



香港浸會大學
HONG KONG BAPTIST UNIVERSITY

Knowledge Transfer Annual Report



For the period 1st July 2010 – 30th June 2011
(Without financial report)

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Update on 4th October 2011: Title has been amended for the Project on a Buddhist Garden Complex due to change of plans

1. EXECUTIVE SUMMARY

- 1.1 As shown in its Vision 2020 statements of strategic themes and action, Hong Kong Baptist University (HKBU) has made long-term commitments to foster knowledge transfer (KT). “Dedicated Service to the Community” is one of the three major strategic directions with the following themes:
- i. *“Proactive contribution to community through knowledge transfer”*; and
 - ii. *“Identification of community needs for matching with HKBU strengths to increase contribution to the community”*
- 1.2 To this end, the **Knowledge Transfer Office** was established under the Vice-President (Research & Development) and an Associate Vice-President. Under the chairmanship of the Associate Vice-President, the **Knowledge Transfer Committee** is leading the team to scale new heights to achieve these strategic themes.
- 1.3 In the reporting year, the role of the KT team has been expanded to include proactive on-campus and off-campus endeavors in the fields of arts, humanities and social sciences. **Knowledge Transfer Partnership projects** have become one of the prime foci and strategic development of the KT Office. Many of these projects hired students and graduates as KT Associates, and created innovative platforms for knowledge utilization as well as opportunities for practical experiences.
- 1.4 The KT Office fosters innovation and provides entrepreneurship training to students and graduates as part of its **Student Entrepreneurship** programme. It organized a series of entrepreneurship and intellectual property seminars with essential knowledge and skills for potential small and medium enterprises (SMEs). It initiated an international project to establish an art student agency, and is organizing competitions and awards programmes, which would provide opportunities for SMEs to discover the next generation of business leaders.
- 1.5 The team also emphasizes on its **Capacity Building** by increasing publicity. Local and international KT symposia were organized to promote a culture whereby the social, cultural and economic benefits of KT are appreciated. To foster awareness and pro-activeness, visits to overseas institutions leading in KT have been organized for interested faculty members in order to examine successful cases on-site.
- 1.6 On **Technology Transfer**, procedures for patent application and contracting have been systemized. The team visited major government ministries in Mainland China to establish liaisons for future commercialization opportunities. In order to institutionalize KT, continuous efforts to update and compile University guidelines are being made to ensure support, reward and recognition for involvement in KT activities. This will help foster engagement with the KT agenda and inculcate a KT culture on campus.
- 1.7 Evaluation of KT activities by **Impact Analysis** is essential for formulating future strategic directions. However, KT impact analysis is not a well-developed science and the quantitative approach is not readily available for disciplines of the arts, humanities and social sciences. In response to the UGC’s encouragement, the Office is conducting **both qualitative and quantitative impact assessment studies** on existing and on-going KT Partnership projects. We hope to initiate and eventually establish a framework for effective impact assessment for KT activities so as to identify services that can meet community needs.

2. INTRODUCTION: HKBU KNOWLEDGE TRANSFER DEVELOPMENT

2.1 Overview

2.1.1 The University has high aspirations in KT. Serving as a bridge between the academia and the general public, the KT Office has strived to initiate possible partnerships in the past year. In alignment with the University's mission of providing whole person education, the team has spent major effort to explore opportunities in the non-technology areas. HKBU has an edge in these areas of KT development, and we have identified diversified knowledge and know-how that can be exchanged with the community to make significant social and cultural impacts.

2.1.2 As stated in the KT Initial Statement, the initial years of development are critical to the establishment of a system that would support and enhance KT activities, recognize the efforts, and increase the level of impact. In response to the UGC's comment on last year's Annual Report (**Appendix I**), we have also taken actions to achieve our strategic goals. But it is necessary to proceed with caution in structuring a framework with a long-term vision. At the present stage, we are active in initiating more KT activities through KT Partnerships, and developing assessment of performance and impact with a view to improving evaluation.

2.2 KT Partnership Seed Funds

2.2.1 Apart from supporting KT events that disseminate academic knowledge, the KT Office proactively approaches various researchers and parties, identifies their needs, and seeks expertise from within the University to establish potential collaborations via a tripartite partnership between the organizations, academics and graduates (Fig 1). The Knowledge Transfer Partnership (KTP) Seed Fund is open all year round, with funding allocations decided by the KT Committee. It is hoped that this model and incentive can act as a catalyst for academic research outcomes to be utilized to meet the genuine needs of society.

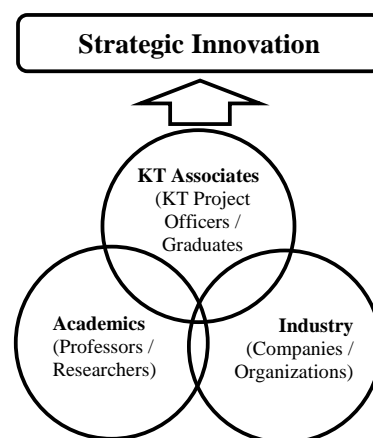


Fig 1. KT Partnership Model

2.2.2 KT Partnership Seed Fund acts not only as an encouragement but also a means to provide extra resources for scholars to undertake KT Partnership projects. With the growing number of partnerships, we are developing policy documents to establish a mechanism for a reasonable allocation of academic time and funding.

2.3 The role of KT Office – the KT Ambassadors

2.3.1 In order to support the initiation of KT Partnership projects from various disciplines, the KT Office has hired three Project Officers in the reporting year. The Project Officers have master degree backgrounds in various disciplines in the arts and humanities. Each Officer acts as a KT Ambassador and is responsible for the discipline that he/she is familiar with. The KT Ambassadors are charged with the responsibility to promote the concept of KT to individual academic staff, to identify proactively research development and external opportunities, to initiate and establish liaisons between the academics and the external organizations, and to actively engage in individual KT Partnership projects while performing the following roles:

- *Administrative role:* to conduct administrative duties for the smooth execution of the project, and to introduce more possible KT elements into the project
 - *Research role:* to engage in and contribute to the ground research of the project as deemed fit by the Project Leader
- 2.3.2 The KT Committee, chaired by the Associate Vice-President, guides the team in formulation of strategic directions for KT development in the University. Members include Vice-President (Research & Development), Deans from Faculty of Arts and School of Chinese Medicine, and Chair Professor from Department of Chemistry. During the reporting period, Prof HUANG Yu, Associate Dean of School of Communication and Executive Associate Dean of Graduate School, joined the Committee.
- 2.3.3 Two meetings were held in September 2010 and January 2011 respectively to discuss the strategic plans for KT development and advice on the KTP Seed Fund allocation.
- 2.3.4 Due to the rapid expansion of KT in local institutions, experienced local talents are in short supply. The position of Head of KT Office has been actively advertised since the establishment of the Office and we look forward to filling the vacancy in the immediate future. He/she will be responsible to lead the team and assist KT Committee in formulating strategies and policies for KT.

2.4 Assessing Capacity Building Measures

In order to develop a KT culture, capacity building measures are made at three levels: individual academics, institutional, and the community. The Assessment of the Capacity Building Measure is a measurement of performance at these three levels, with the assessment criteria as follows:

Capacity Building Measures	Benchmarks
<i>Individual Academic Staff Level</i>	
Experience sharing and promotional events <ul style="list-style-type: none"> ▪ Training study trip ▪ Overseas on-site visit to case studies Individual approach <ul style="list-style-type: none"> ▪ Proactively approached by KT ambassadors 	Percentage of academic staff who initiated new KT Partnership projects in 2010-11: 1.50% (8/534)
<i>Institutional Level</i>	
Policy and regulatory frameworks <ul style="list-style-type: none"> ▪ Guidelines for KTP projects Administrative framework <ul style="list-style-type: none"> ▪ Diversified representations in the KT Committee ▪ Appointment of an AO/EO from individual faculty to be responsible for KT Funding and resource management <ul style="list-style-type: none"> ▪ KTP Seed Fund application criteria Mechanism for follow-up <ul style="list-style-type: none"> ▪ KT ambassadors directly involved in KT Partnership projects 	Percentage of academic staff engaged in KT-related activities in 2010-11: 47.38% (253/534) Percentage of academic staff engaged in KTP Seed Fund projects in 2010-2011: 2.06% (11/534) Amount spent on KTP Seed Fund projects in 2010-11: HK\$1,041,900 (7 projects)
<i>Community Level</i>	
Establishing external networks and partnerships <ul style="list-style-type: none"> ▪ Proactive approach by KT ambassadors ▪ Through existing networks provided by staff members 	Monetary contributions from external parties in KTP Seed Fund projects: HK\$144,303 (1GBP = 12.522HKD) Number of external organizations engaged in KTP Seed Fund projects: 9

2.5 Efforts to Institutionalize Knowledge Transfer

2.5.1 KT encompasses a very broad range of activities currently administered by various Offices and departments, and KT Office is investigating the feasibility of streamlining the management of these activities in the University. These activities include:

- Student entrepreneurship
- Social, cultural and community engagement
- Contract research
- Collaborative research
- Consultancy
- Facilities and testing
- Innovation/IPR/spinout activity
- Regeneration support
- CPD/training/workforce development

2.5.2 Another major challenge is finding ways to motivate the academic researchers to reach out and connect to community needs, when their schedules are often filled with teaching, research and administrative obligations. In order to intensify faculty's engagement with the community and better utilization of the limited resources, the KTP project model is adopted with the hope to ensuring that concrete transfer of knowledge and skills can be materialized within the project implementation period.

2.5.3 While 1-2% of academic staff would be self-motivated to initiate KT projects, we anticipate seeing more impacts if clear institutional policies were developed. This proposed policy document would act as a guideline to define KT Partnership, which is different from and encompasses the definitions of Outside Practice and Academic Research set forth in the Staff Employment Manual. The pertinent guidelines should also make distinctions between UGC-funded activities and applications that are eligible for other government research grants, or internal funding scheme such as those supported by HKBU Strategic Development Fund.

2.5.4 The document would also set forth clear and prudent guidelines on intellectual property ownership derived from KT Partnership, so as to foster a fair collaboration with external parties. Furthermore, it shall systemize a series of procedures and approval guidelines governing KT Partnership projects, such that potential applicants and their line managers are able to refer to a transparent mechanism. Last but not least, it proposes options, guidance and assistance to facilitate faculty members to engage in KT Partnership projects. The KT Committee also intends to initiate discussions on the possibility to review the current staff appraisal system in order to include KT as one of the performance indicators in the future.

2.5.5 One crucial aspect of KT is knowledge dissemination, and yet the word "dissemination" itself can be general and vague. We do not intend to limit the scope and to define narrow boundaries for KT projects, which will certainly stifle innovation that is fundamental to KT. Nevertheless, in order that applications effectuate KT aims, the KT Committee will continue to evaluate the approval criteria, and KT Ambassadors will try to ensure that concrete transfer of knowledge is materialized within the project implementation period.

2.6 Impact Assessment for KT Activities

- 2.6.1 It was encouraging to see an increased acceptance from scholars in making social and cultural impacts through applying their expertise to the diversified needs of the community. To ensure effectiveness of the KT activities, KTO is responsible to carry out impact assessment for these activities. A comprehensive report (**Appendix II**) is compiled to sum up the KT activities at HKBU for the year 2010/11. Through statistical analysis the impact of these knowledge transfer activities has been found to be highly satisfactory.
- 2.6.2 Nevertheless, impact analysis for KT activities is not a well-developed science. The outputs of KT activities are often intangible and difficult to quantify, in particular for those in non-technology disciplines. In the study report, we also found that KT projects in formats like workshop, panel discussion and focus group has relatively small groups of participants. The respondent numbers of most survey studies were not large enough for statistical calculation, as they were smaller than 200 ($n < 200$). Besides, it is difficult to always conduct pre- and post-tests to assess impacts of the activities. These limitations demonstrate the challenges that we face in impact assessment of KT and we are endeavored in finding ways to improve the current assessment system.
- 2.6.3 Rather than adopting a universal measurement indicator for all KT activities, diverse approaches to KT impact assessment are now being considered. Researchers may use in-depth interviews to study the experiences of participants and impact intensity of workshops and seminars etc.
- 2.6.4 In this regard, KT Office is exploring the feasibility of using qualitative impact assessment that is being used to evaluate in the KT Partnership project on a Buddhist Garden Complex#. The project (**Appendix III**) will adopt in-depth interviews and focus group discussions in impact measurements. It is hoped that this research will bring new insights and help to establish a template for the future impact analysis in KT activities to facilitate an effective evaluation system.

