



香港中文大學四十五周年
45th Anniversary of CUHK



香港中文大學
The Chinese University of Hong Kong



The Vice-Chancellor's Exemplary Teaching Award
校長模範教學獎

The Young Researcher Award
青年學者研究成就獎

The Postgraduate Research Output Award
研究生學術成果獎

2008

The Vice-Chancellor's Exemplary Teaching Award 2008

二零零八年度校長模範教學獎

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1 June 2009

The Chinese University of Hong Kong is internationally renowned for its excellence in research and its commitment to teaching and learning. Our intention is always to ensure that the two fields combine, with research providing insight for teaching, and teaching suggesting new avenues for research. It is with this complementarity in mind that we award the highest achievers in research and teaching each year, not only to recognize our own strengths, but also to remind the community we serve of our commitment to expanding knowledge, and expanding access to knowledge.

The recipients of all three awards are subjected to a rigorous process of review and assessment each year. They are the most respected teachers on campus, the most rigorous researchers in their fields, and the most accomplished postgraduates.

The Vice-Chancellor's Exemplary Teaching Award has been offered since 1999, and the nine recipients this year take the total to 73 outstanding educators. The Young Researcher Award was first presented in 2003, and the eight new awardees increase the elite group of recipients to 39. The Postgraduate Research Output Award (previous the Award for the Best Research Output by Research Postgraduate Students), received by six highly promising students this year, has now also been presented to 37 forward-thinking awardees.

The University congratulates all recipients of the 2008 awards, and acknowledges that their efforts benefit society as a whole. They join an elite group of achievers whose ranks grow more impressive every year.

香港中文大學教學出色，治學研究也成績斐然，飲譽國際。以研究為教學的睿智源泉，藉教學啟示研究的新路向，令兩者相輔相成、相得益彰，是我們的目標與方向。因此，大學特設獎項，每年頒給研究和教學工作最出色的人員，一方面獎勵校內俊彥，另一方面讓公眾得知，中大一直致力開拓知識，同時也悉力開拓獲得知識的渠道。

我們所設三個獎項的得主，都是經過嚴格甄選後脫穎而出者，計有春風化雨的師長、出類拔萃的研究人員和頭角崢嶸的研究生。

校長模範教學獎自一九九九年頒發，連同本屆九位得主，共表揚了七十三位傑出教師。青年學者研究成就獎則在二零零三年設立，至今共向三十九名優秀研究人員頒發獎項。至於研究生學術成果獎（前稱研究生最佳研究成績獎），今年共有六人獲得，都是前途無可限量的研究生，連他們在內，至今共有三十七人獲頒此獎。

大學衷心向二零零八年度各獎項得主道賀，並深信他們的努力，定對社會大有裨益。這些一時之選，是本校頂尖教研人才的一員，而這個隊伍也隨著上述獎項的頒發，年復一年，益見壯大。





The Vice-Chancellor's Exemplary Teaching Award 2008

二零零八年度校長模範教學獎

2008 Awardees 二零零八年度得獎人

Professor CHENG Chung-yi, Department of Philosophy, Faculty of Arts
文學院哲學系鄭宗義教授

Professor Jessica Y. Y. KWONG, Department of Marketing, Faculty of Business Administration
工商管理學院市場學系鄺玉儀教授

Professor CHENG Pui-wan, Department of Educational Psychology, Faculty of Education
教育學院教育心理學系鄭佩芸教授

Professor Charlie C.L. WANG, Department of Mechanical and Automation Engineering, Faculty of Engineering
工程學院機械與自動化工程學系王昌凌教授

Professor Swati JHAVERI, Faculty of Law
法律學院 Swati JHAVERI 教授

Professor Shekhar Madhukar KUMTA, Department of Orthopaedics and Traumatology, Faculty of Medicine
醫學院矯形外科及創傷學系古明達教授

Professor LEUNG Kwok-nam, Department of Biochemistry, Faculty of Science
理學院生物化學系梁國南教授

Professor Patrick Wing-leung LEUNG, Department of Psychology, Faculty of Social Science
社會科學院心理學系梁永亮教授

Professor CHOW Po-chung, Department of Government and Public Administration
政治與行政學系周保松教授

(Nominated by the Senate Committee on General Education 教務會通識教育委員會提名)

Professor CHENG Chung-yi
Department of Philosophy
Faculty of Arts
文學院哲學系鄭宗義教授

A continually refreshed mind is the key to teaching success, comments Professor Cheng Chung-yi. No one is interested in repetitious and outdated teaching, he says, and continuous learning should be the teacher's golden rule. With such an outstanding attitude, Professor Cheng is a fitting recipient of the Vice-Chancellor's Exemplary Teaching Award 2008. Currently a professor in the Department of Philosophy, Professor Cheng's research focuses on Confucian philosophy since the Song and Ming Dynasties. In addition to courses in that area, he also teaches the history of Chinese philosophy in general and Contemporary Neo-Confucianism. Education, he says, is a matter of conscience, quoting Professor Ho Hsiu-hwang, former Dean of CUHK's Faculty of Arts. Professor Cheng notes that his greatest challenge is to approach teaching in such a way that all of his students can benefit from the process. "The difficulty is to tackle the level of difference in the learning momentum between different students". He humbly says that he is still groping for the right approach, but derives great pleasure from watching students grow in knowledge and experience. He also takes inspiration from the challenging questions they ask in class, noting crucially that "teaching benefits both teachers and students alike".

要教得成功，首要在不斷更新知識，這是鄭宗義教授的卓見。重複老套的教學法拒人千里，學不厭是教師的金科玉律。鄭教授意誠心正，榮獲 2008 年度校長模範教學獎實至名歸。鄭教授現任教哲學系，以宋明兩朝以來的儒家思想專注研究。他以其所長開班授課，亦教授中國哲學史及當代新儒學。他引述香港中大文學院前院長何秀煌教授之言：教育是良心的事業。鄭教授深感教學的最大挑戰在於如何令所有學生從此過程中得益。「因難之處是如何照顧學生的學習差異。」他謙稱仍在摸索，但眼見學生的心智與見識日長，亦欣喜莫名。學生在課堂上的詰辯問難，他視為磨礪，以此為「教學相長」的要諦。



"Education is a matter of conscience" – Professor Ho Hsiu-hwang, former Dean of Faculty of Arts, CUHK
「教育是良心的事業」——香港中文大學文學院前院長何秀煌教授



Professor Jessica Y. Y. KWONG
Department of Marketing
Faculty of Business Administration
工商管理學院市場學系鄭玉儀教授

Students easily detect passion in a teacher's approach, reflects Professor Jessica Kwong, and are most influenced by educators who are sincere in helping them grow. Those students who are motivated by an effective teacher see value in both the subject matter taught and in themselves as learners. There is, Professor Kwong says, "no secret formula in my teaching", and she gauges the quality of what she does by asking herself a simple question. "Do I look forward to delivering my next lecture and meeting the students again?" With her Vice-Chancellor's Exemplary Teaching Award 2008 as an indicator, the answer must be a resounding "yes"! Herself a CUHK graduate, Professor Kwong teaches in the Department of Marketing, delivering courses on theory and research methodology to both undergraduate and graduate students. She considers herself fortunate to have been given "extensive liberty in the design of the curriculum and the methods of teaching", which has become a source of pleasure in her work. Yet she is most happy, she says, when students show the desire to understand both intellectual endeavours and human beings, including themselves. In turn, they inspire her to think more deeply about the topics her teaching covers, "and to reflect on my personal life".

