

CITATION FOR

Professor Harold Abelson

Doctor of Education, *honoris causa*

Mr Chairman,

It is my great honour to present Professor Harold Abelson for the award of the degree of Doctor of Education, *honoris causa*. A pioneer in the field of computational thinking, Professor Abelson has had a lasting impact by revolutionising the teaching and learning of computer science and coding. Locally, he has made a valuable contribution to the school sector through his role as Member of the Expert Group of the CoolThink@JC project, a cutting-edge initiative created and funded by The Hong Kong Jockey Club Charities Trust, and co-organised by Massachusetts Institute of Technology (MIT), The Education University of Hong Kong, City University of Hong Kong, and other partners.

Professor Abelson is Class of 1922 Professor of Electrical Engineering and Computer Science at MIT, and a Fellow of the Institute of Electrical and Electronics Engineers (IEEE). Recognised as one of the most influential computer science educators in the world, Professor Abelson exudes humility and clarity of vision. By his own admission, he received poor grades in mathematics during his preteen years. Grateful for the support his secondary school provided, he went on to win a scholarship to attend Princeton University, becoming the first member of his family to attend university. After graduation, he pursued a doctoral degree in mathematics at MIT.

In his own words, he stumbled upon the field for which he would later become world-renowned. First, a chance encounter with a classmate he knew from Princeton led to his discovery of the Artificial Intelligence Lab at MIT, where subsequently, he spent many hours. Later, he happened upon an early presentation on Logo, an educational programming language co-developed by MIT Professor Seymour Aubrey Papert, which captured his imagination. When another seemingly random occurrence presented itself during a lift ride, he grasped the opportunity. The conversation he started with Professor Papert, in which he expressed his interest in working with him, launched his career in the field of computer science. These random situations have had a tremendous impact on his life's work and broader impacts on society.

Trained as a mathematician, Professor Abelson did not possess much knowledge about computer science initially. It was at MIT, while exploring this field and discovering how things worked, that the thought of becoming a teacher crossed his mind. Calling himself first and foremost a teacher, Professor Abelson believes teaching is about putting across ideas, which parallels Logo's philosophy. He has been active in using computation as a conceptual

framework in teaching since the 1970s. *Turtle Geometry*, a book he co-authored in 1981 on the Logo system, was cited as “the first step in a revolutionary change in the entire teaching or learning process.” Professor Abelson directed its first implementation on the Apple II in 1981. A year later, he published a widely selling book on the programming language.

His view of computer languages as systematic ways to express ideas and to think about how to solve problems, rather than as tools to get computers to perform tasks, has been conveyed to generations of aspiring computer scientists through the course he co-developed for MIT. In addition to setting the standard for introducing computer science to undergraduates, Professor Abelson has played key roles in MIT initiatives related to institutional educational technology, most notably MIT OpenCourseWare and DSpace. These platforms enable the public to freely access educational content and intellectual resources, and foster a culture of community, in which people can share their ideas and build on each other’s work. Extending this vision, Professor Abelson cofounded Creative Commons and Public Knowledge, and was a founding director of the Free Software Foundation and a former director of the Center for Democracy and Technology.

Professor Abelson considers teaching a privilege, which carries a sense of social obligation. Democratising technology and knowledge as a way to advance society has been a driving force behind his life’s work. He is a strong proponent of using technology not only to advance openness, but also to empower people. During his sabbatical year at Google in 2007, he led the App Inventor project, which is designed to enable people with no previous programming experience to create applications for phones that use Google’s Android operating system. Instead of writing traditional computer code, the colour-coded instruction ‘blocks’ offer users a more intuitive method of developing their own programmes. MIT’s App Inventor project, freely open to anyone in the world, hosts a million people every month.

