Message from the President

It is very pleasing to see another year’s achievements for the OUHK’s Centre for Research in Distance and Adult Learning summarised in this latest issue of the Newsletter. As President, I have been delighted to see the Centre grow and evolve over the past few years, and note its continued contribution to the academic life and health of the University.

CRIDAL’s major contribution during 2002 was no doubt the second Conference on Research in Distance and Adult Learning in Asia, held in June. The smooth and efficient way in which the conference was held was a testament to the planning and hard work of all CRIDAL staff, along with the willing assistance that they received from other units and individuals within the OUHK. The support from sponsoring agencies was also greatly appreciated, particularly that from The Croucher Foundation, UNESCO, and The Commonwealth of Learning. Many overseas participants benefited from their generous contributions, creating the diversity that makes such an event truly international.

Readers will also note that CRIDAL’s Director, Professor Jegede, is still on secondment overseas, helping to establish Nigeria’s National Open University. Progress on admitting the first students has been slower than originally anticipated, necessitating an extension of his leave into 2003. The Acting Director, Dr David Murphy, will continue in the post until Professor Jegede’s return later this year.

I am always keen to foster growth and stimulate interchange with mainland China, and am pleased to see the ongoing programme of visiting scholars flourishing. As you will read, not only do such visitors benefit from their attachment to the OUHK, but the University also benefits in terms of lasting ongoing relationships and opportunities for further collaborative research and other projects. Such scholars also present seminars while here, along with other international visitors who are able to contribute meaningful and stimulating talks to staff.

So, enjoy reading this latest issue of the CRIDAL Newsletter. And don’t forget the 21st ICDE World Conference on Open Learning and Distance Education (http://www.ouhk.edu.hk/hk2003/) to be held here in Hong Kong this year. As hosts, we’d love to see you here!

Professor S.W. Tam
President

Message from the Acting Director

As Professor Tam has noted, 2002 was another exciting year in the evolution of CRIDAL, the highlight being CRIDALA 2002. The conference was a wonderful opportunity to meet and interact with groups of researchers from within the Asian region and beyond. We have already started planning for CRIDALA 2004!!

As you will see from further reading, new projects and new staff feature strongly in this issue of the Newsletter. There is a clear emerging pattern to the research projects with which CRIDAL staff are engaged, with a focus on aspects of online learning and its role both within the OUHK and the Asian region.

CRIDAL supports the University in maintaining and fostering international links with the distance education community, a good example being our hosting of the East Asia site of the Global Distance Education Network. During the past year, under the skilled oversight of Dr Namin Shin, our site has progressed markedly, with contributions from a variety of countries in four languages. Dr Zhang Wei-yuan, our other Research Fellow, has continued to add to his collection of awards and prizes. His hard work and vast network of contacts in mainland China are of immense benefit to the OUHK.

If there is anything of special interest to you that you read in this Newsletter and wish to follow up on, please contact me at dmurphy@ouhk.edu.hk or at the address shown on the back page.

Dr David Murphy
Acting Director, CRIDAL
CRIDAL’s vision is to be a leader in researching distance and adult learning in the Asia-Pacific region.

A session on the final day of the conference brought all the keynote presenters together to allow further interchange with participants and integration of the themes. The Keynotes were chaired by senior OUHK staff. An Opening Ceremony, at which Prof. Ambrose King from CUHK was Guest of Honour, was well attended by delegates, staff and guests. The welcoming remarks were given by Prof. Tam Sheung-wai, President of The Open University of Hong Kong, and the brief Closing Ceremony included conference reflections from Prof. Terry Evans of Deakin University, Australia.

Over 140 persons from 20 countries (including guests, speakers, OU staff) attended. Nearly 90 of these were overseas delegates. A total of 48 papers were presented under the four sub-themes. There were also 9 poster presentations.

Delegates reported positively on the Conference, both informally and through the evaluation questionnaire. Their comments included ‘I gained new insights into researching open and distance learning’; ‘The opportunity to socialize with other participants was highly valuable’. Additional comments on the conference included praise for the keynotes and parallel sessions, as well as noting the ‘very relaxed and warm atmosphere’.

Major sponsors of this conference included The Croucher Foundation, UNESCO, and The Commonwealth of Learning.

