

RGC Ref. No.: UGC/IDS16/15 <hr/> (please insert ref. above)

**RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR**

**INSTITUTIONAL DEVELOPMENT SCHEME (IDS)
RESEARCH INFRASTRUCTURE GRANT**

Completion Report

(for completed projects only)

Submission Deadlines:

1. Auditor's report with unspent balance, if any: within **six** months of the approved project completion date.
2. Completion report: within **12** months of the approved project completion date.

Important Note:

In completing the report, please use the following format:

Page limit: Items 1 to 5 and Summary of Completion Report: no page limit
Items 6 to 9: maximum **20 A4 pages** (excluding any appendices and attachments)

Font: Times New Roman

Font Size: **Not smaller** than Point 12

Margin: Two centimeters margin all around

Spacing: Single-line spacing

1. Project Title

Second Phase of Institutional Research Capacity Development — Establishment of
Three Research Institutes

2. Investigator(s) and Academic Department(s) / Unit(s) Involved[#]

Project Team	Name / Post	Department / Unit	Average Number of Hours Per Week Spent on this Project
Applicant* (i.e. Head of Institution)	WONG Yuk-Shan / President	President's Office	1
Team leader	LI Kam-Cheong / Director	Research Office	5
Team member	Alan AU Kai-Ming / Dean	Lee Shau Kee School of Business and Administration	2.5
Team member	CHEUNG Kwok-Wah / Dean	School of Education and Languages	2.5

[#] Please state the **key** staff and department/unit involved in the project. Please add row(s) as necessary. Please also highlight the approved changes in project team composition and quote the date of the RGC approval for such changes.

* Refer to "Applicant" for 2015/16 exercise and "Project holder" for 2017/18 exercise onwards.

3. Project Duration

	Original	Revised	Date of RGC / Institution Approval (must be quoted)
Project Start Date	1 January 2016	Not Applicable	Not Applicable
Project Completion Date	31 December 2018	Not Applicable	Not Applicable
Duration (<i>in month</i>)	36 months	Not Applicable	Not Applicable
Deadline for Submission of Completion Report	31 December 2019	Not Applicable	Not Applicable

4. Project Objectives

Summary of objectives addressed / achieved:

Objectives*	Percentage Achieved	Remarks**
1. To equip relevant academic staff with in-depth and up-to-date knowledge	100%	
2. To identify key research trends and directions	100%	
3. To promote research among academics working in that area	100%	
4. To form research clusters on different research topics inside and outside the OUHK	100%	
5. To facilitate academic staff to initiate research ideas	100%	
6. To transform the expertise of the University in teaching relevant disciplines into potential research ideas and research studies	100%	
7. To enhance the research skills of academic staff by offering them exposures to academic activities, advice and direct support on how to conduct research, and opportunities for research collaboration	100%	
8. To facilitate the development of research proposals for various types of research funding, as well as the generation of research outputs in different forms	100%	
9. To train the academic staff, who can in turn be the trainers of other academics in research, for continuous research capacity development at the OUHK	100%	
10. To identify appropriate conferences and journals for academic staff to present their research findings	100%	
11. To offer necessary data and information to support academics to conduct research	100%	
12. To inform the delivery of education	100%	

* Please refer to the originally approved objectives. If there are changes in objectives, please highlight the changes and quote the date of RGC approval for such changes.

**Please provide reasons for significant slower rate of progress when compared with the approved implementation timetable.

6. Research Outputs

6.1 What are the accomplishments of the project?

- (i) *Please provide reports on conference, seminar, workshop, exchange programmes or other activities held (if applicable). (Please provide details of the activities organized, including the theme / objectives of the activities, targeted participants, attendance, analysis of participants, e.g. country of origin, research background, etc., evaluation forms of the activities and a summary of the participants' evaluation. Photos of the activities are preferred.)*

This project consists of three parts, including Institute of International Business and Governance (IIBG), Institute for Research in Open and Innovative Education (IROPINE) and Research Institute for Bilingual Learning and Teaching (RIBiLT). In pursuing the project objectives (see item 4 above), various academic activities were organized to cultivate a productive research environment in the Open University of Hong Kong (OUHK). Details are given below:

Institute of International Business and Governance (IIBG)

1. *Research seminars, public lectures and Distinguished Professor lectures:* Thirty-four research seminars and five public lectures / Distinguished Professor lectures were held (see Appendix I.2 for details of the research seminars, and I.3 for details of the public lectures / Distinguished Professor lectures).

