

2016/2017

澳門大學  
住宿式書院



THE UNIVERSITY  
OF MACAU

RESIDENTIAL  
COLLEGES



澳門大學

UNIVERSIDADE DE MACAU  
UNIVERSITY OF MACAU



## 校長的話 Rector's Words

### 趙偉教授 Prof Wei ZHAO



澳門大學近年持續優化本科教育，推行融合「專業教育」、「通識教育」、「研習教育」和「社群教育」的「四位一體」教育模式，徹底改變只在課堂內教學的傳統理念。

澳大由 2014/2015 學年開始，全面轉型為住宿式書院式大學，希望在多元文化和富於啟迪的環境內培育具自省能力、關愛精神和社會責任感的人才。書院制度既是落實「社群教育」的重要手段，也打破了澳門高等學府一貫單一的走讀式教學，為本地高等教育實踐新教育模式開啟新的一頁。

在書院裡，不同年級、不同專業、不同背景的本科生，安排到各書院內一起生活，同宿共膳，交流和學習。學生通過這種全天候式的學習模式，從實際生活中磨練、掌握專業以外的軟實力，對於學生的性格養成、學術興趣、人際網路、價值取向等將產生積極和正面的影響。

我們衷心盼望每一位學生都可以愉快地在校園裡生活，與老師、同儕一起好好學習，體驗不一樣的校園生活。

In recent years, the University of Macau (UM) is constantly improving its undergraduate education by implementing a new "4-in-1" model of education. Consisting of discipline-specific education, general education, research and internship education, as well as community and peer education, this "4-in-1" model revolutionised people's perception of education as happening only in a classroom setting.

In the 2014/2015 academic year, UM became a residential-college university. UM hopes to nurture self-reflective, caring, and socially responsible individuals within an intellectually stimulating and multicultural environment. The residential college (RC) system is an important vehicle for carrying out community and peer education. It also opened a new chapter in higher education development in Macao as it represents a departure from the traditional model of education where students go to the campus for classes and leave for home when the classes are over.

Students of different ages, majors and backgrounds are arranged to live in the same RCs so that every moment in the RCs becomes an opportunity to learn from one another and to acquire soft skills beyond the students' chosen fields of study. Such a multifaceted model of learning will have a positive influence on the students' character development, academic interests, interpersonal network, and value orientation.

We hope all students enjoy the new experience of living on the new campus with their teachers and peers.

# 書院系統 The Residential College System

## 程海東教授

副校長（學生事務）

澳門大學書院系統

## Prof Haydn CHEN

Vice Rector (Student Affairs)

UM's Residential College System



澳門大學全面推動住宿式書院系統，書院是作為對本科生的一種成長輔導及多方位教育的方法，與學院制度相輔相成。書院學習乃為「育人」，學生以體驗式、全方位、全天候方式學習在專業課程外的軟實力。澳大在 2010 年初參考世界一流大學的成功經驗，成立兩所試驗型住宿式書院，爾後逐年增設。目前澳大有十所書院，採取課程化的規劃方式為大學本科學生提供體驗式的書院學習，並通過訂定「能力指標」和「評鑑制度」確保學生在畢業時能夠達到「社群教育」的要求。

### 澳門大學「四位一體」教育模式

澳大本科生教育推行融合專業、通識、研習和社群教育「四位一體」教育模式，目的是培養能自我反思、熱心助人、有社會責任，以及能在多元文化和充滿挑戰的環境下成長的學生。這是大學對學生整體性的教育要求，每一位本科生必須完成四方位的教育要求方可畢業。

### 體驗式書院學習

目的：

書院作為澳大「社群教育」重要的一環，也有其核心的教育目的——就是通過系統化學習規劃，利用所有課程、計劃、活動等體驗式學習方法，讓學生達到書院學習的五項能力指標。

### 能力指標：

- 健康生活
- 人際關係和團隊合作
- 領導與服務
- 文化參與
- 具有國際視野的公民

### 院訓：

知識，實踐，態度

Emphasizing the importance of personal growth of undergraduates as an integral part of their holistic cultivation, the Residential College (RC) System of the University of Macau (UM) offers students another dimension to education alongside their majors. The purpose of RC learning is to develop students' 'soft' skills through experiential learning outside the classroom. Drawing from successful experience of world-class universities, UM created two pilot RCs in 2010. Now with ten RCs fully running and their activities formalised into their curriculums, students can enjoy the benefit of experiential collegiate learning under such a setting. A set of generic competency indices and an evaluation system have been put in place to make sure that students have met the pre-set requirements of the community and peer education before students graduate.

### 4-in-1 Education Model

UM has implemented a 4-in-1 Education Model that is composed of disciplinary education, general education, research and internship education as well as community and peer education. The objective is to nurture self-reflective, caring and socially responsible individuals who can grow in a challenging and multicultural environment. Now undergraduates have to pass all the requirements of this Model before they can graduate.

### Experiential collegiate learning

Aims

As an important vehicle for the community and peer education, RCs have their core educational objective which is to help students develop the five areas of capabilities through RC experiential learning. This objective will be achieved through experiential programmes and activities, all of which being developed in a systematic approach.

### Competencies

- Healthy living
- Interpersonal relation and teamwork
- Leadership and service
- Cultural engagement
- Citizenship with global perspectives

**學習要求：**

書院學生學習具有以下三個必須達到的層面，其一是達到大學一般性書院教育的整體要求，其二是達到個別書院教育的特別要求，最後是完成學生對個人自我發展的要求。

**學習成效評鑑：**

為了評估學生是否達到「社群教育」的滿意程度，書院制定了三個類型評鑑學生的方法，包括自我評鑑、同儕評鑑、老師評鑑。所有評鑑都採形成式而非競爭式，會在學生進入書院學習的四年內持續進行。

書院是作為對本科生的一種成長輔導及多方位教育的方法，與學院制度相輔相成，澳大在2010年初參考世界一流大學的成功經驗，成立兩所試驗型住宿式書院，爾後逐年增設。在2016/2017的新學年度開始，澳大已有十所書院及十位學術卓越、管理經驗豐富且熱愛教育的院長。澳大對書院的結構和組成、課程和各項活動的安排等都設立了一套系統化的制度，相信在書院同仁的努力以及各學院教師的參與和支持之下，書院將可以順利發展，建制「四位一體」的教育典範，促成澳大育人為重之教育特色。

**Motto**

Knowledge, Practices, Attitudes

**Requirements**

RC students need to meet requirements at three levels, ie., the University's general requirement for RC education, the specific requirements of individual RCs, and students' individual goal of personal development.

