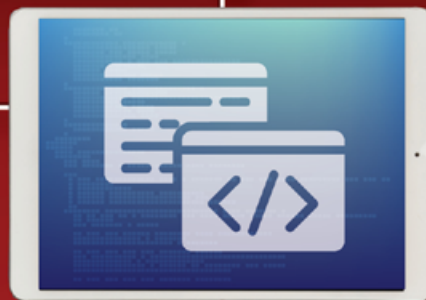
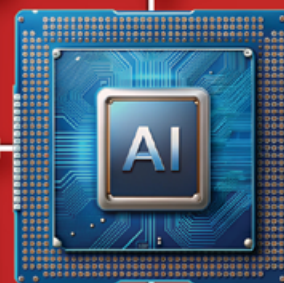
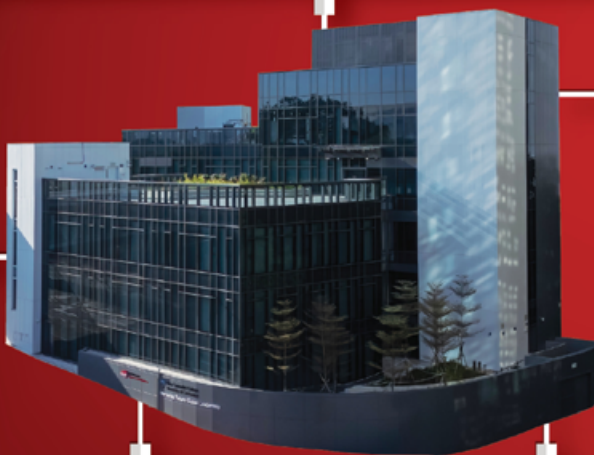


TED Newsletter

Issue 7 (Dec, 2024)



EMBRACING TEAM-BASED APPROACHES IN EDUCATION



 Talent and Education
Development Office
香港城市大學
City University of Hong Kong

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PRODUCTION TEAM

CHIEF EDITOR:

Professor Kenneth Lo

EDITORS:

Yeeman Lam, Raine Tang

DESIGNER:

Alan Law

PHOTOGRAPHERS:

Alan Law, Liu Wai-Lok

ILLUSTRATOR:

Alan Law

PRINTER:

City University of Hong Kong Press

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Embracing Team-Based Approaches in Education

By William Cheung and Frankie Fan

With Hong Kong being a densely populated metropolis, it is not surprising to enter a classroom packed with students. In these settings, energy usually tends to concentrate at the front of the classroom, where course leaders passionately share their knowledge and enthusiasm for the subject. While this enthusiasm is certainly present, students may feel too shy to actively join the narrative of the lessons, and often, the classes are not designed to encourage substantial student involvement. TED is committed to addressing this issue and prioritizing students' involvement in the learning process through the Team-Based Learning (TBL) initiative.



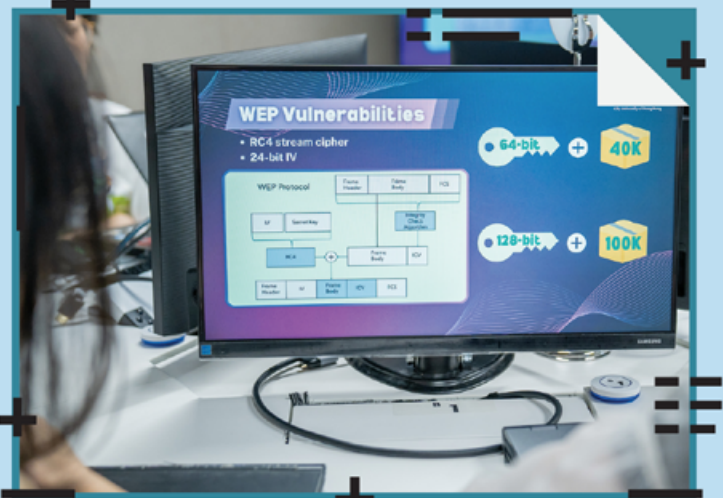


The smooth operation of a computer relies on excellent software and hardware, and this analogy fits perfectly with the successful implementation of TBL. Enthusiastic teachers, meticulous lesson planning, and dedicated team collaboration are the essential components on the “software” side. A prime example of these components in action is how Professor Ray Cheung Chak-chung and Dr Patrick Hung Siu-ying of the Department of Electrical Engineering (EE) managed to administer their TBL class across three separate locations simultaneously. This demonstrates the effectiveness of well-coordinated efforts and passionate teaching in enhancing the learning experience.



Team-Based Learning in Security Technology

In the EE5815 Topics in Security Technology course, it is crucial for students to have a deeper understanding of how devices can be hacked and how to safeguard against cyber threats. Professor Cheung and Dr Hung believe that “ethical hacking”—hacking with good intentions—is an interactive and innovative way to learn about these topics. In their lessons, students competed to hack a Wi-Fi router. This team-based competition not only motivated students to proactively apply theoretical knowledge to solve concrete problems, but also encouraged collaboration and interaction among team members to achieve a common goal in a workplace-like setting.



However, the teaching team faced a “space” problem: in Semester A of 2024/25, EE5815 had around 180 students. Typically, the classes are assigned to large lecture theatres with fixed tables and chairs, but Professor Cheung and Dr Hung would like to fully utilise classrooms designed and refurbished by the university to facilitate group discussions in TBL. Currently, there is no classroom with relevant settings that can accommodate all 180 students. Therefore, they need to split up the students and conduct the lesson simultaneously across multiple classrooms.



G-001, CityUHK International Centre



Libratorium-A, Run Run Shaw Library

LI-2505, Li Dak Sum Yip Yio Chin Academic Building



On 14 October 2024, Professor Cheung and Dr Hung conducted the lesson across three separate classrooms: the newly renovated classroom G-001 in the CityUHK International Centre (CIC), Libratorium-A in the Run Run Shaw Library, and LI-2505 in the Li Dak Sum Yip Yio Chin Academic Building. Using Zoom technology, Professor Cheung and Dr Hung connected all three classrooms, allowing students and teachers to stay informed about what was happening in each location.

The lesson began with an instructional video produced by TED, highlighting key concepts of ethical hacking and introducing the “hacking competition”. The students then completed a set of concept-checking questions individually (the individual readiness assurance test) to recall the major content of the lesson. The group discussions that followed provided students with further opportunities to consolidate their understanding in a peer-supported environment and get familiar with one another. With these preparations, the students were ready to participate in the team competition to hack a Wi-Fi router. Members of each team vividly discussed their hacking strategies and their plans for division of labour, even using generative AI to assist in developing computer codes for hacking. Towards the end of the lesson, several teams energetically shared their experiences and discussed how they tackled the hacking task.



The classrooms were filled with energy and lively voices from the students’ interactions, making the difference from more traditional lessons unmistakable. Professor Cheung and Dr Hung were also confident that their lesson arrangement could be extended to classrooms even farther apart, such as in different cities, countries or even continents.

Teamwork-Driven Learning in Data Science



Professor Clint Ho Chin-pang of the Department of Data Science (DS) is another devoted teacher who implemented TBL in his SDSC4001 Foundation of Reinforcement Learning course. On 27 September 2024, he and his students gathered in the DS teaching laboratory on the 6th floor of the Lau Ming Wai Academic Building to explore the Travelling Salesman Problem. After watching the instructional video collaboratively produced by Professor Ho and TED, students worked in teams to write computer code, applying what they had learnt to solve real-world problems. This vigorously helped them reflect on their understanding of the course content and fostered peer discussions on the issues.



To facilitate inter-team sharing, each team was later given time to present their approaches to the problems, allowing students to explore the differences among various teams. Students responded positively to the TBL lesson, noting that it enhanced their learning experience by requiring efficient teamwork and better time management to meet class requirements. They also appreciated the TBL format over traditional classes, as it provided more opportunities for integration and practice.



Interactive Learning with an AI Horse Owner Chatbot

“Software” support for enhancing students’ learning experience can take a more literal form. Professor Santiago Alonso Sousa of the Department of Veterinary Clinical Sciences (VCS) has customised AI chatbots for his VM4115 Equine Medicine and Surgery course, which aims at equipping students with knowledge and skills needed to diagnose the medical conditions of horses and devise corresponding treatment plans.



In previous cohorts, Professor Sousa noticed that his students needed more practice. While they might be able to recall the necessary knowledge during traditional tests, many struggled when they first handled real cases in practical sessions. They may need more training to become familiar with interacting with horse owners and collecting the necessary information for diagnosis. In traditional tests, students often receive all the details upfront, bypassing this crucial step in the diagnostic process.

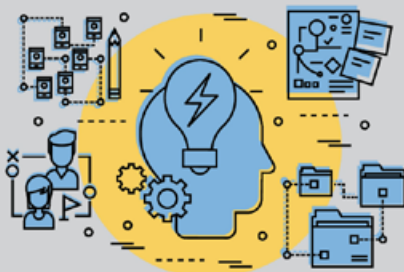
With the powerful AI available nowadays, Professor Sousa collaborated with TED and the Computing Services Centre (CSC) to customise AI chatbots to address this issue. Each AI chatbot acted either as a horse owner or an assistant, providing medical information about a sick horse. At the same time, the students served as veterinarians, offering their professional judgement. Under these simulated scenarios, students needed to consider how to communicate with the virtual horse owners or assistants. They also took on the active role of deciding what questions to ask and how to make a diagnosis and suggest treatment plans.

