



Professor CHAN, Cecilia K. Y.

Professor

TALIC and Faculty of Education

Chair, UGC CoP AI in Education
Chair, AI in Education Lab

Professor

Academic Unit of Social Contexts and Policies of Education

-  BAI (Engineering), BA, PgDip (Education), MA(Education), PhD
-  ckchan09@hku.hk
-  (852) 3917 8534
-  Room CPD 1.81, Centennial Campus

Areas

- Assessment
- Experiential Learning
- Artificial Intelligence
- 21st Century Skills/Employability Skills
- Engineering Education
- Higher Education Policy and Pedagogy

Research Expertise

- Experiential Learning
- Curriculum and Instruction
- Assessment, Testing and Measurement
- Higher Education Policy and Practice
- Technology-enhanced Learning

Prospective PhD/ EdD/ MPhil Applications

I am available to supervise PhD/EdD/MPhil students and would welcome enquiries for supervision.

Links

-  [Personal Homepage](#)
-  [HKU AI in Education Lab](#)
-  [UGC AI CoP](#)
-  [HKU Scholars Hub](#)
-  [LinkedIn](#)
-  [Google Scholar](#)

Awards

2024: Faculty Research Output Award
 2024: UGC Teaching Award
 2020: Faculty Knowledge Exchange Award
 2020: HEA Principal Fellowship
 2016: HKU Outstanding Young Researcher Award
 2011: King's/HKU Fellowship Awards

Projects

Principal investigator

1. 2020/2021: Assessing generic skills in a specific STEM discipline in higher education (GRF) (HK\$753,000)
2. 2020: Development and Assessment of holistic competencies in education (UGC) (HK\$1,156,750)
3. 2020: External donations in support of research and development (HK\$2,313,500)
4. 2019/2020: Train the Trainers – Engaging Extra-curricular Activities Organisations to Enhance Students' Holistic Competencies (KE) (HK\$100,000)
5. 2019-2021: Enhancing Generic Competencies in Engineering Industries (KE) (HK\$186,000)
6. 2018/2019: Career Dating Programme for Teachers, Parents and the Public to Aspire Engineering as Career Profession for Our Next Generation in Asia (KE) (HK\$100,000)
7. 2016-2020: Driving Cultural and Educational Shift: Providing Support, Activities and Professional Development in the Pedagogy, Assessment and Evidence of Student Learning in Holistic Competencies (UGC) (HK\$8,947,836)
8. 2017/2018: Promoting and Developing Holistic Competencies of Students in Hong Kong (KE) (HK\$100,000)
9. 2017: Assessment Resources for Experiential Learning at HKU (TDG) (HK\$250,000)
10. 2016/2017: Changing Mind, Changing Practice and Shifting Culture in Engineering, Science and Business Education from Leading Research Intensive Universities (KE) (HK\$100,000)
11. 2016-2019: Generic Skills in Education – 36th Round Post-doctoral Fellow Scheme (URC)
12. 2015-2017: Developing, Assessing and Providing Direct Evidence of Student Learning in Generic Skills in the Context of Engineering Higher Education in Hong Kong (UGC) (HK\$4,992,555)
13. 2015-2017: The Development of Generic Skills Competency: A conceptual evidence-based model to effectively engage students from out-of-class, extra-curricular and in-class learning experiences in a discipline-specific context (GRF) (HK\$895,000)
14. 2013-2015: Assessment and Feedback – Develop Discipline-Based Assessment and Feedback Resources by Identifying Good Practices in the Faculty of Business and Economics (B&E) and the Faculty of Science at HKU and Other Overseas Universities (TDG) (HK\$680,400)
15. 2013-2015: Aspiring to Become an Engineer: engineering education experiences affecting secondary school students pursuit of an engineering career in Hong Kong, China and the UK (GRF) (HK\$329,458)
16. 2011-2014: The Development of Generic Skills: A curriculum design framework adapting student and teacher perspectives and approaches to learning in a discipline-specific context for Hong Kong higher education (GRF) (HK\$753,594)
17. 2010-2012: Tackling Action Plans from HKUSLEQ Faculty Report by Building an Engineering Education Research Community to share Good Practices in Engineering Education (TDG) (HK\$583,476)
18. 2009-2011: HKU Assessment Resource Centre (TDG) (HK\$482,396)
19. 2009: Assessment Resources at HKU (Leung Kau Kui Research & Teaching Endowment Fund 2009) (HK\$30,000)
20. 2006/2007: Enhancing Key skills and Career Speed Dating (DIT Funding Award for Teaching, Learning & Assessment Projects) (€10,000)
21. 2005: Development of a Novel, Integrated Control System Prototype for Industrial Fungal Fermentation Processes Using Differential Interference Contrast Microscopy and On-Line Image Analysis (Higher Education Authority, Ireland) (€34,000)
22. 2004/2005: Natural, Creative, Brainstorming “Scrapyard Challenge” Design – to allow student to explore their natural thinking hats (DIT Funding Award for Teaching, Learning & Assessment Projects) (€10,000)
23. 2004/2005: Student Awards and Career Information Night (DIT President's Funding Award) (€2,000 + external funding from industries)

