The Making of a Creative Hong Kong

How is making a creative Hong Kong possible? Are you a creative person? Most people think that only individuals with *eminent creativity* such as award winners, famous inventors, and artists are creative. What about a manager suggesting a new way to improve work performance of his team? Is that creativity? The answer is positive, according to James Kaufman and Ronald Beghetto's (2009) review article entitled "Beyond big and little: The four C model of creativity."

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Creativity for All Ages, and Age Integration in Creative Industries

(from the cover page)

Besides eminent creativity, there is *professional creativity* common in all professions—not just in the traditional creative industries such as architecture, design, and media. Then, individuals can cultivate their *mini-creativity*: When they engage in leisurely creative activities, for instance, in watching a dramatic performance or taking a ceramic class, they are engaging in creative acts. More, people experience *everyday creativity* all the time through creative products and services that are accessible to the general public and purchasable in the marketplace. These four types of creativity—eminent, professional, mini, and everyday—are essential to achieving a creative economy in Hong Kong.

Creativity enhancement products and services, traditionally, are offered mainly to young generations. Preschoolers, school children, and middle and high school students are frequent beneficiaries and usual participants of creative cultural activities. However, can creativity enhancement products and services benefit people of other age groups and cultural groups, such as the elderly, the minority, and the disadvantaged?

The act of creating brings joy, meaning, significance, and better adaptation to the engaging individuals.

Research on creativity in the aging populations, however, is scarce. Thus, we have obtained a grant from the Strategic Public Policy Research of the Research Grants Council to conduct research on creativity in aging people.

As *creative literacy* can be developed in children, adolescents, young and middle-aged adults, previous research has shown, on the other hand, that older adults do engage in creative and problem solving activities. For instance, the Odyssey of the Mind is as educational to older adults as it is to school children; drama and chorus participation is as stimulating to older adults as it is to kids. It is important to raise public awareness of the benefits of engagement in mini-creativity and everyday creativity in people from all walks of life. With the planning for the West Kowloon Cultural District project underway, research in creativity in the aging populations will provide findings to inform policy makers.

The inclination toward favoring the young generation as targeted consumers of innovative products and services is a phenomenon which misrepresents the interests of older adults. People in general are unaware that older adults do value creativity in their lifestyle as much as young people do. Older adults may even increase their appreciation of innovation and creativity developmentally.

The success of the Japanese and European "glittering silver markets" reflects their high cultural valuation of the aged and creative aging. In Hong Kong and other countries in Asia and Europe, continual increases in the middle-aged and older adult populations mean growing consumer markets of older folks. Professionals in the creative industries need to know the needs of these older consumers to design products that will be tailored to and meet their specific needs.

Another aspect of the research will focus on understanding the benefits of intergenerational workforce in the creative industries. An intergenerational workforce will include young workers who seek to develop their career in their current industries as they age, and older workers who seek to revitalize themselves through continuous professional training. Our research aims to obtain insights on professional creativity in management, talent search, and staff development in the creative industries.

In sum, this research deals with creativity and aging, investigates the benefits of creativity enhancement on an aging population, and how an intergenerational workforce can be utilized in the creative industries. Our proposed paradigm intends to argue that creativity enhancement is beneficial to individuals of all ages, and to promote an aged-integrated workforce is an advantage to facilitate innovation in the creative industries, particularly in an aging society.

This research is funded by a grant of HK$870,000 to Anna Hui, the principle investigator. Its research team includes researchers at various tertiary institutions with multi-disciplinary backgrounds: Prof. Kara Chan, Professor of Communication Studies, HKBU; Prof. Cheng Sheung-Tak, Chair Professor of Community Psychology, HKIEd.; Prof. Desmond Hui, Professor of Cultural Studies, CUHK; Dr. Christina Sue-Chan, Assistant Professor of Management, CityU; and Dr. Dannii Yeung, Assistant Professor from SS, CityU.

