



Lingnan 嶺南大學  
University



Knowledge Transfer Project 知識傳承計劃

2009-2010

1<sup>st</sup> Year Annual Report

Prepared & Submitted by

*Asia-Pacific Institute of Ageing Studies*

*Lingnan University*

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Special thanks goes to the University Grants Committee (the UGC) for granting a triennium funding for the initiative, beginning from the academic year of 2009/10, for local universities “to build up institutional capacity and to broaden institutions’ endeavor in KT”.

Without the generous supports and concerted efforts, the KT Project could not have achieved so far, not to mention the Knowledge Transfer Manual that will be published in the coming year to share with stakeholders and the community at large.

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### **Funding Body of the Knowledge Transfer Project**

- 1) The University Grants Committee (the UGC)

### **Project Advisory and Steering Committee**

- 1) Professor LEE Keng-mun, William, Associate Vice-President (Academic Affairs),  
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**C) Community Partners / Professions**

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- 4) Tuen Mun Social Welfare Department, HKSAR
- 5) Leo Club of Lingnan
- 6) Student Hostel Association (SHA) of Lingnan (Hall A – F)
- 7) Tsung Tsin College, Tuen Mun
- 8) Home Affairs Department, Tsuen Wan
- 9) Support Team for the elderly, the Hong Kong Society for the Aged (SAGE)
- 10) Lui Ming Choi Lutheran College (LMC)
- 11) Rainbow of Hong Kong
- 12) The Society for Truth and Light
- 13) Kwai Ching Women Association

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## Executive Summary

Knowledge Transfer(KT) is never confined to science and technology; it is rather encompassing and may involve the very basic of life skills such as how to take care of oneself to the high-sounding spiritual yearns of human beings such as positive behaviors and attitude and moral values and etc. The central theme of Knowledge Transfer in Lingnan University is to promote “Ageing: From a Life Course Perspective” in a social context, appropriating the strengths of the two main drivers behind it – Asia Pacific Institute of Ageing Studies (APIAS) and the Office of Service-Learning (OSL).

The design and implementation of KT Project focused on the transfer of tacit knowledge within the social sciences and humanities areas instead of technology knowledge as well as emphasized capacity enhancement, including the desirable attributes of thematic knowledge, attitude or mindset and behavioral change both at individual and or community level. Theoretical framework and operative model of development perspectives are adopted as the foundation for deriving Lingnan model of KT. In turn, action-based KT programs and research are put forward to operate our unique model of knowledge transfer as well as to achieve the project objectives accordingly.

Program effectiveness is measured by the how much the program objectives were achieved, including quantitative performance indicators and findings from KT programs’ questionnaires assessment in which degree of knowledge learning, reflection, adoption and transfer would be measured and evaluated. Four common evaluative indicators were developed for a total of 9 KT Programs. The final evaluative results are having 32 out of a total of 36 mean scores with no less than 7 to 8 marks that over 88% have an effective and significant level of knowledge transfer for specified thematic knowledge. In addition, ultimate deliverables, such as KT Manuals for the guidance of organizing and operating KT programs, deriving from the whole process of knowledge transfer activities could be regarded as the overall assessment as in terms of success and effectiveness of the project at large.

The Knowledge Transfer activities in its first year emphasize much on the knowledge transfer within the university, i.e. academia/professionals to students, senior students to junior students, non-local students to local students via two main ways – (1)

Undergraduate courses embedded with service-learning plus knowledge transfer element; and (2) Campus-wide activities – so to construct a solid and sound foundation to the next level of transfer from University to the Community.

Taking one step further, we have been testing various strategies for the transfer from University to the Community taking advantage of the following platforms: (1) New Senior Secondary Curriculum; (2) Elder Academy; and (3) Action Researches. We will focus our trials on the aforementioned platforms, which serves to pave the way to the community education model of knowledge transfer at the end of the triennium.

## Chapter 1: Background and Objectives of the Project

### 1.1 Background

Knowledge transfer (KT) is frequently described as the "third mission" (apart from teaching and research) by the higher education sectors of many advanced economies as well as regarding as a key priority in the World Bank's development agenda for "capacity enhancement" and similarly the same has been repeated in the Millennium Development Goals (MDGs) set by UN in favor of many disadvantaged groups to enable poverty alleviation/eradication and empowerment.

In view of its important implications both on the international competitiveness of the local higher education sector and the overall development of our society, the University Grants Committee (the UGC) has currently initiated a triennium funding, beginning from the academic year of 2009/2010, for local universities "to build up institutional capacity and to broaden institutions' endeavour in KT".

Lingnan University has responded to this mission positively and adopted KT as a mean of community education, as advocated by Mainland Chinese policies, to narrow the widening gaps recently witnessed in:

- Between the rich and the poor;
- Between the rural and urban populations;
- Between the younger and the older generations; and
- Between different ethnic tribes.

On our visit to post-earthquake Sichuen in December 2009, the provincial Government has been advocating a model of community education to rebuild and to reconnect the souls of Sichuen people. The community education model was built on the strengths within the community itself (i.e. knowledge, talents and skills of their own people), and through them, the strengths are shared and passed onto the fellows in the community.

Although Hong Kong has no distinguishable rural/urban population and we

were not devastated by natural catastrophes, other gaps such as “between the rich and the poor”, “between the younger and the older generations” and “between different ethnic tribes” are widening just the same, which are believed to be the causes for the ever-increasing conflicts in the territory. If these gaps are happening in conjunction with widening education differences, more social conflicts of greater magnitude may result. Thus knowledge transfer, from the better educated/knowledgeable to the less educated/knowledgeable, through a process of voluntary transmission using community education platforms (e.g. seminars, drama, short courses), is a way forward in narrowing these gaps.

Operationally, Asia-Pacific Institute of Ageing Studies (APIAS), with the support of Office of Service-Learning (OSL), attempts to implement the KT Project through services conducted by our well-trained university students via different platforms readily available in the community. University students will be equipped with necessary knowledge and skills relevant to our central theme – Ageing: From a Life Course Perspective. After then, they will be assigned to different service platforms and serve as a vehicle to transmit the knowledge and skills learnt to other stakeholders in the community, which includes elderly people, secondary students and other targets including kindergarten teachers, secondary school teachers. Contents were divided into 3 different themes – “Healthy Life! Healthy Mind!”, “Body Positive” and “YO! Drama” – with all centered around the central theme of KT. Platforms used will include short courses ran in student hostels, encounter groups from open recruitment in campus, and dramaturgy training with both university students and older persons. These platforms are for transferring knowledge on one hand, and adopting knowledge into day-to-day life as well as for capacity enhancement on the other. Basically, fostering a healthy life and healthy mind, nurturing a positive attitude toward ones’ own bodies and appearance, appreciating the wisdom and beauty of aging are our project foci for the first year, with all contributing to our central theme of KT project - “Ageing: From a Life Course Perspective” of Lingnan University. In the year 2011/2012, we shall articulate the central theme into the framework for Non Communicable Diseases (NCD) Prevention and Control, which has been developed by WHO (World Health Organization), using a social angle.

It is our vision to construct not only the framework for transmission, but also to create knowledge for this model of community education. The triennium will drive us toward the vision – a validated model of community education – using Tuen Mun as the pioneering site, and it could be duplicated in other districts in Hong Kong and brought back to mainland China as a reference.

By reviewing the UGC's definition of "knowledge transfer" –

*"The systems and processes by which knowledge, including technology, know-how, expertise and skills are transferred between higher education institutions and society, leading to innovative, profitable or economic or social improvements."*, thus what making our KT project operated at a University level is our built-in evaluation. Process indicators measuring the uptake of knowledge in technology etc., and outcome measures like social improvements, will be developed.

Our KT project has embedded certain key missions and expectations as specified below:

## **1.2 Overall Objectives**

1. To broaden knowledge for all stakeholders (i.e. Lingnan students, elderly, partners, etc.);
2. To enable acquisition and application of thematic knowledge / generic skills (i.e. communication, social competence and organization skills etc.);
3. To facilitate knowledge acquisition plus capacity enhancement through two-way communications(i.e. active interaction with the community), responsive and locality adoption (i.e. aware of knowledge needs and apply locally);
4. To sustain the knowledge transfer practice through services and / or research publications as in line with a "giving"(knowledge sharing and application) orientation as well as the "multiplying" effect of replication knowledge transfer process in the course of daily life interactions; and
5. To create a cross-disciplinary network within the community for facilitating on-going knowledge transfer.

## Chapter 2: Literature Reviews

### 2.1 What is “Knowledge Transfer (KT)”

#### 2.1.1 Definition of Knowledge Transfer

Oxford Dictionary defined “Knowledge” as the expertise and skills that people acquire through experience and education<sup>i</sup>. It could be a practical fact and information, or theoretically, an understanding and awareness of a subject. The built-in cognitive system in human directs us to acquire knowledge through perception, learning, communication, association and reasoning.

Knowledge Management Scholars addressed that the nature of knowledge categorized it into either explicit or tacit. Nonaka and Konno (1999) pointed out that explicit knowledge can be easily expressed and transferred either in verbal or written way. Whereas, tacit knowledge consist of subjective elements such as habits and cultures are hardly articulate because the interpretation of a concept is vary from people to people.

The term “Transfer” referred to the action of move and change from one entity to another. Since that tacit knowledge is hard to communicate and the key to acquire tacit knowledge is through experience (Nonaka, 1994). Scholars such as Nonaka (1994) pointed out that tacit knowledge can be conveyed and KT has become one of the relevant processes not only convey tacit knowledge, but also enhance innovation and reconstruction of ideas though the exchange of experience. Referred to Tim, Perry and Simpson (2006), KT defined as the transfer of ideas, practices and skills between entities in which the entities could enhance economic growth and productivity.

Globalization and the raise of information technology urge the needs of new knowledge and innovations, KT in recent has been widely adopted

by the higher education sectors. The University Grants Committee (the UGC) reviewed the definition of KT as *“The systems and processes by which knowledge, including technology, know-how, expertise and skills are transferred between higher education institution and society, leading to innovative, profitable or economic or social improvements.”*

Regarding to the above literature review on the definition of knowledge transfer, both explicit and tacit knowledge would be involved during the process of transfer. However, a wider concept of KT would be adopted for deriving Lingnan’s model of knowledge transfer. Apart from technology, know-how, expertise, skills and explicit knowledge, tacit knowledge involving the areas of social sciences and humanities as well as the aspects of capacity enhancement, including the desirable attributes of thematic knowledge (i.e. health and ageing), attitude or mindset and behavioural change both at individual and or community level, would be adopted for the development as Lingnan’s model of KT.

In addition, principles of knowledge transfer would be reviewed and taken as reference for deriving the theoretical framework and operative model of knowledge transfer on the micro level (i.e. informal education program preparation and implementation – details operation guidelines and sample information could be referred to Lingnan’s own derivation of Lingnan’s KT Manual 2010). Further, an overall conceptual framework of Lingnan’s Knowledge Transfer Model on the macro level has also been constructed through the Community Education Approach which would be further elaborated at Chapter 5 of the “Institutional Environment for Knowledge Transfer”.

### **2.1.2 Principles of Knowledge Transfer**

Unlike formal education, knowledge transfer is not solely the way to deliver facts to recipients. Whereas, it can be action-oriented, which aims to encourage individuals to take the initiative to reflect on existing knowledge and thus enrich new knowledge through interaction.

Barwick et al (2002) viewed KT as a 'creation-driven' process which *"not only focuses on the creation of new knowledge, but on following it through to its implementation by the intended users."* (Gowdy, 2006) Furthermore, Barwick suggested four essential principles to the practice of KT: Source, Content, Medium and Users.

Past research identified the effectiveness of traditional KT that worked on one-way static process usually measured with low information quality, lack of awareness, low usage, no connection and low motivation among participants (Strohmaier et al, 2006). In consequence, Barwick claimed that higher credibility of source and content enhance higher motivation of KT. The linkage/network between outcomes and existing knowledge is important because it can generate engagement and motivation of participant if the content is closely related to their lives or applied locally.

Meanwhile, trustful relationship is an essential source of KT because it is the relational structure in social networks associated with both parties on giving and receiving knowledge. People, given greater sense of security under this structure, are more willing to share, engage and absorb other's knowledge effectively. Gowdy (2006) suggested that effective KT is the best practice with face-to-face interaction which provides direct communication and enhances mutual trust and active commitment to reduce the possibility of low usage and low transfer.

Last but not least, Barwick pointed out that multiple transfer methods are strongly encouraged and KT strategies must be tailor-made for the participants with clear desirable attributes so that specific knowledge work effectively and comfortably among the participants (Gowdy,2006). Moreover, interactive delivery methods such as workshop, seminar and presentation could effectively provide room for circulating knowledge, enhancing participants' capacity engagement and encouraging reflection. Furthermore, the emerging mode of KT is



not a one-way process that defined by a clear start and end point. Barwick pointed out that reliability and consistency should be taken into account for KT implementation. It has been suggested that continuous mutual relationship and the reinforcement of KT process could effectively turn what they have absorbed into routine behaviour (May, Perry and Simpson, 2006).

By referring to the captioned KT principles, Lingnan's KT model is constructed under the theoretical framework of developmental perspective of knowledge transmission in which Jean Piaget's cognitive theory on cognitive map and growth, as according to some major concepts: "schemes"(the mental building blocks of developmental change), "assimilation"(assimilation modifies new environmental information to fit into what is already known, existing schemes) and "accommodation"(accommodation results from new problems posed by environment), would be selected as the theoretical framework for the KT programs. Apart from Piaget's cognitive theory, Pratt's address in developmental perspective of teaching, McCarthy's design of learning styles and Dr. Timothy Stranke's design of four phases of learning are to be taken as reference for deriving our operative model for KT program preparation and implementation.

## **2.2 An overview of the theoretical framework**

Referred back to the definition, Knowledge Transfer emphasizes not only the sharing and learning experience from one entity to another, but also expected to sustain cognitive growth of individual through the process of reflections and reconstruction of understandings. In fact, the KT approach largely worked on developmental perspective and Jean Piaget, who specialized on children education.

As a Cognitive Psychologist, Jean Piaget mentioned that developmental perspective cultivate individual's cognitive map to guide his/her own interpretation of the world and where the two core stages (assimilation &

accommodation) of intellectual development on adaption had been examined. Stage of assimilation under Piaget's point of view includes the process that modifies new environmental information to fit in what is already known.

Second, the stage of accommodation, according to Piaget, exists when new information creates dynamic to their existing map. Thus, the discrepancies forced learners to develop more adaptive inner structures where they must either revise existing map or reject it and construct new appropriate one. Piaget suggested that the balance application of assimilation and accommodation strengthen cognitive growth since that it permits reflective learning behavior and knowledge to become less dependent on concrete external reality but to rely on abstract thought. (Zimbardo and Gerrig, pp 157-158)

According to developmental approach, KT is not conducted in a way of formal teaching. Pratt (2005) addressed that instead of performing as content experts, the role of teacher in developmental perspective should be regarded as a guide or co-inquirer who challenges and disturbs learner's existing knowledge and causing learners to re-establish it through reconstructing their understanding of a concept.

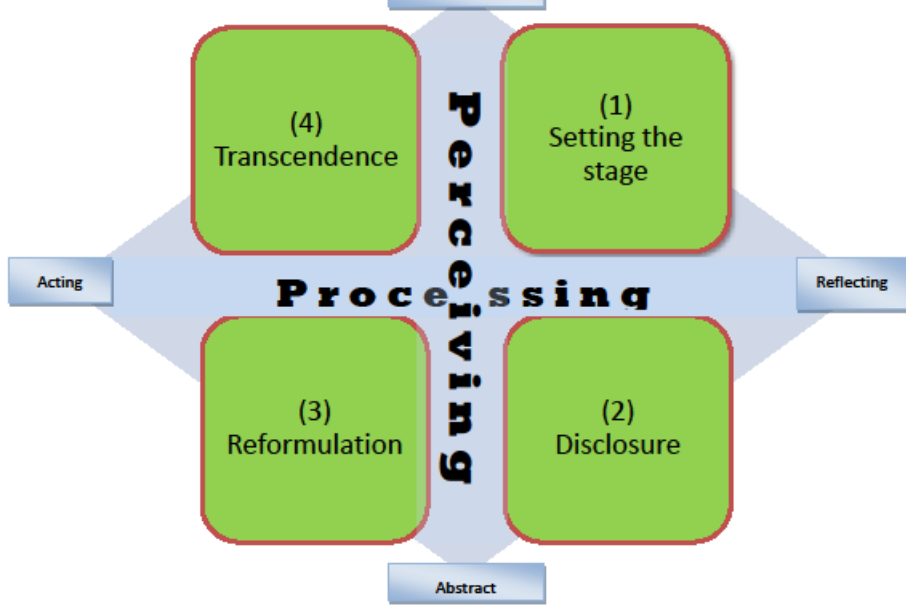
In sum, theoretical framework of Lingnan KT model is built upon developmental perspective with the emphasis on reflective thoughts on "narrow definition" of the "scheme" for reprioritizing the existing elements into new, essential and broad elements, thus reformulating it into a new and broadened definition within the reality for one's own accommodation. KT instructors/ facilitators serve as a guide to lead participants to discover and cultivate cognitive growth for achieving those desirable attributes such as content information, thought process, skill development, attitude development or any combination of them. Furthermore, an operative model for the KT programs is derived from the above mentioned "theoretical framework" (For more details elaboration on the part of theoretical framework, please refer back to Lingnan's KT Manual 2010).

### 2.3 Operative model for KT programs

In order to facilitate the implementation of Lingnan's model for KT programs, an operative model has been constructed from the captioned theoretical framework. A manual has also been written for further elaboration as well as guidance for KT programs' preparation and implementation (details could be referred to Lingnan's KT Manual 2010).

