



Knowledge Transfer Project Annual Report 2010/2011



Prepared and Submitted by

Asia-Pacific Institute of Ageing Studies
Office of Service-Learning
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Abbreviation Index

NCD	Non-communicable disease
WHO	World Health Organization
KT	Knowledge Transfer
APIAS	Asia-Pacific Institute of Ageing Studies
OLE	Other Learning Experience
NGOs	Non-government organizations
SL	Service-learning
HMSC	Health Management and Social Care
UGC	The University Grants Committee
OSL	Office of Service-learning

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Project Team

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Acknowledgement

The Project Team would like to express our sincere thanks to all the stakeholders from non-governmental organizations, government departments, as well as district organizations, who participated in this Knowledge Transfer project. At the same time, we are most grateful to the elders, students and community members for their participation in the program. Taken together, their experiences and feedbacks are pivotal to program developments. Finally, we are indebted to the support, guidance and advice from Office of Service-learning and the Lingnan University all through the project.

The Project Team
Asia Pacific Institute of Ageing Studies
Lingnan University

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I. Overview

The Knowledge Transfer (KT) Project has come to the second year of implementation in Lingnan University, where the mission as well as the format of KT is more firmly developed. KT is described as the 3rd mission on top of teaching and research, which emphasizes on the building of institutional capacity. However KT in Lingnan University moves away from technological aspects but rather focus on the contribution to community education. Carrying the Lingnan's motto of Liberal Arts education, Asia-Pacific Institute of Ageing Studies (APIAS) and the Office of Service Learning (OSL) adapt KT from a humanity perspective and season it with an age focus. The 'Knowledge' we aim to transfer is thematically derived from the crucial aspects of over the course of life, which are mainly ageing and health.

The first year of the KT project worked around three sub-themes that echo different dimensions of health and ageing, they are (1) *Healthy Life! Healthy Mind!* (2) *Age Positive!* and (3) *YO(Young-Old)!Partnership*. At that time, KT was a rather new concept to the non-technological tertiary sectors, like the Lingnan University whose focuses on humanity studies and researches. In its first year of implementation, KT programs were mainly small-scale projects which focused on an one-way flow of knowledge being transferred from professional to students, and had limited stakeholder's involvement. This year, we followed a life-course approach focusing specifically on the prevention of non-communicable disease (NCD), the eradication of outdated stereotypes of older persons and the enhancement of solidarity between generations in an era of demographic change, and have successfully involved various stakeholders ranging from faculty members, Government units, NGOs, schools and other professions.

We have had careful reflection on UGC's comments last year. This year, we have successfully come up with a broader scope for KT that enables KT to differentiate itself from Service-learning (as one of the means of KT in Lingnan). KT in Lingnan is operated on the following principles: (1) thematic-based with an age focus, (2) train-the-trainer approach to ensure the process of KT, (3) developmental approach in teaching for KT programs, and (4) bring positive impacts to stakeholders involved and the community through KT.

In year 2010-2011, 23 KT programs were organized, with the total number of beneficiaries reaching 2,404 and the partnerships with 37 organizations (Please refer to Appendix 3 and 4 for details). The marked increase in the number of beneficiaries served as an objective indicator on KT's impacts to the wider community. The

ultimate goal of KT is to create ‘a place for all ages’ through equipping different tiers of trainers with various health-/age-related knowledge so that everyone in the society, regardless of the age, capacity and resources, will be capable of leading a healthy, positive and meaningful life.

II. KT Development 2010/11

1. Re-defining the mission of KT in Lingnan with articulated purposes

The mission of KT is to revive and to resurrect the giving culture¹ in our society. People’s condition of living has greatly improved as a result of the economic bloom in late 70s and 80s, however, at the expense of people’s collective and altruistic mentalities. People today are becoming more individualistic and are inclined to put rights before duties. They enter the society to further his/her own interests with no consideration of their shared responsibility to the society at all. Albeit we are much more advantaged in every way than we were 40 years ago, problems rose beyond our comprehension. This implies our society has lost her instinct to care and to give, members of the society are not accounted to the society, and all responsibilities, good or bad, big or small, go solely and directly to the government. People are becoming increasingly individualistic, egotistic and utilitarian, and give rise to a culture of “taking (rights, interests and etc)” that further erodes our core social values and poses as a grand challenge to Hong Kong especially in an era of rapid demographic changes which may bring about generational conflicts that would challenge Hong Kong in every way.