2. *Conferences:* Three international conferences were organized. A total of 19 meetings were held for the preparation of the conferences, and 37 papers were presented in the conferences by OUHK academics (see Appendix I.4 for details of the conferences and conference presentations, and I.1.2 for notes of meeting for the preparation of the conferences).

3. *Colleagues' participation in overseas conferences:* Twenty-two papers were presented by OUHK academics in overseas conferences (see Appendix I.4.9 for details).

4. *Research teams:* Six research teams of various research areas were formed under the institute, comprising OUHK academics and Distinguished Professors of the relevant areas.

Institute for Research in Open and Innovative Education (IROPINE)

1. *Research workshops, seminars, public lectures and Distinguished Professor lectures:* Four workshops, seven research seminars, nine Distinguished Professor lectures, and six themed workshops were organized (see Appendix II.6 for details of the workshops, II.7 for details of the research seminars, II.4 for details of the Distinguished Professor lectures, and II.2 for details of the themed workshops).

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2. *Conferences and symposia:* Three Open and Innovative Education Weeks and two symposia were held (see Appendix II.2 for details of the Open and Innovative Education Weeks and II.5 for details of the symposia).
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3. *Research interest groups:* Three research interest groups were formed under the institute, including OUHK academics and Distinguished Professors of relevant areas. Six members' meetings were held for research exchange among group members (see Appendix II.15).
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4. *Research consultation meetings:* Ten research consultation meetings between Distinguished Professors and IROPINE members were held for members to discuss research issues with and get advice from the Distinguished Professors (see Appendix II.9 for details).
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Research Institute for Bilingual Learning and Teaching (RIBiLT)

1. *Research seminars, public seminars and Distinguished Professor seminars:* Thirteen research seminars, fifteen Distinguished Professor seminars and five public seminars were held (see Appendix III.2 – III.4 for details).
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2. *Overseas attachments by colleagues:* Six overseas attachment visits were made by RIBiLT academics (see Appendix III.7 for details).
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3. *Conference:* One conference was organized (see Appendix III.6 for details).
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4. *Colleagues' participation in overseas conferences:* Eight papers were presented by OUHK academics in overseas conferences (see Appendix III.5.2 for details).
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- (ii) *Please provide reports on asset purchase such as acquisition of research facilities, communal equipment, software licence, dataset and / or status of infrastructure / physical research structure building such as research centre, research supporting unit (if applicable).
(Please provide supporting documents and / or photos, and provide the utilization rate.)*

Three research institutes – IIBG, IROPINE and RIBiLT – were established in this project (see Appendix I.8, II.11, and III.8 for websites of the research institutes). Software tools and database for research in relevant areas were purchased, and an archive of research resources was developed. Details are summarized as follows:

Institute of International Business and Governance (IIBG)

Database and software tools: Sawtooth, SPSS, STATA and Governance Metrics were purchased for quantitative research on marketing, economics and business governance. Support for the use of these tools was provided throughout the project period.

Institute for Research in Open and Innovative Education (IROPINE)

Archive of research resources: An archive of research resources related to open and innovative education was established to facilitate OUHK academics' research in relevant areas, with a total of 309 items comprising research instruments, information on organizations, websites, books, documents, reports, data sets and free software tools (see Appendix II.10 for details).

Research Institute for Bilingual Learning and Teaching (RIBiLT)

Software tool: A WordSmith Tools site licence was purchased for research on linguistics and language learning. Support for the use of this tool was provided throughout the project period.

(iii) *Please provide reports on research activities carried out (if applicable).*

Various research activities were carried out in the areas of international business and governance, open and innovative education, and bilingual learning and teaching during the project period. In particular, internationally renowned scholars and experts in these areas were appointed as Distinguished Professors of the three research institutes. They provided mentorship for OUHK academics of the institutes to enhance their research capabilities, through various means such as face-to-face or online consultations, and attachment visits for intensive research exchanges (see Appendix I.3.5, II.4.5 and III.3.5 for details of the Distinguished Professors and Appendix I.1, II. 9 and III.7 of relevant activities).

Academics of the three research institutes also actively participated in research. Through the activities organized (see item 6.1(i) above) and research exchanges with the Distinguished Professors, members of the institutes, and other local and overseas scholars, research studies were generated and research results were presented in academic conferences and published in refereed journals (see Appendix I.10, II.14, and III.10 for details of the research studies, and I.5, II.12, and III.6.1.5 for details of the conference and journal papers).