Students have expressed positive feedback about the integration of AI and chatbots in their equine medicine assessments. They highlight that this approach offers a dynamic and innovative learning experience, significantly enhancing their clinical reasoning skills and providing “real-life” scenarios that prepare them for future veterinary practice. Professor Sousa is enthusiastic about incorporating AI chatbots into his course. “I am using AI chatbots in my veterinary course to enhance students’ case-solving skills, a key ability for any veterinarian,” he explains. “The chatbot supports students in a role-play scenario where students act as veterinarians interacting with pet clients. This method encourages students to think critically and make decisions as they would in real-life practice, thereby honing their practical skills in a controlled, educational environment.”



Sharing among the Digital Learning Community

Alongside the adoption of TBL in various courses, spreading the word about them and engaging more enthusiastic teachers are equally important. In this regard, a sharing session was organised in liaison with CSC and the Library on 13 September 2024 in Libratorium-A. TED introduced the colleagues to the support available for the TBL initiative, such as creating pre-lecture instructional videos, virtual tours, and course-specific AI chatbots. Colleagues from the Library demonstrated the various functionalities of the room, while a representative from CSC discussed how generative AI could assist colleagues in the preparation of course materials. The session fostered a close rapport among colleagues for further collaboration under the TBL initiative.



Newly Refurbished TBL Classroom

Significant support for the TBL initiative also comes from the hardware side. Since student interaction is a crucial component of TBL, it is essential to have a learning environment that encourages active participation in discussions and fosters collaborative activities during face-to-face sessions. Recognising this need, TED worked with CSC's Engineering and Design Service team to develop a new classroom equipped with the state-of-the-art technology to enhance communication and interaction.

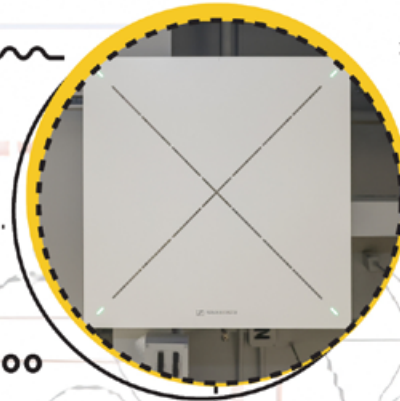
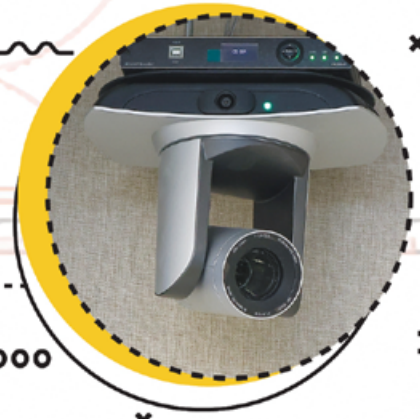
Located in CIC, this TBL classroom features:



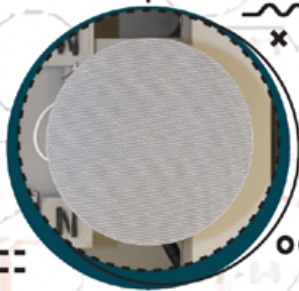
Advanced Equipment: The room has seven team islands, each featuring a triangular table accommodating six students. Each table is equipped with three monitors to display the main screen, fully controlled by the course leader at the central control panel. Students can also share their own devices within the team to facilitate group discussions.



Wireless "Request-to-speak" Buttons: Each TBL island allows students to share their screens wirelessly or through HDMI/USB-C cables. Teaching staff maintain control over display access, ensuring an organised yet collaborative atmosphere.



Multi-camera and Ceiling Microphones: An in-house designed voice tracking system using PTZ cameras and TCC2 ceiling microphones facilitates seamless online and hybrid teaching sessions without the need for table microphones.



AV Over IP Technology: Employing a completely digital setup, the classroom uses Dante systems for audio and Kramer's Video over IP products to support both unicast and multicast traffic, ensuring high-quality audiovisual communication.

A Team Journey That Has Just Started

The TBL initiative itself is a team-based effort among various stakeholders, embracing the belief that “None of us is stronger than all of us”. This journey has just begun, and with our collective strive for excellence in both software and hardware aspects, we are confident that the TBL initiative will continue to expand and revolutionise the learning experience for more students in the near future.



Professor C S Lee, Provost and Deputy President



Professor Kenneth Lo, Director of TED

WELCOME



Professor Goh Chin-foo, Director of Knowledge Transfer



Professor Alvin Lai, Associate Director of TED

Tiger Welcoming Ceremony 2024/25: Embracing a New Academic Year

By Raine Tang



CityUHK faculty members were posing by the crystal ball at the Welcoming Ceremony.

On 20 September 2024, the CityUHK Tiger Welcoming Ceremony brought together over 400 enthusiastic participants, marking a significant event in our academic calendar. The ceremony was graced by esteemed faculty members, including Professor C S Lee, Provost and Deputy President, Professor Ray Cheung, Associate Provost (Digital Learning), Professor Danni Yeung, Associate Dean (College of Liberal Arts and Social Sciences) and Associate Provost (Student Life), Professor Kenneth Lo, Director/Chair Professor (TED/ Department of Chemistry), Professor Alvin Lai, Associate Director/ Associate Head (TED/ Department of Architecture and Civil Engineering), and Professor Goh Chin-foo, Director (Knowledge Transfer).



More than 400 attendees gathered in excitement at Wong Cheung Lo Hui Yuet Hall for the Tiger Welcoming Ceremony.

In his welcome remarks, Professor Kenneth Lo introduced the CityUHK Tiger Programme, setting the stage for an inspiring and forward-looking academic year. "Today, as we embark on the fourth year of this transformative journey, I am excited to announce that there is a remarkable growth of our Tiger community, which now includes 1,134 members," he emphasised. "Our Tigers hail from 39 countries and regions, representing a rich mixture of cultures, perspectives, and experiences."

Then, he highlighted several key initiatives and achievements from the past year, showcasing TED's commitment to student development and community engagement. These activities can be categorised into four key areas. Regarding talks and workshops, the programme featured presentations by faculty and industry veterans, along with inspiring talks by the Tiger students. For peer-to-peer service, students engaged in Tiger Crash Course 101, where they acted as tutors, sharing their knowledge, and participated in the Peer-Assisted Learning scheme using Supplemental Instruction (PALS), coaching their peers over coursework. The programme also provided valuable hands-on experiences, including visits, involvement in community service through the new Tiger@Community initiative, and contribution to the See Change Model United Nations Conference, fostering leadership and collaboration. Tiger students also benefited from professional development opportunities, such as professional portrait services and networking parties, taking portraits and building new connections. Last but not least, Professor Lo mentioned the new initiative Tiger Inspire Lab, which will allow students to enhance their public speaking and presentation skills. Professor Lo concluded the remarks with an encouragement for students to embrace opportunities beyond the classroom.



(From left) Three Tiger Representatives: Mr Scott Sun Songling, Year 4, Bachelor of Engineering, Miss Chloe Chen Tsz-ching, Year 4, Bachelor of Engineering, and Miss Seline Hung, Year 3, Bachelor of Engineering

A standout moment of the Ceremony was the fascinating recount of tiger adventures by three Tiger Representatives: Mr Scott Sun Songling, Year 4, Bachelor of Engineering, Miss Chloe Chen Tsz-ching, Year 4, Bachelor of Engineering, and Miss Seline Hung, Year 3, Bachelor of Engineering. Scott and Seline reflected on their initial involvement in tiger endeavours, specifically the Tiger Crash Courses 101. Meanwhile, Chloe captivated the audience with her narratives from the Tiger@Community initiative, highlighting her impactful contributions.

Behind the Scenes of a Successful Tiger Ceremony

Such a remarkable event as the Tiger Welcoming Ceremony was brought to life through the dynamic hosting of Mr Mahir Labib, Year 4, Bachelor of Science, and Miss Michelle Almira Moreen, Year 3, Bachelor of Business Administration. We had the pleasure of interviewing them, gaining insights into their experiences and the meticulous preparation that made the Ceremony memorable.

1. How did you feel about being the emcee for the Tiger Welcoming Ceremony?

2. What inspired you to take on this role?

3. What advice would you give to someone who wants to be an emcee in the future?

4. How do you think this experience will help you in the future?

Mahir

1. I work as a part-time professional emcee, hosting various events around Hong Kong. However, the Tiger Welcoming Ceremony is one of the grandest events I have had the honour of being a part of. I feel incredibly proud to be on the team, as it holds a special place in my heart and provides a unique opportunity to connect with the new students and make a memorable impact.

2. Witnessing the emcee during my first year as a Tiger student motivated me to enhance my social and public speaking abilities. I set a personal goal to host this event before graduation, making it a benchmark for my four-year self-improvement journey. Being the emcee now feels like a significant achievement and a testament to my growth over the years.

3. Take it one step at a time to enhance your communication skills. As an emcee, having clarity and confidence in your speech is crucial. It is not just about what you say but how you say it. Pay attention to your delivery, practice consistently, and you will see yourself improving over time.

4. Emceeing at this event has reaffirmed my belief in my potential, as I aspired to do it since my freshman year. It is a benchmark for how far I have developed my public speaking skills. I can always look back on this experience as a reference point, reminding myself of my growth and helping me tackle any new challenges that come my way.

Michelle

1. Becoming the emcee for the Tiger Welcoming Ceremony is always an honour. I get to work with TED and meet the new faces in our tiger family. Last year, I served as the associate emcee as well, and that experience continually pushes me out of my comfort zone to speak to such a big crowd.

2. I have always wanted to be more involved and active in the community. When the Tiger Welcoming Ceremony 2023 was approaching, one of the TED staff reached out to me and convinced me to give it a try. I saw it as an opportunity to get more involved. This role was eye-opening; it taught me how to build my articulation and confidence when speaking in front of 400+ attendees.