3. STRATEGIC FOCUS OF KNOWLEDGE TRANSFER DEVELOPMENT

3.1 Student Entrepreneurship

3.1.1 Spin-out Activity

Academy of Visual Arts (AVA) specializes in training young local artists, and is concerned with the fact that the majority of local young creative talents do not enter the cultural industries after graduation. Young Artist Agency (Phase I) was a pilot *i*-KT project (**Appendix IV**) formed with Kingston University, helping the Academy to match the community as well as commercial demand with specific talents in the Arts industry. The aim of the Agency was to establish the essential network, and in the meantime develop entrepreneurial skills among young visual artists, thus supporting them to achieve their own personal and professional fulfilment.

3.1.2 Entrepreneurship Seminar Series – From Idea to Enterprise (**Appendix V**)

One of the major dedications of KT Office is enterprise education. Two seminars, entitled “Awakening Entrepreneurship” and “From Idea to Enterprise” respectively, were held in order to give the audiences a clear notion of how innovative ideas can be turned into something down to earth and relevant.

In response to the enthusiasm shown by a substantial number of the members of the audience in developing their own business ideas, the Office has decided to launch an entrepreneurship education programme titled *Think Big Think Social*, on the theme of social enterprise in the coming academic year. The programme aims not only to equip the participants, both undergraduates and postgraduates, with entrepreneurial skills, but also to instill in them a business attitude with social responsibilities.

3.1.3 Intellectual Property (IP) Seminar Series (**Appendix VI**)

IP is an important issue in the creative industry and all kinds of entrepreneurial activities, and the seminar series aimed to introduce key concepts to scholars and students in the disciplines of Arts and Humanities. Three seminars were held respectively for the Faculty of Arts, Academy of Visual Arts and Department of Journalism, with speakers from the Hong Kong Government, local lawyers, as well as stakeholders in the creative industry.

3.2 KT Partnerships in Arts and Humanities

3.2.1 HKBU has a long history in delivering quality education in arts and humanities, which covers a wide spectrum of intellectual and practice-based disciplines and research areas. The financial support offered by the KT Partnership Seed Fund that aims at applying these research outcomes to meet the needs of society is a valuable investment in generating wealth, improving public policy and maintaining the quality of life. KT in arts and humanities is important to our society because it makes good uses of the resources in the academia to:

- Disseminate knowledge in arts and humanities to the community;
- Preserve and interpret archives and other repositories or features of local heritage and experiences, that might otherwise be lost or insufficiently addressed;
- Encourage a deeper understanding of identities and cultural diversity in the community; and
- Contribute to the excellence of the creative and cultural output of Hong Kong.

- 3.2.2 In broad terms, KT in arts and humanities helps the public to enhance its understanding of individual and communal identities, cultures, ideas and beliefs, creativity, representation, and human communication. These core areas are expansive and fundamental to the research landscape, and there are many cross-over areas in the field. Our achievements in the principal areas are categorized below.

Language and Literature

3.2.3 Chinese Classics and Cultural Festival (**Appendix VII**)

In view of the diminishing appreciation of Chinese Classics, the Centre for Chinese Cultural Heritage co-organized the festival with several non-academic partners so as to access a larger audience pool. It included a range of activities, utilizing findings from a diverse spectrum of scholarly research. A set of DVDs and teaching materials will be developed and distributed to public libraries and secondary schools as useful resources for Literature and Cultural Studies. Our KT Ambassador has helped in administrative duties and provided impact analysis for the project.

3.2.4 The First Local Bilingual Improv Comedy Group (**Appendix VIII**)

In order to enrich the local cultural scene and help to enhance students' communicative abilities, Department of English Language and Literature set up a comedy group with the support from Takeout Comedy Club, which utilizes a new set of linguistic rules. This project aims to introduce this art form into the local scene with innovative linguistic inputs. The group will deliver performances and workshops for primary and secondary schools, and the materials will be used for human resource and linguistic training. Our KT Ambassador has helped to liaise with potential organizations that might be interested in such trainings.

Religion and Heritage

3.2.5 Project on a Buddhist Garden Complex# (**Appendix IX**)

The Chi Lin Nunnery is no stranger to the community, yet few are aware of its cultural significance. Inspired by the case studies from the London visit, participating faculty members sought to provide a transferable knowledge pool for both the nunnery and local community. This will become the landmark project of the KT Office, which would demonstrate to our scholars what is possible in knowledge transfer. Apart from financial support, one of our KT Ambassador with a background in cultural studies is currently assisting in the ground research of the project. An exhibition will be organized and teaching materials will be developed from the findings for the Liberal Studies curriculum. The scholars will produce academic papers on the topic for conferences, seminars, and international journals. The project has also attracted interest from mainland scholars and shown potential for cross-border exchange.

Journalism and Communication

3.2.6 Pulitzer's Prize Winners Workshop DVD Production (**Appendix X**)

Since 2007, the workshop has invited renowned journalists to share valuable experiences and insights through intellectual activities. This project was to make video records of the past three-year events into a collection of DVDs, with a view to preserving the journalistic professional knowledge for dissemination. One thousand DVDs have been produced using KTP Seed Fund and sponsorship by Hong Kong

Economic Journal. They were distributed to schools, universities and different media organizations, with the remaining copies being kept for teaching purposes.

University-Industry Collaboration on Creative Arts

3.2.7 In Light of Visual Arts (**Appendix XI**)

A recently launched project initiated by Academy of Visual Arts is aimed to facilitate knowledge exchange of an innovative concept “eco-philology of light” between the lighting industry and the arts and cultural industry. Being conducted in collaboration with MEGAMAN® (Hong Kong), the project includes research, seminars, exhibition and documentation. The findings will enable knowledge transfer of art appreciation and art archive between manufacturers and art practitioners.

3.2.8 Nurturing Young Visual Artists (**Appendix XII**)

This project, collaborating with the world’s first art mall K11, is initiated by Visual Arts Axis (VAA) from Academy of Visual Arts (AVA). It enables both K11 and VAA to work together in art-making, setting up exhibition sites, curating, promoting and even implementing the whole exhibition process. The project will also facilitate a communication platform for AVA students, secondary school students and K11, in which secondary school students are given a chance to engage the public by means of art making and dissemination. Through this partnership, the secondary school community and the University will gain experience and knowledge of curatorship; while the parties will learn more about the art scene locally and regionally.

International Collaboration on Creative Arts

3.2.9 As a part of the outcomes of the May 2010 KT Symposium (**Appendix XIII**), the KT Office has signed an MOU with the Kingston University London on institutional collaboration, established network with the British Council (Hong Kong), and attracted interests from mainland institutions in our endeavors in KT. The Symposium also generated the following two international KT projects: “Better Community Better Life” and “Young Artist Agency (Phase I)”.

3.2.10 Better Community, Better Life (**Appendix XIV**)

Coordinated by the British Council, this project is a collaborative effort between colleagues in London, Shanghai and Hong Kong. Art leaders from the three regions were invited to training workshops and Art-to-Art meetings for organizing community art projects in their own city. AVA of HKBU acted as the Hong Kong art facilitator, and developed artwork-creation workshops for six local secondary schools. This project encouraged youngsters to involve in the societal issues through artistic expressions. An exhibition with the theme “People and Community” will be held to display the student artworks upon project completion.

3.2.11 Young Artist Agency (Phase I)

As mentioned in 3.1.1, this pilot *i*-KT project has hired a graduate of Master of Arts in Creative Economy as the Associate to conduct a research study. It aims to investigate the feasibility of establishing a student agency to help the entrepreneurial endeavors of the visual arts students. The research identified, explained and

supported the potential areas of business development for the graduates to utilize their skills and knowledge through entrepreneurial activities.

3.3 Technology Transfer (T/T)

3.3.1 T/T encompasses a range of activities conducted throughout the year. Apart from helping with the ongoing patenting and licensing of University's inventions, the KT Office also helps faculty members with reviewing collaborative research contracts. During the delegation visit to Beijing, our team has established contacts with technology ministries in mainland China for possible collaborative opportunities. It is the goal of the Office to develop a variety of relationships with business, industry and government so as to enhance the research and education missions of the University.

3.3.2 Standardization of T/T Procedures

Guidelines standardizing patent application procedures and criteria for application reviews are under continuous updating with a view to enhancing transparency and effectiveness during the course of application. Templates for various forms of contracts and agreements are being compiled to facilitate collaborative activities arising from within the campus.

3.3.3 New Patents Filed

- School of Chinese Medicine (SCM) – A novel autophagy inducing a compound derived from Chinese herbal medicine and use thereof in treating autophagy-related disease (USA/PRC)
- Departments of Chemistry and Biology (CHEM/BIOL) – Imaging Beta-Amyloid Peptides and Inhibition of Beta-Amyloid Peptide Aggregation (USA)

3.3.4 New Patents Granted

- SCM - A TCM Product for Treating or Relieving a Symptom of a Gastrointestinal Disorder (PRC)
- CHEM - The Utilization of One-dimensional Perovskite $\text{La}_{1-x}\text{Sr}_x\text{MO}_3$ (M = Co, Mn, x = 0-0.4) Nanomaterials for the Combustion of Volatile Organic Compounds (PRC)
- CHEM - Diarylamino-fluorene-based Organometallic Phosphors and Organic Light-emitting Devices made with such Compounds (USA)

3.3.5 Facilities and Testing

In collaboration with the Hong Kong Science and Technology Park Corporation, the University established Biotech Support Lab (BSL) in the Science Park, equipped with basic biotech related equipment for industry application.

The Hong Kong Chinese Medicine Authentication Centre (HKCMAC) of the School of Chinese Medicine continues to providing high quality Chinese Medicine, Proprietary Chinese Medicine products, as well as testing service to Hong Kong and overseas users.

3.4 On-going Capacity Building and Publicity

Networking Events

3.4.1 KT is not only about synergy between the University and the local industry, but can also be extended across regions. The KT Office sought liaisons with parties in the mainland and overseas, and has both joined and organized networking events to explore opportunities for potential collaborations.

3.4.2 A Delegation Visit to Beijing (**Appendix XV**)

In September 2010, officers of the KT Office participated in the Annual China Patent Conference in Beijing. During the visit, meetings with various ministries of the PRC were arranged during which ideas were exchanged and future development plans shared; the delegates also introduced progress and endeavors of the University on KT: Humanities, Technology, and Green Environment of HKBU.

Taking the opportunity of the Beijing visit, the team visited the Renmin University of China which has expressed great interest in our KT development. Both institutions have agreed to co-host an international KT symposium in October 2011, with speakers to be invited from the UK partner institutions. It will provide a platform for sharing the policies and experiences in the three metropolises of the two countries, especially on the realization of social and culture impacts through KT in the areas of arts and humanities.

3.4.3 Learning from the world's best in arts and cultural exchange - London Visit to the LCACE Taking Part Conference (**Appendix XVI**)

In October 2010, three academics from the Faculty of Arts, School of Communication, and AVA respectively joined KT Office to visit London for the Taking Part Conference organized by the London Center for Arts and Cultural Exchange (LCACE). During the visit, the delegates met with UK institutions and visited various KT Partnership sites for case studies and had in-depth exchanges with the Project Leaders and associates to learn from their experiences. Scholars engaged in the event were greatly inspired, and they started to see benefits and possibilities for developing KT Partnership projects in the Hong Kong context. The Project on a Buddhist Garden Complex# was launched immediately upon the return of the delegation to Hong Kong. The scholars engaged in the event also became staunch supporters for KT activities as well as promoters of KT concepts and ideology among their colleagues.

Publications

3.4.4 KT Office Newsletter (**Appendix XVII**) and Website (**Appendix XVIII**)

To raise the visibility and awareness of KT, the first issue of the Knowledge Transfer Newsletter was published in April 2011, with the aim to help colleagues better understand the work and services of the KT Office, and to illustrate various case studies for inspiring potential applications and external collaborations.

Serving a similar purpose, our website (<http://kto.hkbu.edu.hk>) was launched since the establishment of the Office. It provides a more interactive platform between the Office and the public with regular updates and useful resources. It will serve as a vehicle of communication to promote the KT culture on campus and in the community.

4. UGC KEY PERFORMANCE INDICATORS

Performance Indicators	2009/10	2010/11	2011/12 (Target)
No. of patents filed in the year (with breakdown by country and type)	1	2 ^a	5
No. of patents granted in the year (with breakdown by country and type)	3	3 ^b	3
No. of licenses granted	-	-	-
Income (on cash basis) generated from intellectual property rights (royalties from copyrights of books)	\$3,161,175	\$2,610,509	\$2,000,000
Expenditure involved in generated incoming from intellectual property rights	\$2,341,400	\$218,500	\$1,000,000
No. of economically active spin-off companies	2	2	2
Net income generated (or net loss) arising from spin off companies			
i) Institute for the Advancement of Chinese Medicine Ltd ^c	\$498,000	\$13,668	\$100,000
ii) Earth Tech Consultancy Company Ltd ^d	\$50,000	\$61,220	\$50,000
No. of collaborative researches and income generated	6 (\$2,515,257)	10 (\$4,503,075)	6 (\$1,550,000)
No. of contract researches (other than those included in “collaborative researches” above, and income generated	38 (\$7,258,632)	30 (\$12,383,680)	43 (\$8,600,000)
No. of consultancies and income generated	249 (\$27,258,632)	267 (\$27,753,078)	350 (\$16,000,000)
No. of <i>pro bono</i> research or consultancies	6	5	3
No. of student contact hours in short courses or e-learning programmes tailored to meet business/CPD needs	173,811	129,821	100,000
No. of equipment and facilities service agreements, and income generated	109 (\$2,704,648)	111 (\$2,725,112)	120 (\$2,650,000)
No. of jobs created through the new KT funding	3	4	3

Remarks: The key performance indicators for the knowledge transfer activities of HKBU can be referred to **Appendix XIX**.

