的堅持與權變，以及生命中各種價值的輕重取捨，如個人權利與自由、人倫關係與情感、社會公義、理想與現實、正邪與善惡等。我會先向學生解說傳統的想法及取捨之道，再著學生思考自身會如何抉擇。在課堂中，學生對於傳統思想的提問多能踴躍回應，就以往所學的傳統思想，分析俠客抉擇背後的考慮。然而，每當問及其個人立場及想法，學生卻大多避而不談、支吾以對。學生的冷淡反應與刻意迴避，反映道德理性的價值教育確實難教。





理性思考：道德價值 自覺自省

由於學生不肯表達己見，課堂討論亦舉步維艱，只流於我個人的自說自話，未免令引導學生思考的課程目標流於空談，開始時確實令人氣餒。後來，我嘗試了解學生避談的原因，再對症下藥，解決問題。首先，不少學生表示怯於在陌生人(包括教師與同學)面前分享自身的價值觀，因此，我便先以不同方法拉近彼此的關係，如記下班上所有學生的姓名及特點、小休時與學生攀談，並讓學生填寫網上問卷，談談自己對武俠小說的看法、喜歡哪些小說人物等。為鼓勵學生分享自身的看法，我在學期初身先士卒，先分享自己的想法及價值觀，到學期中段以後，方逐漸要求個別較主動的學生發言，讓學生能輕鬆表達自己的想法，並藉此引導班上其他同學作回應。不少學生在課後的教學問卷中表示，課堂氣氛融洽親切，老師願意分享自身看法，是他們敢於在課堂表達己見的原因。此外，針對部分較為害羞的學生，他們大多不敢在公眾之中發言，我便在網上設立討論區，將之視作與實體課堂並行的課堂參與活動。令人意外的是，不少平日寡言的學生，在網上卻十分活躍，甚而在留言中加入表情符號或網上貼圖，為冷冰冰的文字添上不少生氣。學生在網上的討論、回應，我亦會在課堂中引用、分析，使實體課堂與網上討論兩者結合。參與討論的學生，各有不同的生活經驗和價值觀念，在互動的討論中，大家可以辨明是非優劣，釐清自我想法，對個人道德價值有更高期許。而藉由朋輩討論而確立的價值觀，似乎更能得到學生的認同和實踐。

感性體察：連結生命 感受人情

優秀的文學作品，既能提升學生的中文水平，亦可培育其同情共感的能力。因此，向學生講授中國文學名篇，實可達致語文與情感教育並重的教學目標。

我在課上選講的教材兼具古典及現代名篇，對年輕學生來說，古典篇章與其生活經驗相差甚遠，似乎很難對作品產生共鳴。不過，文學經典既為跨時空的不朽之作，當中蘊含的生命思考、生活體察與情感發抒，應可與學生的經歷及感受相接。我在課堂上嘗試以現代處境切入，解說李白對死亡的不安、杜甫對不公義的不憤與無奈，以及柳永失戀的痛苦等，希望能與學生的生命與感受接通。學生對於以現代想法詮釋經典，大多感到有趣，並在課堂中多作回應，暢談自己的經歷與感受。而為了配合情感教育的教學目標，本科評核項目中的小組報告，亦要求學生在分析文學作品以外，加入個人感受與反思一節，讓學生表達個人對作品的體會與感興。學生大多能細緻析述自身的閱讀感受，並透過組員間的互動討論，以自身經歷連結文學作品，信可達致本科語文與情感教育並行的目標。

情感教育不應以課室為限，而師生之間的親厚關係，實為成功的關鍵。因此，我嘗試在正規課堂以外，舉辦一些與文學課題相關的課外活動，以期將語文及情感教育作課外的延伸。例如本人曾舉辦《莊子》、《三國演義》、《紅樓夢》、《聊齋誌異》、《世說新語》、香港文學等讀書會，以及擔任圖書館「字裡行間」詩會的顧問老師，與學生分享文學作品中涉及生命意義、理想、宿命觀、親情、友情、愛情等議題。透過師生之間在課餘時的互動，學生大多能敞開心胸，樂於分享彼此生命中的種種情意。本人亦曾舉辦「疫下生活」徵文比賽，讓學生書寫疫情中的生活經歷與感受，冀能以文字連繫被疫情分隔的不同個體。