Having identified the grand challenge, KT in Lingnan is committed to create a society of all ages and to nurture an ageing-friendly environment in Hong Kong by centering our programs on the central theme of *Ageing: From a Life Course Perspective*, with Tuen Mun, the hosting districting of Lingnan, as the testing site. Ageing begins at the moment of birth and continues over a lifetime. Ageing is a constant, predictable process that involves growth and development of living organisms. Aging cannot be avoided, but how fast we age varies from one person to another. How we age depends upon our gender, culture, education, geographical location, environment and the culmination of life events. In response to the factors at play, KT approached the central theme from three perspectives: (1) Physical Health, (2) Psychological Health, and (3) Social Health.

¹ Giving (as in “Giving Culture”): In both Chinese and Western culture, it described the relationships between men and women and their immediate family, their wider kin and friends, their neighbors and even those whom they had never met were infused with notions of charity, co-operation, and reciprocity. Parents were expected to care for their children, children were expected to love their parents, neighbors were supposed to support each other morally or even financially through hard times. Mutual support was not confined to the poor: members of the elite supported and patronized their friends’ and kin’s political and economic ambitions, as well as acting as founts of charity to the local needy.

1.1. Sub-theme on Physical Health: *Healthy Life! Healthy Mind!*

Improvements in public health care, living conditions, income and the control of infectious diseases were important factors in the first half of the twentieth century that led to the increases in life expectancy, while in the second half it was improvements in social conditions, health technologies such as antibiotics, and widespread immunization. As a consequence, people are now more likely to die of diseases associated with living longer, such as stroke or heart disease, rather than the infectious diseases of childhood. According the reports of World Health Organization (WHO), non-communicable Diseases (NCD)² accounted for 60% of global death in 2005. The known NCD behavioral risk factors are unhealthy diets, physical inactivity, smoking and alcohol consumption and NCD control lies in early prevention as intervention may come too late once behavioral risks have transformed into biomedical conditions. In 2010/2011, our efforts focused on the promotion of diet and exercise in the University with its effect radiating to the wider community, by cooperating with staff members from Social Sciences Faculties and health care professionals. Programs emphasized on the transfer of knowledge in the area of healthy diet and adequate exercise for an attitudinal change and the skills that enabled participants' desirable behavioral commitments in the aspects.

1.2. Sub-theme on Psychological Health: *Age Posi+ive!*

Ageing can also be defined as a state of mind, which does not always keep pace with our chronological age. Attitude and how well we face the normal changes, challenges and opportunities of later life may best define our age. Unfortunately, 'old' is often used as an insult prefaced by 'silly' or 'stupid' and our vocabulary for describing older generations fails to account for the great diversity and differences between people. The myths of ageing are associated with general perceptions about being old, such as: being in poor health, ill, or disabled; having a lack of mental sharpness, failed memory, senile; being sad, depressed, lonely, grouchy; sexless, boring, all the same; lacking vitality and vigor and in inevitable decline; being unable to learn or change and being unproductive. Myths about older people are based on a lack of knowledge about ageing, and when they are used to portray older people in the media, or even in professional literature, they support negative attitudes that lead to age discrimination. The stereotypes are often reinforced by media portrayals that send mixed messages

² Non-communicable disease (NCDs): diseases of long duration and generally slow progression such as heart disease, stroke, cancer, chronic respiratory diseases and diabetes, are by far the leading cause of mortality in the world, representing 60% of all deaths

through advertising anti-ageing products, and with stories and literature focusing on looking younger and being healthy in order to live longer. In 2010/2011, our efforts have been concentrated on the eradication of outdated stereotypes of older persons by organizing programs with staff members from Social Science and Business Faculties to debunk the untrue the messages of ageing in regard to appearance and body images portrayed by the media.

1.3. Sub-theme on Social Health: *YO (Young-Old)! Partnership*

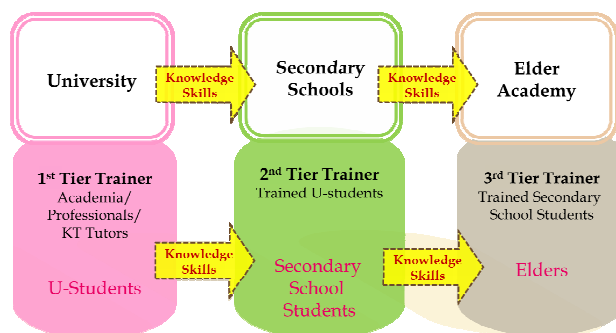
Aging, a consequence of the demographic development of our societies, must not become a source of segregation, as was previously the case with gender and ethnic origin. Creating links between the generations should not confine to actions that target only the older persons – it must necessarily include all of the generations. Older people are often made to feel guilty about the problems faced by the younger generations for the welfare costs related to financing the needs of older generations. This negative vision created conflict between the generations especially in today cultures that strengthens individualization and the family structure is weakened with divorces, single-member families and families without children being increasingly common. In 2010/2011, our efforts have been invested in organizing activities that promotes intergenerational solidarity and cooperation either as an objective per se or by naturally bringing different age groups together. When several generations work together and share the same goal, this leads to a better understanding between generations and a more constructive coexistence and leading to the development of a more cohesive and caring society in the long run. As manifested in one of our programs *Cooking Mamas Series*, where the older people persons were equipped with health knowledge and healthy cooking skills to conduct healthy cooking workshop with participating university students to hostel residents, young people acquired very useful hands-on experience and developed their interpersonal skills. Older people learned new skills and felt valued as they transmit their knowledge and experience to the younger generations. All learning and sharing contribute to the valorization of human capital and directly benefit the whole community.

