

Dear Mrs Cha, Professor Kirby, colleagues, ladies and gentlemen,

I am most delighted to receive this award; it means a lot to me. I am grateful to The Chinese University of Hong Kong and the Science Faculty for nominating me to represent the University, and the Selection Panel for giving me the honour. I would like to thank the University Grants Committee for launching this award, sending a strong and clear message that teaching excellence in multiple dimensions should be valued and adequately recognised.

I share the view of Sir Colin Lucas who remarked after the Quality Audit of the Chinese University in 2008 that “the people of Hong Kong should be proud to have a university of such high standing”. I am also immensely proud of being a professor at this university. Its commitment to continually enhancing the quality of education provides a platform for teachers to excel in many dimensions.

I would like to express my appreciation to fellow members of the Science Faculty and the Senate Committee on Teaching and Learning. Their collective wisdom always leads to visionary strategies and action plans that have positive impacts on students’ learning. While I have earned this recognition, there are other great leaders whose contributions remain invisible. I always regard them as my role models. In the face of many competing priorities, they still place excellent teaching at the top of their priority lists. Their dedication, commitment, constant support and encouragement are my major motivators.

It is my privilege to be an Associate Dean of the Science Faculty. Similar to how we appreciate and pursue science, we are sometimes critically sceptical about theoretical models and pedagogies that might not have been tested extensively. However, we never seek to avoid the challenges but rather take ownership of research into these theories with a view to finding optimal solutions in the context of science teaching. We treat teaching seriously, as a legitimate form of scholarship, which is founded on existing theoretical models and informed by evidence and continuous reflection on hands-on experience and experiments.

We work to develop a teaching approach that inherits the good traditions in science and is shaped by new perspectives on how contemporary teaching should be. We design ambitious and challenging curricula to stimulate students, but not at the expense of less-able students. We advocate deep learning and embrace the concept of whole-person development, and use our classrooms to cultivate not only expertise but also generic skills and positive attitudes and values. We promote learning-oriented teaching and active learning. Moreover, we feel obliged to extend our influence to the secondary-school sector.

We will continue to build on our work to further research and generate knowledge on teaching and learning by using rigorous scientific processes, and contribute to the advancement of the scholarship of teaching and learning.

Last but not least, I would like to express my gratitude to those teachers, students, colleagues and friends, as well as my family members, who always stand by me. They have shared my aspirations and vision, frustration and tears all the way, and of course the honour and joy today. I am glad that I have not disappointed them.

Thank you very much.