6.2 Please describe where and how the IDS Research Infrastructure Grant project assisted in building up the research capacity of the institution in its strategic areas (e.g. has the IDS Research Infrastructure Grant project facilitated the academics in formulating their research proposals under the Faculty Development Scheme, etc.).

The organization of activities and establishment of research infrastructures of the three institutes have enhanced the research capacity of OUHK in relevant strategic areas and capitalized the strengths of relevant academic units for research development. This is indicated by the increase in the numbers of research proposals generated, publications and conference participations, as well as the enrichment of research resources and the development of research collaboration, as summarized below:

Submission of research proposals: The numbers of research proposal submissions for the RGC's FDS by OUHK academics in research areas relevant to the three research institutes increased substantially from 11 proposals for the 2017/18 round of application to 14 proposals for the 2018/19 round and 23 proposals for the 2019/20 round. The increasing numbers show the impact of the project on engaging more OUHK academics in research and cultivation of research culture.

Publication of research outputs: The three research institutes supported their members to generate research studies, from which rich research outcomes were produced directly and indirectly from the project. Various types of research outputs, including journal papers, conference presentations and conference proceedings were generated, which show the enhancement of relevant academics' capability in conducting research and publishing research outputs (see Appendix I.5, II.12, and III.6.1.5 for details).

Enrichment of research resources: The database and software tools purchased as well as the archive of research resources (see Appendix II.10) established in the project served as useful tools and sources of data and references for research in relevant areas.

Development of research collaboration: Research collaboration was developed between OUHK academics and Distinguished Professors. The impact can be indicated by the

publications (see Appendix I.4.9, II.12 and III.5.2 for details of the publications) and research projects (see Appendix I.10, II.14 and III.10) generated by OUHK academics in collaboration with the Distinguished Professors.

In particular, the foci of project work and activities of the three research institutes in relation to building up the research capacity of OUHK in relevant strategic research areas are illustrated below:

Institute of International Business and Governance (IIBG)

1. *To understand how multinational corporations and outward foreign direct investment (OFDI) from China capitalize on big data:* A Distinguished Professor with expertise in big data was appointed and mentorship was provided to the big data analytics team of the institute.

2. *To examine the impact of China's OFDI on the dynamics of international business and on its unique theoretical implications:* A Distinguished Professor with expertise in foreign direct investment was appointed (see Appendix I.3.5) and mentorship was provided to relevant IIBG members. The software tool – STATA – which provides a number of functions for analyzing panel data important for trade and foreign direct investment, was purchased and used by IIBG members for research in this area. Research findings were presented in an international conference (see Appendix I.4.9).

3. *To address the impact of governance on employee management under the influence of globalization:* A keynote speech on sustainable Human Resources Management was delivered by a Distinguished Professor in the IIBG conference (see Appendix I.4.5). Seminars on sustainability were also given in the conference. Besides, an IIBG member presented a conference paper in this area (see Appendix I.4.9).

4. *To explore how leaders' spiritual orientation, cultural values, and ethical development may affect organizations' governance and management:* A Distinguished Professor with expertise in spirituality and ethics was appointed (see Appendix I.3.5) and mentorship was provided to relevant IIBG members. With the support of the Distinguished Professor, papers in this area were generated by IIBG members and presented in a conference (See Appendix I.4.6 for details).

Institute for Research in Open and Innovative Education (IROPINE)

1. *To nurture and develop academic staff's capability to initiate and conduct research in the areas related to open and innovative education:* Five Distinguished Professors were appointed under the institute (see Appendix II.4.5 for details). They delivered seminars, workshops and research sharing sessions for institute members and other OUHK academics. Research interest groups were formed among the members and regular meetings and sharing of research ideas, progress and results were held. Consultation sessions were also held for the Distinguished Professors to give research advice to institute members and discuss research collaboration (see Appendix II.9 for details).

2. *To promote local and international research collaborations:* The institute organized an annual conference – International Conference on Open and Innovative Education. Each year, the conference included two themed workshops delivered by renowned local and overseas experts. Members of the institute, other OUHK academics, and scholars, practitioners and administrators also presented their research findings and explored research collaboration (see Appendix II.2 for details).

3. *To facilitate institute members to conduct research through the establishment of an archive of research resources:* An archive with six categories of research resources was established, namely, (i) information of organizations related to open and

innovative education research, (ii) introduction of websites that are useful for research, (iii) research instruments, (iv) books, research reports and articles, (v) free datasets, and (vi) free software tools for research. These resources cover the major research areas of the institute, namely, academic analytics, learning design and innovative pedagogy, open education, open educational resources, and massive open online courses. The archive contents were updated regularly to include new materials so as to provide latest resources to facilitate IROPINE members' research (see Appendix II.10 for details).