A full outline of CRIDALA 2002, including all the keynote speeches, can be found at http://www3.ouhk.edu.hk/cridal/cridala2002/.

COMPLETED PROJECTS AND RELATED PUBLICATIONS

Not surprisingly, research projects dominate the work of staff in CRIDAL, and a number of these were completed during 2002. The research topics cover a wide spectrum of questions about distance and adult learning, though a particular emerging theme in the past year or so has been the area of online teaching and learning. Of particular interest for 2002 are the following projects, summaries of which are provided.
Developing a Computer-Assisted Programme Selection Kit for School Leavers and Adult Learners in Hong Kong

The purpose of this project was to develop the first online self-directed inventory on the measurement of academic programme preferences (MAPP) for potential students at the OUHK. Nearly 2,000 respondents in Hong Kong were surveyed using a multi-stage stratified cluster sampling technique. An inventory consisting of 132 items was developed, and eight psychological attributes were found: Influential, Enterprising, Social, Helping, Explorative, Logical, and Reflective. Course administrators assessed the minimum desirability of each of these attributes for all programmes offered at the OUHK. Students' ratings on the eight psychological attributes were evaluated against the minimum ratings to determine their academic preferences. The multi-dimensional MAPP was set up online, in both English and Chinese, and was linked to the University's homepage. By completing the MAPP online, distance learners can obtain their personal profiles and a list of suggested programmes. The MAPP online, distance learners can obtain their personal profiles and a list of suggested programmes. The University's aim to foster lifelong learning, the MAPP is expected to ease the academic selection process by enhancing students' success and satisfaction with their chosen programme.

A link to the MAPP can be found on the OUHK Web site under 'Studying' - click on 'e-Tools for Programme/Course Choice'.

Publications:

Projects in Progress

Chinese Distance Learners' Needs in the Northwest Area of China: Characteristics and Needs

This project, concerning the needs of distance learners in remote parts of China, was completed by Dr Zhang Wei-yuan and Mr Hu Jun, a Croucher Chinese Visitor for 2001/2002 and Associate Professor of China Central Radio & Television University. More than 800 distance students of four different programmes from six cities were sampled for this study. These subjects were from Beijing, Tianjin, Liaoning, Jilin, Qinghai and Gansu provinces. Six topics were explored, including: students' background; learning obstacles; learning support; learners' needs; learners' preferences; and support via technological applications. It was expected that the study would provide a better understanding of learners' needs and hence improve learning support for students in RTVUs across Mainland China.

Publications:

The Relationship between Self-Schema, Regulatory Strategies and Cultural Factors in a Virtual Learning Environment

There have been studies on the link between self-regulated learning (SRL) and students' academic achievements via traditional face-to-face and/or print-mediated distance education. However, little is known about how self-schemas are related to SRL in online environments. Additionally, studies have shown that external factors, such as students' worldviews, influence classroom practice and ultimately how they learn. This study therefore examines the relationships between self-schema, SRL and cultural factors among students engaged in online learning in tertiary and distance education settings. It is hoped that the results will contribute to improving students' learning skills and outcomes in online environments.

Since the project's commencement in March 2002, a literature review has been conducted and three draft instruments for data collection have been developed: the
Self-Schema Scale, the SRL Self Report Questionnaire, and the Cultural Environment Inventory. The Self-Schema Scale consists of 36 items along four major dimensions: Affect, Temporal sign, Efficacy and Value. The SRL Self Report Questionnaire includes 41 items along six major dimensions: Rehearsal, Elaboration, Organization, Planning, Monitoring, and Regulating. The Cultural Environment Inventory consists of 42 items along five dimensions: Power-distance, Collectivism vs. Individualism, Femininity vs. Masculinity, Uncertainty Avoidance, and Long-term vs. Short-term Orientation. Prior to conducting the main study, each draft instrument will be reviewed by local and international experts.

The project will be completed in February 2004.

**The Development, Validation and Use of a Distance and Open Virtual Learning Environment Scale (DOVILES)**

開放和遙距虛擬學習環境量表的設計、驗證與應用

This project, started in March 2002, aims to develop a Web-based protocol for measuring the distance and open virtual learning environment.