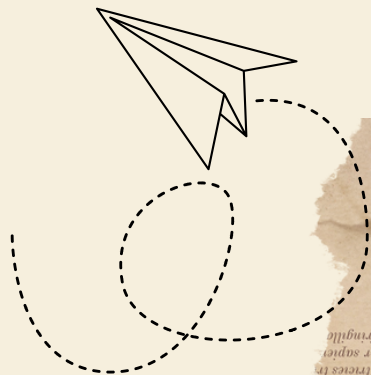




體驗實踐 走入生命

思想與情感教育兩者，均不應流於紙上談兵，反之，其必須與學生的生活連結，方能走進學生的生命之中。因此，除課堂的學習外，本人與系內同事共同籌辦「博雅恒大：中華文化推廣計畫」，舉辦一連串的文化活動，讓學生藉著親身參與及真切體驗，體會傳統的人文精神及人情價值。例如本人曾帶領學生參觀沙田文化博物館中的金庸館，了解武俠小說家金庸的創作精神；又舉辦傳統紮作工藝工作坊、篆刻工作坊、書法工作坊等，讓學生感受手工藝的溫度、父子承傳的深情厚意；本人又嘗與學生在深具本土歷史文化價值的九龍城中漫步，細意思考地區與人情的關係；亦曾與學生遊覽慈山寺、南蓮園池、虎豹別墅等，了解傳統建築的特色及文化價值。本人相信，課本以外的體驗活動，能進一步深化學生對文化、思想、情感的體會，達致大學中文思想與情感教育並重的宗旨。





From Stage to Classroom: The Art of Engaging Teaching

Dr LI Siu Keung, Terence
Department of Marketing

sodales neque sodates ut
dam in. M
etiam. En
tis. Jence
ludin ac on
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From Stage to Classroom: The Art of Engaging Teaching

With over 30 years of teaching experience at various universities, I am an enthusiastic front-line educator and former business consultant. Prior to my career in education, I had the privilege of serving as a business consultant, offering guidance and training to companies in diverse industries. As a Subject Specialist in Retail Industries for the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), I strive to bring a depth of understanding and a student-centred approach to my teaching, aiming to inspire and empower students in their academic and professional journeys.





AMAZING

Teaching Performance: Ensuring My Job Security as a Part-Time Lecturer

In my role as a part-time lecturer, I have found that performance plays a crucial role in ensuring job security. Rather than simply considering myself a lecturer, I embrace the mindset of a stage performer. I take on various roles simultaneously, including an actor, scriptwriter, director, and producer, all within the context of my teaching practice. Just as a stage performance requires careful attention to set design, I view PowerPoint slides as the backdrop to my teaching, ensuring they are engaging and visually appealing. Furthermore, I take responsibility for the lighting and seating arrangements, meticulously planning the classroom layout to enhance the learning experience. By approaching teaching as a multi-faceted production, I strive to create an immersive and dynamic environment that captivates and inspires my students.




Empowering Education: Igniting Passion and Driving Student Success

Teaching is both challenging and fulfilling. As an educator, I understand the stress and rewards that come with the profession. Teaching non-Marketing students can be particularly challenging as it requires finding ways to spark their interest and make the subject relatable. To address this, I strive to create an inclusive and engaging learning environment by incorporating real-world examples and encouraging active participation. Witnessing the growth and progress of my students is incredibly rewarding and motivates me to continue finding innovative ways to inspire and engage all of them.



I am a graduate of The Hong Kong Polytechnic University.