Research Institute for Bilingual Learning and Teaching (RIBiLT)

1. *To keep relevant academic staff abreast of the latest development in bilingual learning and teaching research in order to generate research studies:* Five Distinguished Professors were appointed under the institute members (see Appendix III.3.5 for details) and mentorship was provided by the Distinguished Professors to institute. The Distinguished Professors also gave a total of fifteen seminars (see Appendix III.3 for details). Five public seminars delivered by local and overseas experts were also held (see Appendix III.4 for details).

2. *To create synergy among relevant academic staff with the development of research themes and projects:* Six overseas attachment visits to the Distinguished Professors' institutions were made by institute members for conducting intensive research work with the Distinguished Professors and their teams (see Appendix III.7 for details).

3. *To support academic staff to present research ideas in international events:* Eight overseas conference presentations were made by institute members (see Appendix III.5.2 for details).

4. *To create a platform for academics in related areas to present research findings and exchange research ideas:* A RIBiLT conference was held in 2018 which was participated by local and international scholars and educators to exchange ideas and discuss issues related to bilingual learning and teaching (see Appendix III.6 for details).

6.3 If the project has not met its original objectives, why?

All the project objectives (see item 4) have been fully achieved. For details, please refer to the information in the above section (see item 6.2).

- 6.4 (a) Please provide details e.g., title, authorship, publication dates, etc. and attach an abstract of each publication reported. Please place asterisks on publications involving inter-institutional collaborations.

The publications in association with the project are summarized as follows:

Institute of International Business and Governance (IIBG)

Ten journal papers and two working papers were generated from this project part, and 59 conference presentations were made (37 local and 22 overseas) during the project period (see Appendix I.4 and I.5 for details).

Institute for Research in Open and Innovative Education (IROPINE)

Thirteen papers were generated from this project part during the project period (see Appendix II.12 for details).

Research Institute for Bilingual Learning and Teaching (RIBiLT)

Twelve papers were presented by RIBiLT members at international conferences (see Appendix III.5.2.1 and III.6.1.5 for details).

- (b) RGC funding should have been acknowledged in all activity(ies) / publication(s) / conference(s) papers listed in (a) above. If no acknowledgement has been made in any of the event / publication / paper, please indicate and provide explanations.

The funding support has been acknowledged in relevant activities and publications.

6.5 Research staff trained

(Please provide names and capacities of research staff trained and elaborate on what training has been provided.)

Professional development was provided to staff through seminars, workshops, conference participation, and Distinguished Professor mentorship. Areas of development include research methods, funding application, and proposal/paper writing in relevant research areas of each institute.

Institute of International Business and Governance (IIBG)

Various activities for professional development, such as conferences, seminars, public lectures and Distinguished Professor lectures (see Appendix I.2, I.3 and I.4), were organized for academic staff. In addition to topics on international business and governance, these activities covered also generic areas such as publication in high quality journals. The seminars served to update OUHK staff on the latest development of relevant fields. The conferences provided a platform for academic staff to present their research findings and exchange ideas with overseas scholars, as well as extending the networks of academic staff, which in turn could facilitate future research collaborations (see Appendix I.4 for details). The consultation sessions by Distinguished Professors enhanced the research capacity and the quality of research of academic staff through in-depth discussion on research problems or research ideas of OUHK academics. The procurement of research database and data analysis tools such as STATA enabled academic staff to develop research studies which rely on the relevant data and functions supported by the software tools.

Institute for Research in Open and Innovative Education (IROPINE)

The activities organized by the institute, such as seminars, workshops, and Distinguished Professor lectures, served to update OUHK academic staff on the latest development in relevant research areas of the institute. They also covered topics on research skills such as ways to generate innovative research ideas and conduct systematic reviews. The symposia and the Open and Innovative Education Weeks organized served as a platform for academic staff to keep abreast of international research trends and benefit from the expertise of renowned experts as well as other local and overseas participants (see Appendix II.2 and II.5). The meetings of research interest groups among institute members facilitated exchange of research ideas. The archive of research resources with systematically collected and organized materials also facilitated the implementation of research studies for academic staff.