^a Breakdown of filed patents:

By Country			By Type		
USA	1		SCM	1	
USA/PRC	1		CHEM/BIOL	1	

^b Breakdown of granted patents:

By Country			By Type		
USA	1		SCM	1	
PRC	2		CHEM	2	

^c Institute for the Advancement of Chinese Medicine Ltd.: Year of establishment: 1999; Nature of business: R&D of Chinese medicine products testing and certification services, clinical trials, and publication of books

^d Earth Tech Consultancy Co. Ltd.: Year of establishment: 1999; Nature of business: Consultancy services on biotechnology and environmental science

5. CONCLUSION: THE WAY FORWARD

- 5.1 With an expanded team and expertise, the KTO is poised to achieve the following in the near future:
- Embed KT in the University policy in order to provide its academic staff and line managers with a clearer definition, guidelines, and goals
 - Engage a broader range of disciplines in KT activities
 - Encourage a more diverse range of external partners to engage with arts and humanities research
 - Explore opportunities in interdisciplinary collaborations
 - Develop innovative models of engagement through strategic partnerships
 - Produce case studies of exemplars of KT which demonstrate a range of impacts
 - Sustain promotion of KT culture and expand collaboration locally, regionally, and internationally
 - Sustain influence at policy level to negotiate challenges through advocacy and representation
- 5.2 Integrating social responsibilities into the entrepreneurship education programme will be one of our major focuses. The upcoming competition and award programme, *Think Big Think Social*, aims at fostering innovative spirit in both undergraduates and postgraduates. It puts significant emphasis on sociology and humanitarian aspects that not only address business challenges, but also social values that serve public interest and reconfigure solutions to community problems. We engage civil sectors and philanthropy organizations to share with the participants their social missions. We hope to not only stimulate entrepreneurial mindset, but also motivate potential change makers to take their first step in incorporating social awareness in their endeavors.
- 5.3 The current mechanism for reporting KT performance adopted some conventional indicators focusing on the technology areas and measuring outcomes in monetary terms. It provides a simple and direct monitoring system and yet it might understate the full picture of the broad range of KT. Therefore we are trying to carry out research on the possible impact assessment through both quantitative and qualitative approaches which will hopefully bring new insights to better inform future decision.
- 5.4 Discussions will continue on internal policies for setting faculty KT targets that are transparent, fair and consistent. Without addressing such issues, the lack of commitment from academic units and faculty members will hamper the University's effort from taking its achievements in KT to the next level.
- 5.5 The Office will hold an international KT symposium jointly with the Renmin University and experts from UK in late October 2011 in Beijing. This will be one of our many efforts to internationalize our KT ideology and share with our mainland partners the best practices in various contexts, in the hope to create new international research/collaborative opportunities. In early December 2011, our Office will join efforts with all local institutions to contribute to the Knowledge Exchange Conference: Knowledge Transforming Society.
- 5.6 Looking into the future, we will spearhead with dedication to promote KT, proactively initiate KT Partnership projects and encourage students, staff and the community to participate in KT-related activities. The team will grasp every opportunity to expand the scope of KT in line with HKBU's Vision 2020, as well as our own mission of transferring knowledge for a productive, healthy and sustainable society for all.

Update on 4th October 2011: Title has been amended for the Project on a Buddhist Garden Complex due to change of plans

In response to UGC letter dated 4th Oct 2010, we are making various efforts in initiating KT Partnership projects, developing diverse ways to effectively assess impacts that the projects render, as well as looking at measures to institutionalize the KT agenda in order to encourage more academic engagements.

Our dedicated KT Ambassadors (Ch 2.3) are proactively reaching out to both on-campus and off-campus stakeholders to initiate KT Partnership projects for **Knowledge Generation**. We are actively establishing liaisons for, engaging in and funding projects catalogued in the Report (Ch 3.2) following the KT Partnership model (Fig. 1). In the meantime, we have suggested ways to increase KT elements so as to maximize socio-economic impact of the research findings applied in these projects.

During the reporting period, we have put in place a new system to assess the effectiveness of our **Capacity Building Measures** (Ch 2.4), and made efforts to institutionalize KT (Ch 2.5) so as to intensify the faculty engagement with the community. We conducted survey analysis to assess the impacts of the various projects and KT activities (Ch 2.6), and starting from June this year, we will pilot a study to investigate the feasibility of qualitative impact assessment in two of our existing KT Partnership projects, the result of which would eventually become our assessment framework. These efforts would subsequently initiate discussions to review the staff appraisal system to incorporate KT as a part of faculty performance indicators.

During the reporting period, we have undertaken various **Front-line KT Activities**, which include running a pilot project (Ch 3.1.1) to find out the feasibility of establishing an agency and hence to nurture student entrepreneurship, filing patents for scientific inventions (Ch 3.3.3-4), and implementing various publicity measures (Ch 3.4) to increase the visibility of our KT endeavors. We promote research findings and applications through both local and international symposia or meetings, some of which directly resulted in KT Partnership projects (Ch 3.2.5, Ch 3.2.9-11) and attracted external funding.

Apart from the **Action Plan** as listed in the Report (Ch 6), the KT Committee has made continuous efforts to identify local talents who would be dedicated to KT values and take the University's KT achievements to the next level. Such efforts would be materialized within this year.

**COMPREHENSIVE REPORT OF
KNOWLEDGE TRANSFER SURVERY STUDY**

1st JULY 2010 to 30th JUNE 2011

**KNOWLEDGE TRANSFER OFFICE
HONG KONG BAPTIST UNIVERSITY**

JULY 2011

I. Introduction

From 1st July 2010 to 30th June 2011, the Knowledge Transfer Office of Hong Kong Baptist University (HKBU) has completed 30 survey studies for the Knowledge Transfer (KT) activities hosted by different faculties of HKBU. Based on the data collected, our office provided a KT impact assessment report for each activity. The report mainly focused on two aspects: (1) the impact of knowledge transfer and (2) the format of the activity. This report, compiling the data collected from the 30 KT activities, mostly public seminars or workshops, aims at providing a comprehensive analysis of the general impacts of these KT events.

The remainder of this paper contains four sections. In *Literature Review*, we will study the development of knowledge transfer and current methods of KT impact assessment. In *Method and Data*, we will present a rather simple approach to quantifying the importance of programme arrangements to the impact of the KT activities, and will use the Gamma-test to study its association. In *Analysis*, we will first demonstrate the distribution of respondents' opinion on the programmes and its impact level. Then we will indicate that programme arrangements can have dramatic influences on the KT impact. The concluding section of the present paper attempts to give insights into the future impact assessment of KT activities.

II. Literature Review

“Knowledge Transfer” is defined as “the process through which one unit (e.g., group, department, or division) is affected by the experience of another” (Argote and Ingram, 2000:151). With the move of our society from an industry-based economy to a knowledge-based one (Dunning, 2000), “knowledge” or “innovation” has increasingly been seen as the single most important source of economic growth and job creation, or a promise of healthy social development for cities.

Universities, as the institutes of study and research, are deemed to be the substantial and underexploited resource for the innovation industry and business (Holland, 1999). Hence, governments have increasingly encouraged the collaboration between industry and universities. Partnership models, such as Teaching Company Scheme and Knowledge Transfer Partnership, have been developed in the past decades (Technology Strategy Board, 2010).

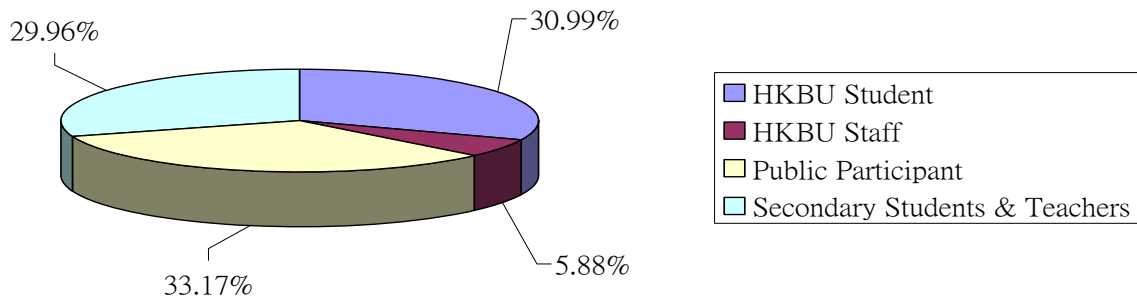
Meanwhile, foreign governments developed knowledge transfer agencies such as Association of University Technology Managers (AUTM) in the US, The Institute of Knowledge Transfer (IKT) in the UK, Swedish Network for Innovation and Technology Transfer Support (SNITTS) in Sweden and the Association of European Science and Technology Transfer Professionals (ASTP) in Europe to bridge the public and private sectors.

KT projects originally aimed at engineering projects. The model and method of technology projects, such as income generation and intellectual property right transfer, have been well-developed (Allen, 1990; Bartlett, 1996; Gibson and Rogers, 1994; Leonard-Barton, 1995; Technology Strategy Board, 2010). KT projects increasingly broadened their remit from physical and social science to include disciplines such as the arts, the media and the social environment (Technology Strategy Board, 2010). Thus, new models of impact assessment for these types of KT projects and activities are being sought and developed.

III. Method and Data

In this study, quantitative research method is adopted. It refers to the way of systematic empirical investigation of properties and phenomena and their relationships. This way of measurement provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. It helps to develop and employ mathematical models, theories and/or hypotheses in regard to phenomena.

Fig. 1: Categories of Participants of the KT Activities (2010-2011)



After deleting certain dirty data, 1608 cases from 30 KT activities are used for calculation. Fig. 1 demonstrates that a substantial proportion of the audience of the KT activities was people outside HKBU (it was only 30.99% for HKBU students and 5.88% for HKBU staff), including secondary school teachers and students (29.96%), as well as general public (33.17%).

The knowledge transfer assessment adopted a 5-point Likert scale: the satisfaction level decreases as the variable attribute numbers increase. The satisfaction with the programme of the KT activities (variable SFP) ranges from 1 (strongly satisfy) to 5 (strongly dissatisfy) and the impact of knowledge transfer of the KT activities (variable KTI) ranges from 1 (very much) to 5 (very little).

As the number of cases is larger than 200, the sampling of this study draws a normal distribution. Both of the variables, SFP and KTI, are at ordinal-level. We are going to array them in a bivariate table and use it to measure their strength and direction.

In the test, the Null Hypothesis of “No Association” is tested with Gamma and Spearman’s Rho.

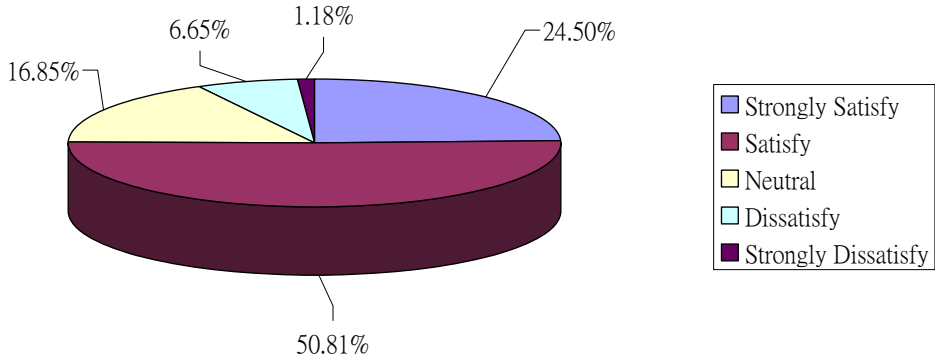
Null hypothesis:	$H_0: \gamma = 0$
Alternate Hypothesis:	$H_1: \gamma \neq 0$

IV. Analysis

In this section, we see the distributions of respondents’ opinion on the programme and knowledge transfer of the KT activities. Fig. 2 shows the respondents’ satisfaction with the programme. We can see that

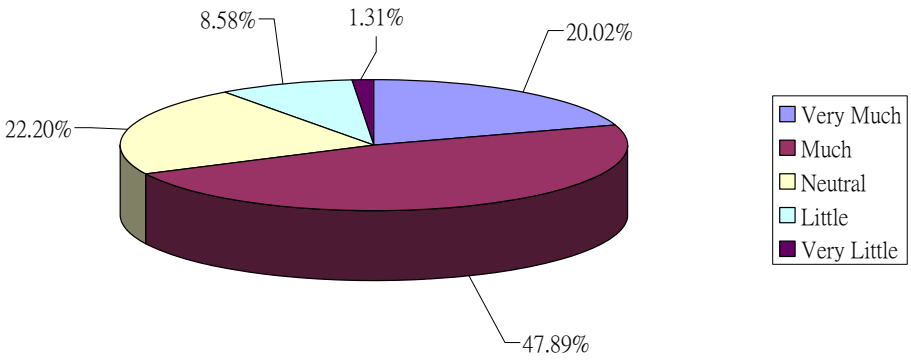
approximately a quarter of the respondents expressed that they were strongly satisfied (24.5%) with the programme of the KT activities they participated; and more than half of the respondents were satisfied (50.81%). Negative responses were very low in number (6.65% for dissatisfaction and 1.18% for strong dissatisfaction).