鄭玉儀教授覺得學生很容易從老師的教學方法中看出熱誠，所以最受真心幫助他們成長的教者所影響。老師教得其法，那些受到激勵的學生也從所學的和自己身上看到箇中價值。鄭教授坦言，「我的教學沒有秘訣」，她只問自己一條簡單問題來自我衡量。「我是不是很想快點上下一堂課，和學生再見面？」她既然榮獲 2008 年度校長模範教學獎，答案當然是「想」！鄭教授是中大畢業生，現任教市場學系，教授理論及研究方法等科目，指導本科生與研究生。她覺得很幸運，「學系讓我自由發揮設計課程和教學方法」，她亦從中享受到工作的樂趣。不過她最高興的是看到學生有追求知識和反思人生及自己之心。反過來，學生則啟發她更深入思考所教授的題目，「也思考自己的人生」。

"Intelligence derived from sincerity is nature. Sincerity derived from intelligence is instruction"
 – Book of the Mean

「自誠明，謂之性。自明誠，謂之教。」—《中庸》



Professor CHENG Pui-wan
Department of Educational Psychology
Faculty of Education
教育學院教育心理學系鄭佩芸教授

The unknowable aspects of teaching are what inspire Professor Cheng Pui-wan. In each year and every class she encounters students who respond to and interact with her in ways that she cannot predict ahead of time. They continually surprise her, and she delights in the potential she glimpses in them. Teaching in the Department of Educational Psychology, Professor Cheng also leads a Jockey Club project team that provides teacher training in helping students with specific learning difficulties. She receives a Vice-Chancellor's Exemplary Teaching Award 2008 for continued excellence as an educator and educational psychologist. She notes that the most difficult part of her teaching is determining "how to handle individual differences within a class and tailor my teaching to a level that can be absorbed and understood by my students". The concept of 'scaffolding' serves her well in this respect, allowing her to continually think about how she can lift her students to the next level and enhance their understanding and achievements. Although only a "beginner learner" of this strategy of art in teaching, she approaches each class with great hope and understands the importance of ensuring that all students benefit from the subject matter. Hope, says Professor Cheng quoting Emily Dickinson, "never stops at all".

令鄭佩芸教授感到啟發良多的，是教學過程中的未知之數。每一年每一班她遇到的學生，都以出乎她意料的方式回應她及和她溝通。學生不斷令她驚喜，若能進一步發掘他們的潛質，她更高興不已。鄭教授任教於教育心理學系，並領導一個賽馬會贊助的計劃，培訓老師幫助有特殊學習困難的學生。這位不斷追求卓越的教育工作者兼教育心理學家，榮獲 2008 年度校長模範教學獎。鄭教授認為教學最難在「處理一班之內之個別學習差異，並把教學調整到學生可以吸收及理解的程度」。就此而言，「鷹架教學」的概念正好派上用場，她根據這種概念，不斷思考如何助學拾級而上，提升到更高的層次，從而提高他們的能力。雖然鄭教授自謙對這種教學藝術只是「初入門檻」，但她對所教的每一班學生都寄予厚望，並深明至為重要的是令學生受益於所學。鄭教授引美國女詩人狄金生的詩句說，「希望」是「永不止息的」。



"The good life is the one that is inspired by love and guided by knowledge" – Bertrand Russell
「美好生活由愛所激發，並由知識所引導。」 — 羅素



Professor Charlie C.L. WANG
Department of Mechanical and Automation Engineering
Faculty of Engineering
 工程學院機械與自動化工程學系王昌凌教授

With only five years of teaching experience, Professor Charlie Wang has already excelled to the extent that he receives a Vice-Chancellor's Exemplary Teaching Award 2008. Professor Wang's warmth and open-mindedness, combined with a good sense of humor, are well known to his students, and highly appreciated. Teaching in the complex area of mechanical and automation engineering, he is careful to stimulate his students' interest in the simplest manner possible. He finds that learners best respond to visual aids, which he uses through his lectures to illustrate his subject matter, clarify abstract concept and explain mathematical equations. Professor Wang's aim is always to inspire his students to have confidence in their own learning. He believes that all students have the potential to learn a subject well if they spend the necessary time on it. In each class he interacts with his students, using his well-prepared materials as a springboard for lively discussion and creative thinking. "The most important factor", he says, "is to let students feel confident and the encouragement coming from you". To his students, Professor Wang is not merely a scholar but a companion who inspires them with confidence to explore and reach their potential.

王昌凌教授雖然只有五年的教學經驗，但已頭角崢嶸，獲得 2008 年度校長模範教學獎。王教授態度親切、思想開明，加以風趣幽默，故此深得學生之心，備受愛戴。機械與自動化工程錯綜複雜，王教授授課卻深入淺出，細意引起學生的學習興趣。他發現視覺教具能令學生更投入，於是課堂上都會用上，以解說主題內容、闡明抽象概念和解釋數學公式。王教授一直致力啟發學生對學習的信心。他相信學生都有讀好書的潛質，問題是有沒有花上足夠時間去學習。他每次上課都和學生互動交流，利用精心準備的教材引發熱烈討論及創意思考。他說：「最重要的因素是使學生覺得有信心，並感受到來自你的鼓勵。」對他的學生來說，王教授不僅是學者，也是啟發他們要有信心去探索和發揮潛能的益友。

A good teacher not only imparts knowledge but also inspires students to seek truth beyond tradition, definition and image.

好的老師不僅僅傳授知識，更重要的是激勵學生跳脫傳統、超越定義和擺脫表象去尋求真理。



Professor Swati JHAVERI
Faculty of Law
法律學院 Swati JHAVERI 教授

"Teaching is a continuous learning process", remarks Professor Swati Jhaveri. "Through teaching I am constantly recalibrating my own understanding of the areas in which I teach". With the Faculty of Law since its first intake of students in 2006, Professor Jhaveri receives a Vice-Chancellor's Exemplary Teaching Award 2008 for her continued excellence in legal education. Having recently introduced human rights electives to the Faculty's curriculum, drawing on her own research background in the area, she has ever increasing opportunities to pass on her passion for the subject matter. In all of her teaching Professor Jhaveri develops as much interaction with students as possible, structuring classroom discussion with questions targeted at "different levels of understanding so that students at various levels will be able to participate in the class". She also spends time beforehand planning how to keep the discussion moving throughout the class, often starting a lesson by asking students for facts of cases and then gradually posing more reflective questions. "Students", Professor Jhaveri says, "are understandably much more engaged with a course they feel is well organized and well structured". Her concern is not just to help students acquire specific knowledge, but also to interest them in how that knowledge relates to the wider world.

「教學是不斷學習的過程，」Swati Jhaveri 教授說。「從教學中我不斷校正自己對所教範疇的了解。」Jhaveri 教授自法律學院在 2006 年首次招生起即加盟，在法律教育上一直表現傑出，所以榮獲 2008 年度校長模範教學獎。她研究人權法，最近為學院課程增設了這個課題的選修科，有更多機會盡展所長。Jhaveri 教授在教學上盡量和學生溝通，組織課堂討論時，所設問題均針對「不同程度的理解，使水平各異的學生都可以參與」。課前她會花不少時間準備，務求課堂上的討論持續不斷。課堂開始時，她通常先要求學生回答一些事實，然後逐漸提出須深入思考的問題。Jhaveri 教授說：「學生覺得課程組織完善、條理分明，便會讀得更加投入。」她關心的不僅是幫助學生獲得專門知識，亦希望引發他們論道求真的興趣，探索人生的其他學問。



Teaching is not just about developing knowledge but also about helping develop a real interest in the knowledge.

