

The Hong Kong Institute of Education

**Annual Report on the Recurrent Funding
for Knowledge Transfer 2009/2010**

Submitted to
University Grants Committee

Contents

	Page
I. Background	2
II. A narration of activities undertaken with the additional funding for the period from 1 July 2009 to 30 June 2010	3
III. A brief description of the current enabling environment for KT in the Institute	7
i) Supportive institutional policy on KT being implemented	8
ii) Incentives in place to bring about a genuine cultural and behavioural change among faculties to become more active in taking up KT	9
iii) Arrangements for sharing of good practices and advanced knowledge	10
iv) Longer-term capacity building measures on KT	11
v) Systems for monitoring, evaluation and outcome assessment of KT activities	13
IV. A list of quantitative indicators with their respective calculation method to show the outcomes in the past year as benchmarked against the Institute's own initial targets, and the target for the next year	14
V. An assessment of any foreseeable risks and exceptions which may lead to possible under-achievement of the proposals set forth in the Institute's Initial Statement	16
VI. The change in strategy or management organizational structure in respect of KT	17
VII. Concluding remarks	18

I. Background

The primary mission of the Hong Kong Institute of Education (HKIEd) is to promote and support the strategic development of teacher education in Hong Kong, by preparing quality educators, supporting them in their lifelong learning, and leading in education innovation and reform. This mission demands that research and scholarship at the Institute have strong applied dimensions that are relevant to the needs of the local and international communities. The concept of “education plus” has also been applied to broaden the scope of research and promote multidisciplinary research for development and innovation of education and related areas. The Institute therefore actively contributes to the development and improvement in education through its applied research and knowledge transfer (KT) activities as services to the community and the profession. Given the unique features and essence of teacher education, the Institute has adopted KT as the third pillar in its institutional development directly linked to research and teaching. It is in this context that Faculties, Departments, R&D Centres at both faculty and institutional levels, as well as some academic support units are playing a role in KT.

At the current stage of its development, the Institute gives priority to those KT activities (e.g. commissioned policy research projects, university-school partnership projects with the support of the EDB) that (1) have long-lasting impacts on the profession and the community in education and related areas; (2) are directly relevant to the research capacity building of the Institute and its staff; and (3) have (or can build up) strong partnerships and collaborative networks with key stakeholders. Profit-making from KT activities is not yet considered as the priority of the Institute, when compared with research capacity building and impact producing.

In 2009-2010, the Institute utilized the allocated recurrent funding from the UGC, together with its own funding to support and promote KT activities across the Institute through the implementation of the “Facilitating Approaches” and “Capacity Building Approaches”. Details are set out in the following paragraphs.

II. A narration of activities undertaken with the additional funding for the period from 1 July 2009 to 30 June 2010

In 2009-2010, the Institute was allocated recurrent funding from the UGC for undertaking various KT activities consistent with the mission and KT strategy of the Institute. The additional funding for KT was used at two levels: Institute-level and academic unit level as mentioned in the Institute's *Initial Statement on KT*.

At the Institute-level, the Committee on Research and Development (CRD) has been enhanced as the institutional committee responsible for developing and monitoring the Institute's policies on research and KT activities. It plays a leadership role in developing institutional strategies and priorities in KT and aligning its implementation at different levels of the Institute. The Vice President (Research & Development) is the chairman of the CRD and the committee members include Vice President (Academic), Associate Vice President (Research & Development), Associate Vice President (Graduate Studies), the three Faculty Deans, one director from the Institute-level R&D Centres, and three Chair Professors.

A KT Team that comprised the Head of Research and Development Office (RDO), 1 Executive Officer and 1 Clerical Officer has been established within the existing RDO to provide the focused administrative and executive support to CRD on implementation of the KT strategies and initiatives at the Institute level.

During the reporting period, the additional funding for KT was used to establish the KT Team as an executive arm to support the CRD in:

- Provision of central coordination and development of a platform and initiatives to support academic units' KT activities; and
- Implementation of the "Facilitating Approaches", and "Capacity Building Approaches" as indicated in the Institute's *Initial Statement on KT*.

In 2009-2010, the Institute through its KT team has adopted the following strategies to encourage and facilitate KT activities across the Institute:

- (a) **KT Awards:** The inaugural Knowledge Transfer Awards Scheme 2009-2010 of the Institute has been established to support the transfer of Institute-owned knowledge, technology and findings from its research to impact the wider

community particularly the local community; and recognize, encourage and reward the best KT activities/practices/cases/projects at the Institute. All full-time staff members of the Institute in their capacity as Project Leader are eligible to apply for the Awards Scheme.