Co-Investigator

1. 2014-2016: Professional Development and Capacity Building for Residential Education (UGC) (HK\$2,230,000)
2. 2013-2015: Project-Based Experiential Learning for Sustainability Embedded Higher Education (TDG) (HK\$216,491)
3. 2013/2014: Technology Enhanced Tools for Large Class Engagement and Assessment for Learning (TDG) (HK\$398,337)
4. 2012: E-Learning Games for High Performance Computing on the Azure Cloud Platform (Microsoft Research Asia) (US\$15,020)
5. 2010/2011: Student Development of a Classroom Response System for Interactive Lecture - Integrating experiential and service learning for engineering student training (TDG) (HK\$190,000)

6. 2010/2011: The Oceans: Science and Society (HKU Common Core Grant) (HK\$100,000)
7. 2009-2011: Developing Transferable Skills Facilitation Strategies for Improving Integrative Project Courses in Engineering (TDG) (HK\$238,718)
8. 2006: To conduct a self-assessment proposal of women's participation in Science and Engineering Research Activities and Research Management within DIT (Science Foundation, Ireland) (€10,000)
9. 2005-2007: HEART Project Health Informatics (DIT Team Research Scheme TERS) (€50,000)

Publications

Journal Publications

1. **Chan, C. K. Y.** (2025). A scoping review of empirical research on Collaborative Online International Learning (COIL) implementation. *Educational Research Review*. Advance online publication. <https://doi.org/10.1016/j.edurev.2025.100749>
2. **Chan, C. K. Y., & Lee, K. K. W.** (2025). The balancing act between AI and authenticity in assessment: A case study of secondary school students' use of GenAI in reflective writing. *Computers & Education*, 238, 105399. <https://doi.org/10.1016/j.compedu.2025.105399>
3. **Chan, C. K. Y.** (2025). Students' perceptions of "AI-giarism": Investigating changes in understandings of academic misconduct. *Education and Information Technologies*, 30, 8087–8108. <https://doi.org/10.1007/s10639-024-13151-7>
4. **Chan, C. K. Y.** (2025). Would you trust your GenAI chatbot as your school therapist? Perspectives and implications from teachers and students. *Human Behavior and Emerging Technologies*. Advance online publication. <https://doi.org/10.1155/hbe2/8841208>
5. Hu, W., & **Chan, C. K. Y.** (2025). From user needs to AI solutions: A human-centered design approach for AI-powered virtual teamwork competency training. *International Journal of Educational Technology in Higher Education*, 22, 52. <https://doi.org/10.1186/s41239-025-00551-z>
6. **Chan, C. K. Y., & Lee, K. K. W.** (2025). Who grades more consistently? Exploring AI vs. human teachers in the assessment of reflective writing. *AI Enhanced Learning*, 1(1), 203–228. <https://doi.org/10.70725/298318rdotfx>
7. **Chan, C. K. Y., & Wong, H. Y. H.** (2025). Assessing the ability of generative AI in English literary analysis through Bloom's taxonomy. *Discover Computing*, 28, 127. <https://doi.org/10.1007/s10791-025-09572-8> [link]
8. **Chan, C. K. Y.** (2025). Understanding AI guilt: the development, pilot-testing, and validation of an instrument for students. *Education and Information Technologies*, 30(15), <https://doi.org/10.1007/s10639-025-13629-y>
