

Knowledge Transfer Project Annual Report 2011/2012



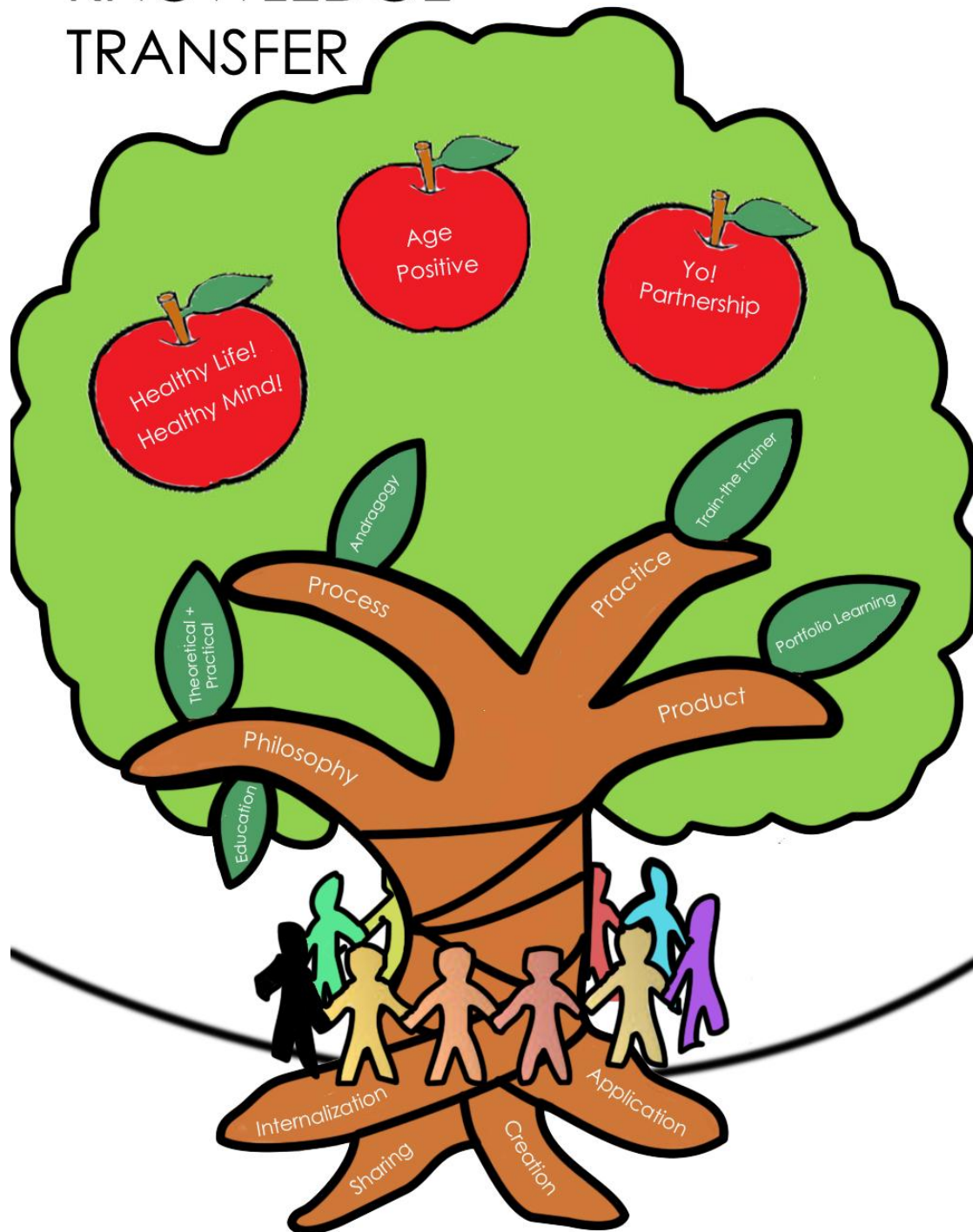
Prepared and Submitted by

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KNOWLEDGE TRANSFER



Conceptualization of Knowledge Transfer 2012

Tables & Index

Abbreviation Index

KT	Knowledge Transfer
APIAS	Asia-Pacific Institute of Ageing Studies
OLE	Other Learning Experience
NGOs	Non-Government Organizations
UGC	The University Grants Committee
OSL	Office of Service-Learning
OBA	Outcome-Based Assessment
HKSAR	Hong Kong Special Administrative Region
LU	Lingnan University

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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, secondary schools 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 our program's development. Finally, we are indebted to the support, guidance and advice from Lingnan University throughout the past three years for successful implementation of our KT project.

The Project Team
Asia Pacific Institute of Ageing Studies,
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August 2012

I. Overview

The Knowledge Transfer (KT) Project as operated by the Asia-Pacific Institute of Ageing Studies (APIAS) and the Office of Service-Learning (OSL) of Lingnan University has successfully reached its third year of implementation. Over the past three years Knowledge Transfer has established a unique position in Lingnan's teaching and research, as well as building of institutional capacity. As a liberal arts university, Lingnan takes pride in its humanistic approach to knowledge transfer on campus as well as off campus in building community capacity.

Since 2009, we have made significant advances in the implementation of Knowledge Transfer with guidance and comments from Lingnan University and the University Grants Committee (UGC) and expanded our KT projects from small scale programmes which focused on unilateral transfer of knowledge from professionals to students with minimal stakeholder involvement, to thematic foci with a life course perspective involving more than 40 stakeholders ranging from faculty members, Government units, NGOs, schools and other professions through the Train-the-Trainer approach (Appendix 1). The marked increase in the number of beneficiaries through KT serves as an objective indicator of KT's impact to the wider community.

This year, in response to UGC's concerns in 2010/2011 for faculty collaboration and institutional development, our implementation of KT looked to facilitate teaching and learning through a new model of knowledge transfer, rooted in the conceptualization of a student's learning journey, from acquisition of information to ultimate transformation of information into practical learnt knowledge for their future careers and lifelong learning.

At the heart of our liberal arts education, Lingnan University aims to instill a sense of civic duty in our students, and to cultivate skills, competences and sensibilities that enable graduates to pursue their goals in a rapidly changing social, cultural and economic environment. It is envisaged that Lingnan graduates will have breadth and depth of vision through their tertiary education,

the desire and capacity for public service and maturity of judgment through innovative curriculums and experiential learning. It is based on this belief in nurturing “Ideal Lingnan Graduates” that our new Knowledge Transfer model and collaborative curriculums were designed and piloted.

Behind the rationale for constructing our new KT model, four essential branches were identified which are indivisibly linked and intertwined in all experienced processes of knowledge transfer, both within the university and the wider communities. The four elements or “4Ps” are: Philosophy, Process, Practice and Product as illustrated in page II .

II. KT Development 2011/12

During the first two years of KT implementation, three sub-themes were developed to echo different dimensions of health and ageing in the overarching belief of *Ageing: From a Life Course Perspective*.



In following the sub-theme on “*Physical Health: Healthy Life! Healthy Mind!*” our efforts on a Health Frontier Trainer Program focused on the promotion of diet and exercise from the University to the wider community, by joining hands with the Faculty of Social Sciences of Lingnan University and the Nursing Team of The Open University of Hong Kong. The program engaged students from secondary schools, the Universities and Elder Academy in a six-day training, which included a two-day practicum in the clinical lab with nursing professionals to ensure successful transference of knowledge and skills in areas of health maintenance.

In conjunction with physical health, we have extended our efforts in “*Psychological Health: Age Positive!*”, and 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 negative stereotypes of ageing especially in regards to appearance and physical images portrayed by the media. In 2011/2012, we continued our collaboration with these Faculties and organized various campus talks on topics of positive ageing.

In maintaining “*Social Health: YO (Young-Old)! Partnership*”, the KT team continued the good work of the Cooking Mamas Series with the foundation laid from the first two years, and organized two more health talks on healthy diets with Adventist Hospital and MSL Nutritional Diet Center on campus as a follow-up of the findings resulted from the 2011 KT survey on eating and cooking habits of hostel residents. The health talks aimed to correct any misunderstandings regarding nutrition

and dietary habits, and ended with a live cooking session by our Elder Academy Cooking Mamas. A cook book was also published to share the nutritional cooking skills, knowledge and experiences captured from the Cooking Mamas Series and dispatched to various community partners, NGO's and interested persons.

In 2011/2012, we continued our collaboration with the Social Welfare Department within Tuen Mun district in the Hand-in-Hand, Life-to-Life Knowledge Transfer Program, under the theme Mental Health Promotion within the community. Together with Lingnan University students as the 2nd tier trainers, we had eight senior students from the Elder Academy to participate as trainers who worked with students in secondary schools in Tuen Mun, using the train-the-trainer approach. The Knowledge Transfer Team takes pride in this collaboration with the community, especially since the Social Welfare Department has decided to make the Hand-in-Hand, Life-to-Life Knowledge Transfer Program as the concurrent program under Social Welfare Department of Tuen Mun starting from 2013/2014.

As a platform for educators, students and community members to share and exchange knowledge, APIAS is in the process of launching an official Lingnan KT website. For those who are interested, they can find all our KT programme materials, photos, participant testimonials, and supplementary readings on our theoretical construction of KT.

III. Consolidating “Knowledge Transfer” for Lingnan University

- **Philosophy: Questioning the ‘Knowledge’**

KT is a philosophy of education, which illustrates a specific theoretical and practical approach of teaching and learning. In short, KT in LU can be understood as a science of understanding (theory) and supporting (practice) LU students to become self-directed, lifelong learners. The essence of KT’s philosophy is questioning the ‘knowledge’, learning how to learn. When we speak of applying KT in the tertiary education setting, we are also making reference to creating an extended knowledge base for learners from various disciplines. Foundation disciplines and specific theoretical orientations help students to make better sense of the world. Moreover, students are expected to develop a particular kind of ‘working knowledge’ which takes them beyond understanding and into real life application. Unfortunately, much of the knowledge which students draw from is tacit, presumed rather than stated; so much of the values, knowledge and existing skills which students possess are not necessarily known to themselves or their peers. Learning via KT is therefore concerned with finding ways of helping tacit knowledge become tangible, so that it can be made available for peer appraisal.