教學之要義不僅在於灌輸知識，亦在於培育真心求知的興趣。



Professor Shekhar Madhukar KUMTA
Department of Orthopaedics and Traumatology
Faculty of Medicine
 醫學院矯形外科及創傷學系古明達教授

"A good teacher", notes Professor Shekhar Kumta, "is one who is able to motivate students to access knowledge and skills beyond their abilities". As a professor in the Department of Orthopaedics and Traumatology, he works toward that goal both in the classroom and during bedside tutorials. A fitting recipient of the Vice-Chancellor's Exemplary Teaching Award 2008, Professor Kumta urges his students to identify areas in which they need to put more effort. "Teaching", he says, "really comes from the heart!" Teachers "must be flexible and use creative strategies to accommodate students with varying learning abilities". The key lies in effective communication. Professor Kumta says he is easily approachable, keeps an open mind and respects student opinions and suggestions at all times. As Deputy Chief of the Musculoskeletal Tumour Service at the Prince of Wales Hospital, Professor Kumta's greatest challenge is to maintain an effective balance between teaching, research and health care service duties. Yet he finds that much of his undergraduate teaching is intertwined with his clinical duties and that his research greatly complements his teaching. His greatest joy comes from his students when they empathize with their patients. That, he says, gives them the motivation to excel.

古明達教授認為「好老師應該能夠激發學生超越能力局限，獲取知識和技術。」他是矯形外科及創傷學系教授，在課堂及臨床導修課上都朝這個目標身體力行。古明達教授榮獲 2008 年度校長模範教學獎，實至名歸。他時常敦促學生，要認清楚需要痛下苦功的地方。「教學需發自內心！」他說。老師「必須要圓通和不拘泥於教學策略，以照顧學習能力參差的學生」。關鍵在有效溝通。古明達教授自言平易近人，態度開放，而且永遠尊重學生的意見和建議。身為威爾斯親王醫院肌骨腫瘤服務的副主管，古明達教授的最大挑戰是如何平衡教學、研究和執行醫院的職責。幸好大部分的本科教學和他的醫療工作都關係密切，而研究和教學亦相輔相成。他最高興是學生以惻隱之心看待病人，他說這就是激發學生精進的動力。

Be sincere, honest and considerate!

要誠懇、正直和為他人設想！



Professor LEUNG Kwok-nam
Department of Biochemistry
Faculty of Science
 理學院生物化學系梁國南教授

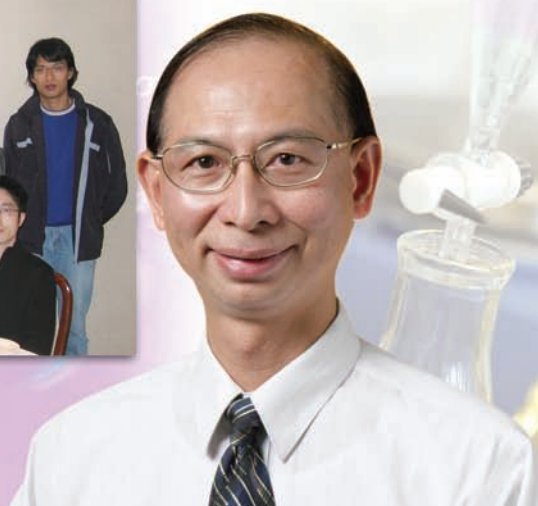
Responsibility and patience are the keys to teaching success, notes Professor Leung Kwok-nam, looking back over 25 years of lecturing in biochemistry. "I teach my students wholeheartedly, with enthusiasm, great passion and dedication". There is no secret to his method, just a belief that teaching extends beyond lectures to life. Receiving a well-deserved Vice-Chancellor's Exemplary Teaching Award 2008, Professor Leung, enjoys watching his students grow, and often establishes lasting relationships with them. Teaching biochemistry to life science students is not an easy task, he says, because they have diverse backgrounds and interests. He prefers an interactive approach to meet this challenge, encouraging students to ask questions and welcoming their visits when they have problems. The major task for any teacher, according to Professor Leung, is "to create a positive learning environment in order to cultivate a sense of curiosity in students". In this way students become creative thinkers and life-long learners, and the teaching effort is rewarded by the opportunity to learn from them. "The more I teach", he believes, "the more I learn". With five Exemplary Teaching Awards from the Faculty of Science already to his credit, Professor Leung is an outstanding educator and himself a life-long learner.

梁國南教授回顧二十五年教授生物化學的經驗，認為責任感和耐性是成功教學的要訣。「我全心全意教學生，熱誠投入，傾注全情。」他的教學方法無秘訣可言，只是堅信既教學亦教人。梁教授榮獲 2008 年度校長模範教學獎，實至名歸，他最愛看着學生成長，而且往往與學生建立永固的友誼。他說，向生命科學學生教授生物化學絕不容易，因為他們的背景和興趣各異。他喜歡採用互動的方法來應付這個挑戰，鼓勵學生發問，學生有困難亦可以隨時找他。梁教授覺得老師的重任是「營造積極的學習環境，以培養學生好奇探知的心。」只有這樣，學生才會成為具創意思考的終身學習者，而教學相長，老師亦必獲益良多。他相信，「愈教得多，愈學得多」。梁教授曾五度獲得理學院的模範教學獎，是傑出的教育家，也是終身學習的力行者。



Teach students with all your heart, all your mind and all your strength, and learn from them while they learn from you.

務要盡心、盡意、盡力去教導學生，並彼此互相學習。



Professor Patrick Wing-leung LEUNG
Department of Psychology
Faculty of Social Science
 社會科學院心理學系梁永亮教授

The crucial tension in teaching lies in the decision about what to teach and what to hold back, notes Professor Patrick Leung. At all stages it is important to "let students explore for themselves and then find their answers by their own efforts". For his efforts in shaping not only outstanding students but also life-long learners, Professor Leung receives a Vice-Chancellor's Exemplary Teaching Award 2008. With the Department of Psychology since 1992, Professor Leung is an expert in attention deficit/hyperactivity disorder and teaches graduate studies in clinical psychology. In all of his teaching he resolutely maintains a student-centred approach, walking a step ahead of his students, leading them along. "The important point", he says "is to understand the needs of the students and start your teaching from where they are. We cannot jump ahead too far, since they won't be able to follow". Professor Leung finds that question and answer sessions help him pinpoint exactly where the students are in the learning process. When they pose questions that challenge his own ways of thinking, the level of learning reaches a new height, benefitting students and teacher alike. He is glad, he says, that he can grow with his students.

梁永亮教授認為，決定教甚麼和不教甚麼，是教學最大的張力所在。不管在哪個階段，最重要是「要讓學生自己探索，靠自己的努力去尋找答案」。梁教授門下的學生不但優秀，而且終身學習不輟，梁教授因而榮獲 2008 年度校長模範教學獎。梁教授自 1992 年起即任教心理學系，是專注力失調 / 過度活躍症專家，並執教研究院的臨床心理學課程。他在多年的教學生涯裡，始終不渝地採用以學生為本的方法，緊走在莘莘學子前面，引領着他們前進。他說：「要點是了解學生的需要，從他們置身之處開始教。不可一下子超越得太遠，因為他們會無法跟上。」梁教授認為問答環節有助確定學生在學習過程中所處的位置。如果學生提出的問題挑戰到他自己的思考方法，那就表示他們的學習水平登上了新高峰，學生和老師同樣會因此而得益。他說，能夠和學生一起成長，他感到心滿意足。

Be patient and listen to them for they are your students, but can also be your teachers.