Research Institute for Bilingual Learning and Teaching (RIBiLT)

The seminars, Distinguished Professor activities, attachment visits and overseas conference participation helped enhance the research capacity of staff in terms of updating knowledge on the latest development in bilingual education. The activities covered research hotspots in bilingual education research such as code-switching, cognitive linguistics, translanguaging and multiculturalism. Relevant OUHK academics also delivered seminars to present their research findings and get feedback from audience for improvement. The conference created a platform for academic staff to exchange research ideas with the Distinguished Professors, overseas speakers and participants (see Appendix III.2–4 and III.6 for details).

6.6 Specific products

(e.g. patents, software or netware, instruments or equipment, infrastructure developed)

Institute of International Business and Governance (IIBG)

1. *Database and software*: The research database and software tools procured under this project, including Sawtooth, STATA and Governance Metrics, served as research infrastructure of the institute for supporting studies in relevant areas.
 2. *Websites*: The websites of IIBG — including that of the research institute as well as the research centres established under IIBG (i.e. Centre for International Business and Centre for Responsible Business) — provide details of the research teams of the institute on big data analytics, foreign direct investment, internationalization strategies of Chinese firms, international marketing, responsible investment, and spirituality and ethics. The contents also include events of the institute, information of IIBG Distinguished Professors, members' research projects and outputs. They served to enable academic staff for getting research support and reference in these areas efficiently (see Appendix I.8 for details).
 3. *IIBG brochure*: This brochure summarizes the major information on the institute, details of members and Distinguished Professors, events organized, and research outputs (see Appendix I.9 for details).
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Institute for Research in Open and Innovative Education (IROPINE)

1. *Archive of research resources*: The archive of the institute was established and regularly updated to facilitate research of OUHK academics through providing a systematic collection and organization of research resources (see item 6.1(ii) of this report and Appendix II.10 for details).
 2. *Website*: The IROPINE website contains information about the institute, past and upcoming activities, and Distinguished Professors, as well as multimedia introductions of major research areas of the institute. It also houses the archive of research resources to provide the latest information and research resources to OUHK academic staff (see Appendix II.11 for details).
 3. *IROPINE brochure*: This brochure summarizes the major information on the institute, such as Distinguished Professors, strategic research areas, examples of events organized, and research outputs (see Appendix II.13 for details).
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Research Institute for Bilingual Learning and Teaching (RIBiLT)

1. *Website:* The RIBiLT website provides information of the institute, Distinguished Professors, recent and upcoming events. It also features webcasts of keynote speeches, workshops and seminars given by renowned experts in bilingual education. Together with the details of RIBiLT members' research outputs and research projects successfully granted, the website provides useful information for OUHK academic staff who are interested in research on bilingual education (see Appendix III.8 for details).

2. *RIBiLT brochure:* This brochure summarizes the major information of the institute, such as staff members and Distinguished Professors, types and examples of events organized, and research outputs (see Appendix III.9 for details).

6.7 Other education activities and / or training and development

All the academic activities and/or training and development conducted in the project period were summarized in the above sections (see items 6.1(i) and 6.5).

- 6.8 Please highlight any deliverables indicated in the project implementation timetable endorsed by RGC, which have not been covered or achieved as per sections 6.1 to 6.7 above, and explain / elaborate.

All the deliverables, including academic events (see item 6.1(i)), research database software tools and online archive (see item 6.1(ii)) as well as research activities and publications (see items 6.1(iii) and 6.4(a)), as indicated in the approved implementation timetable were fully covered in the project period.

- 6.9 Please elaborate the role of the managing team in coordinating and managing the project.

The project management involved three levels, including the institutional level, implementation level and project part level (see Appendix IV.1 for details of the project monitoring mechanism):

IDS Project Committee

A committee chaired by the President of the University, with key University staff as members, was responsible for overseeing the IDS project (see Appendix IV.3 for the minutes of meetings).

The Project Implementation Group

The project implementation group comprised the key staff members of the three research institutes. Regular meetings were held to review the progress of the implementation of IDS project and to coordinate activities (see Appendix IV.2 for the minutes of implementation meetings).

Institutes' Management Teams

Institute of International Business and Governance (IIBG)

An Advisory Committee was responsible for providing advice on research priority and activities of the IIBG. Fourteen internal meetings were held (see Appendix I.1.1 for details).

Institute for Research in Open and Innovative Education (IROPINE)

A management team was responsible for planning, implementing and evaluating activities of the institute. Thirty-seven internal meetings were held during the project period (see Appendix II.1 for details).

Research Institute for Bilingual Learning and Teaching (RIBiLT)

A management team was responsible for planning, implementing and monitoring the activities of the institute. An Organizing Committee was also formed for preparation of the conference held in 2018. Five meetings were held (see Appendix III.6.4 for details).