- **Process: Setting All This in Context**

KT is a process of applying expertise. It is dynamic, since it is created in social interactions amongst individuals and organizations. It is also context-specific, as it depends on the particular time, space and profession. It is even humanistic, as it is essentially related to human action.

As we continue to progress through the knowledge-based economy, the half-life of knowledge is projected to be shrinking which leaves us three implications. First, our curriculum needs to reflect these changes if newly qualified persons are to practice successfully in these changing circumstances. Secondly, students will never stop learning and complacency

with one's level of knowledge will no longer be tolerated. Finally, the role of the teacher and ethos need to be shifted, from a traditional pedagogical perspective to an andragogical approach. That is to say that educators are no longer teachers per se but facilitators who not only input students with knowledge but share the importance of independent learning as one becomes a lifelong seeker of knowledge.

Following this line of thinking, knowledge transfer is a dynamic process of knowledge internalization, sharing, creation and application, which involves constant interaction and reinforcement of each element through a spiral of action (as shown in Figure 1) amongst individuals and organizational context.

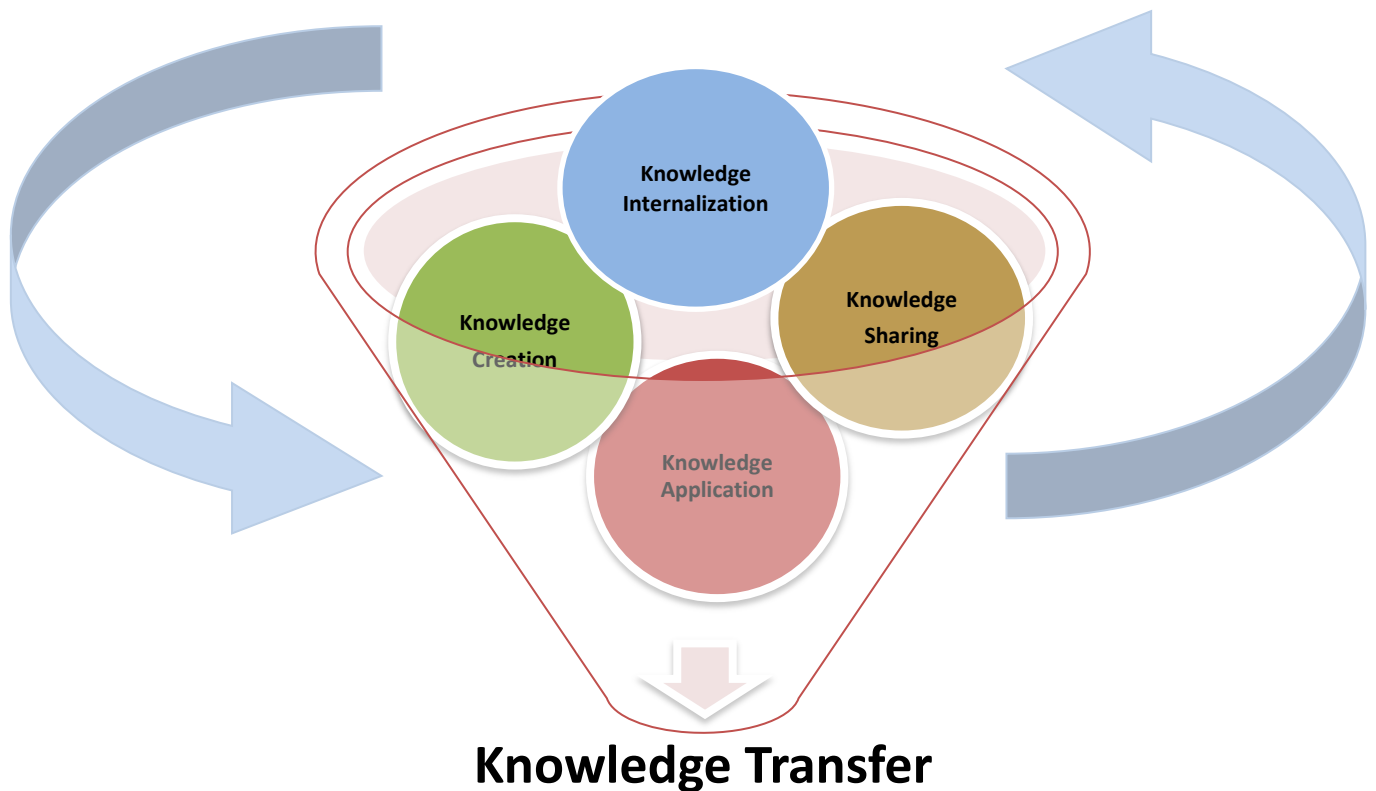


Figure 1: Knowledge transfer: A spiral of action and interaction

1. The first component of KT is “Knowledge Internalization”, which is a process of embodying explicit knowledge into tacit knowledge, closely related to ‘learning by doing’. Without constant reflecting/internalizing, all the information learners found will be just information, not knowledge. It consists of two key features, Investigation and Evaluation of Information. “Investigation” calls attention to systematic processes of exploring issues, collecting and analyzing evidence, and making informed judgments. On the other hand, “Evaluation of Information” focuses on students’ ability to evaluate the quality of information found and its sources critically in terms of validity, reliability and relevance to the assigned tasks. When the knowledge is internalized and accumulated at the individual level, it can then set off a new spiral of knowledge transfer when it is shared with others through socialization.
2. “Knowledge Sharing” is the second component which promotes diffusion of knowledge and also contributes to making the learning process astute and

knowledge-intensive. Participation and Articulation are the key attributes in Knowledge Sharing mechanism. “Participating” is a matter of active engagement, rather than passive observation, and is shown through working effectively in diverse groups and teams, as well as listening and comprehension. “Articulation” focuses on students’ communication skills, speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion. The process of sharing is prominent in the cycle of KT; it requires integration of knowledge from multiple sources to obtain improved performance.

3. The third component of KT is “Knowledge Creation”. This deals with a variety of knowledge, whether tacit or explicit and is accelerated by encouraging synergistic interrelations of individuals from diverse backgrounds. Knowledge Creation contains two constructs: Critical thinking and Tech competency. “Critical thinking” focuses on the reflective thinking process which involves students to continuously conceptualize, apply, analyze, synthesize and evaluate information gathered from, or generated by experience, reasoning or communication. “Tech competency” emphasizes students’ ability to use technological applications to organize and present information effectively.
4. “Knowledge Application”, the fourth component of KT, can occur at all levels of learning activities when each individual discovers relevant knowledge, obtains it and then applies it. Connection and Theoretical application are the two key ingredients of Knowledge Application. “Connection” is the essence of creative problem solving, shown in synthesizing knowledge within and across courses, integrating theory and practice, linking academic and life experiences. Two features are being identified: relationships and affiliations. “Theoretical application” focuses on students’ capability to reach creative solutions to problems, and to apply their knowledge and skills to new and varied situations. In short, the ability to propose constructive alternatives to assigned tasks and the practicality of the alternatives are being evaluated.

With these in our mind, KT project worked closely with faculty members to support the combination of various components of KT within their courses, such as developing its infrastructure, designing learning activities, securing new and existing knowledge, distributing and combining it, which provides a basis for active knowledge transfer. As indicated in Figure 1, Knowledge Transfer occurs through a life knowledge flow cycle. It can be understood as context management, and making use of the available knowledge throughout the different stages of a person's life-span.

- **Practice: Train-the-Trainer Model**

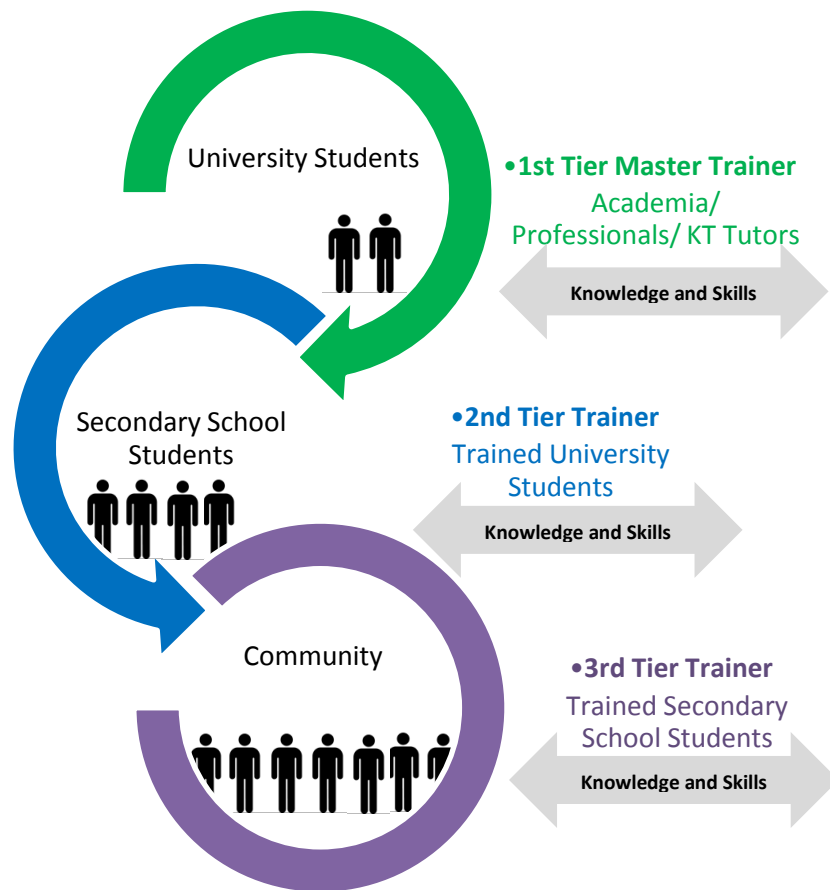


Figure 2: Train-the-Trainer Model within University Context

As an integral part of all university, a liberal arts education has been well-accepted to be the best form for preparing today's students for tomorrow's workforce through its emphasis on inquiry and discovery for developing a

critical habit of mind. In liberal arts education, simply acquiring or storing knowledge is no longer enough: students must take what is learned and carefully carry that new knowledge into acts of application. So in aligning with the contemporary notion of applied learning, our Train-the-Trainer approach enables students to apply their acquired knowledge and transform such knowledge into practical experiences through capacity building projects, which also helps student engage in their local communities. In return, through these education initiatives community beneficiaries will acquire practical information applicable over the course of life, in areas of ageing and health.