Currently, a review of both English and Chinese literature on Web-based instructional design, online teaching and learning, virtual learning environments, and factors to be used as measures in virtual learning environments, has been completed. Further, some popular online teaching and learning tools were identified and their features, functions, strengths and weaknesses were evaluated. Online courses from selected open and conventional universities around the world were also reviewed. Based on these reviews, eight dimensions of online learning environments were identified, including: instructional design; course material design; course Web site design; flexibility; student-student interaction; teacher support; technical support; and assessment. The research team is now drafting items for each dimension. The next step is to finish drafting the instrument and to send it to local and international reviewers for comments. In the following months, a pilot study and test-retest reliability evaluation will be conducted. Some surveys have also been planned, which aim to identify the underlying factors of online learning environments, as well as to verify the identified factors and establish norms for each factor. The final DOVILES instrument will be available online free of charge.

The project will be completed in February 2004.

**Developing a Computer-Assisted Programme Selection Kit for School Leavers and Adult Learners in Hong Kong**

香港中學畢業生和成人學習者網上選課量表的開發

This is a joint project by CRIDAL and the Hok Yau Club. Ten secondary schools in Hong Kong were selected to participate in this study, based on their geographical location, media of instruction and academic level. The purpose of the project is to develop an online programme selection kit for school leavers and adult learners in Hong Kong. In designing the selection kit, the project team follows three steps: developing an inventory which consists of interests, abilities and personalities; inviting experts in relevant areas to set basic requirements for different programmes; and matching peoples’ personal characteristics with the requirements of different programmes, and advising them to select suitable programmes.

The project started in March 2002. Currently, a review of literature on psychological testing, education and career guidance in English and Chinese has been completed. All award-bearing programmes for school leavers and adult learners offered by local higher institutions have been identified and categorised according to subject disciplines. A survey has been carried out on Hong Kong people’s social background, family background, school and leisure activities. A draft inventory has been designed, which consists of 450 items under 14 dimensions initially. The next step is to complete the draft inventory and send it to local and international reviewers for comments. This will be followed by a pilot study, test-retest, main surveys, verification studies, and finally the establishment of an online programme selection kit.

The project will be completed in August 2004.

**The Perception of Distance Educators and Learners about Web-Based Instruction (WBI) in Selected Asian Open Universities**

亞洲開放大學遙距教育者和學習者對網路教學的觀感

The growing interest and investment of Asian open universities in WBI or online learning formed the backdrop of this project. The main objective of the project was to report on the general procedures and direction of online learning integration, and to assess its effectiveness by surveying students and educators.

The first stage of the project was completed in March 2002. Data were collected from 11 participating universities using an institutional profile questionnaire. The group spanned from as far as Israel in the West to Taiwan in the East. Interesting findings were obtained. Apart from the OUHK, other open universities favoured online learning for courses primarily in Science & Technology, followed by Humanities. Unexpectedly, the discipline of Business & Administration, with its strong emphasis in networking and technology, was a distant third in this category. Other interesting findings were the demographics on Internet access, and the selection and integration of an online learning platform and extent of online resources (e.g. online library). The reporting of this first stage has been published in a book chapter titled ‘A profile of online education in Asia’ in Advancing Online Learning in Asia.

Currently, the project is in its second stage. Each participating university is completing online survey questionnaires on students’ and educators’ perceptions and preferences of using online learning for teaching and learning. The sample size is approximately 2,000 students and educators.

The project will be completed during the first half of 2003.

**Students’ Use of Tutorial Support at OUHK**

香港公開大學學生使用導修支援的調查

The objective of the project is to provide a University-wide assessment on students’ perceptions of tutorial support, with
a focus on the use of various online technologies, and how different tutorial supports map to students’ preferred learning styles. The first stage of the project has been completed. This included questionnaire design and validation, selection of an appropriate learning style scale (Grasha-Reichmann Student Learning Styles Scale), and selecting the project sample. Students enrolled in 18 upper level courses were selected from each school/LiPACE (9 Chinese and 9 English courses, respectively) and surveyed on their perceptions of tutorial support. These students also completed the learning style scale (return rate: 40%, N=450).

Preliminary results revealed that students still prefer face-to-face modes of communication (88%), but one half of respondents were also choosing online technologies for study purposes as an alternative to traditional tutorial support. When encountering a course related problem, students first continued to try and work on the problem independently (72%), followed by non face-to-face modes of communication such as the telephone (58.4%) and online technologies (45.3%). Overall, students reported email (50%) to be more useful to their learning than the telephone (46%).

