



KnowledgeExchange

The University of Hong Kong

November 2012 Issue 3

NEWSLETTER

Let me extend a warm welcome to you at the start of the 2012-13 academic year – the double cohort year which marks a milestone in the history of the University and higher education in Hong Kong.

We're also at the start of the new triennium and I'm very happy that in this issue, the Vice-Chancellor shares his thoughts on knowledge exchange with us.

In this issue you will find more success stories – the achievements of our colleagues who received the Knowledge Exchange Awards 2012 are inspirational.



Professor Paul K H Tam
Pro-Vice-Chancellor (Research) & Director, Knowledge Exchange Office

A Culture Change

Knowledge exchange is not a new thing at HKU. It has simply been brought out into the light and given its proper status as one of three prongs – the others being education and research – that define our mission. If we do not share our knowledge with industry and society, and create ties with the community so our students have more opportunities to learn, we are not making the most of our work.

Yet there are questions being asked about knowledge exchange both within and outside the University.

Does it mean *more* work? This is an understandable question given the demands that academics in all of Hong Kong's universities face this year. The double cohort of first-year students in September means the University as a whole is involved in more teaching. Our scholars are also all active in research. The elevation of knowledge exchange seems, on the surface, to be an extra responsibility, but I think this is a misguided view.

Knowledge exchange is in fact closely intertwined with our academic activities. I strongly believe that all knowledge exchange should have an academic rationale – it is not simply a service to the community. Just like teaching and research, it is part of our culture. Our scholars therefore should be thinking day in and day out about how they can benefit society. Good knowledge exchange must be underpinned by our excellence in research or teaching.

All of our faculties have in one way or other embraced this idea. Our Technology Transfer Office also helps to bring our researchers' new scientific and technological discoveries to market by facilitating patents and licensing.

There are many examples of knowledge exchange, some of the best described in this newsletter. The key message is that knowledge exchange is a central part of our work and always has been.

There is another issue that bears consideration, though. What is the role of the *community* in knowledge exchange? From the University's perspective, we regard the community as partners because we both can benefit from knowledge exchange.



Successful knowledge exchange emerges from a culture that is built on relationships and an appreciation that we can work together for the betterment of society. It happens when a business or group in the community realizes they need academic input and turns to us for help. People need to be attuned to the value that we offer and we need to do more to make them aware of that. Knowledge exchange should not only be measured in terms of the number of projects and the money spent, as this is an incomplete view of the process.

We value partnerships with the community and encourage our faculties to develop

new partnerships and strengthen existing partnerships. An annual community day by each Faculty for sharing knowledge arising from research achievements and students' initiatives with their partners and donors may be a good idea.

Successful knowledge exchange also happens when we can contribute to public debate. The Hong Kong society is facing numerous challenges nowadays. Academics, being experts in their fields, are in a position to make significant contributions on civic and social issues. However, there currently are some impediments to that for researchers involved in government projects and consultancies, for instance, academics may not be able to publicly give their views on an issue if they serve on the government committee concerned given the confidentiality requirement. But I hope these can be addressed in future.

There are models adopted by other countries such as the US and Canada that could serve as references for the government to facilitate academics to contribute to public policy and debate. Surely a more open and wide-ranging examination of the issues society is facing will result in better outcomes.

HKU is here to serve the community through knowledge. And we should aim to achieve impact not only in Hong Kong but also to extend such impact to the Mainland and the region.

Education and research are the core activities for acquiring knowledge but unless we share this with the community, we will not have fulfilled our mission.

Professor Lap-Chee Tsui
Vice-Chancellor and President

Bridging Past and Present

A collapsed village bridge may seem like a straightforward repair job, but for the Department of Architecture it turned out to be a great opportunity to engage with a community in re-creating public space.

The bridge in Taiping village in Guizhou had suffered a collapsed arch in 2006 and the Wu Zhi Qiao Bridge Organisation in Hong Kong approached Assistant Professor John Lin to see if he and his students could help to rebuild it.

Mr Lin, however, saw the potential for much more.

“The immediate problem was that the bridge was broken and we had to fix it,” he says, “but we tried to expand the problem and to imagine what the bridge could be. Maybe we do something to improve the surface and make it more of a public space.”

The bridge is more than 300 years old and at one point was the centre of village life. New developments, including the construction of a nearby highway, had diminished its importance, but people still used it to get to and from settlements on either side, including a middle school.

To determine its future use, HKU architecture students, together with their counterparts from Chongqing University, held numerous meetings with villagers and local government officials to come up with a design that would satisfy all parties.

“The knowledge exchange in this project occurred in all this dialogue we were having. It was really a constant dialogue to try to figure out the best way to preserve the bridge,” Mr Lin says.

They decided to use custom-designed pavers to reshape the bridge’s broken, muddy surface, so seating and planting areas could be provided, encouraging people to use the space. Stones were recycled from the collapsed section of the bridge and blocks of pre-cast concrete were used in the rebuilding.

“There was the eternal debate that we’re dealing with something old, so can we completely restore it? What else can you do with it without taking away its authenticity?”