As derived from the Piaget's theoretical framework, the operative model for KT programs in Lingnan is divided into three parts: The first part starts with the assumption that people's scheme/definition is too narrow. The second part deals with the implication. If people have a "narrow" definition, it implies they downplay or neglect other essential elements. Thus, they need to explore and include the missing elements. Finally, not only do they have to search and include but also to reflect and reprioritize the existing elements and incoming elements. Furthermore, their existing rules needed to be reformulated. If they don't expand their definition, they will not be able to account for changes completely. As a result, more and more people are unable to distinguish real from the unreal simply because their narrow definitions needed to be stretched in order for them to see the reality.

Based on the above understanding, the last part is to explore ways to challenge and transform the narrow definition into broader definition; that is, the desirable outcomes of the KT programs. After the transformation of the old definition, a follow-up program readily extends what the participants had acquired. In short, our approach is focused on cognitive-behavioral aspects and changes. Below are the diagrams of the operative model for KT programs for simplified illustration (Details elaboration could be referred to Lingnan's KT Manual 2010).

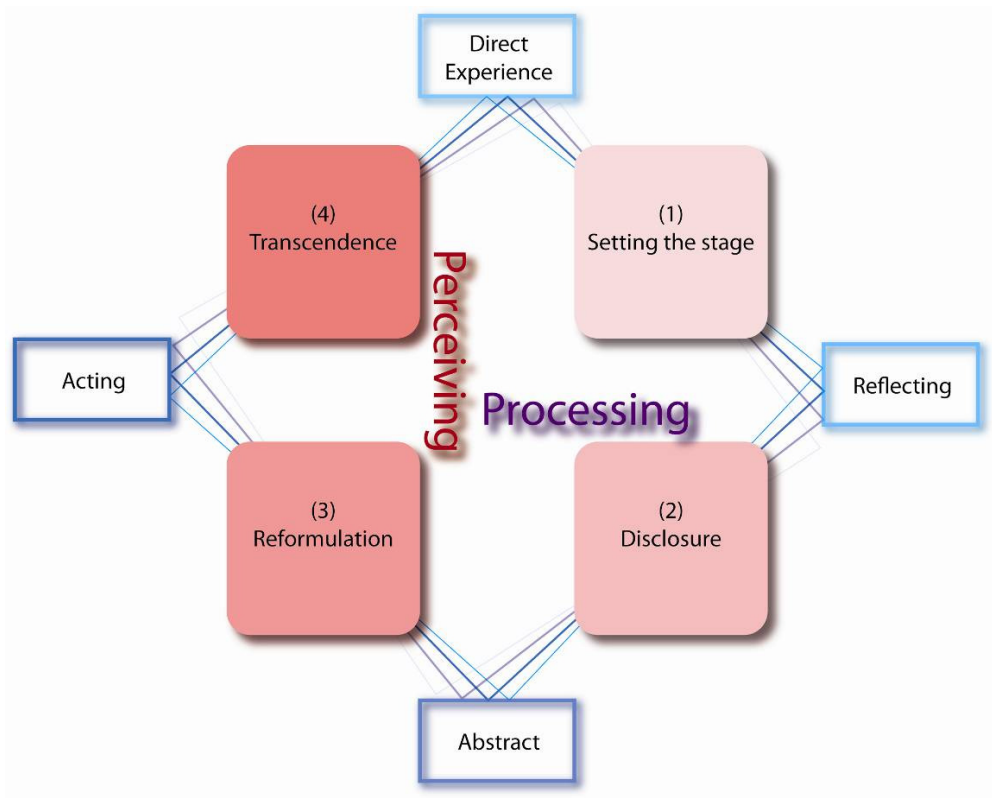


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## Chapter 3: Project Content and Implementation

### 3.1 Choosing the theme: Health and Ageing: A Life Course Perspective

“Ageing” can be defined as the process of progressive change in the biological, psychological and social structure of individuals. For statistical purposes, the aged are commonly placed into specific age groups, for example those aged 65 years old and above. However, ageing is a life-long process, which, as a matter-of-factly, , begins well before we are born and continues throughout life. This narrow definition of equating old age to 65 years old and above has brought forth many misunderstandings and myths about “Ageing and Health”. The aim of KT is to provide non-conventional learning experience to participants and enhance their knowledge on health and ageing for a more inclusive society in every aspects of life.

Regarding the first year of KT implementation, the project is comprised of three core areas of concern in knowledge transfer, namely fostering a healthy life and healthy mind, nurturing a positive attitude toward ones’ own bodies and appearances, appreciating the wisdom and beauty of aging, in which we have transformed them into 3 campaigns – 1) Body Positive (in regard to nurturing positive attitude toward ones’ own bodies and appearances, tapping physical, psycho-cultural side of health ); 2) Healthy Life! Healthy Mind (in regard to fostering a healthy life and healthy mind of participants, tapping physical and psychological side of health); and 3) YO! (Young-old) Drama (in regard to appreciating the wisdom and beauty of aged people through reinforce intergenerational solidarity) that both campus-wide activities (CWAs - program specific) and knowledge transfer courses & researches (KTCRs – course& research specific) will be organized annually for all UGC-funded students to experience brand-new U-lives as well as promote healthy life in the community. Besides, ageing-related knowledge and issues would be involved through Service-Learning practicum in community-related organizations and or community. Project content’s framework is listed below:

### 3.2 Major Theme: Health and Ageing: A Life Course Perspective

*(Implemented KT programs and activities in 2009-2010)*

Sub-theme				
	Health & Ageing	Women's Health Education	Healthy Life Education	Moral Education
Major focus	Ageing & Health	Physical-psycho	Physio-cultural	Psychosocial
Operational Campaign	/	Body Positive	Healthy Life! Healthy Mind	YO! (Young-old) Drama
Course & Research Specific		Program Specific		
Health Frontiers in Tuen Mun 健康TWINS 計劃		Are You Beautiful?	Yoga and Meditation! 非·常瑜伽	Knowing Yourself through Drama – Let's YO! 長青劇場工作坊
<u>1 Semester</u>		<u>3 Rounds</u>	<u>2 Rounds</u>	<u>2 Rounds</u>
Film in Education - Exploring Hong Kong Gay & Grey		What do you see when you look in the mirror?		"YO! Drama 長青劇場" 生命者謀 - 加油自強「分享篇」
<u>1 Round</u>		<u>3 Rounds</u>		<u>1 Round in 6 sessions – Rehearsal &amp; Performance</u>
Finding Hong Kong's Gay and Grey – Stage 1		Health Education Workshop – Menopause 更年期·聞·多面睇		Young-old Partnership & Network Cheung Shan Project 明才伴耆康 - 長者關愛計劃
<u>Semester Break (Summer)</u>		<u>1 Round</u>		<u>3 Rounds</u>
Film in Education - Forbidden Love: Elder Sex				
<u>1 Round</u>				

Brief summary of the selected KT programs are provided in the below chapter paragraph 3.3 accordingly.

### 3.3 KT Programs in 2009-2010

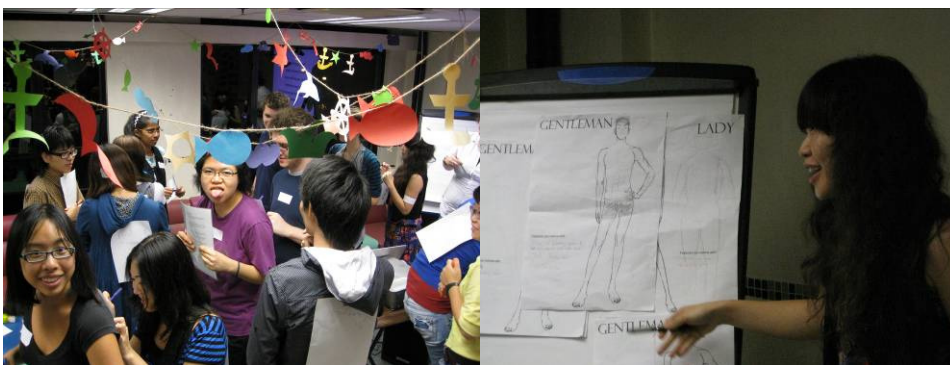
In the last nine months from September 2009 to June 2010, we have organized quite a few activities on campus and in community to put out Lingnan's KT model on trial. The implemented programs below served in both local and non-local students. The follows provide snapshots of the activities.

#### Campus-wide Activities

##### I. Are You Beautiful 你索嗎?



##### II. What do you see when you look in the Mirror? 魔鏡! 魔鏡! 我靚唔靚?





III. Know Yourself Through Acting 長青劇場工作坊





IV. YO! Drama 長青劇場 – 生命耆謀 加油自強「分享篇」綵排及表演



V. Yoga'n'Meditation 非·常瑜伽



VI. Health Education Workshop – Menopause 更年期·聞·多面睇



Course and Research

I. Health Frontiers in Tuen Mun 健康 TWINS 計劃



### 3.3.1 Program Specific

#### 3.3.1.1 YO! Drama on Elder Learning (Lingnan University x Elder Academy)

The widening gap of intergenerational interactions between the youth and elders causes negative stereotypes associated with aging include illness, uselessness, unattractiveness, mental decline, poverty, and depression. Children, especially those who born in the 80s and early 90s, they are increasingly living in isolation due mainly to low fertility, dual earners of parents, nuclearization of families and attraction to virtual friendships through computer. The stereotypes of the aged continue to live as young people seldom interact with the elder in real life, their views of the elderly will depend on the accuracy of the portrayal of the elderly in media, which are usually depicted in quite a negative fashion.

For this reason, we pioneer the “YO! Drama” program, the acronym “YO” symbolizes the partnership, the collaboration and the power of the young and old. We provide a “space” for twelve Lingnan students and ten elders from the elder academy. They embark on a magical creative journey and together produce and act out a live performance, on the theme of elder learning, which took the audience by storm.

Multiple levels of knowledge transfer are designed in the program. There are two folds on vertical level, the drama specialist transfers skills and techniques (from acting to lighting) to the young-old participants; and the 4 performances, which the young-old participants produced, become the new vehicle for another level of knowledge transfer, spreading the message of active ageing and elder learning to the audience. On horizontal level, the partnership opens an avenue for mutual understanding and encourages communication between two generations. The unnecessary and untrue stereotypes of elders in young people are crumbled; the

young and old draw knowledge and experience in each other, which facilitate their characterization in the dramas and take the whole creative experience to new ground.

Report of the activity is appended as Appendix 1.

### **3.3.1.2 Are You Beautiful? (Lingnan Academic Staff x Hostel Students)**

Everyone and everything in glossy fashion magazines and advertisements are perfect. The models are graceful and lovely, and their figures are impeccable yet unachievable for most of the general population. The images of women featured in these publications have become the standard of what is considered beautiful to many.

Without doubt, the fashion and modeling industry has, for years, been advocating the idea of “slim is beautiful”, which affects the lives of both sexes, regardless of age. Studies carried out early in 2001 revealed that even children as young as five in Hong Kong wanted to become thinner. It may be that children fear being teased by their peers if they are fat, and so develop negative attitudes towards people who are overweight from a very young age. This thought process has become so prevalent in Hong Kong today that it is considered the norm. As a result, the number of young women/men and girls/boys with eating disorders such as anorexia has been on the increase.

Beauty is never formally defined by slimness of one’s body, but rather as a set of different attributes and characteristics of a person such as: personality, intelligence, grace, congeniality, charm, integrity, congruity, elegance and outer appearance which includes physical factors, such as health, youthfulness, sexiness, symmetry, averageness and complexion and etc.

The catchphrase of our Body Positive Program – Improve Your Health, Honor Your Body, Love Your Life – reiterates our stance to the slimming craze in Hong Kong. Knowledge on positive image and value should be transferred and promoted, so to empower our participants to unleash their energy and creativity by strengthening their self esteem and body love for a more holistic and healthy development.

Needless to say, “Are You Beautiful?” is the first activity of the “Women Health - Body Positive” in the Knowledge Transfer Project 2009/2010 1<sup>st</sup> Semester – Prelude of KT in Lingnan University. The activity aims to let the students have a positive mindset on their body image, feeling comfortable and confident in their own skin. This was done through the discussions on age, beauty and body image. The goal of the campaign is to let the students appreciate their natural body shape and physical appearance, and to learn that the most important essence of a person is personality and value. Positivism of beauty is the knowledge this activity aims to transfer to the students.

The activity consisted of four parts:

Part 1: What the Meaning of “BEAUTY” is and the Standard of the Beauty today?

Part 2: Who decides what/who is Beautiful?

Part 3: How about “Beautiful” in Hong Kong?

Part 4: Will you “make” yourself beautiful? And by what “means”?

Part 5: Old and Beautiful?

Part 6: Conclusion via interaction and exchange of thinking, perspective and experience

Report of the activity is appended as Appendix 2.

### 3.3.2 Course and Research Specific

#### 3.3.2.1 Health Frontiers in Tuen Mun (Lingnan University x Tsung Tsin College)

Health promotion in early age is vital in maintaining good health in later life. For this reason, we partner with Tsung Tsin College, a local secondary school, for a community-based health promotion model in Health Frontiers in Tuen Mun. The new venture is characterized by the collaboration between secondary and tertiary institutions for a vertical transfer of knowledge on health from professors to university students, then from university students, under the guidance of KT tutors, to secondary school students, drawing major reference from the full-fledged Lingnan service-learning model. Nine university students, who read for the course *Health, Illness and Behavior*, are selected for the pilot. They are matched with ten secondary school students from Tsung Tsin College in Tuen Mun under two topics: Ageing Issues, and Women's Health. Using the knowledge learnt in lectures and tutorials, Lingnan students worked with their buddies in Tsung Tsin College for four workshops, two resource packs and two promotional clips, for the two aforementioned topics. Both students and teachers from Lingnan and Tsung Tsin College are thrilled by this collaboration, educators found the dynamics and synergy between students of Lingnan and Tsung Tsin College have created a new experience for both and elevated the learning to a whole new level.

Report of the activity is appended as Appendix 3.

#### 3.3.2.2 Health Education Workshop – Menopause 更年期·聞·多面睇 (LN x Community)

This KT program is an open health education workshop for both the Lingnan stakeholders and the general public to join.

Participants come from various fields, including Lingnan students and staff, secondary school teachers and students, the elderly and some women from the community. The cozy atmosphere created by the mix of people of different cohorts and backgrounds becomes a good environment for knowledge and experience interaction and exchange.

The content design is basically gone around the life changes of women from reproductive prospective. Emphasis is being put on the key stage – menopausal transition and its symptoms, treatments and preventions. It is expected to enhance participants’ understanding of menopause from the cognitive learning level in the hope of helping them to develop healthy lifestyles to maintain successful ageing.

Report of the activity is appended as Appendix 4.

## Chapter 4: Project Evaluation and Assessment

### 4.1 Evaluation on the outcome (quantitative) indicators

Performance Indicators (quantitative) of the Knowledge Transfer Project in Lingnan University has been set aside at the initial statement for the first year (2009-2010) of implementation. Below is the table of performance indicators at the Initial Statement and the achieved quantitative outcome as according to the pre-set indicators (some of them are not included at the Initial Statement).

**Table 1 : Quantitative Performance Indicators**

Performance Indicators	Initial Statement 2009/2010	Achieved Quantitative Outcome 2009/2010	Frequency of Participation
Number of students participated in the scheme (UGC students)	100	<u>193</u>	294
Number of instructors involved in the scheme	4	<u>53</u>	113

Number/types of end users/beneficiaries of the scheme	1,000	Types : <u>8</u>	1348
		Numbers : <u>889</u>	
Number of hours served by students	10,000	<u>650</u>	NA
Number of organizations connected	10	<u>10</u>	NA
Number of social enterprises helped	2 or above	<u>0</u>	NA
Number of Planned KT programs	NA		NA
Number of Implemented KT programs	NA	<u>31</u>	NA
Number of students participated in the scheme (non-UGC students)	NA	<u>20</u>	27
Number of non-students participated in the scheme (community stakeholders / participants)	NA	<u>623</u>	719
Total Numbers of Participants	NA	<u>889</u>	1348

**Remarks:** Types of end users/beneficiaries of the scheme – including UGC students, UGC funded exchange students, non-UGC students (university students), secondary school students, elderly (community participations), staff of Lingnan University, guest speakers , community stakeholders / partners (KT instructors).

Overall speaking, as in terms of “Quantitative Performance Indicators”, the Lingna’s KT Project has been set aside at the initial statement for the first year (2009-2010) of implementation. Table 1 above has indicated that the result of quantitative performance of the Lingnan’s KT Project is quite good and achieved more than expected that even though part of the quantitative indicators cannot be achieved as compare with the preset indicators at the Initial Statement.

As the core and direct beneficiaries of this UGC funded project are UGC students that the project has been obtained a more than expected achievement as in terms of total numbers of UGC students (193/100) as well as the percentage of achievement (193%). Also, similar result has been achieved in the total numbers of instructors involved in the project in which more than 4 (a total of 53 and



constitute 1325% of achievement) are participated in the 31 implemented KT programs during the first year of project.

Although the project still has some discrepancies in achieving the total numbers of end users/beneficiaries, only 88.9% of achievement (889/1000) has been attained, the total frequency of participation has been reached to 1348. In addition, the highest discrepancies of quantitative achievement are the total numbers of hours served by students (650/10,000 – 6.5%) and the total numbers of social enterprises helped (0/2– 0%).

The major reasons for the result of high discrepancies of the students' service hours and the total numbers of social enterprises (SE) helped are over-estimation of hours and targets at the project planning stage as against the practical operation of the KT programs. It is indeed quite difficult to achieve, in particular at the initial stage (first year) of project implementation (i.e. even the total numbers of 193 students are participated in the service-learning mode of KT programs, each one would need to serve for no less than 52 hours to achieve the targeted numbers).

