An Interview with Professor Robert Li on Gateway Education:
The New Programme Structure and His Teaching Experience

The Associate Dean of College of Science and Engineering, Professor Robert Li Kwok-yiu, is the coordinator of the course “GE2306 Energy and Technology”. Besides, he is a member of the Gateway Education Programme Committee (GEPC), taking in charge of the GE Discovery-enriched Curriculum (DEC) group. Having accumulated a great deal of precious experience, he is familiar with both the rationale and policy of Gateway Education (GE). We are honoured to interview him on his opinion towards change in GE programme structure and his teaching experience.
The panorama of his teaching experience

As the coordinator of GE courses in the department, Professor Li enjoys teaching the GE course “GE2306 Energy and Technology”. "I am somehow quite proud of an assignment topic that I designed." He required students to study an article from the magazine "Scientific American". Then, students had to think of how the knowledge learned in the article can be related to our majors. The assignment was designed to nurture students’ flexible and creative thinking. Although the majors of most students seemed to be irrelevant, they put forward surprising answers: Professor Li purposely picked this magazine because the articles had different levels of difficulty that suited students with whatever study background. Although Professor Li repeatedly expressed that teaching GE course was fun, he had to confront a lot of challenges.

"The bitterest part about teaching GE courses is instructing a large class." When he informed us that there were 180 students in his class, his bright eyes widened. It is not easy to maintain fair standards when handling large amount of marking. Therefore, he racked his brain to develop the best assessment method.

"The most painful thing is instructing a large class. 'GE' is not a general course, but Gateway that connotes getting started and building foundation," said Professor Li, reminding us the rationale of GE. Hence, the GE credits in College/School-specified courses cannot be used to fulfill requirements for the major. On the contrary, GE focuses on inter-disciplinary training so as to widen students’ horizon. It is hoped that the GE credits will help students discover in what area they would like to specialize and develop a better study plan.

Current students admitted in or before the 2013/14 academic year will not be affected by this new GE programme structure. For details, please refer to the following table and pay attention to the announcements on the website of Office of Education Development and Gateway Education (EDGE): http://www.cityu.edu.hk/edge/

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<th>Category of GE Requirements</th>
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He does not only have a mind full of ideas, but also a heart brimming with a passion for teaching.

他不只是滿腦子主意，更重要是對教學懷抱滿腔熱情。
Echo360 transforming in-class presentation

There were around 40 groups of students in the class and each group used 15 minutes for presentation. This assessment took up approximately 10 hours of Professor Li’s time! “It is already much better to handle group presentation now with the aid of Echo360.”

With a confident smile, Professor Li illustrated the advantages of using Echo360 capture. He booked time slots for different groups in the GE Laboratory, in which they could use Echo360 system to capture the video of their presentation and the presentation material at the same time. Afterwards, the clip would be uploaded online for Professor Li to watch at his convenience and for other students’ reference.

Professor Li’s two students Rubina and Yasmeen had outstanding performance in their presentation. They both gave credits to Echo360 for that. During the presentation, a group member tripped over a cable and bumped into another classmate. Everyone burst into laughter at once, including the speaker standing in front of the camera. The scene of the speaker laughing for a few minutes was captured by the system. But they took it easy, because they could delete that part simply by clicking a few buttons. Apart from easy editing, both Rubina and Yasmeen appreciated Echo360 for the opportunity to watch the clip of their own presentation. Rubina was not aware how fast she spoke until she watched the video. Yasmeen added that even though teachers had pointed out her problems, she always assumed she was doing fine. Yet, she finally paid more attention to her gesture and eye contact when she saw herself on screen. In addition, they both regarded the system as easy and convenient to use. The only problem they encountered was about the volume recorded. Therefore, they had a tip for future users: It would be helpful to test the volume carefully before officially starting the presentation. Professor Li highly recommended the Echo360 system, anticipating that it would enhance students’ presentation skills and boost their confidence. He hoped that students could witness their own improvement from the collection of presentation clips when they graduate.