For the past two years, the Knowledge Transfer team in Lingnan University, in conjunction with developments of Hong Kong's education reform, has piloted various training programs during the first two years of KT implementation which enabled knowledge created and shared within the University campus to be adapted for the New Senior Secondary School Curriculum and to be transferred to new receivers of knowledge within different secondary schools, and ultimately the wider communities they serve.

However, the transfer of knowledge should not be restricted in hierarchal transference from "top" down to the target audience. It should also occur in non-hierarchal ways so that fresh ideas and context specific knowledge can be co-created by all relevant parties. In this way, knowledge is created through engagement and exchange of community members and is applied in a setting appropriate for their respective learning needs.

Hence, on top of academic collaborations, the Knowledge Transfer team extends the train-the-trainer to research development, using Asia-Pacific Institute of Ageing Studies as the testing ground to make knowledge and skills created in research accessible and workable for the wider community. The research with element of Knowledge Transfer is characterized by the close working relationship between the researchers and the community at every stage of the research projects, including the design and the

methodology, the data collection and analysis, the communication of research findings and finally the translation from findings to practices and further trainings. In 2011/2012, four collaborative research projects conducted in the aforementioned manner were secured. The four ongoing research projects are: 1) Study on the Views on Filial Piety among Youth in Hong Kong (Collaborated with the Commission on Youth, HKSAR), 2) Inquiring Older Persons' Motivation Behind Their Participation in Life-long Learning Activities (Collaborated with Hong Kong Women Foundation), 3) Study on the Development of Elderly Depression Support Services (Collaborated with Fung Ying Sin Koon) and 4) Service Development Study on Baptist Oi Kwan Social Service's Neighborhood Elderly Centers (Collaborated with Baptist Oi Kwan Social Service). We believe by extending Knowledge Transfer into research practice will enhance our research ability and capacity in the long run and the model concluded will be beneficial to the overall research development for the University, echoing its motto 'Education for Service'.

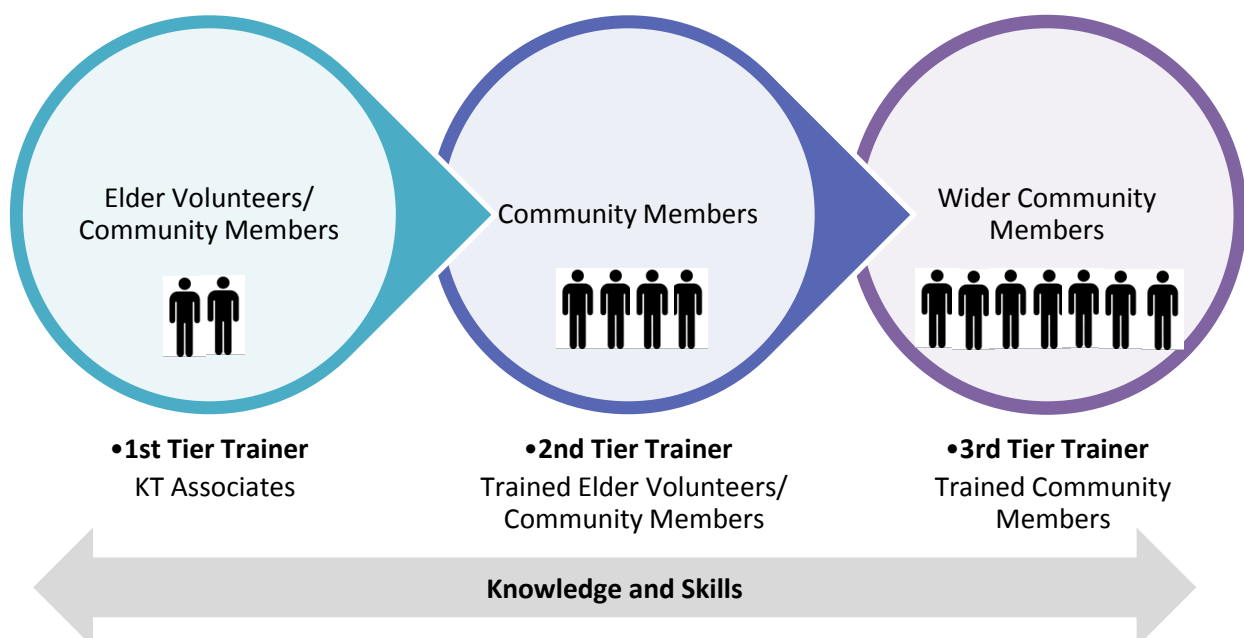


Figure 3: Train-the-Trainer Model within Community Context

- **Product: Measuring KT with Portfolio**

Building on the foundation laid in the first two years of KT programs, APIAS attempted to develop a set of outcome-based KT indicators to measure the effectiveness of our KT programs. A pre-and-post questionnaire was developed during the second stage of KT as a measurement to tap participants' cognitive behavioral changes after their participation in our KT programs.

This year, a new tool along with a set of metrics for assessing KT performance has been introduced to further understand the knowledge transfer process, and the effectiveness of KT for enhancing teaching and learning. In line with Hong Kong government policy, LU has mandated a move from more traditional curricula to those that adhere to an outcomes-based approach to teaching and learning. Therefore, the evaluation of KT performances has become increasingly important since the effects of KT needs to be made tangible and recognizable in order to encourage faculty members to embed KT as a philosophy of education into their practical teaching and training, and ultimately, to achieve holistic institutional support for infusing KT elements into Lingnan's Liberal Arts Education.

In 2011/2012, Portfolio Learning was introduced as an attempt to capture and to validate the KT process on the teaching end and to help students develop meta-learning and critical thinking skills on the learning end. By emphasizing the role of the students in a constructive learning environment, Portfolio Learning aimed to provide an alternative teaching and evaluation tool for instructors and tutors to monitor students' learning.

Portfolio Learning as a KT assessment tool was piloted within three courses in 2011/2012; namely, SOC 327 (Social Welfare and Social Problems in Hong Kong) in the 1st Term; and SOC 333 (Health, Illness and Behaviors) and POL/ GEB 227 (Law and Governance) in the 2nd Term. At the end of each term, students would have developed a cohesive and holistic portfolio which demonstrates their efforts, progress, and achievement throughout the

completion of the course, whilst their instructors and tutors can reflect on their teaching methods with the help of a systematic and ongoing collection of information about student learning.

To be able to use portfolio as a valid and reliable tool for measuring KT, four conditions were built in the above mentioned courses. First, rigid pre-and post-test design which evaluated students' improvement in the four domains of KT (knowledge internalization, sharing, creation and application) was in place. The KT test (Appendix 2) contains 20 questions on the scale of 1-10, each measures elements elicited from the KT domains. Detailed distribution of questions in each domain is listed in Table 1.

Table 1: KT pre- and post-test item structure

KT Domain	Key Elements	Pre-& Post-Q items
Knowledge Internalization	Investigation	1,2, 5
	Evaluation of Information	3, 4,
Knowledge Sharing	Participation	6, 8, 9
	Articulation	7, 10
Knowledge Creation	Critical thinking	11, 12, 13, 14
	Tech competency	15
Knowledge Application	Connection	16, 17
	Theoretical application	18, 19, 20

The second condition built into the courses was the alignment between portfolio tasks with tutorial topics which were also closely related to the mass lecture, to ensure the “transferring” process. With heavy involvement of the course lecturers and tutors, KT team assists them in re-designing their tutorial topics and integrating the KT elements into their course objectives and contents. There are four basic criteria to consider when designing a tutorial question: 1) Relativeness: assigned topic needs to be closely related to course/lecture content; 2) Specificity: assigned topic should be concise

enough for students to understand and easy to follow; 3) Applicability: students can apply the knowledge learnt to real life situations; and 4) Diverse Learning Activity: ensure multi-learning skills to be demonstrated in portfolio tasks, such as require students to write a summary/reports, conduct interview, draw diagram/concept maps, make mini films, or conduct research/survey, etc. Example tutorial questions can be found in Appendix 3. The main purpose is to develop curriculum-based portfolio.

Additionally, students' portfolio tasks were evaluated weekly along with their tutorial sessions during the whole term. This not only helps students to document their evidence of learning, but also keeps them aware of their own learning process. Each portfolio is evaluated by a developmental rubric that identifies four levels of increasing competence (as shown in Appendix 4) as students' progress through curriculum-based portfolio learning. Based on the competence standards provided, students submit their weekly portfolio tasks which serve to demonstrate their grade level competence in writing mechanics skills, ICT skills, problem solving skills and content comprehension. Definitions of the common command words and operative verbs used in assessment and grading criteria are provided to students (as shown in Appendix 5). To further support the constructive learning context, during each tutorial, tutors give feedbacks and suggestions to students based on their work, and guide them to higher-order thinking and better learning. Students then submit their weekly portfolios three days after tutorial sharing sessions. By doing so, students are given more time to reflect on the mass lecture, tutorial peer interactions, and relevant issues in their daily life.

Formative and summative evaluation are the forth condition to ensure the function of portfolio as an evaluation tool in the KT process is properly addressed. A formative evaluation is usually held in the 6th week, halfway through the term. It aims to provide a platform for students to reflect on their learning progress, in terms of learning methods and learning skills. Students will be guided to think about the extent portfolio learning has benefited or hindered their learning, and to suggest ways for improving their performance in the coming weeks. On the other hand, the instructor can make use of this

opportunity to re-adjust his teaching plan based on the students' learning progress and reflection, if necessary. The summative evaluation will be held at the end of the course (usually the 13th week), which aims to review students' learning over the last 11 weeks with reference to their portfolios and to let students share with fellow classmates, in addition to self-reflection on individual learning methods, skills and process.