Furthermore, at the initial planning, “service-learning” was adopted as the major strategy of operating KT project that the total numbers of service hours and of social enterprises (SE) helped were expected to achieve through the service process by UGC students, however the new project team has established a more distinctive and effective way of conducting KT programs for differentiating this Lingnan's model of knowledge transfer from the existing operation of service learning. This is also conformed to the comments from the UGC at the submission stage of proposal.

In fact, the project's deliverables of “measurement tools for the effectiveness of knowledge transfer”, “program, course and research specific operation manuals” and “conceptual and operative framework of Lingnan's Knowledge Transfer Model at the macro and micro level through the construction of Community Education Approach and KT Manual” as well as the effectiveness of KT programs are greatly compensated for those under-achievement parts and bridging the

discrepancies for a large extent. Quantitative performance is merely one of the basis assessment indicators that the qualitative aspects and the achievement of project objectives are also constituted an essential part of project assessment.

#### **4.2 Findings from the Programs Assessments**

Apart from the evaluation on the quantitative performance indicators as in terms of total numbers / hours of stakeholders' involvement that has been mentioned at chapter paragraph 4.1, both quantitative evaluation and qualitative assessments from the participants and stakeholders of KT programs have been collected through program evaluation questionnaires, observation feedbacks, pre- and post-evaluative questionnaires, Integrated Learning Program(ILP) Activity Evaluation form from Students Services Center(SSC) as well as evaluation procedures of Lingnan's model of Service-Learning for "course and research specific" knowledge transfer program.

In general principle, those evaluative indicators of the pre- & post-test questionnaire for the KT programs are constructed under the guidance of the selected theoretical framework, developmental perspective of learning and knowledge transfer process even though each program's theme may not be the same. For examples, "image of the elderly" is used as the theme of testing on the participants' perspective in the KT program of "YO! Drama on Elder Learning", and "health and body shape" is designed as the thematic knowledge for the KT program of "Are You Beautiful?"(specific and detail findings from the KT programs assessments could be referred to respective activity report at the Appendices of KT "Program" and "Course& Research" Specific Operation Manuals).

For having a general picture of how we constructed the pre- & post-test questionnaire for KT programs evaluation, a schematic diagram is drawn below for easy capturing of the essential elements in the KT measurement tool. In addition, summary of general findings from those KT programs which have been adopted the usage of pre- & post-test questionnaire will be presented in table

following the schematic diagram of pre- & post-test questionnaire construction. Needless to say, a total 13 types and 31 numbers of KT programs have been implemented in the first year of KT project but the application of pre- & post-test evaluative model has not been commenced immediately after the first KT program that a summary of assessment methods for project's programs will be constructed for easy reference too.

#### **4.2.1 Schematic Diagram of Pre- & Post-test Questionnaire Construction: KT Project**

The pre- & post-test questionnaire, consisting of 3 parts, is constructed under a common pattern of evaluative indicators aiming to evaluate the effectiveness of the activity, including the knowledge transferred and its processes, with the exception of different themes (mostly related to tacit knowledge areas). A ten-point Likert scale (a summative even-numbered scale without a middle value of "central tendency" or "undecided choice" that the respondents are forced to select their own choice of leaning towards the strongly disagree or strongly agree end of the scale or a dichotomous response scale) is adopted for Part A and B of the questionnaire and a five-point scale is used in Part C accordingly as in line with most of evaluative items from ILP form (Integrated Learning Program, under the management of Student Services Center, is one of Lingnan's strategies in encouraging and facilitating U students' learning of knowledge within non-formal education areas from which KT programs have been adopted as one kind of promoting strategies). A sample of the pre-and-post-test measurement tool is appended as Appendix 5.

Part A of the questionnaire is a thematic part of specific KT program attempting to test the schematic change before and after the implementation / participation of the specific program (available for pre- & post-test). Part B is a common pattern of evaluative indicators attempting to test the participant right after the program for the following areas and levels of knowledge transfer (available for post-test or end of activity):

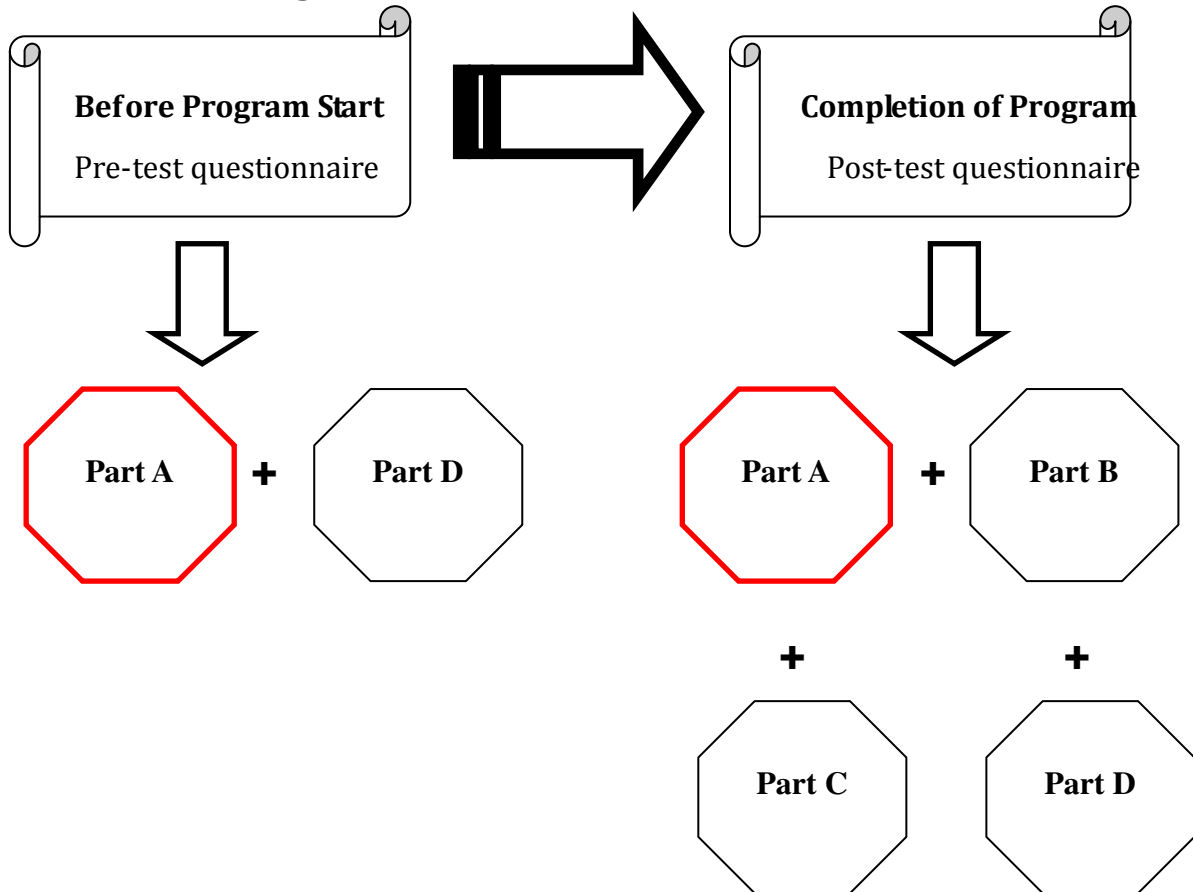
- B1: Degree of thematic knowledge **learning**
- B2: Degree of thematic knowledge **reflection**
- B3: Degree of thematic knowledge **adoption** in daily life
- B4: Degree of thematic knowledge **transfer to others**
- B5: Level of thematic knowledge **transfer (personal or community level)**

Then, Part C of the questionnaire is generated reference from ILP form of SSC with some amendments for the purpose of assessing the overall evaluation and comments from the participants right after the program. Finally, Part D is designed for the collection of personal particular for personal profile assessment and follow-up action if necessary and or appropriate at a later stage.

**Table 2: Schematic Table of Major Component of the Pre- & Post-test Questionnaire**

<b>Part A</b>	<b>Part B</b>	<b>Part C</b>	<b>Part D</b>
Thematic part of specific KT program	Common pattern of evaluative indicators	Overall evaluation and comments	Personal profile assessment
10 point Likert scale	10 point Likert scale	5 point Likert scale	Boxes for selection
Varies across different programs	5 Questions	11 Questions	4 Questions

### Schematic Diagram of the Flow of Pre- & Post-test Questionnaire



Needless to say, the completed set of pre- & post-test questionnaire was constructed after the first log of KT programs which have been conducted in the first semester of 2009-2010 academic year. Henceforth, program implementation from 2<sup>nd</sup> term onwards was adopting this measurement tools for evaluation of its effectiveness in terms of level of knowledge transfer and attitudinal or behavioural change. In the 1<sup>st</sup> term, only the program evaluation questionnaire was used in KT programs assessment in which overall evaluation and comments for the programs were collected. Program effectiveness in knowledge learning and transfer was not included at this kind of measurement but program contents and logistic were assessed by the participants. In view of having an overall understanding of the assessment methods for the first year of KT programs, summary of assessment methods for project's programs are illustrated through a table at Chapter 4.2-3. A sample questionnaire is appended as Appendix

#### 4.2.2 Summary of Findings from KT Programs' Questionnaires Assessment

All data collected from the pre- & post-test questionnaires of KT programs (KTP Evaluation Form) were entered into SPSS to precede specific program's analysis and generate common evaluative indicators of KT programs as overall evaluation and findings of KT project 2009-2010 in Lingnan University. Tables of summary of findings are listed below for simple illustration (details information in relation to specific programs' assessment and evaluation could be referred to the KT "Program" and "Course & Research".)

Under the construction framework of the pre- & post-test questionnaires of KT programs, three different parts (Part A, B & C) of dichotomous response scale for evaluation measurement are constituted for effectiveness assessment. Part D constructs participants' personal particulars. Only "Part A - Thematic part of specific KT program" has established as a pre- & post-test evaluative function for measuring participants' attitudes/beliefs before and after the program. "Part B - Common pattern of evaluative indicators" and "Part C - Overall evaluation and comments" are used after the completion of the program but "Part D - Personal profile assessment" would be filled in by participants before and after the program for safety identification and record. All Part A, B, C and D are tabulated below, excluded the 1<sup>st</sup> term activities.

**Table 3: Part A - Thematic part of specific KT program**

Name of KT Program	N	Major Theme	Pre-test score		Post-test score		Mean Difference	Sig. (2-tailed)
			Mean	S.D.	Mean	S.D.		
Are You Beautiful? (only round 2 and 3)	34	Body Image & health	7.02	0.96	7.17	1.23	+0.15	<b>0.637</b>
What do you see when you look in the mirror? (only Round 3)	9	Self-image & self acceptance	7.38	0.83	7.35	0.88	-0.03	<b>0.937</b>
Health Education Workshop – Menopause 更年期·聞·多面睇	38	Climacteric & common misinterpretation	5.21	1.08	5.47	1.13	+0.26	<b>0.32</b>
“YO! Drama” “長青劇場”	22	Elderly image & intergeneration relationship	6.64	1.41	8.35	1.09	+1.71	<b>0.000</b>
Health Frontiers in Tuen Mun 健康 TWINS 計劃	9	Health Knowledge	6.26	1.91	7.7	0.73	+1.44	<b>0.057</b>
	37	Ageing Issues	5.47	1.27	7.14	1.31	+1.67	<b>0.000</b>
	34	Women’s health	4.9	1.52	7.12	1.44	+2.22	<b>0.000</b>
Film in Education: Exploring Hong Kong Gay and Grey	7	Stereotyping & cultural inclusive	6.55	0.71	6.81	0.67	+0.26	<b>0.49</b>
Film in Education Forbidden Love: Elder Sex	33	Stereotyping & cultural inclusive	5.92	1.2	7.2	1.39	+1.28	<b>0.000</b>

An overall capture of the thematic evaluation of all KT activities is shown above. The topics were set orienting to the central theme: “Ageing:

From the life course perspective”, in which the branches included “Women’s Health (Physical, Psychological and Social aspects)”, “Ageing Issues (Health and Image)”, “Social Health (stereotype and stigmas of minority groups or sensitive topics)”.

Almost 90% of the activities could stimulate changes on participants’ attitudes on the captioned topics, recorded 0.15 – 2.22 increase on the mean differences, giving solid evidences and indications on our further improvement.

The figure also re-assures our strength on promoting healthy ageing and intergeneration relationship, as well as raising awareness on ageing issues. All related activities (“YO! Drama 長青劇場”, “Health Frontiers in Tuen Mun 健康 TWINS 計劃” and “Film in Education Forbidden Love: Elder Sex”) obtained significant changes regarding the topics. Participants’ attitude towards the elderly was positively improved and their knowledge on ageing topics was enriched after joining the activities. A step forward can be put on action-based activities into the community, viz. reciprocal intergeneration programmes (Elders with U-students and Secondary School students) to accomplish tasks together or enhance communication through mutual learning.

Regarding the new branches – Women’s Health and Social Health, we achieved an encouraging result as shown, triggering our thought and motivation to modify the existing activities as well as develop more comprehensive packages for participants. As these are some fresh ideas poured into the University, a comparatively longer duration and comprehensive programmes (outcome-oriented in stepwise approach) are needed to reach significant attitude or behavior changes of participants on top of knowledge acquisition. Both feedbacks collected from the participants and the results of measured variables in Part A give substantial supports to improve the existing activity contents. For details of the individual activity thematic evaluation, please refer to



respective activity reports.

The outcomes of thematic evaluation provide us with directives to plan, design and operate our activities. Not only we plan to coordinate more in-depth and target-driven programmes in the upcoming year based on the results, but the protocol of the evaluation will be further qualified to assess the activity outcomes.

**Table 4: Part B - Common pattern of evaluative indicators**

Evaluative Indicators	B1 Thematic knowledge learning	B2 Thematic knowledge reflection	B3 Thematic knowledge adoption	B4 Thematic knowledge transfer	B5 Thematic knowledge transfer (personal or community level)
Name of KT Program	Mean Score				Frequency in terms of %
Are You Beautiful? (only round 2 and 3)  N=34	7.76	7.85	7.38	7.85	Family: 61.8% Friends: 85.3% Schoolmates: 79.4% Community: 11.8%
What do you see when you look in the mirror? (only Round 3)  N=9	7.89	8.11	7.89	8.11	Family: 21.7% Friends: 34.8% Schoolmates: 26.1%
Health Education Workshop – Menopause 更年期・聞・多面睇  N=38	7.89	7.50	7.89	8.16	Family: 94.7% Friends: 76.3% Schoolmates: 36.8% Community: 31.6% Other: 5.3%
“YO! Drama” “長青劇場”  N=22	8.18	8.00	8.14	8.32	Family: 68.2% Friends: 81.8% Schoolmates: 59.1% Community: 68.2% Other: 4.5%

Health Frontiers in Tuen Mun 健康 TWINS 計劃  (University Student) N=9	7.78	7.89	8.11	8.11	Family: 100% Friends: 100% Schoolmates: 100% Community: 22.2%
Health Frontiers in Tuen Mun 健康 TWINS 計劃  (Ageing) N=37	7.19	6.95	7.65	7.30	Family: 89.2% Friends: 75.7% Schoolmates: 48.6% Community: 16.2% Other: 2.7%
Health Frontiers in Tuen Mun 健康 TWINS 計劃  (Women Health) N=34	7.50	7.18	7.44	7.32	Family: 82.4% Friends: 70.6% Schoolmates: 47.1% Community: 2.9%
Film in Education Exploring Hong Kong Gay and Grey  N=7	6.14	6.71	7.14	7.00	Family: 28.6% Friends: 85.7% Schoolmates: 71.4% Other: 14.3%
Film in Education Forbidden Love: Elder Sex  N=33	7.45	6.97	7.33	7.48	Family: 54.5% Friends: 63.6% Schoolmates: 30.3% Community: 24.2% Other: 6.1%

For the part of common pattern of evaluative indicators, a total of 9 KT programs have been adopted the same measurement in part B that the process of different thematic knowledge transfer, from learning, reflection, adoption, transfer in daily life and transfer to personal or community level, was measured through a ten-point Likert scale whereas a mean score of 7 or above can be regarded as effective and significant in knowledge transfer (i.e. B1 – B4). About the knowledge transfer from oneself to the personal or community (i.e. B5), it is measured as in terms of percentages in frequency to either

the personal (i.e. family, friends and schoolmates) or the community level (i.e. community & others). By referring to the captioned table of evaluation results of the mean score of each KT program as against the B1 to B4 measurement indicators, only 4 out of a total of 36 mean scores are below 7 (Below is a table of summary for easy reference) in B1 and B2 only.

	B1	B2
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (ageing)	/	6.95
Film in Education Exploring Hong Kong Gay and Grey	6.14	6.71
Film in Education Forbidden Love: Elder Sex	/	6.97

The other 32 out of a total of 36 mean scores are over 7 to 8 that over 88% of all 9 KT programs' evaluative indicators (B1 – B4) have an effective and significant level of knowledge transfer for each specific thematic knowledge.

**Table 5: Part C - Overall evaluation and comments**

Evaluative Indicators	C2	C3	C4	C5	C6	C7	C8	C9
Name of KT Program	<b>Mean Score</b>							
Are You Beautiful? (only round 2 and 3) N=34	3.78	4.12	4.06	4.26	3.94	4.09	4.06	4.15
What do you see when you look in the mirror? (only Round 3) N=9	3.78	4.22	3.67	4.56	4.33	4.33	4.33	4.33
Health Education Workshop – Menopause 更年期·聞·多面睇 N=38	3.66	3.84	4.19	4.29	3.89	4.08	4.22	4.18

YO! Drama” “長青劇場” N=22	4.27	4.09	4	4.36	3.59	3.91	4	4.14
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (University Student) N=9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (Ageing) N=37	6	6.03	6.11	6.16	6.11	N/A	N/A	N/A
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (Women Health) N=34	4.03	3.88	3.85	4.06	N/A	N/A	N/A	4.09
Film in Education Exploring Hong Kong Gay and Grey N=7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Film in Education Forbidden Love: Elder Sex N=33	3.61	4	4.15	4.3	3.76	3.84	4.15	4.34

In part C of the overall evaluation and comments from the participants, a total of 11 questions were constructed for evaluating 5 major part of assessment areas, namely as “participation”, “program content”, “organizer’s or speaker’s performance”, “program arrangement” and “overall comments” . A 5 point dichotomous response scale for evaluation measurement, with the exception of question C1 & C11, are constituted for effectiveness assessment on the previous mentioned areas.