Professor Li eloquently spoke of his viewpoints and also gave a lot of suggestions, carefully taking into account the details of administrative measures. He does not only have a mind full of ideas, but also a heart brimming with a passion for teaching. With enthusiasm as his fuel, undoubtedly he will go to even greater lengths to ensure that students are receiving excellent education.
Are you used to passing by the big shopping mall when you come to the campus? When Dr. David Jhave Johnston, Assistant Professor of School of Creative Media, first came to Hong Kong from Canada a year and a half ago, he was taken aback by Hong Kong’s money-centric environment. He found that culture was completely secondary to commerce in Hong Kong. “In comparison with other places in the world, the emphasis and orientation of public space in HK is generally devoted to commercial use. In Canada, malls are somewhere you go in the weekend; in Hong Kong you cannot avoid going to malls!” As a result, he designed the course “GE1127 Money and Art: Exchange and Transaction As Themes in Art-works”.

New breeds of money
Dr. Johnston explained with excitement that money and art is entangled right at its origin. He elaborated an anthropological view that in the axial age (around 600 B.C. as defined by the philosopher Karl Jaspers), philosophy was developed in China, India and Greece, and modern warfare simultaneously emerged in the same places. Hence, coins and artworks were made to motivate people to go to war. Coins were used to pay the soldiers and sculptures of beautiful human figure were created to represent the soldier. Nowadays, money itself can be a form of art to portray the special characteristic of the city. You can figure out landmarks in most Hong Kong banknotes, except the ten dollar one with a weird mixture of pink and purple colour. This stimulated Hin Li to create his artwork "The Secret of HK$10". He used the elements of the ten dollar banknote to form into the shape of junk and the Buddha, etc. Then, Dr. Johnston introduced the new kind of money, Bitcoin. Circulating in recent years, it is a cryptocurrency formed with a string of numbers. Such virtual money might sound ungraspable, but all kinds of money contain symbolic value enforced by human beings. For instance, once Dr. Johnston required students to line up and raise a question or comments towards the lecture one by one. Only by this could they obtain the attendance mark. His face glowed as he explained, “Ideas became the currency. I wanted to involve them in a transaction to make them aware that classroom is also a transaction in some ways.”

New thoughts on art
Dr. Johnston pointed out that people’s understanding towards art had changed over time. “Marcel Duchamp said that art had changed away from emphasizing craftsmanship. Artist becomes the provocateur to place people into the presence of something that changes their attitude towards reality.” Therefore, the course introduced a huge collection of artworks that analyse and critique the social and economic realities and critique the commercial society. One of those was Sun Yuan and Peng Yu’s artwork “Hong Kong Intervention”. The two artists invited a hundred Filipino maids to place a toy grenade in the favourite area in their working places and took a photo of it. Then the artists took a photo of their back. The photos hinted the economic difference between the employers and employees, triggering the viewers’ mixed feeling and reflection. In addition, students had their chance to create thought-provoking artworks. Dr. Johnston highly appreciated Alan’s artwork, which he commented as simple but brilliant. Alan took a photo of an iPhone with a broken screen showing Apple’s official webpage. The webpage illustrated that the screen was made of aluminosilicate glass, which was chemically strengthened to be “more durable than ever”. The work elicited thoughts on the artistic value of broken objects. Besides, the work put forward a satirical remark on Apple’s advertising strategy. You may well understand why the work is named like other Apple products – “iRony”.

When it comes to artworks on the commercial society, Andy Warhol stands out among many other artists. Dr. Johnston said, “If artist was supposedly considered to be the mirror of society, Andy Warhol was the mirror of the perfectly commodified, branded society with replicated products in which he grew up.” Study this course and see whether you can be a satisfactory mirror, and what you will reflect!
同學們往返校園，也許常常要經過毗鄰的大商場，是否已經習以為常？創意媒體學院的助理教授Dr. David Jhave Johnston來自加拿大，當他一年半前初到香港時，發覺香港對文化的重視完全次要於商業，對社會金錢掛帥的氛圍感到錯愕萬分。「與世界其他地方相比，香港公共空間運用側重於商業用途。在加拿大，商場只是週末去的地方；在香港，你難以避免每天走進商場！」因此，當要開辦精進教育科目(GE)時，他很快選定了以金錢與藝術為主題，開設「GE1127金錢與藝術：以交易為主題的艺术品」課程。