Advocating participation in a computer-rich society, Professor Abelson has also been involved in empowering students through educational technology. Echoing his early work on Logo, he is introducing the “magic” of computing to young children by spearheading computational thinking and coding education initiatives, such as CoolThink@JC in Hong Kong. By inspiring the younger generation to apply digital creativity in their daily lives and preparing them to solve future challenges, Professor Abelson and his partners aim to create a world where students can do things that are both unexpected and explainable. In the four years of the first phase, CoolThink@JC benefitted over 20,000 primary students at 32 pilot schools across Hong Kong. It has also equipped more than 110 local teachers with essential computational thinking and programming pedagogies through an intensive train-the-trainer programme.

In recognition of his sustained contribution to education, Professor Abelson was designated one of MIT's six inaugural MacVicar Faculty Teaching Fellows in 1992. The same year, he received MIT’s School of Engineering teaching award, the Bose Award. Beyond teaching,

Professor Abelson was appointed co-chair of the MIT Council on Educational Technology, which oversees MIT's strategic educational technology activities and investments. In 1995, the Institute of Electrical and Electronics Engineers named him winner of the Taylor L. Booth Education Award. In recognition of his remarkable achievements, the Association for Computing Machinery honoured him with the 2011 ACM Karl V. Karlstrom Outstanding Educator Award, and with the 2012 ACM Special Interest Group on Computer Science Education Award for outstanding contributions to computer science education. Notwithstanding the string of accolades bestowed upon him, Professor Abelson remains a humble, unassuming and affable person. He steps up to the important task of advancing computational thinking education around the world and provides a model for others from an ethical sense of responsibility as a teacher and citizen of society.

Mr Chairman, it is my great pleasure and privilege to present Professor Harold Abelson, and request that you confer upon him the degree of Doctor of Education, *honoris causa*.

CITATION FOR

Professor Michael Connelly

Doctor of Education, *honoris causa*

Mr Chairman,

It is my great honour to present Professor Michael Connelly for the award of the degree of Doctor of Education, *honoris causa*. A leading authority in the field of curriculum and instruction, Professor Connelly is Professor Emeritus at the Ontario Institute for Studies in Education (OISE) of the University of Toronto (UT), and a founder and long-time former Editor of *Curriculum Inquiry*, a leading international journal in the field of education. Throughout his career, he has actively spearheaded the development of teacher education around the world.

Professor Connelly grew up on a cattle ranch in western Canada, before attending the University of Alberta, then Columbia University and the University of Chicago in the United States. He obtained bachelor and master of science degrees, and a bachelor of education degree at the University of Alberta. At the University of Chicago, he earned a doctorate in philosophy of education. He also taught secondary school in Alberta and held teaching positions at the Universities of Alberta, Illinois and Chicago.

In 1968, Professor Connelly joined OISE, later becoming Chair of its Department of Curriculum and the founding Director of its Centre for Teacher Development, now called Continuing and Professional Learning. There, he has worked in four areas: science curriculum and science student achievement; personal practical knowledge and the study of teacher practice and reflection; narrative inquiry; and cross-cultural studies.

A pioneer in education, Professor Connelly's research work takes place in practitioner school-based settings. He has received numerous grants for his projects on curriculum studies, science education, school reform, teacher education and development, and multiculturalism. He has written for around 300 publications, covering science education, teaching and teacher knowledge, curriculum and narrative inquiry. Much of this has been on how teachers actually experience their life in practice, rather than how they say they experience it for the purpose of interviews.

His major collaborations include *the Functions of Curriculum Development* (1972), *Teachers as Curriculum Planners: Narratives of Experience* (1988), *Stories of Experience and Narrative Inquiry* (1990, which coined the term Narrative Inquiry), *Narrative Inquiry for School-based Research* (2010); and the overview chapters on curriculum for the *Elsevier International Encyclopaedia of Education* (2010) and *The Routledge Companion to Education* (2011). He co-edited *The Sage Handbook of Curriculum and Instruction and Narrative Inquiry for School-based Research* (2008), which was the first book in 15 years to comprehensively cover the field of curriculum and instruction. The last of these won the American Educational Research Association's Division B (Curriculum Studies) Outstanding Book Award in 2009.