7 out of 9 KT programs have conducted this evaluation method after the end of each activity.

**C1 : Top 3 reasons of participation**

Rank	Reason	N
1	Interest in the topic	85
2	Knowledge / Skill acquisition	55
3	Widen my horizon	51
4	Fulfilment of the ILP unit requirement	27
4	Leisure / Entertainment	27
5	Talents development	15
6	Others	3

# C10 : General comments as in terms of written information are not included and specified.

**C11 : Would you like to attend activities / programmes of related topics?**

Rank	Reason	N
1	Yes	100
2	No	12

**Table 6: Part D - Personal profile assessment**

**Type of Participants**

Category	Status	Quantity	%
U student	Undergraduate 1	37	16.6
	Undergraduate 2	29	13.1
	Undergraduate 3	19	8.6
	Postgraduate	0	0
Community stakeholder	Elderly	41	18.4
	Secondary School Students	83	37.4
Collaborative Partner	Lingnan Staff	3	1.4
	Other	10	4.5

**Programme of Study**

	BBA	BBS	BA (Chi)	BA (Hist)	BA (Trans)	BA (Phil)	BA (VS)	BA (CS)	BA (CES)	Others
N	13	42	3	2	9	4	1	7	1	2
%	15.5	50	3.6	2.4	10.6	4.8	1.2	8.3	1.2	2.4

*Remarks: Please refer to the section of “Abbreviations” on page 62 for the full name of study programmes*

**Sex of Participants**

	N	%
Male	49	22.9
Female	165	77.1

**4.2.3 Summary of Assessment Methods for Project’s Programs**

Assessment methods are as follows:

- Program evaluation questionnaires (in line with evaluation items from Integrated Learning Program(ILP) Activity Evaluation Form (A1)
- Observation feedbacks (A2)
- Pre- and post-evaluative questionnaires (A3)
- Measurement tools of Lingnan’s model of Service-Learning (A4)

No.	Name of KT program	Thematic Knowledge	Implementation Month / Year	Assessment Methods
1	Are You Beautiful? - Round 1	Body Image & Health	11/2009	A1 & A2
2	What do you see when you look in the mirror?- Round 1	Self image & self acceptance	11/2009	A1 & A2
3	What do you see when you look in the mirror?- Round 2	Self image & self acceptance	11/2009	A1 & A2

4	Are You Beautiful? - Round 2	Body Image & Health	2/2010	A1 - A3
5	Are You Beautiful? - Round 3		2/2010	A1 - A3
6	What do you see when you look in the mirror? - Round 3	Self image & self acceptance	2/2010	A1 - A3
7	Health Education Workshop – Menopause	“Climacteric” & common misinterpretation	4/2010	A1 - A3
8	Yoga and Meditation! Round 1 非·常瑜伽	Health	11/2009	A1 & A2
9	Yoga and Meditation! Round 2 非·常瑜伽	Lifestyle	11/2009	A1 & A2
10	Knowing Yourself through Drama Round 1 Let's YO! 長青劇場工作坊	Elderly image & intergeneration relationship	11/2009	A1 & A2
11	Knowing Yourself through Drama Round 2 Let's YO! 長青劇場工作坊		11/2009	A1 & A2
12	“YO! Drama 長青劇場” 生命耆謀 加油自強 「分享篇」表演		1/2010	A1 - A3
13	Health Frontiers in Tuen Mun 健康 TWINS 計劃 Group A: Ageing Issues Team Group B: Women's Health Team <b><i>(Two workshops, 1 resource pack and 1 poster presentation were conducted and produced by each team in respect of the selected theme of knowledge transfer cum service learning)</i></b>	Ageing & Women's Health	1-5/2010	A2- A4 (for U students) A1 - A4 (for secondary students)
14	Film in Education - Exploring Hong Kong Gay and Grey	Stereotyping & Cultural inclusive	2/2010	A1 - A3
15	Finding Hong Kong's Gay and Grey *(Not yet finish at the time of report submission)	Stereotyping & Cultural inclusive	5-8/2010	NA*

16	Film in Education - Forbidden Love: Elder Sex	Stereotyping & Cultural inclusive	4/2010	A1 – A3
17	Cheung Shan Project 明才伴耆康 - 長者關愛計劃	Young-old Partnership & Network	17/12/2009 18/12/2009 3/2/2010	A2

### 4.3 Overall Assessment

As mentioned previously that our distinctiveness of KT Project design and implementation is focused on the transfer of tacit knowledge (i.e. thematic knowledge about body image and elderly image) within the social sciences and humanities areas instead of technology knowledge as well as emphasized capacity enhancement, including the desirable attributes of thematic knowledge, attitude or mindset and behavioural change both at individual and or community level. Theoretical framework and operative model of development perspectives are adopted as the foundation for deriving Lingnan's model of KT. In turn, action-based KT programs and research are put forward to operate our unique model of knowledge transfer as well as to achieve the project objectives accordingly. Henceforth, apart from the achievement level of project objectives, ultimate deliverables deriving from the whole process of knowledge transfer activities could be regarded as the overall assessment as in terms of success and effectiveness of the project.

First of all, overall objectives of the project are achievable to quite a good extent (i.e. very good achievement versus very poor achievement – 9-10 Very Good; 7-8 Good; 5-6 Barely Acceptable; 3-4 Poor; and 1-2 Very Poor) with no less than an average mean score of 5 (i.e. say 7 or above). These would be further illustrated and elaborated in the following paragraphs and demonstrated at table 7.

From the construction of a more systematic ways of evaluation through the pre- and post-test questionnaire for the KT programs, findings in relation to “broaden of knowledge horizons for all stakeholders(OBJ 1)”(i.e. LN students, elderly,



partners, etc. are having significant increase in understanding of “climacteric” and its symptoms at the Health Education Workshop – Menopause), “acquisition and application of thematic knowledge / generic skills(OBJ 2)”(i.e. communication, social competence and organization skills etc. are demonstration at the Health Frontiers in Tuen Mun 健康 TWINS 計劃 through the already built-up and validated instruments in Service Learning’s measurement guide), “knowledge acquisition cum capacity enhancement through two-way communications (i.e. active interaction with the community such as learning and knowledge transfer amongst university students, secondary school students and the community stakeholders in Tuen Mun), responsive and locality adoption(OBJ 3)”(i.e. aware of knowledge needs and apply locally), “sustain the knowledge transfer practice through services and or research publications as in line with a “giving”(knowledge sharing and application) orientation as well as the “multiplying” effect(OBJ 4)”(i.e. replication knowledge transfer process in the course of daily life interactions) and “create a cross-disciplinary network within the community for facilitating on-going process of knowledge transfer(OBJ 5)” are partially established from the data analysis in general with the supplementary assessment from program evaluation questionnaires and observation feedbacks etc. A summary of findings through data analysis from the pre- and post-test questionnaires could be referred back to previous section 4.2-2 at Chapter 4 of this KT Annual Report.

However, in view of the above objectives assessment of the KT Project regarding the specific KT programs, dichotomous measurement from very good to very poor were used that objective 1 to 3 are generally good in overall assessment with an average score pattern of 7-8. Only 4 out of 36 matrix of thematic knowledge aspects of B1 to B4, which are in line with objective 1 to 3, amongst nine KT programs (9 programs x 4 = 36) have a score of less than 7 but more than 6 in decimal point (3 out of 4 are almost closed to 7 if rounding up the decimal point). As a matter of fact, 32 of the matrix are valued as “Good” in objective and thematic knowledge achievement and 4 are valued as “Barely Acceptable”. Table 7 below is constructed under the purpose for easy reference.

Furthermore, a common phenomenon of the level of thematic knowledge

transfer, either at personal or community level, is that participants would more likely to transfer the learned and adopted knowledge to “friends” (rank 1 – 6 out of 10 programs have a highest % of transfer preference) instead of “family” (rank 2 - 5 out of 10 programs have a highest % of transfer preference), “schoolmates” (rank 3 – 1 out of 10 programs have a highest % of transfer preference ), “community” (rank 4) and “other” (rank 5) (Targets / levels of transfer as in terms of % are summarized in Table 8 for reference and comparison).

Also, participants of those KT programs, which are related to “image” and or “stereotype”, are having a tendency of transfer to “friends”. In contrast, participants of those KT programs, which are related to “health”, are having a tendency of transfer to “family” (refer to the highest % of transfer at Table 7 & Table 8 respectively) .

**Table 7 : Matrix of Thematic Knowledge Aspects and Project Objectives**

Evaluative Indicators	B1 Thematic knowledge learning	B2 Thematic knowledge reflection	B3 Thematic knowledge adoption	B4 Thematic knowledge transfer	B5 Thematic knowledge transfer (personal or community level)
Project Objectives Symbol / Name of KT Program	OBJ 1	OBJ 1	OBJ 2	OBJ 3	OBJ 4 & OBJ 5
Are You Beautiful? (only round 2 and 3) N=34	7.76 Good	7.85 Good	7.38 Good	7.85 Good	Majority for Friends 85.3%
What do you see when you look in the mirror? (only Round 3) N=9	7.89 Good	8.11 Good	7.89 Good	8.11 Good	Majority for Friends 34.8%

Health Education Workshop – Menopause 更年期·聞·多面睇 N=38	7.89 Good	7.50 Good	7.89 Good	8.16 Good	Majority for Family 94.7%
“YO! Drama” “長青劇場” N=22	8.18 Good	8.00 Good	8.14 Good	8.32 Good	Majority for Friends 81.8%
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (University Student) N=9	7.78 Good	7.89 Good	8.11 Good	8.11 Good	Majority for Family, Friends & Schoolmates 100%
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (Ageing) N=37	7.19 Good	6.95 Barely Acceptable	7.65 Good	7.30 Good	Majority for Family 89.2%
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (Women Health) N=34	7.50 Good	7.18 Good	7.44 Good	7.32 Good	Majority for Family: 82.4%
Film in Education Exploring Hong Kong Gay and Grey N=7	6.14 Barely Acceptable	6.71 Barely Acceptable	7.14 Good	7.00 Good	Majority for Friends 85.7%
Film in Education Forbidden Love: Elder Sex N=33	7.45 Good	6.97 Barely Acceptable	7.33 Good	7.48 Good	Majority for Friends 63.6%

**Table 8 : Summarized Table of % for the Targets / Levels of Transfer**

Frequency in terms of %	Thematic Knowledge Transfer (Personal or Community Level)				
	Personal Level			Community Level	
Name of KT Program	Family	Friends	Schoolmates	Community	Other
Are You Beautiful?	61.8%	85.3%	79.4%	11.8%	0%
What do you see when you look in the mirror?	21.7%	34.8%	26.1%	0%	0%
Health Education Workshop – Menopause 更年期·聞·多面睇	97.7%	76.3%	36.8%	31.6%	5.3%
“YO! Drama” “長青劇場”	68.2%	81.8%	59.1%	68.2%	4.5%
Health Frontiers in Tuen Mun 健康 TWINS 計劃(University Student) N=9	100%	100%	100%	22.2%	0%
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (Ageing) N=37	89.2%	75.7%	48.6%	16.2%	2.7%
Health Frontiers in Tuen Mun 健康 TWINS 計劃 (Women Health) N=34	82.4%	70.6%	47.1%	2.9%	0%
Health Frontiers in Tuen Mun 健康 TWINS 計劃	89.2%	75.7%	48.6%	16.2%	2.7%
Film in Education: Exploring Hong Kong Gay and Grey	28.6%	85.7%	71.4%	0%	14.3%
Film in Education Forbidden Love: Elder Sex	54.5%	63.6%	30.3%	24.2%	6.1%
<b>Numbers in Rank 1</b>	5	6	1	0	0
<b>Numbers in Rank 2</b>	2	4	3	1	0

Numbers in Rank 3	3	0	5	1	0
Numbers in Rank 4	0	0	1	7	2
Numbers in Rank 5	0	0	0	1	8

**Remarks: Rank 1 in Red, Rank 2 in Yellow, Rank 3 in Blue, Rank 4 in White & Rank 5 in Grey as in terms of highest % amongst targets of transfer.**

Secondly, in view of our emphasis on action-based program and research, objective 4 of “sustaining the knowledge transfer practice through services and or research publications as in line with a “giving”(knowledge sharing and application) orientation as well as the “multiplying” effect has been achieved to a great extent through our ultimate deliverables of “measurement tools for the effectiveness of knowledge transfer”, “program, course and research specific operation manuals” and “conceptual and operative framework of Lingnan’s Knowledge Transfer Model at the macro and micro level through the construction of Community Education Approach and KT Manual”. In fact, KT programs design, implementation and evaluation are guided by the construction of theoretical and operative framework at the early stage of KT project. The final publication of KT Manuals would be shared through distribution on our APIAS website (a KT website of Lingnan University would be created at a later stage) and or hardcopy publication for knowledge sharing and application as well as to have a “multiplying” effect within Lingnan University and across the target community.

For the first year of project, we are strategically lined up U-students with elder volunteers from the Elder Academy and the Tuen Mun community for building up their relationships and interaction opportunities – thus a foundation network is established. Furthermore, we focus on the aspect of “Health and Ageing” from a life course perspective that knowledge of health and healthy lifestyles etc. are promoted as well as to adopt the development perspective of knowledge transfer and learning. Broadened definition on one’s own scheme through reflection, reprioritization, adoption and behavioural / mindset change are the project’s foci for future development. In fact, it is developing into a community education approach via the guidance of KT operative framework.

In sum, all the pre-established objectives of the KT Project have been achieved to quite a certain extent. Both program effectiveness and project performance are being reflected by those results from the measurement tools as well as the performance indicators and the distinguished deliverables. Although not all the objectives could be obtained to similar satisfaction or even higher achievement level, in particular of the KT stages of behavioral change, it is agreeable that most participants of the KT programs have broaden their narrow definition of respective thematic knowledge as well as to have a certain extent of adoption. Also, our achievement in deriving distinctive deliverables, such as our KT Manuals, for the guidance of organizing and operating KT programs could be regarded as one of our project's success (first draft has been completed at the time of annual report submission and these will be proofed reading and editing during the academic year of 2010-2011). Knowledge transfer of tacit aspect in Social Sciences and Humanities areas via a systematic approach of learning and transfer process could be bought forward and replicated through those obtainable and concreted knowledge and experience within those publications.

## **Chapter 5: Institutional Environment for Knowledge Transfer**

By reviewing the UGC's definition of and expectation on "knowledge transfer", "tacit aspect", "two-way process & mutual benefit between institutions & communities" and "capacity enhancement", are in fact closely in line with our motto of "Education for Service" as well as missions of "Liberal arts education". Our whole-person approach to education which enables its students to think, judge, care, and ultimately act responsibly in the changing environment is in fact related to tacit aspect of knowledge. Strategically and practically, both community services and service-learning are embedded with campus life as well as academic and community education (i.e. formal and non-formal education) in which two-way mutuality and capacity enhancement are expected.

Under our unique circumstances, "Service-Learning" has already been regarded as one kind of KT strategies that we need to derive other strategies for knowledge transfer. The Community Education approach is strategically appropriated as "carriers" or "medium" for knowledge transfer in particular of relating to non-formal education, our experience

in running elder academy and with the community education development in China (Local community stakeholders in China have already established a highly systematic way of implementing community education in accordance with the policy direction of the 16<sup>th</sup> CPC National Congress, 2002 for facilitating whole-person development by means of establishing a life-long learning society).

Traditionally, community education in Hong Kong is closely related to informal and non-academic type of education, which is organized and implemented mostly by NGOs or local organizations. Its provision is fully diverse, in form of workshops, group activities, short-term courses, community movement and mass programs (deriving **KT strategies**) etc., for the ultimate goals of personal-community enhancement and development. Positive attitude, trust relationship, society commitment, civic responsibility, cultural accomplishment and healthy lifestyle etc. are mostly linked up with the embedded goals of community education through tactic form of knowledge transfer such as cultural, arts, civic education, social service, micro-economic, green and healthy life learning. Not until the initiatives of education reform in 2009-2010, community education as a form of knowledge transfer as well as systematic provision within the formal education setting could not be existed. Life Wide Learning and Other Learning Experience has become integrated with academic curriculum of junior and senior secondary education respectively in which elements of community education, personal development and service-learning are becoming essentials.

In view of the present situation and development of community education both in Hong Kong and China as well as our solid experience in the provision of service-learning and elder academy programs, a good foundation and golden opportunity to establish a systematic model of knowledge transfer through a holistic approach of community education within the boundary of Tuen Mun District and the North-western New Territories areas. This can be regarded as the **longer-term capacity-building measures** and one of the indications on the supportive institutional policies on **KT** as well.

Base on the establishment of Elder Academy in Lingnan, we propose to integrate and develop a community education center/unit (under the delegation to existing units in LN such as APIAS, OSL etc. for developing and implementing the model) for coordinating stakeholders(schools, NGOs, government departments and commercial enterprises),

channeling existing educational resources, facilitating participation for all ages(elderly as initial target and extend to other age categories), advocating collaboration for the enhancement and capacity empowerment of individual and community, deriving theoretical model of knowledge transfer through community education and developing a systematic and diversified community education curriculum amongst suggested domain of learning (initially for six domains of learning namely as cultural & arts, social services, healthy life, micro-economic skills, national identity & civic education, and basic academic knowledge). As a matter of fact, the proposed community education system, in particular of resource implications, is operated under the guiding principles of “predominant resources from the government, dependent the support and participation from the local schools and organizations, and community programs as carriers of knowledge transfer” and with the ultimate goals of all-ages participation in life-long learning as well as mutual support in a harmonize community.

