

2017 UGC Teaching Award Citations

Professor Emily Chan, The Chinese University of Hong Kong

Professor Emily Chan is an expert in disaster and medical humanitarian aid, and an international academic leader in global experiential learning. She has an excellent classroom teaching track record. Professor Chan has developed various innovative global field teaching programmes which require multidisciplinary collaborations, transnational partnerships and transborder technology-enhanced teaching methods to nurture students. Her research leadership in climate change and health, disaster preparedness and response, as well as global health complements her teaching with research-based materials. Professor Chan plans to utilise the award grant to develop a new field action demonstrative training site on the Ancient Silk Road, with a view to enhancing students' learning experience.

Team led by Professor Gary Feng, City University of Hong Kong

The team, led by Professor Gary Feng, with Professor Cheng Shuk-han, Dr Ron Kwok, Dr Linda Lai and Dr Eva Lui as team members, has pioneered and championed the implementation of the Discovery-enriched Curriculum (DEC) at City University of Hong Kong (CityU) through strategic planning, innovative and supportive initiatives, frontline work with students and careful monitoring. The team has displayed a bold commitment to this new approach, and worked tirelessly to empower both colleagues and students alike. The team will use the award grant to further enhance the understanding of the DEC among CityU staff and students, and also to share the challenges, experiences and successes with other tertiary institutions through organising a symposium and a conference plus publishing a book.

Professor Suzanne So, The Chinese University of Hong Kong

Professor Suzanne So is enthusiastic about translating basic research into practical applications. She emphasises the importance of putting students in the centre of learning. She designs and reviews her teaching based on students' feedback, and inspires students to have breakthroughs in areas they feel passionate about. To deepen students' procedural knowledge and enhance their interpersonal skills, Professor So has successfully incorporated the Self-Practice/Self-Reflection pedagogy in clinical psychology training. Professor So plans to use the award grant to create a set of micro-modules and introduce activity-based reflective learning to enhance effectiveness and efficiency of learning using flipped classroom and experiential learning approaches.