Based on these results, an interview guide has been drafted and approximately 40 students will be randomly selected for a phone interview in the second stage. The purpose of this stage is to gather deeper insights from students on their experiences using the various forms of tutorial support in their courses.

The project will be completed early in 2003.

**Update on the East Asia Global Distance Education Network (GDENet)**

http://www.ouhk.edu.hk/cridal/gdenet/

For the past couple of years, CRIDAL has been the developer and host of a regional hub for the Global Distance Education Network, sponsored by the World Bank and designed by The Commonwealth of Learning. The project team has made a substantial progress in boosting the quality of these materials. To cater for diverse language groups in the region, this East Asia GDENet is available in English, Chinese, Japanese, and Korean. Each language version features selected materials drawn from the region in consultation with 25 editorial board members representing Mainland China, Hong Kong, Taiwan, Japan, and South Korea. At present, over 100 full-text items are available and are classified under the domains of ‘Teaching & Learning’, ‘Technology’, ‘Management’ and ‘Policy & Programs’. Given the noticeable growth of Internet applications into the practice of open and distance learning (ODL) in both Mainland and South Korea, the project team plans to promote the site to major stakeholders of ODL in both regions, including China Central Radio & Television University and 44 Provincial Radio & Television Universities in Mainland China, and 16 Cyber Universities in South Korea.

**NEW PROJECTS**

CRIDAL continues to both support ongoing projects and to develop new ones, often in consultation with our colleagues here at the OUHK. The following two illustrate our efforts in this direction.

**Going Online - Enhancing an Open Learning Environment**

**網上學習 - 提升開放學習環境**

As the OUHK increasingly invests in online technologies and associated teaching and learning methods for its courses, there is a need to ensure that directions taken and decisions made are based on accurate information with respect to the advantages and disadvantages of various approaches to enhance the educational environment. In addition, the issue of the integration of online learning with existing modes of learning requires careful planning and consideration so as to maximize the resulting improvement in the support of learning and to avoid the loss of existing benefits.

The project uses an ‘umbrella’ approach, with a number of sub-projects contributing to the overall aim of improving the quality of online learning for OUHK students and understanding of its affects by staff. This approach is favoured as it will optimize the preparatory work as well as lead to consolidated results and recommendations for the University, the ‘whole being greater than the sum of the parts’.

The project is investigating current practice within the OUHK from a number of perspectives and for a range of issues, so that a clearer vision of the future learning environment for OUHK students can be developed. The emphasis in the investigations is on how the end-user perceives the benefits to be gained from online elements and whether these are realized.

**Direct and Indirect Effect of Online Learning at OUHK**

**香港公開大學網上學習的直接及間接效應**

The project aims to investigate the effect of OUHK students’ experiences of the Online Learning Environment (OLE) on their learning, with two hypotheses as follows:

1) a direct relationship exists between students’ involvement in the OLE and distance learning outcomes, and

2) an indirect relationship can be established between these two domains via the mediating variable of an institution’s Transactional Presence (TP), that is, a student’s sense of availability of and connectedness with the institution.

Student learning achievement, satisfaction, and intent-to-persist will be used as indicators of distance learning. A cohort population of OUHK students enrolled in online courses a semester prior to the point of survey will comprise the research subjects. By means of reviewing related materials, interviewing course coordinators, tutors, and students, and of adapting a previously developed questionnaire on TP, the outcomes of this project are hoped to not only bring some insights into means for advancing the implementation of online learning at the OUHK but also contribute to the knowledge base of distance education, as the issue is keenly concerned with the justification of using online technology in teaching at a distance. By empirically investigating to what extent and in what ways the OLE ‘actually’ enhances or enriches distance learning, this project aims to bring about theory-guided and research-based understanding of the effect of online learning in an open university context.
The Croucher Foundation granted the Open University of Hong Kong two Chinese Visitorships for the year 2001/2002.