**Evaluation of learning effectiveness**

Three types of evaluation, namely self-evaluation, peer evaluation and teachers' evaluation are adopted to assess students' fulfilment of the community and peer education. Evaluations are of the nature of formative not competitive, will be conducted regularly throughout students' four years of life in the RCs.

RC education is a perfect complement to the faculty education. It is an effective approach to whole-person education and facilitate students' personal growth. The first two pilot RCs at UM, modelled upon the successful experience of world-class universities, were established in 2010, and with more added in the years that followed. Starting in the 2016/2017 academic year, ten RCs became operational, with ten distinguished individuals, who possess impressive academic backgrounds, rich managerial experience, and a passion for education, serving as the masters. The structure and composition of the RCs and the arrangement of the courses and activities have all been planned in a systematic manner. I believe that with the joint effort of our colleagues and the participation and support of academic staff from various faculties, our RCs will develop smoothly to become an effective vehicle for carrying out the "4-in-1" model of education.

**書院系統**

**The Residential College System**

澳門大學參考劍橋、牛津、哈佛、耶魯、普林斯頓、香港中文大學的體制，建立住宿式書院系統，以全天候、多方位的教育模式培養優秀人才。2014/2015學年在新校園全面啟動十所書院，包括：曹光彪書院、鄭裕彤書院、蔡繼有書院、霍英東珍禧書院、呂志和書院、滿珍紀念書院、紹邦書院、何鴻燊東亞書院、馬萬祺羅柏心書院、張崑崙書院。

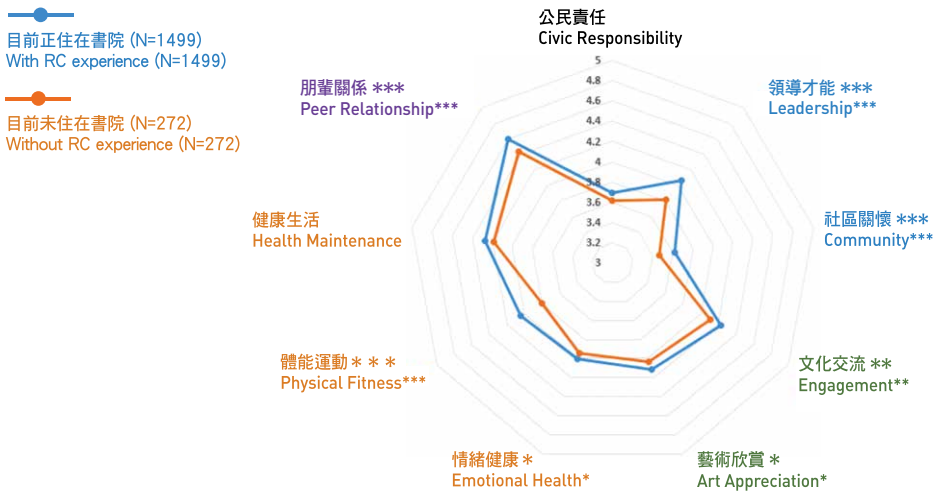
書院是作為對本科生的一種成長輔導及全人教育的方法，與學院制度相輔相成，全方位培養領袖人才。十所書院為學生提供體驗式的書院學習，並且透過課程化規劃方式，培養學生非「專業科目」的軟實力——具有知識及學術成就、自我反思、同情心、社會責任、良好人際溝通能力、各類興趣，以及能在多元的環境中接受挑戰、終身學習能力的多方位人才。

The University of Macau (UM) implements a residential college (RC) system modelled upon the successful experience of world-class universities, including the University of Cambridge, the University of Oxford, Harvard University, Yale University, Princeton University, and the Chinese University of Hong Kong, in order to provide a multifaceted education to the students. Ten residential colleges (RCs) became operational on the new campus in the 2014/2015 academic year, namely Chao Kuang Piu College, Cheng Yu Tung College, Choi Kai Yau College, Henry Fok Pearl Jubilee College, Lui Che Woo College, Moon Chun Memorial College, Shiu Pong College, Stanley Ho East Asia College, Ma Man Kei and Lo Pak Sam College, and Cheong Kun Lun College.

A perfect complement to the faculty-based system, the RC system is a vehicle for carrying out whole-person education and for helping undergraduates achieve well-rounded development and become future leaders of society. Through a curriculum-based approach, the ten RCs offer experiential collegiate learning to help students acquire soft skills beyond their chosen fields of study and grow into well-rounded graduates who are knowledgeable, academically accomplished, self-reflective, compassionate, socially responsible, with good interpersonal skills, wide interests, and the ability to rise up to challenges and pursue lifelong learning in a pluralist environment.