By Dr. Anna Hui,
Assistant Professor, SS

Reference

Kaufman, J. C., & Beghetto, R. A. (2009). Beyond big and little: The four C model of creativity. *Review of General Psychology*, 13 (1), 1-12.

Words from the **H**ead

Dear alumnus, friends, and students of SS, in anticipation of the challenge of the new 3+3+4 academic structure in 2012, CityU has prepared a strategic plan called 'Excellence in Research and Professional Education: Strategic Plan 2010-2015'. The plan was guided by five principles: 1) Student success in academic achievement and career development. 2) Excellence in learning and research, technological innovation and knowledge transfer. 3) Benefit to the social and economic well-being of Hong Kong. 4) Accountability in the use of public resources. 5) Global outreach and international competitiveness. I am glad to say that SS will follow the said principles with no reservation. In fact, SS has been running several student-centered projects successfully (e.g., Learning and Personal Growth OOD course; Project X; City Youth Empowerment Project; Student-Mentoring Scheme; etc.) because we strongly believe that students' success is our success. If you are interested to join the SS family in any of the aforementioned programs, you are most welcomed and treasured.

Professor Alex Kwan

Teaching for All

"Teaching for all" (有教無類) means that every pupil, including those with special educational needs (SEN), is teachable and should receive equal educational opportunities. In Hong Kong, inclusive education has already been practiced for over ten years. Pupils with SEN are given opportunities to study in regular schools. The goal and purpose of inclusive education is to foster open-mindedness in pupils, teachers, and parents alike and to bring about harmony among young ones with different capabilities and strengths in the society, by embracing diversity toward personal growth and social understanding.

There are both advocates and skeptics of inclusive education. Users and service providers have developed different points of view on the benefits and drawbacks of inclusive education to SEN pupils. Mrs. Kong and her son Kin-kin, a SEN pupil, is a case in point. Mrs. Kong sees inclusive education as an opportunity for the SEN children to go to school with the regular students.

Ms Kuo, Sze Wing, teaching SEN students in a local school, however, indicated the difficulty to meet the needs of SEN pupils, unless more resources and facilities are granted to aid the teachers' teaching and the students' learning.

Parents and teachers both agree that inclusive education promotes understanding of SEN pupils and the

Ms. Kuo Sze Wing virtue of diversity among the regular pupils, and social skills and educational opportunities among the SEN pupils. However, they are also concerned with the limited resources allocated for supporting SEN children in the classroom.

Mrs. Kong noted the problem, "only if the school has enough resources and teachers to meet the pupils' special learning needs, to follow up on their learning progresses, and to communicate regularly with us the

parents, would we feel comfortable to place our children in that school."

Since SEN pupils learn self-care and life skills that they need especially for their development through participating in activities, exercises, and games, the question whether regular schools are equipped with both physical and human resources to provide such activities and facilities to SEN pupils is in question. As Mrs. Kong noted, "in most regular schools, [however,] teachers do not have the resources and experiences to arrange as many activities for SEN pupils as they would do in the special schools. SEN pupils need to be engaged in everyday life activities and exercises to learn life skills."

Indeed, different hands-on learning experience could facilitate the skill development of SEN pupils. Kin-kin, a SEN pupil, testified his joy in learning through activities.

"I joined different activities, such as inclusive games, visiting the Ocean Park, playing golf, and so on. My life is very fruitful and happy," cheered Kin-kin. One teacher that we interviewed also expressed that "besides academic performance, for SEN students, the development of social skills, self-esteem, and quality of life are the most important indicators of their learning progress."

The expectations of parents and teachers of SEN pupils are simple: That their youngsters with SEN can learn to take care of themselves, express themselves, be optimistic about life, and maximize their abilities in different areas. Mrs. Kong hoped that her children can live a happy school life and maximize their learning capacities. Kin-kin indicated that he loves to learn and wants to be a happy person.