要耐心聆聽他們的說話；因為他們雖然是你的學生，但也可以成為你的老師。



Professor CHOW Po-chung
Department of Government and Public Administration
政治與行政學系周保松教授

(Nominated by the Senate Committee on General Education 教務會通識教育委員會提名)

When asked to describe his greatest challenge as a teacher, Professor Chow Po-chung mentions the need to provoke curiosity in his students by presenting them with puzzles to be solved. With a mind activated by puzzles, he says, "anyone can enjoy the pleasure of study, and anyone can see the connection between knowledge and life". Professor Chow teaches in the Department of Government and Public Administration, and was recognized for his outstanding efforts with an Exemplary Teaching Award from the Faculty of Social Science in 2007. He now receives a Vice-Chancellor's Teaching Award 2008 for his contributions to general education at CUHK, particularly his acclaimed courses 'Values and Public Affairs' and 'Issues of Political Philosophy'. Professor Chow sees general education as expanding students' horizons, allowing them "to understand and appreciate the intrinsic values of different domains in life". The ideal outcomes of his efforts are students who both advance their studies and improve their conduct. He emphasizes conversation in his teaching, motivating students to participate in discussions held in lessons, tutorials and online. Many students remain active in his online forum even after completing his courses, staying "inside the mesmerizing world of philosophy, engrossed in the immense pleasure of the pursuit of knowledge."

問及周保松教授身為老師的最大挑戰時，他說是如何引起學生解惑的好奇心。他說，一旦有解惑之心，「誰也可以享受到學習的樂趣，看到學問與生命的關聯。」周教授在政治與行政學系任教，曾獲社會科學院 2007 年度模範教學獎，以表彰他的傑出成就。他對中大的通識教育貢獻良多，所執教的「價值與公共事務」和「政治哲學問題」兩科更備受稱道，是以榮獲 2008 年度校長模範教學獎。周教授認為通識教育可以拓闊學生的視野，「令他們認識及欣賞生命中不同領域的內在價值」。誨人不倦的理想結果是學生品學俱進。他在教學上強調對話，鼓勵學生參與課堂、導修和網上討論。很多學生修完他的課後仍在他的網上討論區非常活躍，逗留在「哲學的迷人世界，感受到追求學問的無窮樂趣。」



"It is advisable to place equal emphasis on the advancement of one's studies and the conduct of oneself; it is better still to achieve a combined mastery of both." – New Asia College Regulation 1
「求學與做人，貴能齊頭並進，更貴能融適合一。」——新亞書院學規 1





The Young Researcher Award 2008

二零零八年度青年學者研究成就獎

2008 Awardees

二零零八年度得獎人

Professor YAU Shuk-ting, Kinnia, Department of Japanese Studies, Faculty of Arts

文學院日本研究學系邱淑婷教授

Professor FAN Po-hung, Joseph, School of Accountancy and Department of Finance, Faculty of Business Administration

工商管理學院會計學院與財務學系范博宏教授

Professor LAU Kit-ling, Department of Curriculum and Instruction, Faculty of Education

教育學院課程與教學學系劉潔玲教授

Professor JIA Jiaya, Department of Computer Science and Engineering, Faculty of Engineering

工程學院計算機科學與工程學系賈佳亞教授

Professor ZHAO Yuhong, Faculty of Law

法律學院趙宇紅教授

Professor FONG Tik-pui, Daniel, Department of Orthopaedics and Traumatology, Faculty of Medicine

醫學院矯形外科及創傷學系方迪培教授

Professor KWAN Kin-ming, Department of Biology, Faculty of Science

理學院生物系關健明教授

Professor Winnie Wing Sze MAK, Department of Psychology, Faculty of Social Science

社會科學院心理學系麥穎思教授

Professor YAU Shuk-ting, Kinnia
Department of Japanese Studies
Faculty of Arts
文學院日本研究學系邱淑婷教授

Professor Yau Shuk-ting, Kinnia has been a faculty member of CUHK since August 2003. Her research interests lie in the historical and cultural interchanges among Chinese, Japanese and Korean cinemas. In the work for which she is granted the Young Researcher Award 2008, 《香港・日本映画交流史——アジア映画ネットワークのルーツを探る》(*Japanese and Hong Kong Film Industries: Understanding the Origins of East Asian Film Networks*) (2007, The University of Tokyo Press), Professor Yau focuses on the complex interactions between the film industries in Hong Kong and Japan from the 1930s to 1990s. The book represents an innovative research as it adopts an original frame of reference which includes multiple nations rather than a single one. It also crosses the historical breaking point of the year 1949, when the PRC was established. The scholarly historiographical imagination has had the deep-seated habit of dividing "before" from "after." The book serves as a good example of studies which show that there are continuities or cause-effect relations that can only be seen if we dare to cross that divide. In the current era of renewed and deepened interest in globalization and transnationalism, Professor Yau's work is an invaluable contribution to the fields of Asian studies and film studies, or in disciplines that centre on the question of "trans-Asian" cultural flows. It was not easy to conduct such a cross-cultural project, but she finally overcame the difficulties with her passion and patience in uncovering the truth. Professor Yau's greatest satisfaction comes when she finds her ideas are inspiring and helpful to the others.

獲頒 2008 年度青年學者研究成就獎的邱淑婷教授，於 2003 年 8 月入職香港中文大學日本研究學系。她的研究主要圍繞中日韓電影的歷史及文化等交流。得獎作《香港・日本電影交流史——尋找亞洲電影網絡之源》嶄新地以跨地域的視野，探討三十至九十年代港日間錯綜複雜的電影淵源，更指出新中國成立前後東亞各地電影業的密切關係。本書可謂切合現時學術界對全球化及跨國界研究課題的關注，對亞洲研究、電影研究和泛亞研究，提供了一個創新與豐富的參考框架。邱教授以其探索真理的熱情和耐性，克服了進行此跨文化研究計劃所要面對的種種困難。她認為進行研究工作所得到最大的滿足，在於看見自己的見解能夠啟發和幫助其他人。



Never give up striving to improve yourself and the world.

改善自己即改善世界。



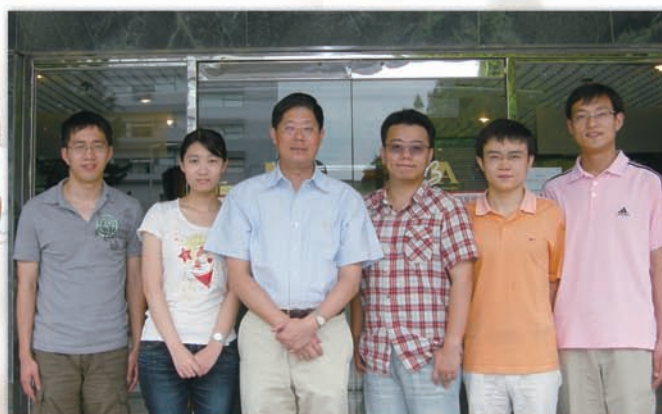
Professor FAN Po-hung, Joseph
School of Accountancy and Department of Finance
Faculty of Business Administration
工商管理學院會計學院與財務學系范博宏教授

Professor Joseph Fan constantly asks himself a very important question – why should the world, and not just academic circles, be interested in his research topics and findings? As a Professor in the School of Accountancy and Department of Finance, and Co-Director of Institute of Economics and Finance, Professor Fan strives to ensure that his research meets society's needs. In the work for which he receives the Young Researcher Award 2008, he provided objective views of the ways in which managers and corporations behave in Asia's emerging markets, highlighting the importance of understanding institutional and business environments before implementing and regulating corporate policies. His results have attracted the attention of policy makers, business owners and managers, and have been very persuasive in the classroom. The key to effective research, he says, is a combination of dedication, patience and perseverance. An added bonus is that the process allows him to understand himself better, and connects him with creative people around the world. His current areas of interest include family businesses in emerging markets, corporate governance and finance, and organizational economics. In Professor Fan's own words, "Doing research is one of the best jobs that I can dream of".