Mr John Lin (second right) working with students at Taiping Bridge in Guizhou

“The bridge did not always exist in its present form and it has been rebuilt several times over the past 300 years. Our aim was to connect history with what was happening now.”

The project was completed in 2009 and received several international architectural awards. More importantly, it served its ultimate goal. “We have photos of kids playing on the bridge dressed in Miao costumes and people think we staged it. But it was a random occurrence – they were coming out of school and using the bridge,” Mr Lin says. “It’s become a nice place to be.”

Mr John Lin received the Faculty Knowledge Exchange Award 2012 of the Faculty of Architecture for the “Taiping Bridge Renovation Project”.

Before It’s Too Late: The Witness to War Project

Hong Kong experienced terrible upheaval in the Second World War but personal accounts of these experiences and the painful choices they involved have been scant. HKU has been working to change that in a unique collaboration with local secondary schools.

The Witness to War project involves secondary school students interviewing elderly family members about



Dr Peter Cunich (left) with Mrs Helena Leung and Jason Shum, two of the participants in the Witness to War Project at the Canadian International School

their war experiences and recording and transcribing the interviews. The best ones are selected by the Department of History to be placed in the University Archives.

“This is a different kind of knowledge exchange,” says Associate Professor of History, Dr Peter Cunich. “The University has benefited enormously from it. We have received more back from this than we have put into it.”

The project was suggested to Dr Cunich by Bruce MacNamara, a history teacher at Canadian International School. The Department offered to provide them with an interview template and to brief students on historical methodology and the Second World War. University Archivist Stacy Gould also showed them her facilities and explained the importance of archiving historical documents.

In return, more than 250 oral histories have been deposited at the Archives since 2006 – making it the largest collection of publicly available interview transcripts on the Second World War in East Asia. The material has also proven useful to researchers at HKU.

On the school side, the benefits have been even more profound. The students and their families have

been deeply touched by the interview experience. A certificate ceremony held at the end of each year usually ends up being a highly emotional affair.

“Some of the experiences these people recount are quite horrendous: cannibalism in Sai Ying Pun, rape, trekking halfway across China, losing family members, losing family then being reunited with them at the end of the war. There’s a full range of emotion,” says Dr Cunich.

“Quite often this stuff has been buried deep down for decades. These people have never talked about it before and they are finally getting the opportunity to do so, to someone who is interested in what they have to say.”

“For the students, they gain a first-hand glimpse of warfare and they’re touched personally by what war means to their families. It’s a powerful emotional and psychological experience.”

Many of the interview subjects are in their 80s or 90s, making this a now-or-never project. The project’s success has prompted two other local secondary schools to join, and inspired similar projects in Tokyo and Kuala Lumpur.

With the “Witness to War” project, Dr Peter Cunich shared the Faculty Knowledge Exchange Award 2012 of the Faculty of Arts with Dr Si Chung-Mou (see Dr Si’s story on P. 3).

Language as Culture



Dr Si Chung-Mou at a workshop

Should language be taught simply as a tool to communicate, or can it be a starting point for deeper cultural explorations? This is a question that concerned the School of Chinese when it saw the government launch the Chinese language curriculum in 2000.

The School had always viewed the study of Chinese as something more than language and literature – as something that conveyed history, philosophy, tradition and all matters of Chinese culture. It therefore applied for and received a grant for an eight-year project that aimed to take this approach into school-based learning.

Starting in 2003, a series of books on Chinese culture was developed for junior and senior primary, and junior and senior secondary, and tested in schools. The feedback from teachers, students, parents, and principals, plus academic experts in 10 different countries, was used to revise the texts which are now available in nearly 1,000 primary and secondary schools in Hong Kong.

“In the past Chinese language learning was only regarded as a tool where you listen, speak, read, write, and no more. We’ve tried to put a Chinese cultural element into these subjects,” says Associate Professor, Dr Si Chung-Mou, who led the project.

Primary school children are provided with short poems and passages from classical writings to memorize and recite in class. “By memorizing them, they get the most important thing from classical Chinese – the thoughts, dialogues, values of the people who wrote them. It’s also useful for students later on because it can help them to improve their spoken Chinese. And when they write compositions, classical elements can be included, so it will enhance their writing ability,” he says.

“Of course we can’t increase their workload too much, so they just learn one small poem or passage each week.”

The junior secondary school students learn about different aspects of Chinese culture – 24 categories in all covering such topics as festivals, historic sites, legends and Chinese thoughts.

“At senior secondary school, we try to train their critical thinking and get them to think about what’s good or what’s bad about Chinese culture.”

The project has resulted in 10 books, which have been picked up by Peking University Press and produced using simplified Chinese characters.

“People are concerned that everything is about money, and what about values and

spirituality in their children’s development. These Chinese classics can connect them to the philosophical thoughts of the past,” Dr Si says.

The Ministry of Education has also funded an English version of three of the publications, *Introduction to Chinese Culture*, to promote an understanding of Chinese culture to the rest of the world. [❏](#)

With the “Incorporating Culture Elements into Chinese Language for Schools in the Chinese Communities” project, Dr Si Chung-Mou shared the Faculty Knowledge Exchange Award 2012 of the Faculty of Arts with Dr Peter Cunich (see Dr Cunich’s story on P. 2).