Fig. 2: Satisfaction with the Programme of the KT Activities (2010-2011)



When we examined the opinion of the respondents on knowledge transfer, we have also found that they were very positive about the impact of the KT activities on improving participants’ knowledge about the activities’ topics. Fig. 3 indicates that about two-thirds of the respondents expressed that they gained much (47.89%) or very much (20.02%) knowledge from the activities. In contrast, there were only about one-tenths of the respondents holding negative opinion on the KT impact of the activities (8.58% for little and 1.31% for very little).

Fig. 3: Impact of Knowledge Transfer of the KT Activities (2010-2011)



A Gamma-test is used to observe the association between these two ordinal variables, the satisfaction with the programme and impact of knowledge transfer of the activities. To compute Gamma, two quantities must be found. N_s is the number of pairs of cases ranked in the same order on both variables ($n = 1608$). N_d is the number of pairs of cases ranked differently on the variables. Gamma is calculated by finding the ratio of cases that are ranked the same on both variables minus the cases that are not ranked the same ($N_s - N_d$) to the total number of cases ($N_s + N_d$).

Formula: $G = \frac{n_s - n_d}{n_s + n_d}$
--

This ratio can vary from +1.00 for a perfect positive relationship to -1.00 for a perfect negative relationship. Gamma = 0.00 means no association or no relationship between two variables. As N_s is greater than N_d, the ratio in this case is positive.

Table 4 presents the result of symmetric measures for SFP and KTI. The Gamma value for this study, 0.67, suggests that there is a positive and strong association between the two variables. In this case, as KTI increases when SFP increases, (goes from less satisfaction to more satisfaction), it means that the level of KT impact improves when programme arrangements improve. Also, Gamma tells us that we will make 67% fewer errors predicting the impact of knowledge transfer when we take the satisfaction of programme arrangements into account.

Table 4: Symmetric Measures of the Relationship Between SFP and KTI

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Ordinal by Ordinal <i>Gamma</i>	.670	.023	22.904	.000
<i>N of Valid Cases</i>	1608			

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

In the following, a t-test is used to test Gamma for significance. The level of significance is set as .05. Table 4 shows that the significance ("Sig.") measures, .000, are smaller than .05. Thus H₀ is rejected. The association between the satisfaction of programme arrangements of activities and its KT impact is therefore significant.

Table 4: Chi-Square T-Tests of the Relationship Between SFP and KTI

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	803.458 ^a	16	.000
Likelihood Ratio	633.728	16	.000
Linear-by-Linear Association	454.484	1	.000
N of Valid Cases	1608		

a. 6 cells (24.0%) have expected count less than 5. The minimum expected count is .25.

V. Conclusion and Insight

This study shows that the impact of knowledge transfer of the KT activities in 2011 was highly satisfactory. About two-thirds of the respondents expressed much or very much knowledge gained from the activities, while very few of them held negative opinion. Through a statistical analysis, we found that programme arrangements can have dramatic influences on the impact of knowledge transfer. Good programme arrangements may help the participants in understanding the knowledge presented by the speakers, as the format and presentation of the activities are substantial in the process of knowledge transfer. Organizers should pay more attention to this area.

In the study report, we also found that KT projects in formats like workshop, panel discussion and focus group has relatively small groups of participants. The respondent numbers of most survey studies were not large enough to draw normal distributions for statistical calculation, as they were smaller than 200 ($n < 200$). Besides, it is difficult to always conduct pre- and pro-tests to assess impact of the activities effectively. These limitations demonstrate the quantitative research method is not always the most desirable method for individual KT activities.

Rather than adopting a universal measurement indicator for all KT activities, diverse approaches for analysis should be considered. Researchers may use in-depth interviews to study the experiences of participants and impact intensity of workshops and seminars etc, which hardly be reflected by the counting of attendance numbers, media coverage and visitor numbers.

The choice of assessment method largely depends on what the researcher intends to study and focus on. For example, a statistical survey may be conducted to investigate the general features of the KT activities of HKBU. By contrast, the researcher may use in-depth interviews to study the experiences of participants and impact intensity of the workshop (Butler-Kisber, 2010; Major, C. and Savin-Baden, M. 2010; Silverman, 2004; Van Maanen, 1983).

The knowledge of human being is constructed by emotions, imaginations, symbols and meanings. They are subjective in nature and thus can only be comprehended in context. They cannot be meaningfully expressed in numbers, but in narrations, descriptions and explanations (Atkinson, 2000; 2001). Thus, assessment methods of KT activities should be diversified and the qualitative research approach needs to be developed.

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Exploring the Qualitative Impact Assessment Approach for KT Projects

1. Project Leader

Mr. Ray YEUNG, Project Officer, KT Office

2. Project Introduction

The project aims at conducting a qualitative impact assessment study for two KT Partnership projects. The Project on a Buddhist Garden Complex# has been confirmed to be one of the pilot studies. The other selected case will be decided in the coming months, depending on its suitability in using qualitative methods as impact assessment.

There is a difficulty to assess the impact of KT activities in a number of disciplines, such as arts and humanities, because they do not necessarily yield tangible or readily-measurable outcomes. The quantitative research method is therefore not always the desirable method or unable to reflect their level of impact. It in fact is a common problem faced by local and overseas institutions as well.

In response to this problem which is one of the concerns of UGC, our Office is going to conduct a pilot study to explore the possible applications of qualitative impact assessment approach, which is relatively new, for the KT Partnership projects and so to gain experience in this regard. The result of this study will be used to establish a framework of impact assessment of various KT activities in future.

3. Proposed Implementation Schedule – using Project on a Buddhist Garden Complex# as a pilot study

Project Period: August 2011 to May 2012

- ✓ Conduct participant-observations for the KT Partnership projects (August 2011 – Early 2012)
- ✓ Develop semi-structured interview guides (September 2011)
- ✓ Conduct qualitative studies (i.e. focus-groups, in-depth interviews) to the participants and the teaching kit users in the Project on the Buddhist Garden Complex# (Late 2011 – Early 2012)
- ✓ Script the interview content and analyze the data (January 2012 – April 2012)
- ✓ Complete an impact assessment report (May 2012)

4. Expected Outcomes

- To create an innovative template for the impact assessment of the appropriate KT activities
- To investigate the strengths and weaknesses of the qualitative assessment method
- To facilitate the impact assessment for various KT activities
- To respond to the UGC's suggestions for sharing of impact assessment experience

1. **Project Leader**
Mr. Peter Benz
Programme Director of BA, Academy of Visual Arts
2. **Academic Partner**
Centre for Enterprise Education, Kingston University, UK
3. **Research Associate**
Miss Wendy NG, graduate from Kingston University
4. **Project Introduction**



The Academy of Visual Arts (AVA) has the business idea of launching a Young Artist Agency (YAA) as a new subsidiary as a way to solve problems and issues faced by the young creative talents and the creative industries of Hong Kong today. It is therefore essential for AVA – before launching into such an endeavor – to investigate the feasibility of such a business idea, as well as consider the most suitable organizational setups as an effective way to safeguard against possibly wastage of investment or resources.

In Phase I of the YAA project, a partnership has been established between the Centre for Enterprise Education of Kingston University London as the “Knowledge Base Partner”, and AVA as the “Company Partner”. A KT Associate was hired to produce necessary primary and secondary research, and upon that a substantial feasibility study.

Depending on its findings, the aim of this study was to also produce a suitable business model for an agency as proposed that thereafter could be used to apply for seed funding for launching the business.

5. **Research Findings (Extracts from the complete report)**

Primary research conducted within this project has produced solid evidence that all players in the Visual Arts sector equally urge for improved ties between the educational and professional streams within the visual arts. It also should be considered proven that there is good potential for more successful entrepreneurial activity of young visual artists, if there were more supporting services available. These finding are backed up by secondary research, which looked into the development of the sector over the last ten years, and can show that again all parties involved are very confident about the market potentials for visual arts entrepreneurs.

It is at this point where a future Young Artist Agency could bring leverage to the situation. As AVA is already an established educational institution in the field, it makes sense to relate this new initiative to it, especially as the YAA as a sub-entity of AVA – as a substantial by-product – would give additional credibility and educational reputation to its mother institution.

Also, through examination of existing agencies of similar scope at other institutions, the organizational contours of a potential new YAA as well as its possible professional activities can be outlined clearly. While the proposed structure is certainly new to Hong Kong, it does work in other contexts, and no principal reasons can be found why it should work also in Hong Kong. More so, the innovative character of the agency’s organization would very well articulate the creative spirit of its clientele and of AVA.

The feasibility study has also suggested possible options. After taking the positioning and financial projections into the account, a compromise between the options will be economically realistic and strategically desirable: to initially start off YAA as a directly AVA-entity, nurturing it to the point of becoming self-preserving, and to then release it into “official” subsidiary-status after possibly two to three years.

It remains for the stakeholders especially of AVA, but also of the university at large to decide if and how to proceed from this point. However, this study does show that a Young Artist Agency as a new initiative of the University is feasible, viable, and even advisable in the mid- to long-term.

Entrepreneurship Seminar Series - From Idea to Enterprise

1. **Date**
 30th November 2010: Awakening Entrepreneurship
 10th March 2011: From Idea to Enterprise
2. **Speakers**
 Dr. Martha MADOR
 Head of Enterprise Education, Kingston University, UK
 Ms. Kimmie WONG
 Assistant Manager, Incubation Programme, HKSTPC
Panel discussion experience sharing:
 Mr. Peter BENZ (AVA HKBU)
 Miss Wendy NG (KT Project Associate)



Total number of audiences:

46

3. **Seminar Summary**
 The two interactive seminars through case studies, group discussion and experience sharing, served as a series aimed at addressing problems and needs to inspire entrepreneurial spirit in the campus:

Awakening Entrepreneurship - Dr. Mador talked about the creative attitudes over the course of entrepreneurial inspirations. Mr. Benz and Miss Ng also shared their experience on the YAA since the project was about the feasibility of setting up a student agency to help the entrepreneurship endeavors.

From Idea to Enterprise - As a continuation of “Awakening Entrepreneurship”, this seminar further disseminated knowledge required to cope with contemporary changes. Ms. Wong also introduced the Incubation Programmes provided by HKSTPC as a valuable resource to entrepreneurs.

4. **Impact Assessment**
 Survey analyses have been carried out for the two seminars separately. Respondents were asked to rate their perception of knowledge impact on the following items using a 5-point likert scale:

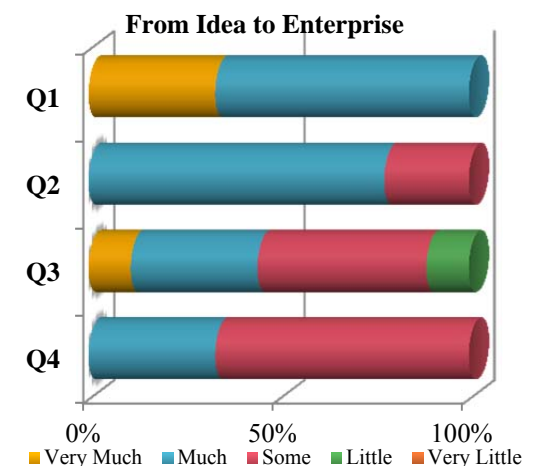
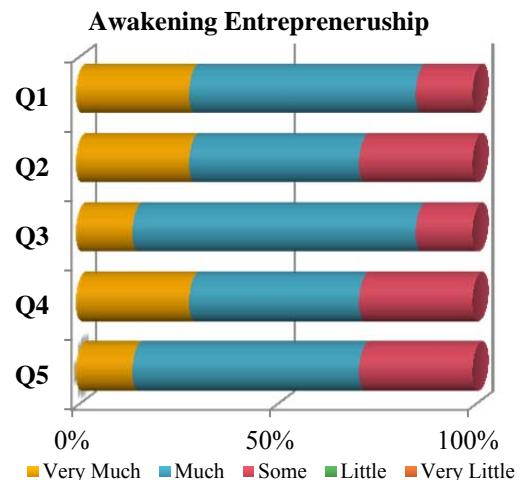
Awakening Entrepreneurship

Most respondents were appreciative of the impact of the seminar on improving participants’ knowledge of entrepreneurship (Q1, 85.71% indicating very much or much). An overwhelming majority of respondents saw that the seminar improved their understanding of meaning of enterprise opportunity (Q2, 71.43%), sources of creativity and ideas (Q3, 85.72%), ways to identify and meet customer needs (Q4, 71.43%) and ways of network development (Q5, 71.43%).