范博宏教授不斷問自己一個非常重要的問題：怎樣才能令世人而非僅限於學術圈子對他的研究課題和結果感興趣？身兼會計學院與財務學系教授和經濟及金融研究所的聯席主任，范教授力求自己的研究切合社會的需要。范教授榮獲 2008 年度青年學者研究成就獎，其獲獎研究客觀地審視了亞洲新興市場內管理人員和企業的行為，強調在實施和規管公司政策前，必須首先了解有關制度及商業環境。他的研究結果引起政策制定者、企業老闆及管理人員的注意，在課堂上亦甚有說服力。他說，要做出有成效的研究，關鍵在於專心致志、沉着忍耐和不屈不撓，三者缺一不可。在研究過程中，有機會更了解自己，並且和世界各地的創意之士聯繫一起，則是額外的收穫。他現時的研究範圍包括新興市場的家族企業、企業管治及財務問題，以及組織經濟學。用范教授自己的話來說，「從事研究是我夢寐以求的理想工作。」

Research is a soul-searching process in which I not only discover knowledge but also more better about myself and people sharing my interests around the world.

研究是一個自省的過程，我不僅從中找到知識，也更了解自己以及世界上志同道合的朋友。



Professor LAU Kit-ling
Department of Curriculum and Instruction
Faculty of Education
教育學院課程與教學學系劉潔玲教授

When asked to rate the challenges she faces in conducting research, Professor Lau Kit-ling looks always to implementation. "The major challenge of educational research", she says, is determining "how to translate findings into classroom practice". It is for this practical approach that Professor Lau receives a Young Researcher Award 2008. Her award-winning research centred on how cognitive strategy instruction could be used in a Chinese language class to improve low achievers' reading comprehension and motivation. Aimed at helping students apply different strategies actively in their reading process, this form of instruction differs from the traditional approach of knowledge transmission. Professor Lau found that students who received strategy instruction had better performance in reading comprehension and showed more positive attitudes towards the reading process than their peers who received traditional language instruction. With the Department of Curriculum and Instruction since 2005 and a CUHK graduate in educational psychology, Professor Lau also takes five years of secondary school teaching with her into her research settings. She notes that "compared with manipulating changes in the laboratory, making real changes in authentic classrooms is more challenging, but more meaningful". For Professor Lau, theory and practice are simply two aspects of the same endeavour.

問及劉潔玲教授做研究時遇到的最大挑戰是甚麼時，她總是關注實踐的層面。她說：「教育研究最主要的挑戰，是要決定如何把研究結果在課堂上付諸實行。」劉教授就是憑這種重視實踐的研究取向榮獲2008年度青年學者研究成就獎。她獲獎的研究，主題是如何在中文科的課堂上利用認知策略教學改善成績落後學生的閱讀理解和動機。這種教學法有別於傳統的知識傳遞方法，目的在於幫助學生在閱讀時更積極運用不同的策略理解篇章。劉教授發現，與接受傳統語文教學模式的同輩相比，接受認知策略教學的學生有較佳的閱讀理解表現，而閱讀過程中的態度也更為積極。劉教授是中大教育心理學畢業生，自2005年起即在課程與教學學系任教。她曾在中學執教五年，經驗結合研究。她覺得「要在真實的課堂產生真正的改變，比在實驗室操縱變化困難得多，但更有意義」。對劉教授來說，理論和實踐不過是教育課題的一體兩面。

"When it comes to the role of psychology in education, there is nothing as beneficial to practice as a good theory. When it comes to the role of education in psychology, there is nothing as beneficial to theory as a good practical problem." – R.E. Meyer

「心理學之於教育，在好的理論對實踐的作用；教育之於心理學，在恰當的實際問題對理論的貢獻。」— R.E. Meyer



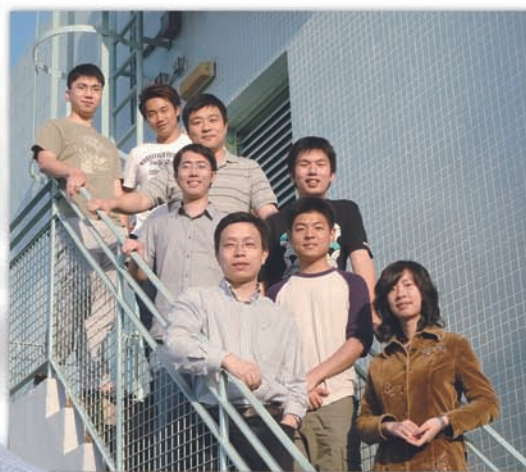
Professor JIA Jiaya
Department of Computer Science and Engineering
Faculty of Engineering
工程學院計算機科學與工程學系賈佳亞教授

Reflecting on what drives him as a researcher, Professor Jia Jiaya comments that his greatest joy is "derived from leading or participating in a great change to human digital life". He makes particular mention of the "energetic research team" that supports him in theoretical derivation and empirical system building. Although only with CUHK since receiving his PhD in 2004, he has already presented his findings at the most prestigious computer science conferences, such as SIGGRAPH. Receiving his Young Researcher Award 2008 for his work on intelligent photo editing, Professor Jia is certainly leading change in our digital lives. His research developed algorithmic solutions for commonly owned personal computers to discover the hidden structural and signal information underneath the visually perceivable data. This was extremely difficult to achieve, he notes, because computers are not with perception of beauty and naturalness, but humans have. It was the intangibles of a steadfast mind – imagination, curiosity and creativity – that made solutions possible. Fittingly, there has already been commercial interest in his results, and Professor Jia and his team are continuing to investigate novel computer vision and imaging processing techniques.

賈佳亞教授細想推動自己做研究員的動力是甚麼，自言最大的樂趣「來自帶領或者參與人類數碼生活的一場大變革」。他特別提到身邊有一支「活力充沛的研究團隊」，在理論推導和建立實證系統上為他提供支援。賈教授於 2004 年取得博士學位後才加入中大，但已在如 SIGGRAPH 這些頂級計算機學術會議上發表研究心得。他以研究智能圖片編輯而獲 2008 年度青年學者研究成就獎，名副其實在帶領改變我們的數碼生活。他的研究為一般個人計算機開發算法解決方案，藉以發掘視覺數據後面隱藏的結構和信號。他指出，這是極難達到的效果，因為計算機沒有人類那種解讀圖像自然美感的能力。但憑藉堅定的信念，以及想像力、好奇心和創造力，解決方案還是開發出來。賈教授的心血已獲企業青睞，他和研究團隊現正繼續研究新的計算機視覺和圖像處理技術。

Imagination, curiosity, and creativity are equally important as knowledge in scientific research.

想像力、好奇心和創造力與知識同樣重要，是科學研究不可或缺的元素。



Professor ZHAO Yuhong
Faculty of Law
法律學院趙宇紅教授

Research is a perfect combination of learning and thinking, according to Professor Zhao Yuhong – the two must combine effectively to hold back confusion and advance the state of knowledge. Professor Zhao is certainly adept at that, having published her research findings in China, the United States and Europe, contributing to the existing scholarship and theoretical basis of law and policy development. The study for which she receives a Young Researcher Award investigated how trade barriers based on environmental and public health concerns have affected China's exports since its accession to the World Trade Organization. It also makes recommendations on the ways in which the country can best respond to the new challenges through the reform of its environmental legal regime, addressing the tension between trade and environment by adopting sustainable development strategies. Studies of this sort allow Professor Zhao to understand how different jurisdictions develop law and policy in response to socioeconomic changes, and how they cooperate with each other to address the common problems of the mankind. Educated in China, the United States and Hong Kong, Professor Zhao pursues her interest in the law and policy relating to the environment from an international perspective.