- (b) **KT Website:** The KT Website has been established aiming at networking various internal and external stakeholders (such as researchers, experts, research teams, special interest groups, the school sector, the EDB, funding bodies, the business sector, etc.), publicizing the Institute's KT policies, guidelines and activities, promoting interaction and exchange on new ideas of KT, as well as exhibiting showcases.
- (c) **KT Seminars:** A series of regular seminars on KT have been organized at the Institute level to promote understanding of the complicated nature and significance of KT in the local and regional context of education. Two seminars were held in May and June 2010 respectively to share "successful stories" and practical experience, among staff at the departmental, faculty, and institutional levels. The two seminars were well received by participants.
- (d) **KT Database:** The existing KT data in various Faculties, Departments, R&D Centres and other units has been consolidated into one central database with a user-friendly standard format. The central database can be used to facilitate planning, monitoring, reviewing and promoting KT at the Institute. The KT team is working with the contractor and Institute's Office of Information Technology and Services to develop an on-line information system to facilitate the Institute staff and visitors in locating KT information through the KT website.

At the academic unit level, a Matching Grant Scheme has been established to support the organization and development of:

- KT projects which promote community service;
- outreach projects to engage staff in sharing research expertise with the wider community;
- public forums engaging staff, students, and the public in debating public policy issues with shared research information;
- research projects with a strong applied or policy dimension or which engage the public on current public debates;
- internships, outreach, and civic engagement programmes which foster staff and student service to the community with their expertise and professional knowledge;
- conferences, seminars, or focused workshops to facilitate transfer of professional and academic knowledge;
- community or school partnership projects on KT;
- projects which engage local professionals or experts as speakers, mentors,

lecturers, or designers of professional and academic programmes with the purpose of strengthening programme relevance to the community and the profession;

- professional development courses in new knowledge areas of which the Institute has strong academic and professional strengths; and
- publications of research outputs with strong local and regional impacts.

The Scheme aimed to promote the ownership, creativity, and innovation of the academic units in planning and implementing KT initiatives according to their strengths and medium and long-term development needs.

In 2009-2010, the Institute has also allotted a portion of its new KT recurrent funding to co-organize the Knowledge Transfer Conference with other UGC-funded institutions. Such collaboration among institutions is important for sharing frontline information, new developments, and frontier knowledge as well as showing the academic, social, professional and policy impacts of the Institute's R&D work to the education community.

The three Faculties (Faculty of Arts and Sciences, Faculty of Education Studies, and Faculty of Languages), thirteen Departments and the Institute-level R&D Centres in the Institute are the key academic units to provide a comprehensive range of KT activities for the education community, including various types of commissioned R&D projects, partnership projects, professional development courses in new knowledge areas, local and international professional conferences, professional workshops/seminars, consultancies and engaging professionals in programmes in the different areas of school education and professional development at the early childhood, primary and secondary levels. The following are the KT initiatives and activities undertaken by the three Faculties and the Institute-level R&D Centres in the year 2009-2010:

Commissioned/contract projects

37 commissioned/contract projects were carried out in association with 699 key partners during the period 2009/10. The total income is in excess of HK\$40 million. A total of 25,420 teachers and 1,915 principals, 5,285 parents/stakeholders, 3,642 schools, 3,496 classes, and 335,554 students were benefited from these projects.

Partnership projects for change, improvement & innovation

122 partnership projects involved 781 key partners, amounting over HK\$7 million were conducted. A total of 9,781 teachers, 734 principals, 25,153 parents/stakeholders, 998 schools, 2,477 classes, and 126,669 students were benefited.

Consultancies / pro bono consultancies

16 staff members were involved in consultancy work related to some specific projects. A total of 1,214 teachers and 639 principals, 1,650 parents/stakeholders, 648 schools, 5 organizations, 1,002 advisory bodies were benefited.

Engaging professionals in academic/professional programmes

A total of 79 teachers, 210 principals, 70 other professionals, and 4 social/professional leaders were engaged in 23 academic/professional programmes. 5,975 participants were benefited from these programmes.

Continuing Professional Development courses

A total of 27 Continuing Professional Development courses were delivered in association with 38 key partners during the reporting period 2009/10. Among the beneficiaries of these courses are 1,058 teachers, 74 principals and 42 school managers.