新品種貨幣

Dr. Johnstone雀躍地道來，原來硬幣和藝術的起源是緊緊相連的。課堂中提到人類學的一個說法：在軸心世紀(由哲學家雅斯培定義，約於公元前六百年)主要的哲學在中國、印度和希臘崛起，現代戰爭也同時在此三個地方誕生，導致有硬幣出現，以便付錢給士兵。藝術也同時用來鼓勵人們參戰，猶如希臘的戰士的雕像。時至今日，錢幣和藝術仍有連繫，因鈔票可算是表現城市特徵的藝術品。香港的鈔票有的印上風景，亦有建築物，唯獨十元鈔票特別奇怪，紛雜的紅色和紫羅色令人不明所指。同學Hin Lai的期末功課「The Secret of HK$10」就以此為出發點，將十元鈔票的元素重新砌成代表香港的帆船、天壇大佛等圖案。

新思維藝術

Dr. Johnston也談到人們對藝術本質的理解隨著時代改變：「如馬塞爾.杜尚(Marcel Duchamp)提及，藝術家以往著重手藝，如今就變成挑釁者(provocateur)，用作品改變人們對現實的想法。」因此，不少藝術家創作批判經濟體系、反思商業社會弊病的作品。例如，課堂上介紹了陳原與彭禹的作品「香港攻略」。兩位藝術家邀請了一百個菲傭在他們在工作場所最喜歡的場景放一個玩具手榴彈，拍一張相片，再另外拍下他們的背影。兩幅相片彷彿暗示出傭人與僱主的經濟差距，勾起觀眾無數無端感受和反省。認識別人的作品後，同學也有發揮的機會。其中Dr. Johnstone將段延麟(Alan)同學的作品評為「雖然簡單，但概念絕妙」。Alan的作品是一幅iPhone的相片，那部iPhone的屏幕破裂了，屏幕上顯示蘋果官方網站對屏幕的物料介紹，指鋁矽酸鹽(aluminosilicate)玻璃的韌度和硬度經化學強化，十分耐用。作品不但讓人反思碎裂物件的藝術價值，更表達對蘋果商業宣傳技倆的諷刺，無怪乎作品名稱也學像蘋果公司商品的名稱——「iRony」。
A road sign, a bar chart, a photo on social network – what do they have in common? Though it is obvious, you may not have noticed that these are all graphics for visual communication. Ms. Virginia Fung Wai Man of Division of Building Science and Technology is an architect who is fond of photography. Her strong interest in different kinds of media for visual communication prompted her to organize the course "GE1304 Visual Expression and Communication".

Distinctive concept behind the design
Virginia mentioned that she was once preoccupied with the techniques of photography, but then gradually learnt that the message behind the image was more important. Therefore, in the final group project of the Gateway Education (GE) course, she required the students to propose a new non-government organization (NGO), formulate its direction and philosophy, before designing its promotional products. One of the notable projects is a crouching human body 3D model in a little carton box. The students carefully designed this product to reflect the NGO’s message, encouraging people to really ‘see’ the needs of the homeless and donate to service homeless organizations.
另一張封面上，肌膚粉嫩的嬰孩趴在地板上，安詳地合起雙眼，是睡著了嗎？還是死了？標語說這是「你的抉擇」。英文系的同學Lily為反對墮胎的機構「Mama I Need You」搜集資料時，見到許多血腥的墮胎相片，令她想營造不一樣的氣氛。「我想喚醒女人天生的母愛，令她們見到相片大讚：『好可愛！』然後就會想擁抱嬰兒，好好照顧他們。」標誌模仿脈搏形態寫出機構的英文簡稱「MINY」，紀念品手帶讓脈搏標誌自然靠近配戴者的脈搏。職員的建議，提醒準媽媽在超聲波看到嬰孩心跳的情景，要為小生命三思。看他們的製成品真的要瞪大眼睛，不只要看到精美的設計，更要看清他們細膩地表達的理念呢！