趙宇紅教授認為，研究是學與思的完美結合——兩者必須結合得宜，以解惑致知。趙教授在中國、美國和歐洲的學術期刊發表她的研究成果，豐富了現有的學術研究並為法律和政策的發展提供理論基礎。她憑之獲得青年學者研究成就獎的論文，探討了中國加入世貿組織以來，出口貿易如何受到基於環境與公共衛生問題的壁壘所影響。研究建議，中國藉改革環境法的體制，採納可持續發展策略以應對貿易與環境的衝突，從而更從容地迎接新的挑戰。趙教授從研究中了解到不同國家和地區如何因應社會經濟的變革而制定法律與政策，以及如何相互合作以解決人類共同面對的問題。趙教授在中國、美國和香港接受教育，研究興趣是從國際角度探討有關環境的法律與政策。



"He who learns without thinking is confused. He who thinks without learning remains puzzled."
– The Analects 2.15

「學而不思則罔，思而不學則殆。」 — 《論語》2.15



Professor FONG Tik-pui, Daniel
Department of Orthopaedics and Traumatology
Faculty of Medicine
 醫學院矯形外科及創傷學系方迪培教授

The old adage that prevention is better than seeking a cure has taken on a new practical meaning in the hands of Professor Daniel Fong. Currently Research Assistant Professor at the Department of Orthopaedics and Traumatology, Professor Fong has developed an intelligent sprain-free sports shoe. Seeking to reach the largest possible market for the greatest health benefit, Professor Fong is determined to ensure that the product is commercialized as an inexpensive solution to a common sports trauma for people around the world. His aim is to not only reduce the medical burden caused by sprains, but also to promote participation in sport for health. He deeply appreciates the reactions to his work from the general public, but also points out the importance of his collaboration with colleagues at the Department of Sports Science and Physical Education, and the Department of Mechanical and Automation Engineering. Professor Fong hopes that he has set an example for interdisciplinary research, especially in biomedical engineering, which is needed to produce innovative products and advance human wellbeing. The key challenge, he explains, is to first imagine possible approaches to solving a problem and then to benefit from the "synergy of collaboration". With this holistic approach, Professor Fong is a deserving recipient of the Young Researcher Award 2008.

預防勝於治療是老生常談，在方迪培教授手裏卻另有實際的新詮釋。現為矯形外科及創傷學系研究助理教授的方教授研發了防足踝扭傷智能運動鞋。方教授務求深入市場，為世人健康謀福祉，故此刻意設計一對人人負擔得起的運動鞋，冀能普及全球，讓大家運動時不用擔心扭傷。他的宏願不止於減輕因扭傷而帶來的醫療負擔，亦着意於提倡多做運動以益身心。心血為社會人士所欣賞，他衷心銘感，但也不忘指出，體育運動科學系及機械與自動化工程學系同事的鼎力合作，亦功不可沒。方教授期望可以為跨學科研究，尤其是生物醫學工程樹立先例，因為要研製創新產品以造福世人，跨學科參與是不可或缺的。他解釋，研究工作最大的挑戰是首先要構想出解決問題的可行方法，然後以「通力合作」竟其事功。方教授眼界宏達，榮獲 2008 年度青年學者研究成就獎是理所當然。

Work very hard and you will gain what you deserve!"

努力工作，你就會得到應有的收穫！



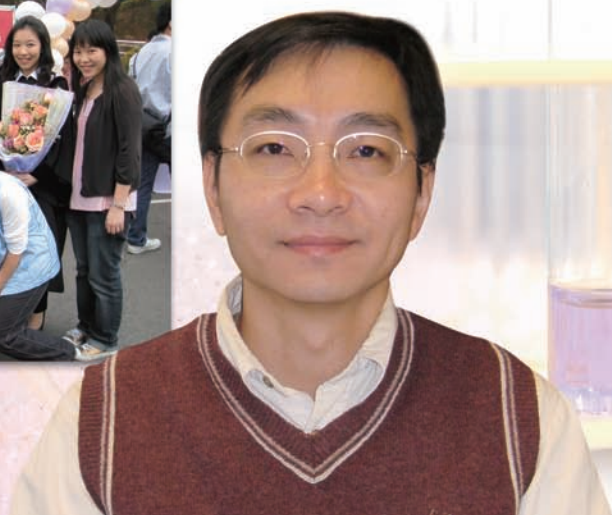
Professor KWAN Kin-ming
Department of Biology
Faculty of Science
理學院生物系關健明教授

Professor Kwan Kin-ming accepts the inevitable setbacks of research and relies on faith to achieve his goals. In this way, he says, difficulties and even failure can lead to greater achievement. During the research that led to his Young Researcher Award 2008, Professor Kwan overcame mice that were difficult to breed, experiments that did not work and the challenge of competing research groups to determine how a specific type of neuron is formed, developed and maintained in the cerebellum. His study improved the scientific understanding of the complex molecular programme that underlies various neuronal degeneration diseases, which are devastating to those who suffer from them. This is a health care concern of global proportions, and Professor Kwan expects that his research will contribute to the invention of new therapies that benefit a range of patients over the long term. Educated in Hong Kong "all the way from kindergarten to PhD", he has been with CUHK as an Assistant Professor since 2006. His current research focuses on nervous system development and organogenesis, which he is investigating with the mouse as a model organism. As always, Professor Kwan finds his reward in the joy and excitement he feels when discovering something new.

關健明教授明白，研究過程遇到挫折是不可避免的，而他達到目標所倚仗的，就是對自己的信心。他說，唯有這樣，才可以藉着困難和失敗走向更大的成就。關教授榮獲 2008 年度青年學者研究成就獎，在他獲獎的研究裡，他克服了各種困難：繁殖老鼠的困難；不成功的實驗，以及研究對手質疑他如何確定某類神經細胞在小腦內形成、生長及維持。患上各種神經退化性疾病的人都苦不堪言，關教授的研究，大大有助人們在科學上了解這些疾病背後的複雜分子程序。這是全世界都關注的保健問題，關教授希望他的研究對研發新的治療方法有所貢獻，長遠而言可以造福多類病患。關教授「從幼稚園到博士班」都在香港受教育，自 2006 年起即任職為中大助理教授。他現時以小鼠為模式生物，專注研究神經系統發育和器官形成。發現新事物所帶來的喜悅和興奮，就是關教授眼中的獎勵，這點始終如一。

Life and research are filled with difficulties and failure, but with faith these experience will lead us to greater achievement.

人生和研究一樣，不如意事十常八九，但只要懷著信心，這些經歷將引導我們獲得更大的成就。



Professor Winnie Wing Sze MAK
Department of Psychology
Faculty of Social Science
 社會科學院心理學系麥穎思教授

Stigma, argues Professor Winnie Mak, is relevant to everyone. We can be stigmatized or we can be the stigmatizers. Compared with other social and clinical phenomena, although stigma research receives relatively less attention in psychology, the effects of stigma are felt throughout society. The study for which Professor Mak receives a Young Researcher Award 2008 investigated the relationship between stigma and mental health as identified in empirical studies published over two decades. She indicated that stigma can bar individuals from access to social resources and services, deprive them of equal opportunities, create social isolation and dampen their quality of life. Professor Mak notes that "each of us has a role to play in reducing stigma", with efforts from researchers, service providers, and the community as a whole needed to support empirically founded anti-stigma and advocacy programmes. Educated in the United States and a faculty member of the Department of Psychology since 2002, Professor Mak has already received a Vice-Chancellor's Exemplary Teaching Award 2006. Aside from investigating the sociodynamics of stigma, she is also currently researching the sociocultural influences on illness behaviour and mental health promotion. Research, she comments, can leave her "excited, baffled and surprised", but she never relinquishes her aim of influencing the society around her in an "attempt to inform public mental health".