3. The main hindrance to becoming an emcee is often the feeling of "I am not ready or suited for this role". My best advice is that you don't have to feel fully ready before stepping into the role. Once you take on the role, you will get ready for your performance afterwards. There is a great team that will assist and train you, so go for it. You may be surprised by how much you can do, even things you have never considered possible.

4. It empowered me with the confidence to captivate large audiences, which I think is crucial for a business student. This invaluable experience prepares us to deliver compelling presentations to shareholders and company executives, ensuring we can effectively communicate our vision and strategies.





Passing the Torch: Insights from Last Year's Emcees

Behind the resounding success of this year's ceremony lies the dedication and mentorship of two exceptional individuals: Mr Nathan Philippe Gregori, Year 4, Bachelor of Business Administration, and Miss Cindy Leung Sin-yeuk, Year 4, Bachelor of Laws. Both former emcees played a key role in training and guiding Mahir and Michelle. By carrying the flame, their invaluable experience and insights have ensured that the tradition of excellence continues, inspiring the new emcees to shine on stage.



Mr Nathan Gregori (left) and Miss Cindy Leung (right) were grateful for the opportunity to mentor the new emcees.

How did it feel to return to the Tiger Welcoming Ceremony this year?

Nathan: This year's return to the Tiger Welcoming Ceremony was both nostalgic and rewarding. Being part of such a prestigious event again reminded me of the excitement and pride of being recognised among the top students at CityUHK. It felt like coming home to a community that celebrates excellence and camaraderie.

Cindy: Watching the recollection videos during the ceremony brought back fond memories of my time participating in the interactive crash courses and featured talks. I felt immensely rewarded to see how these activities benefited the Tiger students. As I begin my final year at CityUHK, I am excited to contribute to the Tiger Community and support the next generation of Tiger students!

What was your experience training the new emcees for this year?

Nathan: It was a deeply rewarding experience. I enjoyed sharing insights and tips from my time on stage, helping them develop their confidence and presence. Seeing their enthusiasm and creativity as they prepared for the Ceremony was exciting. Watching them grow and prepare for such an important event was fruitful, and I felt proud to pass on the legacy of excellence that the Tiger Welcoming Ceremony represents.

Cindy: Training the new emcees this year was truly fulfilling. I still vividly recall crafting ideas for the emcee script and our regular rehearsals. Each practice session allowed me to reflect on my experiences as an emcee over the past year, which I eagerly shared with them! It was an inspiring learning process where we both gained insights and grew together.



The Tiger Welcoming Ceremony has garnered enthusiastic feedback from its attendees. Mr Tsang Yui-hin, Year 2, Bachelor of Business Administration, expressed, "I think the Tiger Welcoming Ceremony helps me know more about the Tiger activities." Similarly, Miss Anna Joshy, also in her second year of the Bachelor of Business Administration, found the event both informative and engaging, stating, "It was very informative and interesting! I am glad that I was able to learn more about the activities and services the Tiger programme will offer."



Highlight Reel



Exploring Innovation:



By Frankie Fan

CITYUHK TIGER STUDENTS
SOAR HIGH WITH A VISIT TO
HONG KONG INTERNATIONAL AIRPORT



DISCOVERING THE FUTURE OF AVIATION

On 23 August 2024, 29 enthusiastic CityUHK students took an opportunity to visit Hong Kong International Airport (HKIA), one of the busiest global aviation hubs. This visit offered invaluable insights into the latest advancements and emerging trends shaping the future of travel, technology, and aviation careers.

The journey began with a brief introduction to the future development of the airport, the ambitious **Three-Runway System (3RS)** project. Set for completion by the end of 2024, this expansion aims to boost HKIA's capacity to handle up to 120 million passengers and 10 million tonnes of cargo annually. Students came to understand how this infrastructure project will enhance air travel and logistics, positioning HKIA to meet future demands in the Greater Bay Area (GBA).



CityUHK students explored how the new Three-Runway System (3RS) would enhance airport capacity at HKIA Innovation Lab.






HKIA INNOVATION LAB




After that, students explored the recently opened **HKIA Innovation Lab**, where technological marvels driving the smart airport of tomorrow were on full display. The lab showcases how the pioneering Internet of Things (IoT) and 5G technology applications make airport operations more efficient and seamless. Students engaged with the Cave Automatic Virtual Environment (CAVE), where the “Digital Twin” technology is held. “Digital Twin”, a digital 3D replica of HKIA facilities, is used for various simulations to predict and estimate airport operations. This technology allows for testing scenarios, such as the speed of escalators, and enables predictive maintenance and real-time data analysis, enhancing decision-making in the management of the HK airport.





HKIA ACADEMY



The final stop was the **Hong Kong International Aviation Academy**, an institution dedicated to nurturing the next generation of aviation professionals. CityUHK students toured the academy's facilities, including the customer service training centre, and learnt about its comprehensive training and internship programmes for cadet pilots, cabin crew, and air traffic controllers, gaining insights into the numerous career opportunities in the aviation sector and the future development of their aviation careers.



The visit also provided an exciting glimpse into HKIA's transformation through the **SKYCITY Mega Commercial Development**, a visionary project reimagining the airport from a "City Airport" to an "Airport City". As its name suggests, the airport will no longer be just an airport in the traditional sense; it will evolve into a vibrant city featuring a diverse mix of office spaces, hotels, retail outlets, dining options, and entertainment facilities. This initiative aims to enhance HKIA's connectivity with the GBA, positioning it as a central hub for business, leisure, and travel.





CityUHK students participated in a realistic flight simulation in a twin-engine airliner cockpit at the Aviation Academy.

This visit to HKIA was more than just a tour—it was an inspiring exploration of innovation and future possibilities in the aviation industry. For students aspiring to build a career in this dynamic field, the experience provided a roadmap to exciting developments and opportunities.



STUDENT REFLECTIONS



Miss Natalie Sutrisno

Year 3 Tiger Student, Bachelor of Business Administration

“I was particularly impressed by how the technical advancements contribute to greater efficiency and safety in air travel. Moreover, the Cadet Pilot Programme offered by the Aviation Academy stood out to me for its dedication to fostering the development of future pilots, reflecting a strong commitment to nurturing talent in the aviation industry.”



Miss Lisa Rai

Year 4 Tiger Student, Bachelor of Business Administration

“I acquired a lot of insightful information about the Cadet Pilot Programme and had the unique opportunity to tour the customer service training centre. This experience gave me a deeper understanding of the various facets of the airport operations and the commitment to excellence in both pilot training and customer service.”



Highlights from the CityUHK Undergraduate Information Day 2024

By Frankie Fan

CityUHK hosted its annual Undergraduate Information Day (Info Day) on 5 October 2024, attracting an impressive 24,000 visitors—a record high for the occasion. The event featured an array of 200 engaging activities, providing visitors the options to explore the diverse opportunities available at CityUHK.

The Info Day presented a wide range of engagements. Informative admission talks and exhibitions highlighted various programmes; laboratory demonstrations showcased cutting-edge research and innovations; library guided tours offered a glimpse into its resources; student and alumni sharing sessions provided personal insights and authentic perspectives on the university experience. The student residence visits also gave prospective students a firsthand look at the on-campus living.



Tiger Ambassadors offered their support at the TED booth on Info Day.

Among the key features were the nine Flagship Programmes from CityUHK's Colleges and Schools. Students enrolled in these programmes will have the opportunities for overseas academic and research exchanges at top global universities. Complementing this was the visually appealing themed decoration celebrating the collaboration between CityUHK and the University of Cambridge, underscoring the university's commitment to internationalisation and academic excellence.



Professor Kenneth Lo (centre), Director of TED, made a visit to the TED booth.

Another highlight of the Info Day was the learning and teaching support available at CityUHK. TED plays a key role in this aspect. The Tiger Ambassadors introduced visitors to TED's learning-centric activities, including Featured Talks, Professional Workshops, Crash Courses 101, Community Services, and Company Site Visits. Besides the learning-centric activities, TED also showcased an AI chatbot at its booth, reflecting the university's innovative approach to technology-enhanced learning. This focus on innovation was further demonstrated by the creative WhatsApp stickers developed by TED, adding a fun and interactive digital dimension to the event.



TED WhatsApp stickers



TED Chatbot

Overall, the Info Day exhibited the comprehensive range of services and opportunities available to undergraduate students, reinforcing why CityUHK is a top choice for higher education.

CityUHK Tiger Featured Talk:



Pursuance of Success in Life

By Raymond Chan

Have you considered how to define success in life?

Success can be viewed in many ways. For some, it represents fame and individual triumph, while for others, it transcends these ideas, manifesting as the profound fulfilment derived from meaningful connections and a positive impact on society. Exploring the topic of success in life, Professor Lambert Chan, Adjunct Professor at the College of Business at CityUHK, delivered an insightful Featured Talk titled “Pursuance of Success in Life” on 30 October 2024.

Professor Chan began the talk with engaging video clips and thought-provoking questions that inspired participants to reflect on the true essence of success. Drawing from his extensive experience in executive roles across various sectors, he shared insights on maintaining a positive attitude while overcoming challenges, particularly during global crises.





Beginning his career in the marketing sector, Professor Chan honed his skills in promoting telecom companies before fulfilling a childhood dream at the Hong Kong Tourism Board, where he passionately showcased the vibrancy of his home city. His path then led him to DBS Bank, where, during the tumultuous financial crisis, he took decisive action to safeguard the jobs of around 4,000 employees by joining Tse Sui Luen Jewellery. Prior to his teaching engagement, Professor Chan served as the Chief Executive of UNICEF Hong Kong, accountable for fundraising for the needy children around the world as well as advocating the protection of children’s rights and family-friendly policies to the Government and various stakeholders in Hong Kong. Amidst his busy schedule, Professor Chan also finds time to express his artistic side as a gospel songwriter and radio host for D100.