The quantitative data gathered from above mentioned three courses indicated that portfolio, both paper based and electronic based, is a valid tool to capture students' KT process and practice. With the portfolio graded weekly, a KT learning curve will be generated so that each student has a clear picture of their own learning progress. Figure 4 is the demonstration of the KT learning curve from one of the students in SOC 333. Both formative and summative evaluations focus on the learning process instead of the content and they are not graded. The KT learning curve reflects students' quality of learning, their efforts put into one subject, and the extent of interaction they have with the teachers/tutors, peers, teaching materials and the whole environment. Meanwhile, the pre-and post-tests results also compliment students' KT performances with the use of portfolio. As shown in Table 2, students in the three pilot courses (N = 89) significantly improved especially in their knowledge internalization, sharing and application capability.

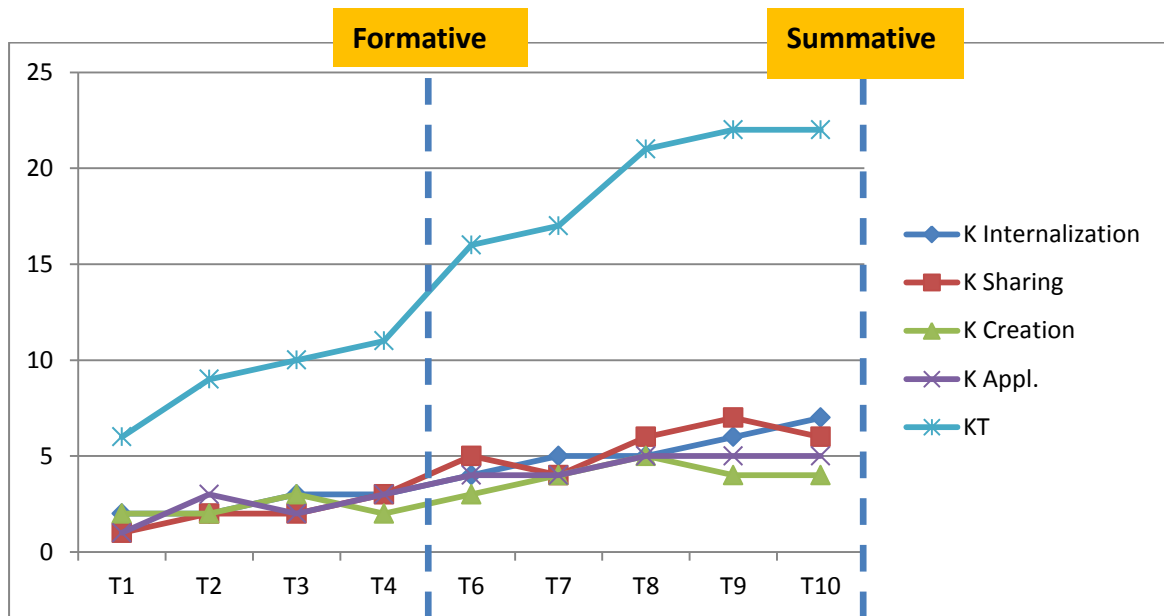


Figure 4: Example KT learning curve

Table 2: Pre-and Post-test KT results

	Pre-test Mean (SD)	Post-test Mean (SD)	T-Value
Knowledge Internalization	6.13 (1.144)	6.69 (0.804)	2.35*
Knowledge Sharing	6.32 (1.442)	6.99 (0.906)	2.37*
Knowledge Creation	6.40 (1.252)	6.64 (0.936)	0.99
Knowledge Application	6.16 (1.127)	6.92 (0.887)	3.02**
Overall	6.25 (1.038)	6.81 (0.791)	2.55*

*p <.05, **p<.01, ***p<.001

Furthermore, the qualitative data gathered support that portfolio can serve as an accountable tool that involves students' constant self-assessment, and encourage them to take up more responsibility for their own learning. Four themes are concluded from students' feedbacks as below. In addition, direct quote from students' are provided as supplementation.

○ A good motivator for students to read more and search information through internet, newspaper and books.

- *It can give motivation to students to develop their study interest. (Yuen, YK)*
- *It allows to use different types of resources, and use different types of skills to present the topic. I will be very glad to take another portfolio learning as it is quite useful. (Kong, YY)*
- *It trains my initiatives to search relevant reading materials. But it takes a lot of time (Lam, KY)*
- *Encourage me to keep reading the news regularly. (Cheng, OY)*
- *It raises our awareness to the news. (Yuen, YK)*

○ A more flexible and beneficial learning tool for students to choose what and how to learn.

- *Survey interviewing classmates about e-portfolio, over 45% think portfolio is helpful to understand what they learn in the lecture. (Cheng, OY)*
- *Participation is higher than before. Students can make correction and enhance their work from feedback. (Lau, CY)*
- *Good for training our critical thinking and analytical skills. (Lam, KY)*
- *De-centralize learning. More freedom to choose how to learn. (Chung, YP)*
- *It can give the freedom to students. It encourages students to think more. (Chung, KH)*
- *It is flexible for students to learn knowledge while comparing with traditional learning. We can freely express our opinions by different methods. (Chan, WC)*

○ **Students can apply knowledge and theories learn from lecture into daily life.**

- *I found that I was able to understand more about the actual situation of some social issues in Hong Kong and applied them into social theories. (Chan, WC)*
- *It is flexible for students to learn knowledge while comparing with traditional learning. We can freely express our opinions by different methods. (Cheng, KS)*
- *We can apply the theory when we discuss a practical question. Encourage students to self-assess their studies and learning. (Kwong, KF)*

○ **Students make more reflections and self-learning.**

- *It is interesting...Continuous self-learning outside the classroom. (Tung, LY)*
- *Good interaction, students not only response to the question raised by leading group, and also active to share related experiences. By discussing with classmates, we can collect more opinions and see the different view point. (Lam, KY)*
- *Emphases active learning and opinion exchanged. (Kwong, KF)*

Overall, the implementation of portfolio, outcome-based learning, serves as a valid and systematic evaluation tool to measure students' KT process and practice. The constructive nature of portfolio learning becomes an impetus for student-centered learning strategies that promote enduring learning. If the portfolio, as evaluation mechanism of KT, is applied in the 4-year curriculum, it will help students to build a comprehensive study record. A full record on student's learning capability and achievements demonstrates their overall performance in a specific subject, and even a holistic presentation of the performance in their 4-year university studies. It can serve as evidence of students' achievements and acquired knowledge for future job hunting and applications for further study.

IV. Prospects: Knowledge Transfer 2012-2015

Building upon the base of 2009-2011, the spectrum of KT 2012-2015 need to be broadened and deepened. The scope of KT need to extend from academic level to community level, which means that future KT programs will be grounded in academics and stretched out to the larger community, and eventually make learning sustainable within all stakeholders. To achieve this, the support from the University's senior management is absolutely essential. By establishing KT as the third pillar of LU activity, the senior management of the University will oversee KT related programmes and ensure the 4Ps of KT are infused into the 334 curriculum for benefiting the new Hong Kong education system.

KT is the process through which one unit (e.g., group, department, or organization) is affected by the experience of another. The transfer of organizational knowledge (i.e., routine or best practices) can be observed through changes in the knowledge or performance of recipient units. By integrating KT into LU liberal arts education, we prepare our students with a broad-based knowledge and a well-rounded skill set to enter almost any field. Students will be able to communicate effectively, function at a high level both while working alone and as a team player. Furthermore, students are constantly training their mind to think critically in an ordered fashion, and to derive conclusions from any body of given information. This is extremely important as these are the most desirable and competitive qualities found in today's workforce.

Two prospects for the next triennium are hence proposed. First and foremost, KT will continue to shape LU as a learning organization in promoting the quality of teaching and learning, and the concept of comprehensive, liberal arts education. Secondly, a more sophisticated and sustainable community KT model should be established so that KT can be extended into informal learning context, and further facilitate the capacity building ability in the community. Detailed actions are elaborated below.

Prospect 1: Position LU as a Learning Organization to Support a Knowledge Economy

Actions:

1. Institutional support of KT (set root for the structure)
2. Align with OBA in terms of learning outcome of the students; infuse KT elements (4Ps) into 3-3-4 curriculum to achieve academic excellence.
3. Through KT, both teachers and students will build up their teaching/learning portfolio.
4. Through the 4-year KT-portfolio learning process, students will collect tangible evidence of their learnt skills and knowledge, demonstrate their talents and achievements, and build up their career portfolio.
5. Through the two open-ended dialogue of KT, LU will cultivate the KT learning culture and in return, shape its unique position in liberal arts education.

Prospect 2: Build Up a Sustainable KT Model for the Community

Actions:

1. Community is defined as secondary schools, NGOs, interest groups, organizations, etc.
2. Strengthen KT Train-the-Trainer approach to facilitate capacity building of the community.
3. Assist the community to build up their own portfolio as an extension of impact measurement.

Objectives & Strategies

Triennium 2012-2015

1. KPIs for Knowledge Transfer

Objective	Strategy	KPIs
Alignment with Mission and Vision of LU	Develop assessment rubrics with specific focus of developing the "Ideal LU graduate"	<ul style="list-style-type: none"> ✚ Build a curriculum map and assessment plan at each of the following levels: <ul style="list-style-type: none"> - course/subject level - program level - university level
Institutionalization of KT	<p>Alignment with Outcome Based Assessment Indicators</p> <p>Develop strong faculty engagement in adopting KT as mode of teaching and learning</p>	<ul style="list-style-type: none"> ✚ Generic set of rubrics fitted for both uses of KT and OBA ✚ No. of courses with KT elements embedded ✚ No. of academic units and staff involved
Enhancement of teaching and learning through research	Collect qualitative and quantitative data through pro bono projects and assessments in KT-embedded courses	<ul style="list-style-type: none"> ✚ No. of pro bono projects/ reports/ publications/ KT related research proposals ✚ Integrate KT indicators in teachers' assessment for teaching
Raise Public Awareness of KT	<p>KT Website</p> <p>Public dissemination of copyrighted KT materials</p> <p>Presentation in seminars, workshops and conferences</p>	<ul style="list-style-type: none"> ✚ No. of visitors to the KT website ✚ Copyrighted materials (e.g. KT manuals for KT Practitioners) ✚ No. of seminars, workshops and conferences ✚ No. of participants in seminars, workshops and conferences ✚ Satisfaction survey of stakeholders
Developing sustainable and independent learning societies	<p>Extension of KT networks to beyond campus</p> <p>Collaborations with community partners, e.g. NGOs, secondary schools, industry, etc.</p>	<ul style="list-style-type: none"> ✚ No. of KT ambassadors ✚ No. of KT associates ✚ No. of beneficiaries e.g. community partners, NGOs, secondary schools, industry, etc. ✚ Satisfaction survey of beneficiaries ✚ Publication of KT resource pack (i.e. handbooks for community)
Enhancement of KT impact	<p>Establish interuniversity collaborations</p> <p>Establish Career Placement</p>	<ul style="list-style-type: none"> ✚ No. of collaborative projects ✚ No. of successful job placements ✚ Students' satisfaction survey of LU education