Local / international conferences

13 international conferences were organized by the three Faculties and the Institute-level R&D Centres in association with 20 key partners, featuring a total of 4,394 local/international participants and 680 presentations.

Professional workshops/ seminars

A total of 217 workshops/seminars were held with 225 key partners. A total of 40,812 teachers, 1,241 principals and 5,849 parents/stakeholders benefited from these workshops/seminars.

Commercialised R&D products

A total of 13 commercialised R&D projects with total income of over HK\$0.12 million were produced during the year.

It has been the policy of the Institute to support and encourage the staff members of the Faculties, Departments and R&D Centres to organize and conduct the KT activities according to their own capacity and strengths in a creative way that can serve the key aims of KT and observe the priority of the Institute. Since different academic units have different expertise and R&D agenda, their choice in planning the types of KT activities may be different. Some may emphasize more on engaging professionals in programmes and organizing Continuing Professional Development courses and conferences. Some may focus on commissioned research projects and high-impact publications. The Institute nevertheless promotes a wide range of KT activities as a whole to serve the diverse needs of the community.

III. A brief description of the current enabling environment for KT in the Institute

The Institute and its constituent Faculties, Departments, R&D Centres and colleagues have long-standing relationships with the wider education community in Hong Kong, Mainland China, and abroad, and are continually active in cultivating new relationships and partnerships for sharing knowledge with, and learning from, key stakeholders. A selection of our partners include the Education Bureau of the Hong Kong Special Administrative Region Government, Hong Kong St. John's Ambulance, the Boys' and Girls' Clubs Association of Hong Kong, the Hong Kong Institute of Vocational Education, The Hong Kong Federation of Youth Groups, the Hong Kong Academy for Gifted Education, the International Junior Science Olympiad, the Environmental Campaign Committee, the Hong Kong Professional Teacher's Union, Hong Kong Education City, the Leisure and Cultural Services Department, Longman and other publishers, numerous individual primary and secondary schools and etc. Given that each of these organizations consists largely of educators and related social service personnel, we expect that our KT activities will have a multiplied effect throughout the Hong Kong community.

All of these relationships and their accompanying KT activities are enabled by the Institute's policy of encouraging such activities and providing autonomy to colleagues to pursue, initiate and respond to community requests for continuing and new activities.

The Institute also helps to enable and build capacity for new KT activities by establishing its inaugural KT Awards Scheme in 2009-2010. All full-time staff members of the Institute in their capacity as a Project Leader are eligible to participate in the KT Awards Scheme. Applicants of this Awards Scheme are requested to indicate in their application form the following criteria for the Selection Panel to decide whether their projects are deserved for an Award:

- Match between KT deliverables and purposes;
- Relevant disciplinary knowledge;
- Knowledge transferred from the project;
- Innovation and Creativity;
- Usability and Accessibility;
- Social Impact/Beneficiaries/Market Performance; and
- Corporate Social Responsibility

In the exercise of the KT Awards Scheme 2009-2010, the nominated applications were reviewed by a Selection Panel composed of six Chair Professors of the Institute. The Awards Scheme has not only enhanced the awareness of KT across the Institute, but also promoted the integration of research with KT to maximize the synergy and mutual benefits derived from scholarly and professional activities.

(i) Supportive institutional policy on KT being implemented

The Institute has embedded KT in the various institutional policies. These policies have facilitated the implementation of KT across the Institute with outside partners:

- (a) The policies and guidelines on Performance Appraisal/Promotion/Re-appointment for academic and teaching staff have been revised with a view to keeping a balance among teaching, research and community services in staff's workload assignment. Under the new systems for Performance Appraisal/Promotion/Re-appointment for academic and teaching staff, the Institute has redefined the roles and expectations on three performance domains of academic and teaching staff, namely, (i) Teaching and Curriculum Development, (ii) Research and Scholarly Activities, and (iii) Services. Staff members are encouraged to serve the community and the profession through knowledge transfer by their research achievement and academic expertise.
- (b) The Institute offers, from time to time, visiting appointments to both local and overseas individuals who have a wealth of experience in teaching or research and will contribute to the enhancement of the teaching, research, or scholarly activities of the Institute. These visiting professors/scholars have brought in their new frontier and professional knowledge to the Institute. Besides, the involvement of the experienced professionals, practical experts as speakers, mentors, lecturers and designers in our professional and academic programmes also have strengthened the quality and relevance of the programmes to the profession and practice.
- (c) The Institute also encourages and supports its staff members to undertake commissioned or consultancy projects of knowledge transfer with large impacts. For example, under the existing policy and guidelines governing these projects and related KT activities, if an academic/teaching staff member with full workload as certified by his/her Head of Department is required to be involved in a commissioned project or consultancy because he/she is the most appropriate or imperative person for the assignment, the relevant Head of Department would first adjust his/her workload by assigning his/her scheduled workload to other staff members.