His advice on career planning was particularly valuable for students navigating their future paths.

Key Takeaways from Professor Chan:



Neither income nor social status is a prerequisite for success. Instead, the focus should be on living a meaningful life by leveraging personal interests and strengths to contribute to society.

Participant’s Sharing:

“

An enlightening revelation unfolded as I discovered Professor Chan’s commitment to exploring new territories. We should step out of our comfort zones and make new discoveries. Embracing cross-field experiences, on the other hand, serves as a catalyst for enriching our reservoirs of knowledge, cultivating a multifaceted perspective, and enhancing our personal and professional development.

”



Miss Liu Yichu, Year 1, Master of Social Science Sustainability and Development Studies

By the conclusion of the talk, Professor Chan encouraged the audience to remain positive and maintain an open-minded approach when exploring their career interests. His insights not only challenged conventional definitions of success but also inspired attendees to pursue a more fulfilling and impactful life.



Transforming from Beginners to Expert Learners at CityUHK within Your First Year

By Raymond Chan



Miss Bella Xu Yaying, Year 2, Bachelor of Business Administration (left) and Miss Polly Chen Tsz-lam, Year 2, Bachelor of Business Administration (right) were thrilled to explore the principles of effective learning and proudly received their first certificate from CityUHK.

Recognising the importance of first-year studies, TED is committed to supporting new undergraduate students. During the JUPAS Admission 2024, TED encouraged students to complete the Learning and Study Strategies Inventory (LASSI), a survey designed to pinpoint their learning strengths and areas for improvement. Upon completing LASSI, students were introduced to the Expert Learners Seminar Series (ELSS), an initiative to equip freshmen with essential skills for their university journey. The ELSS acts as a valuable resource, fostering the development of effective learning strategies for the new generation of undergraduate students. Apart from that, several outstanding students have become CityUHK Tiger students, a title awarded to those excelling in academic pursuits.

Three students from the Cohort 2023, who benefited greatly from participating in the ELSS programme last year, shared their inspiring success stories with the new Cohort 2024 students.



Through ELSS, I have become a more self-motivated learner and have developed the skills to set effective study plans. Work Smart, Not Hard! Initially, I was not a Tiger student when I first joined CityUHK, but I was impressed by the wide range of learning support services offered to Tiger students. These included featured talks, crash courses, the Tiger Communication and Language Improvement Programme (Tiger CLIP), community services, and more.

My first year's GPA offered an entrance ticket for me to join the Tiger Community in 2024/25. I am excited about making friends with Tigers and striving together towards academic success and beyond.

Miss Yuki Ma Wai-ki (Year 2, Bachelor of Business Administration)





I was anxious when I first started my university life. My “Anxiety” scores (one of the major categories in LASSI) were a wake-up call, prompting me to learn how to turn anxiety into motivation. By addressing my anxiety, I was able to focus better on my studies, leading to strong academic performance in Year 1. This improved performance in Year 1 has enhanced my competitiveness for internships, educational exchanges, and other invaluable opportunities.

I am delighted to have received an invitation to serve as a Peer-Assisted Learning Scheme using Supplemental Instruction (PALSI) Leader in 2024/25. I take great pride in embodying the values of “To Learn and To Serve” at CityUHK.

Miss Polly Chen Tsz-lam (Year 2, Bachelor of Business Administration)



The online learning mode of ELSS provided me with the flexibility to set my own self-learning pace. I have successfully integrated the learning theories into my personal study plan. I am grateful for TED’s great support of LASSI and ELSS, which have positively impacted my first-year study, and for the opportunity to become a PALSI Leader in the new academic year.

From being an ELSS student last year to a JUPAS Event Team member this summer, I have reflected on our rewarding ELSS learning experience and enjoyed collaborating with my teammates. We were pleased to answer new students’ questions and see their happy faces.

Miss Bella Xu Yaying (Year 2, Bachelor of Business Administration)



In addition to the insights from the three Year 2 students, we have invited a Year 1 student to share her first impressions on TED and explain how completing the LASSI survey and the ELSS helped her start the new academic year off on the right foot.



My first day at CityUHK was amazing! I could feel the TED event team’s enthusiasm for supporting the newbies. I am confident that my university journey will be both fulfilling and enjoyable!

Miss Anson Lam Man-shun (Year 1, Bachelor of Laws and Bachelor of Business Administration)



CityUHK and See Change Education co-hosted the Global Conference Leadership Camp and SCMUN Conference, bringing together students from 11 secondary schools for an inspiring five-day camp and a dynamic two-day conference.



Event Management Excellence: The Role of CityUHK Tiger Ambassadors at SCMUN

By Raymond Chan

From 5 to 11 August 2024, CityUHK became a vibrant hub of diplomacy and international relations as it co-hosted the Global Conference Leadership Camp and the See Change Model United Nations (SCMUN). SCMUN was more than just a gathering; it was a dynamic platform for over 200 young minds aged 12 to 18 from 45 schools across Hong Kong, Macau, Mainland China, the UK, and the US to engage in meaningful discussions and explorations on global issues. SCMUN was also a valuable opportunity for 16 Tiger Ambassadors to gain experience in event management and on-site logistics of a conference. Their commitment resulted in great success: the conference ran smoothly and efficiently, allowing the SCMUN delegates to engage fully and optimise their experience at CityUHK.



Professor Kenneth Lo (left), Director of TED, and Ms Minnie Soo Wai-yam (right), table tennis Olympic medallist, attended the SCMUN Conference Opening Ceremony to show their support for the SCMUN team.



The 16 Tiger Ambassadors took on various key roles, contributing significantly to the event's success. As SCMUN Committee Chairpersons, they facilitated discussions and oversaw the operations of the SCMUN Committee Meetings. Communications Assistants worked with the SCMUN team to report participants' needs and provide logistics support. Chaperones and Teaching Assistants supported learning and teaching activities for SCMUN training sessions. Event Managers provided on-site support for activities held at CityUHK, State Key Labs, and the farm. Deputy House Captains managed activities at the Student Residence.



Visit to the State Key Laboratory of Marine Pollution (SKLMP)

With the support of Professor Kenneth Leung, Director of the SKLMP, the SCMUN participants were exhilarated to visit this renowned laboratory, which has been known for its leadership in marine research since 2010. With over 40 cross-disciplinary researchers from eight partner Universities, SKLMP is dedicated to developing multidisciplinary and innovative solutions to imminent marine pollution problems that pose a significant threat to our environment and public health. The efforts of the Tiger Ambassadors ensured a smooth visit for the SCMUN participants, creating an inspiring experience that deepened the young attendees' understanding of marine pollution, and ignited their passion for aquatic studies.



Debut of the Masters of Ceremonies

"It was our first time serving as the Masters of Ceremonies for a signature event at SCMUN. Standing on the grand stage and addressing a large audience was challenging, but these experiences have enhanced our confidence and sharpened our presentation skills. We are grateful to the event organiser for entrusting us with their full support from planning to execution.

Miss Natalie Sutrisno (left), Year 3, Bachelor of Business Administration, and Mr Ishmamul Islam (right), Year 4, Bachelor of Engineering, embraced their debut as the Masters of Ceremonies at CityUHK.



The key message “PEN” we learnt from TED’s event helper training in July means a lot to us! PEN emphasises the importance of being Patient, Expressive, and Nice to student participants, parents, and work partners. By embodying these values, we were able to foster constructive stakeholder relationships and cultivated a cohesive team environment.”

»»» Insights from Tiger Ambassador



Miss Cindy Saptaputri, Year 2 Tiger Student, Bachelor of Arts



As the Deputy House Captain, I had the privilege of providing direct care and support to the students residing in CityUHK’s Student Residence. In addition to creating a comfortable and welcoming environment, I also actively participated in daytime events, attending captivating lectures on Future Language and Model United Nations (MUN) procedures.

The participants’ big smiles and thank-you messages were the most precious gifts of my summer in 2024!





From Students to Researchers:

A Look Inside the Research Adventures of Three GREAT Undergraduates

By Yeeman Lam

Is research only for the postgraduate students? Many might think so, but the Global Research Enrichment and Technopreneurship (GREAT) programme at CityUHK challenges this notion. This programme enables students to start their research journeys as early as Year 2. By diving into the stories of three students from the GREAT programme, we listened intently to their stories and insights.

From “Prosthetic Limb” to Solid-state Physics

Mr Issac Ho is a Year 4 student majoring in Physics in the GREAT programme. When asked to share his research projects, he humbly introduced the term “solid-state physics” to the reporter. “Solid-state physics”, as he explains, refers to the study of the properties and behaviour of solid materials at the atomic and molecular levels. In particular, he is interested in exploring how different materials respond to magnetic fields.

“Solid-state physics is vital in developing new materials and technologies,” Issac explained, noticing the confused expressions of the reporter.

Issac’s curiosity was sparked by a valuable experience. While observing individuals using prosthetic limbs at a boxing club, Issac became inspired to explore new materials that could enhance various aspects of people’s lives, including prosthetic design and new cooling devices.



Mr Issac Ho (left) and Professor Andy Siu (right), Programme Leader of the GREAT programme



From Happiness to Mathematical Biology

While Issac’s journey was driven by his real-world observations, another student was guided by philosophy. Miss Hailey Cheng, a Year 2 student majoring in Mathematics, was deeply inspired by Aristotle’s views on Eudaimonia, or happiness. “True fulfillment is achieved through a life of personal growth, virtuous action, and meaningful contribution to the society,” Hailey shared.

