

## CURRICULUM VITAE

### Personal Data

**Full Name:** HWANG Shui Shan, Isabel

**Webpage:** [https://www3.sbs.cuhk.edu.hk/en/our\\_people/dr-hwang-shui-shan-isabel/](https://www3.sbs.cuhk.edu.hk/en/our_people/dr-hwang-shui-shan-isabel/)

### Education

- BSc. (Biochemistry), Queen Mary & Westfield College, University of London
- MSc. (Chemical Research in Organic Synthesis), Imperial College, University of London
- Diploma of Imperial College, University of London
- PhD. (Physiology), University of Hong Kong
- MS. (Online), Columbia University (USA)

### Current Position

- Assistant Dean (Student Support), Faculty of Medicine
- Senior Lecturer, Faculty of Medicine

### Key Leadership Positions

- Year 1 coordinator (medical faculty)
- Member of the Preclinical Education Committee
- Member of the Central Coordinating Committee
- Ex-officio member of the Committee on Student Support and Counselling
- Ex-officio member of the Student Welfare and Scholarships Committee
- Member of the Graduate School Disciplinary committee
- Member of the Faculty Board of Medicine
- Chairperson of e-Learning Community of Practice (eLCoP) for Micro-module Development
- Advisor of the Women Academic Support Network
- Academic advisor (Level 1 and 2)

### Education Awards

Faculty Education Award 2016

Faculty Education Award 2025 (Collaborative team)

### Pedagogical Awards (as principal investigator):

1. **Silver Award (Educational Impact)** for poster presentation “From Behind-The-Scenes to the Community: Instilling Humanity in Medical Education through Dignified Dining Workshops and A Restaurant-On-Wheels” at the Teaching and Learning Innovation EXPO 2024, CUHK
2. **Silver Award (Educational Impact)** for poster presentation “Online Micro-Module Training to Improve Medical Students’ Understanding of Sexual Harassment: A Scenario-based, Interactive, Self-Paced Multimedia Approach” at the Teaching and Learning Innovation EXPO 2022, CUHK
3. **Merit Award Winner** for e-Poster presentation for the project “Applying the Flipped Classroom to a Large Heterogeneous Discipline Class” at the 13th Asia Pacific Medical Education Conference (APMEC) 2016, National University of Singapore
4. **Poster Commendation** for the entitled “The Power of Mobile eLearning Apps: How the Teaching and Learning Environment is Being Given a Facelift in Biomedical Teaching” at the Teaching and Learning Innovation EXPO 2013, CUHK
5. **Poster Commendation** for the entitled “Online Delivery of Pre-capture Lectures via Echo360 for Student Learning” at the Teaching and Learning Innovation EXPO 2012, CUHK
6. **Poster Commendation** for the project “Key Physiology Concepts Through Animations Used by 600 CUHK

students at the Teaching and Learning Innovation EXPO 2012, CUHK

7. **Poster Award** for the project “Animated Courseware Improves E-Learning in Selected Physiology Courses at the EXPO: Excellence Online 2008, CUHK

**Scholarship:**

- CUHK-Columbia University Master of Science in Bioethics Scholarship Programme 2019-20 (US\$75,000)

**Selected publications:**

1. Culture-specific, hands-on, interactive dignity dining workshops cultivating medical students’ awareness of elderly care [version 1; not peer reviewed]. MedEdPublish 2024, 14:86 (slides) (doi: 10.21955/mep.1115498.1)
2. A two-year cohort study: Online micromodule anti-sexual harassment training improves knowledge, attitudes and practices amongst Hong Kong medical students [version 1; not peer reviewed]. MedEdPublish 2024, 14:90 (slides) (doi: 10.21955/mep.1115505.1)
3. The Age of Academic Integrity in COVID-19: New Normal Changes to the Health Professional Education. International Journal of Mobile Learning and Organisation.
4. What Does It Mean for a Case to be ‘Local’?: the Importance of Local Relevance and Resonance for Bioethics Education in the Asia-Pacific Region. Asian Bioethics Review.
5. A Course-Oriented Mobile Learning Application (*HSApp*: *HS(a)App* and *HS(b)App*) for Health Science Education in the Medical Faculty Package. Medical Education Journal. 2015. Volume 49 (suppl. Issue 2), page 14
6. Student Response (clicker) Systems: Preferences of biomedical physiology students in Asian classes. The Electronic Journal of e-Learning Volume 13 (Issue 5) 2015, 347-356.
7. Review of use of animation as a supplementary learning material of physiology content in four academic years. The *Electronic Journal of e-Learning*, Volume 10 (Issue 4) 2012, 368–377