



Annual Report on Recurrent Funding for Knowledge Transfer 2010/11

Submitted to
University Grants Committee

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I. Background

The Hong Kong Institute of Education (HKIEd) has adopted a Research and Development (R&D) philosophy that emphasizes excellence in scholarship, professionalism, and service to the community and the workplace through knowledge transfer (KT). KT is regarded as the third pillar directly linked to research and teaching in our institutional development. The Institute attaches great importance to extending our high-quality, high-impact research and innovative scholarship to the benefit of both the school sector and the wider community. As mentioned in the Institute's *Strategic Plan 2009-12 and Beyond*, the Institute endeavours to promote applied research that facilitates KT and its application to teaching and learning and to professional practice.

In 2010/11, the University Grants Committee's (UGC) earmarked allocation for KT together with the Institute's own earmarked funding for KT continued to facilitate the Institute in supporting and promoting a wide range of KT activities. Through the Institute's pro-active and extensive KT activities, our advanced scholarship has had a far-reaching impact on the development of education. This report provides an update on the KT activities and initiatives undertaken by the Institute during the reporting period from 1 July 2010 to 30 June 2011.

II. Narration of activities undertaken with additional funding for the period from 1 July 2010 to 30 June 2011

The Institute was allocated funding from the UGC in 2010/11 to support and promote a diversity of KT activities and initiatives across the Institute. In line with the Institute's *Initial Statement on KT*, this additional funding was utilized for KT activities and initiatives at both the Institute level and academic unit level through the implementation of 'facilitating' and 'capacity-building' approaches.

At the Institute level, the Committee on Research and Development (CRD) plays a leading role in developing institutional strategies and priorities in KT, and in aligning their implementation at different levels of the Institute. As the executive arm of the CRD, the KT Team (comprising the Head of Research and Development Office [RDO], one Executive Officer and one Executive Assistant) in the RDO continued to adopt the following strategies to encourage and facilitate KT activities across the Institute in 2010/11:

(a) **KT Awards:** A KT Awards Scheme has been in place since 2009/10 to support the

transfer of Institute-owned knowledge, technology and research findings to impact the wider community, particularly the local community, and to recognize, encourage and reward the best KT activities/practices/cases/projects at the Institute in the form of monetary awards. All full-time staff members of the Institute in their capacity as Project Leaders are eligible to apply for this Awards Scheme. The nominated projects from different units were assessed by a selection panel based on the following set of selection criteria:

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

The KT Awards Scheme has not only enhanced KT awareness across the Institute, but has also promoted the integration of research with KT to maximize the synergy and mutual benefits derived from scholarly and professional activities.

- (b) **KT Sharing Sessions:** A series of sharing sessions on KT continued to be organized at the Institute level in 2010/11 to share the success stories and practical experiences of KT among staff. All staff members were welcome to attend the sharing sessions. Four KT sharing sessions were held between November 2010 and June 2011, and they were well received by participants.
- (c) **KT Website:** The KT website continued to serve as an important channel for raising the visibility of KT, demonstrating the breadth of the Institute's KT activities, publicizing the Institute's KT policies, guidelines and activities, highlighting showcases, sharing good practices, networking with various internal and external stakeholders (such as researchers, experts, research teams, special interest groups, the school sector, the Education Bureau [EDB], funding bodies, the business sector, etc.), and promoting interaction and exchange on new ideas of KT.
- (d) **KT Database:** A user-friendly on-line system for submission of annual reports on KT was launched in 2010/11 to facilitate the annual submission to the CRD of relevant data on KT by Faculties, Institute-level R&D Centres and academic support units concerned. This system has facilitated the consolidation of KT data and the updating of the central database on KT activities on the KT website. The central database can be used to facilitate the planning, monitoring, review and promotion of

KT at the Institute.

In 2010/11, the Institute utilized part of the UGC's earmarked allocation for KT to co-organize the *Knowledge Exchange Conference: Knowledge Transforming Society* (5 – 6 December 2011) with the other seven UGC-funded institutions. This Conference will provide a good opportunity for these institutions to showcase their successful and collaborative efforts in delivering KT/knowledge exchange (KE).