Should parents of SEN children choose a regular school or a special school for their children? Parents may struggle in choosing between the two. Based on individual pupils' learning and development progresses, the education department, together with school officials, would advise parents on whether to have their SEN children stay in the regular school to meet their educational needs. Mrs. Kong has gone through this same struggle. Although she once considered having her son stay in the regular school when he was younger, she chose to switch him to a special school later on. She felt that "learning how to live a happy life is much more meaningful for her son than acquiring knowledge in a regular school setting." She is happy for her decision to allow her son to attend a special school as opposed to a regular school.

Nonetheless, there are positive outcomes of inclusive education: "SEN students benefit from social skills development and academic learning, while other regular students learn how to take care of the relatively needy classmates," highlighted Ms Kuo. "The regular students can develop a better understanding of their SEN counterparts and their needs and become more willing to accept them into their circles."

To enhance regular students' understanding of their SEN counterparts and foster harmony among them, Ms Kuo suggested that pairing-up SEN pupils with regular pupils on a field trip, in a class group work, and so forth will be a great start. Having them work together through "inclusive activities" will enhance their interaction with each other toward inclusiveness and mutual understanding. On the other hand, both parents and teachers saw that inclusive education should begin as early as in kindergarten. The younger the children are, the easier it would be to ask them to accept one another regardless of abilities, achievements, and appearance.

Reported by Debby Chung

Response by Dr Karen Cheung
Assistant Professor, SS

Inclusive education emphasizes the learning needs of all children, youths, and adults, with a special focus on those who are vulnerable to marginalization and exclusion (Cheung & Hui, 2007). In Hong Kong, inclusive education is taken by the form of whole-school approach to integrated education, that is, to place students with special needs into mainstream schools that neither the school environments nor its cultures have to be changed.

According to the Hong Kong Education Bureau (2002), the rationale for the whole-school approach is "to provide learning opportunities for students in every aspect of their school life. Students with special educational needs should also have equal opportunities to participate actively in school, learn in collaboration with their peers, and look for further improvement" (p.7). The term "whole-school approach" indicates that everyone in the school, including the principals, teachers, non-teaching staff, parents, and students with special needs and those without, should all participate in the program.

References

Cheung, H. Y. & Hui, L. H. M. (2007). Conceptions and challenges within the inclusive Asian classroom. In S. N. Phillipson (Ed.), *Learning diversity in the Chinese classroom: Contexts and practice for students with special needs*. Hong Kong: Hong Kong University Press.

Education Bureau (2002). *Understanding and helping students with special educational needs: A guide to teaching*. Retrieved November, 2009 from http://www.edb.gov.hk/UtilityManager/Publication/upload/sen_guide_e.pdf

Department Highlights

Outstanding Academic Papers by Students

In 2009, totally 10 students from SS department received the Outstanding Academic Papers by Students (OAPS) Award. This award is to recognize students' outstanding performance in their research papers under supervisors' guidance.

Author	Title	Supervisor
Chan, Mo Ching	Academic stress and health outcomes among college students: A comparative study in Hong Kong and mainland Chinese students	Dr. Anna N. N. Hui
Sing, Cheuk Yan	Psychosocial factors and depression: The mediating role of sleep	Dr. Wing. S. Wong
Tam, Hoi Chi	A comparison between self-competence and self-liking: Effects of individualism-collectivism cultural priming and sense of achievement	Prof. Ng Sik Hung
Tsui, Pui Ki	Gratitude and stress of health care professional in Hong Kong	Prof. Cheng Sheung Tak
Wong, Chi Mei	Media influence on eating and dieting habits of adolescents and young adults in Hong Kong	Dr. John W. L. Tse
Wong, Ching Man	Effect of religion and religiosity on romantic relationship: Love values and relationship satisfaction	Dr. Christopher H. K. Cheng
Wong, Hon Man	A learned helplessness model of investment intentions. Implications for financial preparation for old age	Prof. Ng Sik Hung
Wong, Kai Yan	A cultural comparison of cognitive emotion regulation strategies: Moderation of cultural values on psychological well-being	Dr. Dannii Y. L. Yeung
Wong, Kwok Leung	The moderating role of perfectionism in appearance comparison and body dissatisfaction in female college students	Prof. Cheng Sheung Tak
Wong, Shui Hung	Does superstition help? A study on the relationships among superstitions, death beliefs, personality, and death anxiety of university students in Hong Kong	Dr. John W. L. Tse

Remark: The sequence is in alphabetical order in accordance to Author's name.