創作過程的感悟

設計不同類型的宣傳品，要考慮該媒介的特性，例如信紙空間較小，可用元素也不多，因此Virginia連番說信紙設計不易，盛讚同學Howard用簡潔的表達帶來深刻的印象。這款食物銀行的信紙上有個大箭頭，顯示反對浪費的食物，是Howard修讀市場推廣後設計。這個設計挑戰重重，他說：「這是我第一次嘗試設計，我原本想做一個比較花俏的設計，但這是一個食物銀行的信紙，所以我們要考慮到是否有更好的方法來呈現這個概念。」他提到這個設計的靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來自於一個環保的標誌，標誌中有個大箭頭和一個碗，這個設計靈感來
GE1311
Death: A Discovery Approach

死亡: 重探索的學習方法

面對死亡,一起攜手吧!

人被斬首後還能眨眼多少次?生物及化學系副教授林潤華博士教學嘗「GE1311死亡: 重探索的學習方法」時,本想探討有關死亡的有趣生物知識,以吸引學生認識生物學,怎料籌備過程中,林博士逐漸醒悟到死亡的課題不容以開玩笑对待,要認真看待,亦發現死亡課題範圍甚廣,該用跨學科的進路探討。於是,他與同系的歐慧婷博士和社工學系的莊明蓮博士合作,籌備了這個別開生面的課程。

敞開心懷 分享交流
你有沒有見過死人?如果一小時後死去你會怎樣?在第一堂,同學一起討論這些切身的題目,也要觀看一些人死亡過程的短片,雖然當中沒有血腥暴力,但死亡的現實帶來強而有力的震撼。自此,同學都意識到這不是一般課程,需要以個人的經歷,全情投入。有一個同學談到他曾經見過七個死人,因為他曾到紐西蘭自薦做地震義工,負責搬開瓦礫,見到不少屍體,看見夫妻倆會至死仍堅持牽著手。一次導修的匯報中,同學們分享了參與喪禮的故事。第一個同學說起一百歲的婆婆的笑喪,到最後一個坦誠分享她去父親喪禮時內心的遺憾,讓在場的人都禁不住落淚了。有同學為每週的反思札記設計了一個習作,要親友手執「我想在__歲死去」的紙牌拍照。一個天真爛漫的小孩子寫上了99歲,一個保安員寫80歲,笑得同樣真摯。

可想而知,做習作的過程她收集了許多人的故事,也要分享自己的感想。這個課程就是有魔力讓人敞開心懷,願意赤裸裸分享自己,將每人的關係都拉近,難怪學期末時有不少學生將林博士加為臉書朋友。

多角度探討 自發學習
林博士認為,教學進教育科目(GE)並不是將平常所教的內容弄得簡單易學,反而要教學生學習的方法。因此,這個課程不是著重灌輸知識,而是讓同學體驗從不同角度,用跨學科的思維去探討一個議題。林博士教學生用Gapminder網站掌握全球公共衛生的數據,探討死亡與社會公義的議題。在導修談到這齣電影時,有一個印尼學生極力支持死刑,一個埃及學生反對,其他同學也陸續加入激辯,情況出乎林博士的想像,驅使他另行預約時間讓同學延續辯論。另一課堂上,林博士請來了經營紙紮店的兩姊妹,談及燒祭品的習俗,讓同學們了解到死亡與文化的關係。那次有個計分活動,同學們先在網上呈交一連串問題,互相投票選出最好十條問題,讓林博士在講座中向嘉賓提問。後來,在一週,設計香港離岸骨灰龕建築「浮得永生」的建築師作嘉賓講者,同學們已自動自覺踴躍發問。建築師表示,其中一些刁難問題他們真的沒有想過,驚嘆這班同學是多次演講所見表現最好的。「重探索求創新課程」(DEC)的理念不再是口號,是自然而然發生的課堂經驗。

這課程不是用幾個學分就能概括,當中的熱切思考,真情眼淚,有血有肉,全都繫於老師和學生人生路途的此情此景。说不定其中一課就徹底改造了你的人生觀,為你奠定人生去向。何不一起投入這趟旅程?趁我們都未死去。
Let's Join Hands and Confront Death

How many times can one blink after being beheaded? When Dr. Lam Yun Wah, Associate Professor of the Department of Biology and Chemistry, started to coordinate the course “GE1311 Death: A Discovery Approach”, he planned to look into such interesting biological facts and attract people to study biology. However, he gradually realized the matter of death is more serious than just for fun. He also discovered that interdisciplinary approach would be more appropriate for studying the broad range of issues related to death. Therefore, he cooperated with Dr. Doris Au Wai Ting of the same department and Dr. Alice Chong Ming Lin of the social work programme to create this new course.