Hailey is currently engaged in a research project focusing on eczema; she is exploring how mathematical models, specifically ordinary differential equations (ODE) and partial differential equations (PDE) could assist patients in predicting outbreaks. Since eczema affects more than two hundred million people worldwide and causes great discomfort and emotional distress, a predictive tool would help patients better manage their conditions and improve their overall quality of life.

Not deterred by her passion for her research projects, she shared her interest in rowing. “I enjoy rowing; it is about self-development and work-life balance.”



Miss Hailey Cheng studied at the University of California, Berkeley during Summer 2024.

From Documentaries to Biochemistry

Miss Tasha Lam, a Year 3 student majoring in Chemistry, has “the environment” dancing in her heart. After watching several environmental documentaries during her secondary school years, she would like to help alleviate the grave problem of plastic pollution. “Biodegradation may not be the best option,” as Tasha explained. Tasha seized the opportunity to participate in a research project at the University of Oxford. “We worked on exploring a low-cost catalyst for plastic decomposition; we hope it can be applied in the industrial upcycling of plastic waste in the future.”

It is the GREAT programme that prepared Tasha for this adventure in the UK. After learning more about catalysts in Hong Kong, she was able to test the hypothesis and conduct hands-on experiments at the University of Oxford. “I was very lucky to have worked with the PhD candidates at the University of Oxford. We spent many hours each day conducting experiments, but we always made sure to maintain a good work-life balance; time management is the key. I learnt a lot from them, both academically and personally.”

Miss Tasha Lam conducted research at the University of Oxford.

Realising Students’ Dreams

Given the diverse research interests of undergraduate students, how does the GREAT programme cater to these differences? “The curriculum of each student is unique in the GREAT programme,” Professor Andy Siu explained. “During Year 1 of their studies, we hold workshops to understand each student’s interests and progress. We then suggest specific courses that they should take during their time in CityUHK. Of course, there are also foundation courses in Chemistry, Mathematics, and Physics. But most importantly, the GREAT programme is discussion-based, especially regarding research methodology; we get to know their interests and assist them identify relevant advanced courses and suitable supervisors.”

In fact, the students’ local and overseas internship opportunities are all tailor-made. Issac, Tasha, and Hailey all received internship/study opportunities related to their research interest: Issac focused on material testing at the University of Cambridge, Tasha

on the low-cost catalyst at Oxford, and Hailey on linear algebra at the University of California, Berkeley. “Also based on students’ personal interests, each of them is matched with a technopreneur from the Federation of Hong Kong Industries, who will serve as the one-on-one industrial mentor of the student and provide internship opportunities in their tech-company”, Professor Siu added. The reporter notices that Professor Siu is well-acquainted with the students in the programme, understands their individual needs, and provides effective support.

“Facilitating the realisation of students’ dreams is the mission of the teacher,” Professor Siu noted with a smile.



(From left) Miss Hailey Cheng, Professor Andy Siu, Mr Issac Ho, and Miss Tasha Lam





BBA Global Business Students Prepare for Global Challenges

The global business environment is undergoing rapid transformation. Artificial intelligence and big data analytics have transformed company operations; the rise of e-commerce has shifted consumer behaviour; and the COVID-19 pandemic has redefined work arrangements, giving rise to a new trend of remote work culture. So, how can students thrive amidst these complexities? As Dr Raine Ng, the Programme Leader of the Bachelor of Business Administration Global Business (BBA GBU) at CityUHK, shared her insights, the key lies in cultivating flexibility, diversity, and a forward-looking attitude. These are the essential pillars students need to manage and succeed in the ever-evolving global marketplace.

Flexibility and diversity

“In today’s globalised business environment, flexibility and diversity are not just advantageous—they’re essential,” noted Dr Raine Ng. “The ability to adapt to different cultures, understand varied perspectives, and navigate diverse business practices is crucial for success in this interconnected world. Students who develop these skills are more capable of tackling global challenges, seize international opportunities, and lead multinational teams effectively.”

There is no better way to equip students with flexibility and diversity than by providing them with extensive opportunities for international exposure. Miss Josefany Kezia Tuwendi, a third-year BBA GBU student, developed her ability to accommodate different cultures during her stay at the University of Victoria, Canada. In a completely new environment, Josefany stepped out of her comfort zone by trying new activities, making new friends, and exploring new hobbies. As she further remarked, this exchange experience enabled her to understand how diverse backgrounds influence people’s preferences and business practices.



Miss Josefany Tuwendi at the University of Victoria, Canada.

A forward-thinking mindset

Besides flexibility and diversity, Dr Ng also emphasised the importance of a forward-thinking mindset. “Future leaders must be adept at anticipating trends, adapting to emerging technologies, and innovating in the face of complex challenges.” With this perspective, students can better position themselves to identify potential opportunities in the business world, enabling them to lead rather than follow.

To nurture their forward-thinking spirit, GBU students work directly with real companies on consultancy projects. They are tasked with developing and presenting actionable strategy recommendations to their partner companies. Miss Yannuo Chen, a Year 4 student of GBU, is actively working to develop this important approach by engaging with what she called an “interesting client”—Ngong Ping 360, a subsidiary of MTR Corporation. “As the company aims to expand its market to mainland consumers, we conducted thorough market research to understand the competitive landscape, consumer preferences, and market promotion strategies,” Yannuo shared.

Through these real-world projects and out-of-the-classroom exposures, students are challenged to synthesise their academic learning, overseas experiences, and newly acquired global perspectives to solve complex business problems.



Miss Yannuo Chen at New York Times Square.



Miss Yannuo Chen was travelling with peers in Boston.



Learning about Disney's finances at the Inside Out-themed townhall, Miss Josefany Tuwendi and her team all dressed as Disgust—such a fun and insightful experience.



Celebrating the end of an amazing internship with fellow summer interns in front of the AIA Central lobby, Miss Josefany Tuwendi was grateful for all the experiences and connections!

Students are ready!

When asked about their aspirations, both students expressed excitement. "I began my journey with a summer internship at a logistics company in my home country, Indonesia, followed by an internship at AIA Group HK. I am interested in areas related to strategic business development and financial growth. I hope, in the future, I will be able to join industries such as FMCG, retail, entertainment, or tourism in Hong Kong," Josefany revealed.

Yannuo has also started mapping out her career path. She is currently interning at a single-family investment office and will likely remain there after graduation. "My career goal is to utilise my global perspective to pursue my interests," she added, "now, I am also learning to start a new business in Japan."

It is clear that GBU students are prepared to navigate the turbulent waters of global challenges, no matter how stormy the seas may become!



"At GBU, we build lasting connections and friendships," said Dr Raine Ng.

Is a global vision necessary before entering the GBU programme?

While having a global vision before entering the programme is beneficial, it is not an absolute requirement. The key qualities we look for are:

- Genuine interest in exploring the world
- Willingness to step out of their comfort zone
- Openness to experiencing various cultural contexts
- Enthusiasm for learning about global business practices, societal norms, and economic systems

The GBU programme is designed to nurture and expand these qualities, helping students develop a comprehensive global vision throughout their academic journey.



Dr Raine Ng, Programme Leader of BBA GBU



BBA GBU Programme



Bridging Horizons:

*Mr Yu Hei-chun,
Year 2, Bachelor of Business Administration
Enrolled in GE Course: Data Analytics Skills for Your
Future Workplace*



CityUHK Students Share their CIGE Experience at HKBU

By Raine Tang

*Mr Wong Tsz-hei,
Year 3, Bachelor of Laws
Enrolled in GE Course: Becoming Critically
Thoughtful Cyberworld Citizens*



Record-Breaking Applications in Semester A 2024/25

Since 2015, City University of Hong Kong (CityUHK) and Hong Kong Baptist University (HKBU) have collaborated to allow their undergraduate students to enrol in each other's top-notch GE courses. This year, the Cross-Institutional General/Gateway Education (GE) Course Enrolment Scheme has hit a new high in Semester A 2024/25. We received an impressive 70 applications, even though only 50 spots are available for CityUHK students. This surge in interest shows the growing enthusiasm for cross-institutional learning opportunities.



1 2

What were your expectations before attending the GE course at HKBU?

YU

Before attending the GE course at HKBU, I expected to have the opportunity to engage with people from different academic backgrounds, broaden my educational horizons, and enhance my collaborative skills. Furthermore, I anticipated that I would learn to adapt to a new environment, which can nurture my resilience and adaptability.

WONG

My expectations were focused on the advancement of critical thinking. I hoped the course would challenge me to think deeply and rigorously about various subjects.

Has your experience differed from your initial expectations?

YU

My experience has not only met but exceeded my expectations. Owing to the inclusive atmosphere at HKBU, I could seamlessly adapt to the new academic and social environment and effectively communicate with students at HKBU. This really sharpened my interpersonal skills and enriched my study journey. Besides, what I learnt about data at HKBU could connect with my studies at CityUHK, giving me a more comprehensive picture of data analytics knowledge.

WONG

My experience has lived up to my expectations, in fact. Currently, I am learning to examine the ethical facet of technology critically. The professor at HKBU has done brilliant work in explaining the philosophical aspects of technology, and his analogies have always been the voice in our discussions. Having previously worked in a generative artificial intelligence application position, he brought invaluable practical insights to the class. This experience has been extremely fruitful.

3

Could you share some interesting things you learnt in class?

YU

In class, we focused on real-life issues and analysed data to extract meaningful insights. We explored a wide range of techniques that can be used to solve problems and facilitate decision-making processes. For instance, we leveraged Excel to clean and process data specifically within the context of e-business topics, gaining an understanding of how data analysis can impact traditional retail. It was fascinating to see how data analysis could be utilised to analyse the current situation and address complex challenges.