## 有住宿式書院住宿經歷的學生與沒有住宿式書院住宿經歷的學生對比 Comparison between students with and without RC experience



澳門大學自 2014 年 8 月起實施 “四位一體” 教育模式，並建置住宿式書院系統，作為該教育模式的一部分。住宿式書院系統於 2016 年進行績效評估。評估方法包括分析學生學業成績、尋求輔導的人次、體育競賽獲獎情況和就業數據，以及通過專門設計的調查問卷，評估學生在書院著重培養的五項能力方面的學習成效。值得一提的是，評估涵蓋了有書院經歷和沒有書院經歷的本科生，以便對這兩類學生進行比較。

雖然住宿式書院制度實施僅兩年，但評估結果顯示書院教育對學生有著積極、顯著的影響，這一趨勢令人鼓舞。評估結果的要點概括如下：1) 學生在書院培養的五項能力方面的學習成效明顯；2) 學生的學業成績，即累積 GPA（平均績點），與書院經歷之間存在明顯關聯，書院經歷也能更加有效地幫助學業欠佳（GPA 低於 2）的學生改善成績；3) 書院給予學生的牧養關懷和同伴支持使尋求輔導的人次顯著減少；4) 書院培養的團隊精神有助於學生運動員贏得比賽；5) 近年的學生就業情況穩步提升。

此評估報告反映了有書院經歷學生的整體成就。澳門大學開創了獨特的四位一體教育模式，並在全校園推行住宿式書院制度，評估結果反映了“社群教育”對學生成長的積極影響，而學生的成長則支持澳大願景的實現。

Evaluation of the overall performance of the Residential College (RC) System of the University of Macau (UM) was carried out in 2016, under the “4-in-1” education model which commenced in August 2014. The evaluation methodology included the grade points average (GPA), the counselling cases, sports competition awards and employment data, plus specially-designed surveys to measure the learning outcomes of the competencies that the RC education focused on. Particularly noteworthy is this study included undergraduate students with and without the RC experience so a comparison of the two groups of students can be made.

The major findings show a positive and encouraging trend in that the effects of the RC education on students are significant and noticeable, despite the fact that the RC system was launched only two years ago. Some highlights of the evaluation results are: 1) the five areas of competencies that RC nurtures have clearly shown the learning outcome; 2) a significant correlation of academic achievement in terms of cumulative GPA with RC experience is found, also for the low-performance students (GPA<2) RC experience clearly helps students to improve more effectively; 3) the pastoral care and the peer support that students received in the RCs have resulted in a significant decrease of counselling cases; 4) team spirit cultivated for student athletes show its impact on the awards; 5) employment profile in recent years show steady improvement.

The values of the RC experience on the students’ overall achievements are reflected in this evaluation report. Conclusions are drawn to reflect the impact of the “Community and Peer Education” on the growth of students, which, in turn, supports the vision of the University of Macau who has pioneered the unique 4-in-1 education model together with the university-wide RC System.

**圖片說明：比較具有及不具有住宿式書院住宿經歷的學生**

上面的雷達圖顯示的是有住宿式書院住宿經歷的學生（以藍線標示）及沒有住宿式書院住宿經歷的學生（以紅線標示），在住宿式書院各項能力方面的比較結果。前者的得分明顯高於後者，特別是在體能運動、領導才能及朋輩關係等方面。雷達圖中每個方面的上標(\*)表示統計學意義上的差異性，三星(\*\*\*)表示差異最顯著。

**Figure Caption: Comparison of students with and without RC experiences**

A comparison of students with RC experience versus those never lived in any RC in various aspects of RC competencies are shown in a radar map above. The former group of students shown in blue line score significantly higher than the latter in red line. Especially standing out are physical fitness, leadership and peer relationship.

## 書院結構

## Organizational Structure of Residential Colleges

### 院長及導師

每個書院約有 500 學生，分別來自不同專業和背景的學生和交換生，而書院院長、副院長兼輔導長及住院導師也同住在書院內，與同學經常共餐。除了專職人員外，每個書院都有一個由各學院導師組成的團隊，以及四位以上的行政人員，一同輔助書院學生的社區生活。此外每書院有約 30 位的學院老師參與指導。

### College Master and Fellows

Each residential college (RC) can accommodate nearly 500 students of different majors and backgrounds. The Masters, Associate Masters/Chief of Students, and Resident Fellows also live in the RCs. In addition to full-time staff, each RC has a supportive group of college fellows from the faculties who support the collegiate life of the community. They are ably supported by four or more administrative staff in each RC. In addition, there are about 30 affiliated academic staff involved in RC education

### 學生組織

書院設立各類型的學生組織，包括代表全書院學生的院生會，院生會組織各類型的工作組為書院學生提供各類活動。樓層助理負責照顧宿生的日常需要，他們包括書院小老師（研究生）及書院助理（高年級本科生）。

為推動書院系統之共同活動（如運動競賽、大型演講等），跨書院委員會由各書院代表組成，並由書院副院長指導。

### Student Organisations

There are various student groups in each RC, including a House Association which represents all RC members. The House Association also organises different working groups to provide a variety of activities for college members. College floor leaders who look after the day-to-day needs of the residents include Resident Tutors (postgraduate students) and Resident Assistants (upper-class students).

Inter-College Council (ICC) promotes RC system activities (such as sports competitions and talks etc.). Members from ICC consisting of representatives from each RC and activities conducted are guided by Associate Masters/Chief of Students.

### 學生活動

書院鼓勵學生組織及其成員，推動各式各樣的活動，以回應書院的使命和學生的需要。書院推動的活動包括：高桌晚宴、院長晚宴、由校外嘉賓主講的專題講座或座談會、興趣小組、工作坊、樓層活動、書院間的競賽及與其他院校的交流等。活動項目涉及社交、藝術文化、體育、社區服務、英語角、小老師培訓等。書院間經常舉辦的活動包括各項體育活動和英語辯論競賽等。

### Student Activities

The RCs and their student organisations present various kinds of social, art, cultural, and sports activities for members, such as high table dinners, master's dinners, talks and seminars by external guests, interest groups, floor activities, inter-collegiate activities, exchanges with other institutions, community services, English Corner, and resident tutor training. Sports competitions and English and Chinese debating tournaments are frequently held among the RCs.



