

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 No one is interested in repetitious and outdated teaching, he says, and continuous learning should be the teacher's golden rule.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 鄺玉儀教授

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".

鄺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。鄺教授坦言，「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」！鄺教授是中大畢業生，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「處理一班之內的個別學習差異，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

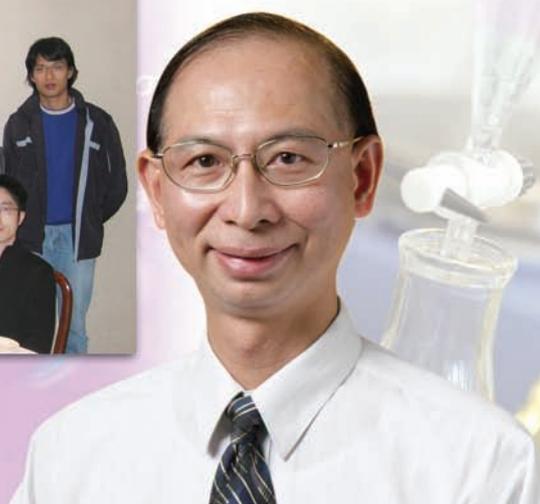
Responsibility and patience are the keys to teaching success, notes Professor Leung Kwok-nam, looking back over 25 years of lecturing in biochemistry. "I teach my students wholeheartedly, with enthusiasm, great passion and dedication". There is no secret to his method, just a belief that teaching extends 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，更貴能融通合一。」— 新亞書院學規 1