At the academic unit level, the Institute continued to provide a KT Matching Grant Scheme in 2010/11 to promote the ownership, creativity, and innovation of the Faculties, Departments and R&D Centres in organizing and implementing KT activities and initiatives. Such activities and initiatives have included KT projects that promote community service; conferences, seminars and workshops that facilitate the transfer of professional and academic knowledge; community or school partnership projects on KT; professional development courses in new knowledge areas in which the Institute has strong academic and professional strengths; and the publication of research output with strong local and regional impacts, etc.

In 2010/11, the three Faculties, along with their constituent Departments and Faculty-level R&D Centres, and the five Institute-level R&D Centres continued to be the key academic units providing a comprehensive range of KT activities for the education community, including different types of commissioned R&D projects, partnership projects, professional development courses in new knowledge areas, local and international professional conferences, professional seminars/workshops, consultancies, the engagement of professionals in programmes in different areas of school education and professional development at the early childhood, primary and secondary levels. The following is a summary of the different categories of KT activities undertaken by these units and their key beneficiaries during the reporting year 2010/11 in which the total number of beneficiaries has been calculated according to the actual man-times and number of schools involved. Some of them may have been involved in more than one activity. Individuals are counted only once across different beneficiary types for a particular KT activity:

Commissioned/Contract Projects

56 commissioned/contract projects were carried out in association with 311 key partners. The total income was about HK\$49 million. A total of 65,583 teachers, 1,989 principals, 31,825 parents/stakeholders, 4,319 schools, 7,333 classes and 686,197 students benefited from these projects.

Partnership Projects for Change, Improvement and Innovation

92 partnership projects involving 312 key partners, generating income of about HK\$11 million, were carried out. Beneficiaries included 5,769 teachers, 446 principals, 13,385 parents/stakeholders, 1,339 schools, 760 classes and 68,888 students.

Consultancies/Pro Bono Consultancies

17 staff members were involved in consultancy work related to specific projects, benefiting 2,136 teachers, 978 principals, 4,692 parents/stakeholders, 1,284 schools, 51 organizations and 11 advisory bodies.

Engaging Professionals in Academic/Professional Programmes

76 principals, 15 teachers, 21 social/professional leaders and 31 other professionals were engaged in 25 academic/professional programmes. A total of 1,769 participants benefited from these programmes.

Continuing Professional Development (CPD) Courses

21 Continuing Professional Development (CPD) courses were delivered in association with 7 key partners. Among the beneficiaries of these courses were 541 teachers and 82 principals.

Local/International Professional Conferences

24 local/international professional conferences were organized by different units in association with 120 key partners, featuring 5,887 local/international participants and 919 presentations.

Professional Seminars/Workshops

Benefiting from the 346 professional seminars/workshops held in cooperation with 536 key partners were 7,802 teachers, 718 principals and 10,123 parents/stakeholders.

Commercialized R&D Products

21 commercialized R&D products generating total income of about HK\$0.33 million were produced.

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

The following is a brief description of the current enabling environment for KT in the Institute:

(i) Supportive institutional policy on KT being implemented

Fully recognizing the importance and benefits of KT to the community, the Institute

has embedded KT in its institutional policies, for example, in the *Guidelines for Regular Appraisal/Promotion/Re-appointment of Academic/Teaching Staff*, *Guidelines for Visiting Professorship Scheme*, and *Policy and Guidelines Governing Staff Engagement in Outside Activities*. Further details are provided in **Appendix I**.

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

To enhance the internal culture for KT, the Institute has been providing incentives and resources to support the planning and implementation of KT activities and initiatives by different units through funding incentives and public recognition such as:

- KT Awards Scheme - please refer to Section II(a) for details;
- KT Matching Grant Scheme - please refer to Section II (page 3) for details; and
- dissemination of the latest developments and achievements of staff in research and KT activities to internal and external stakeholders from time to time via different channels such as the Institute's webpage and Annual Report, the KT website, e-staff bulletins, the e-magazine *Joy of Learning*, press releases, the intranet and email.