Furthermore, other suggestions and initiatives from Lingnan University are listed below for creating an institutional environment in knowledge transfer. Suggestions for developing a “Community Education System” approach, continuing support for Service-Learning as an instrument of knowledge transfer and planning as compulsory for at least once during University study commencing from the era of 334 curriculum as well as support the running of Elder Academy as a means to knowledge transfer amongst university students, elderly and university staff are good indications as supportive institutional policies on KT.

In addition, the University would plan to create incentives for bringing about changes among faculties to become more active in taking up KT through the ways of resources allocation for conducting KT activities and related researches as well as to organizing exchange tours for KT development.

Besides participating in the coming Knowledge Transfer Conference, which will be held on 8-9th November 2010, as one of the occasions for sharing good practice amongst universities in Hong Kong, overseas and the community stakeholders as well, annual closing ceremony / report back session, establishment of KT website for program promotion, information & practice sharing and bi-monthly or quarterly luncheon



sharing with staff, faculty members and or community stakeholders could also be channeled as means of sharing good practice within or across the respective community.

Finally, in view of the need to monitor and evaluate outcome assessment of KT activities that Lingnan University attempted to derive KT performance indicators for measurement of effectiveness as well as to develop and publish operation manual for implementing KT activities. Also, in order to sustain longer-term capacity-building measures on KT, the Community Education approach is strategically appropriated as “carriers” or “medium” for knowledge transfer (Please refer back to introduction content of the above paragraph one to five of Chapter 5 for )

## **Chapter 6: Conclusion and Way forward**

Regarding knowledge transfer<sup>1</sup>, apart from teaching and research, as the “third mission” of the higher education sectors of many advanced economies, Lingnan University would take the lead in developing and applying this model of knowledge transfer through community education.

Henceforth, in respond to identified areas of social concerns and associated directions setting aside by “government and society”, Lingnan University would first identify those key dimensions of knowledge transfer with reference to our missions and keen concerns of social issues at the operative stage of identification. As in line with the identified and selected social issue, key dimensions such as target participants, their own needs, adoption of knowledge in explicit or tacit forms, conduction in one or two way directions, and implementation for heterogeneous or homogeneous diversity are to be identified and taken into consideration for further step of planning and design. Then, choice of desirable attributes (i.e. expected outcomes of positive self-identification of one’s own body image or giving & caring attitudes) would be established either for next step of designing for or matching with programs’ contents (i.e. reflective saloon on beauty concepts) at the planning and design stage. It is expected either to yield relevant

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<sup>1</sup> According to UGC, knowledge transfer is wider than the idea of technology transfer, and should also encompass a tacit aspect that they have defined KT as “the systems and processes by which knowledge, including technology, know-how, expertise and skills are transferred between higher education institutions and society, leading to innovative, profitable or economic or social improvements.

knowledge resource packs, including operative manual, from the choice of desirable attributes and design of programs' contents aftermath of program implementation or to provide opportunities for knowledge adoption through the matching of existing appropriate programs' contents amongst different organizers within the University for the community.

Finally, overall evaluation, refinement and optimization on our role and work will be conducted through the evaluation stage in order to re-examine the whole process as well as its ultimate deliverables and effectiveness at all.

Needless to say, as in the part of Lingnan University, we would like to distinguish this model of knowledge transfer from normal academic teaching and research as well as to get in line with social needs and concerns of the community that community education approach is strategically regarded as "carriers" or "medium" for knowledge transfer in particular of relating to informal education. Henceforth, the system of community education for knowledge transfer is as such that resources are channeling from government and with the back-ups from local schools or organizations as for putting through the community education programs as vehicles of knowledge transfer in benefiting people of the community and society at large.

Thus, Lingnan's core role is by using the institutional base of knowledge and resources, including staff & students and hardware facilities, with reference to our missions and keen concerns of social issues for developing relevant "knowledge resource packs" (i.e. in line with Other Learning Experience in Secondary School Learning) or matching of existing appropriate programs' contents amongst different organizers within the University in order to facilitate and or involve participation in the course of knowledge transfer through community education.

Nevertheless, the way forward to establish a systematic approach of knowledge transfer through community education by involving different stakeholders, such as government, university, community like schools, enterprises, NGOs, to collaborate participation in the process of knowledge transfer as for the benefit of people and society as a whole is still under a long way to achieve. Ultimate goals of systematic and fully utilizing of

community resources for the provision of non-formal education (i.e. community education), community engagement and capacity building on humanities and social sciences aspects of knowledge transfer are attempted to accomplish step by step.

In the first year of project implementation, the central theme of Knowledge Transfer in Lingnan University is to promote “Ageing: From a Life Course Perspective” in a social context. The design and implementation of KT Project focused on the transfer of tacit knowledge (i.e. thematic knowledge about body image and elderly image) within the social sciences and humanities areas instead of technology knowledge as well as emphasized capacity enhancement, including the desirable attributes of thematic knowledge, attitude or mindset and behavioral change both at individual and or community level. Theoretical framework and operative model of development perspectives are adopted as the foundation for deriving Lingnan model of KT. In turn, action-based KT programs and research are put forward to operate our unique model of knowledge transfer as well as to achieve the project objectives accordingly. In the year 2011/2012, we will continue the good work and articulate the central theme into the framework for Non Communicable Diseases (NCD) Prevention and Control, which has been developed by WHO (World Health Organization), using a social angle.

However, even though the overall results of Lingnan model of Knowledge Transfer have more than satisfactory as in terms of its measurement and evaluation, further steps of development and advancement are still essential for accomplishing our mission of knowledge transfer: “from the better educated / knowledgeable to the less educated / knowledgeable through a process of voluntary transmission using community education platforms in narrowing the widening gaps between the rich and the poor; the younger and the older generations; and the majority & the minority within and between the local communities.

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**Abbreviations**

BA (CES)	Bachelor of Arts (Honours) Contemporary English Studies
BA (Chi)	Bachelor of Arts (Honours) Chinese
BA (CS)	Bachelor of Arts (Honours) Cultural Studies
BA (Hist)	Bachelor of Arts (Honours) History
BA (Phil)	Bachelor of Arts (Honours) Philosophy
BA (Trans)	Bachelor of Arts (Honours) Translation
BA (VS)	Bachelor of Arts (Honours) Visual Studies
BBA	Bachelor of Business Administration (Honours)
BBS	Bachelor of Social Sciences (Honours)
LN	Lingnan University
APIAS	Asia-Pacific Institute of Ageing Studies
OSL	Office of Service Learning
KT	Knowledge Transfer
UGC	University Grants Committee

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<sup>i</sup> Source: Wikipedia-knowledge

## Appendix 1 :: Activity Report - YO! Drama

Activity code : KT1-YD-003  
 Name of Campaign : Young-Old Drama  
 Name of Activity : YO! Drama 長青劇場 「生命耆謀 加油自強」 「分享篇」表演  
 Date : 5<sup>th</sup>, 7<sup>th</sup>, 12<sup>th</sup>, 14<sup>th</sup>, 17<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> January, 2010  
 Venue : AM110 and Tuen Mun Town Hall  
 Number of Participants : 22

### 1) Summary

- “YO Drama” aims at enhancing intergenerational relationship through Young-Old partnership, by breaking the negative stereotypes of elderly people prevails in the society through performance.
- Participants attended a 5-part workshop and delivered 4 short plays to the community at last, spreading the message of successful ageing and lifelong learning
- The young were impressed by the enthusiastic elderly who took every rehearsal and practice as serious as actual performance, that the young may lack this long-lasting spirit until on-stage.
- The elderly, reciprocally, enjoyed the energetic moments with the U-students, feeling physically and mentally upheld without age boundary. They view later-life in a more positive way.

### 2) Content

- The activity consisted of five workshops, involving two parts: acting skills training and drama rehearsal. The following listed the contents of each workshop respectively:

#### Workshop 1

**Objective for the session:** The first workshop serves to introduce the idea of “drama” to participants and to connect different participants to one goal – together to produce a drama. This is a very important step, especially they are of different age group (in our case – young and old) and they do not know each other beforehand.

Time	Indicative Content	Outcome
45 minutes	<b>Part 1: Warm up and team building activities</b> <ul style="list-style-type: none"> <li>• Sharing of expectation from the young and the old</li> </ul>	<ul style="list-style-type: none"> <li>• Participants get to know each other</li> <li>• The young and old</li> </ul>

	<ul style="list-style-type: none"> <li>○ Instruction: invite 3 young representatives and 3 elder representatives to share their expectation toward this program</li> <li>○ Why do you join this program?</li> <li>○ What do you want to learn from this program?</li> <li>○ What kind of experience you want to gain from this program?</li> <li>● Getting to know each other and forming a partnership             <ul style="list-style-type: none"> <li>○ Instruction 1: Young people were asked to come forth to the stage, facing the elders, and to introduce themselves one by one to the elders sitting in the hall. They were specially asked to create a gesture or expression or body movement that represents their names. <i>Note to instructor:</i></li> <li>○ Instruction 2: Elders were then asked to speak and begin their sentence with “我是一個好同伴，因為...”.</li> <li>○ Instruction 3: Young people were asked to turn around, with their back facing the sitting elders. Elders were asked to make their choices of partner (stand behind the one of the young people of their choices) and thus a young-old partnership is formed.</li> </ul> </li> </ul>	<p>will get paired up</p>
<p>15 minutes</p>		
<p>15 minutes</p>	<p><b>Part 2: What is drama?</b></p> <ul style="list-style-type: none"> <li>● The definition and meaning of drama</li> <li>● The history of drama</li> <li>● The must-have component of drama</li> <li>● The aim of drama</li> </ul>	<ul style="list-style-type: none"> <li>● To get participants in the mood of drama and to set the stage</li> <li>● To equip participants with very basic knowledge and concept of theater (depends on the available time and</li> </ul>



		level of the participant)
30 minutes	<p><b>Part 3: Forming the cast and dividing responsibilities</b></p> <ul style="list-style-type: none"> <li>• Divide into 4 teams for 4 stories (Depends on the number of participants and the plays)</li> </ul> <p><u>Example</u></p> <ul style="list-style-type: none"> <li>○ <i>Non-Leo Club members with their partners for the story 《曙光》</i></li> <li>○ <i>Leo Club members with their partners for the stories on elder learning 《學無止境》, 《躍動人生》 and 《逆境不是絕境》</i></li> </ul> <ul style="list-style-type: none"> <li>• Explaining and dividing responsibilities in the production of drama <ul style="list-style-type: none"> <li>○ <b>Director</b> 決定一個劇本的演繹方法和尋找合適的演員，指導演員的表現。</li> <li>○ <b>Stage Manager</b> 統籌一套戲劇的製作，編排綵排時間表和各部門的工作進度表，協助綵排，管理台前幕後所有工作人員，編排入台時間，並在入台的時候負責劇場的管理，尤其在紀律方面。</li> <li>○ <b>Sound</b> 設計或尋找適合的背景音樂（<b>background music</b>），以帶動演出的氣氛；處理技術性的問題，並要和 <b>DSM</b> 及劇場技術人員合作，在演出時候控制音響的播放。</li> <li>○ <b>Lighting</b> 設計燈光，以增強演出氣氛；處理技術性的問題，並要和 <b>DSM</b> 及劇場技術人員合作，有時須要在演出時候控制燈光的變化。</li> <li>○ <b>Props</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Form the cast for the performance (in this case, dividing 4 casts for 4 stories)</li> <li>• Manage the division of labour among the members for the production</li> </ul>

	<p>依照導演的要求尋找合適的道具，遇上特別的要求（道具）的時候須要自行製作，並負責在演出中更換道具。</p> <ul style="list-style-type: none"> <li>○ <b>Costume</b> 替演員設計當中的服裝，以配合角色的年紀和性格，遇上特別的時代背景的時候更要自行縫製衣服，間中須要在轉場時幫演員更衣。</li> <li>○ <b>Make-up</b> 根據角色的需要替演員化妝，突出演員的輪廓，使觀眾能夠清楚看見舞台上各演員的表情</li> <li>○ <b>Actors and Actress</b> 要求他們排除掉虛假的、誇張的表演模式，自如地生活於舞臺上，創造出真實可信的、活生生的人物。</li> </ul>	
45 minutes	<p><b>Part 4: Deciphering story</b></p> <ul style="list-style-type: none"> <li>● Instruction 1: Members of each group formed a circle to study story             <ul style="list-style-type: none"> <li>○ Spend 5 minutes to read the story in your heart on your own</li> <li>○ Each member takes turn to read one paragraph after another, with emotion and feelings that the story gives you</li> </ul> </li> <li>● Instruction 2: Members were asked to share their understanding and feelings of the story to other members in the group             <ul style="list-style-type: none"> <li>○ What the story is about? Try to say that in one or two sentence</li> <li>○ Is it a happy story or a sad one?</li> <li>○ What feelings the story gives you?</li> <li>○ What message do you get after reading the story?</li> </ul> </li> <li>● Instruction 3: Each group was asked to pick a song that represents the spirit for the story.</li> </ul>	<ul style="list-style-type: none"> <li>● Make sure participants have a thorough understanding of the story, which they are going to adopt for the drama</li> <li>● Assure a common understanding of the story plot among cast members</li> <li>● Transform words into emotion in other form of repertoire – i.e. Music</li> </ul>
30 minutes	<p><b>Part 5: Transforming text to action</b></p> <ul style="list-style-type: none"> <li>● Instruction 1: Members were asked to think</li> </ul>	<ul style="list-style-type: none"> <li>● Transform words into action</li> </ul>

	<p>about how many roles in the story and the number of roles should not exceed the number of actor or actress in the group</p> <ul style="list-style-type: none"> <li>• Instruction 2: Script writing – keep the first and final paragraphs in the text and turn the paragraphs in the middle into conversation in relation to the roles in it. Send the draft to instructor before the next session</li> <li>• Instruction 3: Stage Manager to prepare a contact list with everybody’s contact number and role in it. Send it to coordinator before the next session.</li> </ul>	
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### Workshop 2

**Objective for the session:** The 2<sup>nd</sup> workshop serves to train participants with the basic skills and techniques – (1) Creativity – in drama through activities plus post-activity debriefing to consolidate the skills and techniques learnt and laid the ground for application in the rehearsing part. In other words, the structure of the workshops can be divided into three major parts: (A) Training on skills and techniques; (B) Rehearsing; and (C) Rounding-up.

Time	Indicative Content	Outcome
15 minutes	<p><b>Warm-up and Recap</b></p> <ul style="list-style-type: none"> <li>• Script writing homework</li> <li>• Theme song for each story/drama</li> </ul>	
60 minutes	<p><b>Part 1: Training on skills and techniques</b></p> <p>(1) Creativity (創意練習)</p> <ul style="list-style-type: none"> <li>• Activity 1: 貓騷展性格 Instruction: 以 cat walk 形式進行，組員利用身體動作表現自己的一個性格，其他組員則從其動態推算他的性格。導師會紀錄每人的性格以作日後自由角色劇場演出的參考。</li> <li>• Activity 2: 一句一故事 Instruction: 組員每人說出一段說話，然後串連成一個故事，再以即興的手法演繹出來。</li> </ul>	<ul style="list-style-type: none"> <li>• 學習將生活軼事輔以幻想編撰成劇本</li> <li>• 學習運用想像力豐富劇情</li> </ul>
15 minutes		
60 minutes	<p><b>Part 2: Rehearsing</b></p> <ul style="list-style-type: none"> <li>• Members of each group were asked to form a</li> </ul>	<ul style="list-style-type: none"> <li>• Cast members put what they learnt</li> </ul>

	<p>circle, read through then discuss the script that developed from the text, as instructed in the previous session.</p> <ul style="list-style-type: none"> <li>• Groups were asked to integrate the script into the song chosen.</li> <li>• Groups were asked read along as the song plays.</li> </ul>	<p>into their drama performance</p> <ul style="list-style-type: none"> <li>• Cast members act out the drama on spot</li> <li>• Instructor gives comment and suggestion for improvement</li> </ul>
15 minutes		
30 minutes	<p><b>Part 3: Rounding-up</b></p> <ul style="list-style-type: none"> <li>• Instructor to recap the skills and technique learnt in the training with participants</li> <li>• Instructor to make overall comment on the application of skills and techniques learnt into drama.</li> <li>• Instructor to make specific comments and suggestion for each cast for improvement.</li> <li>• Homework and preparation for next session: <ul style="list-style-type: none"> <li>○ Director/script writer to refine the script.</li> <li>○ Actors/actresses, who have been assigned roles, to think about their roles – what kind of person the role, what is his/her characteristic (in relation to their age, sex, class and background) and think of ways to animate and humanize the roles.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Instructor consolidates participants’ learning with the recap.</li> <li>• Instructor reviews with participants how well they have done.</li> <li>• Instructor gives comments and suggestion for improvement</li> <li>• Instructor gives homework to participants.</li> </ul>

**Workshop 3**

**Objective for the session:** The 3<sup>rd</sup> workshop serves to train participants with the basic skills and techniques – (2) Vocal – in drama through activities plus post-activity debriefing to consolidate the skills and techniques learnt and laid the ground for application in the rehearsing part. In other words, the structure of the workshops can be divided into three major parts: (A) Training on skills and techniques; (B) Rehearsing; and (C) Rounding-up.