Fostering Excellence: Empowering Students through an Engaging Teaching Philosophy

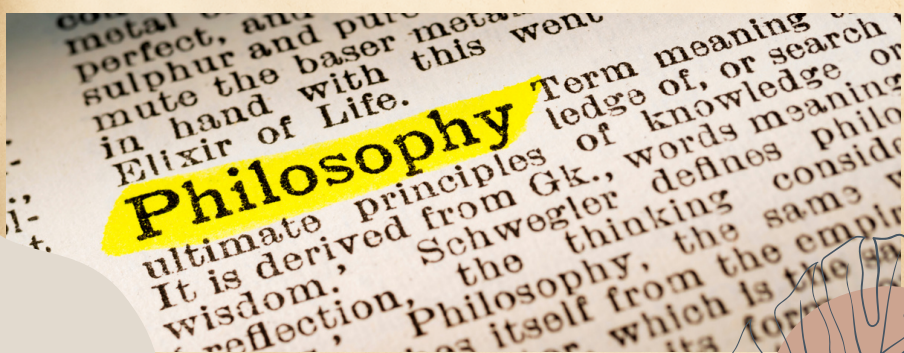
My teaching philosophy encompasses six key concepts, each of which playing a crucial role in facilitating effective learning experiences for my students. These concepts are:

Clarifying expectations and standards:

I believe that teaching is a dynamic relationship between teachers and students. As an educator, I take responsibility for creating a conducive study environment, thoroughly preparing teaching materials, delivering content with passion, and helping students apply their knowledge to real-life problem-solving. I expect my students to prepare for class, respect their classmates and me, actively engage in module requirements, and contribute their life experiences to enrich discussions.

Creating a proper study environment:

I strive to establish a positive study environment that values mutual understanding, trust, and intellectual diversity. Rather than assuming the role of a lecturer with unquestionable authority, I prefer to act as a moderator and mentor, facilitating meaningful discussions that promote critical thinking skills among students.



Engaging students:

As indicated by Pankow (2014), effectively engaging students can foster personal development, creativity, productivity, failing forward, communication skills, leadership, supporting team environment, and project management skills. To achieve these benefits, I begin each lecture by recapping important concepts from the previous session and conclude with a short quiz to enhance students' understanding. Throughout the delivery, I pose challenging questions related to the content and supplement my lectures with relevant video clips to enhance the learning process.

Ensuring ongoing feedback and fair assessment:

Motivating students to learn requires a fair and comprehensive assessment of their performance. At the beginning of each semester, I provide clear explanations of the learning outcomes, teaching plans, and assessment methods. I offer detailed discussions on individual assignments, presentations, and group projects. Additionally, I encourage students to seek feedback by submitting drafts for comments before the final submission. To provide consistent expectations and clear information about assignment requirements, I provide well-constructed rubrics in advance, enabling students to identify areas for improvement and minimising inconsistencies in grading.



Promoting meaningful interactions and collaborative learning:


Peer learning is a fundamental component of my classes. In addition to individual assignments, I require students to form small groups for group projects. This collaborative approach enables students to work effectively with their peers, support each other's learning, and foster a strong sense of belonging within the learning community. I regularly meet with these small groups to address their questions and monitor their progress, which has proven to be beneficial for students to understand lecture materials and complete their work.

Linking theory to practice:

I emphasise the importance of applying theoretical knowledge to practical contexts. I encourage my students, who are studying business, to participate in contests organised by professional bodies. These competitions provide opportunities for students to connect with industry professionals, receive valuable feedback, and enhance their practical skills. In the past, I supervised students who participated in the Entrepreneurship Day competition, where their hard work led to winning the first runner-up prize in 2018.



From left: Dr Terence Li, Ali Tsang,
Vanessa Wong and Dr Haksin Chan



Appreciating feedback:

The teaching process is an ongoing journey that relies on continuous practice and valuable input. I deeply value and actively encourage feedback from both my students and colleagues, fostering an environment of open and constructive dialogue. This feedback serves as a valuable resource for refining my teaching methods and enhancing the learning experience.