Open your heart to teacher and peers

Have you ever seen a dead body? What would you do if you are going to die an hour later? In the first lesson, students discussed these challenging questions. They also watched videos of people dying, which tremendously struck everyone merely with the reality of death. Students then became aware that this course required their enthusiastic participation, together with sincere and personal sharing. A student shared his experience of seeing over a hundred of dead bodies. He was a volunteer in an earthquake stricken area in New Zealand. As he helped moving the rubble, he even saw a couple still holding hands after death. In a tutorial, the first student of the presentation group recalled the funeral with positive atmosphere of her grandmother who passed away at her 100 years of age. The last student recounted her regret at her father’s funeral, bringing everyone to tears. Another student did her reflection journal with a project that invited people to hold a cardboard “I want to die at age __” and took a picture. The little child who wrote 99 and the security guard who wrote 80 both beamed beautifully at the camera. The student must have exchanged thoughts with many people for their stories. The magical power of the course urged everyone to open up, bonding them in their sharing of innermost thoughts. Needless to say, numerous students added Dr. Lam as friends on Facebook at the end of semester.

Multiple perspectives and self-initiated learning

Dr. Lam thought that essence of Gateway Education (GE) courses was to teach students the way of learning, which can be applied to whatever kind of knowledge. Therefore, he did not spoon-feed information but guided students to approach the issue with multiple perspectives and inter-disciplinary thinking. He taught students to use the Gapminder web to grasp the global public health data in order to reflect on social justice. In the tutorial that discussed the movie “Dead Man Walking”, students learnt that the issue of death is inseparable from law, ethics and justice. An Indonesian student strongly supported the use of death penalty, whereas an Egyptian student opposed him. Out of Dr. Lam’s expectation, the debate between them and other students went so feverous that he had to book one more session for it. For the cultural dimension of death, a pair of siblings who ran a funeral supply shop was invited to the lecture to elaborate on the rites of burning offering. Each student submitted a set of questions online for assessments and the best voted ones were raised by Dr. Lam in the lecture. When the architects of “floating cemetery” came to the next week’s lecture, the students already took the initiative to raise questions on their own. The architects were amazed at the students’ outstanding performance compared to all other schools they had visited. They expressed that some tricky questions really gave them new ideas. The ideal of Discovery-enriched Curriculum (DEC) was naturally realized in the classroom.

When you consider all the deep thoughts and true feelings embodied in the course, you would not be able to conclude it in brief words. Just one single lecture might change your outlook on life and shape your life goal. Let’s join this journey together, before we die, and embrace whatever discoveries on the way.
You may have seen in movies someone owning automatic lighting and intelligent robots in his house. If you envy him, you may enroll “GE1324 Smart Home: Green and Healthy Living Environment” and start turning the scene into reality! Smart home, in simple words, is enhancing the inhabitant’s quality of life using technology to connect electrical appliances into an automation system. The user may use a gadget (e.g. mobile phone) to remotely control it. First emerged over a decade ago, the technology has become increasingly common in Hong Kong in recent years.

A smart home thatWelcome everyone

“We spend over half of our life time at home. We should understand how to improve our home environment and hence live a better life,” said Dr. King Lai Wai Chiu, Assistant Professor of Department of Mechanical and Biomedical Engineering, who organized this course. The course is closely related to daily life and suitable for students from different disciplines. For the final project, students have to design their most desired smart home appliance and its function. Then, they have to use the Rapid Prototyping Machine (3D Printer) of the Gateway Education Laboratory (GE Lab) to design its model. He pointed out that students studying engineering and science are more specialized in technology and those from computer science have the know-how of writing programme. Students from applied social sciences are more familiar with the needs of society and therefore have more ideas on the concept of the appliance. The course is really like a home with open door, warmly welcoming people with different strengths to interact with others.