(iii) *Arrangements for sharing good practices and advanced knowledge*

Good practices and advanced knowledge are shared among staff and with the community through:

- organization of professional seminars, workshops and conferences;
- conducting of KT Sharing Sessions;
- dissemination of good practices and advanced knowledge via different channels such as the Institute's webpage and Annual Report, the KT website, e-staff bulletins, the e-magazine *Joy of Learning*, press releases, the intranet and email;
- establishment of the Hong Kong Museum of Education;
- launch of the HKIED Research Repository; and
- launch of the Hong Kong Education Bibliographic Database.

Further elaboration on the above is provided in **Appendix II**.

(iv) *Longer-term capacity-building measures on KT*

The Institute has implemented a number of capacity-building measures to promote and sustain KT as an institutional function on a par with research and teaching. These have included the:

- embedding of KT as key services in the staff performance appraisal system;
- positioning of the Institute's teaching and services as research-based with high added value in intellectual capital;
- formulation of policy on professional development for academic staff;
- establishment of Institute-level and Faculty-level R&D Centres;
- organization of regular seminars and workshops; and
- encouragement of staff to engage in various forms of school partnership.

Further details are presented in **Appendix III**.

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

The Institute has various mechanisms in place for monitoring, evaluation and outcome assessment of KT activities. The CRD, with the KT Team as its executive arm, monitors the overall implementation of KT activities in the Institute. As part of the reporting mechanism, Faculties, R&D Centres and relevant academic support units are required to submit annual reports to the CRD on the implementation of their KT activities, including data on a list of quantitative outcome indicators that are specific to their key KT activities. To facilitate fulfillment of this requirement, a user-friendly on-line system for submission of annual reports on KT was launched in 2010/11. This system has facilitated the consolidation of KT data and the updating of the central database on KT activities on the KT website. The central database can be used to facilitate the planning, monitoring, review and promotion of KT at the Institute. The CRD will report to the Academic Board on the progress of implementation of KT in the Institute in September 2011.

Furthermore, to ensure the proper use of funding, commissioned or partnership projects of KT funded by external grants are monitored and evaluated in accordance with their respective guidelines. Evaluation forms are distributed to the participants in professional development courses and conferences, seminars and workshops to solicit their feedback for self-reflection and improvement purposes.

IV. List of quantitative indicators illustrating outcomes in the past year and targets for the coming year

The outcomes of KT activities conducted by different units of the Institute are closely monitored through the use of Key Performance Indicators (KPIs). Faculties, Institute-level R&D Centres and relevant academic support units are required to submit annual reports to the CRD on the implementation of their KT activities, including data on

a list of KPIs that are specific to their key KT activities. KT activities which are put under evaluation in 2010/11 are categorized as follows:

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

As a teacher education institute, the key stakeholders of the Institute are schools, teachers and students. The Institute is pleased to note that the KPIs of the different categories of KT activities have shown a steady increase in 2010/11, particularly those related to our key stakeholders. For example, the “number of schools benefited” increased by about 29%, from 5,396 in 2009/10 to 6,942 in 2010/11; the “number of teachers benefited” increased by about 4%, from 78,943 in 2009/10 to 81,831 in 2010/11; the “number of students benefited” increased by about 63%, from 462,223 in 2009/10 to 755,085 in 2010/11, and the “number of parents/stakeholders benefited” increased by about 58%, from 37,937 in 2009/10 to 60,025 in 2010/11. The figures for other KPIs have also increased in 2010/11 as compared to 2009/10. For example, the “number of local/international presentations” at conferences organized or co-organized by the Institute in 2010/11 rose by about 20%, from 764 in 2009/10 to 919 in 2010/11.

The figures for some KPIs nevertheless have decreased in 2010/11 as compared to those in 2009/10. In particular, there is a percentage drop in KPIs such as the “number of other professionals engaged”, the “number of principals engaged”, the “number of teachers engaged”, the “number of participants benefited” and the “number of school managers benefited” in 2010/11. These decreases may be partly due to factors such as changes in educational policies and environment, opportunities to bid on commissioned projects, demand for academic/professional programmes, and the completion of certain KT activities, in addition to other unknown factors.