	<p>System (CPS)</p> <p>Joint-University development of ideal graduate assessment for service-learning</p>	<ul style="list-style-type: none"> ✚ Completion rate of students' 4-year learning portfolio. ✚ Analysis of students' KT-SL learning curve throughout the four years.
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2. KPIs (Learner)

Objective	Strategy	KPIs
Develop an effective evaluation system for impact of KT on learners	Development of assessment rubrics	<ul style="list-style-type: none"> ✚ No. of learner portfolios created ✚ Publication of KT resource pack (i.e. handbooks for learners)
Enhancement of Whole Personal Development	<p>Identify core competencies for the "Ideal Lingnan Graduate"</p> <p>Collaborate with faculty for infusing KT into curriculum design which aims to develop the core competencies identified</p>	<ul style="list-style-type: none"> ✚ No. of student participants in KT courses ✚ Students' enhancement in the core competences identified after participation in KT.
Establish solid foundation for lifelong learning	<p>Extend the application of KT and the Train the Trainer Approach to the community</p> <p>Adopt a suitable rubrics for evaluating KT in the community stage</p>	<ul style="list-style-type: none"> ✚ No. of Train the Trainer programs ✚ No. of Community portfolio packs ✚ Surveys of participants from community partners

3. KPIs (Institution)

Objective	Strategy	KPIs
Redefine Teaching and Learning strategies for Higher Education Institutions	Pedagogy vs. Andragogy	<ul style="list-style-type: none"> ✚ No. of Teaching Portfolios created and updated
Facilitate infusion of KT in Curriculum Design	Provision of KT consultancy Develop Teaching and Learning Resource Packs Create a database for KT curriculum sharing Provide faculty and/or departmental seminars for using KT/ sharing KT experiences	<ul style="list-style-type: none"> ✚ Publication of KT resource pack (i.e. handbooks for faculty staff) ✚ No. of KT consultations ✚ No. of Seminars/ workshops for Faculty
Incentivize KT as mode of Teaching and Learning	Establish funding scheme for KT curriculum design Incorporate KT into the faculty assessment scheme to enhance quality of teaching	<ul style="list-style-type: none"> ✚ No. of “Teaching Excellence Fund” granted ✚ Student satisfaction survey on teaching quality

Appendix 1: Collaborative Parties

Knowledge Transfer Projects 2010 - 2012				
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 Mangement	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	Commission on Youth	Bobbi Brown Comestics
Student Service Centre (SSC)	Ching Chun Hau Po Woon Secondary School	Tung Wah Group of Hospitals Tai Tung Pui Care and Attention Home	Home Affairs Department, Tsuen Wan	Ha Fa Shan Village Committee

Student Hostels (Hall A, B, C, D, E, F)	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
Teaching & Learning Centre	Ming Kei College	The Neighbourhood Advice Action-Council Fu Tai Elderly Home	Centre for Nutritional Studies, CUHK
	Sik Sik Yuen Ho Ngai College	Yan Chai Hospital Tsin Man Kuen Elderly Home	MSL Nutritional Diet Centre
	PAOC Ka Chi Secondary School	Association of Baptist for World Evangelism, Tin Yue Baptist Church Elderly Centre	
	Ho Ngai College (Sponsored by Sik Sik Yuen)	Caritas Hong Kong Elderly Home	
	Ching Sing Benevolent Society Mrs. Aw Boon Haw Secondary School	H.K.E.C. Tai Hing Bradbury Elderly Centre	
	Shi Hui Wen Secondary School	Foursquare Gospel Lung Hang Church Elderly Centre	

The Evangelical Lutheran
Church of Hong Kong Lutheran
Senior Citizen Club

Hong Kong Women Foundation
Limited

Fung Ying Seen Koon

Baptist Oi Kwan Social Service

Caritas Li Ka Shing C & A
Home

Yan Oi Tong Woo Chung
District Elderly Community
Centre

HKLSS Yau On Lutheran
Centre for the Elderly

Appendix 2 : Pre-and Post-Knowledge Transfer Test

Please rate the following aspects on a scale 1 to 10, where 1 is 'Never' and 10 is 'Always', of the overall frequency of use in your learning.

Items	Never —————→ Always									
Knowledge Internalization										
1. I provide references for assigned tasks.	1	2	3	4	5	6	7	8	9	10
2. I store developed ideas on new tasks.	1	2	3	4	5	6	7	8	9	10
3. I understand other people's ideas.	1	2	3	4	5	6	7	8	9	10
4. I search through different information sources to obtain knowledge necessary for the tasks.	1	2	3	4	5	6	7	8	9	10
5. I systemically manage information necessary for the tasks and store it for future usage.	1	2	3	4	5	6	7	8	9	10
Knowledge Sharing										
6. I share information and knowledge with others to enrich my learning experiences.	1	2	3	4	5	6	7	8	9	10
7. I express my thoughts and ideas clearly.	1	2	3	4	5	6	7	8	9	10
8. I articulate my experiences.	1	2	3	4	5	6	7	8	9	10
9. I reconstruct other people's ideas into my own knowledge.	1	2	3	4	5	6	7	8	9	10
10. I am encouraged to share information and knowledge with others.	1	2	3	4	5	6	7	8	9	10
Knowledge Creation										
11. I build up my own knowledge through interacting with others.	1	2	3	4	5	6	7	8	9	10
12. I refine my own knowledge through understanding others' ideas.	1	2	3	4	5	6	7	8	9	10
13. I can process existing information coherently for transforming them into my own knowledge.	1	2	3	4	5	6	7	8	9	10
14. I solve problems with my acquired knowledge.	1	2	3	4	5	6	7	8	9	10
15. I use different IT applications and tools for accomplishing my tasks.	1	2	3	4	5	6	7	8	9	10
Knowledge Application										
16. I provide references to support my arguments.	1	2	3	4	5	6	7	8	9	10
17. I can evaluate the validity and reliability of the references and resources available.	1	2	3	4	5	6	7	8	9	10
18. I propose solutions to problems with my acquired knowledge.	1	2	3	4	5	6	7	8	9	10
19. I examine the feasibility of my proposals through practice.	1	2	3	4	5	6	7	8	9	10
20. I refer to best practices and apply them to my tasks.	1	2	3	4	5	6	7	8	9	10

Appendix 3 : Example of Portfolio / Tutorial Topic

SOC333 Health, Illness and Behaviour

Second Term, 2011-2012 (January - May, 2012)

Lecture & Tutorial Schedule

Instructors: Professor CHAN Cheung Ming, Alfred (AC)

Professor David Phillips (DP)

Tutor: Ms. Sharon Sin Yui CHAN

- T2 Monday 11:30am-12:30pm (SO222): starting on Feb 6

- T4 Thursday 12:30pm-1:30pm (SO107): starting on Feb 9

Lecture Schedule: Wednesday 11:30am-1:30pm MBG01

Lecture Schedule				Tutorial Schedule		
Week	Instructor	Date	Lecture Topics	Mon Section	Thu Section	Tutorial/Task-to-do
1	AC	1 February	<ul style="list-style-type: none"> • Grouping and house-keeping • Introduction of NAAC and course work • Talk by Neighbourhood Advice-Action Council (NAAC) • Introduction to e-portfolio learning and Mahara Training • Q & A 	30 January	2 February	NO TUTORIAL
2	AC	8 February	<p>Topic 1:</p> <p>Introduction: Defining health and illness: physical, psychological and sociological perspectives</p>	6 February	9 February	Introduction to portfolio learning topics and grading rubrics
3	AC	15 February	<p>Topic 2:</p> <p>Health and illness behaviour: the sick role</p>	13 February	16 February	<p>Portfolio Task 1</p> <ul style="list-style-type: none"> • Evaluate and discuss on your own health status in the past 6 months in terms of a) physical b) psychological c) sociological aspects by applying the (1) body-mind-

			<ul style="list-style-type: none"> • Doctor-patient relationships • Empowering patients through health promotion 			<p>environment model and (2) WHO's definition of health.</p> <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> • WHO, other sites; journals; periodicals, newspapers, etc <p>Suggested form of presentation on e-portfolio:</p> <ul style="list-style-type: none"> • PowerPoint, poster, collage, written report, etc. <p>e-portfolio Submission Date: Mon section: 15 February (Wed) Thu section: 18 February (Sat)</p>
4	AC	22 February	<p>Topic 3:</p> <p>Health beliefs and practices: cultural differences?</p> <ul style="list-style-type: none"> • Concepts of health and illness: examples of pregnancy & depression • The healthcare system: policy and service delivery 	20 February	23 February (Sports Day)	<p>Portfolio Task 2</p> <p><i>(No tutorial session, Q&A with tutor if needed)</i></p> <ul style="list-style-type: none"> • Identify factors affecting doctor-patient relationships and the health outcomes, and ways to empower patients through health promotion. Share with your classmates your experience of seeing a doctor. Discuss your opinion on the doctor-patient relationship in your experience. <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> • HA and Dept. Health, etc.; public service brochures; other government sources; perhaps interviews; local media; online articles (e.g. Medical Bulletin) etc. <p>Suggested form of presentation on e-portfolio:</p> <ul style="list-style-type: none"> • PowerPoint, poster, collage, written report, video, etc. <p>e-portfolio Submission Date: Mon section: 22 February (Wed) Thu section: 25 February (Sat)</p>