WONG

I found it intriguing to learn that technology includes everyday items like bicycles. Contrary to the common view that technology is limited to information technology like computers, technology actually encompasses any invention. Information technology is just one branch of many. This broader understanding enriched our perspective and appreciation of technological advancements in various fields.

4

What advice would you give new students considering the GE courses at HKBU?

YU

Don't hesitate anymore! Grab this unmissable opportunity! Apply as soon as possible during the registration period. I was on the waiting list because I applied just a few minutes after the registration opened. Also, engage socially at HKBU, and you will unlock unexpected gains.

WONG

Have the courage to explore! This programme allows us to extend our social circle at HKBU; it is an experience you don't want to miss. The exposure to diverse perspectives and profound insights is immensely rewarding.



As Hei-chun and Tsz-hei have shown, the Cross-Institutional GE courses at HKBU are more than just an academic endeavour. It is a holistic experience that broadens horizons, sharpens critical thinking, and immerses students in a vibrant educational community. If you are considering enrolling in this scheme, take their advice to heart and prepare for an enriching journey.



CIGE Courses

Celebrating Excellence in Teaching at CityUHK

By Raine Tang

A

Professor Alvin Leung Chung-man

Department of Information Systems

J

Professor Jason Lam Chun-ho

School of Energy and Environment

Since 1993, CityUHK has proudly recognised outstanding educators through the Teaching Excellence Award (TEA), the first of its kind in Hong Kong. Administered by the Office of the Provost and Deputy President, this prestigious award aims to honour and reward exceptional teachers, foster and promote best teaching practices, and identify and nurture candidates for the UGC Teaching Award. This year, we are delighted to feature interviews with the 2023/24 awardees: Professor Alvin Leung Chung-man from the Department of Information Systems and Professor Jason Lam Chun-ho from the School of Energy and Environment.



1

How do you feel about receiving this honour?

A

I am incredibly grateful and humbled to be recognised for my dedication to teaching and the impact on my students' learning. I am motivated to strive for excellence in education and to inspire and empower my students to reach their full potential.

J

Being recognised by the community for something I am passionate about is truly remarkable. Designing engaging activities has always felt like a hobby, and seeing my students laugh and have fun in class motivates me to improve my teaching continually.

2

What is your teaching philosophy?

A

I strive to create an interactive and inclusive learning environment that encourages critical thinking, creativity, and a passion for lifelong learning. By tailoring my methods to meet students' diverse needs and learning styles, I ensure everyone can thrive and feel comfortable expressing their thoughts, asking questions, and engaging in discussions.

J

My philosophy centres on engaging students and sparking their interest in learning. Learning is most effective when students are genuinely interested in the topic. Therefore, I focus on designing activities that captivate my students' curiosity.

3 Can you share a specific teaching strategy that you believe has significantly contributed to your success?

A Integrating gamification into the learning process to boost engagement, motivation, and outcomes is a teaching strategy that has significantly contributed to my success. By tailoring gamified experiences to specific goals and student demographics, I create engaging and effective learning environments. This approach promotes a deeper understanding of the course material and encourages collaborative knowledge-sharing among students. Apart from that, I use techniques like point-based systems, levels, badges, leaderboards, and interactive challenges to incentivise participation and achievement. Leaderboards and badges help students track their progress, compare performance with peers, and receive recognition. This fosters healthy competition and instils a sense of achievement and pride in their efforts.

J I have incorporated virtual reality into my tutorials, which many students have enjoyed, providing me with valuable feedback. For certain scientific concepts, I enjoy relating my lessons to everyday objects. I find explaining the science behind common items fascinating, demonstrating that science is not confined to classrooms or laboratories; it surrounds us daily. Besides, I often incorporate local cultural references and memes, taking the time to explain their origins. This approach helps exchange students feel included and allows them to learn more about Hong Kong culture, fostering a stronger bond between local and international students.

4 Can you describe a particularly challenging teaching experience and how you overcame it?

A To me, teaching a large core undergraduate course with 300-400 students is challenging due to the diverse academic needs of the students. A one-size-fits-all approach may not suit everyone, but I have found that online teaching allows students to learn at their own pace. By incorporating personalised and interactive strategies, we can offer customised teaching schedules. This approach has led to remarkable improvements in students' learning outcomes and confidence. Over time, I have observed increased participation in discussions, higher performance in assignments and exams, and greater overall engagement with the course material.

J Thankfully, I have not faced significant challenges while teaching at CityUHK. However, the transition from in-person classes to Zoom during COVID-19 was a notable hurdle. The sudden shift was difficult, especially with restrictions on field trips, which limited tours to only five students at a time. To accommodate eight students, I had to repeat the same field trip twice in consecutive weeks, but it turned out to be a memorable experience.

5 What advice would you give new educators starting their careers?

A Here is some advice for new educators: (1) Prioritise building strong relationships with students to foster engagement and a positive classroom environment. (2) Embrace continuous learning to stay updated on best practices and adapt to the evolving field of education. (3) Be flexible in your teaching approaches to meet diverse student needs. (4) Create a supportive classroom culture that values respect, inclusivity, and collaboration. (5) Prioritise self-care to maintain your well-being and enthusiasm for teaching. (6) Seek mentorship from experienced colleagues for valuable insights and engage in regular reflection to improve your teaching practices. (7) Identify areas for improvement, celebrate successes, and remain open to feedback to foster personal growth and enhance teaching effectiveness.

J I genuinely appreciate the educational atmosphere here; the students are a joy to work with. I advise new educators to connect with their students and understand their needs and interests. Also, I recommend teaching in annual summer courses for high school students, as it is a fantastic opportunity to promote your teaching materials and showcase the university.

Welcome to CityUHK

New Faculty Orientation 2024: A Comprehensive Overview

By Raine Tang



Professor Kenneth Lo, Director of TED, warmly welcomed the new teaching staff with a presentation.

On 21 August 2024, CityUHK hosted its New Faculty Orientation at the Senate Room, Lau Ming Wai Academic Building. Professor Kenneth Lo, Director of TED welcomed the new teaching staff with a presentation on TED's mission and various staff development programmes.



TED's mission

Professor Lo highlighted TED's commitment to excellence and innovation in learning, teaching, and Gateway Education. TED leverages new media and emerging technologies for learning, teaching, and assessment in the classroom and online to foster the success of CityUHK students, instructional staff, and faculty. Also, TED is dedicated to implementing the CityUHK Tiger Programme.



TED

Outcomes-Based Teaching and Learning

TED advocates for the adoption of the Outcomes-Based Teaching and Learning (OBTL) method to enhance the quality of learning and teaching activities. This approach is aligned with our mission of fostering students through inspirational, interactive, and innovative learning.

PALSI

The Peer-Assisted Learning scheme using Supplemental Instruction (PALSI) is a university-wide educational initiative designed to foster a collaborative and supportive learning environment through peer-to-peer tutoring. Over the years, PALSI has seen around 700 student enrolments and 100 sessions, enhancing students' understanding of course materials and improving their overall learning and reasoning skills.

Digital Learning Adoption

TED collaborates with faculty to enhance teaching by incorporating digital elements, including Chroma Key lectures, virtual tours in 360-degree environments, screen-recorded presentations, and interactive videos. Workshops on digital learning tools like CityU GPT Chatbot, Canvas, Turnitin, and Panopto were offered to facilitate teaching for CityUHK faculty members.

CityUHK Tiger Programme

Apart from that, TED focuses on the development of undergraduate students through the CityUHK Tiger Programme. This initiative brings together high-flying students to pursue intellectual excellence and nurture them to be future world leaders. It targets both new and current undergraduate students with outstanding academic performance.

Staff Development

TED initiates online staff development modules to help new faculty members adapt to the CityUHK teaching culture. Activities such as seminars, Education Exchange talks, Senior Scholars Roundtable discussions, and support for the pedagogical use of AI symposiums were also organised throughout the years.

SG8001 Teaching Students: First Steps

To prepare research postgraduate students for a supportive teaching role, TED introduces SG8001 with seven modules. This course introduces the basic theoretical knowledge and practical skills required to begin teaching/tutoring at CityUHK.

TDG/TSG

TED also oversees the Teaching Development Grant (TDG)/Teaching Start-up Grant (TSG). The University Grants Committee (UGC) supports the development of learning and teaching initiatives by allocating the Teaching Development Grant of around \$30M over three years. All regular full-time academic and teaching staff members, including lecturers, teaching fellows, and instructors, are eligible to apply.

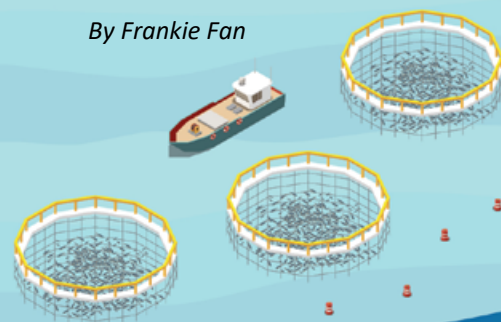
TED Newsletter

TED publishes the TED Newsletter quarterly, serving as a valuable platform for the CityUHK community. It highlights insights into TED's services and showcases the achievements of students, staff, and faculty. The newsletter aims to inspire and empower community members from different backgrounds, promote professional development events, and enhance awareness of growth and learning opportunities.