Sweating over the 3D models

Do not ever look down on this tiny movement assistance appliance model. The group of students drew the graph in advance, but still spent a whole week in the GE Lab to create the object. Otherwise, this curved surface would not be so smooth! Drawing inspiration from the movie “Iron Man”, they hope the appliance with light sensors and automatic controlling system can help elderly and rehabilitants. Michelle, the staff of the GE Lab and Jacky, a student helper, have witnessed students creating the models from the very beginning. Jacky laughed and said he helped a group of students to make significant changes to their toilet model. The smart refrigerator “Treezer”, with a cylindrical body and rectangular branch parts, has sterilizing function and in-built database about the optimal storage temperature of more than hundreds of food. The half-opened doors of the refrigerators cannot be taken for granted, because it was Michelle’s effort. She helped thickening the edge of the doors to prevent them from falling down. Without enough endurance and persistence, the students would not have completed the models!

Apart from this, students had hands-on experience of developing an Android app that could control the on-off of lights and fan. In the process, they learned how to connect electronic appliances to a server. It is not easy to attain comfortable living in Hong Kong, but this course helps you become one step closer to it!
智能家居：歡迎所有人

「人生有超過一半時間在家裡渡過，每個人都應該了解一下如何透過科技改善自己的家居環境，生活得更好。」開辦課程的機械及生物醫學工程學系助理教授賴偉超博士如是說。這個課程都與生活息息相關，適合來自不同學系的同學。做期末功課時，學生先要想像出他們最希望擁有的智能家居產品及其功能，最後用精進教育實驗室(GE Lab)的三維立體打印機把他們的設計做成模型。他指出，工程及科學系的同學擅長運用科技，電腦科學系的同學懂得編寫程式，而應用社會科學系的同學就較清楚社會的需要，對產品設計的理念有更深思考。看來，這個課程就如一個敞開大門的家，不論你強項為何，儘管進來享受與其他人交流、互動吧。

做立體模型：不簡單

別小覷食指般大小的手部支架模型，同學已先在家裡畫圖，整整一星期輪流待在實驗室下苦工，才弄好手臂部分，做到弧面光滑細緻，不同部分層次分明。同學們的構想來自電影《鋼鐵人》，想設計一個身體支架給老人和復康者使用，有光暗感應以調較舒適度，限量使用者的體溫等功能。實驗室的職員Michelle和學生助理Jacky見證著同學們由零開始做每件作品，一直當他們忠實的幫手。Jacky笑說，其中一組同學本來做了一個廁板緊閉的智能廁所模型，後來需要大幅修改，將不同部件重新排位，所以他協助同學改良出一個新版本。另一個智能雪櫃模型「Treezer」，中心部分呈圓柱形，另外延伸出幾個方型的櫃子，每個可調較不同的溫度，內置過百種食物貯藏溫度的資料，也有殺菌功能。使用者更可以運用手提電話遙控個別櫃子改變溫度，回家前預先讓食物解凍。Michelle提起才知道，打印前她幫同學加厚了櫃門邊的接駁部分，以防櫃門掉下來。可想而知，要做出理想的製成品，每組同學都要通過忍耐力的考驗，不斷嘗試。

此外，在一系列實驗室的活動中，學生學習到將電器連接到家居中央伺服器，並開發智能電話Android的應用程式，用以控制燈和風扇的開關。在香港要住得舒適固然不易，但同學讀畢這個課程，既能了解到智能家居的原理，又有動手做的經驗，距離實現這個心願，又進一步了！
Put the brush into water, and then dip into the cyanine ink. Brush against the rice paper and use vertical stroke to draw the outline, then a fish appears. Students compare their works to see whose mandarin fish has the cutest face, and even take photos for showing off in social networks! This is the workshop of the course “GE1106 Chinese Art Appreciation”, in which a budding artist, Pau Mo Ching, is invited to teach students basic skills of Chinese ink painting. Besides, a field trip is conducted by the instructors for students to visit museums and analyze the exhibits with the technical terms learnt in class. In lectures, students will first learn about the comparison between Chinese and Western art, and then gain deeper understanding on the unique skills in Chinese art, such as the use of ink. Approaching the end of the course, they will trace the development of contemporary Chinese art – how it both inherits and breaks away from tradition.