**Mr Jiang Guozhen**  
Associate Professor, Institute of Distance Education, China Central Radio & Television University

Associate Professor Jiang Guozhen made two visits to the OUHK (from November 2001 to February 2002 and from June to September 2002). During his visits, he worked with Dr Zhang Wei-yuan on a project titled *The Perceptions of Distance Educators and Learners about Web-based Instruction in Selected Asian Open Universities*. He conducted a literature review in Chinese, was involved in questionnaire design, and collected data from distance learners and educators in China. Two papers based on this study have been published in the journals *Distance Education in China* and *International Review of Research in Open and Distance Learning*. As mentioned in the previous section, he also worked on another project with Dr Zhang Wei-yuan, which was titled *Students’ Perceptions of Learning Support at RTVUs*. A paper based on the findings of this study has been submitted to the *Journal of China Distance Education* for consideration for publication.

Further, Associate Professor Jiang attended the CRIDALA 2002 in June. He presented a joint paper titled *A comparative study of Web-based instruction between open and conventional universities in China* at the Conference (with Dr Zhang Wei-yuan). On 28 August 2002, he also delivered a seminar to the OUHK staff titled *Students’ Perceptions of Learning Support at RTVUs*, where major findings of one of his studies were discussed.

**Mr Huang Hexiao**  
Associate Professor, Shanghai Television University

Associate Professor Huang Hexiao completed his first visit at the OUHK from April to June 2002. During this period, he worked with Dr Zhang Wei-yuan on a project titled *The Development, Validation and Use of a Distance and Open Virtual Learning Environment Scale*. He conducted a literature review in Chinese and assisted in reviewing online programmes in Mainland China. Associate Professor Huang also attended CRIDALA 2002 and presented a paper titled *A Model for Web-based Learning Environment*. His second visit was from October 2002 until January 2003. During that time he conducted a joint project with the Librarian, Mrs Mok Wong Wai-man, and Dr Zhang Wei-yuan, titled *The Preliminary Analysis of Web Utilization in Mainland China*. Associate Professor Huang also conducted a survey on the perceptions and preferences of online learning among distance learners and educators in Shanghai.

**Visiting Fellows**

Three visiting fellows were attached to CRIDAL during the past year:

**Mr Manoochehr Jafarigohar**, Payame Noor University (PNU), Iran  
Period of visit: 3 June - 3 July 2002

**Mr Zou Feifei**, Associate Professor, Tianjin Radio and Television University, China  
Period of visit: 4 July - 3 August 2002

**Professor Chen Wei**, Jiangsu Radio and Television University, China  
Period of visit: 3 August - 2 September 2002

**International and Mainland Visitors**

- Professor Marina Stock McIsaac, Arizona State University, U.S.A.
- Dr Haejoo Lee, Korea National Open University
- Mr Chia Mun Onn, Singapore Association for Continuing Education
- Professor Zhang Cunku & Associate Professor Bai Chongqi, Jiangsu Radio & Television University
- Associate Professor Ge Xiaochun, Harbin Radio & Television University
- Mr Paul West, The Commonwealth of Learning
- Dr Chris Ziguras, RMIT University, Australia
- Professor K. Murali Manohar, Kakatiya University, India
- Professor Toshio Kobayashi, Professor Yuji Sugimoto, Associate Professor Hideaki Takashi, & Associate Professor Fujie Yuan, Japanese National Institute of Multimedia Education (NIME)
- 50 university administrators from the Sukhothai Thammathirat Open University, Thailand
- 9 delegates from various Radio & Television Universities in China
- 56 visitors from the Ministry of Information and Industry, China
- 6 Chinese delegates from Beijing Oriental College Town
- 13 delegates from Guangxi Radio & Television University
- 7 delegates from China Youth University of Political Sciences
- A group of visitors from Phi Lambda Theta, Philippine Chapter and Polytechnic University of the Philippines
Publications by CRIDAL staff (October 2001 - September 2002)

An English-Chinese Dictionary of Open and Distance Education

This dictionary is the outcome of a joint project with the same title led by CRIDAL along with the China Central Radio & Television University (CCRTVU) and the National Open University in Taiwan (NOU). The dictionary contains over 10,000 entries, translated from English to Chinese and vice versa, with different translations for Hong Kong, Mainland China and Taiwan. Its appendices show bilingual lists of open and distance learning institutions, associations and journals. The dictionary has been published by the NOU and will soon be published by CCRTVU Press.