(ii) *Incentives in place to bring about a genuine cultural and behavioural change among faculties to become more active in taking up KT*

In 2009-2010, the Institute has provided incentives and resources to support the planning and implementation of initiatives for KT at the Faculties, Departments and R&D Centres at faculty and institutional levels, which in turn brought about a genuine cultural and behavioural change among units. The incentives were provided in monetary means and in the form of recognition:

(a) Incentives in monetary means

- A KT Awards Scheme has been established to support the transfer of Institute-owned knowledge, technology and findings from its research to impact the wider community particularly the local community; and recognize, encourage and reward the best KT activities/practices/cases/projects at the Institute. Please refer to Section II (a) (page 3) for details.
- A KT Matching Grant Scheme has been made available to the Faculties, Departments and Institute-level R&D Centres, aiming at promoting innovative activities and initiatives on various areas relating to knowledge transfer. Please refer to Section II (pages 4 & 5) for details.

(b) Incentives in the form of public recognition

- An exhibition on sharing of good practice on KT among the staff members at the Institute has been organized and displayed. As part of the visit programme for the UGC's visit to the Institute, the Institute organized, from 21 to 27 April 2010, an exhibition displaying the information of the selected R&D projects undertaken by the Institute's academics. The information of 33 on-going R&D projects, together with the achieved deliverables derived from the projects, was displayed in the exhibition. The selected projects included various competitive research projects funded by the Research Grants Council and the development/ knowledge transfer projects supported by external bodies such as EDB, Quality Education Fund, Jockey Club Trust and others. The exhibition provided some important highlights on the impressive growing research capacity and achievement of the Institute at the international standing. It also demonstrated how the R&D projects of the Institute had generated impacts on the practice, innovation and improvement of the school sector. The responses from the UGC visitors, staff, and students to the exhibition were positive and encouraging.

- As one of the largest pools of experts in education and related areas in Hong Kong, while our staff members have been contributing to society through teaching, research and community work, the Communication Office and other academic offices of the Institute have helped to communicate with the community and the profession about the latest developments and achievements of staff in research and KT activities. The information has been disseminated to internal and external stakeholders via various annual reports, newsletters, press releases, the Intranet, email system, the web page of the Institute, the KT website, the e-News or e-Joy of Learning from time to time. The release of this information to the public has not only raised the understanding and recognition of our staff members' contribution to the community and education profession and also provided strong encouragement and intrinsic rewards to them in promoting KT culture and enhancing KT activities.

(iii) Arrangements for sharing of good practices & advanced knowledge

The Institute has a strong tradition of forging partnership with the education community. Organizing local and international conferences, seminars and workshops in priority areas is an important approach for the Institute to sharing the new frontier knowledge and technology with the community and widening the academic, social, professional and policy impacts of the Institute's R&D work. These include:

- (a) Professional seminars and high-level public lectures are held by staff members from time to time at the departmental, faculty and institutional levels. This is the principal means through which good practices and advanced knowledge of our staff members are publicized and shared with others among the faculties and beyond. For instance, in 2009-10, twelve public lectures were held at the Institute with our Chair Professors as the speakers. Based on their specialisation areas, the lecture topics spanned across school leadership, multicultural settings on English and other language learning, governance in Hong Kong, Buddhist literature and Chinese poems, self-directed learning assessment, recent development on Rasch Measurement, sociocultural factors shaping learning among ethnic minority, Chinese literature as knowledge, world ethics and climate change, as well as lifelong learning and sustainable development. The lecture series attracted a wide audience, including school leaders, frontline workers in social and civic sectors, academics, students and parents.
- (b) Professional conferences have been organized to provide staff members with opportunities of sharing findings and insights gained from research works and

practice experiences in the field of educations and related areas. For example, Themed “Riding the Tide”, the biennial Hong Kong School Principals’ Conference was held on 29 March, 2010, attended by 1,000 secondary and primary school principals and deputy principals, policy makers and education practitioners. The Conference provided a unique platform, where school leaders could exchange views on the challenges that were brought about by the changing local and international education landscape, and explore opportunities and strategies conducive to students learning.