Throughout his career, Professor Connelly has sought to help curriculum studies make a difference to how curriculum unfolds on the global stage, by going beyond the abstract. He sees curriculum as a way of bridging values across cultural, ethnic and religious borders and boundaries to provide an education that works best for all children. He has stated that to be relevant, and to embrace and reveal diverse ways of knowing and being, curriculum studies needs to be of, not above, cross-curriculum cultures as it unrolls, as he describes it, "like a Chinese hand scroll painting."

With this passion for fostering cross-cultural educational understanding, he has worked in human resource development, curriculum, teacher education, and community schools in Jordan, Egypt, Hong Kong, the West Indies, Colombia and China. This includes working with the World Bank and writing policy papers for government bodies and organisations. For example, he drafted the terms of reference for the Egyptian Professional Academy of Teachers, and as UNICEF consultant to The League of Arab States wrote a policy paper on pan-Arab curriculum and teacher education. His long-term, ongoing, urban education research programme in a community school is supported by the Social Sciences and Humanities Research Council of Canada. He has also written policy papers for the Government of Queensland in Australia, teachers' organisations and the Ministry of Education in Ontario, and directed the Canadian component of the Second International Science Study sponsored by the International Association for the Evaluation of Educational Achievement.

Here in Hong Kong, Professor Connelly has been a director of a joint doctoral programme between the then Hong Kong Institute of Education and OISE. In recent years he has established the Sister School Network with Professor Xu Shijing from the University of Windsor in Canada. This enables cross-cultural studies through visitor exchanges and school-to-school links between teachers and students, fostering university collaboration between Beijing, Shanghai, Chongqing, Changchun, Windsor and Toronto. Rather than being a specific project, official promotion or contract, this network was initially based on the professors' friendship with the founder of New Basic education (NBE) Professor Ye Lan and the principals of six Shanghai NBE experimental schools. On the successful application of the China-Canada programme in 2013, the network project began in earnest, with the Shanghai-Toronto sister schools becoming important members.

Professor Connelly's current work is directed to harmonising East-West education relations and studying the narrative histories of immigrant Chinese family knowledge structures and families' interaction with the Canadian school system. He is part of a team establishing a community schools' sister-school and teacher education research and development reciprocal learning network among Windsor, Beijing, Shanghai, Chongqing and Yunnan, in cooperation with universities in four other countries. Until recently he was the longstanding Education Judge for The American Publishers Awards for Professional and Scholarly Excellence, given annually by the Professional & Scholarly Publishing Division of the Association of American Publishers.

In recognition of his outstanding academic achievements, Professor Connelly has received many accolades. In 1987, he received the Outstanding Canadian Curriculum Scholar Award from the Canadian Society for the Study of Education; in 1991, the Whitworth Award for Educational Research from the Canadian Education Association; in 1995 the Ontario Confederation of University Faculty Associations Outstanding Teaching Award; the American Educational Research Association (AERA) Division B Lifetime Achievement Award in 1999, and an AERA Outstanding Publication Award. Furthermore, Professor Connelly has made teaching a priority, with many former students winning dissertation, and research and teaching awards.

Mr Chairman, it is my great pleasure and privilege to present Professor Michael Connelly, and request that you confer upon him the degree of Doctor of Education, *honoris causa*.

Citation for
Dr Joseph Lee Chung-tak, GBS, OStJ, JP
Doctor of Social Sciences, *honoris causa*

Mr Chairman,

Chinese and western philosophers cherish the substance of altruism. Confucius once said “己欲立而立人，己欲達而達人” – a person of humanity is one who, in seeking to establish himself, finds a foothold for others and who, in desiring to achieve himself, helps others to achieve.