Publications of Dr Si's project

Moving Up the Wage Scale

Hong Kong’s economy has undergone a lot of changes over the past 30 years, evolving from a manufacturing city into a global financial centre. How has that affected people’s earnings? Are they better off? And what about the people on the lowest rungs of the wage ladder?

These questions led the government to commission Dr James Vere of the Faculty of Business and Economics to conduct separate studies on earnings mobility and the minimum wage. His findings have helped to inform public debate on these two important topics.

To measure earnings mobility, Dr Vere collected and analyzed data in 2005 and 2008 on the relationship between people’s past and current incomes.

“We wanted to see if people had a chance to move up the earnings distribution or were stuck in one place,” he says. “As it turns out, over time in Hong Kong, people’s earnings are becoming less mobile especially at the upper end. It’s harder now to break into the top 20 per cent than it was. But the future is looking brighter at the lower distribution: it’s easier to break out of the bottom 20 per cent.”

His work on that project led the Provisional Minimum Wage Commission to recruit him to do a background study on the pros and cons of a minimum wage.

Dr Vere drew on experiences in other countries with particular reference to the UK, which Hong Kong was using as a model. The British raised the minimum wage



Dr James P Vere

too soon after its introduction, resulting in negative impacts for low-wage sectors.

“The goal of the minimum wage is to increase the wages of people at the low end. In the UK they found if they set the minimum wage at the level of the bottom five per cent, then five per cent of workers would get that level. But if they tried to go to the 10 per cent level, then problems would arise. Hong Kong has gone for the bottom 10 per cent,” he says.

Whether that will have a negative impact remains to be seen. The minimum wage came into effect in May 2011. “The international experience is that it takes two years to be fully effective. My concern was that Hong Kong would implement it and after a few months, if

unemployment did not become a problem, they would increase it. But it takes time to measure the impact.”

In the meantime, Dr Vere is doing a study for the Asia Development Bank on earnings mobility in Hong Kong and China in the wake of free trade. [❏](#)

Dr James Vere received the Faculty Knowledge Exchange Award 2012 of the Faculty of Business and Economics for his work on “Social Mobility and Economic Policy in Hong Kong”.

Something to Chew On

Tooth decay is an unpleasant experience that we all want to avoid and the Faculty of Dentistry has been educating young people in schools for years on how to do so. But tooth decay is also something else: an example of science in our everyday lives.

On that premise, the Faculty has developed a program that aims to facilitate science learning, especially biology and chemistry, using dental examples.

“In the past we have done oral health talks, but we also wanted to do something broader that directly related to school studies,” says Professor Edward Lo Chin-man. “There is an excellent scientific basis behind dental disease processes that can be used to facilitate student learning about science topics such as bacteria, bacterial communities called biofilm, pH and infectious diseases.”

The Faculty compiled some teaching materials and organized workshops in 2010 and 2011 for secondary school teachers and a few of their best students to demonstrate to them how the materials can be used in their school setting.

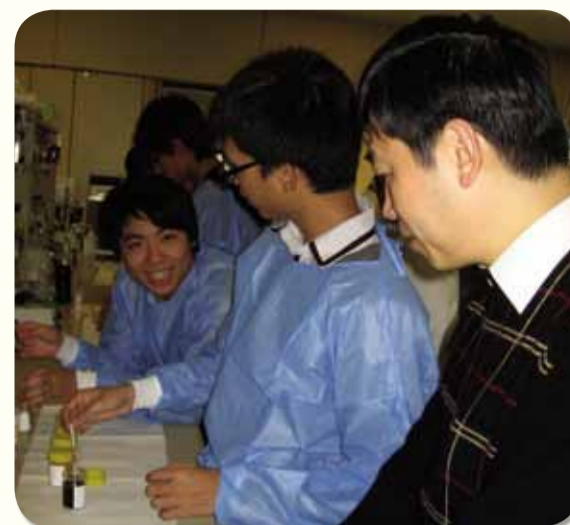
The participants looked at their own mouths to see what microbes were present and analyzed the acidity of popular drinks, which can contribute to tooth decay and chemical erosion of teeth.

“We showed them real objects and things that they come in contact with in their daily lives,” Professor Lo says.

“We tried to think out of the box rather than just focus on our professional knowledge. The intention was to go into the community and see what they needed, and provide it for them, rather than use top-down teaching to teach them our knowledge of dental health.”

“We also tried to learn from what the teachers and students were learning so it was an exchange rather than a one-way approach.”


The result has been a lot of positive feedback from participants and a body of materials – posters and teaching materials – that teachers can use in class. The materials have been adapted to make them more suitable for secondary schools, for instance by using



Prof. Edward C M Lo (first right) guiding the workshop participants in the laboratory

a safe and simple stain to make bacteria visible under the microscopes used in schools.

Since the initial workshops, the Faculty has also received funding to continue running additional workshops at a rate of two or three a year catering for about 15 schools each time.