5	AC	29 February	<p>Topic 4:</p> <p>Health beliefs and practices: cultural differences?</p> <ul style="list-style-type: none"> • Setting priorities at a time of limited resources • Reasons for the importance of family care givers in community care; the working relationships between family and formal care givers • Controversies: creating lives to save lives – PGD and tissue typing <p><i>*NAAC training: interview etiquette, communication skills, dos and don'ts, worst case scenarios, etc.</i></p> <p><i>Brief interview guidelines.</i></p>	27 February	1 March	<p>Portfolio Task 3</p> <ul style="list-style-type: none"> • Discuss the concept of health and illness developed in both Chinese and Western medicine with illustrated examples of depression (/or any other examples). Describe and evaluate the cultural and social perceptions of depressive symptoms, and how these perceptions could affect healthcare system in delivering services to patients with depression. <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> • Newspapers, local media; journals, articles (e.g. Medical Bulletin) etc.; interviews with health professionals and academics <p>Suggested form of presentation on e-portfolio:</p> <ul style="list-style-type: none"> • PowerPoint, poster, collage, written report, etc. <p>e-portfolio Submission Date: Mon section: 29 February (Wed) Thu section: 3 March (Sat)</p>
6	AC	7 March	<p>Topic 5:</p> <p>Behaviour as diagnostic indicators & the medical model</p> <ul style="list-style-type: none"> • The curative process: diagnosis, treatment and rehabilitation • Primary, secondary and tertiary prevention in healthcare 	5 March	8 March	<p>Portfolio Task 4</p> <p>(No tutorial session, Q&A with tutor if needed)</p> <ul style="list-style-type: none"> • Interview with NAAC Describe and evaluate the interview process with reflections of the knowledge learnt in week 5 and 6. <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> • Readings on interview skills, research methods, notes from the lecture. <p>Suggested form of presentation:</p> <ul style="list-style-type: none"> • PowerPoint, concept map, written report, video footage, interview transcriptions, audio clips, photographs etc.

						e-portfolio Submission Date: Mon section: 7 March (Wed) Thu section: 10 March (Sat)
7 to 9	DP	14 March 21 March & 28 March	Topic 6-8: Global health: social epidemiology, disease and the environment <ul style="list-style-type: none"> The concepts of global health and social epidemiology; major contemporary challenges in health Epidemiological triad: diseases and environment Illustrations: various conditions/diseases with environmental associations (e.g. Malaria, HIV/AIDS, Avian 'flu, SARS, etc) Illustrations: current global "epidemics" – non-communicable diseases (NCDs), obesity, dementias, etc 	12 March	15 March	Portfolio Task 5 <ul style="list-style-type: none"> Formative reflection Students are required to review their own learning over the last 6 weeks and provide a summary e-portfolio Submission Date: Mon section: 14 March (Wed) Thu section: 17 March (Sat)
				19 March	22 March	Portfolio Task 6 <ul style="list-style-type: none"> Identify a major global health issue/issues; examine how it has evolved and is likely to evolve in the next decades. You can choose an infectious condition or a NCD or both Suggested evidence collection: <ul style="list-style-type: none"> WHO, CDCs, other sites; journals; periodicals, newspapers, etc Suggested form of presentation on e-portfolio: <ul style="list-style-type: none"> PowerPoint, poster, collage, written report, maps, etc. e-portfolio Submission Date: Mon section: 21 March (Wed)

						Thu section: 24 March (Sat)
				26 March	29 March	<p>Portfolio Tasks 7-8</p> <ul style="list-style-type: none"> Following from Task 6, for 7-8, applying the principles of social epidemiology, select one or two health conditions in HK and/or China and examine how these conditions relate to the local and regional environments, risk factors, prevention, and how they may evolve (examples could include, among many others, avian or swine flu, SARS, Legionnaire's Disease; cancers, obesity; dementias; mental health issues, etc.) <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> HK Centre for Health Protection, HA and Dept. Health, etc.; public service brochures; other government sources; perhaps interviews; local media; online articles etc. <p>Suggested form of presentation on e-portfolio:</p> <ul style="list-style-type: none"> PowerPoint, poster, collage, written report, local maps and data, etc. <p>e-portfolio Submission Date: Mon section: 28 March (Wed) Thu section: 31 March (Sat)</p>
10	DP	4 April	NO LECTURE Ching Ming Festival	2 April	5 April	<p>Portfolio Tasks 7-8 (No Tutorial session, Q&A with tutor if needed)</p>

						<ul style="list-style-type: none"> • Following from Task 6, for 7-8, applying the principles of social epidemiology, select one or two health conditions in HK and/or China and examine how these conditions relate to the local and regional environments, risk factors, prevention, and how they may evolve (examples could include, among many others, avian or swine flu, SARS, Legionnaire’s Disease; cancers, obesity; dementias; mental health issues, etc.) <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> • HK Centre for Health Protection, HA and Dept. Health, etc.; public service brochures; other government sources; perhaps interviews; local media; online articles etc. <p>Suggested form of presentation on e-portfolio:</p> <ul style="list-style-type: none"> • PowerPoint, poster, collage, written report, local maps and data, etc. <p>e-portfolio Submission Date: Mon section: 4 April (Wed) Thu section: 7 April (Sat)</p>
11	DP	11 April	<p>Topic 9</p> <p>Organization of community healthcare and hospital services</p> <ul style="list-style-type: none"> • Healthcare provision at the community level (primary 	9 April (Easter Holidays)	12 April	<p style="text-align: center;">NO TUTORIAL <i>(Q&A with tutor if needed)</i></p>

			<p>health care)</p> <ul style="list-style-type: none"> • Hospital services (secondary, tertiary health care) • Community care, hospital care, or what combinations? 			
12	DP	18 April	<p>Topic 10:</p> <p>Consumer behaviour in healthcare services</p> <ul style="list-style-type: none"> • Consumption and utilization of health services; accessibility and utilization; models of and factors affecting HS use • What do consumers want: quality, choice, access, affordable price 	16 April	19 April	<p>Portfolio Task 9</p> <ul style="list-style-type: none"> • Identify a local or regional health care provision issue; discuss how it evolved and why it is important. Examples will be discussed in the lectures. <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> • Local/regional media: newspapers, TV, radio news and current affairs; periodicals; reading, government sources (HA, professional healthcare organizations, etc.), online articles; etc. <p>Suggested form of presentation on e-portfolio:</p> <ul style="list-style-type: none"> • PowerPoint, poster, collage, written report, etc. <p>e-portfolio Submission Date: Mon section: 18 April (Wed) Thu section: 21 April (Sat)</p>
13	DP	25 April	Revision session	23 April	26 April	<p>Portfolio Task 10</p> <ul style="list-style-type: none"> • Select a local consumer-related issue in health services; identify its features, underlying reasons and give suggested solutions. Examples might be medical mishaps, doctor shopping, overseas doctors, older

					<p>people's services, mainland mothers, use of private/public services, etc.</p> <p>Suggested evidence collection:</p> <ul style="list-style-type: none"> Local media reports, newspaper clippings, literary reading, government sources, online articles, interviews, video or audio clips, interviews with health services consumer(s) or a health care provider. <p>Suggested form of presentation on e-portfolio:</p> <ul style="list-style-type: none"> PowerPoint, poster, collage, written report, video, etc. <p>e-portfolio Submission Date: Mon section: 25 April (Wed) Thu section: 28 April (Sat)</p>
14		30 April (Monday)	Examination: 4-6pm, Student Function Hall		<p>Portfolio Task 11</p> <p>(NO TUTORIAL - Q&A with tutor if needed)</p> <ul style="list-style-type: none"> Summative evaluation Students are required to review their own learning over the last 13 weeks in terms of learning process and development, use of portfolio as a learning tool, course materials, etc., and write a summary. <p>e-portfolio Final Submission Date: 4 May (Fri)</p>

1. Any special arrangements will be announced in the lectures and/or on Moodle.
2. Please check Moodle/Mahara and your Lingnan emails regularly.

Appendix 4 : Key Descriptors for Assessment and Grading

Definitions of the common command words/operative verbs used in assessment and grading criteria

ANALYSE:	Identify separate factors that supply and state how these are linked and how each of them apply to the topic
APPRAISE:	Give the positive and negative points and give a reasoned judgement
ASSESS:	Give careful consideration to all the factors that apply and identify which are the most important or relevant
COMMENT CRITICALLY:	Give your view after considering all the evidence. Decide the importance of all the relevant positive and negative aspects
COMPARE/CONTRAST:	Identify the main factors relating to two or more items and point out their similarities and differences, advantages or disadvantages
CRITICISE:	Review a topic or issue objectively and weigh up both positive and negative points
DEFINE:	Clearly explain what a particular term means and give an example, if appropriate, to show what you mean
DEMONSTRATE:	Provide several relevant examples which clearly support the argument you are making/ show practical skills
DESCRIBE:	Give a clear, straightforward description which includes all the main points – think of it as ‘painting a picture with words’
DESIGN:	Create a plan, proposal or an outline to illustrate a straightforward concept or idea
DRAW CONCLUSIONS:	Use the evidence you have provided to reach a reasoned judgement
EXPLAIN:	Set out in detail the meaning of something, with reasons. More difficult than describe. State ‘how’ or ‘why’
EVALUATE:	Review and bring together all the Information to form a conclusion. Give evidence for each of your views or statements. Make a judgement on the importance or success of something
EVALUATE CRITICALLY:	Decide the degree to which a statement is true or the importance or value of something after reviewing all the information. Include precise and detailed information and assess possible alternatives

IDENTIFY:	Point out or choose the right one or give a list of the main features
ILLUSTRATE:	Include examples or a diagram to show what you mean
INTERPRET:	Define or explain the meaning of something (words, actions etc.)
JUSTIFY:	Give reasons or evidence to support your opinion or view to show how you have arrived at a conclusion/s
LIST:	Write a list of the main items (not sentences or continuous writing)
OUTLINE:	Write a clear description but not a detailed one
PLAN:	Work out and plan how you would carry out an activity
STATE:	Provide a clear and full account in speech or writing
SUMMARISE:	Write down or articulate briefly the main points

Appendix 5 : KT Rubrics 2012

SOC333 Health, Illness and Behaviour Second Term, 2011-2012 (January - May, 2012)

Name (Eng)	
Name (Chi)	
Student ID	
Sex	<input type="checkbox"/> M <input type="checkbox"/> F
Year of Study	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3
GPA of Last Semester	
Mobile	
Home no.	
Email (Lingnan)	
Alternate Email	

1. Any special arrangements will be announced in the lectures and/or on Moodle.
2. Please check Moodle/Mahara and your Lingnan emails regularly.