- (c) As mentioned in Section III (ii) (b), information about research findings, information of professional conferences, seminars and workshops, highlights of on-going or completed research projects funded by external grants or government bodies which have high impact to the community has been disseminated to internal and external stakeholders via various channels such as the Intranet, email system, the web page of the Institute, newsletters, press releases, the e-News or e-Joy of Learning from time to time. This helps to maximize our exposure to the wider public and also provides a means for easy access to the intellectual resources nurtured by the Institute.
- (d) The KT Website has been established to network various internal and external stakeholders, publicize the Institute’s KT policies, guidelines and activities, promoting interaction and exchange on new ideas of KT, as well as exhibit showcases.

(iv) Longer-term capacity building measures on KT

During the year, the Institute has implemented a series of capacity building measures to establish KT as an institutional function commensurate with research and teaching:

- (a) As reported in Section III (i) (a), the Institute has embedded KT as key services in the staff appraisal planning. When conducting the performance appraisal for the appraisee, Departmental and Institute Review Committees will review all evidence submitted by the appraisee in support of his/her application, assess the quality of performance and achievements of the appraisee in respect of three performance domains, namely, (i) Teaching and Curriculum Development, (ii) Research and Scholarly Activities, and (iii) Services. This aims to keep an appropriate weighing on the community services through KT in staff’s workload assignment and performance appraisal.
- (b) As emphasized by the Institute’s research and development philosophy, its research policy should be closely related to and supportive of other institutional policies in academic collaboration, teaching, programme, development work, and services to the profession and community. The Institute has continued to

position its teaching and services as research-based teaching and research-based services with high added value in intellectual capital. This positioning is echoing the key institutional policy on applied research that encourages academic staff members to undertake research that is strongly related to advancing knowledge for programme development, teaching improvement, practical innovation, and policy formulation in school education, teacher education and life-long learning, both locally and internationally. It also encourages academic staff to synergise their research activities with their teaching and other knowledge transfer activities and maximise the contributions of their research including not only academic impacts in their research fields but also professional and policy impacts on the quality of teaching, learning, programme, and policy.

- (c) The policy on professional development of academic staff is particularly related to the capacity building of the Institute and its staff on KT. Since 2007-2008, a holistic approach including comprehensive strategies has been initiated and implemented at the individual, department and Institute levels to promote a research culture and to facilitate academic staff to become research active. There is evident that the research environment and research culture within the Institute are gradually strengthened and the responses from academic staff to these strategies and initiatives are very positive and encouraging. These measures of research capacity building will in turn enhance the intellectual asset and capacity of staff members to provide high level KT activities in a longer term.
- (d) As an important Institute strategy to further expand its critical mass of expertise and leading researchers in priority areas, the Institute adopted a two-stage framework to consolidate the research groups into a few Institute-level research centres. The five Institute-level Research Centres establish effective collaboration and partnership with local and international key players including researchers, educators, innovators and policy makers, and become a leader in research, innovation and knowledge transfer for development regionally and internationally. In addition to the Institute-level research centres, the Institute has several developing research strengths in other areas of education which have been organized as Faculty-level research centres. These faculty-level research centres contribute to the research environment conducive the development of KT at the Institute. The R&D centres with different foci of applied research form the important driving forces to promote high value-added knowledge transfer in Hong Kong and the Region.
- (e) Systematic workshops and seminars have been held regularly to promote understanding of the complicated nature and significance of knowledge transfer in the context of education and related areas. This builds up the capacity of concerned staff (leaders, researchers, support staff, etc.) to organize, manage,

and implement knowledge transfer and work with external partners.

- (f) Staff members in the Institute have been encouraged to engage in various forms of school partnership, which is crucial for ensuring a two-way flow of knowledge transfer: good practices shared with stakeholders in the school sector through workshops and short courses, and data being collected from them on specific research topics. One exemplar of the work on KT undertaken by the Institute is illustrated below:

To empower the curriculum leaders in the pre-primary institutions to work with their staff in developing and implementing an effective curriculum appropriate to their settings, the Centre for Childhood Research and Innovation of the Institute has been commissioned by the EMB in providing professional development to 60 principals/childcare supervisors and 800 teachers over the 3-year project period, from 2008 to 2011. The approved amount for the project is HK\$12m. Upon completion of the project, it is expected that practitioners from the 60 preschools will benefit from enhanced knowledge and skills in curriculum development. A book “Exemplary Practice on Effective School-Based Curriculum” will also be published as an important reference for Hong Kong preschools. Besides, a collaborative school network will be formed among the 60 settings. This is important resource not only to the wide dissemination of the school-based curriculum model among the local preschools but also for further research in the area of early childhood education.