9. **Chan, C. K. Y.** (2025). AI as the therapist: Student insights on the challenges of using generative AI for school mental health frameworks. *Behavioral Sciences*, 15(3), 287. <https://doi.org/10.3390/bs15030287>
10. Hu, W., & **Chan, C. K. Y.** (2025). Closing the evaluation gap: Developing a behavior-oriented framework for assessing virtual teamwork competency [Preprint]. *arXiv*. <https://doi.org/10.48550/arXiv.2504.14531> [link]
11. **Chan, C. K. Y., & Colloton, T.** (2024). *Generative AI in Higher Education: The ChatGPT Effect*. Routledge. <https://doi.org/10.4324/9781003459026>
12. **Chan, C.K.Y.** (2024) Students' perceptions of 'AI-giarism': investigating changes in understandings of academic misconduct. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-13151-7>
13. **Chan, C. K. Y., Kwong, T., Chan, Y. B., Ko, A. W. Y., & Tse, S. S. K.** (2024). What employers really want: a deep dive into résumés and holistic competencies. *Education+ Training*, 66(4), 395-407. <https://doi.org/10.1108/ET-06-2023-0252>
14. Hu, W., & **Chan, C. K. Y.** (2024). Evaluating technological interventions for developing teamwork competency in higher education: A systematic review and meta-ethnography. *Studies in Educational Evaluation*, 83. <https://doi.org/10.1016/j.stueduc.2024.101382>
15. **Chan, C. K. Y., & Tsi, L. H.** (2024). Will generative AI replace teachers in higher education? A study of teacher and student perceptions. *Studies in Educational Evaluation*, 83. <https://doi.org/10.1016/j.stueduc.2024.101395>
16. Wong, H. Y. H., & **Chan, C. K. Y.** (2024). Based on an entrepreneurship education framework: What are expectations for engineering entrepreneurship education in Hong Kong? *European Journal of Engineering Education*, 1-16. <https://doi.org/10.1080/03043797.2024.2326465>
17. **Chan, C.** (2024). Holistic competencies and AI in education: A synergistic pathway. *Australasian Journal of Educational Technology*, 40(5), 1-12. <https://doi.org/10.14742/ajet.10191>
18. **Chan, C. K. Y.** (2023). A comprehensive AI policy education framework for university teaching and learning. *International Journal of Educational Technology in Higher Education*. DOI: 10.1186/s41239-023-00408-3
19. **Chan, C. K. Y., & Hu, W.** (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. *International Journal of Educational Technology in Higher Education*.
20. **Chan, C. K. Y., & Lee, K. K. W.** (2023). The AI generation gap: Are Gen Z students more interested in adopting generative AI such as ChatGPT in teaching and learning than their Gen X and millennial generation teachers? *Smart Learning Environments*, 10(60), 1-23. <https://doi.org/10.1186/s40561-023-00269-3>
21. **Chan, C. K. Y., & Chen, S. W.** (2023). Conceptualisation of teaching excellence: an analysis of teaching excellence schemes. *Assessment and Evaluation in Higher Education*, DOI: 10.1080/02602938.2023.2271188
22. **Chan, C. K. Y. & Zhou, W** (2023). An expectancy value theory (EVT) based instrument for measuring student perceptions of generative AI. *Smart Learning Environments*, 10(64), 1-22. <https://doi.org/10.1186/s40561-023-00284-4>
23. Luo, J., & **Chan, C. K. Y.** (2023). Conceptualising evaluative judgement in the context of holistic competency development: Results of a Delphi study. *Assessment & Evaluation in Higher Education*, 48(4), 513-528. DOI: 10.1080/02602938.2022.2088690