<b>Time</b>	<b>Indicative Content</b>	<b>Outcome</b>
15 minutes	<p>Warm up and Recap</p> <ul style="list-style-type: none"> <li>• Script refinement homework</li> </ul>	

60 minutes	<p><b>Part 1: Training on skills and techniques</b></p> <p>(2) Vocal (聲線練習)</p> <ul style="list-style-type: none"> <li>• Activity 1: 開聲練習 Instruction: 組員分成兩組面對面站，輪流大聲向對方說出自己的名字和角色性格</li> <li>• Activity 2: 訪問非洲人 Instruction: 組員輪流扮演非洲人和翻譯員，一人以動作及 bi li ba la 或其他聲音去表達一些意思，翻譯員則從其聲音動作推斷說話內容，並以廣東話翻譯出來。</li> </ul>	<ul style="list-style-type: none"> <li>• 學習控制聲線</li> <li>• 學習運用聲調語氣表達意思</li> </ul>
15 minutes		
60 minutes	<p><b>Part 2: Rehearsing</b></p> <ul style="list-style-type: none"> <li>• Groups were asked to act out the script             <ul style="list-style-type: none"> <li>○ The first and last paragraphs as voice-over for phase-in and phase-out.</li> <li>○ Act out the conversation with movement, exchange (with fellow actor/actress) and emotion.</li> <li>○ Frame the drama with the song.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cast members put what they learnt into their drama performance</li> <li>• Act out the drama on spot</li> <li>• Instructor will give comment and suggestion for improvement</li> </ul>
15 minutes		
30 minutes	<p><b>Part 3: Rounding-up</b></p> <ul style="list-style-type: none"> <li>• Instructor to recap the skills and techniques learnt in the session with participants.</li> <li>• Instructor to make overall comment on the application of skills and techniques learnt into drama.</li> <li>• Instructor to make specific comments and suggestions for each group for improvement             <ul style="list-style-type: none"> <li>○ Director/script writer to refine the script and fit into the theme song</li> <li>○ Actors/actresses to refine their acting – movement, exchange (with fellow</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Instructor consolidates participants’ learning with the recap.</li> <li>• Instructor reviews with participants how well they have done.</li> <li>• Instructor gives comments and suggestion for improvement</li> <li>• Instructor gives</li> </ul>

	<p>actors/actresses) and emotion – and also take into consideration of the theme song.</p> <ul style="list-style-type: none"> <li>○ Groups to think about the props, lighting effect, sound effect and costume they will need for their dramas.</li> <li>○ Each group to think about a song that can represent the “young” and the “old”.</li> </ul>	homework to participants.
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#### **Workshop 4**

**Objective for the session:** The 4<sup>th</sup> workshop serves to train participants with the basic skills and techniques – (3) Cohesion and Space Sensitivity– in drama through activities plus post-activity debriefing to consolidate the skills and techniques learnt and laid the ground for application in the rehearsing part. In other words, the structure of the workshops can be divided into three major parts: (A) Training on skills and techniques; (B) Rehearsing; and (C) Rounding-up.

<b>Time</b>	<b>Indicative Content</b>	<b>Outcome</b>
15 minutes	<p><b>Warm up and Recap</b></p> <ul style="list-style-type: none"> <li>• Script refinement homework</li> <li>• Props, light effect, sound effect and costume homework</li> <li>• Song for the “young” and “old”</li> </ul>	
60 minutes	<p><b>Part 1: Training on skills and techniques</b></p> <p><b>(3) Cohesion and Space Sensitivity (合作及空間練習)</b></p> <ul style="list-style-type: none"> <li>• Activity 1: 拋波捉人 Instruction: 手持小球的組員可以一步的活動範圍去捉身邊的人，被捉到的人加入</li> <li>• Activity 2: 爭凳仔 Instruction: 組員隨意到場內椅子坐著，其中站起的一人要用最短的時間成功坐到空椅上，其間組員可隨意調換坐位</li> </ul>	<ul style="list-style-type: none"> <li>• 加強團隊表演的合作性</li> <li>• 訓練劇組人員的舞台空間感</li> </ul>
15 minutes		
60 minutes	<p><b>Part 2: Rehearsing</b></p> <ul style="list-style-type: none"> <li>• Groups were asked to act out the script, and integrate with the theme song of each drama <ul style="list-style-type: none"> <li>○ The first and last paragraphs as voice-over for phase-in and phase-out.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cast members put what they learnt into their drama performance</li> <li>• Act out the drama on spot</li> </ul>

	<ul style="list-style-type: none"> <li>○ Act out the conversation with movement, exchange (with fellow actor/actress) and emotion.</li> <li>○ Special attention to be given to the use of space, how to create space and offer audience the sense of space, even without props.</li> <li>○ Work on the final act, using the theme song for the “young” and “old” (i.e. 《獅子山下》 by Joey Yung and Roman Tam)</li> </ul>	<ul style="list-style-type: none"> <li>● Instructor will give comment and suggestion for improvement</li> </ul>
15 minutes		
30 minutes	<p><b>Part 3: Rounding-up</b></p> <ul style="list-style-type: none"> <li>● Instructor to recap the skills and techniques learnt in the session with participants.</li> <li>● Instructor to make overall comment on the application of skills and techniques learnt into drama.</li> <li>● Instructor to make specific comments and suggestions for each group for improvement             <ul style="list-style-type: none"> <li>○ Director/script writer to refine the script and fit into the theme song</li> <li>○ Actors/actresses to refine their acting – movement, exchange (with fellow actors/actresses) and emotion – and also take into consideration of the theme song.</li> <li>○ Groups to arrange practice on their own to speed up progress</li> <li>○ Groups to refine the props, lighting effect, sound effect and costume for their dramas.</li> <li>○ Groups to prepare for a dressed rehearsal in the next session.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Instructor consolidates participants’ learning with the recap.</li> <li>● Instructor reviews with participants how well they have done.</li> <li>● Instructor gives comments and suggestion for improvement</li> <li>● Instructor gives homework to participants.</li> </ul>

**Workshop 5**

**Objective for the session:** The 5<sup>th</sup> workshop serves to train participants with the basic skills and techniques – (4) Emotion and Personality Expression – in drama through activities plus post-activity debriefing to consolidate the skills and techniques learnt and laid the ground for application in the rehearsing part. In other words, the structure of the workshops can be divided into three major parts: (A) Training on skills and techniques; (B) Rehearsing; and (C) Rounding-up.

<b>Time</b>	<b>Indicative Content</b>	<b>Outcome</b>
15 minutes	<b>Warm up and Recap</b> <ul style="list-style-type: none"> <li>• Script refinement homework</li> <li>• Check on props and costume homework</li> </ul>	
60 minutes	<b>Part 1: Training on skills and techniques</b> <b>(4) Emotion and Personality Expression (情緒及性格表達)</b> <ul style="list-style-type: none"> <li>• Activity 1: 月球漫步 Instruction: 組員要模仿太空人在月球般慢慢活動，期間演繹茶樓及燒烤的情景。</li> <li>• Activity 2: Bi le ba la Instruction: 以郊野公園旅行為設定場景，組員要以 bi li ba la 聲音及身體動作演出一場即興劇，訓練組員的身體語言及聲調語氣。</li> </ul>	<ul style="list-style-type: none"> <li>• 練習身體語言、表達自己性格</li> </ul>
15 minutes		
60 minutes	<b>Part 2: Rehearsing</b> <ul style="list-style-type: none"> <li>• Final dressed rehearsal with the theme song for each group <ul style="list-style-type: none"> <li>○ The first and last paragraphs as voice-over for phase-in and phase-out.</li> <li>○ Practice the conversation with movement, spacing, exchange (with fellow actor/actress) and emotion.</li> </ul> </li> <li>• Final dressed rehearsal with the theme song with four groups/dramas in a roll <ul style="list-style-type: none"> <li>○ 1st drama: 《自強不息》 4 minutes</li> <li>○ 2nd drama: 《壯志驕陽》 4 minutes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cast members put what they learnt into their drama performance</li> <li>• Act out the drama on spot</li> <li>• Instructor will give comment and suggestion for improvement</li> </ul>



	<ul style="list-style-type: none"> <li>○ 3rd drama: 《紅日》 4 minutes</li> <li>○ 4th drama: 《光輝歲月》 4 minutes</li> <li>○ Final act: 《獅子山下》 4 minutes</li> </ul>	
15 minutes		
30 minutes	<p><b>Part 3: Rounding-up</b></p> <ul style="list-style-type: none"> <li>• Instructor to recap the skills and technique participants learnt in the training</li> <li>• Instructor to make overall comment on the application of skills and techniques learnt into drama.</li> <li>• Instructor to make final comment and suggestion for each cast for improvement               <ul style="list-style-type: none"> <li>○ Rehearsal onstage is necessary</li> <li>○ Make sure the props and costumes are all ready</li> <li>○ Make sure the light and sound effects required were well communicated and fully understood by the control panel of the theater.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Instructor consolidates participants' learning with the recap.</li> <li>• Instructor reviews with participants how well they have done.</li> <li>• Instructor gives comments and suggestion for improvement</li> </ul>

### 3) Conclusion

- Drama performance is definitely a good platform for participants to experience the lives and have a holistic development, from generic skills to aesthesis comprehension. It is also an effective way to convey the message to the audience through performance with well-written plays

#### 4) Program Evaluation

In Part A), it aims at assessing the changes in attitudes or stereotypes (if any) towards our senior citizens of the participants (for both University students and the elderly). Independent samples (One group pre test and post test) T-test is used to measure the outcomes.

In the captioned aspects, the scores have significantly increased, which proved that participants gained progressively positive images towards the elderly after the completion of the activity with the exclusion of “Self-regulated or Unregulated”. Since its rating in pre-test was already reached a relatively higher level (above 7), the increase in post-test could not make a significant change, resulted in a high p-value ( $p>0.05$ ). As shown in the table, participants have very high scores (above 8) regarding the image of the elderly, they regard the elderly is “active”, “independent”, “updated”, “flexible”, “self-regulated”, “approachable” and “cooperative”. They were willing to take the initiative to communicate with the elderly after the workshops ( $p<0.05$ ).

(N=22)	Pre-test				Post-test				Sig. (2-tailed)
	Mean	S.D.	Min.	Max.	Mean	S.D.	Min.	Max.	
<b>The image of the elderly (Positivity scored higher rating)</b>									
- Active or Inactive	5.82	2.015	2	9	8.48 (N=21)	1.078	6	10	<b>.000</b>
- Independent or Dependent	6.50	1.739	3	9	8.27	1.120	5	10	<b>.000</b>
- Updated or Outdated	6.32	1.729	3	9	8.14	1.246	6	10	<b>.000</b>
- Flexible or Rigid	5.64	1.866	3	10	8.14	1.457	5	10	<b>.000</b>
- Self-regulated or Unregulated	7.50	1.994	2	10	8.36	1.677	5	10	.128
- Approachable or Inapproachable	7.09	1.950	2	10	8.50	1.225	5	10	<b>.006</b>
- Cooperative or Uncooperative	6.73	1.907	3	10	8.55	1.224	5	10	<b>.001</b>
- Willingness to take the initiative to communicate with the elderly	7.55	1.405	5	10	8.41	1.297	5	10	<b>.040</b>

In Part B), the knowledge acquired and its transfer processes are being evaluated, and it assesses extents of reflections, actions and knowledge transfer processes to other levels taken by the recipients after the knowledge transfer activity that serve as the Knowledge Transfer Indicators.

(N=22)	Mean	S.D.	Min.	Max.
With respect to the topic/ theme, I learned a lot.	8.18	1.006	7	10
The topic/ theme provokes me to reflect the knowledge I already have.	8.00	1.512	5	10
I will adopt the knowledge I acquired from the activity into my daily life.	8.14	1.552	5	10
I am willing to transfer what I have learned to others.	8.32	1.323	5	10

### **5) Coordinator's Evaluation**

- Availability between the elderly and the U-students shows a great difference, earlier confirmation of time with the instructor, followed by the participants would smoothen the progress of the over activity.
- Instructor and coordinator should maintain good discipline of the participants, as drama practice requires high concentration

## Appendix 2 :: Activity Report - Are You Beautiful?

Activity code	: KT1-WH-001
Name of Campaign	: Women's Health - Body Positive
Name of Activity	: Are You Beautiful? Round 1 你索嗎? 第一回
Date	: 5 <sup>th</sup> November, 2009
Time	: 19:30 – 21:30
Venue	: Hostel B's Common Room
Number of Participants	: 24

### 1) Summary

- “Are You Beautiful?” is the first activity of the “Women Health - Body Positive” in the Knowledge Transfer Project 2009/2010 1st Semester – Prelude of KT in Lingnan University.
- The activity aims to let the students have a positive mindset on their body image, feeling comfortable and confident in their own skin. This was done through the discussions on age, beauty and body image.
- Some pictures of ancient women, models in extreme sizes and aged women, as well as clips of movies were shown to arouse their discussion on body image and to better the way they think about what beauty is.
- Both boys and girls shared an equal proportion to give their opinions and points of view on the pictures and videos shown.
- Before the activity started, audience actively broached topic-related contents to each other such as apparel and diet. It was a very easy and casual atmosphere; everyone enjoyed chatting and sharing with each other.
- After the discussion, most participants stayed over and had exchange on different viewpoints on the today's beauty issues from their cultural background.
- The goal of the campaign is to let the students appreciate their natural body shape and physical appearance, and to learn that the most important essence of a person is personality and value. Positivism of beauty is the knowledge this activity aims to transfer to the students.

### 2) Content

- The activity consisted of four parts.

**Part 1: “What the Meaning of “BEAUTY” is and the Standard of the Beauty today”**

- Participant revealed that everyone can be beautiful as beauty is not just confined to physical appearance - true beauty is the combination of both inner and outer self.
- Discussion on video clip of 200-Pound-Beauty: Participants said that the two girls in the movie represent the inner beauty and superficial beauty respectively. They could not deny the appearance, includes the body shape, constitute the first impression of oneself to the other. Reflected in the music and entertainment industry, pop-stars are stressing on skinny shape and slim-fitted dressing, attributing to what today’s beauty should be . This raised another question: Does the society or do we decide what beauty is?, which would be discussed in the following session.

**Part 2: “Who decides what/who is Beautiful.”**

- Participants unveiled that “beauty” has to be decided in the view of others which things are being commercialized and standardized in contemporary culture. Dr. Chan gave an example of printed-ads in MTR stations – super skinny and sexy models in the beauty factories are everywhere placed around us. Beauty, it seemed to be decided through the attack of these commodities.
- They indicated that people would attempt any possible way to mend their physical appearance, like making-up, injecting Botox or even doing through plastic surgery, which can be regarded as the “Superstar” phenomenon (「明星效應」 in Chinese terminology) created by the mass media, covertly conceptualizing our “beauty” standards.
- One female participant admitted that women were always pushed to be more focusing on appearance, owing to not only those kinds of commercials, but also that they are always told to do so among peers, such as buying some new clothes and having a new wardrobe. Women are never told that they are good in both physical appearance and inner-self.
- A great impact has been imposed by the mass media on today’s definition and standard of beauty.
- Dr. Chan commented that beauty should be defined by the one who LOVE ours, true happiness, satisfaction with lives and positive attitude toward our health – even one does not have good appearance or physical shape, he/ she is deserved to be beautiful in the view of their parents and beloved.
- He mentioned Empress Zhao Fei-yan was the most beautiful in her prime age, yet she is not having a good body shape/ size, just after the review of “beauty timeline”
- Definition of beauty changes with time. In Chinese history, people put emphasis on responsibilities rather one’s shape or sheer appearance. Beauty can be defined in many ways.

### **Part 3: How about “Beautiful” in Hong Kong?**

- Beauty in Hong Kong is framed, not surprisingly, by those overstressed-slimming commercials and entertainment headlines created in the media. Chrissie Chow (周秀娜), the teen model (aka “lang mo 靚模” – the hottest topic in Hong Kong in 2009), has recently been catching the spotlight for her sexiness.
- Female stars with big boobs and big hips are not in rare cases shown in today’s media – but the participants revealed that is only a common notion of the culture, which just presented in the advertisement, instead of what actually the truth is

### **Part 4: Will you “make” yourself beautiful? And by what “means”?**

- Discussion started using a popular teen model in Hong Kong – Angelababy, as a jump-off point. Beauty is like women with big eyes, blonde hair, long and curvy eyelashes and white skin.
- Participants said that, based on these kinds of twisted standard of beauty (appearance-judged), people attempt various or extreme methods to “make” themselves beautiful. They go on diet with an excuse of staying healthy, have Botox jab or plastic surgery to reach the goals.
- They also admitted that those beauty myths acting like social norms in society, everyone is being appraised under the eyes of other. But cultural differences on the interpretation of beauty do exist, like girls in Hong Kong tend to have pure skins – using umbrellas to cover even the day is cloudy - whereas, girls in US are obsessed with tanned skins, they would go artificial skin darkener services to get as much tanned as they can.
- Plastic surgery is still a controversial issue in society, unless physical appearance or body functions are wrecked by accidents.
- Dr. Chan concluded that people in society, understand the so-called “standard of beauty” constructed by the trend of “teen model” and overwhelming ads is conceptually deviated and out-of-the-right-way, but being exposed and bombarded with these stuff every day, human beings are unconsciously judged by this illegitimate rules. They are in such a dilemma, whether they should get on to that “common” standards. He suggested self-confidence would be the essence of beauty through mutual respect and love of each other.

### **Part 5: Old and Beautiful**

- Contemporary popular culture is young-oriented, trying to get rid of ageing issues since aged people are regarded as fragile and old-fashioned.

- Ageing is natural for all human being since they do decay as time goes by. It is impossible for a mother or grandparent looked like twenty when they reach 40s - 50s, one can be beautiful when he/she is getting old.