From Idea to Enterprise

The survey generated a consistent and significant result and the respondents gave a high score to the seminar in general.

Four questions were designed to ask the respondents’ perception of the knowledge impact for the captioned topic, and all of them showed much or very much appreciative for knowing how to identify customers’ need (Q1, 100%). Majority of the respondents agreed that there was much impact of delivering the value proposition (Q2, 77.78%). Comparatively fewer received much knowledge on how to overcome changing society (Q3, 44.44%) and the resources available for entrepreneurs (Q4, 33.33%) which might due to insufficient of time for the seminar.





1. Date

7th March 2011 (for Faculty of Arts)
 12th March 2011 (for Academy of Visual Arts)
 22nd March 2011 (for Department of Journalism)

2. Speakers

Ms. May CHAN (Solicitor/ Notary Public, Ella Cheong Law Office)
 Mr. KAN Tai-Keung (Founder of Kan & Lau Design Consultants)
 Ms. Maria NG (Senior Solicitor, HKIPD)
 Ms. Lydia NGAI (Head Librarian, Asia Art Archive)
 Mr. Thomas TSANG (Senior Solicitor, HKIPD)

Total number of audiences:

91

3. Seminar Summary

This seminar series aimed at highlighting some of the key Intellectual Property (IP) concepts, issues and concerns in the realm of the Arts and Humanities. Topics included:

- IP Basics and the Legal Protection, particularly about copyrights in the context of education. They also suggested some good practice and points to note when using “fair dealing” exemption
- Legal expert of the specialized field shared related case studies, and commented on the possible protection and infringement in artistic/ literary/ dramatic/ musical works
- Designer and Librarian from arts industry discussed the situations where concerns of copyright may arise

4. Suggestions from KT Office

- ✓ Embed IP Seminar in a curriculum to disseminate the knowledge to audience focusing on a certain major or topic
- ✓ Regular IP seminars or activities for staffs and students

5. Impact Assessment

This survey analysis is based on the result of the same questionnaire distributed in the three seminars, with the response rate of 63.74%. Respondents were asked to complete a self-rating on their perception of knowledge impact level using a 5-point likert scale. The assessment included four items that were designed based on the presentation provided by the speakers:

Q1 Basic Concept of Intellectual Property

69.64% of the respondents agreed much or very much that the seminar helped them to improve in knowing the basic concept of Intellectual Property, which was the most satisfactory item among all.

Q2 Legal Protection of Intellectual Property

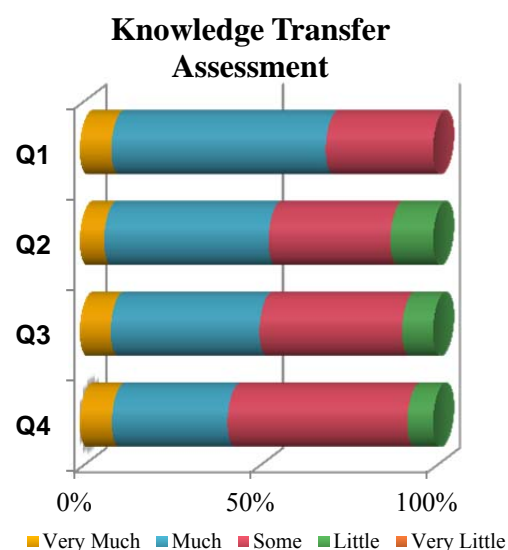
From the data collected, more than half (53.45%) rated a much or very much knowledge improvement about the legal protection of intellectual property.

Q3 Copyright Protection for Creative Industry

Around half of the respondents (50.88%) indicated much or very much improvement on understanding copyright protection for creative industry. From the comments given, they appreciated about practicality of the seminars which brought them to view from an industry perspective.

Q4 Copyright Law in Hong Kong

Comparatively fewer respondents (41.82%) thought that there was much knowledge impact related to the copyright law in Hong Kong. This may due to the professional terms used when explaining the legal implications that audience might find it difficult to absorb within a short period of time.



1. **Project Leader**
 Prof. LAU Chor Wah
 Director, Centre for Chinese Culture and Heritage
 Professor, Department of Chinese Language and Literature
2. **Non-Academic Partners**
 Curriculum Development Institute (CDI), Education Bureau
 Hong Kong Film Archive (HKFA)
3. **Research Associate**
 Miss LAU Ki, graduate from Hong Kong Baptist University
4. **Project Summary**



Organized by the Centre for Chinese Cultural Heritage, the *Chinese Classics and Culture Festival* was held from 5th March to 9th April 2011. Through utilizing solid research outcomes, the Centre aims at promoting traditional Chinese culture and the awareness of Chinese Classics to the public.

To further enhance the impact of the festival, the Centre has hired a research assistant to be responsible for producing DVDs and a handbook for teaching. The DVDs will not only record the seven seminars, but also contain the seminars' PowerPoint, related historic writing and critical analyses.

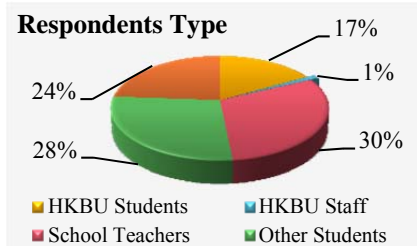
Total number of audiences for the festival:

870

Date	Activity's Title
5 th March	Opening Ceremony cum Seminar "The Book of Songs" 開幕式暨講座《詩經》- 從宮廷到民間
12 th March	The Book of Rites 《禮記》- 透古通今的生命藍圖
19 th March	The Confucian Analects 《論語》- 君子非指好人
19 th March	Film Appreciation of Confucius by Fei Mu 費穆《孔夫子》電影欣賞會
2 nd April	The Book of Changes 《易經》是一部卜筮之書嗎？
2 nd April	The Book of Music 《樂經》- 湮滅的盛世文明
9 th April	The Works of Mencius 《孟子》- 仁者無敵
9 th April	80s Youth Forum 經學八十後論壇

4. **Impact Assessment**

The survey analysis is based on the result of the 9 survey studies for the activities in the festival. Among the data collected, the majority of respondents are school teachers (30.48%) and students from other institutions (27.81%). It showed that the knowledge transfer largely apply to the non-HKBU stakeholders (82.10%) and matched with the objective to motivate a larger pool of audience.



Knowledge Transfer Assessment

The knowledge transfer assessment on specific items could be found in the individual activity report. There were also some general questions on perception of the improvement on knowledge related to Chinese Classics and Chinese culture. In average, there are **75.00%** of the respondents indicating much or very much improvement on their knowledge towards Chinese Classics, and **72.00%** of the respondents agree the same way for that of Chinese culture. **76.65%** of the respondents in average regarded the objectives could be achieved to a large extent, and majority agreed that the activity well matched with its theme (**84.63%**).

5. **Expected Benefits**

Academics

The Department has obtained useful suggestions for planning its curriculum. This networking event also allows the Department to significantly improve its reputation among secondary schools.

Non-academic Partners

Co-organizing with HKFA, it attracts a larger pool of audience to watch the Classic movie. The CDI helps the event to reach the secondary school teachers and students.

General Community

Secondary school students will gain knowledge of the Chinese Classics which help to fill a lacuna in their general education acquisition. The teachers will also gain access to the DVDs as teaching materials.

1. **Project Leader**

Dr. WEE Lian-Hee,
Associate Professor, Department of English Language and Literature

2. **Non-Academic (Company) Partner**

Take Out Comedy Club Hong Kong

3. **Project Summary**

Improv is a popular theatrical art form that has not yet found an audience in Hong Kong, though English performing groups do exist. It is executed with quick wit and powerful communicative rhetoric that can be trained through greater linguistic and cultural awareness. An earlier teaching project has attested to the viability of such a project. The objectives of the project are as follows:

- Initiate formation of the First Bilingual Improv Group
- Serve local schools/institutions in language/manpower training
- Stage public performance of Improv to enrich Hong Kong cultural scene
- Provide material for the enrichment of the website *Improvised Game Formats for the Classroom* (<http://net3.hkbu.edu.hk/~lianhee/IGFManual/>)

4. **Current Project Status****Stage 1: Formation**

Since the onset of the project in Feb 2011, a core team consisted of 8 members has been recruited. The name of the group is Bilingual Improv Brigade (BIB, 劇劇必興) and it has undergone Improv Comedy training including linguistic awareness, communicative effectiveness and actor training.

**Stage 2: Workshop in Schools and other Invitations**

4 th Jun 2011	Dinner performance at inaugural dinner of HKBU English Language and Literature Alumni Association
20 th Jun 2011	Workshop for P.6 students at Sai Kung Sung Tsun Catholic Primary School
5 th Jul 2011	Workshop for secondary students at SKH Lui Ming Choi Secondary School
Late Aug 2011	Workshop for teachers at Sai Kung Sung Tsun Catholic Primary School

**Stage 3: Public Performance**

Arrangement for a public performance has been made with the KTP partner, Take Out Comedy Club. The first performance will be on 26th August 2011, and the show will be in Cantonese, entitled *Gwai Gum Improv*, a theme in resonance to the traditional Ghost Festival. To the best of our knowledge, a Cantonese Improv show is the first in Hong Kong and probably around the world. A programme has been drafted and publicity work is underway.

5. **Expected Benefits****Academics:**

- Increase exposure of the Department;
- Enhance relationship among students, between students and department and also with alumni

Non-academic**Partner:**

- Increase revenue;
- Enhance reputation for being the establishment that served as home to the first bilingual improv group in Hong Kong

General**Community:**

- Create richer cultural scene with more humor
- Serve as a resource for human resource training, particularly in areas of communication and teamwork



1. **Project Leader**
Dr. William NG
Associate Professor, Department of Religion and Philosophy
2. **Co-Project Leader**
Dr. Jack LEE
Assistant Professor, Academy of Visual Arts
3. **Research Associate**
Mr. Ray YEUNG, Project Officer, KT Office
Mr. Enthus NG, a graduate from HKBU
4. **Non-Academic Partner**
To be confirmed



5. **Project Details**

The Chi Lin Nunnery and the Nan Lian Garden are not only invaluable cultural assets of the local community in Kowloon East, they also form a religious complex that also carries enormous religious, cultural and artistic significances for Hong Kong. Through an academic study of the outstanding timber architectural structures and garden design of these two places, this project seeks to reveal the underlying religious engagement, environmental ethics, aesthetic heritages as well as communal participation of the complex.

Teaching resources development - Whilst the results of the study can be transferred into cultural resources for the Nunnery and the local tourist industry, they can also be employed as teaching materials that match well with the contents of the curriculum of the Liberal Studies (LS) for the New Senior Secondary (NSS). Apart from classroom teaching, teachers can make use of the project findings to conduct relevant field trips so as to enhance other learning experience. Thus, upon the completion of this project, the researchers should be able to provide a significant transferable knowledge pool for tourist industry and the local secondary education community.

6. **Current Project Status**

Stage 1	<i>Academic Research</i> (Present)
Stage 2	<i>Teaching Resources Development</i> – A Research Assistant has been hired to develop the teaching kit for the NSS syllabus (Present)
Stage 3	Presentation/Workshop in Nanjing University (Late 2011) Public Exhibition (Late 2011)
Stage 4	<i>Publication of the Final Report</i> (Early 2012)

7. **Expected Benefits**

<p style="text-align: center;">Academics</p> <ul style="list-style-type: none"> Article publications Paper presentations in Nanjing University Provide a reference for the exploration of cultural assets in Greater China 	<p style="text-align: center;">Non-academic Partners</p> <ul style="list-style-type: none"> Active encouragement in using evidence-based study results in teaching Development of teaching materials that matches the needs of the Liberal Studies for the three-year new senior secondary (NSS) curriculum 	<p style="text-align: center;">General Community</p> <ul style="list-style-type: none"> Public exhibition will be held Parts of the teaching material will be posted on website for schools, teachers and community
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1. Project Leader

Prof. HUANG Yu

Head, Department of Journalism

2. Project Review

The Pulitzer Prize Winner Workshop (PPWW) which aims to advance journalistic education and practices in the Greater China region, held since 2007, is one of the biggest events for the Department of Journalism, HKBU. Renowned veteran journalists share very remarkable experiences and bring along insight, which the attendees take this as a valuable platform for mutual exchange and communication. Preserving the Workshop video records in a multi-media way is beneficial for transferring journalistic knowledge to the community. In November 2010, the KTP Seed Fund was approved for production and distribution of the DVDs.

