

2018 UGC Teaching Award Citations

The Leadership and Intrapersonal Development Team, The Hong Kong Polytechnic University

The team, led by Professor Daniel Shek, with Dr Lu Yu, Dr Cecilia Ma, Ms Yammy Chak and Dr Li Lin as team members, launched the Leadership and Intrapersonal Development (LIPD) initiative with four different yet related subjects in the undergraduate curriculum in 2010. The aim is to nurture essential personal and social competences in the students through the experiential learning approach, and to enhance the undergraduate curriculum, thus providing a holistic learning experience for every first-year student in the new four-year undergraduate curriculum. The LIPD Team plans to use the award grant to develop a series of training modules for teachers and allied professionals interested in offering a LIPD subject, “Tomorrow’s Leaders”, as a credit-bearing subject or a non-credit-bearing leadership programme.

Dr Jason KK Chan, The Hong Kong University of Science and Technology

Since Dr Jason KK Chan took up teaching in 2014, he has been determined to make his Chemistry courses a central element of his students’ education at The Hong Kong University of Science and Technology (HKUST). To demonstrate basic principles and theory, he puts together exciting demonstrations, engaging experiments, animated video clips and experiential learning to form an efficacious compound with a motivational effect on students. Dr Chan’s passion for pedagogy and for Chemistry extends beyond the campus of HKUST. He appears on television, in schools and in the community. He always shares his love for his subject with others and seeks to engage, involve in and educate others about Chemistry. Dr Chan will use the award grant to develop a new undergraduate experiential learning course focused on studying the soundness of scientific matters with societal relevance in Hong Kong.

Dr Kang Jong Hyuk David, The Education University of Hong Kong

Dr Kang Jong Hyuk David is a historian and a dedicated educator who devotes himself to finding creative ways to motivate his students to learn history. He developed more than ten new history courses as he advanced novel history programmes. The learned-centred approaches and innovative teaching methods adopted in these courses not only benefited history majors, but also inspired students from other disciplines to develop a meaningful engagement with the past by using his “4-‘re’” history teaching method: reconstruct, reread, reflect and research. Dr Kang plans to use the award grant to incorporate STEM-focused activities in secondary school history lessons in order to improve students’ understanding of Chinese history and increase their appreciation of Chinese culture.