Dr Joseph Lee Chung-tak is an embodiment of this virtue. A distinguished business leader and a passionate forerunner in social entrepreneurship who has community wellbeing firmly at heart, Dr Lee demonstrates the essence of benevolence by applying his business acumen to the management of public services. The diversified philanthropic projects he has generously championed over the years have significantly transformed the social service landscape of Hong Kong.

After graduating from the Illinois Institute of Technology in the United States, Dr Lee began his career by joining the family manufacturing business, which specialises in plastics. Deeply influenced by his parents who lived through the Second World War, Dr Lee resonates with the importance of harmony and prosperity, for a family as well as for a community. This explains why he used the inherited name ‘Wofoo’ (和富) when he started his own company in 1980. Under his stewardship, Wofoo Plastics Limited is a leading PVC compound manufacturer in Asia, supplying products to renowned manufacturers around the world. He later lent his expertise and experience to direct various business associations, including the Hong Kong Chinese Importers’ and Exporters’ Association and the Hong Kong Young Industrialists Council.

In 1989, he was elected as one of the youngest District Governors of Rotary International District 3450 from Hong Kong. This invaluable volunteering experience filled him with a strong sense of commitment and enthusiasm to help others. At that time, the question on his mind was how to better allocate mismatched resources and to improve the efficacy and effectiveness of social services. To achieve this, he decided to think outside the box, and created the concept of ‘enterprising social services’, which has been rooted in his heart ever since. Upholding his motto “Harmony brings a family prosperity, cohesion makes a nation wealthy”, Dr Lee is devoted to giving back to society, particularly through serving the community.

In 1996, the inconsistent quality found in the elderly care sector motivated him to take action. He established the Grace Nursing Home (Kowloon Tong), an elderly residential care service that places great emphasis on rigorous professionalism, rehabilitation and mental well-being. By adopting the approaches of his own success in the commercial world, such as conducting careful planning and setting long-term goals, the nursing home soon stood out in the market and became one of the first privately operated contract homes of the Social Welfare Department. Its success showed what could be done when corporate management methodologies combine

with the operation of public welfare services. This gave him greater confidence to advocate the social entrepreneurship approach going forward.

Following on from these accomplishments, Dr Lee has extended his philanthropic endeavours to youth development in founding the Wofoo Foundation and Wofoo Social Enterprises in 1997 and 2000 respectively. He first took up the chairmanship of The Warehouse Teenage Club in 1998, a second home for teenagers to develop creativity and explore life goals. An ardent supporter of education, it is one of his priorities to nurture and foster future social leaders. The journey, however, has not all been plain sailing. Given his commercial background, some people doubted his ability and determination when he applied to run the W F Joseph Lee Primary School. Demonstrating his unswerving determination and insightful leadership, the school became the first Direct Subsidy Scheme primary school in Tin Shui Wai, and was able to achieve self-financing within the first year and is one of the most popular schools in the district.

Receiving high acclaim for managing the primary school was not enough for Dr Lee, as he looked to improve his knowledge of lifelong learning. In his view, there is no shortcut to education. He has served on the boards of many schools, such as The University of Hong Kong, City University of Hong Kong, Lingnan University, the Vocational Training Council, local schools and the Australian International School, to obtain first-hand knowledge and experience in the education sector.

Furthermore, Dr Lee attaches great importance to whole-person development and character education, which inspired him to initiate the “Wofoo Leaders’ Network” and “Wofoo Youth Network” for the benefit of younger generations. After years of development, over 25 higher education institutes -including The Education University of Hong Kong (EdUHK) — have set up their own network branches, forming an extensive and inclusive cross-university platform to enrich students’ campus life. Thanks to Dr Lee’s generous support, the Wofoo Whole Person Development Fund and its on-campus centre at EdUHK have offered many eye-opening opportunities for students, locally and globally, nurturing our future leaders to be well-rounded individuals with wisdom, positivity, and social responsibility.