提毛筆蘸水，蘸點花青墨，在宣紙上擦幾下，再用中鋒勾出線條，就畫出了－條魚。同學們互相觀看誰畫的桂魚表情最可愛，更紛紛上載照片到社交網站向朋友炫耀。這是「GE1106中國藝術賞析」工作坊的情景，老師請來了新晉藝術家鮑慕貞，教導學生基本水墨畫技巧。此外，課程安排了考察活動，讓學生隨老師到博物館考察，運用視覺藝術的專有詞彙，分析展品的藝術品。實踐之外，理論的基礎不可少，課堂中，學生先宏觀地學習中西藝術比較，再深入地了解中國藝術獨特的技巧，如：筆墨運用。繼而再追溯近現代中國藝術的如何承继和揚棄傳統。

Why are students playing video games in class? No, the lectures are not boring. It is just that they are enrolled in the course “GE4102 Video Game: History, Industry, Society, and Creativity”. They learn from their hands-on experience of playing video games and card games in class - this certainly proves that learning is fun. Though having witnessed the evolvement from Game Boy to Wii, students might not know that the first video game was produced in the 1950s. In this course, students will learn about history of video games, related social issues and its business aspect. Students will also watch the documentary “Indie Game: The Movie” to have a glimpse into the heart and mind of the designers of video games. Finally, students have the chance to create their own game and present their idea to the class.
The Fukushima nuclear disaster seems like yesterday, but the Japan government has already announced the plan to restart the reactors, arousing large-scale protests. The course “GE3105 The Nuclear Imagination: Japan and Beyond” suggests that Japan’s attitude towards nuclear has its historical and cultural factors, and can be traced in popular culture that sprang up after the Second World War. For example, in the comics “Astro Boy”, the name of the robot is actually “Atom”. The movie “Godzilla”, in which a monster emerged from the irradiated sea, contains anti-war and anti-nuclear message. Now, turn your eyes to something closer – about a quarter of Hong Kong’s electricity comes from Daya Bay Nuclear Power Plant. The course consists of a field trip to the CLP Nuclear Resources Centre that alerts students to the ideology hidden behind the use of language and decoration. Addressing such a noteworthy issue from a brand-new angle, with a feast of movies and comics, the course is incomparable.

GE1315 How Do You Turn Sand on a Beach into a Trillion Dollars?

"GE1315 How Do You Turn Sand on a Beach into a Trillion Dollars?" This question sounds like myth, but actually reveals the truth about sand. The silicon in sand is a natural semiconductor that can be processed and made into microchips for high-tech products. This explains how the companies in Silicon Valley of the United States made enormous profits. When we put it this way, without sand, you would not have the smart phone at your hand. Do you know that when you dump your smart phone, the rivers in Africa might get polluted? If you put aside your phone for a whole week, how will your friendships be affected? In this course, you will study hi-tech products from different aspects, such as the science behind the technology, as well as economic, social and ethical issues.
Highlights of Information Day

The Information Day of City University of Hong Kong (CityU) was held on 19th October, 2013. Apart from the exhibition, talks and workshops of the various faculties, there were also display boards installed by Office of Education Development and Gateway Education (EDGE) in Yellow Zone of Academic Building 1 (AC-1) to introduce the scope of study and requirements of Gateway Education (GE) courses.

For visitors to gain a deeper understanding towards GE courses in CityU, there were other exhibitions in Academic Building 3. Visitors could play a game prepared by the course “GE2117 Eat, Drink, Man, Woman: Cultural Identity of Koreans”. After arranging the cards labelled kimchi, tofu, beef and soup etc., the visitors could learn more about Korean food culture. Another popular course “GE1309 Science in Chinese Kung Fu” placed a “muk yan jong”, wooden dummy used in kung fu training on for visitors to experience the fun of kung fu. The display boards about over ten courses opened by Chinese Civilisation Centre, together with the video of teachers’ explanation, intrigued a group of students interested in Chinese culture.