麥穎思教授認為所有人都涉及標籤，不論是被人標籤，或是標籤別人。相對於臨床及健康心理學的研究，標籤效應雖然較少受到注意，但其實整個社會都受到影響。麥教授獲得 2008 年度青年學者研究成就獎的研究，以過去二十年來發表的驗證研究為基礎，探討標籤與精神健康的關係。她發現標籤可窒礙人獲取社會資源及服務，剝奪平等機會，造成社會孤立，以及降低生活質素。麥教授指出，「我們每人都有責任減少標籤」，研究員、服務提供者以至整個社會都應支持建基於驗證的反標籤行動及倡權計劃。麥教授在美國受教育，自 2002 年起任教心理學系，曾獲頒 2006 年度校長模範教學獎。她除探討標籤的社會動力學外，近年亦在研究社會文化對患病行為及推廣精神健康的影響。她覺得研究工作令她「振奮、困惑及驚喜」，但她矢志不移的是藉「向公眾推廣精神健康」影響社會。

Research is a valuable means of influencing societies; we must do it with sensitivity and integrity.

研究是影響社會的重要方法；須秉持敏銳觸覺與誠信而行之。





The Postgraduate Research Output Award 2008

二零零八年度研究生學術成果獎

2008 Awardees

二零零八年度得獎人

Dr. LIU Yong, Department of History, Faculty of Arts
文學院歷史系劉勇博士

Dr. WAN Chun-ying, Lisa, Department of Marketing, Faculty of Business Administration
工商管理學院市場學系尹振英博士

Ms. QIAN Haiyan, Department of Educational Administration and Policy, Faculty of Education
教育學院教育行政與政策學系錢海燕女士

Dr. LUN Miu-fan, Department of Chemical Pathology, Faculty of Medicine
醫學院化學病理學系倫妙芬博士

Ms. LI Wing Yen Francisca, Department of Biology, Faculty of Science
理學院生物系李穎妍女士

Ms. ZHANG Peiyao, Institute of Space and Earth Information Science, Faculty of Social Science
社會科學院太空與地球信息科學研究所張佩瑤女士

Dr. LIU Yong
Department of History
Faculty of Arts
文學院歷史系劉勇博士

The need to question previous versions of history drives Dr. Liu Yong in his research. A recent doctoral graduate from the Department of History, Dr. Liu received his Postgraduate Research Output Award 2008 for a paper that questions critics of the Taizhou School, a Neo-Confucian school of philosophy established by Wang Gen in the late Ming Dynasty. Instead of being trapped in recent discourse on the school, Dr. Liu revisited articles written about it during the Ming Dynasty, establishing an effective methodology for investigating the thought and institutions of the time. He was particularly concerned with dispelling the more recent consensus position on the topic, and ranks as his great challenge overcoming the criticism and disapproval of others who considered his questions already answered. In this he had the unwavering support of his supervisor Professor Chu Hung Lam, whom he describes as a role model for both research and personal conduct. Now an instructor in the Department of History at Sun Yat-sen University in Guangzhou, Dr. Liu is continuing his research into the history of the Ming Dynasty and contemporary Chinese culture. He advises other young researchers to keep updating their own knowledge, not for storing but for sharing.

劉勇博士的研究動力來自對歷史文本的疑問。劉博士最近從歷史學系取得博士學位，以一篇批判泰州學派的論文而榮獲 2008 年度研究生學術成果獎。泰州學派是晚明王艮創立的富有新銳氣息的儒家學派。劉博士沒有糾纏於近年有關泰州學派的討論，而是重新研究談論該學派的早期基礎文獻，確立了一套有效方法，以探討當時的思想與制度。他尤其著意打破較近期對該議題的共識，並在有關泰州學派的各種批評和爭議之外，致力於提出新的挑戰。他的導師朱鴻林教授亦堅定不移地支持他，朱教授於他而言是研究工作與個人品德的榜樣。劉博士現為廣州中山大學歷史系講師，主要研究明史與近世中國文化。他期望可以在研究工作上做到溫故知新，推陳出新，增進交流，分享新知，並期待以此與年輕的研究工作者共勉！

To learn, to study, and to behave myself.
 學之、習之、克己。



Dr. WAN Chun-ying, Lisa
Department of Marketing
Faculty of Business Administration
工商管理學院市場學系尹振英博士

Research can be "painful and lonely" says Dr. Lisa Wan, but if you "think positively and act persistently" goals can be reached. Dr. Wan gains great satisfaction from discovering that her ideas really work, and that her findings contribute to the field of marketing by advancing our understanding of consumer behaviour. She receives a Postgraduate Research Output Award 2008 for a study published in the *International Journal of Hospitality Management* that examined the joint influence of failure type and value orientation on consumer dissatisfaction with service failures. In particular, a face-conscious value that emphasizes a positive public self-image will aggravate service dissatisfaction, and the effect is stronger for process failures. In contrast, a fate-submissive value that conduces fatalistic thinking will reduce service dissatisfaction, and the effect is stronger for outcome failures. These results have broad implications for hospitality research and practice, especially in the areas of service quality management and target marketing, helping managers to identify who will be most dissatisfied in service failures and develop proactive recovery strategies. A recent doctoral graduate from the Department of Marketing, Dr. Wan has also published in the *Journal of Consumer Research*, the *Journal of International Marketing* and the *Journal of International Consumer Marketing (JICM)*. She will take an appointment as an Assistant Professor at Lingnan University in August 2009.

尹振英博士說，研究是「既痛苦又孤獨的」，但只要你「樂觀積極和不屈不撓」，目標終可達到。最令尹博士感到欣慰的，是她提出的概念可付諸實行，並增進了市場學對消費者行為的了解。她榮獲 2008 年度研究生學術成果獎的研究曾於權威的 *International Journal of Hospitality Management* 發表。該研究探討了在服務失誤、消費者不滿的情況裏，失誤的種類及消費者價值觀取向所產生的相互影響，特別指出消費者在重視面子（即顧及正面公眾形象）之情況下，會加劇對服務失誤的不滿，但消費者順應命運則會減輕對服務的不滿。前者會在過程失誤尤為顯著，後者即在結果失誤較為顯著。這些發現對接待業的研究和營運影響廣泛，特別在服務質素管理及市場定位方面，有助管理層找出哪些消費者會對服務失誤最為不滿，從而主動出擊，訂立補救策略。最近取得市場學博士學位的尹博士曾在數份國際著名的期刊如 *Journal of Consumer Research*, *Journal of International Marketing* 與 *Journal of International Consumer Marketing (JICM)* 發表論文。她已獲嶺南大學聘任為助理教授，將於 2009 年 8 月上任。



Think positively and act persistently.

積極思想，堅持理想。



Ms. QIAN Haiyan
Department of Educational Administration and Policy
Faculty of Education
教育學院教育行政與政策學系錢海燕女士

When asked about the highlights of her research, Ms. Qian Haiyan offers a surprising answer: "what I enjoy most is knowing myself". Research allows her to identify her own potential and move past her limitations—an attitude she credits her doctoral supervisor, Professor Allan Walker, for encouraging. Receiving a Postgraduate Research Output Award 2008 for her investigation of school principal leadership from a cultural perspective, Ms. Qian has had ample opportunities to push back her personal boundaries. In the process of conducting her PhD study, faced with difficulties in accessing principals, "translating what they said into English while not losing their original meaning and subtlety" and the need to constantly revise her findings, she managed to produce a ground-breaking study that introduces the nature of Chinese principalship to the international community. Seeking to raise awareness that school leaders encounter various ethical situations that inevitably make their work environments hybrid complexities, she explored the relationship between leadership, culture and learning. Ms. Qian is currently an Assistant Professor at the Institute of Higher Education at Fudan University, where she continues the difficult but ultimately rewarding task of researching school leadership in cultural and education context.