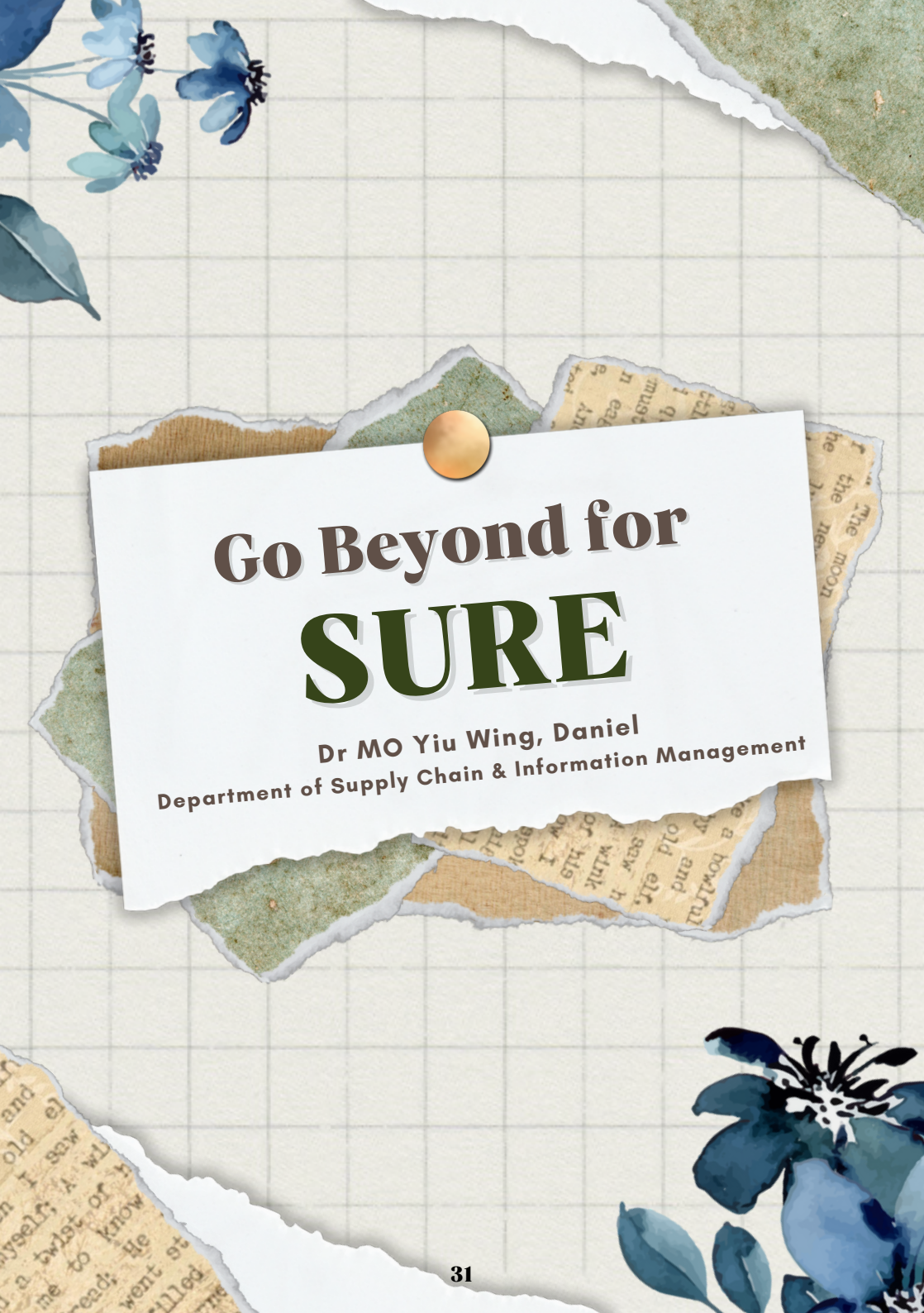


Whenever I have time, I will share heartwarming stories at the elderly community service center. Some students are approaching one hundred years old.

Embracing lifelong learning:

Recognising the rapid pace of change in our world, I embrace a mindset of continuous learning. Actively seeking opportunities to participate in various training workshops and professional development programs offered by the school, I strive to acquire new tools, strategies, and knowledge to enrich my teaching practice. By embodying a commitment to lifelong learning, I aim to serve as a positive role model for my students, inspiring them to cultivate their own love for lifelong learning and personal growth.

By incorporating these concepts into my teaching philosophy, I aim to create an engaging and supportive learning environment that empowers students to develop critical thinking skills, apply theoretical knowledge to real-world situations, and actively contribute to their own personal and professional growth.