7. Awards And Recognition

- 7.1 Have any research grants been awarded that are **directly** attributable to the results obtained on this IDS Research Infrastructure Grant project? (*Please provide details*)

The research and scholarly activities organized by the research institutes enhanced the research culture among academics from relevant disciplines. The Distinguished Professors of the institutes also helped develop OUHK academics' research capability by collaborating with them in generating research proposals for funding. A total of 21 research proposals were generated by members of the institutes established in the project and other OUHK academics in collaboration with Distinguished Professors. Details are summarized below:

Institute of International Business and Governance (IIBG)

Six research proposals were generated and one was granted. They covered topics such as halting wasteful consumption, delaying retirement, and real estate market (see Appendix I.10 for details).

Institute for Research in Open and Innovative Education (IROPINE)

Eight research proposals were generated and granted. They covered topics such as educational technology for nursing education, open textbooks, academic analytics, distance learning, and mobile learning (see Appendix II.14 for details).

Research Institute for Bilingual Learning and Teaching (RIBiLT)

Six proposals were generated, among which four were successfully granted. They covered the areas such as language use of nursing specialists, online learning for pronunciation acquisition, and language use of Cantonese-speaking children (see Appendix III.10 for details).

7.2 Other awards and recognitions as a result of this IDS Research Infrastructure Grant project (*Please specify*)

Details of other awards and recognitions of the research institutes as a result of the project are summarized as follows:

Institute of International Business and Governance (IIBG)

1. *Inauguration of IIBG*: The launch ceremony of IIBG was held on 12 December 2016. It was well attended by OUHK staff, guests-of-honor and the public, as well as attracted media attention (see Appendix I.6 for details and media coverage).

 2. *Establishment of research centres*: The research centres — Centre for International Business and Centre for Responsible Business — were established under IIBG. They were recognised as niches for incubation of research ideas, exchange of research ideas and collaboration, as well as provision of resources for research in their respective strategic areas (see Appendix I.8 for details).

 3. *Positive feedback from academics*: The evaluation results of the academic activities showed that academics were positive to the initiatives and events organized by the institute (see Appendix I.2 and I.3 for evaluation details).

 4. *International conference submissions*: The IIBG conference was well attended by participants from 14 regions/countries, revealing the recognition of the conference by academics across the globe. Two papers of IIBG members also won the 4th Teaching Innovation & Entrepreneurship Excellence Awards 2018 and their papers were included in the edited book “*4th Teaching Innovation & Entrepreneurship Excellence Awards 2018: An Anthology of Case Histories*”.
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Institute for Research in Open and Innovative Education (IROPINE)

1. *Launch of IROPINE*: The launch ceremony of IROPINE was held on 7 July 2016. It was officiated by the Secretary for Education of the HKSAR Government, overseas guests and OUHK management, and was widely reported in media (see Appendix II.3 for details).

 2. *Positive feedback from academics*: The evaluation results for the seminars, workshops, Distinguished Professor lectures, symposia and conferences showed that the activities were well-received by both OUHK staff as well as other local and overseas participants (see Appendix II.4 – II.7).

 3. *International participation in conferences*: Each year, the participants of the Open and Innovative Education Week came from more than 15 countries, reflecting a high degree of internationalization of the event and global recognition (see Appendix II.2).

 4. *Establishment of collaboration network*: The Symposium on Open and Innovative Education served as a platform to develop the collaboration network of the institute. After its inauguration in 2017, the Open University of China became a partner of the institute and a co-organizer of the event. In 2018, the symposium was held in Beijing and more collaborations with open universities in China were established for organizing the symposium in future (see Appendix II.5 for details).
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5. *Academic visits by overseas institutions:* IROPINE was approached and visited by overseas universities for research exchanges, such as the Open University of Japan in 2016 and the West University of Timișoara, Romania in 2017, indicating that the institute has been making impacts also in other parts of the world (see Appendix II.8 for details).
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Research Institute for Bilingual Learning and Teaching (RIBiLT)

1. *Launch of RIBiLT:* The inauguration ceremony of the institute on 6 December 2016 was officiated by the Chairman of Standing Committee on Language Education and Research. The establishment of the institute was well received by participants (see Appendix III.1 for details).
 2. *Positive feedback from academics:* The seminars, Distinguished Professor lectures and public seminars of the institute received positive feedback from participants, which is an indicator for the recognition of the institute by the academic community (see Appendix III.2.3, III.3.3 and III.4.3 for details of evaluation results).
 3. *International conference participation:* The International Conference on Bilingual Learning and Teaching organized by the institute has an international profile. The participants came from 16 regions/countries all over the world. Besides, OUHK staff's active participation in overseas conferences also indicated its capacity to contribute to the global academic community (see Appendix III.6 for details of the RIBiLT conference and III.5.2 for staff's participation in overseas conferences).
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8. Other Impacts