24. Lee, K. K. W. & **Chan, C. K. Y.** (2023). Establishing a dynamic understanding of factors that influence university students' leadership approaches, perceptions, and skills through a systematic literature review. *Educational Research Review*, 41, 100570. <https://doi.org/10.1016/j.edurev.2023.100570>
25. Liu, D., Bridgeman, A., & **Chan, C. K. Y.** (2023, May 15). Please do not assume the worst of us: Students know AI is here to stay and want unis to teach them how to use it [Web log post]. The Conversation. Retrieved from <https://theconversation.com/please-do-not-assume-the-worst-of-us-students-know-ai-is-here-to-stay-and-want-unis-to-teach-them-how-to-use-it-203426>
26. **Chan, C. K. Y.**, & Chen, S. W. (2023). Student partnership in assessment in higher education: a systematic review. *Assessment and Evaluation in Higher Education*, ahead-of-print(ahead-of-print), 1–13. DOI: 10.1080/02602938.2023.2224948
27. **Chan, C. K. Y.** (2023). A systematic review – handwritten examinations are becoming outdated, is it time to change to typed examinations in our assessment policy? *Assessment & Evaluation in Higher Education*. DOI: 10.1080/02602938.2023.2219422
28. **Chan, C.K.Y.**, & Luk, Y.Y.L. (2021). A four-dimensional framework for teacher assessment literacy in holistic competencies. *Assessment & Evaluation in Higher Education*.
29. **Chan, C.K.Y.**, & Luo, J. (2021). investigating student preparedness for holistic competency assessment: Insights from the Hong Kong context. *Assessment & Evaluation in Higher Education*.
30. Luk, Y.Y.L., & **Chan, C.K.Y.** (2021). Students' learning outcomes from engineering internship: A provisional framework. *Studies in Continuing Education*.
31. **Chan, C.K.Y.**, & Luo, J. (accepted). Exploring teacher perceptions of different types of 'feedback practices' in higher education: implications for teacher feedback literacy. *Assessment & Evaluation in Higher Education*.
32. **Chan, C.K.Y.**, & Luo, J. (accepted). Exploring teacher perceptions of different types of 'feedback practices' in higher education: implications for teacher feedback literacy. *Assessment & Evaluation in Higher Education*.
33. **Chan, C.K.Y.**, & Lee, K.K.W. (accepted). Constructive alignment between generic competencies development and assessment in Hong Kong engineering education. *Journal of Engineering Education*.
34. **Chan, C.K.Y.**, & Yeung, N.C.J. (2021). To assess or not to assess holistic competencies – Student perspectives in Hong Kong. *Studies in Educational Evaluation*.
35. **Chan, C.K.Y.**, & Luk, L.Y.Y. (2021). Going “grade-free”? - Teachers' and students' perceived value and grading preferences for holistic competency assessment. *Higher Education Research & Development*. DOI: 10.1080/07294360.2021.1877628
36. **Chan, C.K.Y.**, & Lee, K.K.W. (2021). Reflection literacy: A multilevel perspective on the challenges of using reflections in higher education through a comprehensive literature review. *Educational Research Review*, 32.
37. **Chan, C.K.Y.**, Luo, J., Lee, K.K.W., Wong, H.Y.H., & Liu, E.K.Y. (2020). What are the Essential Characteristics for Curriculum Design to Engage Asian Students in Developing their Self-confidence? *Curriculum and Teaching*, 35(2).
38. Cheng, M.W.T., & **Chan C.K.Y.** (2020). Invisible in a visible role”: A Photovoice Study Exploring the Struggles of New Resident Assistants. *Journal of Further and Higher Education (CJFH)*. DOI: 10.1080/0309877X.2020.1812547
39. Luk, L.Y.Y., & **Chan, C.K.Y.** (2020). Adaptation and validation of the Work Experience Questionnaire for investigating engineering students' internship experience. *Journal of Engineering Education*. DOI: 10.1002/jee.20351
40. **Chan, C.K.Y.** & Luo, J. (2020). An exploratory study on teacher assessment literacy: Do novice university teachers know how to assess students' written reflection?. *Teachers and Teaching*. DOI: 10.1080/13540602.2020.1787375
41. **Chan, C.K.Y.**, & Luk, L.Y.Y. (2020). Development and validation of an instrument measuring undergraduate students' perceived holistic competencies. *Assessment & Evaluation in Higher Education*. DOI: 10.1080/02602938.2020.1784392
42. **Chan, C.K.Y.**, & Luo, J. (2020). A four-dimensional conceptual framework for student assessment literacy in holistic competency development. *Assessment & Evaluation in Higher Education*.
43. Kutnick, P., Lee, B.P.K., Chan, R.Y.Y., & **Chan, C.** (2020) Students' engineering experience and aspirations within STEM education in Hong Kong secondary schools. *International Journal of Educational Research*.
44. **Chan, C.K.Y.**, Wong, H.Y.H., & Luo, J. (2020) An exploratory study on assessing reflective writing from teachers' perspectives, *Higher Education Research & Development*. DOI: 10.1080/07294360.2020.1773769
45. **Chan, C.K.Y.**, & Luo, J. (2020). Towards an inclusive student partnership: rethinking mentors' disposition and holistic competency development in near-peer mentoring. *Teaching in Higher Education*. DOI: 10.1080/13562517.2020.1751606
46. **Chan, C.K.Y.**, & Yeung, N.C.J. (2019). Rethinking the 'Tiger Parent' stereotypes: Parents' choice of primary school for their kindergarten children in Hong Kong. *Journal of School Choice*. DOI: 10.1080/15582159.2019.1700441
47. Cheng, M.W.T., & **Chan, C.K.Y.** (2019). Do university residential experiences contribute to holistic education?. *Journal of Higher Education Policy and Management (CJHE)*.
48. **Chan, C.K.Y.**, & Yeung, N.C.J. (2019). Students' 'approach to develop' in holistic competency: an adaption of the 3P model. *Educational Psychology*, 40(5), 622-642. DOI: 10.1080/01443410.2019.1648767
49. Cheng, M.W.T.; & **Chan, C.K.Y.** (2019). An experimental test: Using rubrics for reflective writing to develop reflection. *Studies in Educational Evaluation*, 61, 176-182.
50. Cheng, M.W.T.; Lee, K.K.W., **Chan, C.K.Y.** (2018). Generic Skills Development in Discipline-Specific Courses in Higher Education: A Systematic Literature Review. *Curriculum and Teaching*, 33(2), 47-65.
51. **Chan, C.K.Y.**, Yeung, N.C.J., Kutnick, P., & Chan, R.Y.Y. (2018). Students' Perceptions of Engineers – Dimensionality and Influences on Career Aspiration in Engineering. *International Journal of Technology and Design Education*, 29(3), 421-439.