The percentage changes in the number of beneficiaries, key partners and other KPIs for KT activities over the past two years are as follows:

Key Performance Indicators (KPIs) across various KT Activities	Nature of KT Activities involved*	2009/10	2010/11	Percentage change
Number of advisory bodies benefited	category (6)	2 [^]	11	450.0%
Number of classes benefited	categories (4) & (5)	5,973	8,093	35.5%
Number of key partners	categories (1), (2), (3), (4) & (5)	1,764	1,286	-27.1%
Number of local/international presentations	category (2)	764	919	20.3%
Number of local/international participants benefited	category (2)	4,853	5,887	21.3%
Number of organizations benefited	category (6)	5	51	920.0%
Number of other professionals engaged	category (7)	70	31	-55.7%
Number of parents/stakeholders benefited	categories (3), (4), (5) & (6)	37,937	60,025	58.2%
Number of participants benefited#	category (7)	5,975	1,769	-70.4%
Number of principals benefited	categories (1), (3), (4), (5) & (6)	4,205	4,213	0.2%
Number of principals engaged	category (7)	210	76	-63.8%
Number of programmes involved	category (7)	23	25	8.7%
Number of school managers benefited	category (1)	42	0	-100.0%
Number of schools benefited	categories (4), (5) & (6)	5,396	6,942	28.7%
Number of social/professional leaders engaged	category (7)	4	21	425.0%
Number of students benefited	categories (4) and (5)	462,223	755,085	63.4%
Number of teachers benefited	categories (1), (3), (4), (5) & (6)	78,943	81,831	3.7%
Number of teachers engaged	category (7)	79	15	-81.0%

Notes:

* Categories of KT Activities include: (1) Continuing Professional Development (CPD) Courses; (2) Local/International Professional Conferences; (3) Professional Seminars/Workshops; (4) Commissioned/Contract Projects; (5) Partnership Projects for Change, Improvement and Innovation; (6) Consultancies/Pro Bono Consultancies; (7) Professionals Engaged in Academic/Professional Programmes; and (8) Commercialized R&D Products.

Number of participants refers to the number of students who attended the academic programmes under category (7) of KT activities i.e. Professionals Engaged in Academic/Professional Programmes.

[^] The “number of advisory bodies benefited” for 2009/10 has been updated.

As indicated in the Institute’s *Initial Statement on KT*, it is planned that there will be a 15% increase in the figures for various KPIs on KT across three years from 2009/10 to 2011/12. On the basis of achieving this target of 15% increase and achieving similar or even better performance than the average for 2009/10 and 2010/11, the projected targets of KT activities have been derived for 2011/12 and are presented in **Appendix IV**.

V. Assessment of foreseeable risks and exceptions that may lead to possible under-achievement of the proposals set forth in the Institute’s Initial Statement

Over the past year, the Institute has accorded top priority to preparatory work for the new “334” academic structure to ensure its successful implementation in 2012. Institute staff have been actively engaged in curriculum planning and development pertaining to the implementation of the new curriculum and structure. With the focus of staff members’ efforts and energy on “334” preparatory work, it is foreseen that the level of performance of some categories of KT activities may be affected in the coming year.

Among the different categories of KPIs on KT, the data on the number of publications with local and regional impacts for 2010/11 will be captured in the 2010/11 Common Data Collection Format (CDCF) exercise. These data will be provided to the UGC in November 2011 in accordance with the normal CDCF work schedule.

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

The Institute believes that the integration of KT activities into the R&D agendas of the academic units is of paramount importance to the sustainable development of KT within the Institute. In 2010/11, the Institute continued to make strategic and focused efforts to promote KT across the Institute through the CRD with the support of the KT Team.

VII. Concluding remarks

The UGC’s financial support has continued to be instrumental in facilitating the sustainable development of KT within the Institute. Research and scholarship at the Institute have strong applied dimensions that are relevant to the needs of the local and international communities. The Institute actively contributes to the development and improvement in education through its applied research and KT activities as services to the community and the profession.

In line with our major role in the education arena, the Institute emphasizes those KT activities that make a substantial contribution to and have wider impacts on professional improvement and development, practical innovation and policy formulation in the key areas of education. Given the institutional focus of KT on capacity-building, collaborative research opportunities, integration with research and teaching, and partnership building for education development and professional enhancement at this stage, profit-making from KT activities is not considered the priority of the Institute when compared with research capacity building and impact producing.