- 8.1 What are the current and expected impacts of the project in terms of its contribution to the local and regional economic and societal well-being? (*e.g., technology transfer, collaboration with external organizations, etc.*)

The research institutes served as a base for promoting interest, research and interaction, as well as building international networks, among academics and industrial practitioners in relevant disciplines through a series of scholarly activities. Conferences, symposia, public lectures and seminars were organized to promote research and publication of research findings, and facilitate close links between the industry and tertiary education (see Appendix I.4, II.2 and III.6 for details of conferences, Appendix II.5 for details of symposia, and Appendix I.3 and III.4 for details of public lectures and seminars). Details of the relevant initiatives are given below.

Institute of International Business and Governance (IIBG)

The activities of IIBG targeted at local community and practitioners in addition to academics. The IIBG public lectures made impacts on the local community by allowing members of the public to benefit from the lectures given by renowned experts. The institute held the Executive Education Programme to provide training for executives in Hong Kong (see Appendix I.7 for details). It also organized a practitioners' conference for industry practitioners to share and exchange ideas (see Appendix I.4.4 for details). These initiatives allowed IIBG to exert its impacts through knowledge transfer to the wider community.

Institute for Research in Open and Innovative Education (IROPINE)

The IROPINE's *Open and Innovative Education Week and Symposium on Open and Innovative Education* have developed into recognized regional events in this area. A research network has been established with the participants from Asian education institutions such as the Open University of China, University of the Philippines Open University and Open University of Malaysia, who participated actively in the events every year (see Appendix II.2 for details). The network also facilitated the institute to establish further collaboration with these institutions. More open and distance learning institutions in China, such as the Hunan Radio & TV University, has committed to collaborating with IROPINE to co-organize the Symposium in other cities in mainland China.

Research Institute for Bilingual Learning and Teaching (RIBiLT)

The RIBiLT's *International Conference of Bilingual Learning and Teaching* and public seminars exerted impacts on bilingual education research and practices through providing a platform for local and international participants to share the latest findings and exchange experiences in relevant fields (see Appendix III.4 and III.6 for details). Webcasts of RIBiLT activities are available on the institute website for public access to reach a wider range of audience (see Appendix III.8 for details).

8.2 Others (*Please specify*)

All current and expected impacts of the projects were covered in the above section (see section 8.1).

9. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
No. of outputs arising directly from this project	10 papers published	68 papers presented	13 papers in conference proceedings published	Nil	Type	No.
					Research proposals	21 proposals (of which 13 proposals were granted)
					Working papers	2 papers

10. Sustainability of The IDS Research Infrastructure Grant

10.1 Whether there are new ideas evolved **directly** from the project?

The substantial number and diversity of academic and research activities organized in this project facilitated the generation of new research ideas and research proposals (see item 7.1 for details). They enhanced the research culture among academics in relevant disciplines and built a good foundation for future research developments of the University in these disciplines. The Distinguished Professors under the research

institutes facilitated OUHK academics to develop new research studies. A total of 9 research proposals were generated in collaboration with the Distinguished Professors, covering areas such as delaying retirement, student persistence, and family language policy (see Appendix I.10, II.14 and III.10 for details). The foundation and collaboration networks developed in the project have also contributed to the OUHK's preparation for the IDS Collaborative Research Grant starting from 2019. Research collaborations would be explored with other research institutes within OUHK or other universities to generate new research proposals for this grant.

10.2 Whether there are new projects evolved **directly** from the project?

The project enhanced academics' capacity to generate new research proposals through the organization of academic activities, development of research infrastructure, and support of the Distinguished Professors of the research institutes. The research projects evolved from this project cover areas such as wasteful consumption, shadow economy, and big data measures of financial literacy for the Institute of International Business and Governance (IIBG); retention of distance learning students, mobile learning in health-related disciplines, and use of student response system in enhancing student engagement for the Institute for Research in Open and Innovative Education (IROPINE); cognitive-linguistic investigation of idioms, language practices in multilingual families, and student literacy development for the Research Institute for Bilingual Learning and Teaching (RIBiLT) (see Appendix I.10, II.14, and III.10 for details).