TED LAB'S 3D PRINTING SERVICES ASSIST INNOVATIVE RESEARCH AT CITYUHK

By Frankie Fan



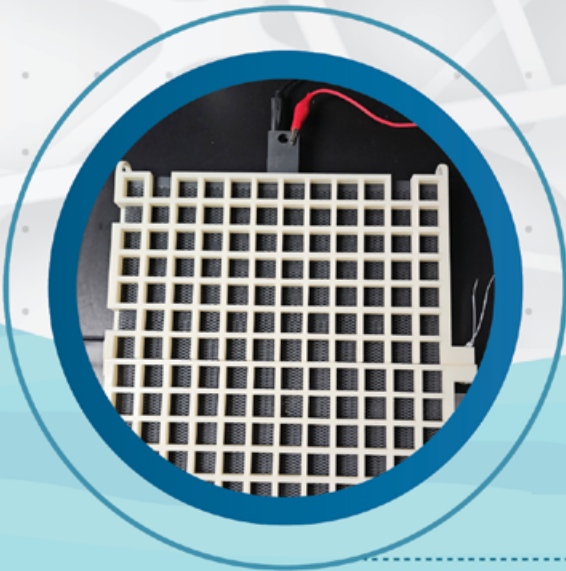
CityUHK is committed to promoting excellence in high-quality research and innovation, driving the transformation of the University's world-class scientific research into applications that create both commercial and social values. To support innovative research projects, TED Lab offers cutting-edge facilities, including state-of-the-art 3D printing services, which can fabricate intricate components that were once deemed challenging to create.

A key example is a research project of Professor Sophie St-Hilaire (Department of Infectious Diseases and Public Health), "Novel Net Technology to Reduce the Impact of Fish Disease in Ocean Cage Farming". The aim of this research project is to use electrolysis to disinfect saltwater for aquaculture. To achieve optimal performance, the research team designed an innovative component for their saltwater electrolysis setup. Utilising TED Lab's 3D printing services, they fabricated specialised components to hold the electrode mesh panels at a precise distance between the anode and cathode. These components not only enhanced performance but also ensured user safety by preventing direct contact with the electrodes.

As a Professor of Aquatic Animal Health, Professor St-Hilaire recognises the critical role that TED Lab's 3D printing services played in the success of her project. The unparalleled convenience and efficiency offered by TED Lab enabled her team to swiftly build functional prototypes with custom-designed components. Without the Lab's support, the project would have encountered significant delays and obstacles. TED's assistance has greatly elevated the research

process and the project outcomes. The personalised service facilitated the design and modification of prototypes, leading to superior results. TED Lab's ability to create intricate and previously challenging components has opened new possibilities for research, allowing the team to explore innovative solutions.

TED Lab's 3D printing services have been transformative for research endeavours at CityUHK. Professor St-Hilaire's project is just one compelling example of how these services have fostered greater innovation and efficiency. With the robust support of TED Lab, CityUHK continues to nurture a culture of research excellence, providing its students and faculty with the essential tools to turn their visionary ideas into reality.



A functional prototype built with the first design of an innovatively designed sleeve that holds their electrode mesh panels at a precise distance between the anode and cathode.

The primary custom-designed component was fabricated by 3D printing at TED Lab.

Following the successful testing of the initial functional prototype, the design was scaled up by 10 times to create a fully operational model for the research project.

Research Project Title	Novel Net Technology to Reduce the Impact of Fish Disease in Ocean Cage Farming
Research Project Number	9231519
Principal Investigator	Professor Sophie St-Hilaire
Research Team	Miss Avalon Berry Miss Sabrina Lam Hei-yuet Mr Zhang Ju Mr Jeffrey William Yuen
College	Jockey Club College of Veterinary Medicine and Life Sciences
Department	Department of Infectious Diseases and Public Health
Description	In this project, electrolysis was utilised to disinfect salt water for aquaculture purposes.

Note: TED offers a wide range of support services to stimulate innovation in learning and teaching. Among these services are state-of-the art laboratories, a prototyping area, and digital media production studios. The prototyping area is fully equipped with cutting edge tools and equipment to help students, staff, and faculty realise their ideas by creating functional prototypes, as well as 3D architectural and conceptual models.





INTRODUCING OUR NEW CHATBOT: YOUR VIRTUAL GUIDE TO TED

By So Ka-yan

In today's digital age, where information is abundant but time is scarce, finding the right answers quickly and efficiently is more important than ever. That is why we are pleased to introduce our new chatbot, now live on our official website.

Our chatbot is your virtual guide, offering instant support and information to enhance your overall experience on our website. Whether you are a current student, a prospective student, an educator, or a visitor, you will find the chatbot both helpful and engaging.

Instant Answers to Common Questions:

Our chatbot has a wealth of responses to frequently asked questions. Whether you need details on upcoming events, Gateway Education requirements, or application deadlines, the chatbot delivers quick and accurate answers.

Effortless Navigation:

Navigating a website filled with information can be overwhelming, especially when we have so much to offer. Our chatbot serves as an intuitive guide, helping you find what you need effortlessly—from academic resources to event calendars.

Personalised Assistance:

Engaging with our chatbot allows you to receive personalised recommendations tailored to your needs and interests. For example, if you are a student seeking professional development courses, the chatbot can direct you to relevant programmes and provide the registration details.

User-Friendly and Accessible:

With user-friendliness at its core, our chatbot is designed to be accessible for everyone. Our chatbot, easily accessible directly from our homepage, features a conversational interface that makes interactions simple and engaging. No technical know-how is required—just type your query, and the chatbot will handle the rest.

Continual Improvement:

At TED, we believe in continuous enhancement. Our chatbot is built on a learning AI platform that evolves with each interaction, becoming smarter and more effective over time. We also welcome your feedback to help us improve this tool to serve your needs better.



We are excited about the potential of our chatbot to enrich your experience on the TED website. Visit our website today and try out the chatbot—your virtual guide to talent and education development at TED!

Integrating AI in Courses with the Teaching Development Grant

By William Cheung

Riding on the great success of the pilot implementation, the revamped staff development programme, “Building AI Knowledge and Skills for Curriculum Development 2024-25”, was launched in February 2024 to enhance academic and teaching staff’s AI skills for enriching students’ learning experiences. Participants could apply for an expedited round of the Teaching Development Grant (AI-TDG), to integrate AI into their courses. Eighteen AI-TDG projects (each with funding of up to \$100,000 each) were funded for 2024-25:

SCHOOL OF ENERGY AND ENVIRONMENT

Professor Sai Kishore Ravi

AI-Enhanced Gamification and Virtual Labs for Adaptive Self-Directed Learning in Energy and Environment Education: A Flipped Classroom Approach

Professor Wang Xue

Artificial Intelligence Action Research Plan - Teaching Development Grant Proposal - Implementing AI Tools to Supplement SEE2101 “Engineering Thermofluids” Course

DEPARTMENT OF SOCIAL AND BEHAVIOURAL SCIENCES

Professor Chan Siu-ming

Developing Artificial Intelligence Chatbots for Understanding Vulnerable Populations and Community Resource Mapping: A Student-led Team-Based Learning Initiative

Mr Chan Wai-man

Artificial Intelligence Action Research Plan - AI Coaching Tool for Students’ Personal Growth in GE2223 Course

Professor Cherry Tam Hau-lin

Artificial Intelligence Action Research Plan - Implementation of AI Tools for SS1011 Group Project

Professor Annis Fung Lai-chu

Artificial Intelligence Action Research Plan - Teaching Development Grant Proposal - Implementation of AI Tools for Student Development in SS2278 “Self Development Laboratory” Course

Professor Kwok Kim

Enhancing Gender Awareness and Skills in Social Work with the Support of AI

SCHOOL OF CREATIVE MEDIA

Professor Max Hattler

Abstract Animation with Generative AI

DEPARTMENT OF PHYSICS

Professor Sunny Wang Xin

Artificial Intelligence Action Research Plan - Teaching Development Grant Proposal - Using AI Tools to Supplement PHY2400 Course

DEPARTMENT OF BIOMEDICAL SCIENCES

Professor Katie Chan Kei-hang

Enhancing Statistics Learning for Biology Students: Leveraging Technology for Motivation and Engagement

DEPARTMENT OF NEUROSCIENCE

Professor Alan Fung Chi-chung

Artificial Intelligence Action Research Plan - Teaching Development Grant Proposal - Education of Computational Modelling with the Help of Chatbots

DEPARTMENT OF PUBLIC AND INTERNATIONAL AFFAIRS

Dr Leung Chun-kai

Teaching and Learning Religion as Public and International Affairs through AI: Developing AI-Driven Digital Humanities Devices for Chinese Daoist ESG Investing Principles

DEPARTMENT OF MANAGEMENT

Professor Andrew Chan

Empowering Millennials to Become Leaders in an UG Major Elective

DEPARTMENT OF ARCHITECTURE AND CIVIL ENGINEERING

Dr Calvin Keung Chung-wai

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DEPARTMENT OF ELECTRICAL ENGINEERING

Professor Kelvin Yuen Shiu-yin

Enhancing AI Literacy for Computer Graphics Students through Innovative Techniques for Graphics Generation

DEPARTMENT OF MATERIALS SCIENCE AND ENGINEERING

Professor Juan Antonio Zapfen

AI-enabled T&L experiences Related to Scientific Imaging

DEPARTMENT OF MEDIA AND COMMUNICATION

Professor Liu Xiaofan

Coding-free Data Journalism: A Deep Integration of AI Assistant Technology into Teaching and Learning

DEPARTMENT OF LINGUISTICS AND TRANSLATION

Professor Cecilia Chan Yuet-hung

Enhancing Sociolinguistic and Cultural Investigations through AI Video Creation Tools: A Cross-Cultural Collaborative Action Research

Right now, these projects are going at full throttle. Stay tuned for our events in January and February 2025 to learn about their findings!