# 曹光彪書院 Chao Kuang Piu College (CKPC)

## 劉全生教授 書院院長

### Prof Chuan Sheng LIU College Master



劉全生教授是知名電漿（等離子體）物理學家，高等教育及控制核聚變的領袖人物，在雷射與電漿作用、電漿基礎物理及核聚變的理論方面做出開創性的貢獻。

他曾任美國物理學會電漿物理分會主席，美國國家研究院電漿物理分會主席及物理及天文委員會委員。他近年來的研究興趣在鐳射加速帶電粒子，特別是鐳射加速質子，用於質子治癌及其他醫學用途。

劉教授是馬裡蘭大學物理系榮退教授，曾任該系教授四十年，並兩次擔任該系系主任、該校研究事務副校長以及研究生院院長。2003 年至 2006 年期間擔任台灣中央大學校長。2006 年返馬裡蘭大學擔任美國第一家孔子學院院長，並繼續任物理學教授。他於 2014 年從馬大退休後，來澳大擔任曹光彪書院創院院長。

劉教授極為認同書院制度的理念。曹光彪書院應該是老師和同學共同生活學習的大家庭，在住宿式書院中追求心智的啟蒙及全人的成長與創意的成就。為達此目標，曹光彪書院致力於開展活動以為學生培養人格氣質，溝通的藝術，以及具有全球視野的社會責任感。曹光彪書院應該是一個諸多理念及文化的匯聚之地，師生同學能通過不同學科間的對話，相互學習、彼此輔導、教學相長，以釋放學生的創新本領和創造潛能。劉院長鼓勵同學要緊跟前沿科學技術之發展，並能提昇對藝術及人文、多元文化的瞭解與關懷。他希望曹光彪書院的學生能夠成為溝通中西文化，連結科技人文的全球領袖人才。

Prof. Liu Chuan Sheng is a renowned plasma physicist and a leader in higher education and controlled fusion research. He has made groundbreaking contributions to the theory of laser-plasma interaction, basic plasma physics and nuclear fusion. He has served as Chairman of Plasma Physics Division of American Physical Society and as Chairman of Plasma Science Subcommittee and a member of the Committee on Physics and Astronomy of National Research Council, USA. His recent research interest has been in the laser acceleration of charged particles, particularly laser proton acceleration for cancer therapy.

Prof. Liu is a Professor Emeritus at the University of Maryland's Department of Physics where he has served as a professor for forty years and twice served as the Department Chair. He also served as Interim Vice President for Research and Dean of Graduate School at the University of Maryland. From 2003 to 2006, he was President of the Central University in Taiwan. He returned to University of Maryland in 2006 to direct the first Confucius Institute in the US and to resume his physics professorship. He retired from University of Maryland to be the founding Master of CKPC, University of Macau 2014.

Professor Liu strongly believes in the vision of the Residential College System. CKPC is home for faculty and students to live and to learn in a collegiate way to pursue intellectual enlightenment, personal growth and creative achievements. To attain these goals, CKPC endeavors to develop programs aiming at students' character building, learning the art of communication, leadership and social responsibilities with a global perspective. CKPC is an intersection of cultures and ideas for interdisciplinary dialogues and multi-cultured understanding. Through peer learning and mentoring, CKPC can help unleash students' creative and innovation potentials. We encourage students to keep up with cutting edge science and technology as well as to enhance their multi-cultural understanding in arts and humanities. CKPC hopes to produce global leaders with the ability to bridge East-West cultures as well as science and humanities.

聯絡我們 Contact Us

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# 鄭裕彤書院 Cheng Yu Tung College (CYTC)

## 鍾玲教授 書院院長

### Prof Chung LING College Master



鍾玲教授是傑出的當代文學研究專家、中西比較文學學者，及知名小說家、詩人，為美國威斯康辛大學（麥地生校區）比較文學博士。曾在美國及台灣知名大學擔任領導職位達20年，在香港浸會大學先後任文學院院長、講座教授和協理副校長，後為榮休教授，期間創立了國際作家工作坊及紅樓夢獎：世界華文長篇小說獎等著名項目。鍾教授認為鄭裕彤書院的教育宗旨是培育學生大志、大愛、大雅的人格。在商業全球化的物質主義社會中，年輕人常缺乏大志。書院將邀請思想家來講解不同的思想模式，價值觀，讓學生思考人生及拓寬視野，培養其大志。在少子化影響下，孩子成為父母與祖輩的寵兒，慣於接受關愛、不懂得付出。書院試圖突破這種自我中心思緒，讓他們跳出自我，關愛他人，以萌發大愛之心。今日學生常缺少文化素養、禮儀教養，缺乏從容大度的氣質。書院讓他們瞭解世界各國的文明，知曉各國的習俗禮儀，以培養大雅風範。書院將透過精心設計的活動，還有老師與同學一對一的溝通談心，以完成以上的宗旨。

Prof Chung Ling is a renowned fiction writer, poet, and scholar of China-West comparative literary studies, with a Ph.D. in Comparative Literature from University of Wisconsin, Madison. She held leadership positions at well-known universities in the United States and Taiwan for 20 years. She is an emeritus professor of Hong Kong Baptist University (HKBU). Before joining the University of Macau, she served at HKBU as associate vice-president, dean of the Faculty of Arts, and chair professor. During her time at HKBU, she founded the International Writers Workshop and the Dream of the Red Chamber Award: the World's Distinguished Novel in Chinese. The mission of the Cheng Yu Tung College (CYTC) is to cultivate in students noble aspirations, love of humanities, and cultural refinement. Considering that young adults can easily lose themselves in today's materialistic society, the CYTC will introduce students to different ways of thinking and values through talks and workshops by invited speakers to help broaden their horizons and to inspire them to think about the deeper meanings of life. As a result of the declining birth rate, a child often becomes the centre of attention of the entire family. Many are so used to being spoiled that they never learn to give. The CYTC strives to help students become less self-focused and to care more about others. Students today very often are lacking in cultural literacy, refinement, good manners, and grace; the CYTC will help students improve in these areas by exposing them to cultures and customs of different countries. The CYTC will also organize various kinds of carefully designed activities and arrange one-on-one sessions between teachers and students.