2. **Extending the scope and scale of KT project internally and externally**

KT in Lingnan emphasizes much on the process of top-down ‘knowledge flow’ from University to the community, which was ensured by the train-the-trainer approach (Figure 1). The 1st year of KT implementation had paved way for this approach and

enabled the 1st and 2nd Tiers of the KT process to run its course whilst the 2nd year of KT successfully strengthened both training of all levels and serving platforms so that a holistic KT process could be demonstrated for making sustainable community impacts. KT, by nature, is multi-folded and having a wider range of collaborations was what we targeted. Improving on the first year's shortfalls, this year, we had extended the scope and the scale of the KT project by, internally, involving more faculty members, in form of collaborated researches and built-in research to courses and existing KT programs; and externally, engaging government departments, schools and other community partners to ensure available platform for the transferal of knowledge and skill (Appendix 2). More details on the development are illustrated in *Text box 1: KT Program at a glance: Hand- in-Hands, Life-to-Life Knowledge Transfer Program.*

Figure 1: Train-the-Trainer process and context



Text box 1: KT Program at a glance: Hand- in-Hands, Life-to-Life Knowledge Transfer Program

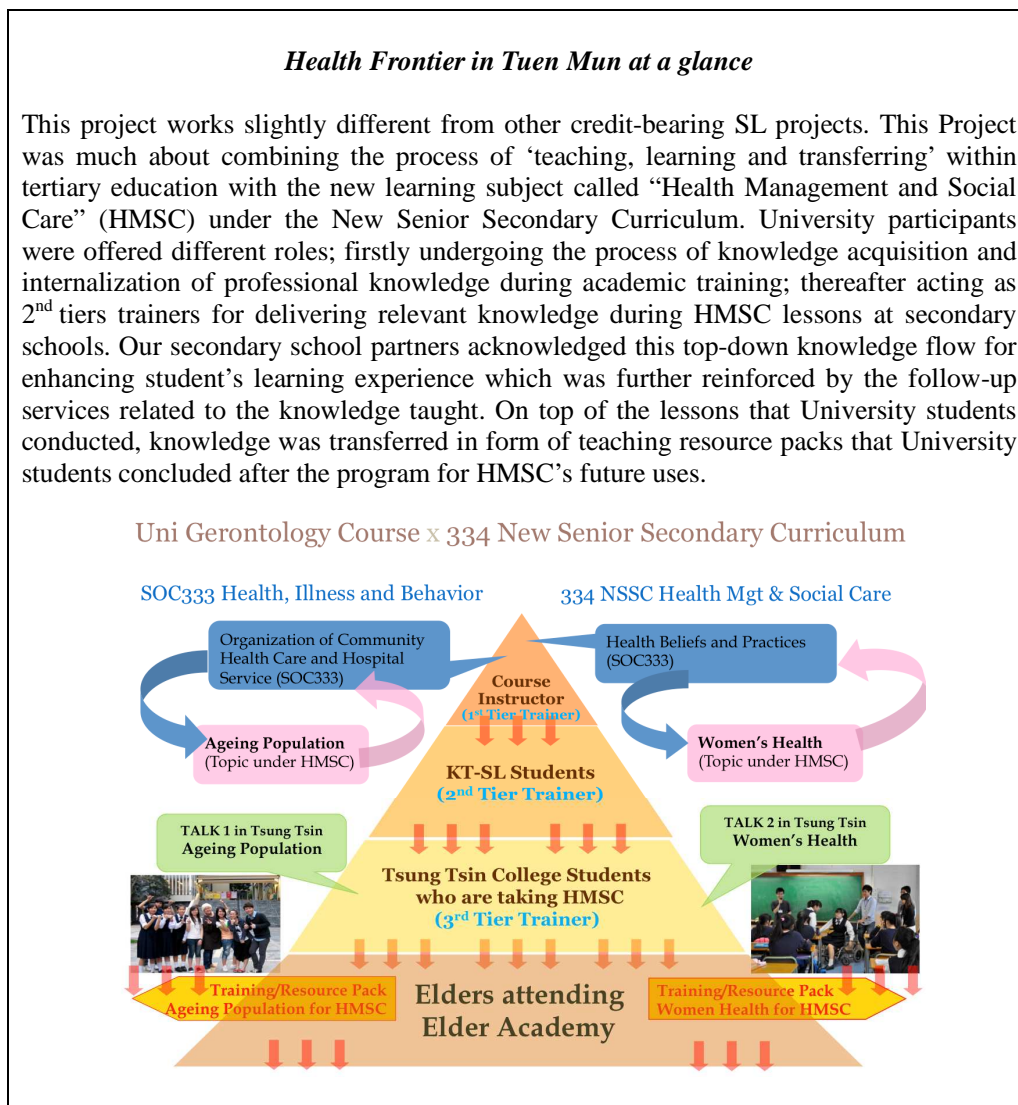
Hand- in-Hands, Life-to-Life Knowledge Transfer Program