Total number
of DVDs box
sets produced:

1000

The DVDs box sets, each consisting of ten discs, included key highlights of each PPWW from 2007 to 2009. There are a total of 21 lectures, 4 forums, 3 opening ceremonies and 1 panel recorded in the DVDs.

3. The Outcomes

One thousand sets of PPWW DVDs were produced and sent out to:

Educational Institutions

- Local secondary schools
- International schools
- Colleges and universities

Electronic and printed media

e.g. TVB, ATV, Cable TV, Now TV, RTHK, CRHK, SCMP, HKEJ

Department of Journalism

Kept for teaching and promotion purposes

4. The Benefits

This experience of producing and distributing of the PPWW DVDs was beneficial on a number of levels as follows:

- Most of the educational institutes which received the DVDs have kept them in their school libraries. The DVDs were especially good references for those universities and college offering journalism courses. There was also feedback from a number of local secondary schools saying that they are planning to use the DVDs as teaching materials for subjects like Liberal Studies and the school-based Other Learning Experience projects.
- As for the media organizations, the DVDs brought the latest cutting-edge international journalistic knowledge to local newsrooms. The Hong Kong Economic Journal, the key sponsor for the PPWW, even regarded the distribution of the DVDs as a good way to enhance its media reputation and broaden its media impact.
- The dissemination of journalism education through this project, including future iterations, will further cement the position of Department of Journalism, HKBU as the leader of the field in the territory. It also enhanced the reputation of the University within both the professional media, community and among key local educational institutions.

5. Conclusion

This experience of producing and distributing of the PPWW DVDs was beneficial on a number of levels and enhanced the reputation of the University and the Department of Journalism within both the professional media, community and among key local educational institutions. This project, including future iterations, will further cement the department's position as the leader in Journalism education in the territory.

1. Project Leader

Dr. LAI Ming Hoi, Victor
Associate Professor, Academy of Visual Arts

2. Non-Academic (Company) Partner

MEGAMAN® HONG KONG

3. Objectives

- To enhance students' ability in the use of lighting in visual arts communication
- To facilitate knowledge transfer of art appreciation and archive between manufacturers and artists
- To gain awareness of AVA contribution towards visual communication & environmental awareness
- To give insights and make impact by delivering concept of eco-philosophy of lights through visual arts, research and documentation.

4. Project Outline

Stage 1	Market research and artist selection (June – August 2011)
Stage 2	Seminars and showroom visits (September – Dec 2011)
Stage 3	Exhibition and documentation (January – April 2012)
Stage 4	Project evaluations and Distribution (April – June 2012)

The light manufacturer MEGAMAN® HK and AVA will co-organize a series of seminars and training workshops, followed by an art installation show. In the show, participants will be able to share their art as well as their ideas of eco-philosophy of lights with the audience. After all the activities mentioned, video documentation and research will be done further on art making, eco-lighting and other possible ways of environmental conservation. By completion of the proposed project, participants will gain hands-on experience of energy saving and art creation. The proposal project helps to boost the corporate image of MEGAMAN in the realm of social responsibilities, and to strengthen its devotion in enhancing the living quality and environmental conservation. It also helps AVA to explore potential courses and activities to enable our students to be environmentally aware. A Research Associate will be hired to assist in the study.

5. Expected Benefits

Tangible outcomes and deliverables:

- Interim report and/or reflective journal
- Taped interviews and video documentary
- Research study focusing on the current practice of local lighting design
- 6 to 9 piece of art installations or artworks

Intangible outcomes and deliverables:

- Gain experience and knowledge of art making in light of the concept of art appreciation and art archive
- Strengthen the impact of knowledge transfer through partnership and show promotion
- Interdisciplinary education for visual artists, which they will be introduced to knowledge concerning project management and light technology
- Raise and gain awareness of the concepts of eco-lighting
- Global network of MEGAMAN, making knowledge transfer possible in local, regional and global contexts. DVDs and publication will be delivered to stores worldwide

Participants will be more reflective upon a more “conscious” use of lighting in the course of organizing the exhibition. Students will rethink the significance of lighting and lighting, as a prop/accessory/furniture and its potential for bettering their artistic expression and an environmentally-conscious way of life.

1. Project Leader

Dr. LAI Ming Hoi, Victor
Associate Professor, Academy of Visual Arts

2. Non-Academic Partner

K11 Art Mall

3. Objectives

- To enhance students' ability in art appreciation and criticism
- To promote collaboration and strengthen the impact of knowledge transfer
- To create opportunities for AVA students
- To promote visual arts culture in Hong Kong

4. Project Outline**Phase 1**Day Camp

A series of seminars and workshops, as well as mentoring programme will be provided for secondary school students to introduce the basic knowledge concerning art appreciation/critique, issues in portfolio presentation and curatorial matters in exhibitions.

Phase 2Nurturing Young Visual Artists Exhibition

The secondary school students are required to submit their artwork and artwork, and 30 pieces will be selected for exhibition.

Phase 3Activities for Nurturing Young Visual Artists Exhibition

The exhibition will be co-hosted by AVA and K11. A series of activities will be organized before and after the exhibition. This engages both artists and audience, and will become a platform for dialogue.

This project aims to facilitate knowledge transfer of the concept of curation in addition to art-making to secondary school Visual Arts students. It hopes to deepen students' understanding of the relationship between art and its dissemination. It is believed that by enriching the artistic awareness as well as experience of the students, they would be talents contributing to the arts and cultural development in Hong Kong, i.e. the forthcoming West Kowloon Cultural District.

The collaboration between AVA and K11 Art Mall will enable both sides to work together in art-making, setting up exhibition sites, curating, promoting and implementing the whole exhibition process. It will be a valuable opportunity for both AVA students and secondary school students to gain hands-on experience of the operation of arts and cultural industry, which enables them to look into the details and skills involved in the industry in addition to art-making. A KT Associate will be hired to assist in the project.

5. Expected Benefits:Tangible outcomes and deliverables:

- Audio-visual documentation of (i) the seminars and workshops, (ii) the mentoring programme, (iii) pre-exhibition preparation and (iv) the exhibition.
- Artwork proposals submitted by secondary school students for research and thought exchange.

Intangible outcomes and deliverables:

- Students will gain experience and knowledge of curation and curatorship
- Secondary school students will be able to rethink the role of art, artwork and its relationship with space as well as public
- Raise the awareness of art appreciation
- AVA, K11 and students will learn more about the art scene locally and regionally

1. **Date**

30st May – 1st June 2010

2. **Speakers**

- Mr. Peter UPTON (Director, British Council Hong Kong)
- Ms. Deborah LOCK
(Executive Director of Enterprise, Kingston University, UK)
- Ms. Charlene EDWARDS
(Head of Knowledge Transfer, Kingston University, UK)
- Prof. CHUNG Ling (Dean, Faculty of Arts, HKBU)
- Dr. Martha MADOR
(Head of Enterprise Education, Kingston University, UK)
- Mr. Peter BENZ (Assistant Professor, AVA HKBU)



3. **Symposium and Workshop Summary**

The two-day symposium and workshops kicked off with a half-day symposium inviting professionals from Hong Kong and the U.K. to present on different topics related to KT in the realm of Arts and Humanities. Experience sharing from the representatives from Kingston University provided an overview of the KT development in the U.K. which served as valuable model to learn.

The workshop on the second day of the symposium focused on the practical skills in developing KT in Hong Kong and HKBU. There were also media interview session that highlighting the pioneering effort of HKBU in motivating Knowledge Transfer in the non-technology field (See Part 4 for Media Coverage).

The audiences of the symposium and workshop were from various backgrounds, including representatives from different institutions, external organizations and different HKBU departments.

4. **Media Coverage**

Local PRINT SAVE EMAIL

Smart thinking to be spread around

Beatrice Siu

Monday, June 07, 2010

Professors should be more community-oriented when carrying out research, according to Hong Kong Baptist University associate vice president David Fong Wang-fun.

In line with pushing more professors to think that way, Fong has revealed that the university is to devote additional resources to the transfer of knowledge in the arts and humanities.

Previous research has focused mainly on science and technology.

The concept behind knowledge transfer is to turn academic acquisitions into realistic applications for companies and organizations.

In extending this line of thought, however, professors will be encouraged to hold workshops to educate and share their knowledge with primary and secondary school teachers who, in turn, can pass along ideas to their students.

"Many researchers and professors prefer to wrap themselves in the campus," Fong said. "The new concept aims to bring non-profit-making research to the community."

It will not be a one-way street, Fong says, believing that knowledge transfer will benefit researchers because they can attract more sponsors.

"Of course, some research or inventions can earn money through copyright," he said. But research is most useful when it benefits society, and that is what the university hopes to achieve.

ADVERTISEMENT



Extracted from *The Standard* 7th June 2010



Extracted from *Singtao Daily* 7th June 2010

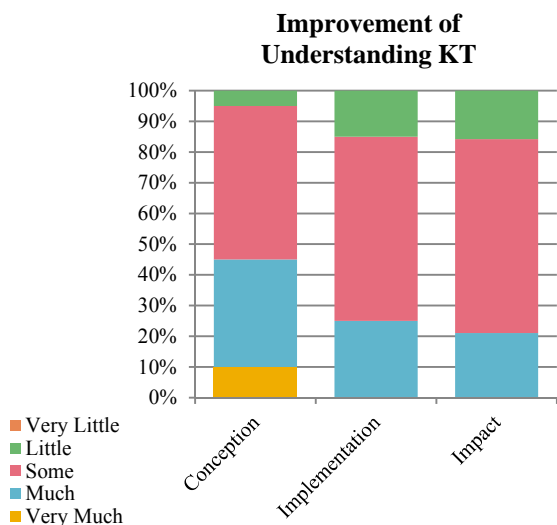
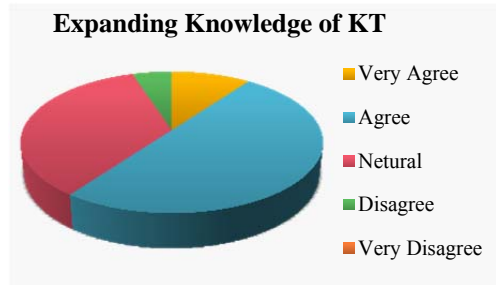
5. Outcomes

- ✓ **KT Development in Hong Kong** - The Symposium received very good responses from audience consisted of representatives from UGC, KT offices from different tertiary institutions. The KT practitioners were able to raise inspiring questions on policy and practices.
- ✓ **Media Coverage** – It attracted media attentions on our event and effort in promoting KT policies and practices in Hong Kong (See Part 4).
- ✓ **First International KTP project** – “Better Community Better Life” was established in collaboration with the British Council HK and since then we have constant liaison with the Council.
- ✓ **Memorandum of Understanding (MOU)** – A two-year working relationship with Kingston University, UK.

6. Impact Assessment

Survey analysis was conducted for the Symposium on 30th May 2010. The response rate was 33.33%. Respondents were asked to rate their perception of knowledge impact using a 5-point likert scale.

We designed a question asking if the respondents thought that there was an expanding knowledge of KT, and it was encourage to see that 60% agreed or much agreed that it had expanded their knowledge of KT.



To further breakdown into details the sub-categories, the data shown that there was much improvement on understanding the conception of KT (45% agree or very agree). However, the impact of the symposium in improving participants' understanding of its implementation (25%) and impact (21%), for most of them, had room for improvement.

The result showed that audience was getting familiar with the term “Knowledge Transfer” yet they were looking forward to knowing “how” to implement it.

1. Project Leader

Dr. LEUNG Mee Ping
Assistant Professor, Academy of Visual Arts

2. Non-academic Partner

British Council Hong Kong
Lok Sin Tong Wong Chung Ming Secondary School
St. Paul's Convent School
HKICC Lee Shau Kee School of Creativity
Ching Chung Hau Po Woon Secondary School
CCC Kwei Wah Shan College
GT (Ellen Yeung) College

**3. Project Summary**

The British Council Connecting Classrooms would like to commit the arts facilitator to develop and deliver a series of local artwork creation workshops (school workshop) for school arts teachers and students who have successfully applied for BCBL joint curriculum project in China. AVA, as an art partner in BCBL project, provides art support in organizing training workshop as well as art exhibition. HKBU AVA also provide university art students to guide the secondary school students in their artwork creation under collaboration with the school representatives. Upon completion of a series of art workshops, students will have opportunity to display their artworks in an exhibition in Hong Kong, with the theme decided to be “People and Community”.