問及錢海燕女士的研究重點時，她的回答是出人意表的：「我最開心令我享受的是了解自我。」研究工作讓她確認自身的潛能，衝越局限。她把培養出這種心態的功勞歸予一直從旁鼓勵的導師汪雅量教授。錢女士以探討校長領導的研究，榮獲 2008 年度研究生學術成果獎。該研究項目提供了大量機會，讓錢女士不斷挑戰極限。舉例如接觸內地校長的重重困難，「把他們的說話翻譯為英文而不損原意和當中微妙之處」，還有得不斷修訂研究結果。錢女士把問題一一克服，並完成了一項突破性研究，向國際社會展示了中國校長領導層的本質。學校領導者面對各式的道德處境，工作環境無可避免使學校領導者的工作環境變得盤根錯節、錯綜複雜無比。為了喚起大家關注學校領導者的處境，錢女士探討了領導、文化和學習的關係。錢女士現為復旦大學高等教育研究所的助理教授，並會繼續從文化和教育角度研究學校領導，工作雖艱巨而饒富意義。

Be yourself.
 做自己。



Dr. LUN Miu-fan
Department of Chemical Pathology
Faculty of Medicine
醫學院化學病理學系倫妙芬博士

Research is a process of exchange, according to Dr. Lun Miu-fan, pushed on by an enthusiasm for knowledge. Dr. Lun considers no problem too insignificant to investigate, and benefits from sharing her thoughts, opinions and ideas with others. It is always exciting, she says to use "cutting-edge technologies in solving problems that were thought to be unsolvable in the past". A recent doctoral graduate from the Department of Chemical Pathology, Dr. Lun receives her Postgraduate Research Output Award 2008 for a study that outlined a new non-invasive approach to the prenatal detection of Down syndrome, which has the potential to be applied to all pregnancies. The study provided the insights needed to overcome the conceptual and technical challenges faced when using circulating foetal nucleic acids as a diagnostic tool. Dr. Lun thanks her supervisor, Professor Dennis Lo, for his unfailing guidance during her doctoral studies, and acknowledges the tremendous support of her family and friends. Currently a Research Fellow with the Department of Chemical Pathology, Dr. Lun is evaluating the diagnostic potential of massively parallel genomic sequencing in the non-invasive prenatal detection of foetal chromosomal aneuploidies. As always, she constantly reminds herself of the need to be hardworking, disciplined, focused and above all, open-minded.

對倫妙芬博士來說，研究是交流的過程，而其推動力則是求知的熱忱。倫博士認為，世界間並無所謂微不足道而不值得研究的問題，她樂於與人分享思想、意見和觀念，並且從中得益。她覺得，運用「尖端技術解決從前以為無法解決的問題」，永遠教人興奮不已。倫博士最近從化學病理學系取得博士學位，以一項概論無創性產前診斷唐氏綜合症方法的研究，榮獲 2008 年度研究生學術成果獎，這個方法應可應用於一切妊娠。這項研究所提出的洞見，有助解決以母體血漿胎兒核酸為診斷工具所遇到的概念和技術難題。倫博士很感激導師盧煜明教授在她修讀博士課程期間的耐心指導，也感謝家人和朋友的全力支持。倫博士現為化學病理學系研究員，正研究應用超巨量平行基因定序技術，以發展出新的無創性產前診斷胎兒染色體非整倍體的方法。一如以往，她不斷提醒自己必須努力、自律、專注，特別是，開放心胸。



"Nothing is too small to know, and nothing is too big to attempt" – William Van Horne

「莫因事小而棄知之，莫因事大而棄探之。」 — William Van Horne



Ms. LI Wing Yen Francisca
Department of Biology
Faculty of Science
 理學院生物系李穎妍女士

Not deterred by the difficulties inherent in research, Ms. Francisca Li reduces her task to a simple process of solving problems. She even remarks that "sorting out the logic behind a mess of data is real fun". Receiving a Postgraduate Research Output Award 2008 for her ground-breaking work on the genetic responses of crops to soil salinity and abiotic stress, Ms. Li must be a particularly happy biologist. Having graduated from CUHK with both a BSc and an MPhil, Ms. Li is now a PhD candidate in the Department of Biology. As a senior member of her research team, she is currently investigating salt tolerance genes isolated from soybean. With the quality of agricultural land rapidly decreasing in China, stress physiology has become the paramount issue in agriculture. Ms. Li's award winning research, which has already led to publications in international journals, showed that the GmPAP3 gene can help to reduce the accumulation of reactive oxygen species due to abiotic stresses, and that ectopic expression of the gene protects plant cells under salinity and drought stresses. Although faced with a daunting scenario that has important implications for improved crop yields, Ms. Li is simply looking for answers amid the difficulty.


研究工作難免遇到困難，但李穎妍女士沒有為之餒怯，她純粹視研究為解決問題的一般過程，甚至覺得「從一堆龐雜的資料中理出頭緒，是一大樂事」。作為一位生物學者，因為研究作物對鹽鹼土和非生物性逆境的基因反應，取得突破而贏得研究生學術成果獎，李女士定份外高興。李女士中大畢業，取得理學士和哲學碩士學位，現為生物系博士生，是所屬研究團隊裡的資深人員，正在研究從大豆提取的耐鹽基因。中國的耕地質素急劇下降，逆境生理已成為當前農業最重要的課題。李女士的得獎研究已在國際學術期刊發表，她發現 GmPAP3 基因有助減少因非生物逆境而聚積的活性氧化物，而這個基因的異位表達，對在高鹽度和乾旱逆境裡的植物細胞起到了保護作用。儘管情況嚴峻，提高作物收成的研究茲事體大，李女士處之泰然，默默排除萬難，找尋答案。

In the middle of difficulty lies opportunity.

困難之內自有機會。



Ms. ZHANG Peiyao
Institute of Space and Earth Information Science
Faculty of Social Science
社會科學院太空與地球信息科學研究所張佩瑤女士

 Curiosity about the unknown and simple perseverance pushed Ms. Zhang Peiyao to complete her pioneering geographic information system (GIS) study on Chinese population change in historical and regional context. Having gained BA and MPhil degrees in GIS from Wuhan University in mainland China, Ms. Zhang is now a PhD candidate with the Institute of Space and Earth Information Science at CUHK. She receives a Postgraduate Research Output Award 2008 for applying GIS to the investigation of population transition in the Songjiangfu region between 1392 and 1816. The newly created dataset by the team, she says, provides researchers who are interested in the Lower Yangzi River Delta with an alternate way of studying society and the economy during the Ming and Qing dynasties. Ms. Zhang cites the care and encouragement of her parents and her advisors, Professors Lin Hui and Billy K.L. So, as major driving forces behind her work, ensuring that she keeps sight of her goals. She is currently taking part in a historical GIS study of Beijing urban culture from 1912 to 1937, which is using a rich and varied dataset to reveal patterns of cultural diversity and transformation in the urban life of modern China.

出於對未知事物的好奇，憑藉堅毅不撓的努力，張佩瑤女士應用地理信息系統，完成探討中國的歷史和區域性人口變遷的先導研究。張女士畢業於中國武漢大學，獲地理信息系統學士和碩士學位，現為中大太空與地球信息科學研究所博士研究生。她應用地理信息系統，研究 1392 至 1816 年間松江府地區的人口變遷，而榮獲 2008 年度研究生學術成果獎。她說，研究小組開發的資料庫，為研究長江三角洲歷史的學者提供了另一個蹊徑，以探討明清兩朝的社會和經濟。張女士感謝雙親和林琿教授與蘇基朗教授兩位導師，他們的關懷及鼓勵不但是她的動力來源，也有助她堅守目標。張女士正從事一項探討 1912 至 1937 年間北京都市文化的歷史地理信息研究，利用大量不同的數據集，揭示近代中國都市生活的文化差異及轉變形式。



Only when one is not here to seek glory and wealth can one have great ideals, only by being peaceful at heart can one think and see far ahead.

非淡泊無以明志，非寧靜無以致遠。