This project was a collaboration between Social Welfare Department (SWD) of Tuen Mun and the KT Project, with the participation of xx non-governmental organizations (NGOs) and eight secondary schools in Tuen Mun District. The initiative engaged Lingnan's Social Gerontology students, who were trained up by Professors and tutors, as trainers to deliver training on the topics to 190 participating secondary students. Upon the completion of training, University students became the supervisors to secondary school students on their service projects at participating NGOs in the district. The 6-month project received positive feedbacks from partners and all the stakeholders involved. Knowledge Transfer is fluidly and clearly articulated through the University's training to the participating University's students (1st tier), the provision of training by University students to secondary school students (2nd tier) where the 1st tier of knowledge is being reinforced by University students' supervisions to secondary school students' service project in the community where the 3rd tier of knowledge transfer took place. The pre-post evaluation results shown that participants had positive changes on the awareness on ageing issues, increased knowledge about ageing and the policies and services in Hong Kong and a more positive attitude toward older persons after the program.

3. Aligning with 334 New Senior Secondary Curriculum

The New Senior Secondary Curriculum in Hong Kong provides students with a new learning perspective, offering a more flexible and self-directed learning experience with more choices. KT in Lingnan has been experimenting program in the last two years that enabled the knowledge created in University to transfer to the new learning subjects in the New Senior Secondary School Curriculum. In 2010/2011, we had successfully concluded a model of operation between University courses and the learning subjects in the New Senior Secondary Curriculum, while the secondary schools are required to transfer the knowledge learned to the community by means of services, which also satisfied the requirement of Other Learning Experience (OLE) in the New Senior Secondary Curriculum. More details on the development are illustrated in *Text Box 2: KT Program at a glance: Health Frontier in Tuen Mun*.

Text box 2: KT Program at a glance: Health Frontier in Tuen Mun.



4. Developing KT assessment tool

The first year of KT project had been an exploratory journey in search of how KT should be approached in Lingnan, provided its tradition of liberal arts education and its weighty orientation toward the promotion of humanistic values. Building on the foundation laid in the first year, KT in its second year of implementation redefined its mission, provided each KT program with specific objectives, derived from the articulated purposes of the three sub-themes. In 2010/2011, we attempted to develop a set of outcome-based KT indicators to measure the effectiveness of our KT programs. The developmental teaching methodologies of KT took roots from the cognitive-behavioral model; Indicators were developed to measure participants' learning on four progressive levels, namely (1) awareness on the issue, (2) acceptance/internalization of knowledge and skills, (3) attitudinal change, and (4) behavioral commitment to desirable practice. The measurement was taken in form of pre-and-post questionnaire to tap participants' changes on four progressive levels before and after the program.

III. Way Forward

Comments from UGC stressed that the first year of KT projects were moving towards similar directions as Service-learning. We had paid much effort this year to differentiate KT from Service-learning, and conclude that KT and SL are indivisibly linked but with different roles with SL acting as one of possible means of Knowledge Transfer. In fact, KT works differently with SL in certain ways: First, KT emphasizes on the process of top-down knowledge flow with a train-the-trainer focus, while SL implies the exchange of learning to be done on the same level rather than a hierarchy. Meanwhile, SL is a pedagogy that combines academic study with community service while the flexibility of KT allows the process of knowledge transfer to take place anytime, anywhere, in different format. Lastly, SL emphasizes on the mutual benefit of both servers and the serving targets, while KT expects the macro benefits of the community. In 2011/2012, the last but the most important year of KT project, KT in Lingnan will endeavor to strengthen the following areas:

1. Consolidation of existing program

Program manuals are to be developed based on the refinement after re-runs, KT team in Lingnan is hoping to consolidate operation manual for each program, which provides operational guidelines to the preparation, implementation and evaluation for each program, with the aids of all teaching materials, resources pack and instructional

schedules for facilitators. To facilitate the knowledge transfer and application, in addition to printed copies, all program manuals will be available for free download on KT website that scheduled to launch in the summer of 2012.