Go Beyond for **SURE**

Dr MO Yiu Wing, Daniel
Department of Supply Chain & Information Management



Go Beyond for SURE

Teaching is not merely a profession—it's more than a job. As a teacher, my personal mission is to inspire future generations, a passion instilled by my own teachers during secondary school and university. They motivated me to seek lessons beyond the traditional classroom.

Let me share these lessons for SURE:

SEE STUDENTS' POTENTIALS

UNDERSTAND THEIR DIFFICULTIES

REFORM MY TEACHING INSIDE OUT

ENCOURAGE THEM TO GO TOGETHER

1) See students' potentials

My journey to becoming a teacher owes a great deal to my teachers and professors during my secondary school and university years. During secondary school, I was a shy person who did not speak much but could develop novel things systematically. My teachers not only provided me with extra exercises to practice speaking but also guided me towards studying engineering, because they saw my potentials. During my university studies, I entered the engineering school and received numerous valuable opportunities as well as lessons outside the traditional classroom. My professors generously spent time with me, engaging in studies, projects, research, casual chats, company visits, and more. Little did I know then that I would become a teacher. Their selfless efforts turned out to be the motivation for me to pursue this path and remain focused.

After teaching in HSUHK for a long period, I have realised that seeing our graduates' success brings me more joy than receiving positive feedback at the end of a module. The happiest moments are when I can support our students to present at an international conference, or when they choose to catch up with me years after graduation. From our graduates' perspectives, my lessons are among the most complex and challenging they experienced during their studies, but they acknowledge that my sharing has been useful to their future success.



Re-union with graduates

2) Understand their difficulties

"Be realistic and practical!" This is one of my teaching philosophies, and it certainly meets its share of challenges. I believe most teachers would agree that today's teaching environment is more challenging than ever, due to diverse student populations, social issues, and varying expectations from different stakeholders.

Over the years, there have been moments of sorrow when I hear about the various problems our students face, and problems that prevent them from attending classes. There are also challenging times when I need to teach advanced analytics topics to a class where some students lack the necessary background to fully engage.

These challenges signal the need for change. As a teacher, I am on a parallel journey with our students - we learn together.

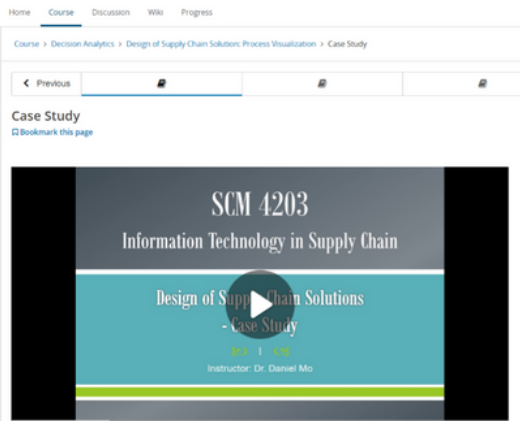


Consultation session with students

3) Reform my teaching inside out

The journey led me to transform my teaching methodology, turning it inside out and reforming it into something more conducive to the twenty-first-century learners I encounter each day. This transformation included embracing self-directed learning, integrating collaborative teaching case studies, and conducting talent development workshops. So, let's dive in!

a) Self-directed Learning: Empowering Students



Self-directed learning video

The first leap in my journey of teaching transformation was embracing self-directed learning. This wasn't easy; it involved relinquishing a degree of control and guiding my students to take ownership of their learning. But oh, what a rewarding transition it was!

I started by creating an environment that motivated and supported students to learn inside and outside classrooms. Guiding students to deal with a series of real-life supply chain decision problems in class and providing self-directed learning video on the online course platform, I watched them blossom into independent learners and sharpened their analytical skills gradually. The self-directed learning video of solving different types of supply chain decision problems not only supports students' revision on their final examination, but also serves a reference source for them to deal with similar real-life problems in the future. The joy of seeing a student's confidence and unlocking their potential was worth every bit of the initial uncertainty.