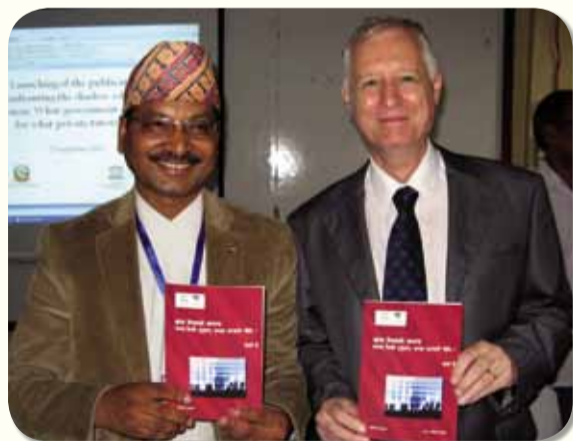
“We’ve been able to demonstrate how real-life dental problems can form the basis of interesting, interactive science lessons,” Professor Lo says. 

Professor Edward Lo and his team received the Faculty Knowledge Exchange Award 2012 of the Faculty of Dentistry for the “Enhancing Student Learning of Biological Sciences through Capacity Building of Secondary School Science Teachers” project. The list of team members can be found at the KE website (http://www.ke.hku.hk/highlights/2012/ke_awards2012).

Out of the Shadows

Private supplementary tutoring has become ubiquitous in Hong Kong, and is increasingly visible elsewhere. It is widely called “shadow education” because it mimics regular schools. As the curriculum in the schools changes, so it changes in the shadow. The intention may be to help students keep up or get ahead, but shadow education has implications for education systems as a whole – and for social equity.

Professor Mark Bray has been researching the practice around the world and has brought it to the attention of governments and policy-makers.



Prof. Mark Bray (right) with Suresh Man Shrestha, Secretary of the Ministry of Education in Kathmandu, launching the Nepali translation of the book in conjunction with UNESCO

He published a book on shadow education through UNESCO in 2009. It showed that private supplementary tutoring – previously thought to be a problem confined to East Asia – was increasingly evident in other parts of Asia, as well as Europe, North America and Africa. The book has been translated into 18 languages and has become a wake-up call to governments.


“The shadow education system is huge,” he says. “It’s gobbling up a lot of money and both maintaining and exacerbating inequalities.”

“People who are rich can have a lot of tutoring. Middle-income families then feel they should get it too. And then the low-income groups feel they had better join to avoid being left out of the race. There are major contradictions in societies which claim to have free education for all.” Mark Bray argues that the shadow education system must be confronted, not left to evolve unchecked.

“With this book, people are able to put shadow education on the table and see that other places have this problem, too. It facilitates conversation in a way which can take some of the defensiveness out of the issues.”

Professor Bray has been invited to be part of that conversation, giving presentations on five continents and being commissioned by the European Union and Asian Development Bank to do follow-up studies in their regions. With colleagues he is also working with the Dubai government and with the League of Arab States in Cairo. Closer to home, he is running a major research project, collecting data from - and exploring the implications with - 16 secondary schools.

At HKU in May 2012 Mark Bray was appointed UNESCO Chair Professor in Comparative Education. He will use this platform to continue to study implications of shadow education. Between 2006 and 2010 he took leave from HKU to work in Paris as Director of UNESCO’s International Institute for Educational Planning. This has given him excellent links within the UNESCO family through which to spread the message.

“The UNESCO Chair will enable me and colleagues to extend our outreach in the international community,” he says. “The Chair is putting HKU on the map, and HKU is putting us on the map by encouraging us to do this sort of work.” 

Professor Mark Bray received the Knowledge Exchange Award 2012 of the Faculty of Education for the project entitled “Confronting the Shadow Education System: What Government Policies for What Private Tutoring?”.

Prevention is the Cure When It Comes to Suicide

Professor Paul S F Yip received the Faculty Knowledge Exchange Award 2012 of the Faculty of Social Sciences for the “Population-based Suicide Prevention Programme in the Community” project. Please find his story in Issue 2 of the KE Newsletter at the KE website (<http://www.ke.hku.hk/eng/newsletter/issue2>).

A Breath of Fresh Air

When an infectious disease erupts, most people look to medical professionals for a solution. But the Faculty of Engineering has been demonstrating that their discipline can help to control the spread of infection, too.

The SARS (Severe Acute Respiratory Syndrome) outbreak in 2003 was their proving ground. The government and medical experts were perplexed about how the disease had spread within one complex, Amoy Gardens. They recruited members of the Department of Mechanical Engineering, who produced a plausible explanation based on engineering principles related to ventilation.

The experience led the engineers to further investigations and their results have had an impact around the world.

Led by Professor Li Yuguo, and working with experts from other disciplines, the team constructed a hospital room laboratory and measured how droplets dispersed, for instance when someone coughed and sneezed.

“We’ve come to understand the role played by all kinds of droplets – how they move, how they disperse, how they evaporate in the indoor environment,” says Professor Li.