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# 張崑崙書院 Cheong Kun Lun College (CKLC)

## 余小明博士 書院院長

### Dr Xiaoming Peter YU College Master



余小明博士是一位學生事務的專家，在美國和亞洲都有豐富的工作經驗，他的研究成果被出版或在國際會議上宣讀。他在中國完成大學教育，在英國獲得碩士學位，然後在美國取得博士學位。這些東西方的教育經驗使他對學生的多元有切身體會，同時也使他具有國際視野。他也在中國和美國大學擔任過教學工作，於 2012 年 7 月來到澳門大學，出任首任學生事務長。

余博士深信，住宿式書院是一個學生拓展領導技能、進行體驗式學習的理想平臺。他將和同事一起，以“做一個好人”為目標，在書院致力培養學生的三種品格：陽光、合作、進取。陽光的學生必定具有健康的身體和心智，要樂觀，正面；合作的學生一定要培養團隊精神和互相友愛；進取的學生肯定要不斷自我提高和虛心向別人學習。

書院是一個讓學生瞭解自己、尊重別人的地方，書院經歷會幫助學生交朋友、走向未來。書院是學生的另一個家。

Dr. Xiaoming Yu is an expert in the area of student affairs, with long working experience in US and Asia; his scholarship has been published or presented at international conferences. He finished his college education in China, obtained a master's degree from UK, and received a Ph.D. degree from US. Those educational experiences in both the East and the West have equipped him with an insight into diverse student populations and enabled him to gain a global perspective. He also taught in higher education institutions in China and US. He joined the University of Macau in July 2012 as its founding Dean of Students.

Dr. Yu is a firm believer of residential college as an excellent platform for students to develop leadership skills and be engaged in experiential learning. Dr. Yu and his team will aim to nurture “a good person,” striving to cultivate three traits in students: Be sunny; Be cooperative; and Be driven. To be sunny, students must have strong body and strong mind, be optimistic, and positive; to be cooperative, students must foster team spirit and take care of each other; and to be driven, student must work hard to continuously improve themselves and be humble enough to learn from others.

Residential College is where students learn to better understand themselves and respect others; RC experience is when students bond with new friends and project themselves into the future world. The College is a home away from home.

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## 蔡繼有書院 Choi Kai Yau College (CKYC)

### 龐百騰教授 書院院長

### Prof David PONG College Master



龐百騰教授是蜚聲國際的資深歷史學家。一直以來從事歷史和通識教育的研究和教授。對課程改革、歷史研究、社會科學及人文科學等都擁有深厚的知識和獨特的見解。

龐教授榮譽學士及博士學位均出自倫敦大學亞洲與非洲研究院。在美國德拉威爾大學任教多年。曾任歷史系主任、亞洲學術部創辦人及主任，並曾在英國、澳洲及香港任教，又曾擔任香港中文大學歷史系及東亞研究中心富布萊特（Fulbright）訪問學人，以及香港浸會大學駐校學者。現為香港浸會大學近代史研究中心海外高級研究員。

龐教授研究專長是中國晚清現代史，著作豐富，其主編的四冊《現代中國百科全書》獲得 2009 年達特茅斯獎最佳參考文獻榮譽獎的殊榮。龐教授因卓越的學術成就，於 2013 年獲美國中大西洋地區亞洲研究學會頒發傑出亞洲學人獎，以表揚其卓越學術成就以及對歷史學作出終身的貢獻。

龐教授對住宿式書院推崇備至，認為書院有助實現全人教育。他期望蔡繼有書院學生能夠深思熟慮，勇於將想法化作善行。龐教授相信，嚴謹的分析與思考能力會讓人渴望建立更好的世界。這樣，書院學生就能在大學及人生的旅途上逐步成為優秀的、富有世界視野的公民。

Prof David Pong is an historian of international renown. He has long been engaged in the fields of history and general education, with insights on curriculum reforms as well as many aspects of history, social sciences, and the humanities.

Prof Pong earned an Honours Bachelor Degree and a PhD degree from the University of London's School of Oriental and African Studies. He was professor and chair of the Department of History at the University of Delaware, and was also the founder and director of the university's Asian Studies programme. In addition, Prof Pong has taught in Britain, Australia, and Hong Kong, and has also served as a Fulbright Scholar-in-Residence at the Chinese University of Hong Kong and a Scholar-in-Residence in China Studies at Hong Kong Baptist University (HKBU). He is currently an Overseas Senior Research Fellow at HKBU's Modern History Research Centre.

Prof Pong specialises in modern Chinese history (late Qing) and has authored many publications. He is the editor-in-chief of the four-volume Encyclopedia of Modern China, which received the Dartmouth Medal Honorable Mention for the best reference work published in 2009. He also received the Distinguished Asianist 2013 Award from the Mid-Atlantic Region of the Association for Asian Studies in the United States in recognition of his excellence in scholarship and lifelong contributions to the profession.

Prof Pong thinks highly of the University of Macau's residential college system as a vehicle for whole-person education. He wants members of the Choi Kai Yau College (CKYC) to have the courage to think – to think deeply and reflectively – and then translate their thoughts into good deeds. Critical and analytical thought, he believes, will necessarily make one want to bring about a better world. Therefore, through the unity of thinking and action, CKYC members will become better citizens with global perspectives as they navigate their way through the university and life.

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## 霍英東珍禧書院 Henry Fok Pearl Jubilee College (HFPJC)

### 華佐治教授 書院院長

### Prof George WATT College Master



華佐治教授是一位文學研究者，在教學研究、書院管理方面擁有卓越的成就和豐富的經驗，曾任教於澳洲、日本、美國及澳門。華教授曾任名古屋商科大學外語及亞洲研究學院院長，以及駒澤大學北海道分校比較文化創系教授。

在出任珍禧書院創院院長前，華教授已擁有超過九年管理及領導住宿式書院的經驗。他曾擔任澳洲三間住宿式書院的院長，包括：澳洲國立大學的烏蘇拉書院（Ursula Hall）、費納書院（Fenner Hall）及昆士蘭大學的國際書院（International House）。

華教授認為書院是一種理想的大學制度，有助於學生發展社交、創意、智力等各方面的潛能。在出任書院院長後，致力為學生提供一種全新的學習體驗，讓學生可以實現課堂外的自我開拓和延伸。他認為書院是屬於學生的，鼓勵不同專業背景的學生在書院導師的協助下共同籌劃及參與各種活動。華教授也著重在書院營造一種互相關懷友愛的社群氛圍，使學生成為全面發展、具跨學科視野的傑出人才。

Prof George Watt is a renowned literature scholar with distinguished achievements and rich experience in teaching, research, and administration. He has taught in Australia, Japan, the United States, and Macao. In Japan, he was dean of the Faculty of Foreign Languages and Asian Studies at the Nagoya University of Commerce and Business and was founding professor of comparative culture at Komazawa University's Hokkaido campus.