Looking ahead, the Institute will continue to be proactive in adopting various strategies to provide a conducive environment for KT, and will keep on encouraging staff to play an active role in R&D, including knowledge creation (research), knowledge transfer, and knowledge application (teaching and services).

Supportive institutional policy on KT being implemented

Fully recognizing the importance and benefits of KT to the community, the Institute has embedded KT in its institutional policies.

- (a) Staff performance and achievements in three performance domains (Teaching and Curriculum Development, Research and Scholarly Activities, and Service) are assessed in performance appraisals and the consideration of applications for promotion/re-appointment of academic and teaching staff. Through factoring KT into the systems for performance appraisal, promotion, and re-appointment for academic and teaching staff, Institute staff are encouraged to serve the community and the profession through KT with their academic expertise and research achievements.
- (b) From time to time the Institute offers short-term visiting appointments to both local and overseas individuals who have a wealth of experience in teaching or research and can contribute to the enhancement of the teaching, research or scholarly activities of the Institute. These visiting professors/scholars have brought in their new frontier and professional knowledge to the Institute. In addition, the quality and relevance of our professional and academic programmes to the profession and practice have been strengthened through the involvement of experienced professionals and practical experts as speakers, mentors, lecturers, and designers in the programmes.
- (c) The Institute welcomes the participation of its academic and teaching staff in sponsored research, consultancy, and other activities conducive to their scholarly pursuits. The Institute expects that through participation in outside activities (e.g. consultancy projects involving KT with large impacts), staff not only contribute to the effectiveness of teaching and/or research at the Institute, but also serve the education community and the public.

Arrangements for sharing good practices and advanced knowledge

To share good practices and advanced knowledge among staff and with the community, the following arrangements are in place.

- (a) Faculties, departments and centres actively organize professional seminars and workshops throughout the year. This is the principal means by which the good practices and advanced knowledge of our staff are publicized and shared with others among the faculties and beyond. For example, the Blue Line Programme offered by The Joseph Lau Luen Hung Charitable Trust Asia Pacific Centre for Leadership and Change (APCLC) is a leader learning programme specifically designed for experienced school principals with a view to providing a platform for collaborative learning in Hong Kong. As part of this programme, a Leader KT Forum (comprising four leader learning seminars) was organized by the APCLC from September 2010 to June 2011. In each of these four seminars, a prominent speaker addressed the group jointly with the Co-Director of the APCLC on a topic of interest to participants; the former shared with participants experiences in his/her field of expertise while the latter related those experiences to educational contexts in Hong Kong. This co-speakership arrangement fully provided a KT opportunity to school leaders.
- (b) Professional conferences are organized or co-organized by the Institute to provide staff with opportunities of sharing good practices and research findings. Organizing local and international conferences in priority areas is an important strategy for the Institute to share new frontier knowledge with the community, and to broaden the academic, social, professional and policy impacts of the Institute's research and development work. The organization of conferences also helps to extend the Institute's global network and forge regional and global collaborations. Examples include the Asia Leadership Roundtable 2011, the Fourth International Cognitive Load Theory Conference 2010, the Global Chinese Conference on Science Education 2010, the Global Roundtable – Future Directions for Teacher Education for Inclusion, the Greater China Region Conference on Small Class Teaching, the Hong Kong Autism Symposium 2011, the Fourth International Conference of English as a Lingua Franca (ELF4), the International Conference on Governance and Citizenship in Asia: Paradigms and Practices, the Liberal Studies Conference 2011, and the Tenth International Conference on Children's Spirituality.
- (c) A series of sharing sessions on KT is organized at the Institute level to share the success stories and practical experiences of KT among staff. All staff members are welcome to

attend the sharing sessions. Four KT sharing sessions were held between November 2010 and June 2011, and they were well received by participants.