### 3) Conclusion

- To conclude, social norm is just nothing more than standardization. We are beautiful as long as we are confident, satisfied with lives, being loved and respected, and of positive attitude.
- Participants were inspired through discussion with others from various backgrounds (societal and cultural). The message of “positive body image” was successfully conveyed to them with satisfied feedbacks. Their knowledge upon self-image and healthy life were got extended, leading ahead to a reality check on today’s stereotypes and stigmas of body image and definition of beauty, and to develop healthy attitude.

### 4) Program Evaluation

As the activity is in its trial, the pre- and post- evaluative model is not in place yet. Only programme evaluation (Part 3) has been conducted in this session. The results are detailed as follows.

Number of valid questionnaire: 18

#### Type of participants

	<u>N</u>	<u>%</u>
Undergraduate 1	3	16.7
Undergraduate 2	4	22.2
Undergraduate 3	6	33.3
Postgraduate	2	11.1
Staff	1	5.6
Other	2	11.1
Total	18	100

#### Top 3 reasons of participation

<u>Rank</u>	<u>Reason</u>	<u>N</u>
1	Interest in the topic	16
2	Widen Horizon	7
2	Leisure/ Entertainment	7

#### Student participation rate

	<u>Mean</u>	<u>S.D.</u>
Student participation rate	4.00	.84

**Content of the activity**

	<b>Mean</b>	<b>S.D.</b>
Content of the activity		
Very Interesting	4.56	.51
Very Inspiring	4.65	.61

**Speaker performance**

	<b>Mean</b>	<b>S.D.</b>
Overall performance of speakers	4.56	.51

**Settings and delivery**

	<b>Mean</b>	<b>S.D.</b>
Settings and delivery		
Duration of the activity	4.17	.71
Mode of delivery	4.28	.75
Venue	4.11	.76

**Overall rating of the activity**

	<b>Mean</b>	<b>S.D.</b>
Overall rating of the activity	4.35	.61

**5) Coordinator's Evaluation**

- The majority of participants are exchange and mainland students, more promotion should be done to attract the locals, precisely UGC-funded students. Coordination should consider in the coming run of activity to partner with SHA in promotion and recruitment, or hiring student residing in the hostels as helpers.
- Warm-up game is recommended at the beginning of the session to get everybody in mood.
- Coordinator should consider cutting down some slides, especially those that were overlapped.
- The movie clips chosen should be reviewed since some are found not addressing to the central message of the session.
- Better time management.



## Appendix 3 :: Activity Report - Health Frontiers in Tuen Mun

Activity code	: KT1-CR-001
Name of Campaign	: Health & Ageing
Name of Activity	: Health Frontiers in Tuen Mun 健康 TWINS 計劃
Duration	: Jan – May, 2010 (4 months)
Collaboration	: Tsung Tsin College & SOC333 Health, Illness and Behavior
Number of Participant	: 9

### 1) Summary





- This Knowledge Transfer activity is a new venture to adopt the full-fledged Service-Learning model in Lingnan, providing a platform for the participants to transfer the acquired knowledge from the lectures (health-specific) as well as related Knowledge Transfer activities to the community
- Tsung Tsin College, located in Tuen Mun and received the Gold Award of the Health Promoting School in 2003, was invited to jointly have the first breakthrough under the New Senior Secondary Curriculum (3-3-4 structure). The UGC-funded undergraduates undertook totally four workshops by using the formal teaching hours in the new subject, entitled “Health Management and Social Care (HMSC) 健康管理與社會關懷科<sup>1</sup>” under the senior-secondary curriculum. 10 selected HMSC students was paired with 9 undergraduates studying in the course SOC333 Health, Illness and Behavior, and mainly worked on producing the workshops and two resource-packs on two topics in response to the theme of Knowledge Transfer in Lingnan: Health – “Women’s Health” and Ageing – “Ageing Issues (on Health)”
- Both parties were thrilled by this new integration of knowledge transfer, in both the learning context and serving platform. The participants found it fruitful and practical to apply knowledge learnt from the University into the community. They were glad to be part of the stakeholders of Health Promotion, educating the youngsters to maintain good health and adopt right practices through theories and skills
- In this context, not only is their health-related knowledge enhanced, but it also reinforces their commitments to the community through volunteerism. Participation from different institutes in the exchange of knowledge and resources could certainly create a “give-and-take” culture to enrich social cohesion, reiterates the core social values to pursue the common good, which is stressed in the discourse of health promotion. Therefore, this program inherits the rationales of KT in Lingnan and HMSC sheerly, benefiting the community by taking health management and social care as the vehicles, through education.




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<sup>1</sup> A new elective subject under the Key Learning Area – Technology Education in the New Academic Structure

**2) Content**

- The activity consists of 4 levels of Knowledge Transfer processes, which are listed in the table below:

Level of Knowledge Transfer	Knowledge Provider	Knowledge Receiver	Mode / Method	Deliverable	
1 <sup>st</sup>	Course Instructors from SOC333 Health, Illness and Behaviour / Instructors of supporting health sectors	UGC-funded students	Expository / Interactive workshops	/	
2 <sup>nd</sup>	Tutors from Asia-Pacific Institute of Ageing Studies / HMSC teachers in Tsung Tsin College	UGC-funded students	Cooperative Learning	Students' Reflective Essays and Team Report	 
3 <sup>rd</sup>	UGC-funded students	TTC HMSC Students	Service-Learning	Resource-packs	

					
3 <sup>rd</sup>	UGC-funded students	Paired TTC - HMSC Students	Project / Action-based Learning	Health Promotion Video Clips	
4 <sup>th</sup>	UGC-funded students and TTC HMSC Students	Community	Demonstration	Health Promotion Booth	

- In the first level, students acquired health-related knowledge from SOC333 lectures and the health workshops. They had team-based consultations before each workshops to revise the project framework and the contents, especially the subject knowledge that is going to transfer
- To the second level, they worked closely with the tutors and also the HMSC subject teachers to prepare and coordinate the workshops and subsequent tasks
- The University participants acted as buddy teachers to take up 4 HMSC lessons on captioned topics, and the themes were streamlined as:

**Health – Women’s Health**

*Workshop 1: Ageing and Chronic Disease (人口老化與慢性疾病)*

*Workshop 2: Care-giving and care-givers’ roles (老人照顧與照顧者角色)*

**Ageing – Ageing Issues**

*Workshop 1: Women’s Health – the changes in physical and psychological aspects (女性健康 – 生理與心理轉變)*

*Workshop 2: Exploring women’s health from social aspect (從社會角度探討女性健康)*

They also provided mentorship for the paired HMSC students in producing the video clips and hopefully, giving guidance on their schoolwork if possible

- In order to reach the community to a greater extent, the students had set up two booths on the topics respectively, promoting the health knowledge to the audience and introducing the program
- The University students were delighted to have this outside classroom-based learning. The adaptation of both explicit and tacit knowledge throughout the program could be the remarkable experience for them to broaden their views as well as stimulate changes in attitude and behavior
- Course knowledge, life skills (e.g. Leadership, communication and time management) and social awareness of students had been improved after the program, revealed from their reflective essays and team report, statistical data is presented in Part 4) given a solid basis of effectiveness. Some students' feedbacks are drawn out as listed:

**University Students' Feedbacks**

<b>Women's Health</b>	
	
<b>Ian</b>	<p><i>"...there is an obvious relationship between the service and the course as we were required to design and conduct two workshops and one video to promote women's health...Actually primary prevention is an approach seeks to prevent the onset of a disease and involves activities aimed at reducing factors leading to health problems. In other word, primary prevention is some health promotion and specific protection."</i></p>
<b>Amber</b>	<p><i>"After the workshop 2, I felt good. I thought I completed an impossible mission, since I had no idea of women health and conducting a workshop at the beginning. Also, knowledge transfer is something entirely new. I was proud that I can take this challenge..."</i></p>
<b>Kenny</b>	<p><i>"知識傳承的好處不只在於學習者，而是作為參與的我們。能夠以「小老師」的身份教授有關健康以及社會有關的知識，不但有意義，而且不論於溝通、報告等技巧也有著很大的改善。...另外，最令我難忘的時與中學生們互相討論的情景。無論如何，這次絕對是一次難忘又難得的經驗。"</i></p>
<b>Piki</b>	<p><i>"...Social condition affects the physical health and mental status of a female and vice versa. ... transferring them with the knowledge about with women health, is some kind of health promotion... The programme provides us a practical experience to promote health."</i></p>

Ageing Issues	
Jason	<p><i>"...There is no doubt that my understanding of ageing has been enhanced and this program inspired me to explore more..., we should pay more attention to the elderly in society... If we can learn how to be a credible family care-giver, the elderly have chronic diseases will not solely depends on the institutional health service such as nursing home thereby lighten the burden of society. If the young can be considerate toward the elderly and willing to take care of them, I project that it can alleviate ageing problem to some extent."</i></p>
Vicki	<p><i>"...after doing these workshops, I noticed the needs of the older ones. It changed my attitude towards them. Before that, I viewed them as an inferior and weak one. Now, I found that they can also live independently and actively if they keep a positive mentality in the old age..."</i></p>
Alvin	<p><i>"...What we do is similar to primary prevention that is seeks to actually prevent the onset of a disease. I think that the most important knowledge we transferred to them is if we can have a healthy lifestyle, we can prevent most of the chronic diseases in old age. That is a kind of primary prevention. We gave the information about the risky factors of different chronic diseases, and hope that they can avoid these risky factors, so that they will have less probability to suffer from chronic diseases in old age. Also, we told them to transfer such knowledge to their friends, family members and relatives."</i></p>
Shan	<p><i>"...I learn the knowledge of ageing and health in the global world. I realize that ageing population will be the main challenge to us in the following decades. As a member of society, I can devote myself physically by becoming a qualified caregiving or transfer the knowledge of ageing and health to the public."</i></p>
Xena	<p><i>"...I experienced holding some programs in social centre and uniform team, but this Service learning program exceeded far away to those small scale functions. This experience ... was very significant because the image or the role of a teacher was positive and with authorities... I concerned how we delivered the message and whether if the information was accurate enough to all targets."</i></p>

### 3) Conclusion

- The program provided an alternative learning experience for the University students to transfer knowledge learnt from the tertiary institution to the community
- Their comprehension on the existing knowledge is hence extended from the process, through self-learning and reflection, assisted by course instructor and KT tutors. The knowledge could be drilled in a deeper level as students, the buddy teachers of the senior secondary students, crave for the accuracy and relevance of the materials prepared for the target audience. This curiosity helps build up good attitude toward knowledge advancement and evolution
- Consequently, they have a more thorough understanding on the health concepts (esp. to the selected topics) and grip the skills to materialize and operationalize theories in real use
- Health promotion therefore works as the means to enhance social care, creating a “giving” environment and nurturing students’ social responsibility

#### 4) Program Evaluation

The pre- and post-evaluative model was used in the activity. The results are detailed as follows.

As this is a pilot model to conduct the new form of Knowledge Transfer activity, the changes in measuring indicators may not be statistically significant due to the small sample size, particularly of the University students.

The evaluation will be divided into two sessions.

The first one targets the development of the University students throughout the program, in terms of 1) subject knowledge; 2) communication skill; 3) organization skill; 4) social competence; 5) problem-solving skill; 6) research skill; 7) positive change; 8) career change; 9) alleviation value; 10) satisfaction of program; 11) learn better; 12) knowledge transfer part A: Activity-specific indicators; and 13) knowledge transfer part B: Knowledge Transfer indicators.

The next session falls onto assessing the effectiveness and equity of the workshops conducted by the University students to the HMSC F.4 students in Tsung Tsin College, the evaluating areas are: 1) knowledge transfer part A: Activity-specific indicators; 2) knowledge transfer part B: Knowledge Transfer indicators; and 3) Activity-based evaluation.

##### Session 1

Number of valid pre-questionnaire: 9; Number of valid post-questionnaire: 9 (Paired samples)

Generally speaking, the University students benefited from participating in the programme, of which subject knowledge, communication skill, organization skill, social competence, problem-solving skill, research skill, positive change, career change, alleviation value, learn better and health-related knowledge had all been enhanced. Details of figures are listed in the following tables:

1) Subject Knowledge	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
Subjected-related knowledge (Overall)	6.00	2.646	7.00	1.000	.473

2) Communication Skill	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I am tense and nervous while participating in group discussions with peers/agencies/instructors/coordinators (R)	5.67	2.121	6.56	2.506	.505
Generally, I am comfortable while participating in discussion with peers/agencies/instrucors/coordinators	7.33	1.414	7.22	1.856	.849
Presentation in front of peers/agencies/instructors/coordinators usually makes me uncomfortable (R)	5.67	2.500	6.56	2.297	.546
I feel relaxed while talking with clients during practicum	6.89	2.028	7.67	0.500	.301

<b>3) Organization Skill</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I will evaluate myself when an activity is completed	6.89	1.054	7.44	0.882	.179
I have good time management skills	6.11	1.965	7.00	1.581	<b>.021</b>
I can work independently on case work	6.11	1.537	7.11	1.167	<b>.009</b>
I know how to allocate tasks to group members	6.22	1.481	7.33	1.323	<b>.003</b>
Generally speaking, I know how to take a leadership role in organizing a mass activity	6.22	1.986	6.89	1.054	.242

<b>4) Social Competence</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I cooperate successfully with other students in a variety of situations	6.89	1.900	7.44	1.236	.214
I remain calm when problem arises	6.67	1.000	7.44	0.726	<b>.023</b>
I am confident in my abilities	6.44	1.236	7.11	1.054	.081
I am aware of social happenings in the community	6.78	1.394	7.11	0.782	.545
I am dynamic and adapt easily to new environment	6.33	1.323	7.11	0.782	.133

<b>5) Problem-solving Skill</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
When faced with a hard problem, I believe that, if I try, I will be able to solve it on my own	6.78	1.394	7.44	0.882	.195
Before I solve a problem, I gather as many facts about the problem as I can	6.56	1.014	7.33	0.866	.289
I know how to design innovative methods to solve social issues	6.00	1.118	7.44	1.014	<b>.003</b>
I go through the problem-solving process again when my first option fails	6.44	1.424	7.11	1.054	.111
I used my imagination in designing my SLRS project	6.44	1.130	7.33	0.866	<b>.035</b>

<b>6) Research Skill</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I know the major research methodologies in social sciences/business studies	6.67	1.658	7.22	0.667	.214
I know how to collect data for Service-Learning and Research Scheme	6.56	1.014	7.11	0.601	.095
I know how to write up a research proposal	6.44	1.333	7.00	0.866	.179
I know the process of doing both qualitative and quantitative researches	6.44	1.130	7.11	1.054	<b>.050</b>
I know how to write up a research practicum report	6.88	1.458	7.13	0.354	.649

<b>7) Positive Change</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I can make a positive change in my life	7.50	1.195	7.50	0.756	1.000



<b>8) Career Change</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I intend to work in a career that will make contributions to the society	7.63	1.408	6.88	0.641	.142

<b>9) Alleviation Value</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I feel that I can alleviate social problems to some extent	6.75	1.282	7.25	0.886	.275

<b>10) Satisfaction of program</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
Generally speaking, I feel satisfied with the SLRS	7.44	0.726	7.22	1.093	.594

<b>11) Learn Better</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I can learn better from the SLRS than traditional learning mode (e.g. lecture & tutorial, no service practicum)	7.33	0.866	7.56	0.882	.512

<b>12) knowledge transfer part A: Activity-specific indicators</b>	Pre-test		Post-test		Sig. (2-tailed)
	Mean	S.D.	Mean	S.D.	
I have good understanding on health-related knowledge (e.g. addiction, women's health and active ageing etc.)	6.33	1.803	7.67	0.707	.050
I am conscious of contemporary health issues and related problems in the community	6.44	2.068	8.00	0.866	.054
I know how to conduct health promotion in the community efficiently and effectively	6.00	2.000	7.44	1.014	.096

For the knowledge transfer indicators, students showed good rating in knowledge acquisition, attitude enrichment and that transferring the knowledge to others, including family members, friends, schoolmates and also some to the community members in the future.

<b>13) knowledge transfer part B: Knowledge Transfer indicators</b>		
	Mean	S.D.
With respect to the topic/ theme, I learned a lot.	7.78	0.972
The topic/ theme provokes me to reflect the knowledge I already have.	7.89	0.782
I will adopt the knowledge I acquired from the activity into my daily life.	8.11	1.167
I am willing to transfer what I learned to the others	8.11	1.269

**Session 2**

For the workshops conducted by the University students, the knowledge regarding topics of “Women’s Health” and “Ageing Issues” can be effectively transferred to the senior secondary students, as shown in the figures. These represented that the workshops’ contents and materials were designed as appropriate and accurate for the knowledge transfer process.

	Pre-test				Post-test				Sig. (2-tailed)
	Mean	S.D.	Min.	Max.	Mean	S.D.	Min.	Max.	
<b>Part A) Activity-specific indicators</b>									
<b>Women’s Health</b>									
	N=37				N=34				
I grasp the concept of "women's health" very well. 我能掌握「女性健康」的概念。	5.14	1.686	1	9	7.15	1.438	4	10	<b>0.000</b>
Overall speaking, I have sufficient knowledge on the health problems facing by women at different life stages. 總括而言，我對女性不同階段的健康問題有足夠的認識。	4.81	1.664	1	7	7.21	1.572	3	10	<b>0.000</b>
I am able to analyze the issues of women's health from the social aspect. 我能從社會角度分析「女性健康」議題。	4.76	1.571	1	8	7.00	1.537	3	10	<b>0.000</b>
<b>Ageing Issues</b>									
	N=36				N=37				
I understand the challenges the elderly facing nowadays. 我明白現今長者所面對的問題。	6.00	1.474	2	9	7.08	1.382	4	10	<b>0.002</b>
I have a deep understanding of the relationship between ageing and epidemiology. 我對人口老化和流行病學的關係有深入的認識。	5.11	1.237	2	8	6.84	1.424	3	10	<b>0.000</b>
I have a deep understanding on the knowledge of care-giving of the elder. 我對「護老」的知識有深入的了解。	5.31	1.546	2	8	7.49	1.521	4	10	<b>0.000</b>

For the knowledge transfer indicators, the secondary students showed satisfied rating in knowledge acquisition, attitude enrichment and that transferring the knowledge to others, including family members, friends and schoolmates.

