

2024 UGC Teaching Award Citations

Dr Kristen Li Yuanxi, Hong Kong Baptist University

Dr Kristen Li Yuanxi is an innovative educator, whose tireless efforts in combining sound educational design with cutting-edge technologies have not only served as a wellspring of inspiration for her students, but also had a profound impact on the education landscape. Her visionary teaching approach transcends conventional teaching methods, preparing students to thrive in a global context and tackle the pressing challenges of our time with a blend of technological prowess and critical thinking skills.

Central to Dr Li's educational philosophy is the 5D design framework, which encapsulates her student-centred approach: Discover, Define, Develop, Debate, and Deliver. This methodology ensures a structured yet dynamic learning journey, fostering creativity and a deep understanding of processes and individuals involved.

Dr Li's leading role in reshaping the senior-level General Education course into a comprehensive capstone project stands as a testament to her innovative spirit. Her annual hackathon, a global competition where student teams devise solutions to tackle real-world challenges, has gained international acclaim, showcasing her dedication to societal progress. Her insights have earned her various awards and teaching grants, underscoring her status as a pioneering "learning designer" in education.

Ms Anna Qin Lai-yin, Hong Kong Baptist University

Ms Anna Qin Lai-yin is an educator with dedication to project-based learning and service-oriented designs. Her teaching approach has enriched students' learning experiences, equipping them with real-world design skills and connecting them to community service initiatives. Being a versatile and prolific professional with a strong tie with the industry, she exemplifies how educators can integrate scholarly and professional practices into the classroom to better prepare students to thrive in the competitive design sector.

Ms Qin's innovative 5-step design thinking plan epitomises her educational philosophy, enriching objects with cultural and technological narratives to transform simple designs into purposeful and meaningful experiences. She guides her students to transcend mere objects, encouraging them to craft stories and convey messages through their designs. She also evaluates her students' work against multidimensional criteria of design thinking, ensuring that her students meet the industry standards. Her teaching approach fosters collaboration and innovation, guiding students to transform abstract ideas into tangible solutions.

Holistic Competency and Virtues Education Team led by the University of Hong Kong (HKU)

The Holistic Competency and Virtues Education Team is led by Professor Cecilia Chan Ka-yuk from the HKU, along with Professor Albert Ko Wing-yin (Lingnan University), Professor Ben Chan Yui-bun (The Hong Kong University of Science and Technology), Dr Theresa Kwong Fuk-ning (Hong Kong Baptist University) and Professor Samson Tse Shu-ki (HKU) as members.

The team has skillfully developed the Holistic Competency Development Framework evidenced by data, setting a benchmark in experiential learning that has reached thousands of students across multiple universities. This framework not only promotes essential competencies, but also encourages educators to design their activities by understanding student rationales for development. The team has spearheaded a couple of impactful events and courses, including the HAVE U Can programme, the first-ever and still the largest cross-institutional residential programme. The team has also established a Community of Practice, enriching over 1,325 educators, sharing knowledge and innovative pedagogies across institutions. The establishment of the International Holistic Competency Foundation also provides a proper pathway for accrediting courses with holistic competencies, setting benchmarks for educational quality. The team's commitment is further evidenced by their active engagement in scholarship and their contributions to high-impact publications, which continues to exert influence to the education sector and students.