“In the past, guidelines on hospital environments were developed by medical doctors and infectious disease control people with very little input from engineers. The objective was to remove droplets but they assumed the droplets would be heavy and fall. Hence they put the ventilation exhaust in the lower part of the room.”

His team showed that droplets can also disperse upwards and that ventilation at the top of the room was better at managing dispersion.

The findings have implications for a range of infectious diseases, such as avian flu and swine flu. The World Health Organisation has incorporated the findings into the ventilation chapter of its 2007 interim infection control guideline for healthcare settings as well as a 2009 guideline on pandemic influenza management.


The Indonesian Ministry of Health recruited Professor Li to review the design of avian flu isolation rooms in more than 20 hospitals, while Hong Kong’s Centre for



Prof. Yuguo Li (as an invited WHO advisor) on his way from Jakarta to Bandung to discuss about the ventilation design in 15 avian influenza referral hospitals

Health Protection asked him to run a training course for its staff. Professor Li and his colleagues have also trained about 1,500 infection control nurses and professionals from Hong Kong and other countries in the region.

“Hong Kong has done very well in this area. We lead the world at the moment,” Professor Li says. “Engineers need to work together on this with microbiologists and epidemiologists and other medical professionals.”

Professor Li was appointed a 2012 Distinguished Lecturer by the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE), an international society focused on building technology, and he will give talks to its chapters around the world. His research was also part of the 2010 National Science and Technology Advance Award Second Prize. 

Professor Li Yuguo received the Faculty Knowledge Exchange Award 2012 of the Faculty of Engineering for the “Ventilation for Better Infection Control in Hospitals” project.

Keen on Competition

Until 14 June 2012 Hong Kong lacked something that many other developed countries have: a competition law. Its long-awaited introduction has been aided in some part by the input of a HKU legal expert.

Mr Thomas Cheng, Associate Professor of Law, has practiced anti-trust law in the U.S. and is also knowledgeable on European competition laws. He is one of the only competition law academics in Hong Kong because, until now, there has been no

competition law here. As a result, he was highly prized as an advisor on the issue.

The government recruited him as a consultant in 2006 to advise on the drafting of the competition law. The Consumer Council, which has long advocated for such a law, also recruited him to chair its Competition Policy Committee and to help drum up public support for a law in this area.

“The questions we have been asking ourselves in Hong Kong are ones that I never got asked in the US – why do we need a competition law, how do we want to design the system, who should be allowed to enforce it, what enforcement structure should we use,” Mr Cheng says.


“I understand the nuances and implications of various approaches to the law. So when the government was weighing up different options I was able to say what the consequences would be for this option or that option.”

Mr Cheng was also able to tell the public about the competition-related problems in Hong Kong and the promise of a competition law for solving them, through his role with the Consumer Council.

“I sought to clarify misunderstandings about competition law and to manage public expectations. It is important that people understand the law cannot eradicate all the deep structural problems in Hong Kong’s economy overnight.”

He gave close to 50 media interviews and chaired two press conferences, and found that he also learned something in the process.

“Academics are used to giving thorough, complete and, to the media, long-winded responses. The media want sound bites. I had to learn to give them that – to focus on the crux and give the main points in a very succinct manner. It was quite challenging, but it was also an educational experience,” he says.

“Usually these advisory roles are mostly behind closed doors but in this case I have had to play a part in publicity. I was able to give something back to the community in a visible manner.” 

Mr Thomas Cheng received the Faculty Knowledge Exchange Award 2012 of the Faculty of Law for his work on “The Introduction of Competition Law in Hong Kong”.

Mr Thomas Cheng speaking at a Consumer Council press conference on the introduction of competition law



Science Inspiration

Science studies in secondary schools can be pretty ordinary – read the textbooks, listen to the teacher, watch the teacher do the experiment. But the Junior Science Institute (JSI) is showing students there is a lot more to a subject that relates very much to their daily lives.

The JSI was launched in 2009 to offer students full-day workshops three times a year on subjects that



JSI participants at a forensic science workshop

are meaningful to them, such as making their own cosmetics, geology and landscapes of Hong Kong, probability and statistics in daily life, and a night safari to Tai Po Kau.

“We want to offer them something that really can’t be done in secondary school,” says Teaching Consultant Dr Angela Tong.

The students use equipment and instruments that are not commonly seen in schools and they get to try their hand at using them. As one student said in their feedback form: “We can do the experiments ourselves instead of watching the teachers demonstrating them. We can also ask questions that we are curious about, no matter if it’s related to the thing we are learning or not.”

The JSI is a group effort by the Faculty of Science. The workshops are led by professors who give a lecture as in a normal university class. Postgraduate students lead tutorials and undergraduate students also help out. About 10 to 12 workshops are organized for each

workshop “day” to cater for 300-400 students who choose the workshop they want to attend.

The students earn credit towards their “other learning experiences” for their secondary school curriculum. More importantly, they also get to see science in a new light.

One student who attended the night safari said it “provided a great opportunity for me to learn and experience something outside the classroom and raised my interest in biology, while drawing my attention to the conservation of reptiles and amphibians.”