2. Extension of scope and scale of KT Project

The KT team will continue to build up Lingnan's capacity by engaging more staff members from other faculties and involving expertise of different disciplines in KT activities, so to benefit a wider range of KT recipients. Externally, the KT team will abide its endeavor to partner with external entities such as professional groups, government's departments, schools and non-governmental organizations, so to ensure a wider range of sustainable platform for knowledge and skill transfer.

The final year of KT project will be a time for celebration; Series of thematic forum have been lined up at the beginning of 2011/2012 academic year for the purpose of sharing successful KT programs over the last two years with Lingnan staff and students. The initiative is hoping to make connection with faculty members and students, especially those who have not been involved in KT activities in the last two years. The KT team will propose KT Research Grants and Student Researcher Grants to invite faculty staff and UGC-funded students to design and the implement KT activities in form of researches or programs that contribute to the central theme and the body of work of KT in Lingnan.

3. Validation of KT indicators

In 2011/2012, KT team will endeavor to validate the outcome indicators for KT, using the data collected during the project period (i.e. 2009-2012) and to conclude an overall performance of KT in Lingnan.

References

Promoting Health in Hong Kong: A Strategic Framework for Prevention and Control of Non-communicable Diseases, Department of Health

Available from:

http://www.dh.gov.hk/english/pub_rec/pub_rec_ar/pdf/ncd/ENG%20whole%20DOC%2016-10-08.pdf

The Health Report 2002, World Health Organization

Available from: http://www.who.int/whr/2002/en/whr02_en.pdf

Appendix 1

Knowledge Transfer Program Overview

KT Sub-theme	Project	Date
YO! Partnership	EA Camp - 長者學苑在嶺南體驗營 劇目: "環保劇場"	Jul-10
	「仁人愛長者」社區關注防虐日 劇目: "晚年老婦"	Jul-10
	長者大學生活體驗日營 劇目: "環保劇場"	Jul-10
	鑾金歲月之「向父母致敬」 劇目: "和睦家庭"	Jul-10
	EA Camp-Summer Institute Intergeneration Sharing Session 長者學苑在嶺南;嶺大長幼專題研習體驗營 - 長幼交流分享環節 (暑期研習所)	Jul-10
	Dementia Talk 痴呆症講座	Sep-10
	Social Gerontology course for Ming Kei College 社會老年學課程 (銘基書院)	Oct -Nov 2010
	OSL Luncheon 1-3	Sept - Dec 2010
	Community Festival	Jun-11
	Hand in Hand, Life to Life 屯結長幼, 生命傳承	Sept -Dec 2010
Healthy Life! Healthy Mind	Elder Visit - Hong Kong Tertiary Institutions	July -Sept 2010
	Cooking Mama Series 家有一老 · 廚有一寶	Nov-10
	Health Frontiers in Tuen Mun 健康TWINS 計劃 I(仁濟二中) 10/11 1st semester	Sept - Dec 2010
	Health Frontiers in Tuen Mun 健康TWINS 計劃 II(崇真) 10/11 1st semester	Sept - Dec 2010
	Health Frontiers in Tuen Mun 健康TWINS 計劃 I(仁濟二中) 10/11 2st semester	Jan-May 2011
	Health Frontiers in Tuen Mun 健康TWINS 計劃 II(崇真) 10/11 2st semester	Jan-May 2011
	Biological Portrait of Ha Fa Hill 下花山生態環境搜記	Jan-May 2011
	Better Health Better Life 健康達人工作坊	Feb-11
	Cooking Mama Series II 家有一老 · 廚有一寶II	Jan-May 2011
	TAC 思動獻2011	Apr-11
Body Positive	Step Up to Beauty 舞出真我	Mar-Apr 2011
	Magic of Cosmetics: Revealing Girls Thousand Faces 人面 · 秀心	Oct-10
	Secret of Skincare Products: The Recipes U Need to Know 愛的 · 膚 · 喚	Jan-11
	Business Ethic Detective	Jun-11