Teaching Team and Teaching Case Studies

b) Collaborative Teaching Case Studies: Learning Together

Next on my journey was the integration of collaborative teaching case studies with different teachers in HSUHK. This was a real game-changer. Case studies provided a platform for students to work together, solving real-world problems and developing their critical thinking skills. The first “teaching case studies of demonstrating the impacts of decision analytics” was born with the collaborative efforts of several good teachers in the School of Decision Sciences. “If three walk together, one can be my teacher” (idiom from the Analects of Confucius).

Each case study is characterised by research-informed teaching materials. Integrating the latest research findings into lectures and assignments ensures that the content is up-to-date and evidence-based. This approach not only enriches lessons but also encourages my students to adopt a research-oriented mindset. It's akin to killing two birds with one stone - my students are learning the latest developments in their field while also understanding the importance of research.

Using case study in class, I saw my classroom turn into a mini ecosystem of ideas, where each student brought their unique perspective to the table. It was not just about the result but the process - the discussions, disagreements, and eventual understanding that made learning so much more enriching.

c) Talent Development Workshops: Fostering Individuality

The final stop in my journey was conducting talent development workshops. I always believed that each of my students is unique, with their own set of talents as well as both hard and soft skills. So, why not create a platform to nurture these talents with soft skills?

These workshops were not just about academics; they were about honing life skills, exploring interests, and fostering personal growth. Collaborating with industry professionals and the best teachers in the School of Decision Sciences, these workshops provided our students with the soft skills needed for them in studying and invaluable insights into different careers.



Talent Development Workshop

Reforming my teaching from the inside out has been a journey filled with challenges, learning, and immense satisfaction. From fostering self-directed learning to conducting talent development workshops, each step has brought me closer to creating a more engaging and effective learning environment for my students with various backgrounds. As I continue on this path, I remain committed to evolving and adapting, always striving to be the best educator I can be – going together.

4) Encourage them to go together

As an educator, one of my fundamental roles is to prepare our students for their future careers after graduation. This task involves more than just imparting subject-specific knowledge; it requires equipping students with a diverse set of skills and nurturing their overall personal and professional growth beyond their comfort zones. One effective strategy I have used to fulfill this role in my capacity is organising and supporting career workshops.



Company visit with students

Career workshops provide an interactive platform for students to explore different career paths, understand industry requirements, and develop necessary skills. They offer an opportunity to learn from industry professionals, engage in hands-on activities, and understand the practical application of their classroom learning. More importantly, a significant advantage of career workshops is that they expose students to real-world challenges beyond their comfort zones in their studying. Through case studies, role-play, and interactive sessions, students gain a clear understanding of the industry's demands and how to navigate them effectively. This exposure is invaluable in helping students align their career aspirations with industry realities, thereby facilitating a smoother transition from the classroom to the workplace.



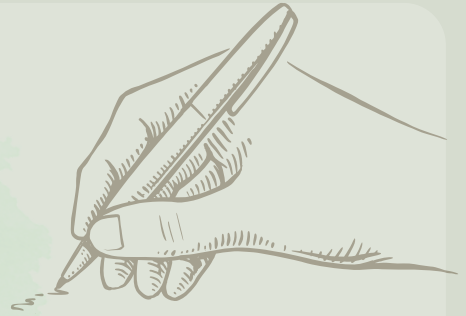
Career talk by DHL HR Vice-President and Senior Manager



Recall: teaching is not just a job – it's a journey of shaping lives

My sharing serves as a recall that teaching extends beyond just imparting knowledge. It involves seeing the potential in each student, understanding their difficulties, reforming the teaching methods to meet their needs, and encouraging them to go together beyond their comfort zones. After all, for SURE, teaching is not just a job — it's a journey of shaping lives.





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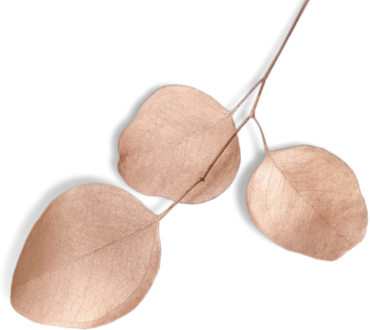
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