Tasks	Completed	Incomplete	Score
Portfolio 1			
Portfolio 2			
Portfolio 3			
Portfolio 4			

Week 3

Tutorial 1: Evaluate and discuss on your own health status in the past 6 months in terms of a) physical b) psychological c) sociological aspects by applying the (1) body-mind-environment model and (2) WHO's definition of health.

	Key Elements	Unsatisfactory (0 point)	Basic (1 point)	Proficient (2 point)	Advanced (3 point)	Exemplary (4 point)	Total Score
Knowledge Internalization	Investigation	<input type="checkbox"/> Questions and goal(s) of investigation not stated. <input type="checkbox"/> No sources reviewed for background information <input type="checkbox"/> Does not distinguish facts from opinions	<input type="checkbox"/> Questions and goal(s) of investigation not stated clearly or appropriately (e.g., may be too broad, superficial, not specific, and/or not at a structural level) <input type="checkbox"/> Relevant sources reviewed for background information <input type="checkbox"/> Able to distinguish some facts from opinions <input type="checkbox"/> Offers basic description of background research, but no evaluation, conclusion, or extension of this task	<input type="checkbox"/> Questions and goal(s) of investigation stated with sufficient, general focus <input type="checkbox"/> Surface level of evaluation is offered, with only confirmatory (and no dis-confirmatory) evidence to support ideas <input type="checkbox"/> Most facts are separated from opinions <input type="checkbox"/> Reasonable but limited inferences and conclusions drawn from background information	<input type="checkbox"/> Questions and goal(s) of project stated explicitly, with appropriate focus <input type="checkbox"/> Sufficient number of sources to provide a representative depiction of relevant background information <input type="checkbox"/> All facts are separated from opinions <input type="checkbox"/> Conclusions are based on the results of the analysis, as a logical extension of the findings, or demonstrating an understanding of theory as well as application of theory to current project	<input type="checkbox"/> Convincing conclusions are drawn from current investigation and generalizations to related areas are proposed (demonstrating an understanding of theory as well as application of theory beyond the current project)	

	Evaluation of information	<input type="checkbox"/> Student is unaware of criteria used to judge information quality. <input type="checkbox"/> No effort is made to examine information located.	<input type="checkbox"/> Student is aware of criteria but unable to judge information quality. <input type="checkbox"/> Little effort is made to examine information located. <input type="checkbox"/> Unable to check validity of information.	<input type="checkbox"/> Student is aware of criteria and able to judge information quality. <input type="checkbox"/> Student examines information using criteria such as authority, credibility, relevance, and accuracy, and use proper citation format. <input type="checkbox"/> Student is able to make judgments about what to keep and what to discard	<input type="checkbox"/> Multiple and diverse sources and viewpoints of information are compared and evaluated according to specific criteria appropriate for the discipline. <input type="checkbox"/> Most sources of information are properly cited and documented for checking the accuracy of information.	<input type="checkbox"/> All sources of information are properly cited and documented for checking the accuracy of information.	
Knowledge Sharing	Participation	<input type="checkbox"/> no advance preparation Observes passively and says nothing	<input type="checkbox"/> Little advance preparation <input type="checkbox"/> Observes passively and says little <input type="checkbox"/> Responds to questions with short remarks	<input type="checkbox"/> Moderately prepared in advance <input type="checkbox"/> Participates in discussions, and introduces information or asks questions	<input type="checkbox"/> Well prepared in advance <input type="checkbox"/> Actively participates in discussion and asks questions <input type="checkbox"/> Listens attentively and Identify the relevant parts of the discussion to the topic <input type="checkbox"/> Shows understanding by paraphrasing or by acknowledging and building on others' ideas	<input type="checkbox"/> Identify and evaluate evidence used to support specific claims <input type="checkbox"/> Re-visits issues or ideas that need more attention	
	Articulation	<input type="checkbox"/> The speaker's knowledge of the subject is inaccurate. <input type="checkbox"/> The speaker cannot clearly state and address an assigned topic.	<input type="checkbox"/> Some of the speaker's knowledge of the subject is accurate. <input type="checkbox"/> Clearly state and address an assigned topic.	<input type="checkbox"/> Most of the speaker's knowledge of the subject is accurate. <input type="checkbox"/> Speak in understandable and clearly audible language. <input type="checkbox"/> Use more than one type of media to present on the topic.	<input type="checkbox"/> The speaker's knowledge of the subject is accurate throughout. <input type="checkbox"/> Develop a clear thesis. <input type="checkbox"/> Use more than two types of media to present on the topic	<input type="checkbox"/> The speaker's knowledge of the subject is accurate throughout while providing supporting evidence. <input type="checkbox"/> Support a clear thesis, with subsidiary points, which are presented systematically from introduction, discussion to conclusion.	

Knowledge Creation	Critical thinking	<input type="checkbox"/> Fails to identify, summarize, or explain the main problem or question. <input type="checkbox"/> Fail to formulate own point of view.	<input type="checkbox"/> Identifies main issues but does not summarize or explain them clearly or sufficiently. <input type="checkbox"/> Formulate a vague and indecisive point of view.	<input type="checkbox"/> Successfully identifies and summarizes the main issues. <input type="checkbox"/> Formulates a clear and precise personal point of view concerning the issue, and discusses its weaknesses as well as its strengths.	<input type="checkbox"/> Successfully identifies and summarizes the main issues, and clearly explain why/how they are problems or create questions. <input type="checkbox"/> Formulates a clear and precise personal point of view, and acknowledges objections and rival positions.	<input type="checkbox"/> Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other. <input type="checkbox"/> Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.	
	Tech competency	<input type="checkbox"/> Unable to articulate the relevant information found. <input type="checkbox"/> None of the graphic elements or multimedia contributes to understanding concepts, ideas and relationships. <input type="checkbox"/> None of the graphics include alternate text in web-based portfolios.	<input type="checkbox"/> Reformulates and articulate a collection of available ideas. <input type="checkbox"/> Some of the graphic elements and multimedia do not contribute to understanding concepts, ideas and relationships. <input type="checkbox"/> Some of the graphics include alternate text in web-based portfolios.	<input type="checkbox"/> Most of the graphic elements and multimedia contribute to understanding concepts, ideas and relationships, enhance the written material and create interest. <input type="checkbox"/> Most of the graphics include alternate text in web-based portfolios.	<input type="checkbox"/> Creates a novel or creative idea, question, format, or product. <input type="checkbox"/> All of the photographs, concept maps, spreadsheets, graphics, audio and/or video files enhance understanding of concepts, ideas and relationships, create interest, and are appropriate for the chosen purpose. <input type="checkbox"/> Accessibility requirements using alternate text for graphics are included in web-based portfolios.	<input type="checkbox"/> Extends a novel or creative idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	

Knowledge Application	Connection	<input type="checkbox"/> Unable to recognize simple links among topics or concepts in a course <input type="checkbox"/> Unable to offer accurate definitions of terms and concepts	<input type="checkbox"/> Recognize simple links among topics or concepts in this course <input type="checkbox"/> Identify the setting (e.g., context, environment, culture, domain) in which connections can be made <input type="checkbox"/> Offer and describe accurate definitions of terms and concepts	<input type="checkbox"/> Recognize links among topics and concepts presented in different courses or contexts <input type="checkbox"/> Identify and describe the setting (e.g., context, environment, culture, domain) in which connections are being made <input type="checkbox"/> Formulate generalizations about collections or sets of items	<input type="checkbox"/> Use disciplinary frameworks and concepts to illuminate relationships among apparently diverse items <input type="checkbox"/> Specify the limits or boundaries within which generalizations apply	<input type="checkbox"/> Identify ways to reconcile diverse or conflicting priorities, viewpoints, or options. <input type="checkbox"/> Call attention to something that has not been adequately noticed by others (e.g., a subtle or deep relationship, novel findings or interpretations, the context or frame of reference)
	Theoretical application	<input type="checkbox"/> Unable to illustrate the ability to critique work or provide suggestions <input type="checkbox"/> Unable to construct practical alternatives.	<input type="checkbox"/> Able to critique work, but unable to provide any suggestions.	<input type="checkbox"/> Able to effectively critique work and provide some suggestions. <input type="checkbox"/> Able to construct practical alternatives.	<input type="checkbox"/> Able to effectively critique work and to construct practical alternatives with supporting references. <input type="checkbox"/> Apply abstract academic knowledge to solve concrete practical problems	<input type="checkbox"/> Able to implement the suggested alternatives in an appropriate context. <input type="checkbox"/> Able to correctly analyze and synthesize the findings of applying the suggested alternative in its appropriate context. <input type="checkbox"/> Apply frameworks from multiple domains of knowledge and practice to create something (e.g., research proposal, thesis, presentations, etc.) in a wider or extended context.