- (d) Different channels are used by the Institute to disseminate information about research findings, professional conferences, seminars and workshops, highlights of on-going or completed research projects funded by external grants or government bodies that have high impacts on the community, such as the Institute's webpage and Annual Report, the KT website, e-staff bulletins, the e-magazine *Joy of Learning*, press releases, the intranet and email. This helps to maximize our exposure to the public and provides a means for easy access to the intellectual resources nurtured by the Institute.
- (e) The KT website serves as an important channel for raising the visibility of KT, demonstrating the breadth of the Institute's KT activities, publicizing the Institute's KT policies, guidelines and activities, highlighting showcases, sharing good practices, networking with various internal and external stakeholders (such as researchers, experts, research teams, special interest groups, the school sector, the Education Bureau [EDB], funding bodies, the business sector, etc.) and promoting interaction and exchange on new ideas of KT.
- (f) The Institute took the lead to preserve the rich and varied history of education in Hong Kong and to bring that history to the public through the establishment of the Hong Kong Museum of Education (HKME) in 2009. The HKME is a thematic museum that acquires, conserves, researches and exhibits materials related to the history and development of education in Hong Kong. It has attracted over 25,000 visitors since May 2009.
- (g) The HKIED Research Repository collects, manages, preserves, and showcases in one digital location the research output of staff of the Institute. Materials deposited in the database include scholarly books, book chapters, journal articles and conference papers. The availability of the Repository is of great benefit to students, teachers, and scholars both locally and worldwide, as it enhances the visibility of the Institute's research output on the Internet. The Repository allows academic knowledge, effort and the results of academic research by Institute staff to be transferred directly to potential users. It also acts as a communication channel between the Institute and the public for the sharing of knowledge and ideas. In 2010, the Repository drew over 61,000 visits, of which 22,000 were from outside Hong Kong.
- (h) The Hong Kong Education Bibliographic Database was launched to the public on 26 January 2011. The Database provides an easy-to-use annotated online database for

researchers to quickly identify all research literature related to education in Hong Kong. It collects, indexes and annotates published journal articles, books and book chapters, as well as unpublished theses, conference papers and reports. In June 2011, the Database contained close to 11,000 records of research dating back to 1941. The provision of the Database is of great benefit to scholars and researchers both locally and worldwide by providing citations and annotations of all research literature about Hong Kong education in a single stop.

Longer-term capacity-building measures on KT

A number of capacity-building measures have been implemented by the Institute to promote and sustain KT as an institutional function on a par with research and teaching.

- (a) The Institute has embedded KT as key services in the staff performance appraisal system. Staff performance and achievements in three performance domains (Teaching and Curriculum Development, Research and Scholarly Activities, and Service) are assessed in performance appraisals. This aims to keep an appropriate weighting on community services through KT in the workload assignments and performance appraisals of staff members.
- (b) The Institute's Research and Development (R&D) philosophy emphasizes excellence in scholarship, professionalism, and service to the community and the workplace through KT. It emphasizes that the Institute's research policy should be closely related to and supportive of other institutional policies in academic collaboration, teaching, programmes, development work, and services to the profession and the community.

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

- (c) The Institute's policy on the continuing professional development of academic staff is closely related to the research capacity building of the Institute and its staff on KT. At the individual level, we provide continuing professional development programmes for research capacity building, 6-12 months' secondment to a R&D Centre, and mentoring support for General Research Fund (GRF) proposal development, among other initiatives. At the Faculty/Departmental level, we foster team research led by well-established researchers working with less experienced academic staff within the Faculty/Department, and protect research time and help to maintain the balance of teaching, research and

service within our academic staff's workload. Such measures will enhance the capacity of the Institute's staff to engage in high-level KT activities.

- (d) The Institute-level R&D Centres are the leading focus for cutting-edge research and high-value added KT with long-lasting impacts on professional innovation and policy formulation in high priority areas in Hong Kong and the Region. In addition to the Institute-level R&D Centres, the Institute has several developing strengths in other areas that have been organized as Faculty-level R&D Centres. The Faculty-level R&D Centres are centres of strength to promote applied research and KT services in key areas.
- (e) Through the organization of regular seminars and workshops to promote understanding of the nature and significance of KT in the context of education and related areas, the capacity of staff in implementing KT activities is enhanced.
- (f) The Institute believes that the research and scholarship it advances should contribute to KT that is relevant to the education community, in particular the school sector, and should place strong emphasis on our partnership with and service to the community. Staff are encouraged to engage in various forms of school partnership, which is crucial for ensuring a two-way flow of KT.