Before joining the University of Macau (UM) as the master of the Henry Fok Pearl Jubilee College (HFPJC), Prof Watt had accumulated over nine years of experience in managing and heading residential colleges. He was the head of three different residential colleges in Australia, namely Ursula Hall and Fenner Hall of the Australian National University, and International House at the University of Queensland.

Prof Watt thinks that residential college (RC) system is the ideal university institution through which students can develop many potentialities, social, creative, and intellectual. Ever since he assumed office as the master of the HFPJC, Prof Watt has committed himself to providing brand-new learning experiences for students to expand and experiment beyond classroom settings. Prof Watt sees the college as belonging to students and he encourages students of different majors and backgrounds to co-organise activities in the college with assistance from college fellows. He also emphasises the importance of creating a caring context among students living in the college so that they ultimately become well-rounded people with cross-disciplinary perspectives.

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## 呂志和書院    Lui Che Woo College (LCWC)

### 葉銘泉教授 書院院長

### Prof Ming Chuen YIP College Master



葉銘泉教授是材料力學專家，在台灣清華大學從事教學研究長達 36 年。主要的研究領域為實驗力學，他在金屬、複合材料疲勞問題、電子構裝、奈微米材料複合材料的機械性質問題等領域，發表了 200 多篇期刊及會議論文，他在教學上表現非常優異，並獲學校頒發終身榮譽教學獎。葉教授曾在台灣清華大學但任副校長、主任秘書、學生事務長、總務長、工學院院長、動力機械系系主任等職務長達 28 年。並曾在 2012-13 年擔任台灣力學學會理事長，及在 2012-14 年擔任亞澳洲複合材料學會會長之職務。

葉教授認為大學生除了在專業上需努力學習外，在人格培養之培養上亦同等重要。呂志和書院將提供住宿生學習的機會，規劃相關活動，使學生成為身心健康、陽光活潑、人際關係良好、有領導能力之年輕人。他希望在書院之大家庭內能幫助學生學習與成長，期能對其未來事業之發展有正面之助益。

Professor Yip Ming-Chuen is an expert on mechanics of materials. Experimental mechanics is his major research field. He has published more than 200 journal/conference papers in the area of fatigue of metallic and composite materials, experimental results for mechanical properties on electronic packaging, MEMS, and nano-composite materials. He was a Distinguished Professor in Department of Power Mechanical Engineering in National Tsing Hua University, Taiwan in the past 36 years, also performed professional teaching and awarded the Honorary Teaching Award in the university. He was the Senior Vice President, Vice President and Chief of Staff, Vice President of Student Affairs, Vice President of General Affairs, Dean of College of Engineering, and Chairman of Department of Power Mechanical Engineering of National Tsing Hua University in the past 28 years, from 1986-2014. He also was the President of Asian-Australasian Association for Composite Materials from 2012 to 2014, and the President of Society of Theoretical and Applied Mechanics in Taiwan from 2012 to 2013.

Professor Yip believes that living and learning cannot be separated from each other in undergraduate study, university student characters development is as important as academic success. Lui Che Woo College will host various activities to help students maintain healthy not only physically but emotionally, and build interpersonal and leadership skills that would benefit them future career development. He hopes that the college will become a big family where the students can learn and grow.

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## 許德寶教授 書院院長

### Prof De Bao XU College Master



許教授認為博雅教育強調學生的“全人”發展，鼓勵學生為自己的學業、事業、和行為負責，讓學生在生動活潑、同儕啟導的學術和生活環境中努力認識自己、發現自己。

同時強調把學生培養成全球公民。一個全球公民應能理解和尊重不同文化，對不同族裔群體一視同仁，能夠發揮領導能力，提供社區服務，掌握不同的語言，因而能勝任 21 世紀社會中各個領域的工作。

許教授是理論語言學、中國語言學以及計算機輔助語言學習領域的知名學者，現為《當代語言學理論叢書》主編（1997 起）、美國《科技與中文教學》期刊主編（2010 起）、《美國科技與中文教學系列》主編（2012 起），美國科技與中文教學學會常任理事會主席（2000 起）。

1982 年在太原師範學院獲漢語言文學學士學位，1985 年在北京師範大學獲傳統（章黃學派）漢語語言學碩士學位，1989 及 1992 年在美國伊利諾大學獲理論（喬姆斯基）語言學碩士和博士學位。2015 年 1 月加入澳大之前，曾任美國漢密爾頓大學助理教授、副教授、教授、系主任和倫納德 C. 弗格森講座教授（1991-2014）。在美國教學和研究 30 年以後，許教授於 2016 年 8 月出任澳門大學馬萬祺羅柏心書院創院院長。

Professor Xu believes that liberal arts education emphasizes the development of the “whole person,” where students are encouraged to take responsibility for their education, behavior, career design, and to work hard and to find themselves in a lively, peer-engaged academic and social community.

Professor Xu stresses preparation of students for a global citizen. A global citizen embraces different culture and ethnic groups, plays leadership and provides services to the community, master different languages to communicate with different people, and be able to engage in any activities in the society of the 21st century.

Professor De Bao Xu is Distinguished Professor of Chinese at FAH, UM. Authored and co-authored 11 books, published over 80 articles and papers, and chief-edited and collaborated 45 internationally organized monographs, books and issues, professional journals, and paper collections, he is well-known in theoretical linguistics, Chinese linguistics, and computer assisted Chinese language learning. Currently, he is editor-in-chief of Contemporary Linguistic Theory Series (since 1997), Journal of Technology and Chinese Language Teaching (since 2010), Series of Technology and Chinese Language Teaching in the United States (since 2012), and Chair of Standing Committee of Technology and Chinese Language Teaching Association (since 2000).