(v) *Systems for monitoring, evaluation and outcome assessment of KT activities*

The CRD with the support of the KT team monitors the overall implementation of KT activities at the Institute. As part of the reporting mechanism, the Faculties, Departments, R&D Centres and relevant academic support units, were required to submit annual reports to the CRD on progress of the implementation of their KT activities, including data on a list of quantitative outcome indicators that were specific to their key KT activities. To facilitate their submission of the relevant data on KT to the CRD, a user-friendly standard form was provided for the completion of the Faculties/Centres/Units. Upon receipt of the submissions from Faculties/Centres/Units, the relevant data has then be consolidated into a central database that can be used to facilitate planning, monitoring, reviewing and promoting KT of the Institute. In addition, like other Institute-level Committees, the CRD is to make its report to the Academic Board on KT activities in September 2010.

In addition, all commissioned projects or partnership projects of knowledge transfer funded by external grants have been monitored and evaluated in accordance with their

specific monitoring and funding guidelines. The project holders of Quality Education Fund projects, for instances, are required to submit proper progress reports in prescribed format promptly in strict accordance with the report submission schedule. A final report of project must also be submitted within three months after the completion of the project. Meanwhile, evaluations using qualitative approaches that are particularly suited to the social sciences also gather thick data and make holistic interpretations of impact. Evaluative tools such as open-ended questionnaires, semi-structured interviews with key stakeholders and observer-participant recounts are the common means used in KT projects. For professional development courses, professional conferences and seminars/workshops, evaluation forms have been distributed to participants after the activities to gauge participants' opinions and knowledge gaps towards particular activities. Based on qualitative comments from participants, the Faculties/Departments/Centres concerned are then able to seek improvements in organizing and monitoring the KT activities in the coming years.

IV. A list of quantitative indicators with their respective calculation method to show the outcomes in the past year as benchmarked against the Institute's own initial targets, and the target for the next year

As reported above, the Faculties, Departments, R&D Centres and relevant academic support units, are required to submit annual reports to the CRD on progress of the implementation of their KT activities, including data on a list of quantitative outcome indicators that were specific to their key KT activities. The types of KT activities which are put under evaluation during the year 2009-2010 include:

- Commissioned/ contract projects;
- Partnership projects for change, improvement & innovation;
- Consultancies/ pro bono consultancies;
- Professionals engaged in academic/ professional programmes;
- Continuing Professional Development Courses (CPD);
- Local/ international professional conferences;
- Professional workshops/seminars;
- Publications with local and regional impacts; and
- Commercialized R&D products.

As compared with data on the performance indicators in 2008/2009, the Institute has great improvement on various KT activities in 2009-2010. The outcomes are highlighted below:

- The incomes for various KT activities have been substantially increased by 58.7 %, from HK\$42,821,916 to HK\$67,946,002.
- The percentage increase in the number of key partners or beneficiaries for various KT activities are:

Performance Indicators across various KT activities	2008/09	2009/10	Percentage increase
Number of advisory bodies benefited	1,000	1,002	0.2%
Number of classes benefited	1,168	5,973	411.4%
Number of key partners	427	1,764	313.1%
Number of local/int'l presentations	347	764	120.2%
Number of local/int'l professional participants benefited	3,613	4,853	34.3%
Number of organizations benefited	1	5	400.0%
Number of other professionals engaged	37	70	89.2%
Number of parents/stakeholders benefited	5,503	37,937	589.4%
Number of participants benefited	2,388	5,975	150.2%
Number of principals benefited	503	4,205	736.0%
Number of principals engaged	8	210	2525.0%
Number of programmes involved	13	23	76.9%
Number of school managers benefited	0	42	-
Number of schools benefited	2,698	5,396	100.0%
Number of social/professional leaders engaged	0	4	-
Number of students benefited	15,930	462,223	2801.6%
Number of teachers benefited	16,839	78,943	368.8%
Number of teachers engaged	6	79	1216.7%

The results indicate that with the successful research and KT strategies, the Institute's culture on KT has become much more active in 2009/2010 than before. We are pleased to note that there is a big jump in the percentage of the incomes received and a marked

increase in the numbers of key partners or beneficiaries across various KT activities in 2009/2010 when compared with that in 2008/2009. Details of the outcomes of the key quantitative indicators of the Institute's KT activities are set out in [Appendix I](#).