Apart from helping young people, Dr Lee also actively engages in social affairs through his appointment to several civic bodies, organisations and governmental committees over the past two decades. He was a three-term Deputy to the National People’s Congress of the PRC from 1998 to 2012. He also chaired or participated in the Commission on Youth, Committee on Promotion of Civic Education, Social Innovation and Entrepreneurship Development Fund Task Force, the Environment and Conservation Fund Committee, Applied Research Council and many others. Currently, he is the Board Chairman of the Joint Committee for the Promotion of The Basic Law of Hong Kong.

In recognition of his tremendous contributions as a community leader, Dr Lee was awarded the Bronze Bauhinia Star, Silver Bauhinia Star and Gold Bauhinia Star in 2000, 2008 and 2013 respectively. He also received an Honorary Doctorate from Hong Kong Baptist University in 2011 and from City University of Hong Kong in 2017. He was named Honorary Fellow by City University of Hong Kong in 2014 and by the Vocational Training Council in 2015. Also in 2015, he was made a University Fellow by The Hong Kong Polytechnic University.

Mr Chairman, Dr Lee is an exemplary role model in many aspects. His vision, dedication and devotion to cultivate social harmony through pioneering many significant and impactful projects has not only helped many people in need, but also provided a new direction to enhance the sustainability of social services in Hong Kong. On behalf of The Education University of Hong Kong, it is my pleasure and privilege to present Dr Joseph Lee Chung-tak, and request that you confer on him the degree of Doctor of Social Sciences, *honoris causa*.

CITATION FOR

Dr Tan Dun

Doctor of Humanities, *honoris causa*

Mr Chairman,

The music in the Oscar-winning film *Crouching Tiger, Hidden Dragon* drew the audience deep into a cinematic world, with the rich, lyrical sound of the cello joining together the entire story. The cello was, however, not a lone narrator: the traditional Chinese instruments erhu and matouqin (morin khuur) responded with voices of their own. Their subtly expressive sound, imbued with a uniquely Chinese beauty, accompanied the characters' emotional journeys. The film score was one of Dr Tan Dun's most accomplished works, impressing audiences around the world. It perfectly demonstrated the organic integration of Chinese and Western art and culture, while winning Dr Tan Dun an Oscar and a Grammy Award.

Dr Tan Dun is widely acclaimed and respected in the music world. He has long been an active advocate of organic music from the East, with the aim of promoting a love for nature among the general public with his work. His music possesses a profound sense of history and an expansive, grand spirit rooted in Chinese tradition, crossing the boundaries between classical and modern, as well as East and West. It has an emotional impact, reaching out to the depths of people's hearts; something needed more than ever nowadays. Dr Tan Dun has openly expressed gratitude towards his cultural origins, and once said that Chinese culture had given him everything as a composer, and that without it, there would have been no Tan Dun.

Dr Tan Dun was born in Changsha, Hunan, part of the ancient Zhou-dynasty state of Chu. As a child, he was fully immersed in Chu culture and knew over 300 Hunan folk songs. The romantic, abstract and passionate aspects of the Chu culture nurtured his musical inspiration. When he was nine years old, Dr Tan Dun received an old three-string violin, which he treasured and would practise day and night, never wanting to put it down. He was also keenly aware of the music around him every day: pots and pans in the kitchen were his improvised instruments; the sounds of chopping wood and trotting pigs in the rural Hunan village were unique musical rhythms and melodies to his ears.

In 1978, Dr Tan Dun was recommended to take the music academy examination. His application to the Beijing Central Conservatory of Music was accepted, standing out from more than 400 candidates. At the Conservatory, he specialised in conducting and composition, under the tutelage of Professor Li Huade, Zhao Xingdao and Li Yin Hai. He was an outstanding student and hailed as one of the 'Four Greatly Talented Gentlemen' of the Conservatory. During his first year there, he wrote *Li Sao*, a symphony that included drums and xiao (Chinese flute): an unconventional and innovative move at the time.