52. Zhao, Y., Kuan, H.K., Chung, J.O.K., **Chan, C.K.Y.**, & Li, W.H.C. (2018). Students' approaches to learning in a clinical practicum: A psychometric evaluation based on item response theory. *Nurse Education Today*, 66, 179-186.
53. **Chan, C.K.Y.**, & Fong, E.T.Y. (2018). Disciplinary differences and implications for the development of generic skills: a study of engineering and business students' perceptions of generic skills. *European Journal of Engineering Education*, 43(6), 927-949.
54. Kutnick, P., Chan, R.Y.Y., **Chan, C.K.Y.**, Good, D., Lee, B.P.Y., & Lai, V.K.W. (2018). Aspiring to become an engineer in Hong Kong: effects of engineering education and demographic background on secondary students' expectation to become an engineer. *European Journal of Engineering Education*, 43(6), 824-841.
55. **Chan, C.K.Y.**, Fong, E.T.Y., Luk, L.Y.Y., & Ho, R. (2017). A review of literature on challenges in the development and implementation of generic competencies in higher education curriculum. *International Journal of Educational Development*, 57, 1-10.
56. Kutnick, P., Zhu, Z., **Chan, C.K.Y.**, Chan, R.Y.Y., Lee, B.P.Y., & Lai, V.K.W. (2017). Attitudes and aspirations regarding engineering among Chinese secondary school students: comparisons between industrialising and post-industrial geo-engineering regions of Mainland China and Hong Kong. *Compare: A Journal of Comparative and International Education*, 1-22.
57. **Chan, C.K.Y.**, Zhao, Y and Luk, L.Y.Y. (2017). A validated and reliable instrument investigating engineering students' perceptions of competency in generic skills. *Journal of Engineering Education*, 106(2), 299-325.
58. **Chan, C.K.Y.**, Wong, G.C.K., Law, A.K.H., Zhang, T., & Au, F.T.K. (2017). Evidence-based conclusions concerning practice, curriculum design and curriculum reform in a civil engineering capstone design course in Hong Kong. *Innovations in Education and Teaching International*, 54(3), 260-274.
59. **Chan, C.K.Y.** (2015). Use of animation in engaging teachers and students in assessment in Hong Kong higher education. *Innovations in Education and Teaching International*, 52(5), 474-484.
60. **Chan, C.K.Y.**, Fok W.W.T. & Luk L.Y.Y. Pedagogical affordances in a mobile application to enhance interaction and engagement in lecture class. *European Journal of Engineering Education*. (In Review)
61. **Chan, C.K.Y.** (2014). Facilitators' perspectives of the factors that affect the effectiveness of problem-based learning process. *Innovations in Education and Teaching International*, 53(1), 25-34.
62. **Chan, C.K.Y.**, Luk L.Y.Y. & Zeng M. (2014). Teachers' perceptions of student evaluations of teaching. *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20(4), 275-289.
63. **Chan, C.K.Y.**, & Luk, L.Y.Y. (2013). Faculty perspectives on the "3+3+4" curriculum reform in Hong Kong: A case study. *International Education Studies*, 6(4), 56-66.
64. **Chan, C.K.Y.** (2012). Assessment for community service types of experiential learning in the engineering discipline. *European Journal Of Engineering Education*, 37(1), 29-38.
65. **Chan, C.K.Y.** (2012). Exploring an experiential learning project through Kolb's Learning Theory using a qualitative research method. *European Journal of Engineering Education*, 37(4), 405-415.
66. **Chan, C.K.Y.** (2012). Identifying and understanding the graduate attributes learning outcomes in a case study of community service experiential learning project. *International Journal Of Continuing Engineering Education And Life-long Learning*, 22(1/2), 148-159.
67. **Chan, C.K.Y.** (2012). Associating educational psychology theories in a curriculum to maximise student participation. *Journal Of Studies In Education*, 2(3), 42-54.
68. Porter G.W., King J.A., Goodkin Emami N.F. & **Chan, C.K.Y.** (2012). Experiential learning in a common core curriculum: Student expectations, evaluations, and the way forward. *International Education Studies*, 5(3), 24-38.
69. **Chan, C.K.Y.**, Tam V.W.L. & Li C.Y.V. (2011). A comparison of MCQ assessment delivery methods for student engagement and interaction used as an in-class formative assessment. In: Julie Johnson, *International Journal Of Electrical Engineering Education*, 48(3), 323-337.
70. **Chan, C.K.Y.**, & Fok W.W.T. (2009). Evaluating the learning experiences in virtual laboratory training in electrical and electronic engineering through student perceptions – A case study in the University of Hong Kong. Special Issue: Learning Technologies in Engineering Education: *The Journal of the Higher Education Academy, Engineering Subject Centre*, 4(2), 70-75.
71. Barry D.J., **Chan, C.K.Y.** & Williams G.A. (2009). Morphological quantification of filamentous fungal development using membrane immobilization and automatic image analysis. *Journal Of Industrial Microbiology and Biotechnology*, 36(6), 787-800.
72. Barry D.J., **Chan, C.K.Y.** & Williams G.A. (2007). Nitrocellulose as a general tool for fungal slide mounts. *Journal Of Clinical Microbiology*, 45(3), 1074-75.