Professor Xu got his BA in Chinese Language and Literature from Taiyuan Teachers College in 1982, MA in traditional Chinese Linguistics from Beijing Normal University in 1985, and MA and PhD in Theoretical Linguistics from University of Illinois in 1989 and 1992, respectively. Before joining UM in January 2015, he was Assistant Professor, Associate Professor, Full Professor, Leonard C. Ferguson Chair Professor, and Chairperson of the East Asian Languages and Literatures Department at Hamilton College from 1991-2014. After 30 years of teaching and researching in the U.S. with 23 years of experience in liberal arts education, he was appointed as Founding College of MMKLPSCL in August 2016.

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# 滿珍紀念書院 Moon Chun Memorial College (MCMC)

## 湯柏榮教授 書院院長

### Prof Kevin THOMPSON College Master



湯柏榮教授是知名的音樂家、作曲家及指揮，在推動藝術發展、文化交流、創意產業發展以及行政管理方面擁有卓越的成就。

湯教授曾任香港演藝學院校長、西英格蘭皇家藝術學院主席、達靈頓藝術學院校長。他是英國皇家音樂學院院士、愛丁堡皇家學會會士以及伯明翰音樂學院創校校長。為表揚湯教授對香港藝術及文化交流的貢獻，2011 年獲英女皇頒授 OBE 勳銜及在 2012 年獲法國文化部部長頒授藝術暨文學騎士勳章。

湯教授出任滿珍紀念書院院長後，積極為學生創造機會與各界領袖交流，又安排文藝活動予學生參加，使他們獲得受益終身的經驗。他認為書院為學生提供工具，讓他們在取得學術成就的同時，又能在服務他人的過程中得到提升，活出充實、有意義的人生。

湯教授表示，包容、多元及誠信是滿珍紀念書院的核心價值觀，書院致力為所有學生提供優質的住宿體驗，包括營造濃厚的藝術科學氛圍，發揮教育無國界的潛質，以及推動建立真誠的人際關係。

Prof Thompson is a renowned musician, composer and conductor. He has attained outstanding achievements in promoting the arts, cultural exchange, and the development of the creative industry. He also has rich experience in administrative management.

Before joining the University of Macau (UM), Prof Thompson was director of the Hong Kong Academy for Performing Arts, chairman of the Royal West of England Academy, and director of the Dartington College of Arts. He is a fellow of the Royal College of Music, fellow of the Royal Society of Edinburgh, and founding principal of the Birmingham Conservatoire. In recognition of his contribution to the arts and cultural exchange in Hong Kong, Prof Thompson was made an Officer of the Order of the British Empire (OBE) in the Queen's New Year Honours List 2011 and a French Knight, Officier dans l'Ordre des Arts et des Lettres, on nomination of the former French minister of culture and communication Frédéric Mitterrand in 2012.

Ever since his appointment as master of UM's Moon Chun Memorial College (MCMC), Prof Thompson has spared no effort in offering students the opportunity to engage with inspirational leaders, with hands-on practical arts and cultural activities to create memorable experiences that will last a lifetime. He holds that a residential college not only provides tools by which undergraduates can succeed in their studies, it also prepares graduates for rich and successful lives by enabling them to serve others.

Prof Thompson notes that MCMC embraces a set of distinct values: inclusivity, diversity, and integrity. The college aims to enable a quality residential experience for all, which is celebrated through an arts and science enriched social and ethnic community, promoted by recognising the potential of education across borders, and demonstrated through open and honest relationships.

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# 紹邦書院 Shiu Pong College (SPC)

## 梁偉賢教授 書院院長

### Prof Kenneth LEUNG College Master



梁偉賢教授是新聞法律與新聞道德的教學研究學者，曾於 1978 年至 1983 年任教香港浸會書院傳理系期間首次將公共事務民意調查引進香港，又曾於 80 年代於香港中文大學創立媒體道德課及香港傳播法律課程。梁教授於 1995 年出版關於香港傳播法的著作也是香港首部同類型著作。

梁偉賢教授擁有超過 30 年教研經驗，曾任恒生管理學院通識教育系主任、香港中文大學新聞與傳播學院教授，新亞書院輔導長、資深書院導師、國際課程學部主任，並曾任職美國國際合眾通訊社。梁教授專長研究傳播法例的演變、誹謗案例和新聞道德操守。

作為一位基督教徒、一位新聞與傳播學的學者、以及一個儒家思想的信奉者，梁教授希望將該三種哲學中的精髓結合起來，從而用於啟發紹邦書院的學生，使其具備全球化視野和良好的品格特質，成為高效的學習者和有能力的溝通者，他們不僅只在乎自身的幸福快樂，且在其身處的社區、國家以及世界中，亦會關懷身邊的人。同樣地，紹邦書院鼓勵學生過着有意義的生活並成為世上的光，充當良好的典範以及在他們所在之處作出重要的影響。

Prof Leung was the first scholar in journalism and communication to introduce public opinion polls on public affairs in Hong Kong when he was lecturer at the Communication Department of the Hong Kong Baptist College from 1978 to 1983. He was also the first to develop a full 3-credit course in media ethics and another in communication laws in Hong Kong at the Chinese University of Hong Kong in the 1980s. His book published in 1995 on the communication laws in Hong Kong was the first of such genre in Hong Kong.

Prof Leung has over 30 years of teaching and research experience. He was chairperson of Hang Seng Management College's Department of General Education. During his 25 years of tenure at The Chinese University of Hong Kong, he served as professor of journalism and communication, dean of students, senior college tutor of New Asia College, and director of the International Studies programme. He has also worked at the United Press International. Prof Leung specialises in communication law, defamation cases, and media ethics.

