

Research Assessment Exercise 2020
Impact Overview Statement

University: [The Education University of Hong Kong |
Unit of Assessment (UoA): [30 Chinese language & literature |
Total number of eligible staff of the university in the UoA: [25 |

(1) Context

Context for Case Study 1: The Compendium of Hong Kong Literature 1919-1949

Given the lack of awareness of the significance of cultural heritage and insufficient literature documentation in Hong Kong, Prof. Leonard Chan Kwok Kou and his team launched the project of “The Compendium of Hong Kong Literature”, resulting in conscious editorial principle, establishing a reference for reading Hong Kong literature as a lived experience. *The Compendium* eschews the common essentialist pitfall of fixating on “Hong Kong authors”, problematising the definition of Hong Kong literature and opening up possibilities for inter-regional dialogue. It managed to retrieve many neglected early literary works, the subsequent examination, selection and editing of the archival findings, attesting to the continuing commitment of the project towards the cultural preservation of Hong Kong.

Context for Case Study 2: Connecting the learning of classical Chinese with moral development from a cultural-historical perspective in Hong Kong and internationally

Since late 1997, the government of Hong Kong has formulated the ‘Biliterate and Trilingual’ policy for all its schools. Under this policy, Hong Kong students are expected to be proficient in both written English and Chinese and speak fluent English, Cantonese, and Putonghua. Although numerous Hong Kong schools have adopted Chinese as the medium of instruction (MOI) and launched Chinese literature courses, students’ Chinese literacy skills and cultural-historical knowledge remain strikingly low. As such, the Chinese language exam has been viewed as the “paper of death” in the Hong Kong Diploma of Secondary Education Examination (HKDSE). In view of this, the research members have conducted research by focusing on connecting the learning of classical Chinese texts in line with Hong Kong students’ moral development, with a particular focus on the enhancement of cultural-historical knowledge. This has resulted in four research projects aligned with the university’s mission to lead educational innovation, and to prepare outstanding and morally responsible educators in Hong Kong and the international arena. |

(2) Approach to impact

- a. Understanding and responding to the current needs of research and education on Chinese language, literature, and culture in Hong Kong and beyond;
- b. Helping students, teachers, and the public explore meaningful connections between the tradition and the modernity of Chinese language and culture to adapt to changing demands of the contemporary society;
- c. Preserving Chinese language and cultural heritage by upholding professional standards and providing educational opportunities and professional training;
- d. Providing an international research environment with ample opportunities for knowledge exchange to conduct cutting-edge research;
- e. Fostering interaction and dialogue between teachers and researchers locally, regionally, and internationally. |

(3) Strategy and plans

In line with the UoA's overarching strategy of strengthening and expanding research activities both regionally and internationally, faculty-level research centres, the Research Centre for Chinese Literature and Literary Culture (RCCLLC) and the Centre for Research on Chinese Language and Education (CRCLE), have been established to synergise research efforts and create a critical body to make a distinct and material contribution to impact case studies. Supported by various research funds, members of the research centres have conducted a series of studies from multiple aspects, by collaborating with partner schools within and outside Hong Kong and research members internally and externally. This has led to significant outcomes, as described in (a), (b) and (c). As a result, members moved to create a digital environment for public access of the compendium of Hong Kong literature and multi-media and online resources of Chinese language education. Finally, the sustained efforts of the research teams to engage with the public via a wide range of activities, such as seminars, public exhibitions, professional workshops, and international conferences, as mentioned in (d) and (e). |

(4) Relationship to case studies

The research outcomes of the submitted case studies include several sets of syllabuses on classical Chinese teaching, experimental teaching materials, multi-media teaching resources of classical Chinese, a 10-episode animated series on Chinese historical figures, and a twelve-volume compendium of Hong Kong literature from 1919 to 1949 (*The Compendium*). Following the approaches mentioned in (2), the outcomes have had a direct impact on Hong Kong and other Chinese-speaking societies. The critical accounts of Hong Kong literature in scholarly introductions of *The Compendium* changed the public perceptions of "Hong Kong authors". The KT activities of classical Chinese and culture initiated by EdUHK students received considerable attention and interests from the public, and thus obtained external donations to support these activities. |