THE FUTURE OF LEARNING: INTERACTIVE IMMERSIVE VIRTUAL FIELD TRIPS

By Patrio Chiu, Jimmy Chong, and Alphonso Lei

Virtual Reality (VR) has transformed into a powerful educational tool that significantly changes students' learning. In the early days, students accessed virtual environments primarily through smartphones paired with basic VR headsets or web browsers, offering minimal interaction. Now, the traditional concept of Virtual Field Trips (VFTs) has evolved into a new generation of Interactive Immersive Virtual Field Trips (IIVFTs), with interactivity at its core. These cutting-edge advancements, powered by sophisticated computer software and hardware, offer students a more engaging and interactive learning experience.



Technological Advancements

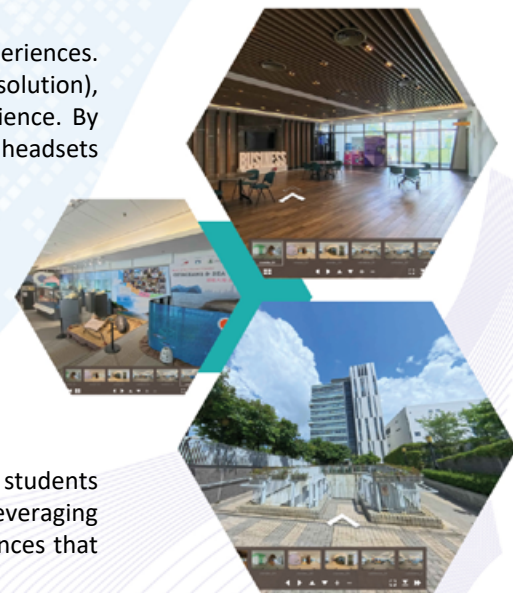
Recent technological advancements have substantially enhanced VR capabilities, turning them into a formidable educational medium. Today, high-resolution cameras and advanced software enable the creation of highly detailed virtual environments. For example, the Insta360 X4 - 8K resolution Action Camera and the 3D Vista Virtual Tour Pro software allow users to design and build intricate and realistic virtual worlds. These tools also support the integration of interactive elements throughout the environment, providing students with unprecedented opportunities to explore, investigate, and learn virtually.

Dedicated VR headsets also facilitate interaction within these immersive virtual experiences. Headsets such as the Meta Quest Pro come equipped with a 4K display (2K per-eye resolution), motion sensors, and touch controllers, all of which enrich the user's immersive experience. By allowing users to engage with virtual environments through handheld controllers, these headsets boost engagement and enjoyment in educational settings.

IIVFTs for Student Learning

High-resolution virtual environments designed as IIVFTs can significantly enhance student learning. Interactive features such as high-resolution photos or video pop-ups, 3D surround sound triggers, and pop quizzes can be strategically embedded within the virtual environment. These elements elevate the learning experience and can also be used to assess students' progress, making learning more dynamic and effective.

CityUHK has invested considerable resources into developing IIVFTs, through which students can virtually visit places and interact with their surroundings to gain knowledge. By leveraging professional-grade equipment and software, one can create immersive learning experiences that are both educational and enjoyable.



A virtual tour of CityUHK



Engaging students with relevant questions embedded in the Interactive Immersive Virtual Field Trips.

TED encourages colleagues to reach out and explore the possibilities of incorporating IIVFTs into their courses. With a range of high-quality VR headsets and the expertise to develop custom virtual environments, the potential for enhancing student learning is immense.



These days, several topics consistently capture our attention. One of the most prominent is Generative AI, which can create a wide variety of content that mimics human creativity. Another major concern is sustainability, as preserving the well-being of our planet is crucial for our survival. What happens when we combine these two interests? The result was an exciting hackathon jointly organised by four universities in Hong Kong.

The Generative AI Hackathon for Sustainable Development Goals was organised by The University of Hong Kong (HKU), Hong Kong Baptist University (HKBU), Hong Kong University of Science and Technology (HKUST) and CityUHK. In line with our continuous effort to support student learning, TED at CityUHK was delighted to facilitate the event and encouraged participation by CityUHK students.



Inspiring Talks and Team Formation



This Hackathon kicked off with a Launch Day on 21 September 2024, where approximately 200 students from all four participating universities gathered at HKU for a day of networking, brainstorming, and reflecting. Mr Cyron Chan, Executive Director of Makerbay Foundation, shared his philosophy of innovation. He reminded the participants that the use of high technology does not necessarily equate to high value in innovation. He pointed out that our products add value by solving problems, not by adding new functions. Professor Kaimin Shih from the Department of Civil Engineering, HKU, encouraged his students to reflect on sustainability and the green use of materials by dismantling a toaster and suggesting ways to improve its manufacturing process. Meanwhile, Professor Albert Ko of Lingnan University shared his experiences from volunteering in underprivileged regions. He echoed Cyron's sentiment that "low technology" is often what is truly needed to assist the majority of the world's population. However, sometimes, we focus too much on cutting-edge technologies like Generative AI.

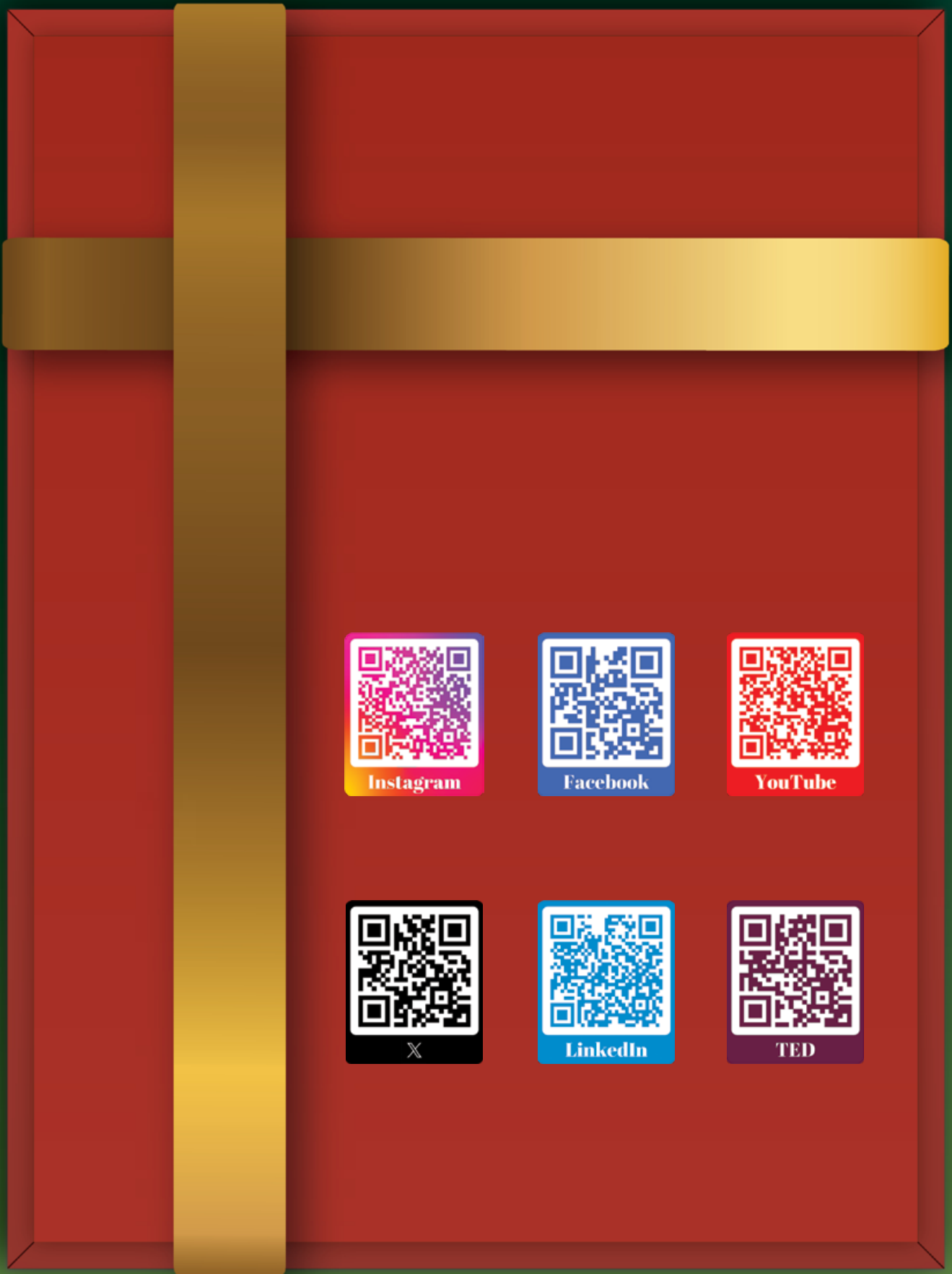
The inspiring talks set the stage for brainstorming. During lunch, participants mingled freely, formed their Hackathon teams, and started working on their ideas. Each team was tasked with developing a product using Generative AI to address one of the three sustainability themes: 1) ageing population, 2) food and waste systems, and 3) inclusive cities.

Workshops and Support

To support and train the Hackathon teams, each participating university has taken turns in organising workshops since the Launch Day. For instance, on 27 September 2024, TED invited Mr Mike Cheung, Account Technology Strategist at Microsoft Hong Kong, to conduct an advanced AI workshop at CityUHK. During the workshop, Mike introduced how Microsoft's Copilot Studio could tackle more complex tasks and explained how the technique of Retrieval-Augmented Generation (RAG) could improve the performance of Generative AI systems. Through these workshops, the student participants became better equipped to apply Generative AI to address sustainability challenges!

To find out what happens next, please stay tuned for the next issue, where we will share exciting details about the competition!





Enquiry and feedback: ted@cityu.edu.hk

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