As mentioned in the Institute's *Initial Statement on KT*, we plan to have a 15% increase across 3 years from the year 2009/10 to 2011/12 on various KT performance indicators. Despite the encouraging performance on the outcomes of KT activities in 2009/2010, we expect that there is still room for improvement on the performance of KT activities in the coming years. It is estimated that there will be a 5% increase in 2010/2011 on various KT performance indicators. Please refer to [Appendix I](#) for the details of the Institute's targets in the performance indicators on various KT activities in 2010/2011.

V. An assessment of any foreseeable risks and exceptions which may lead to possible under-achievement of the proposals set forth in the Institute's Initial Statement

As a new tertiary institution as compared with other UGC-funded institutions, the Institute and its staff members need time to groom their expertise and accumulate experience in planning and implementing KT activities. This together with the need to prepare for the New Academic Structure for Senior Secondary Education and Higher Education and the quality audit conducted by the UGC's Quality Assurance Council, the staff members of the Institute have to strive diligently to fulfill the three closely related responsibilities of teaching, research and knowledge transfer. In order not to dilute the effort and energy of its staff members, the Institute therefore puts the institutional focus of KT more on capacity building, collaborative research opportunities, integration with research and teaching, and partnership building for education development and professional enhancement. Profit making from KT activities is still not the priority of the Institute, when compared with research capacity building and impact producing, which could be noted from the outcomes of the performance indicators as mentioned in [Appendix I](#). This also explains why the performance targets and measurement of the Institute's KT activities are much different from some other universities with focus on technology transfer, patents, and income from intellectual property rights, equipment and facilities, or spin-off companies.

Nevertheless, education is not a commodity and the measurement of educational impacts is extremely difficult, as the benefits of education research or knowledge are often

intangible and cannot be measured by quantitative returns or indicators such as those espoused by the business community. Under such circumstance, Faculties/Departments/Centres find it difficult, in the course of data collection, to gather the quantitative data from individual staff members for various KT performance indicators.

In addition, among the different types of KT performance indicators, the Institute is unable to provide the data on the number of publications with local and regional impacts for 2009-2010 at this stage. The relevant data will be captured under the Common Data Collection Format (CDCF) statistics collection exercise 2009-2010. According to the normal CDCF work cycle, such data will only be available at the end of October 2010 when the CDCF data on research output is reported to the UGC at that time. Hence, the said data will be provided to the UGC once it is ready by early November 2010.

VI. The change in strategy or management organizational structure in respect of KT

In past years, the role and specific responsibilities of the Committee on Research and Development (CRD) to take the leadership and management of KT activities and initiatives at the Institute level were not particularly clear. There was no dedicated staff or unit as the executive arm of Institute to implement institutional policies and strategies, and monitor their implementation at the academic unit level. The institutional infra-structure and central platform for capacity building, operation facilitating and culture development for KT activities were not so explicit and strong.

During the reporting year, the role and specific responsibilities of CRD on KT leadership, policy and management have been clearly enhanced as reflected in the terms of reference of the Committee for 2009-2010. Besides, a KT Team has been established within the existing RDO to provide the focused administrative and executive support to CRD on implementation of the KT strategies and initiatives at the Institute level. An institutional infra-structure and central platform for capacity building, operation facilitating and culture development for KT activities have been in place in 2009-2010.

It has been the policy of the Institute to support and encourage its staff members to organize and conduct the KT activities according to their own capacity and strengths in a creative way that can serve the key aims of KT and observe the priority of the Institute.

In the reporting year, the Institute has further enhanced the capacity for KT of its Faculties, Departments and R&D Centres. We believe that the ownership, creativity and integration of KT activities with the academic units' own R&D agendas are crucial to sustainable development of KT. In 2009-2010, despite the separate efforts made in the past by individual staff or project teams, the Institute has made more strategic and focused efforts to promote KT across the Faculties, Departments and R&D Centres.

VII. Concluding remarks

As a tertiary institution with a focus on education, the Institute places an emphasis on KT activities that make a substantial contribution to and have wider impacts on the professional improvement and development, practical innovation and policy formulation in the key areas of education. Given the institutional focus of KT on capacity building, collaborative research opportunities, integration with research and teaching, and partnership building for education development and professional enhancement at this stage of the Institute, profit making from KT activities is not the priority in our planning and management.