Book Chapters

1. **Chan, C.K.Y.** Embedding skills development into the curriculum, A Handbook for Teaching and Learning in Higher Education Enhancing Academic Practice (5th edition). In: Marshall, S. (Ed), Routledge, 2019.
2. **Chan, C.K.Y.** Developing the Indispensable and Measuring the Un-measurable: Holistic Competencies Through an Evidence-Based Pedagogical Driven System [Monograph no. 8]. In: Lau, CS. (Ed), Preparing Healthcare Learners for a Changing World, LKS Faculty of Medicine Bau Institute of Medical & Health Sciences Education, 2017, 68-75.
3. Chan, R.Y.Y. and **Chan, C.K.Y.** Nurturing Virtuous Minds in Gifted Engineering Learners, Teaching Gifted Learners in STEM Subjects, Developing Talent in Science, Technology, Engineering and Mathematics. In: Taber, K.S., Sumida and M, McClure L (Eds), Routledge, 2018.
4. **Chan, C.K.Y.** Developing the Indispensable and Measuring the Un-measurable: Holistic Competencies Through an Evidence-Based Pedagogical Driven System [Monograph no. 8]. In: Lau, CS. (Ed), Preparing Healthcare Learners for a Changing World, LKS Faculty of Medicine Bau Institute of Medical & Health Sciences Education, 2017, 68-75.
5. Jung, J., and **Chan, C.K.Y.** Academics' Perception on Research versus Teaching and their Recognition, Changing Academic Profession in Hong Kong: Governance, Productivity, and Global Integration. In: Postiglione, GA and Jung, J (Eds), Springer, 2017, 145-160.

6. **Chan, C.K.Y.** Professional Development and Quality Assurance in Teaching and Learning for Hong Kong Higher Education, Changing Academic Profession in Hong Kong: Governance, Productivity, and Global Integration. In: Postiglione, GA and Jung, J (Eds), Springer, 2017, 109-123.
7. Carless, D., Bridges, S.M., **Chan, C.K.Y.**, Glofcheski, R. Scaling up Assessment for Learning in Higher Education, 2016.
8. **Chan, C.K.Y.**, Tam, V.W.L and Fok, W.T.T. Traditional and Modern MCQ Methods as In-class Formative Assessment. In: Tarek M. Sobh and Khaled Elleithy (Eds), Emerging Trends in Computing, Informatics, Systems Sciences, and Engineering, Springer, 2012, 1061-1067.
9. **Chan, C.K.Y.** and Colloton, T. Informal Instructional Design to engage and retain students in Engineering. In: Tarek M. Sobh and Khaled Elleithy (Eds), Emerging Trends in Computing, Informatics, Systems Sciences, and Engineering, Springer, 2012, 619-627.
10. **Chan, C.K.Y.** Laboratory Learning, In: Norbert M. Seel (Eds), Encyclopedia Of The Sciences Of Learning 1st Edition. Springer, 2012, 1705-1708.
11. **Chan, C.K.Y.** Active based key-skills Learning in Engineering Curriculum to Improve Student Engagement. In: Magued Iskander, Vikram Kapila, Mohammad A. Karim (Eds), Technological Developments in Education and Automation. Springer, 2009, 79-84.
12. Coyle E., Costello F., Murphy M., **Chan, C.K.Y.** and Shoemaker L., Reinventing A Level 7 Programme In Electrical Engineering And Greatly Improving Upon Student Retention. Innovations 2007: World Innovations In Engineering Education And Research. In: Aung W (Eds), International Network For Engineering Education And Research (INEER). Arlington, VA22205, USA, 2007, Special Volume: 515-529.

Professional Community Services

Professional Societies

1. 2019 – present: Founding president, Asian Society for Engineering Education (AsiaSEE)
2. 2008 – present: Active member and mentor, Institute of Electrical Engineers IEEE (Women in Engineering Branch)
3. 2003 – present: Active member and role model, Engineers Ireland

Knowledge Exchange Activities

1. 2019/2020: Train the Trainers – Engaging Extra-curricular Activities Organisations to Enhance Students' Holistic Competencies (HK\$100,000), KE Project Grant
2. 2019-2021: Enhancing Generic Competencies in Engineering Industries (HK\$186,000), KE Project Grant
3. 2018/2019: Career Dating Programme for Teachers, Parents and the Public to Aspire Engineering as Career Profession for Our Next Generation in Asia (HK\$100,000), KE Project Grant
4. 2017/2018: Promoting and Developing Holistic Competencies of Students in Hong Kong (HK\$100,000), KE Project Grant
5. 2016/2017: Changing Mind, Changing Practice and Shifting Culture in Engineering, Science and Business Education from Leading Research Intensive Universities (HK\$100,000), KE Project Grant