	Mean	S.D.	Min.	Max.
<b>Part B) Knowledge Transfer Indicators</b>				
<b>Women's Health</b>	<b>N=34</b>			
With respect to the topic/ theme, I learned a lot. 我獲取了很多關於是次主題的資訊及知識。	7.50	1.376	5	10
The topic/ theme provokes me to reflect the knowledge I already have. 是次主題能引發我對我已有的知識的反思。	7.18	1.218	5	10
I will adopt the knowledge I acquired from the activity into my daily life. 我會應用活動所學到的知識於日常生活當中。	7.44	1.330	5	10
I am willing to transfer what I have learned to others. 我願意將我所學到的知識傳遞予他人。	7.32	1.319	4	10
<b>Ageing Issues</b>	<b>N=37</b>			
With respect to the topic/ theme, I learned a lot. 我獲取了很多關於是次主題的資訊及知識。	7.19	1.221	5	10
The topic/ theme provokes me to reflect the knowledge I already have. 是次主題能引發我對我已有的知識的反思。	6.95	1.129	5	10
I will adopt the knowledge I acquired from the activity into my daily life. 我會應用活動所學到的知識於日常生活當中。	7.65	1.567	4	10
I am willing to transfer what I have learned to others. 我願意將我所學到的知識傳遞予他人。	7.30	1.488	3	10

Regarding the workshops overall evaluation, both teams could motivate students in the interactive learning model, giving interesting and inspiring contents with good performance.

	Mean	S.D.	Min.	Max.
<b>Part C) Activity-based evaluation</b>				
<b>Women's Health</b>	<b>N=34</b>			
Please rate the level of my participation in these workshops 我於工作坊的參與度	4.03	0.585	3	5
Content of the Workshops - Very interesting 工作坊內容有趣	3.88	0.545	3	5
Content of the Workshops - Very inspiring 工作坊內容具啟發性	3.85	0.508	3	5
Overall performance of speaker(s)/ Instructor(s) 演講者/ 指導者整體表現	4.06	0.609	3	5
Overall rating of the Workshops 整體而言，我對是次工作坊的評分	4.09	0.522	3	5
<b>Ageing Issues</b>	<b>N=36 (with 1 missing)</b>			
Please rate the level of my participation in these workshops 我於工作坊的參與度	3.44	0.809	2	5
Content of the Workshops - Very interesting 工作坊內容有趣	3.47	0.878	2	5
Content of the Workshops - Very inspiring 工作坊內容具啟發性	3.56	0.809	2	5
Overall performance of speaker(s)/ Instructor(s) 演講者/ 指導者整體表現	3.61	0.934	1	5
Overall rating of the Workshops 整體而言，我對是次工作坊的評分	3.56	0.809	1	5

### **5) Coordinator's Evaluation**

- As this is a new format of collaboration, including the tasks taken by the University students, programme coordinator may require closely liaising with all participants to make sure the programme framework, contents and cooperation are on the right track. But the level of involvement can be eased out and he/ she should be able to shift duties to the student representatives, only providing suitable guidance for them at crucial time
- Programme coordinator should keep a close eye on the time schedule (for both students' works and secondary schools')

## **Appendix 4 :: Activity Report - Health Education Workshop – Menopause**

Activity code : KT1-WH-007  
Name of Campaign : Women's Health  
Name of Activity : Health Education Workshop – Menopause 更年期 · 聞 · 多面睇  
Date : 7<sup>th</sup> April, 2010  
Time : 16:00 – 17:30  
Venue : GEG02  
Number of Participants : 42

### **1) Summary**

- This was an open health education workshop for both the Lingnan stakeholders and the general public to join.
- Participants came from various fields, including Lingnan students and staff, secondary school teachers and students, the elderly and some women from the community. They enjoyed the cozy atmosphere created by the mix of people of different cohorts and backgrounds.
- Dr. Robert Chin presented the contents in an interesting and gripping way, favoring the audience to acquire knowledge and raise relevant questions.
- Not only did the senior people respond to the topic, but the youngster also asked questions about the symptoms of menopause and their treatment.

### **2) Content**

- The contents were basically gone around the life changes of women from reproductive prospective. Emphasis has been put on the key stage – menopausal transition and its symptoms, treatments and preventions.
- The audience were curious and urge to know the preventions and relevant methods to inhibit/ delay the symptoms led by menopausal transition.

### **3) Conclusion**

- Generally speaking, either senior people or youngsters are lack of knowledge regarding reproductive health, especially the conditions during menopausal transition, menopause and post menopause.
- The workshop can enhance their understanding of menopause from the cognitive learning level in the hope of helping them develop healthy lifestyles to maintain successful ageing.

#### 4) Program Evaluation

The pre- and post-evaluative model was used in the activity. The results are detailed as follows.

Number of valid pre-questionnaire: 37; Number of valid post-questionnaire: 38

The mean differences (obtained from before and after the activity) of the items, listed in Table 1, are used to evaluate the outcomes through independent –samples t-test.

The figures revealed that the menopause-related knowledge was successfully and efficiently transferred to the audience that their understanding on “climacteric” and its symptoms were having a significant increase (“I have a thorough understanding of "climacteric",  $p < 0.000$  and “I don't know how to deal with the symptoms within the period of "climacteric",  $p < 0.005$ ). Though the activity could not make attitudinal changes of climacteric towards the audience, it would be a good start to reduce the common misinterpretation and stereotypes of menopause through acquiring relevant knowledge via community education.

	Pre-test (N=37)				Post-test (N=38)				Sig. (2-tailed)
	Mean	S.D.	Min.	Max.	Mean	S.D.	Min.	Max.	
I have a thorough understanding of "climacteric". 我對「更年期」有深入的認識。	4.35	1.844	1	7	7.71	1.523	4	10	<b>.000</b>
I have certain extent of misinterpretation of "climacteric". 我對「更年期」有一定程度的誤解。	5.62	1.949	1	10	4.87	2.304	1	10	.131
I am afraid of stepping into "climacteric". 我害怕步入「更年期」。	4.72	1.951	1	8	4.47	2.128	1	9	.603
I don't know how to deal with the symptoms within the period of "climacteric". 我不知道如何處理「更年期」所引起的徵狀。	6.11	1.776	1	10	4.82	2.078	1	9	<b>.005</b>

**Table 1: Activity Outcomes**

**Type of participants**

	<b><u>N</u></b>	<b><u>%</u></b>
Undergraduate 1	4	9.5
Undergraduate 2	9	21.4
Undergraduate 3	2	4.8
Staff	6	14.3
Secondary School Students	6	14.3
Secondary School Teachers	2	4.8
General Public	13	30.9
Total	42	100

**Top 3 reasons of participation**

<b><u>Rank</u></b>	<b><u>Reason</u></b>	<b><u>N</u></b>
1	Interest in the topic	27
2	Knowledge/ Skill acquisition	21
3	Widen the horizon	17

**Audience participation rate**

	<b><u>Mean</u></b>	<b><u>S.D.</u></b>
Student participation rate	3.66	.745

**Content of the activity**

	<b><u>Mean</u></b>	<b><u>S.D.</u></b>
Content of the activity		
Very Interesting	3.84	.638
Very Inspiring	4.19	.616

**Speaker performance**

	<b><u>Mean</u></b>	<b><u>S.D.</u></b>
Overall performance of speakers	4.29	.654

**Settings and delivery**

	<b><u>Mean</u></b>	<b><u>S.D.</u></b>
Settings and delivery		
Duration of the activity	3.89	.689
Mode of delivery	4.08	.640
Venue	4.22	.630

**Overall rating of the activity**

	<b><u>Mean</u></b>	<b><u>S.D.</u></b>
Overall rating of the activity	4.18	.512



**5) Coordinator's Evaluation**

- Intensive promotion to Women's Associations can be implemented
- The interaction between speaker and audiences can be improved by holding more mini-activities or games
- The sources of the inductive content needs re-verification

**Knowledge Transfer Project 知識傳承計劃****Evaluation Form 成效評估問卷**

Thanks for your participation in our Knowledge Transfer activity! The questionnaire aims to evaluate the effectiveness of the activity, including the knowledge transferred and its processes. Your participation in this evaluation bears the same importance to us and this will contribute to the overall improvement of programmes. Please be assured that the information you provided will be treated in strict confidence.

歡迎參加是次知識傳承計劃活動！此問卷之目的為從多角度(如：知識獲取及知識傳承過程)評估活動成效。煩請閣下花費數分鐘完成此問卷，您的寶貴資料將有助我們進行相關之計劃研究及成效評估。您提供的資料及意見將絕對保密。

This is 此為

Pre-test questionnaire 前測問卷

Post-test / End of activity questionnaire 後測問卷 / 活動完成後問卷

**Part A 第一部分**

**A1 In my opinion, please circle the corresponding numbers that characterize the image of the elderly.**

於我而言，長者的形象是如何呢？請在各題圈出相應的數字。

a	Inactive 不活躍	1	2	3	4	5	6	7	8	9	10	Active 活躍
b	Dependent 倚賴	1	2	3	4	5	6	7	8	9	10	Independent 獨立
c	Outdated 過時	1	2	3	4	5	6	7	8	9	10	Updated 與時並進
d	Rigid 一成不變	1	2	3	4	5	6	7	8	9	10	Flexible 靈活變通
e	Unregulated 無紀律	1	2	3	4	5	6	7	8	9	10	Self-regulated 有紀律
f	Inapproachable 難相處	1	2	3	4	5	6	7	8	9	10	Approachable 平易近人
g	Uncooperative 不合作	1	2	3	4	5	6	7	8	9	10	Cooperative 合作

**A2 Willingness to take the initiative to communicate with the elderly. (Please circle the corresponding number)**

我會主動與長者接觸。(請圈出相應數字)

Strongly disagree 非常不同意	1	2	3	4	5	6	7	8	9	10	Strongly agree 非常同意
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Questionnaire No. 問卷編號： \_\_\_\_\_

**Part D 第四部分 – Personal Particular 個人資料**

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**D1 Student ID 學生編號**         N/A 不適用

**D2 Year of Study/ Role of yours**  
就讀年級/ 您的身份

- Undergraduate 1 大學一年級       Undergraduate 2 大學二年級  
 Undergraduate 3 大學三年級       Postgraduate 研究院  
 Elderly 長者       Secondary school students 中學生  
 Lingnan staff 嶺南大學職員       Other 其他： \_\_\_\_\_

**D3 Programme of study**  
就讀課程

- BBA 商學       BBS 社會科學       BA (Chinese) 中文  
 BA (History) 歷史       BA (Translation) 翻譯       BA (Philosophy) 哲學  
 BA (Visual Arts) 視覺藝術       BA (Cultural Studies) 文化研究  
 BA (Contemporary English Studies) 當代英文       N/A 不適用

**D4 Sex**  
性別

- Male 男       Female 女
- 

**OFFICIAL USE ONLY 職員專用**

**KT Activity Code :** KT1-YD-003

**KT Activity Name :** “YO! Drama 長青劇場” 生命耆謀 加油自強「分享篇」表演

**Knowledge Transfer Project 知識傳承計劃****Evaluation Form 成效評估問卷**

Thanks for your participation in our Knowledge Transfer activity! The questionnaire aims to evaluate the effectiveness of the activity, including the knowledge transferred and its processes. Your participation in this evaluation bears the same importance to us and this will contribute to the overall improvement of programmes. Please be assured that the information you provided will be treated in strict confidence.

歡迎參加是次知識傳承計劃活動！此問卷之目的為從多角度(如：知識獲取及知識傳承過程)評估活動成效。煩請閣下花費數分鐘完成此問卷，您的寶貴資料將有助我們進行相關之計劃研究及成效評估。您提供的資料及意見將絕對保密。

This is 此為

Pre-test questionnaire 前測問卷

Post-test / End of activity questionnaire 後測問卷 / 活動完成後問卷

**Part A 第一部分**

**A1 In my opinion, please circle the corresponding numbers that characterize the image of the elderly.**

於我而言，長者的形象是如何呢？請在各題圈出相應的數字。

a	Inactive 不活躍	1	2	3	4	5	6	7	8	9	10	Active 活躍
b	Dependent 倚賴	1	2	3	4	5	6	7	8	9	10	Independent 獨立
c	Outdated 過時	1	2	3	4	5	6	7	8	9	10	Updated 與時並進
d	Rigid 一成不變	1	2	3	4	5	6	7	8	9	10	Flexible 靈活變通
e	Unregulated 無紀律	1	2	3	4	5	6	7	8	9	10	Self-regulated 有紀律
f	Inapproachable 難相處	1	2	3	4	5	6	7	8	9	10	Approachable 平易近人
g	Uncooperative 不合作	1	2	3	4	5	6	7	8	9	10	Cooperative 合作

**A2 Willingness to take the initiative to communicate with the elderly. (Please circle the corresponding number)**

我會主動與長者接觸。(請圈出相應數字)

Strongly disagree 非常不同意	1	2	3	4	5	6	7	8	9	10	Strongly agree 非常同意
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**Part B 第二部分**

**(Only available for Post-test / End of Activity)**

**(只適用於後測問卷 / 活動完成後問卷)**

**B1 With respect to the topic/ theme, I learned a lot.**

我獲取了很多關於是次主題的資訊及知識。

Strongly disagree  
非常不同意

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree  
非常同意

**B2 The topic/ theme provokes me to reflect the knowledge I already have.**

是次主題能引發我對我已有知識的反思。

Strongly disagree  
非常不同意

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree  
非常同意

**B3 I will adopt the knowledge I acquired from the activity into my daily life.**

我會應用活動所學到的知識於日常生活當中。

Strongly disagree  
非常不同意

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Strongly agree  
非常同意

**B4 I am willing to transfer what I have learned to others.**

我願意將我所學到的知識傳遞予他人。

Strongly disagree  
非常不同意

1	2	3	4	5	6	7	8	9	10
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Strongly agree  
非常同意

**B5 To whom will I transfer the knowledge acquired? (You can choose more than one answer)**

我會將知識傳遞給誰？(可選多項)

Family members 家人    Friends 朋友    Schoolmates 同學

Community members 社區人士

Other 其他： \_\_\_\_\_

No one 不會

**Part C 第三部分****(Only available for Post-test / End of Activity)****(只適用於後測問卷 / 活動完成後問卷)****C1 Major reason(s) for participating in this activity (You can choose more than one answer)**

我參加是次活動的主要原因 (可選多項)

- (1) Fulfilment of ILP unit requirements 獲取 ILP 分數
- (2) Interest in the topic 對是次主題感興趣
- (3) Knowledge / Skill acquisition 知識/ 技能獲取
- (4) Leisure / Entertainment 消閒/ 娛樂
- (5) Talents development 潛能發展
- (6) Widen my horizon 擴闊眼界
- (7) Others 其他： \_\_\_\_\_

**C2 Please rate the level of my participation in this activity 我於活動的參與度**Very Low 非常低 

1	2	3	4	5
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 Very high 非常高**C3 Content of the Activity – Very interesting 活動內容有趣**Poor 劣 

1	2	3	4	5
---	---	---	---	---

 Excellent 優**C4 Content of the Activity – Very inspiring 活動內容具啟發性**Poor 劣 

1	2	3	4	5
---	---	---	---	---

 Excellent 優**C5 Overall performance of speaker(s)/ Instructor(s) 演講者/ 指導者整體表現**Poor 劣 

1	2	3	4	5
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 Excellent 優**C6 Settings and delivery – Duration of the activity 活動時間**Poor 劣 

1	2	3	4	5
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 Excellent 優**C7 Settings and delivery – Mode of delivery 活動舉行方式**Poor 劣 

1	2	3	4	5
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 Excellent 優**C8 Settings and delivery – Venue 活動場地**Poor 劣 

1	2	3	4	5
---	---	---	---	---

 Excellent 優**C9 Overall rating of the activity 整體而言，我對是次活動的評分**Poor 劣 

1	2	3	4	5
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 Excellent 優**C10 General Comments 其他意見**

Questionnaire No. 問卷編號： \_\_\_\_\_

**C11 Would you like to attend activities / programmes of related topics?**

您會否再參加相關主題的活動？

Yes 會，I suggest 例如： \_\_\_\_\_

No 否，because 因為： \_\_\_\_\_

**Part D 第四部分 – Personal Particular 個人資料**

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**D1 Student ID 學生編號**

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 N/A 不適用

**D2 Year of Study/ Role of yours**

就讀年級/ 您的身份

Undergraduate 1 大學一年級

Undergraduate 2 大學二年級

Undergraduate 3 大學三年級

Postgraduate 研究院

Elderly 長者

Secondary school students 中學生

Lingnan staff 嶺南大學職員

Other 其他： \_\_\_\_\_

**D3 Programme of study**

就讀課程

BBA 商學

BBS 社會科學

BA (Chinese) 中文

BA (History) 歷史

BA (Translation) 翻譯

BA (Philosophy) 哲學

BA (Visual Studies) 視覺研究

BA (Cultural Studies) 文化研究

BA (Contemporary English Studies) 當代英文

N/A 不適用

**D4 Sex**

性別

Male 男

Female 女

**D5 Age (Please write on the line)**

年齡 (請填上)

\_\_\_\_\_

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**OFFICIAL USE ONLY 職員專用**

**KT Activity Code :** KT1-YD-003

**KT Activity Name :** “YO! Drama 長青劇場” 生命耆謀 加油自強「分享篇」表演