Staff guided the secondary school students to visit the newly established GE Laboratory in the purple zone of AC-1. The laboratory


The Chinese zodiac 3D bookmarks were designed by Lai Chun Tak, Yip Yi Chau, Kam Chun Wing, Lau Tsz Kit, Chow Ka Shing and Chan Ka Lai. The twelve Chinese zodiac 3D bookmarks were designed by Lai Chun Tak, Yip Yi Chau, Kam Chun Wing, Lau Tsz Kit, Chow Ka Shing and Chan Ka Lai.
The Symposium and Train-the-Trainer Workshop for Innovation and Entrepreneurship Education, co-organized by Office of Education Development and Gateway Education (EDGE), Department of Systems Engineering and Engineering Management (SEEM) and UGC-funded Community of Practice for Discovery and Innovation (CoP D&I), was held at City University of Hong Kong (CityU) from 2nd to 6th December, 2013. The major participants were teachers and researchers in the field of innovation and entrepreneurship teaching, business administration, public administration, human resources, etc. Over 30 participants came from various universities of Mainland China and Taiwan.

To start off the symposium, Dr. Sun Hong-yi, Associate Professor of Department of SEEM, gave a welcoming speech. From his accumulated practice and research throughout the years, he summarized a unique method of innovation and entrepreneurship teaching. The activity provided an education communication platform to facilitate innovation and entrepreneurship teaching in the Greater China region. The theme of the symposium matched with the ideal of Discovery-enriched Curriculum (DEC) that CityU had been devoting to in the past years. Various speakers from CityU explained the teaching method and development of DEC and introduced the Gateway Education (GE) courses and activities initiated by EDGE. For instance, they shared about setting up hi-tech equipment for DEC purpose, the Project Flame that promoted social innovation and entrepreneurship, the Extreme Environment’s Expedition Programme that incorporates science and art into an innovative learning method, hall life as DEC learning experience, teaching green innovation in business schools, etc. The enthusiastic response of the eager participants in the Q&A session of each speech proved that the symposium established a favourable network for them to learn from each other.

Apart from symposium, participants attended training workshop for 3 days in which Dr. Sun Hong-yi was one of the trainers. Through a series of discussions on the teaching material of innovation and entrepreneurship teaching, aided with case studies, participants gained valuable inspiration on both teaching and research. At the end of the activity, participants received a certificate of completion issued by CityU.

Symposium and Train-the-Trainer Workshop for Innovation and Entrepreneurship Education at City University of Hong Kong

創新創業教育
研討會暨師資培訓班

香港城市大學於2013年12月2日至6日舉行了「創新創業教育」研討會暨師資培訓班，是次活動由教育發展及精進教育處(EDGE)、系統工程及工程管理學系(SEEM)及探索與創新教育專業社團(CoP D&I)合辦，主要對象為從事創新創業教學，以及工商管理、公共行政、人力資源等學系的教師與研究人員，逾三十名參加者分別來自內地及台灣多所大學。

在研討會當天，系統工程及工程管理學系副教授孫洪義博士首先致歡迎辭。孫博士多年來在各地進行研究和實踐，總結出一套獨特的創新創業教學課程與方法，這次活動能夠提供一個兩岸三地的教育交流平台，有助把創新創業的元素融入各地院校的教學之中。而研討會的主題也十分切合城大這幾年來大力推行的「重探索求創新課程」(DEC)的要旨，校方安排了數位專家學者作演講，解說DEC的教學法及其發展方向，並介紹所創辦的精進教育科目(GE)和相關活動。當中提到的包括配合DEC的發展而增設的高科技儀器、推動社會創新與企業精神的火焰計劃、推動社會創新與企業精神的火焰計劃以及探索與創新教育專業社團的極地計劃、宿舍生活作為一種DEC的學習體驗，而學院的綠色創新教學等。每場演講都設有問答環節，參加者均踴躍發問，反應熱烈，相信是次研討會確能達到互相學習，互相借鑒之效。

除了研討會外，參加者還會出席兩天的培訓班，部份課程由孫洪義博士主持和講授。透過一系列關於創新創業教材的探討，輔以真實例子加以分析，學員們可以從中得到更多啟發，在教學和研究兩方面可謂獲益良多，而完成學習者可獲得由城大頒發的結業證書。