Invited Keynote Presentations

1. Developing and Assessing 21st century skills using 20th century approaches? – Time for a change, International Conference on Innovations in Engineering Education (Virtual Version), Dubai, April 2020.
2. Developing and Assessing the “hidden” Learning Outcomes (21st Century Skills), International Conference on Best Teaching Practices for Engaged Student Learning, India, February 2020.
3. Assessing the “hidden” learning outcomes (generic competencies) in Engineering Education, The 6th Iran International Conference on Engineering Education, Iran, November 2019.
4. Assessing the “hidden” learning outcomes (generic competencies) in Engineering Education, International Conference for Engineering Education-Phil 2019, Philippines, October 2019.
5. Assessing 21st century skills using 20th century approaches? – Time for a change room, 5th International Conference on Higher Education Advances (HEAd'19), Valencia (Spain), June 2019.
6. Assessing holistic competencies – Through the eyes of the students, 3rd Asia Pacific Educational Assessment Conference 2017, Singapore, September 2017.
7. Measuring the un-measurable – assessing holistic competencies through an evidence-based pedagogical driven online system, 4th PSU-Education Conference, Prince of Songkla University, Thailand, December 2016.
8. The Development of Generic Skills and Assessment, National Conference of General Education Into the Intellectual world, Thailand, June 2016.
9. Instilling a culture of blended learning excellence in staff and students for effective teaching and learning, Blended Learning Asia 2016, Singapore, June 2016.
10. Developing and Assessing 21st Century Skills through a Research Evidenced-based Skills Framework, The Fourth International Workshop on Innovative Engineering Education (IEE 2016), Jeju, Korea, January 2016.
11. How to engage, motivate and assess engineering students through students' reflection, The Fourth International Workshop on Innovative Engineering Education (IEE 2016), Jeju, Korea, January 2016.
12. Appropriate Assessment and Constructive Feedback, hand in hand approaches to inspire student learning in Engineering Education, SKKU Hub Center for Innovative Engineering Education Faculty Development Workshop 2016 (FDW 2016), Korea, January 2016.

13. My students are falling asleep. – Interactive ways to incorporate active learning activities and assessment into a typical engineering lecture and classroom, SKKU Hub Center for Innovative Engineering Education Faculty Development Workshop 2016 (FDW 2016), Korea, January 2016.
14. Developing Student Learning Quality Assurance or Quality Enhancement, Innovative Curricula Design Conference “Higher Education in 2020” , University of Tartu, Estonia, April 2014.
15. Innovation in Engineering and Science Education, Innovative Curricula Design Conference “Higher Education in 2020” , University of Tartu, Estonia, April 2014.
16. Are we providing Evidence of Student Learning to fulfill our Engineering Accreditation Criteria, how?, The Fourth International Workshop on Innovative Engineering Education (IEE 2013), Korea, January 2013.
17. Assessing Engineers their Disciplinary Knowledge and Generic Skills, SKKU Hub Center for Innovative Engineering Education Faculty Development Workshop 2013 (FDW 2013), Korea, January 2013.
18. Assessment Of Student Learning In Engineering Education, HKUST International Summer Workshop on Engineering Education Innovation 2012, The Hong Kong University of Science and Technology (HKUST), Hong Kong, June 2012.
19. An Interactive Learning System on iPhone/iPod Touch, Learning from eLearning Innovation Workshop Series, Education Development Center, Hong Kong Polytechnic University, Hong Kong, October 2010.

Invited Plenary Presentations

1. Gamification of Learning, TECH Talks, Women’s Foundation, Hong Kong, May 2019.
2. Empowering Non-tech students in Generic education, 21st Century Service-Learning Model for Inclusive Growth, Lingnan University, Hong Kong, November 2018.
3. To promote the report on ‘The Culture of Testing’, NEQMAP Webinar, UNESCO Bangkok, November 2018.
4. Developing the Indispensable and Measuring the Un-measurable – Holistic Competencies Through an Evidence-Based Pedagogical Driven System, 9th Asian Medical Education Association (AMEA) Symposium cum Frontiers in Medical and Health Sciences Education 2017, Hong Kong, December 2017.
5. Measuring the un-measurable – assessing holistic competencies through an evidence-based pedagogical driven online system, Learning and Teaching Expo 2016, Hong Kong, December 2016.
6. Measuring the un-measurable – assessing generic competencies through an evidence-based pedagogical driven online system, Online & e-Learning Summit Asia 2016, Kuala Lumpur, Malaysia, October 2016.
7. Master class on Assessing GCs, INTI International University, Kuala Lumpur, Malaysia, October 2016.
8. Fostering teacher innovation to create a culture of blended learning in the Asia, Blended Learning Asia 2016, Theme: Improving Student Experiences and Achievement through Digital Technology, Course Design and Innovative Teaching Methods, Singapore, June 2016.
9. Research in Engineering Education: Current Status in Asia, The Research in Engineering Education Symposium 2013 (REES 2013), Malaysia, July 2013.
10. E-learning Futures: Where To From Here?, CITE Research Symposium (CITERS) 2011, Hong Kong, June 2011.