Appendix 2

Collaborative Parties

Knowledge Transfer Projects 2010 - 2011				
Engaged Organizations and Partners				
Lingnan Faculty & Units	Schools	Non-government Organizations	Government Units	Other Professions
Department of Sociology and Social Policy	Tsung Tsin College	The Neighbourhood Advice-Action Council, Tuen Mun District Integrated Services for the Elderly	Department of Health	Tsuen Wan Adventist Hospital
Department of Management	Yan Chai No.2 Hospital Secondary School	Yan Chai Hospital Mrs. Tsang Wing Neighbourhood Elderly Centre	Tuen Mun District Coordinating Committee on Elderly Service of Social Welfare Department	Nursing Team of Open University
Office of Service Learning (OSL)	Tuen Mun Government Secondary School	The Evangelical Lutheran Church of Hong Kong Shan King Care and Attention Home for the Elderly		Bobbi Brown Cosmetics
Student Service Centre (SSC)	Ching Chun Hau Po Woon Secondary School	Tung Wah Group of Hospitals Tai Tung Pui Care and Attention Home		Ha Fa Shan Village Committee
Student Hostels	Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College	Kiangsu and Chekiang Residents (Hong Kong) Association Tuen Mun Hostel for the Elderly		Ho Kung Nature Education cum Astronomical Centre
Elder Academy	Tuen Mun Catholic Secondary School	Yan Oi Tong Woo Chung District Elderly Community Centre		The Jockey Club Scholars Alumni Association Limited
	Ming Kei College	The Neighbourhood Advice Fu Tai Elderly Home		Centre for Nutritional Studies, CUHK
	Sik Sik Yuen Ho Ngai College	Yan Chai Hospital Tsin Man Kuen Elderly Home		
	PAOC Ka Chi Secondary School	Association of Baptist for World Evangelism, Tin Yue Baptist Church Elderly Centre		
		Caritas Hong Kong Elderly Home		
		H.K.E.C. Tai Hing Bradbury Elderly Centre		
		Foursquare Gospel Lung Hang Church Elderly Centre		
		The Evangelical Lutheran Church of Hong Kong Lutheran Senior Citizen Club		

Appendix 3

Quantitative Performance Indicators

Performance Indicators	Initial Statement 2010/2011	Achieved Outcome 2009/2010	Achieved Outcome 2010/2011	Frequency of Participation 2010/2011
Number of students participated in the scheme (UGC students)	100	193	925	1197
Number of instructors involved in the scheme	4	53	85	242
Number/types of end users/beneficiaries of the scheme	1,000	889	2404	NA
Number of hours served by students	10,000	650	3262	NA
Number of organizations connected	10	10	37	NA
Number of social enterprises helped	2 or above	0	0	0
Number of Planned KT programs	NA	NA	NA	NA
Number of Implemented KT programs	NA	31	23	NA
Number of students participated in the scheme (non-UGC students)	NA	20	38	38
Number of non-students participated in the scheme (community stakeholders / participants)	NA	623	835	NA
Total Numbers of Participants	NA	889	2404	NA

Appendix 4

Knowledge Transfer Program Record 2010/11

Sub-theme	Name of Activity	No. of Participant			Frequency of Participation, if any			No. of Community Participants			No. of instructors (including guest speakers / LN staff)	Frequency of participating instructors (including guest speakers / LN staff)
		UGC	Exchange	Non-UGC	UGC	Exchange	Non-UGC	Elders	Students	Others		
2010/2011												
YO! Partnership	EA Camp - 長者學苑在嶺南體驗營 劇目: "環保劇場"	1	1	0	1	1	0	7	0	0	2	2
YO! Partnership	"仁人愛長者" 社區關注防癌日 劇目: "晚年老婦"	0	0	0	0	0	0	9	0	0	2	2
YO! Partnership	長者大學生活體驗日營 劇目: "環保劇場"	0	0	0	0	0	0	6	0	0	2	2
YO! Partnership	鑾金歲月之「向父母致敬」 劇目: "和睦家庭"	0	0	0	0	0	0	6	0	0	2	2
YO! Partnership	EA Camp-Summer Institute Intergeneration Sharing Session 長者學苑在嶺南:嶺大長幼專題研習體驗營-長幼交流分享環節(暑期研習所)	11	10	6	11	10	6	124	50	0	2	2
YO! Partnership	Dementia Talk 痴呆症講座	1	0	0	1	0	0	29	26	5	2	2
YO! Partnership	Social Gerontology course for Ming Kei College 社會老年學課程(銘基書院)	0	0	0	0	0	0	0	183	0	2	4
YO! Partnership	Hand in Hand, Life to Life 屯結長幼·生命傳承	15	0	0	45	0	0	0	192	0	2	6
YO! Partnership	OSL Luncheon 1-3	58	0	4	58	0	4	5	0	0	3	9
YO! Partnership	Community Festival	15	0	0	15	0	0	20	15	40	10	10
Healthy Life! Healthy Mind	Elder Visit - Hong Kong Tertiary Institutions	30	0	0	30	0	0	155	4	0	1	7
Healthy Life! Healthy Mind	Cooking Mama Series 家有一老·廚有一寶	60	0	0	60	0	0	8	0	0	3	12
Healthy Life! Healthy Mind	Health Frontiers in Tuen Mun 健康TWINS計劃I(仁濟二中) 10/11 1st semester	3	0	0	24	0	0	0	30	40	3	24
Healthy Life! Healthy Mind	Health Frontiers in Tuen Mun 健康TWINS計劃II(崇真) 10/11 1st semester	9	1	0	80	1	0	71	35	40	3	24
Healthy Life! Healthy Mind	Health Frontiers in Tuen Mun 健康TWINS計劃I(仁濟二中) 10/11 2st semester	2	0	0	14	0	0	0	27	40	3	21
Healthy Life! Healthy Mind	Health Frontiers in Tuen Mun 健康TWINS計劃II(崇真) 10/11 2st semester	3	0	0	21	0	0	0	36	40	3	21
Healthy Life! Healthy Mind	Biological Portrait of Ha Fa Hill 下山生態環境搜記	12	0	0	36	0	0	0	0	0	6	18
Healthy Life! Healthy Mind	Better Health Better Life 健康達人工作坊	16	0	0	16	0	0	8	16	1	3	3
Healthy Life! Healthy Mind	Cooking Mama Series II 家有一老·廚有一寶II	21	0	1	21	0	1	4	0	5	2	4
		7	0	0	70	0	0	0	0	0	2	20
		362	0	0	362	0	0	0	0	41	2	16
Healthy Life! Healthy Mind	TAC 恩動獻2011	175	0	12	175	0	12	60	15	10	13	13
Body Positive	Step Up to Beauty 舞出真我	11	0	0	44	0	0	0	0	0	2	8
Body Positive	Magic of Cosmetics: Revealing Girls' Thousand Faces 人面·秀心	55	0	2	55	0	2	1	0	0	6	6
Body Positive	Secret of Skincare Products: The Recipes U Need to Know 愛的·膚·喚	43	0	1	43	0	1	0	0	0	2	2
Body Positive	Business Ethic Detective	15	0	0	15	0	0	20	15	40	2	2