Dr Tan became a rising star in 1983, when his composition *Feng Ya Song* won an international award for composers. In 1989, his *Nine Songs*, using musical instruments that he had created, once again brought him global attention. His innovations in sound and technique made him an important pioneer of China's music scene. After obtaining a master's degree in composition, Dr Tan Dun received a scholarship from Columbia University in New York to study for a doctoral degree in music. The experience of studying abroad further developed his ability to incorporate Western and Chinese influences, and his music, which transcended cultural boundaries, met with widespread acclaim.

Under the recommendation of renowned German composer Hans Werner Henze, Dr Tan Dun served as a judge of an international music competition in Munich. In 1996, famous Japanese composer Tōru Takemitsu recommended he receive the City of Toronto Glenn Gould Protégé Prize. In 1997, he conducted the Hong Kong Philharmonic Orchestra and a stellar cast of performers including cello virtuoso Yo-Yo Ma and the Imperial Bells Ensemble of China, which is a bianzhong ensemble, to perform his work *Heaven Earth Mankind (Symphony 1997)* to mark Hong Kong's return to China. In the same year, his opera *Marco Polo* received international acclaim and subsequently major music awards. He was hailed by *The New York Times* and the authoritative music magazine *Opernwelt* as one of the ten most important musicians in the world and composer of the year.

In 1999, Dr Tan Dun received the prestigious Grawemeyer Prize and his music for *Crouching Tiger, Hidden Dragon* in 2000 won him an Oscar for Best Original Score, propelling him to new heights of international fame. That same year he also won a Grammy Award, gaining a more prominent place in the music world for Chinese composers. He also went on to score music for other films including *Hero* in 2002 and *The Banquet* in 2006. Despite the many awards, Dr Tan Dun has continued to innovate, and his international reputation continued to grow through his diverse artistic output.

Dr Tan Dun also actively contributes to the showcasing of Chinese culture. In 2008, he composed the award ceremony music for the Beijing Olympics, and in 2010 he served as World Cultural Ambassador for Expo 2010 in Shanghai. In 2016, he composed and conducted *Ignite the Dreamer Within*, the theme song for the Shanghai Disney Resort and part of a more expansive 'visual symphony' commissioned for its grand opening.

Dr Tan Dun believes that music comes from nature. Water, stones, paper and earth all provide him with inspiration, and he hopes to raise awareness for natural resources with his music. *Earth Concerto*, the third piece in his Organic Music Series, after *Water Concerto* and *Paper Concerto*, was written in 2010 to commemorate the 100th anniversary of Gustav Mahler's death. Instruments used in the concerto's performance were made with clay collected from different areas of China, including black clay in Shaanxi, red clay in Hong

Kong, white clay in Taiwan and stones in Nanyang. This ‘Sound of the Earth’ piece was written to explore the origin and destiny of life.

Dr Tan Dun has contributed greatly to education, particularly in the areas of humanities and music, for which he has received numerous recognitions and awards. In 2012, Dr Tan Dun won the Shostakovich Award. In 2013, he was appointed by UNESCO as its Goodwill Ambassador, in recognition of his efforts to promote intercultural dialogue through music, consciousness of the scarcity of natural resources such as water, and the diversity of languages. He was the first Chinese person to receive this honour. In 2017, Dr Tan Dun was awarded the Golden Lion for Lifetime Achievement by the Venice Biennale. In 2019, he was appointed as Dean of the Bard College Conservatory of Music in the United States. He was the first Chinese person to serve as Dean of a top American conservatory.

Mr Chairman, Dr Tan Dun has made tremendous contributions to the promotion of culture, through his unique musical composition, as well as his outstanding film scores integral to many of the best Chinese films. Through his artistic creativity, he has increased public awareness of environmental issues and cultural conservation. A passionate educator, he inspires and has a profound impact on the new generation. It is my pleasure and privilege to present Dr Tan Dun and request on behalf of The Education University of Hong Kong that you confer on him the degree of Doctor of Humanities, *honoris causa*.