- 0-8 Basic
- 9-16 Proficient
- 17-24 Advanced
- 25-32 Exemplary

Appendix 6: Knowledge Transfer Program Overview

KT Sub-theme	Project	Date
YO! Partnership	Knowing Yourself through Drama Round 1 Let's YO! 長青劇場工作坊	Nov-09
	Knowing Yourself through Drama Round 2 Let's YO! 長青劇場工作坊	Nov-09
	“YO! Drama 長青劇場” 生命耆謀 加油自強「分享篇」表演	Jan-10
	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
	鑒金歲月之「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
	OSL Luncheon 1-3	Sept - Dec 2010
	Hand in Hand, Life to Life 屯結長幼，生命傳承	Sept -Dec 2010
	Social Gerontology course for Ming Kei College 社會老年學課程 (銘基書院)	Oct -Nov 2010
	Community Festival	Jun-11
	Muncheon With APIAS - Knowledge Transfer Series 笑笑說說想想 午餐聚會 第一擊! 知識傳承系列	Oct-11
	Muncheon With APIAS - Knowledge Transfer Series 笑笑說說想想 午餐聚會 第二擊! 知識傳承系列	Oct-11
Hand-in-Hand, Life-to-Life Project 手牽手·生命傳承計劃	Nov-11	
"Mental Health" Ambassador: "Hand in Hand, Life-to-life" Knowledge Transfer Programme 2011-2012 「『屯』結長幼生命傳承 2011-2012」計劃「精神健康」領袖大使配對	Feb-2012 to now	
Healthy Life! Healthy Mind	Yoga and Meditation! Round 1 非·常瑜伽	Nov-09
	Yoga and Meditation! Round 2 非·常瑜伽	Nov-09
	IHSS Film in Education Series - Exploring Hong Kong Gay and Grey	Feb-10
	Forbidden Love: Elder Sex	Aug-10
	Health Frontiers in Tuen Mun 健康 TWINS 計劃 09/10 2nd semester	Jan - May 2010
	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	
Healthy Life! Healthy Mind	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	
	Portfolio-Learning of SOC327 Social Problems and Social Welfare in Hong Kong	Sept-Dec 2011	
	Health Workshop - The way to true beauty 「終生美麗·年輕之道」健康工作坊	Nov-11	
	健康 TEEN 使計劃	Mar-12	
	Health Workshop- Nutrition Weight Management 「至 FIT 營養減肥法」健康工作坊	Mar-12	
	Portfolio-Learning of SOC333 Health, Illness and Behaviour	Jan-May 2012	
	Portfolio-Learning of POL/ GEB 227 Law and Governance	Jan-May 2012	
Body Positive	Are You Beautiful? - Round 1	Nov-09	
	What do you see when you look in the mirror?- Round 1	Nov-09	
	What do you see when you look in the mirror?- Round 2	Nov-09	
	Are You Beautiful? - Round 2	Feb-10	
	Are You Beautiful? - Round 3	Feb-10	
	What do you see when you look in the mirror?- Round 3	Feb-10	
	Health Education Workshop – Menopause	Jul-10	
	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 7: Quantitative Performance Indicators

Performance Indicators	Initial Statement 2011/2012	Achieved Outcome 2010/2011	Achieved Outcome 2011/2012	Frequency of Participation 2011/12
Number of students participated in the scheme (UGC students)	100	925	155	141
Number of instructors involved in the scheme	4	85	17	17
Number/types of end users/beneficiaries of the scheme	1,000	2404	544	NA
Number of hours served by students	10,000	3262	591	NA
Number of organizations connected	10	37	55	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	23	10	NA
Number of students participated in the scheme (non-UGC students)	NA	38	5	5
Number of non-students participated in the scheme (community stakeholders / participants)	NA	835	120	NA
Total Numbers of Participants	NA	2404	544	NA

Appendix 8: Financial Report 2011-2012

Item	Proposed Budget 2011/2012	Actual Expenses 2011/2012
Dedicated staff for Knowledge Transfer (salaries and other costs)	HK\$760,000	HK\$1,315,411.28
Support for academic staff to engage in Knowledge Transfer activities (including buying out academic time)	HK\$65,000	HK\$27,980
Training/ Staff development for academics	HK\$288,000	HK\$21,715.31
PR/ Marketing activities (including travel but excluding internal staff costs)	HK\$45,000	HK\$66,397.41
Equipment & Programme Costs	HK\$52,545	HK\$115,153.81
Consultancy Services	HK\$9,455	HK\$46,000
Total	HK\$1,220,000	HK\$1,592,657.81

Financial Report July 2009 – June 2012 (Total Approved Budget: HK\$3,651,000)

Item	Proposed Budget July 2009 – June 2012	Actual Expenses July 2009 – June 2012
Dedicated staff for Knowledge Transfer (salaries and other costs)	HK\$1,273,930.37	HK\$2,269,465.88
Support for academic staff to engage in Knowledge Transfer activities (including buying out academic time)	HK\$1,002,069.63	HK\$808,000.75
Training/ Staff development for academics	HK\$853,000	HK\$74,997.10
- PR/ Marketing activities (including travel but excluding internal staff costs)	HK\$471,000	HK\$498,536.27
- Equipment & Programme Costs		
- Consultancy Services		
Others	HK\$51,000	--
Total	HK\$3,651,000	HK\$3,651,000

Appendix 9: Knowledge Transfer Program Record 2010-2012

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	Sudents	Others		
2009/2010												
Body Positive	Are You Beautiful? - Round 1	11	10	3	11	10	3	0	0	0	3	3
Body Positive	What do you see when you look in the mirror?- Round 1	12	6	5	12	6	5	0	0	0	3	3
Body Positive	What do you see when you look in the mirror?- Round 2	6	3	8	6	3	8	0	0	0	3	3
Body Positive	Are You Beautiful? - Round 2	11	0	0	11	0	0	0	0	0	3	3
Body Positive	Are You Beautiful? - Round 3	21	2	0	21	2	0	0	0	4	2	2
Body Positive	What do you see when you look in the mirror?- Round 3	5	2	1	5	2	1	0	0	2	2	2
Body Positive	Health Education Workshop – Menopause	15	0	0	15	0	0	13	0	14	2	2
Healthy Life! Healthy Mind	Yoga and Meditation! Round 1 非·常瑜伽	4	0	0	4	0	0	0	0	0	1	1
Healthy Life! Healthy Mind	Yoga and Meditation! Round 2 非·常瑜伽	6	1	1	6	1	1	0	0	1	1	1
YO! Partnership	Knowing Yourself through Drama Round 1 Let's YO! 長青劇場工作坊	3	1	1	3	1	1	0	0	0	1	1
YO! Partnership	Knowing Yourself through Drama Round 2 Let's YO! 長青劇場工作坊	3	0	0	3	0	0	9	0	0	1	1
YO! Partnership	“YO! Drama 長青劇場” 生命耆謀 加油自強「分享篇」表演	12	0	0	72	0	0	10	0	0	3	18
Healthy Life! Healthy Mind	IHSS Film in Education Series - Exploring Hong Kong Gay and Grey	6	0	1	6	0	1	0	1	0	2	2
Healthy Life! Healthy Mind	Forbidden Love: Elder Sex	9	0	0	9	0	22	23	0	1	2	2
Healthy Life! Healthy Mind	Health Frontiers in Tuen Mun 健康 TWINS 計劃 09/10 2nd semester	8	0	1	64	0	8	0	0	248	6	15

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」社區關注防虐日 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	鑒金歲月之「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 下花山生態環境搜記	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 思動獻 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
2011/2012												
YO! Partnership	Muncheon With APIAS - Knowledge Transfer Series 笑笑說說想想 午餐聚會 第一擊! 知識傳承系列	3	0	0	3	0	0	0	0	2	2	2
YO! Partnership	Muncheon With APIAS - Knowledge Transfer Series 笑笑說說想想 午餐聚會 第二擊! 知識傳承系列	3	0	0	3	0	0	0	0	1	2	2
YO! Partnership	Hand-in-Hand, Life-to-Life Project 手牽手·生命傳承計劃	14	0	0	0	0	0	0	213	0	2	2

YO! Partnership	"Mental Health" Ambassador: "Hand in Hand, Life-to-life" Knowledge Transfer Programme 2011-2012 「『屯』結長幼生命傳承 2011-2012」計劃「精神健康」 領袖大使配對	0	0	0	0	0	0	10	40	0	2	2
Healthy Life! Healthy Mind	Health Workshop - The way to true beauty 「終生美麗・年輕之道」健康 工作坊	21	0	0	21	0	0	15	0	14	1	1
Healthy Life! Healthy Mind	健康 TEEN 使計劃	0	0	0	0	0	0	23	16	0	1	1
Healthy Life! Healthy Mind	Health Workshop- Nutrition Weight Management 「至 FIT 營養減肥法」健康工 作坊	30	0	0	30	0	0	34	0	21	1	1
Healthy Life! Healthy Mind	Portfolio-Learning of SOC327 Social Problems and Social Welfare in Hong Kong	29	2	0	29	2	0	0	0	0	2	2
Healthy Life! Healthy Mind	Portfolio-Learning of SOC333 Health, Illness and Behaviour	33	1	0	33	1	0	0	0	0	3	3
Healthy Life! Healthy Mind	Portfolio-Learning of POL/ GEB 227 Law and Governance	22	2	0	22	2	0	0	0	0	1	1

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	Sudents	Others		
1,212	42	47	1,541	42	76	670	914	610	137	318

Appendix 10: Overall Program Evaluation

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 already have.		I will adopt the knowledge I acquired from the activity into my daily life.		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
	Muncheon With APIAS - Knowledge Transfer Series 笑笑說說想想 午餐聚會 第二擊! 知識傳承系列	8.50	1.291	8.75	1.258	8.25	0.957	9.75	0.500	4.00	0.000	4.50	0.577	4.25	0.957	4.25	0.500	4.25	0.50	4.50	0.577	4.50	0.577	4.25	0.500
	Hand-in-Hand, Life-to-Life Project 手牽手·生命傳承計劃	7.20	1.452	7.32	1.330	7.39	1.353	7.97	1.499	3.99	0.670	4.03	0.639	4.06	0.658	4.00	0.657	N/A	N/A	N/A	N/A	N/A	N/A	4.15	0.58
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 下花山生態環境搜記	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
	Health Workshop - The way to true beauty 「終生美麗·年輕之道」健康工作坊	7.64	1.382	7.76	1.437	7.68	1.491	7.98	1.660	3.73	0.818	4.04	0.763	3.92	0.786	4.08	0.786	3.92	0.794	4.04	0.706	3.92	0.862	4.06	0.689
	Health Workshop- Nutrition Weight Management 「至 FIT 營養減肥法」健康工作坊	7.17	1.592	7.14	1.570	7.37	1.560	7.61	1.579	3.49	0.734	3.82	0.683	3.82	0.723	4.00	0.659	3.76	0.647	3.84	0.715	4.00	0.780	3.96	0.647
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

Appendix 11: KT Evaluation Template

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 (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
---	---	---	---	---	---	---	---	---	----

 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

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
---	---	---	---	---

 Excellent 優

C6 Settings and delivery – Duration of the activity 活動時間

Poor 劣

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

 Excellent 優

C7 Settings and delivery – Mode of delivery 活動舉行方式

Poor 劣

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

 Excellent 優

C8 Settings and delivery – Venue 活動場地

Poor 劣

1		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
---	---	---	---	---

 Excellent 優

C10 General Comments 其他意見

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

D1 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：_____

D2 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

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 :