

2022 UGC Teaching Award Citations

Professor Anthony So Man-cho, The Chinese University of Hong Kong

Professor So has proven himself to be a passionate, innovative and caring educator since joining The Chinese University of Hong Kong in 2007. With a firm belief in every student's unique potential, Professor So is deeply committed to students' personal growth and youth development. He has been spearheading efforts in curriculum enhancement and building a collaborative learning community among teachers to address students' needs throughout their journeys as young adults.

As a strong proponent of interdisciplinary learning, Professor So is keen on establishing the connection between engineering and the humanities in his teaching. He has been delivering lectures on ethical dilemmas in artificial intelligence in a college-wide general education course since 2019. He has also pioneered a writing component in an undergraduate course for engineering students. Being a dedicated and greatly admired mentor, Professor So's patient guidance has inspired numerous students to unlock their potential. His endeavours to make a positive impact beyond his institution by promoting STEM (science, technology, engineering and mathematics) education to secondary school students has helped nurture talents for innovation and technology development of our society. Professor So's continuous pursuit of excellence in learner-centred teaching has earned him substantial recognition and multiple accolades from the Faculty and The Chinese University of Hong Kong.

Dr Tulio Maximo, The Hong Kong Polytechnic University

Dr Maximo, who was diagnosed with attention-deficit/hyperactivity disorder in his childhood, was inspired by his learning experience to become the type of teacher that he had never come across and to promote the kind of learning experiences that he had dreamed of. During his four years of teaching, armed with a strong will to help others, Dr Maximo has made significant contributions and achieved many of his personal

aspirations. To promote diversity, equity and inclusion, he has integrated more inclusive design concepts into the design programme curriculum and created a new subject known as “Design Meets Disabilities”. Through active collaborations with different non-government organisations, Dr Maximo has engaged his students in community projects and applied an empathic approach to guide them to develop a personal understanding of their users’ needs, thereby designing more suitable products for those with disabilities.

In this student-centred learning environment, his students feel comfortable and supported to develop, practise and demonstrate their design and thinking abilities. Dr Maximo’s teaching has made a positive and long-term impact on his students’ learning and personal development. His dedication and commitment to creating an inclusive curriculum and learning experience are exceptional qualities that deserve support and recognitions.

English Across the Curriculum Team, The Hong Kong Polytechnic University (PolyU)

The English Across the Curriculum Team is led by Dr Julia Chen from PolyU with Dr Grace Lim (PolyU), Ms Christy Chan (City University of Hong Kong), Ms Vicky Man (Hong Kong Baptist University), and Dr Elza Tsang (The Hong Kong University of Science and Technology) as members. Over the past eight years, the Team has generated multiple innovative and effective strategies for developing students’ academic literacy, including the deployment of multi-modal English Across the Curriculum resources and the mobile app “Capstone Ninja”. The Team has successfully built a culture conducive to student-centred and interdisciplinary collaboration, thereby benefitting English teachers, discipline teachers, and their students in UGC-funded universities, and making a significant positive impact on students’ English ability and learning experiences, as well as participating teachers’ teaching capacity and pedagogical approaches across universities.

The Team exemplifies teaching excellence by addressing complex educational challenges with a clear vision and determination to improve students’ language learning. Their proactive transformation of their

vision into a purposeful mission offers a strategy for student-centred teaching enhancement. The Team shows a strong commitment to continuous professional development, and is actively engaged in disseminating their work and results through the scholarship of teaching and learning.