As a Christian, a scholar in Journalism and Communication and a believer of Confucianism, Prof. Leung hopes to combine the best of the three philosophies to inspire his students at Shiu Pong College (SPC) to become an effective learner and competent communicator with a global perspective and good character traits, who care for the well-being not only about themselves, but also about those around them in the community, the nation and the world in which they are a part. As such, SPC will encourage its students to live a meaningful life and become "the light of the world," serving as a role model and making a difference where they are.

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## 何鴻燊東亞書院

## Stanley Ho East Asia College (SHEAC)

### 姚偉彬教授 書院院長

### Prof Vai Pan IU College Master



姚偉彬教授是資深的結構力學專家，主要研究領域包括有限元法、非線性振動和計算力學，是澳門首位獲得美國土木工程師學會會士的學者。

姚教授於 1988 年加入澳門大學創辦土木工程課程，曾任澳大科技學院副院長和院長，1999 年至 2008 年出任澳大校長。2008 年獲澳門特別行政區政府授予勞績獎章以表揚其對澳門高等教育的貢獻。由 2010 年起任試行書院——東亞書院院長。

姚教授認為書院是大學教育的一個重要組成部分，透過在書院營造積極的自我發現和探索精神，學生通過組織和參與不同活動和體驗式學習，培養廣泛興趣和獨立思考能力，擴闊視野和知識層面，發展領袖才能。何鴻燊東亞書院積極培養尊重和欣賞多元文化，具國際視野和強烈社會責任感的國際公民。

Prof lu Vai Pan is an expert in structural mechanics. His research interests mainly include finite element method, nonlinear vibrations, and computational methods. He was the first scholar from Macao to be elected fellow of the American Society of Civil Engineers.

Prof lu joined the University of Macau (UM) in 1988 and founded the Civil Engineering programme. He was associate dean and then dean of the Faculty of Science and Technology (FST) at UM. He served as rector of UM from 1999 to 2008. In 2008 he received the Medal of Distinguish Service from the Macao SAR government for his contribution to higher education in Macao. In 2010 he became master of the pilot East Asia College, forerunner of today's Stanley Ho East Asia College(SHEAC).

Prof lu believes that residential colleges are an important part of university education and foster an atmosphere of self-discovery and exploration. Through organising and participating in various experiential learning activities, students can develop wider interests, independent thinking, leadership skills, and broaden their horizons and knowledge. The SHEAC strives to prepare her students to be global citizens with a global mindset, a strong sense of social responsibility, and respect for diversity.

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二零一六至二零一七年入學的新生的要求

Residential College Requirements for Students Entering UM in 2016-2017

學年 Year	類別 Categories	最低要求 Minimum Requirements	彌補方式 Make-up Activities
第一學年 1st year	高桌晚宴 High Table Dinner	每年一次。 1 per year	於第二年補回。 Make up in following year
	活動 Activities	每學期三次，其中至少兩次必須是書院、樓層或院生會活動。其餘可以是大學活動。書院活動須有助於實現書院的能力指標及目標。某些活動作為通識教育科目SAGE 102 或體育科目的功課。 3 per semester, at least 2 must be a college, floor or House Association activity. The other can be a University activity. RC activities should fulfill RC competencies and goals. Some activities are built in as homework for SAGE 102 or Physical Fitness.	於暑假或下學期補回。 Make up activities to be completed in the summer, or the next semester.
	電子檔案 E-portfolio	學生須於整個就讀期間妥善管理其電子檔案，記錄出席了哪些必須參加的活動並記錄其感想。一月份時，所有學生須展開自我評核，並按照五項能力指標重新制訂個人目標。 Student must maintain their e-portfolio over their entire student life to record and reflect upon the required activities in which they participated. In January all students must conduct a self-assessment and redefine their goals in terms of the Five Competencies.	無。學生須妥善管理其電子檔案方能展開自我評核。電子檔案亦是書院評核學生成績的依據。 None. Students must maintain their e-portfolio so that they can conduct self-assessment. The portfolio also forms the basis for evaluating the students' accomplishments by RCs.
第二學年 2st year	高桌晚宴 High Table Dinner	每年一次。 1 per year	於第二年補回。 Make up in following year
	活動 Activities	每學期兩次，其中至少一次為書院、樓層或院生會活動。其餘可以是大學活動。書院活動須有助於實現書院的能力指標及目標。 2 per semester, at least 1 must be a college, floor or House Association activity. The other can be a University activity. RC activity should fulfill RC competencies and goals.	於暑假或下學期補回。 Make up activities to be completed in the summer, or the next semester.
	電子檔案 E-portfolio	學生須於整個就讀期間妥善管理其電子檔案，記錄出席了哪些必須參加的活動並記錄其感想。一月份時，所有學生須展開自我評核，並按照五項能力指標重新制訂個人目標。 Student must maintain their e-portfolio over their entire student life to record and reflect upon the required activities in which they participated. In January all students must conduct a self-assessment and redefine their goals in terms of the Five Competencies.	無。學生須妥善管理其電子檔案方能展開自我評核。電子檔案亦是書院評核學生成績的依據。 None. Students must maintain their e-portfolio so that they can conduct self-assessment. The portfolio also forms the basis for evaluating the students' accomplishments by RCs.
第三學年 3st year	高桌晚宴及活動 High Table Dinner and activity	一場高桌晚宴或住宿式書院的活動。 1 High Table Dinner or RC activity	於暑假或下學期補回。 Make up activities to be completed in the summer, or the next semester.
	電子檔案 E-portfolio	學生須記錄該學年必須參加的活動並記錄其感想。 The student must record and reflect upon the one activity required.	
第四學年 4st year	高桌晚宴及活動 High Table Dinner and activity	一場高桌晚宴或住宿式書院的活動。 1 High Table Dinner or RC activity	由副院長決定彌補方式，如參加其他體驗式活動。 Associate Master determines the make-up such as other experiential activities.
	電子檔案 E-portfolio	學生須記錄該學年必須參加的活動並記錄其感想。 The student must record and reflect upon the one activity required.	



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