10.3 Whether there are new collaborations developed **directly** from the project?

The activities organized in this project provided academic staff with a venue for development of research networks within and outside the University. A total of 33 research proposals in relevant disciplines of the research institutes which involved collaboration with other institutions were generated. Research collaboration also took place in the form of co-authorship in publication of research outputs with other local and overseas academics (see Appendix I.4.2, I.4.9, I.5, II.12 and III.5.2).

11. Public Access Of Completion Report

(Please specify the information, if any, that cannot be provided for public access and give the reasons.)

Information that Cannot Be Provided for Public Access	Reasons
Appendices I, II, III, and IV	Appendices that contain restricted information (such as names, photos, affiliation of event participants, evaluation records, results, etc. which may disclose personal identity and sensitive information) and internal documents (for example, notes and minutes of meetings) should not be disclosed to the public.

RGC Ref. No.:

UGC/IDS16/15

(please insert ref. above)

**INSTITUTIONAL DEVELOPMENT SCHEME (IDS)
RESEARCH INFRASTRUCTURE GRANT**

Summary of Completion Report

(Please list all the stages since project inception)

Project Title: Second Phase of Institutional Research Capacity Development — Establishment of Three Research Institutes

Stage Completed	Period	Milestones		
	(Month / Year) to (Month / Year)	Deliverables to be Achieved² (Please summarize in three bullet points where details should be left to the report proper)		% of Each Deliverable Achieved³
1	1 Jan 2016 to 31 Dec 2016	<ol style="list-style-type: none"> 1. Institute for International Business and Governance Visits of Distinguished Professors to OUHK, recruitment of supporting staff, procurement of database and software tools, participation in overseas conference by staff, and organization of workshops 2. Institute for Research in Open and Innovative Education Visits of Distinguished Professors to OUHK, recruitment of supporting staff, formation of research interest groups, and organization of seminars, workshops, and discussion meetings 		<ol style="list-style-type: none"> 1. 100% 2. 100%

Stage Completed	Period	Milestones	
	(Month / Year) to (Month / Year)	Deliverables to be Achieved ² (Please summarize in <u>three</u> bullet points where details should be left to the report proper)	% of Each Deliverable Achieved ³
		<p>3. Research Institute for Bilingual Learning and Teaching Visits of Distinguished Professors to OUHK, recruitment of supporting staff, procurement of proposed software tool, attachment to intensive course(s) by academic staff, and organization of workshops</p>	3. 100%
2	1 Jan 2017 to 31 Dec 2017	<p>1. Institute for International Business and Governance Visits of Distinguished Professors to the OUHK, procurement of database and software tools, visits paid by colleagues to Distinguished Professors, colleagues' participation in overseas conferences, and organization of research workshops and an academic conference</p> <p>2. Institute for Research in Open and Innovative Education Visits of Distinguished Professors to the OUHK, organization of seminars, workshops and discussion meetings, development of an archive of research resources in open and innovative education</p> <p>3. Research Institute for Bilingual Learning and Teaching Visits of Distinguished Professors to the OUHK, organization of intensive attachment program, colleagues' participation in overseas conferences and organization of research workshops</p>	1. 100% 2. 100% 3. 100%

Stage Completed	Period		Milestones	
	(Month / Year) to (Month / Year)		Deliverables to be Achieved ² (Please summarize in <u>three</u> bullet points where details should be left to the report proper)	% of Each Deliverable Achieved ³
3	1 Jan 2018 to 31 Dec 2018		<p>1. Institute for International Business and Governance Visits of Distinguished Professors to the OUHK, procurement of database and software tools, visits paid by colleagues to Distinguished Professors, colleagues' participation in overseas conferences, and organization of one academic conference</p> <p>2. Institute for Research in Open and Innovative Education Visits of Distinguished Professors to the OUHK, organization of seminars, workshops and discussion meetings, maintenance of the archive of research resources in open and innovative education</p> <p>3. Research Institute for Bilingual Learning and Teaching Visits of Distinguished Professors to the OUHK, organization of intensive attachment programme(s), colleagues' participation in overseas conferences and organization of one academic conference</p>	<p>1. 100%</p> <p>2. 100%</p> <p>3. 100%</p>
Total to-date:				

Note: ¹ Justifications for significant under-spending or over-spending ($\geq \pm 10\%$) should be given in **section 5.1** of the completion report.

² The key milestones to be achieved by the project within the respective stage as indicated in the approved implementation timetable.

³ Justifications for significant slower rate of progress compared with the approved implementation timetable should be provided in detail in **section 4** of the completion report.