Assistant Professor Dr Billy Hau, who leads the night safari, says the JSI also helps teachers impart a message. “When I give my workshop, the important message is how humans are affecting many of the species, such as turtles and snakes, especially by eating them. The workshop reminds them that even as normal citizens, they can help to conserve these animals. It’s raising awareness,” he says.

The Junior Science Institute Teaching Team received the Faculty Knowledge Exchange Award 2012 of the Faculty of Science for the “HKU Junior Science Institute”. The list of team members can be found at the KE website (http://www.ke.hku.hk/highlights/2012/ke_awards2012).

Opening Access to Information

The government is looking for an expert to do a study on green buildings. A company is looking for a biotechnology specialist to advise on its new project. A researcher in the U.S. wants to find an expert who can team up for a project on domestic violence in China. How can they find the right people?

The traditional route has been through personal contacts and painstaking research. But the Internet has enabled new tools to be developed to connect people better – one of which is the HKU Scholars Hub.

The Scholars Hub contains centralized information on about 1,500 professorial staff at the University including their contact details, research interests, publications, patents, community service, research postgraduate student supervision and grants received. There is also a section on media contact indicating the topics and languages that the academic is proficient in.

“All of these details make our scholars highly discoverable. It’s such that for most everybody, when

you Google them, the top of the hit list will show their entry in the HKU Scholars Hub,” says David Palmer, head of digital strategies and technical services in the Libraries.

“People in government, industry, the community, anywhere can find this information and work with it. We expect that the number of contract researches and collaborative researches will increase because we have provided this data freely on the web.”

The initiative is part of a wider effort in the University towards open access and knowledge exchange, a development that is also taking place in other universities around the world. The impetus comes from the fact that universities pay academics to do research work and also pay for subscriptions to the journals in which the research is published.

“The University is paying everybody including the publisher to maintain access to this research,” Mr Palmer says.

“We think we can do better. If we put it in open access, it means everyone, even those who cannot afford journal subscriptions, including those in the developing world or secondary schools or libraries, can discover and freely use this research.” More importantly, the Hong Kong



Researcher pages at the HKU Scholars Hub

taxpayers who ultimately funded this research will now have access to it.

Discovery of the research happens much faster in open access. It also increases the likelihood that it will be cited by others, and cited faster – two common measures of research success.

HKU now has a policy asserting a non-exclusive right to repost in the HKU Scholars Hub the research produced by its academics. In this transition stage from print subscriptions to open access publishing, this usually means that the version of article made after peer review, but before publication, is the one deposited into the Hub. “We’re the only one in Hong Kong now with this proactive policy on open access,” Mr Palmer added.

Mr David Palmer and his team received the Knowledge Exchange Award (Non-Faculty Unit) 2012 for “The HKU Scholars Hub” project. The list of team members can be found at the KE website (http://www.ke.hku.hk/highlights/2012/ke_awards2012).



Mr David Palmer (second left) and members of the Hub Team

Knowledge Exchange (KE) Funding Exercise 2012/13

The University Grants Committee (UGC) has confirmed that the annual special allocation for KE to UGC-funded institutions will continue for the 2012-15 triennium to enable them to build up their capacity and broaden their endeavour in KE.

With input from the faculty representatives on the KE Working Group, the KE Executive Group awards most of the UGC's annual special allocation through the KE Funding Exercise for Faculty Capacity Building, Impact Projects and Student KE Projects. Allocations for Faculty Capacity Building and Impact Projects for 2012/13 have been made. Proposals for the Student KE Project Grant Scheme 2012/13 are being considered and the exercise will soon be completed.

Faculty Capacity Building

The KE funding for Faculty Capacity Building provides support to Faculties to put in

place optimal supporting infrastructure in order to enable systematic and sustainable changes within the Faculties on how they relate to the community and businesses. Each Faculty is expected to use the KE Capacity Building fund allocation and its own matching resources to build up its Faculty KE unit, enhance access to knowledge, and strengthen its partnerships with relevant stakeholders in society.

Impact Projects

The KE funding for Impact Projects aims to support projects that have the potential to create impact on society. Proposed projects may be technology-based or non-technology-related. Proposals are considered on a competitive basis. The following Impact Projects are supported in 2012/13:

Project Co-ordinator (Faculty / Unit)	Project Title
Mr Anderson LEE / Ms Tris KEE (Architecture)	Publication for Public Sharing about the Hong Kong \ Shenzhen Biennale of Urbanism and Architecture 2011-2012
Ms Tris KEE (Architecture)	Community Architecture: To Promote Horticulture Therapy in an Urban Landscape
Ms Tris KEE (Architecture)	Digital Audio-Video Archive for Architecture
Ms Tris KEE (Architecture)	Publishing the Collection of Faculty KE Activities
Ms Vincci MAK (Architecture)	HAD (Heritage x Arts x Design) Walk Project Tsuen Wan & Kwai Tsing – Productive Landscape in Tsuen Wan/Kwai Tsing and Its Cultural Significance
Mr Matthew PRYOR / Ms Melissa CATE CHRIST (Architecture)	Edible Green Roof Prototype: A Project for Converting Roof Spaces of Existing Buildings to Productive Use
Ms Dorothy S W TANG (Architecture)	Hong Kong Platforms: Educating Secondary School Students about the Sustainability of the City
Dr Sun Wah POON (Architecture)	The Quarrying Industry and the Infrastructure Development of Hong Kong: Influence and Interaction
Professor Douglas KERR (Arts)	Second Century Lecture Series
Dr Lisa LIM (Arts)	LinguisticMinorities.HK
Dr Page RICHARDS (Arts)	The Power of Intimacy: The Writers' Guidebook to Hong Kong Neighborhoods
Professor Daniel K L CHUA (Arts)	Cultural Leadership Youth Programme
Dr Mirana M SZETO (Arts)	Sharing Stories - Raising the Sense of Community in Rural Pat Heung, New Territories
Dr Esther YAU (Arts)	Migration Memory and Creative Digital Narratives
Dr Roslyn L HAMMERS (Arts)	University Museum and Art Gallery Website
Dr Robert PECKHAM (Arts)	Contagions: Cultural Perspectives on Emerging Disease
Dr Victor E L TEO (Arts)	Public Forum on Global Governance, Underground Economy and Its Impact on Food and Human Security in Greater China and East Asia
Dr Ricky WONG (Dentistry)	Oral Health Education Kit for Orthodontic Patients
Professor Mark BRAY (Education)	Policy Forum: Government Policies for Shadow Education – Common Concerns in Diverse Contexts
Dr Tammy KWAN (Education)	A Series of Professional Events to Enhance KE among Different Stakeholders in the Broader Educational Communities – A Platform for Mutual Learning Opportunity to Actualize the Spirit of School-University Partnerships
Dr Dan WANG (Education)	Capacity Building for Migrant Workers: The Longhua Community School Project
Dr Dennis Chun-Lok FUNG (Education)	Supporting Teaching and Learning in Liberal Studies through Collaboration between Exemplary Teachers, Non-Government Organizations and HKU Student-Teachers
Professor Francis C M LAU (Engineering)	Lightning Analyzer for Everyone
Dr Vincent LAU (Engineering)	Accessibility Technology Solutions Study for Secondary Schools
Dr Hak Kan LAI (Medicine)	Forecasting Health Impacts in the Hedley Environmental Index
Professor Ronald LI (Medicine)	Stem Cell Knowledge Exchange Program: From the Scientific Cutting Edge to Experience
Dr William Ho Cheung LI (Medicine)	A Health Promotion Programme to Enhance the Psychological Well-Being of Hong Kong Children in Kwai Chung Estate
Professor Agnes TIWARI (Medicine)	Supporting New Immigrant Women through Knowledge Exchange
Professor Ian Chi Kei WONG (Medicine)	A Date with Drugs
Dr Benny Chun Hei NG (Science)	Science Art Crossover – Visualizing Science via Creative Lens & Interactive Art
Dr Janet K Y CHAN (Science)	Dissecting Hong Kong's Pressing Environmental Management Issues and Exploring Their Solutions
Dr Chun-shing PUN (Science)	Community Light Pollution Reach-Out Project
Professor Cecilia CHENG (Social Sciences)	Promoting Social Inclusion among Individuals with Physical Disability through Virtual Mobility: Social Networking Platform for One-Stop Online Support
Dr Celia Hoi Yan CHAN (Social Sciences)	Empty Cradle, Broken Heart – Advancing Perinatal Bereavement Care for Healthcare Professionals in Supporting People Who Have Experienced Pregnancy Loss
Professor Paul S F YIP (Social Sciences)	Train the Trainers Workshop Series for Local Secondary Schools
Dr Duncan MACFARLANE (Institute of Human Performance)	Development of a Portable Digital Body-Image Dissatisfaction Scale for Health Professionals
Mr David PALMER (HKU Libraries)	Increase Visibility, Discovery & Re-Use of HKU Data
Professor Ying CHAN (Journalism and Media Studies Centre)	Open Land Project – Hong Kong
Mr Michael DUCKWORTH (HKU Press)	HKU Press Digital Publishing/Open Access – KE 4

HKU Three Minute Thesis (3MT™) Competition 2012

"I often told my friends that I filmed 'Category III' movies of snails in the laboratory, which made them laugh. But then they would ask me about the contributions of this work to science or society. I knew I was working on an interesting and important subject, but I couldn't find a good way to explain this. Having a well prepared '3-minute' thesis description in 'your pocket' would be useful," says Terence Ng, champion and recipient of People's Choice Award.

"Gains from the competition are not merely a conference travel grant, but also a legacy of something unexpected. I am now surprisingly delighted when a friend or even an unacquainted person starts a chat with me about my performance in the competition," says Kelvin Zhu, first runner-up.

"Not only did I enjoy myself and have fun presenting my 3-minute thesis, but I was also amused by the humorous and entertaining presentations of other candidates. I definitely will recommend this competition to those who want to improve their presentation skills," says Ricky Tso, second runner-up.

"Before the competition, I used to use professional jargons without noticing they are 'professional'. If I hadn't participated in this competition, I would have never realized that I had difficulty in describing my research project in layman's language." says Cherry Zhang, recipient of Online People's Choice Award.