Other Invited Presentations

1. **Invited Speaker:** Driving Cultural and Educational Shift from Focusing on Academic Knowledge to Holistic Competencies, Learning & Teaching @ EdUHK Festival 2019, Education University of Hong Kong, Hong Kong, May 2019.
2. **Invited Speaker & Panel Discussant:** Policy, preparation, positioning learning and punishment – international trends in minimising student plagiarism, Workshop & Panel Discussion with Professor Marcia Delvin, Lingnan University, Hong Kong, May 2018.
3. **Invited Pre-Conference Workshop Facilitator:** Assessment, Reflection and Feedback for Higher Education – Combining the three fundamental elements to enhance student learning holistically, 5th Education Nation Conference: Spotlight on Educators – Being the change, Kuala Lumpur, April 2018.
4. **Invited Panel Discussant:** How Do Current Best Practices Help Us Shape the Future Learning and Teaching in Higher Education, Excellent Teachers on Teaching Excellence 2017 Symposium, The Hong Kong Polytechnic University, Hong Kong, December 2017.
5. **Invited Speaker:** Blended learning sharing I: The University of Hong Kong, Blended Learning for University Enhancement: Sharing Promising Practices and Lessons Learnt, Education University of Hong Kong, Hong Kong, December 2017.
6. **Invited Speaker & Panel Discussant:** What are the Key Performance Indicators for Students Generic Competencies?, Influencing Teaching and Learning Practice, Achieving the Ripple Effect, The University of Hong Kong, Hong Kong, March 2017.
7. **Invited Discussant:** History of Women’s Participation in Science and Engineering, 2016 RIAW International Conference, Seoul Korea, November 2016.
8. **Invited Speaker:** Educational Challenges in Hong Kong: Identifying solutions and sharing best practices between East and West on generic skills, Harvard Graduate School Seminar, USA, March 2016.
9. **Invited Speaker:** Research-Teaching Nexus — Achieving a balance between teaching and research, Network for the Enhancement of Teaching and Learning in research-intensive universities (NETL) 2016, The University of Hong Kong, Hong Kong, March 2016.
10. **Invited Speaker:** Assessment for learning, HKU Summer Institute, Hong Kong, June 2015.
11. **Invited Speaker:** Pre-Conference Workshop: Evidence of student learning outcomes – Why and how?, The International Conference: Assessment for Learning in Higher Education 2015, The University of Hong Kong, Hong Kong, May 2015.

12. ***Invited Speaker.*** Building a community of practice to share good assessment and feedback practices in engineering and science education, Roundtable Discussion, The International Conference: Assessment for Learning in Higher Education 2015, The University of Hong Kong, Hong Kong, May 2015.
13. ***Invited Speaker.*** How to develop generic skills for engineering students in Hong Kong Higher Education?, Spring Symposium: Young Researchers in the Science of Learning, Hong Kong, Feb 2015.
14. ***Invited Speaker.*** Assessment Of Student Learning In Engineering Education, HKUST International Summer Workshop on Engineering Education Innovation 2012, The Hong Kong University of Science and Technology (HKUST), Hong Kong, June 2012.
15. ***Invited Speaker.*** Curriculum Reform at the University of Hong Kong– Assessing Employability Skills, Aston University, United Kingdom, May 2012.
16. ***Invited Speaker.*** Researching and disseminating pedagogic practice, Aston University, United Kingdom, May 2012.
17. ***Invited Speaker.*** Curriculum Reform at the University of Hong Kong – Assessing Employability Skills, Oxford Brookes University, United Kingdom, May 2012.

Media Coverage

1. “Tiger moms and dads: Driven by the ‘Catch-22’ environment?”, Times Higher Education, 23 Nov 2018
2. “六大學合辦全人發展課程 200生參與”, Singpao Daily News, Jul 2018
3. “HAVE, U Can – one of the largest cross-institutional student teaching and learning programme in Hong Kong”, HKU Press Releases, Jul 2018
4. “Work experience should be a job requirement for academics to enhance students’ Holistic Competencies”, Times Higher Education, 22 Feb 2018
5. “製作派送愛心結 培養中學生關愛精神”, Sing Pao Daily News, Feb 2017
6. “Towards a Holistic Education: Transforming Education Culture”, HKU Press Releases, Feb 2017
7. “Women in Engineering, Role Model Day a resounding success”, Dublin Institute of Technology News Archive, 2007
8. “Schools push to tackle shortage of women choosing engineering”, Irish Independent, Nov 2005

Others

Media Releases:

- **“Generative AI: A plagiarism machine, or a creator of equal opportunity?”** , QS Insights Magazine, August 2024
- **“At The University of Hong Kong, a full embrace of generative AI shakes up academia”** , Microsoft Stories Asia, 18 October 2023
- **“港大推Chatbot解答學生選科及IT問題 相信學生不以Gen AI抄功課”** , HK01, 16 October 2023
- **“ChatGPT從禁用到啟動!”** , 商台 《與時並進》, 9 September 2023
- **“The Academic Panopticon”** , QS Insights Magazine, 8 September 2023
- **“朝向AI時代: 師生、我與GenAI和ChatGPT的旅程”** , Sing Tao Daily, 25 August 2023
- **“港澳合辦「2023智慧教育論壇」 鼓勵教育界善用AI提升教學質素”** , Hong Kong Commercial Daily, 24 August 2023
- **“Towards the AI Era: Students, Teachers and I – Our journey with Generative AI and ChatGPT”** , HKU Graduate School Newsletter, June 2023
- **“Sydney and Hong Kong university students ‘optimistic’ about generative AI, use it to learn”** , ABC News, 10 June 2023