4. Current Project Status**Phase I****Training and Capacity Building**

Training Workshop & Art to Art meeting (13th-16th Sept 2010, Shanghai)
BCBL Hong Kong Cluster Meeting (21st Sept, 20th Oct 2010)

Phase II**Student-teacher Training Programme** (End of Oct 2010)

AVA students and helpers were recruited and provided with training by professional art educator and artists.

Phase III**Secondary School Creative Project** (Jan 2011 to Jun 2011)

Students from the participating schools will create artworks under the chosen theme. It will be guided by the trained visual arts student-teachers.

Phase IV**Public Exhibition**

“People and Community” Exhibition at HKBU CVA Gallery (9th -26th July 2011)

5. Expected BenefitsAcademics

- Experience the diversity of knowledge transfer
- Increase thinking of knowledge transfer and its development
- Open up the notion of “learning to learn” in various ways and promotions
- Stimulate thinking of community art and its development
- Expand the potential methods of knowledge transfer and caring for community

Student Artists

- Understand the teaching models of educational institutions
- Deepen practical experience of art classes in high schools along with evaluation
- Embark from teaching, whilst deepening the humanistic thinking of education through learning
- Gain solid experience in drafting and organizing program activities
- Strengthen knowledge of local communities

Participating Schools

- Secondary school students are able to experience idea exchange and creative dialogue
- Enhance appreciation and awareness of Hong Kong art education and youth art globally

中學生參加社區藝術創作

作品反映環境發展保育等議題

【本報訊】記者李夢輝報導：英國文化協會舉辦「社區點亮生活」學生藝術創作項目，本港六所中學獲邀參加。學生圍繞屯門河治理、唐樓和街前圍村拆遷等主題討論並創作，意在了解自身在社區中扮演的角色，並從親身親視女關注環境、發展和保育等社會議題。

樂善堂王仲銘中學學生關注的是即將面臨拆遷的荷前圍村。他們創作的裝置作品以本港增一市區圍村的風土人情為主題，分「殘局」、「搬遷屋外」和「地攤」三部分。「殘局」橫仿圍牆製成，將原住民與地產商比作對弈兩方，呈現雙方在圍村保護與拆遷上的矛盾。「地攤」嘗試解釋的，則是這座逾五百年歷史的圍村中居民的生活樣態和鄰里關係。

關注屯門河污染

經濟發展與環境保育的關係，在青松侯寶超中學學生提交的作品中亦有體現。該校學生盧偉說，屯門河素有「臭河」之稱，區議會倡議的河水淨化工程遲遲不見成效。曾詠兒說，他們在實地調查時發現，有屯門居民在污染嚴重的河邊釣魚，並將釣得的魚以食材售出，可能對居民健康造成影響。曾詠兒和盧偉等四名學生在該校設計課老師林文輝指導下，以格仔餅形式創作，將淨化過的屯門河水注滿格仔，再將格仔裝飾和美化，或添些水草，或擺兩條小魚模型。在他們看來，這是對屯門河水的推銷和再包裝，令到被遺忘的屯門河重新鮮亮起來。

中華基督教會桂華山中學和香港光基創意書院的學生關注的是北角和九龍城的兩片城區。有「小籠籠」之稱的北角，住着相當數量從福建移居香港居民。他們的下一代大多不願學習閩南語，而對很多年長者來說，學習粵語也是件難事。桂華山中學的關樂品、蕭仲岳和唐佩珍等學生於是設計出一款學習卡，以期減少兩代人之間的溝通障礙。關樂品說，理想的社區氛圍是文化背景、年齡和學歷各不相同的人們在同一地區愉快相處。她說語言不通是影響社區鄰里間溝通的障礙之一，她們希望透過此類設計幫助說不同語言的人們增進了解。

香港光基創意書院的學生們關心的是九龍城區的老式店舖。街道兩旁的糕餅舖和製麵店不單有區內街坊光顧，也時常吸引遊客到訪。如今的九龍城，大廈漸多樓



香港光基創意書院學生「搬遷屋外」系列作品
本報攝

漸高，老字號舖頭與舊區的熱鬧一遭日漸消失。學生們希望透過「搬遷九龍城」計劃，設計和製作模型，了解老店舖，並回顧九龍昔日風貌。

追溯九龍城風貌

相比滿載回憶的九龍老城區，填海而成的將軍澳有諸多繁榮建築群，是現時香港居住人數增長最快的新區。優才（揚殷有輝）書院的姜城峰、李凌軒和譚景楓三名同學以錄像短片方式，將鏡頭對準將軍澳大事小事，嘗試發掘社群中人人與入接觸的角落。

「社區點亮生活」學生社區藝術作品展由英國文化協會主辦，讓浸會大學「知識轉移處」資助。「浸大」視覺藝術院六名畢業生擔任美術指導，協助學生們完成作品。展覽現在浸會大學傳訊處藝大樓顯明均展覽廳展出，展期至七月二十六日。

中華基督教會桂華山中學學生關注北角社區來自福建的居民的代溝問題



參與「社區點亮生活」藝術作品展的師生合影
樂善堂王仲銘中學學生（左）向訪客介紹作品
本報攝



青松侯寶超中學師生及其關於屯門河水活化的裝置作品
本報攝

1. **Date**
6th – 12th September 2010

2. **Participants**

Ms. Vivian LEE, KT Officer

Mr. Ray YEUNG, KT Project Officer

* *Delegation Visit organized by Ir. Dr. Hon. Samson Tam Wai Ho, JP, Member of the Legislative Council (Information Technology)*

3. **Trip Summary**

Two KTO officers joined the Annual China Patent Conference in Beijing, and our officers also attended meetings with representatives from different units and Ministries of the People’s Republic of China to exchange ideas and share future development plans.

There had been meetings with:

- ✓ Renmin University of China (中國人民大學)
- ✓ The State Intellectual Property Office of PRC (國家知識產權局)
- ✓ Beijing Academy of Science and Technology (北京市科學技術委員會)
- ✓ Beijing Municipal Commission of Science and Technology (北京市科學技術研究院)
- ✓ Ministry of Science and Technology of PRC (國家科技部) etc.

During the meetings, our officers got to know the representatives from different organizations. The KT Office learned more about the Intellectual Property and Technology Transfer development in Mainland which was useful for future collaborations. Our representatives also had the chance to introduce the strengths of HKBU and hence attracted

4. **The Outcomes**

- ✓ Initiate International KT Symposium with RU

During the meeting with Renmin University of China (RU), they expressed great interest in the Hong Kong KT development. It fostered the planning of an international KT symposium in October 2011, inviting speakers from the UK partner institutions, as a platform to share the policies and experiences in the three metropolises of the two countries.

- ✓ Establish Contacts with Mainland Units

There were several contacts who the officers expressed interest to our work and hence we have established liaison with them. It is our belief that KT development should not be limited to the territory, but seeking collaborations with different parties to broaden our horizons and knowledge, KT Office would try to spread this sharing of good practice whenever appropriate.



1. **Date**
27-30th October 2010

2. **Delegation**
Prof. HUANG Yu
Head, Department of Journalism
Dr. William NG
Associate Professor
Department of Religion and Philosophy
Dr. Jack LEE
Assistant Professor, Academy of Visual Arts
Ms. Vivian LEE, KT Officer
Mr. Ray YEUNG, KT Project Officer



3. **Trip Summary**

This trip was to join the Taking Part Conference organized by the Center for Arts and Cultural Exchange (LCACE). During the visit, the delegates also met with various UK institutions regarding the different policies of KT in different institutions, namely University of Westminster, Kingston University and LCACE (an organization from Kings College) The delegation made on-site visits to the various KTP case studies, and made in-depth exchanges of ideas with the project leaders and associates of KTPs so as to learn from their experiences as well as the various to develop KTPs were able to reap. The visits included interesting case studies and KT units:

- *The Museum Lives Project* between the Kingston University and the Natural History Museum;
- *The Hampton Court Palace Project* between the Kingston University and the Palace;
- *The Muybridge Project* by Kingston University;
- LCACE Visit;
- Experience sharing and exchange with the University of Westminster

4. **The Outcomes**

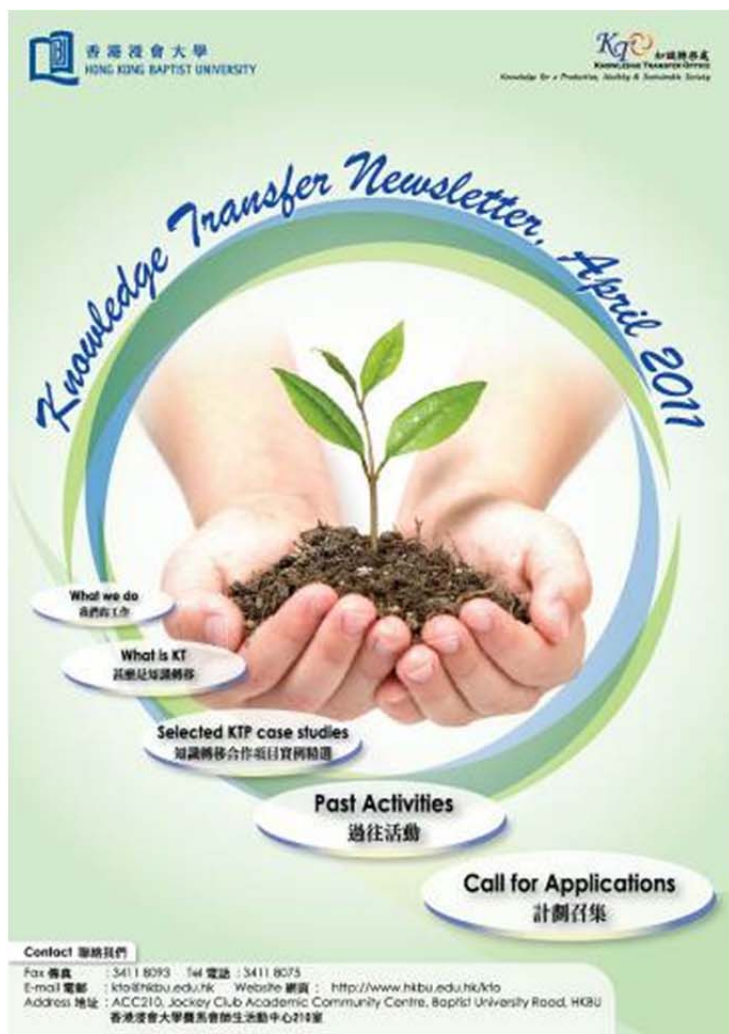
The London trip had enriched the horizons of our KT practitioners and the participating scholars which impacted much on the long-term development. The UK institutions also shared their experience in initiating KTPs which was helpful for the team to meet with challenges. Moreover, the trip led to two major outcomes as follows:



Chief curator of the **Hampton Court Palace Project** introducing their achievements in the KTP

✓ Inspiration on a KTP project# – The scholars engaged in the event were significantly inspired by the spectrum of case studies we visited, and saw various possibilities of developing local KTP projects in the HK context. The Project on a Buddhist Garden Complex was therefore launched immediately upon the return to Hong Kong

✓ Establishing new international liaisons – The contacts made with the UK institutions, which will not only become our valuable points of reference, and will also provide opportunities for new international collaborations.



Extracted from Knowledge Transfer Newsletter, April 2011

Selected KTP Case Studies 知識轉移合作項目實例精選

4. Young Artists' Agency (Phase I) – Pilot I-KT project with Kingston University London and Academy of Visual Arts (AVA)

AVA specialises in training young local artists. It is concerned with the fact that the majority of young creative talents nowadays does not enter the cultural or creative industries, yet often seek employment in entirely different industries, or in services merely supplementary to the visual arts. In order to encourage visual arts entrepreneurship, a typical KTP was formed where a KTP associate Ms. Wendy Ng was hired to research and conduct a feasibility study on establishing a Young Artists Agency as a formal university subsidiary.

The resulting study clearly identified, explained and supported through facts potential areas of business development for AVA, in particular the more business or entrepreneurial information and skills which have been new to the visual art academics, have now improved AVA's capacity and capability in this area for the future.