The 22nd International Society for Humor Studies Conference
第22屆國際幽默研究學會大會

The 22nd International Society for Humour Studies Conference will be held on June 24 –27, the first time ever in Hong Kong, hosted by City University of Hong Kong. The Conference will feature a special forum of discussions on research in humour studies and a room for some exchanges of jokes and laughter. The International Society for Humour Studies (ISHS) is a professional organization dedicated to the advancement of humour research. Its members include university and college professors in humanities, arts, biology, social sciences, and education, as well as practitioners and professionals in counselling, management, nursing, journalism, and theatre. Anyone who is interested in knowing how humour is applied in places around us—in the products that we use, the entertainment that we watch, and the health care that we need—come register as a conferee! You will get to learn how humour is used by groups that differ in age, culture, gender, and social context.

For more information or enquiries please visit the conference website http://ssteach4.ss.cityu.edu.hk/~ishs2010/Home.htm.

Registration fee will be discounted for current CityU students and staff. For details, please contact 2010 ISHS Conference secretary Ms. Rana Chow at rkychow@cityu.edu.hk or (852)3442 8116

Conference Convenor: Dr. Xiaodong YUE - Department of Applied Social Studies in the City University of Hong Kong

Organized by: The ISHS, the City University of Hong Kong

With the support of: International Association of Chinese Medical Specialists & Psychologists (The Branch of Hong Kong, Taiwan, and Macau)

Students Who Help Other Students Learn

One of the aims of university education is independent learning. Paradoxically, the more guidance professors give to students, the less motivated students are to learn independently.

To enhance students' motivation for independent learning, peer-assisted learning is the best method. Through sharing their knowledge, ideas, and experience with peers, students are guided away from teacher-reliance to self-reliance—to seek for knowledge and answers to their own questions. By giving and receiving feedback, students become more reflective and develop better self-evaluative abilities. By taking initiatives and working collaboratively with each other, students improve their self-regulation and organization skills.

Peer-assisted learning emerges among students due to realistic needs. When they have to understand and deal with course work effectively, seeking information from fellow classmates is the best way to clear doubts in one's mind. Exchanging information in a group setting will save time. SS students are very aware of the benefits of peer-assisted learning. Many of them take initiative to organize collaborative learning activities for themselves.

The result of initiative-taking is the emergence of leadership. From being takers, students give back their time and effort to serve other students in the roles of mentors to freshmen, class representatives, and leaders in student-led working groups, such as the Career Development Group. They became pillars of a positive mutual support movement anchoring the student body in the SS department.

To acknowledge the significant contribution of these student leaders to the enhancement of learning and development of other students, Project X, the student-centered learning enhancement programme of the SS department, launches its first "Student Leadership Award Scheme" to recognize their achievements.

In the Student Leadership Award Scheme, the term "student leader" refers to "any student who actively engages with other students and makes a difference in moving the group forward toward positive change[1]." Based on this definition, the selection panel, convened by Dr. Julian Lai (Associate Head), Dr. Alice Chong (Project X convener), and Mr. Dominic Lai (SS alumnus), selected the following students and one student group as "Outstanding Student Leaders" of the year:

Chu Tsz Lun , Alan
Year 3, Bachelor of Social Sciences in Psychology

Career Development Team
Year 3, Bachelor of Social Sciences in Social Work

Chan Wai Lam, Kelly
Year 2, Bachelor of Social Sciences in
Applied Sociology

Chen Sze Man, Emily
Year 2, Bachelor of Social Sciences in Psychology

Kung Sin Man, Siman
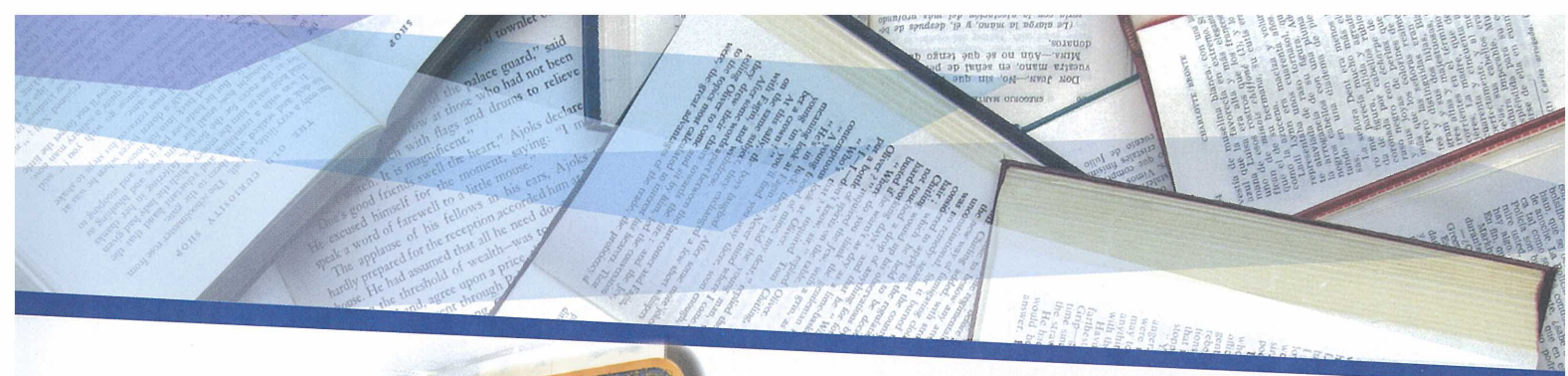Year 2, Bachelor of Social Sciences in Social Work

Kwong Man Kit
Year 2, Bachelor of Social Sciences in Social Work

Leung Sze Pui, Wesley
Year 2, Bachelor of Social Sciences in Psychology

Sum Wing Shan, Zan
Year 2, Bachelor of Social Sciences in
Applied Sociology

In this past year, the student leaders stepped up to assume leadership roles in activities that were used to be teacher-led. They strived to engage themselves and others in a variety of whole-person development enhancement activities. They convened self-initiated study groups to help classmates with academic concerns. They started up the "Career Development Group" to assist students in job seeking. They served lower classmen through informal peer advising. The Selection Panel praised them as "devoted and passionate," "committed to engaging in all-rounded development," "possessing very strong sense of belonging to the department," "having the ability to bring about strong team cohesion," "having insightful vision," and "genuinely committed." They have transformed themselves from laid-back takers to eager givers—and leaders.

Praise and congratulations to the student leaders! May their contributions be imitated and transferred to different realms of their lives!

Written by Julie Tang

Words from Student Leaders

The Emergence of Leaders: From Takers To Givers

In our three years of education at CityU, we realize the importance of developing a sense of belonging to the university and building a culture of mutual support among fellow undergraduates. Furthermore, we believe in the continuous benefit of this collegial connection even after graduation. With this goal, we have formed the Career Development Group. This group aims not only to help our fellow classmates prepare for career development but also to demonstrate inter-cohort camaraderie.

A Case In Point: The Social Work Career Development Group has been formed by 14 Year-3 social work students, convened by SS staff Ms. Vincci Lau and Mr. Remus Kwok. Since then, the group has organized career preparation activities, such as alumni sharing, interviewing skills workshops, CV writing workshops, study tours, meetings with NGO supervisors, and mock interviews in the academic year of 2009-10.

[1]This definition is adopted from Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring leadership: For college students who want to make a difference (2nd ed.)*. San Francisco, CA: John Wiley & Sons.