No. of Participant			Frequency of Participation, if any			No. of Community Participants			No. of instructors (including guest speakers / LN staff)	Frequency of participating instructors
UGC	Exchange	Non-UGC	UGC	Exchange	Non-UGC	Elders	Students	Others		
925	12	26	1197	12	26	533	644	302	85	242

Appendix 5

Overall Program Evaluation (Participants*)																									
KT Sub-theme	Project#	Part B) Knowledge Transfer Indicators								Part C) Activity-based evaluation															
		With respect to the topic/ theme, I learned a lot.		The topic/ theme provokes me to reflect the knowledge I		I will adopt the knowledge I acquired from the activity into my		I am willing to transfer what I have learned to others.		Please rate the level of my participation in these workshops		Content of the Workshops - Very interesting		Content of the Workshops - Very inspiring		Overall performance of speaker(s)/ Instructor(s)		Settings and delivery - Duration of the activity		Settings and delivery - Mode of delivery		Settings and delivery - Venue		Overall rating of the Workshops	
		Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Yo Partnership	Hand in Hand, Life to Life 屯結長幼，生命傳承	8.07	1.141	7.93	0.829	7.71	1.204	8.50	1.160	4.50	0.519	3.93	0.616	4.14	0.535	4.14	0.663	N/A	N/A	N/A	N/A	N/A	N/A	4.36	0.497
Healthy Life Healthy Mind	Cooking Mama Series 家有一老，廚有一寶	8.02	1.396	7.88	1.327	8.19	1.345	8.24	1.165	4.32	0.571	4.51	0.537	4.42	0.563	4.59	0.495	3.92	0.772	4.24	0.652	4.15	0.738	4.41	0.591
	Health Frontiers in Tuen Mun 健康 TWINS 計劃 I (仁濟二中) 10/11 1st semester	7.39	1.524	7.21	1.315	7.50	1.667	7.57	1.550	4.25	0.585	4.21	0.499	4.21	0.738	4.25	0.645	4.14	0.803	4.43	0.573	4.18	0.723	4.36	0.621
	Health Frontiers in Tuen Mun 健康 TWINS 計劃 II (崇真) 10/11 1st semester (Team 1)	7.64	1.533	7.39	1.573	7.75	1.645	7.50	1.595	3.86	0.756	3.56	0.695	3.97	0.696	4.03	0.654	3.75	0.692	3.67	0.793	3.97	0.696	4.03	0.654
	Health Frontiers in Tuen Mun 健康 TWINS 計劃 II (崇真) 10/11 1st semester (Team 2)	7.91	1.279	7.75	1.295	7.59	1.434	7.59	1.542	4.00	0.661	3.82	0.584	3.94	0.609	3.91	0.678	3.85	0.619	3.73	0.801	3.79	0.740	3.97	0.684
	Health Frontiers in Tuen Mun 健康 TWINS 計劃 I (仁濟二中) 10/11 2st semester	7.09	1.688	7.09	1.716	7.00	1.773	7.45	1.896	3.59	0.796	3.50	0.859	3.82	0.733	3.50	0.859	3.55	0.739	3.77	0.752	3.55	0.800	3.68	0.839
	Health Frontiers in Tuen Mun 健康 TWINS 計劃 II (崇真) 10/11 2st semester	7.44	1.481	7.09	1.379	7.12	1.365	7.29	1.467	3.68	0.589	3.29	0.719	3.59	0.743	3.68	0.589	3.82	0.797	3.53	0.788	3.76	0.781	3.74	0.567
	Biological Portrait of Ha Fa Hill 下山生態環境搜記	8.08	0.793	8.08	0.996	7.83	1.193	8.67	1.231	4.08	0.515	4.25	0.452	4.17	0.835	3.92	0.669	4.00	0.853	4.33	0.651	4.25	0.754	4.42	0.515
	Better Health Better Life 健康達人工作坊	8.17	1.412	8.20	1.308	8.56	1.379	8.39	1.376	3.80	0.715	3.90	0.831	4.22	0.690	4.12	0.678	3.60	0.841	3.93	0.648	4.10	0.735	4.02	0.612
	Cooking Mama Series II 家有一老，廚有一寶 II	8.44	1.281	8.37	1.418	7.96	1.951	8.11	1.528	4.15	0.818	4.33	0.784	4.22	0.751	4.44	0.698	3.63	0.967	4.30	0.775	4.19	0.834	4.26	0.712