In the coming years, the Institute will continue to encourage its staff members to play an active role in R&D including knowledge creation (research), knowledge transfer, and knowledge application (teaching and services). The Institute will continue to place a high priority on building up the necessary infra-structure, staff capacity, institutional platform, synergy with research and teaching, and culture for promoting and developing KT activities that are relevant to the vision and missions of the Institute. Despite the challenges facing the Institute, it is confident that with the concerted efforts expended and wide range of KT activities undertaken by staff members at all levels, the culture on KT in the Institute will be further developed and the research, teaching and KT activities of its staff members will continue to benefit the school sector and the community at large.

A Summary of Progress/Targets on the Key Performance Indicators for Knowledge Transfer

Key Performance Indicators for Knowledge Transfer Activities		2008/2009 (1 July to 30 June)	2009/2010 (1 July to 30 June)	Increase in %	Projected Targets 2010/2011 (1 July to 30 June)	
1	Number of Continuing Professional Development (CPD) courses	Income from CPD courses	\$2,619,838	\$9,282,115	254.3%	\$9,746,221
		Number of key partners	27	38	40.7%	40
		Number of teachers benefited	1,329	1,058	-20.4%	1,111
		Number of principals benefited	117	74	-36.8%	78
		Number of school managers benefited	0	42		44
2	Number of local/ Int'l professional conferences	Income from conferences	\$621,412	\$2,973,729	378.5%	\$3,122,415
		Number of key partners	78	21	-73.1%	22
		Number of local/int'l presentations	347	764	120.2%	802
		Number of local/int'l professional participants benefited	3,613	4,853	34.3%	5,096
3	Number of professional workshops/ seminars	Income from workshops/seminars	\$379,130	\$292,860	-22.8%	\$307,503
		Number of key partners	56	225	301.8%	236
		Number of teachers benefited	4,774	41,005	758.9%	43,055
		Number of principals benefited	120	1,271	959.2%	1,335
		Number of parents/stakeholders benefited	1,830	5,849	219.6%	6,141
4	Number of commissioned/ contract projects	Income from projects	\$34,549,235	\$40,065,079	16.0%	\$42,068,333
		Number of key partners	34	699	1955.9%	734
		Number of teachers benefited	3,494	25,420	627.5%	26,691
		Number of principals benefited	183	1,915	946.4%	2,011
		Number of parents/stakeholders benefited	2,236	5,285	136.4%	5,549
		Number of schools benefited	1,902	3,642	91.5%	3,824
		Number of classes benefited	1,096	3,496	219.0%	3,671
Number of students benefited	5,779	335,554	5706.4%	352,332		
5	Number of partnership projects for change, improvement & innovation	Income from partnership projects	\$787,511	\$7,040,504	794.0%	\$7,392,529
		Number of key partners	232	781	236.6%	820
		Number of teachers benefited	5,001	9,893	97.8%	10,388
		Number of principals benefited	75	735	880.0%	772
		Number of parents/stakeholders benefited	0	25,153		26,411
		Number of schools benefited	368	1,094	197.3%	1,149
		Number of classes benefited	72	2,477	3340.3%	2,601
Number of students benefited	10,151	126,669	1147.8%	133,002		
6	Number of consultancies/ pro bono consultancies	Income from consultancies	\$3,635,500	\$8,167,630	124.7%	\$8,576,012
		Number of teachers benefited	2,241	1,567	-30.1%	1,645
		Number of principals benefited	429	651	51.7%	684
		Number of parents/stakeholders benefited	1,437	1,650	14.8%	1,733
		Number of schools benefited	428	660	54.2%	693
		Number of organizations benefited	1	5	400.0%	5
Number of advisory bodies benefited	1,000	1,002	0.2%	1,052		
7	Number of professionals engaged in academic/ professional programmes	Number of programmes involved	13	23	76.9%	24
		Number of teachers engaged	6	79	1216.7%	83
		Number of principals engaged	8	210	2525.0%	221
		Number of other professionals engaged	37	70	89.2%	74
		Number of social/professional leaders engaged	0	4		4
Number of participants benefited	2,388	5,975	150.2%	6,274		
8	Number of commercialized R&D products	Income from the R&D products	\$229,290	\$124,085	-45.9%	\$130,289
9	Number of publications with local and regional impacts	Number of publications directly relevant to improvement, innovation and development of professional/educational practices/ policy development	589	675	14.6%	709
		Number of publications rated B or above according to the ERA journal ranking	143	162	13.3%	170