Appendix IV

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

Key Performance Indicators for Knowledge Transfer Activities		2008/09 (1 July to 30 June)	2009/10 (1 July to 30 June)	2010/11 (1 July to 30 June)	Average % change in 2009/10 & 2010/11 as compared with 2008/09	Projected Targets 2011/12 (1 July to 30 June)	
1	Continuing Professional Development (CPD) Courses	Income from CPD courses	\$2,619,838	\$9,282,115	\$14,456,275	353.1%	\$11,869,195
		Number of key partners	27	38	7	-16.7%	31
		Number of teachers benefited	1,329	1,058	541	-39.8%	1,528
		Number of principals benefited	117	74	82	-33.3%	135
		Number of school managers benefited	0	42	0	--	21
2	Local/International Professional Conferences	Income from conferences	\$621,412	\$2,973,729	\$1,186,142	234.7%	\$2,079,936
		Number of key partners	78	21	120	-9.6%	90
		Number of local/international presentations	347	764	919	142.5%	842
		Number of local/international participants benefited	3,613	4,853	5,887	48.6%	5,370
3	Professional Seminars/Workshops	Income from seminars/workshops	\$379,130	\$292,860	\$571,160	13.9%	\$436,000
		Number of key partners	56	225	536	579.5%	381
		Number of teachers benefited	4,774	41,005	7,802	411.2%	24,404
		Number of principals benefited	120	1,271	718	728.8%	995
		Number of parents/stakeholders benefited	1,830	5,849	10,123	336.4%	7,986
4	Commissioned/ Contract Projects	Income from projects	\$34,549,235	\$40,065,079	\$48,801,579	28.6%	\$44,433,329
		Number of key partners	34	699	311	1385.3%	505
		Number of teachers benefited	3,494	25,420	65,583	1202.3%	45,502
		Number of principals benefited	183	1,915	1,989	966.7%	1,952
		Number of parents/stakeholders benefited	2,236	5,285	31,825	729.8%	18,555
		Number of schools benefited	1,902	3,642	4,319	109.3%	3,981
		Number of classes benefited	1,096	3,496	7,333	394.0%	5,415
5	Partnership Projects for Change, Improvement & Innovation	Income from partnership projects	\$787,511	\$7,040,504	\$11,411,244	1071.5%	\$9,225,874
		Number of key partners	232	781	312	135.6%	547
		Number of teachers benefited	5,001	9,893	5,769	56.6%	7,831
		Number of principals benefited	75	735	446	687.3%	591
		Number of parents/stakeholders benefited	0	25,153	13,385	--	19,269
		Number of schools benefited	368	1,094	1,339	230.6%	1,217
		Number of classes benefited	72	2,477	760	2147.9%	1,619
6	Consultancies/Pro Bono Consultancies	Income from consultancies	\$3,635,500	\$8,167,630	\$4,294,692	71.4%	\$6,231,161
		Number of teachers benefited	2,241	1,567	2,136	-17.4%	2,577
		Number of principals benefited	429	651	978	89.9%	815
		Number of parents/stakeholders benefited	1,437	1,650	4,692	120.7%	3,171
		Number of schools benefited	428	660	1,284	127.1%	972
		Number of organizations benefited	1	5	51	2700.0%	28
		Number of advisory bodies benefited	0*	2*	11	--	7
7	Professionals Engaged in Academic/Professional Programmes	Number of programmes involved	13	23	25	84.6%	24
		Number of teachers engaged	6	79	15	683.3%	47
		Number of principals engaged	8	210	76	1687.5%	143
		Number of other professionals engaged	37	70	31	36.5%	51
		Number of social/professional leaders engaged	0	4	21	--	13
		Number of participants benefited	2,388	5,975	1,769	62.1%	3,872
8	Commercialized R&D Products	Income from the R&D products	\$229,290	\$124,085	\$327,148	-1.6%	\$263,684
9	Publications with Local and Regional Impacts	Number of publications directly relevant to improvement, innovation and development of professional/educational practices/ policy development	589	675	796	24.9%	836
		Number of publications rated B or above according to the ERA journal ranking	143	162	187	22.0%	196

Note:

* The numbers of "advisory bodies benefited" for 2008/09 and 2009/10 have been updated.