Body Positive	Step Up to Beauty 舞出真我	7.75	1.669	7.62	1.847	7.38	1.847	7.38	1.996	4.14	0.900	4.14	0.690	4.00	1.000	3.86	0.900	3.57	1.512	4.00	0.816	3.57	0.976	4.00	1.000
	Magic of Cosmetics: Revealing Girls Thousand Faces 人面·秀心	7.04	1.164	7.02	1.232	7.04	1.388	7.16	1.373	3.70	0.755	3.98	0.744	3.88	0.764	3.77	0.732	3.77	0.780	3.81	0.693	3.93	0.678	3.96	0.666
	Secret of Skincare Products: The Recipes U Need to Know 愛的·膚·喚	6.73	1.517	6.66	1.559	7.02	1.405	7.17	1.358	3.03	0.707	3.64	0.532	3.44	0.504	3.36	0.543	3.43	0.502	N/A	N/A	3.43	0.502	3.26	0.611
	Business Ethic Detective	7.71	0.994	7.36	1.336	7.43	1.342	8.29	0.825	4.14	0.535	4.14	0.535	4.07	0.616	4.00	0.555	3.64	0.633	3.71	0.469	3.64	0.633	4.00	0.392

* Participants who enrolled in our programs (other beneficiaries excluded)

#Only programs with both pre/post results were listed

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。
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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 (Subject to program-specific contents)

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的知識的反思。

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
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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	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	Very high 非常高
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C3 Content of the Activity – Very interesting 活動內容有趣

Poor 劣	1	2	3	4	5	Excellent 優
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C4 Content of the Activity – Very inspiring 活動內容具啟發性

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

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

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

Poor 劣	1	2	3	4	5	Excellent 優
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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

C1 General Comments 其他意見

0

C1 Would you like to attend activities / programmes of related topics?

1 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

D1 Year of Study/ Role of yours

就讀年級/ 您的身份

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate 1 大學一年級 | <input type="checkbox"/> Undergraduate 2 大學二年級 |
| <input type="checkbox"/> Undergraduate 3 大學三年級 | <input type="checkbox"/> Postgraduate 研究院 |
| <input type="checkbox"/> Elderly 長者 | <input type="checkbox"/> Secondary school students 中學生 |
| <input type="checkbox"/> Lingnan staff 嶺南大學職員 | <input type="checkbox"/> Other 其他：_____ |

D2 Programme of study

就讀課程

- | | | |
|---|---|---|
| <input type="checkbox"/> BBA 商學 | <input type="checkbox"/> BBS 社會科學 | <input type="checkbox"/> BA (Chinese) 中文 |
| <input type="checkbox"/> BA (History) 歷史 | <input type="checkbox"/> BA (Translation) 翻譯 | <input type="checkbox"/> BA (Philosophy) 哲學 |
| <input type="checkbox"/> BA (Visual Studies) 視覺研究 | <input type="checkbox"/> BA (Cultural Studies) 文化研究 | |
| | | 研究 |
| <input type="checkbox"/> BA (Contemporary English Studies) 當代英文 | <input type="checkbox"/> N/A 不適用 | |

D3 Sex

性別

- Male 男 Female 女

D4 Age (Please write on the line)

年齡 (請填上)

OFFICIAL USE ONLY 職員專用

KT Activity Code :

KT Activity Name :