藝青社 (第一階段) – 與倫敦金斯頓大學及香港浸會大學視覺藝術學院的知識轉移合作試點項目

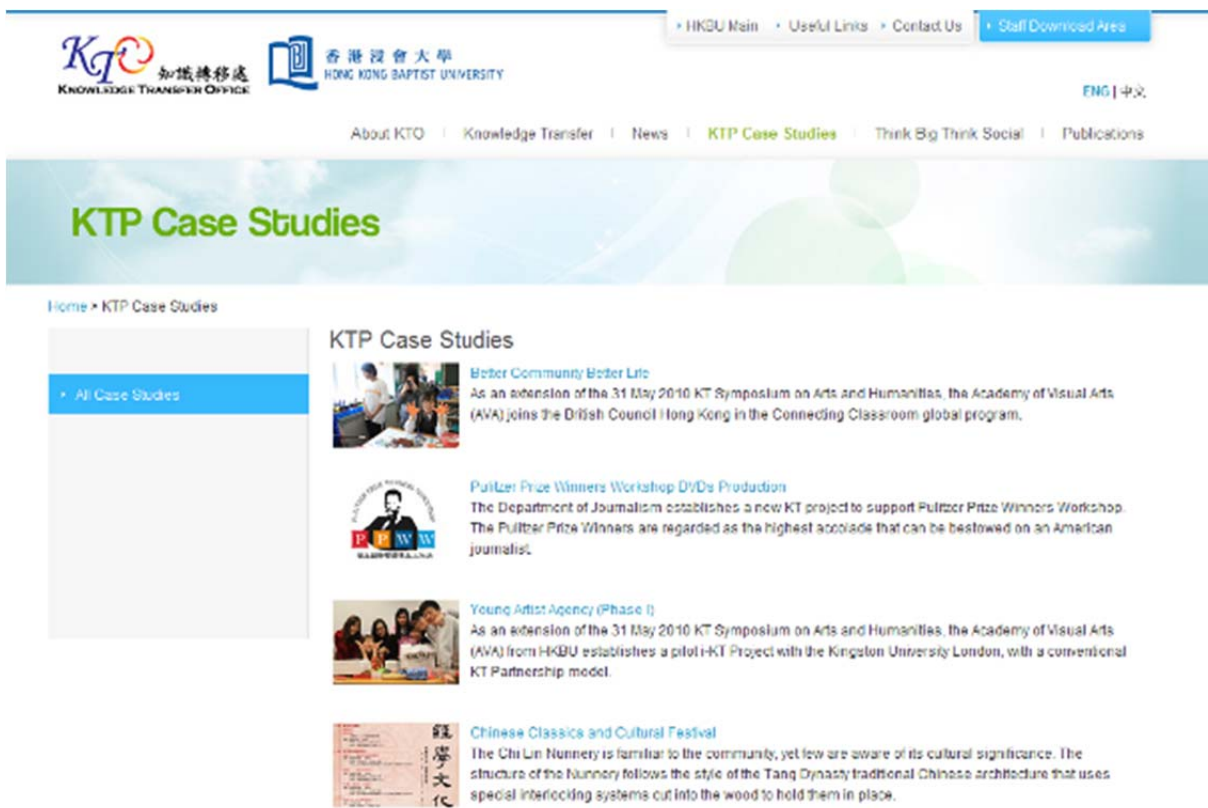
浸會大學視覺藝術學院專職培訓本地年輕藝術家，不過當今社會的現實卻是，年輕有創造力的人才鮮少進入文化或創意產業，而是去從事與視覺藝術的專業沾邊或甚至完全不同的領域尋求工作機會。為了鼓勵藝術的創業，一項度身定造的知識轉移合作項目應運而生。項目主任與該協會共同研究建立一個附屬於香港浸會大學的年輕藝術家機構的可行性。這項研究透過事實清楚地證實，並詳盡支持了視覺藝術學院在商業發展上的潛力，特別是對於視覺藝術專業的學生而言全新的商業及創意信息，也提高了視覺藝術學院未來在這一領域發展的實力。



Knowledge Transfer Newsletter, April 2011



The screenshot shows the homepage of the Knowledge Transfer Office (KTO) at Hong Kong Baptist University. The header includes the KTO logo (Knowledge Transfer Office) and the university logo (Hong Kong Baptist University). Navigation links include HKBU Main, Useful Links, Contact Us, and Staff Download Area. A language selector shows 'ENG | 中文'. The main navigation bar lists: About KTO, Knowledge Transfer, News, KTP Case Studies, Think Big Think Social, and Publications. The main banner features a pair of hands holding a small green plant, with the text 'Knowledge for a Productive, Healthy & Sustainable Society'. Below the banner is a horizontal menu with buttons for About KTO, Knowledge Transfer, News, KTP Case Studies, Think Big Think Social, and Publications. The content area is divided into three sections: 'KTP Case Studies' with a featured article on 'Chi Lin Nunnery and Nan Lian Garden Project', 'News' with a list of recent events, and 'Publication' with a featured book cover. A copyright notice at the bottom reads: 'Copyright ©2011 Knowledge Transfer Office, Hong Kong Baptist University. All Rights Reserved.'



The screenshot shows the 'KTP Case Studies' page on the KTO website. The header is identical to the homepage. The main banner reads 'KTP Case Studies'. Below the banner, a breadcrumb trail shows 'Home > KTP Case Studies'. A left sidebar contains a button for 'All Case Studies'. The main content area is titled 'KTP Case Studies' and lists four featured projects, each with a small image and a brief description:

- Better Community Better Life**: As an extension of the 31 May 2010 KT Symposium on Arts and Humanities, the Academy of Visual Arts (AVA) joins The British Council Hong Kong in the Connecting Classroom global program.
- Pulitzer Prize Winners Workshop DVD's Production**: The Department of Journalism establishes a new KT project to support Pulitzer Prize Winners Workshop. The Pulitzer Prize Winners are regarded as the highest accolade that can be bestowed on an American journalist.
- Young Artist Agency (Phase I)**: As an extension of the 31 May 2010 KT Symposium on Arts and Humanities, the Academy of Visual Arts (AVA) from HKBU establishes a pilot-KT Project with the Kingston University London, with a conventional KT Partnership model.
- Chinese Classics and Cultural Festival**: The Chi Lin Nunnery is familiar to the community, yet few are aware of its cultural significance. The structure of the Nunnery follows the style of the Tang Dynasty traditional Chinese architecture that uses special interlocking systems cut into the wood to hold them in place.

HKBU-specific Performance Indicators for KT Activities (by field)

1. Separate Entities for Innovative Projects

	Project	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	Hong Kong Organic Resource Centre Certification Ltd.	<ul style="list-style-type: none"> • Farming sector for knowledge in organic farming • Organic farmers seeking certification • Students and teachers • General public 	No. of activities to raise awareness and knowledge	101	181	150
			No. of participants	61,827	88,692	80,000
			No. of certificates issued	70	91	70
b)	Hong Kong Creative Arts Centre Ltd. (Jockey Club Creative Arts Centre)	<ul style="list-style-type: none"> • Artists and art groups in need of studio space and facilities • Students from pre-school to tertiary • NGOs • General public 	Number of visitors on guided tours	2,731	3,242	3,000
			Number of visitors in art programmes	35,738	260,600	260,600
			Commercial units rented out	4 of 4	4 of 4	4 of 4
			Studio units rented out (occupancy rate)	100%	100%	>90%
			Studio space rented out (occupancy rate)	100%	100%	>90%
			Galleries/ Black Box Theatre rented out (occupancy rate)	50% (L0&1 Gallery) 66% (Black Box Theatre)	55% (L0 Gallery) 78% (L1 Gallery) 75% (Black Box Theatre)	>50%
c)	HKBU Affiliated School Wong Kam Fai Secondary and Primary School	Secondary and primary students	No. of students	1,346	1,561	1,500
d)	Beijing Normal University-HKBU United International College	Tertiary students	No. of students	3,899	4,167	4,500

2. For the Chinese Medicine Sector

	Project Type	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	Chinese Medicine Clinics	General public	No. of Patients (percentage change)	+39.32%	+16.84%	+10%
			Income (percentage change)	+43.65%	+18.19%	+10%
b)	Free medical consultation	General public	No. of Patients	543	1,581	1,500
c)	Chinese Medicine Museum, Centre and Library	General public	No. of visitors	145	254	200
			No. of visitors	3703	7,893	7,000
d)	Public Seminar/ Talk	General public	No. of activities	43	61	50
			No. of participants	3,432	7,942	5,000
e)	Radio/ TV Programme	General public	No. of programmes	19	19	N/A
f)	Standards setting and certification for Chinese Medicine products	Manufacturers of Chinese Medicine products	No. of new generic products	11	1	N/A

3. Arts and Culture Programmes

	Project	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	International Writers Workshop	<ul style="list-style-type: none"> • Writers • Public 	No. of attendees	833	1,276	1,100
b)	Lion Rock Poetry Reading	<ul style="list-style-type: none"> • Academics • Poets • Tertiary & secondary students 	No. of attendees	430	400	500
c)	The Dream of the Read Chamber Award: The World's Distinguished Novel in Chinese	Novel writers General public	No. of attendees	Programme of a biennial nature	240	Programme of a biennial nature
d)	Concerts by HKBU Orchestras and Choirs	General public	No. of concerts	40	8	8
			No. of audience	18,440	6,500	6,500
e)	Radio/ TV programme	General public	No. of programmes	14	2	N/A
f)	Consul-General-in-Residence Programme	Consular staff, Secondary school principals and students	No. of talks by Consul Generals	3	3	3
			No. of participants	180	300	300

g)	Visual Arts Workshops	Secondary and primary students	No. of workshops	6	5	5
			No. of participants	77	396	200

4. Unique / Special Programmes in Communication

	Project	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	Pulitzer Prize Winners Workshop	<ul style="list-style-type: none"> Media professionals, Students and teachers from secondary schools and tertiary institutions 	No. of participants	2,000	2,500	2,000
b)	Journalists-in-Residence Programme	<ul style="list-style-type: none"> Media professionals Scholars and academics General public 	No. of participants	150	750	500
c)	Professional Training Programme in Journalism	Media professionals	No. of participants	76	389	200
d)	The Global Chinese Universities Student Film and TV Festival	<ul style="list-style-type: none"> Professionals in film industry Representatives of film schools from overseas and the Greater China Region 	No. of participants	Programme changed to a biennial nature	200	Programme changed to a biennial nature
			No. of participating universities		60	

5. For the Business Sector

	Project Type	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	Training Programme	Hong Kong Executives	No. of programmes	7	6	6
			No. of participants	554	496	500
b)	Training Programme	Macau and Mainland China Executives	No. of programmes	5	3	3
			No. of participants	142	136	135
c)	Seminar, Conference and Public Forum	Business Sector	No. of programmes	11	21	20
			No. of participants	1,430	2,490	2,500

6. For the Education Professionals

	Project	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	Workshop (Professional Development Programme on Implementing Microscale Chemistry Experiments)	Secondary school teachers of Chemistry and technicians	No. of participants	840	Programme suspended in the report period	250
b)	Chinese Training Course (e.g. On Understanding and Interpreting the New Senior Secondary Chinese Literature Curriculum)	Primary and Secondary school teachers of Chinese	No. of participants	840	360	500
c)	Gifted Education Training Course (e.g. Educating Gifted Students on Leadership, Creativity and Critical Thinking)	Primary and secondary school teachers in gifted education	No. of participants	132	384	200
d)	Putonghua Training Course (Language Proficiency Assessment Preparation Course)	Teachers of Putonghua	No. of participants	56	50	50
e)	Programme/ Seminar	School Principals and Leaders	No. of seminars	5	2	4
			No. of participants	648	388	400

7. Science Promotion in the Community

	Project	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	Science Workshop	Secondary students	No. of workshops	1	Programme suspended in the report period	1
			No. of participants	240		200
b)	Science Talk	Secondary and tertiary students	No. of talks	4		4
			No. of participants	295		300

8. Expertise transferred to industry/social groups

	Project	Target Group	Performance Indicator	2009/10	2010/11	2011/12 (Target)
a)	Translation Seminar Series	<ul style="list-style-type: none"> ▪ On-the-job translators ▪ Professionals ▪ Academics ▪ Staff in the Government Languages Division ▪ General Public 	No. of participants	450	500	500
b)	Physical Well-being Programs	<ul style="list-style-type: none"> ▪ Staff of NGOs, e.g. elderly centers ▪ Schools 	No. of programmes	19	Programme suspended in the report period	N/A
			No. of participants	998		N/A
c)	Fitness and Sports Development Courses	General Public	No. of programmes	7		N/A
			No. of participants	1,863		N/A
d)	Physical Skills Upgrading Scheme Courses	Practitioners in the fitness industry	No. of programmes	4		N/A
			No. of participants	275	N/A	
e)	Hong Kong Academy for Gifted Education courses	Gifted students in secondary schools	No. of courses	2	2	2
			No. of participants	63	24	30
f)	Lecture and Course on Critical and Creative Thinking	Secondary school students	No. of participants	100	76	100

Update on 4th October 2011: Details and title have been amended for the Project on a Buddhist Garden Complex due to change of plans.