The Three Minute Thesis (3MT™) Competition 2012 of HKU was successfully held on May 29, 2012. This year 28 research postgraduate (RPg) students participated in the competition, and 12 finalists were shortlisted to compete for 3 prizes decided by the adjudicating panel and the People's Choice Award decided by audience ballot. A new award, namely the Online People's Choice Award, was introduced this year to promote the 3MT concept to young researchers and the public. The finalist with the most 'LIKE' votes on YouTube received this award.

Developed by The University of Queensland (UQ), Australia, 3MT is an academic competition that challenges RPg students to explain their research within 3 minutes

to a general audience. 3MT celebrates the discoveries made by RPg students and encourages them to develop the skills to communicate the importance of their research to the broader community.

We were honoured to have Dr York Liao and Mr Kai-man Wong, HKU Council Members, serving on the adjudicating panel as external members. Internal members of the adjudicating panel included Professor John Bacon-Shone, Associate Director of the Knowledge Exchange Office (KEO), Professor Paul Cheung, Director of the Technology Transfer Office, Professor Ying Chan, Director of Journalism and Media Studies Centre (JMISC), Professor Nirmala Rao, Associate Dean of the Graduate School, and Professor Ben Young, Assistant Dean of the Graduate School.

Congratulations to all the winners of the 3MT Competition 2012. They are:

Champion and People's Choice Award

Name Mr Terence Pun Tung NG (PhD candidate in the Faculty of Science)
Title of Presentation Sexual Selection in Snails
Primary Supervisor Prof. Gray A Williams

1st Runner-up

Name Mr Kelvin Wenkai ZHU (PhD candidate in the Faculty of Engineering)
Title of Presentation Performance Optimisation of Mobile Robots
Primary Supervisor Dr S H Choi

2nd Runner-up

Name Mr Ricky Van Yip TSO (MPhil candidate in the Faculty of Social Sciences)
Title of Presentation Writing Experience Changes Our Visual Perception: The Case of Chinese Character Recognition
Primary Supervisor Dr Janet Hsiao

On-line People's Choice Award

Name Ms Cherry Yingying ZHANG (PhD candidate in the HKU Li Ka Shing Faculty of Medicine)
Title of Presentation Functional Ion Channels in Human Mesenchymal Stem Cells and Cardiac Progenitor Cells
Primary Supervisor Dr Guirong Li

Terence represented HKU at the Trans-Tasman 3MT Competition hosted by UQ in Brisbane on October 11, 2012.

"The experience of this competition will be valuable to all the student participants as well as their supervisors," Pro-Vice-Chancellor (Research) Professor Paul Tam says.

The 3MT Competition was jointly organized by the Graduate School and the Knowledge Exchange Office. The support of the Journalism and Media Studies Centre in event production is deeply appreciated. Videos on the presentations of the awardees and finalists can be viewed at the HKU 3MT website: www.ke.hku.hk/hku3mt.

Correction

In "100 Licenses of HKU Inventions and Know-hows" in Issue 2, the numbers "146" and "300" in the first sentence of the 6th paragraph were misplaced. It should read as follows:

"Since 1998, when HKU formed Versitech Limited, over 300 patents have been granted for 146 different invention disclosures at HKU and 102 of these inventions and know-hows have been licensed."

Please refer to the full version at the KE website (<http://www.ke.hku.hk/eng/newsletter/issue2>).



Awardees and finalists of the 3MT Competition with Pro-Vice-Chancellor (Research) Professor Paul Tam and members of the adjudicating panel

(From left, back row) Dr York Liao (HKU Council Member), Professor Nirmala Rao (Associate Dean of the Graduate School), Ms Zoe Wing Yee Tam (Finalist), Ms Yingying Zhang (Finalist), Ms To Kam Lam (Finalist), Professor Ying Chan (Director of JMISC), Mr Kai-man Wong (HKU Council Member), Professor John Bacon-Shone (Associate Director of KEO), Ms Li Zhang (Finalist), Ms Huijun Wu (Finalist), Ms Junyuan Li (Finalist)

(From left, front row) Mr Ricky Van Yip Tso (2nd Runner-up), Mr Wenkai Zhu (1st Runner-up), Mr Pun Tung NG (Champion and the winner of the People's Choice Award), Professor Paul Tam (Pro-Vice-Chancellor and Vice-President [Research]), Professor Ben Young (Assistant Dean of the Graduate School), Ms Clara Hiu Ling Hung (Finalist), Mrs Thanuja Darshani Kumari Herath (Finalist)

Finding Experts

The **HKU Scholars Hub** is the University's online expertise directory, which makes HKU researchers and their research visible. It provides an expert finder for businesses, industries, social enterprises, the public sector, and interested student applicants to find HKU experts for contract research, consultancies, and postgraduate student supervision etc. Please visit the HKU Scholars Hub at <http://hub.hku.hk/>.



Tech Ready

For a complete list of HKU technologies that are currently available, please visit: <http://www.tto.hku.hk>



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