The Current State and Future Trends in Open and Distance Education

This book was published by CCRTVU Press in 2002. It is a collection of 24 articles in Chinese, written by Dr Zhang Wei-yuan and colleagues at the OUHK from 1999 to 2002. This book covers the following areas in open and distance learning (ODL): research methodology; management and administration; teaching and learning processes; evaluation; Web-based instruction; study of distance learners; tutorial support; staff development; history and theories in ODL.

Advancing Online Learning in Asia

This book comprises selected and updated papers from CRIDAL 2002, and was published by the OUHK Press. Themes explored in the book, edited by Dr David Murphy, Dr Namin Shin and Dr Zhang Wei-yuan, include user attitudes to online learning, cyberculture versus campus culture, student needs and expectations, access and integration issues, and technical considerations.

Other publications:

Chan, J., & Yim, E. (2002). Applicability of online distance learning to SEN students. Paper (on CD-ROM) of the 2nd Conference on Distance and Adult Learning in Asia, Hong Kong, 5-7 June.
Han, Y., & Wang, L. X. (2002). Integrated online resources for ODL Students. Paper (on CD-ROM) of the 2nd Conference on Distance and Adult Learning in Asia, Hong Kong, 5-7 June.
Murphy, D. (2002). Who is Pam Shakespeare?: Researching self-assessment activities in online courses. Paper (on CD-ROM) of the 2nd Conference on Distance and Adult Learning in Asia, Hong Kong, 5-7 June.
Ng, K.C., Jenkins, W., & Murphy, D. (2002). The teacher’s role in supporting a learner-centred learning environment - voices from...


Shin, N. (2002). Online pedagogy: Tutor voices. Paper (CD-ROM) of the 2nd Conference on Distance and Adult Learning in Asia, Hong Kong, 5-7 June.


**AWARDS**

**研究センター人員所獲的獎項**

Dr Zhang Wei-yuan, a Research Fellow at CRIDAL, won a number of awards in the past year:

- the Best Paper Award at the 15th Annual Conference of the Asian Association of Open Universities, New Delhi, India, (February 2002). The title of his paper was An investigation into the learning attitude, motivation and preferences of the older adults in Hong Kong.

- the First Prize of the 2001 Haier Cup for Distinguished Papers on Modern Distance Education Research, which is a biannual competition. Sharing the award were Prof. Olugbemiro Jedege (Director of CRIDAL), Louisa Kwok and two former OUHK staff, Cecilia Tsui and Fowie Ng. The title of their paper (in Chinese) was An investigation into the administrative styles, educational processes and outcomes in open distance universities in Asia, which was published in the Journal of Open Education Research, Vol. 1, 17-22.

- an OUHK President’s Award for Distinguished Achievement for the year 2001.

**New Staff**

Dr Wang Lixun joined CRIDAL in March 2002 as a research associate. Lixun earned his doctoral degree in Computational Linguistics from the University of Birmingham. His PhD research involved computer-assisted learning and Web-based teaching and learning. He has developed a number of computer-assisted language learning software packages, and a number of Web sites for online language learning. His academic interests include computer-assisted learning, online learning, distance education, computational linguistics and artificial intelligence.

Mr Jason Chan received a Bachelor of Arts degree in Public and Social Administration with First Class Honours from City University of Hong Kong. He is now a research assistant at CRIDAL, and a committee member of Hong Kong Information Technology Education City, Special Education Zone. Previously, Jason wrote a book series on examination preparation for Microsoft Office User Specialist certification. He is now undertaking a Master of Science in Computing at City University of Hong Kong and a Master of Educational Technology at the University of British Columbia.

Ms Sanna Lee has been a research assistant in the School of Science & Technology and CRIDAL since August 2002. She is currently working on the project titled Going Online – Enhancing an Online Learning Environment. Sanna received her master’s degree from the University of Hong Kong. Her research interests include computer education, learning and work motivation, comparative cultural and management studies.

**STAFFING**

**DIRECTOR:** Dr David MURPHY

**SECRETARY:** Ms Anna S. M. LEE

**RESEARCH CO-ORDINATOR:** Ms Lettice L. H. AUYEUNG

**CLERICAL OFFICER II:** Ms Eva W. K. CHAN

**RESEARCH FELLOWS:**
- Dr Wei Yuan ZHANG
- Dr Namin SHIN

**RESEARCH ASSOCIATES:**
- Dr Lixun WANG
- Mr Kirk F. PERRIS

**RESEARCH ASSISTANTS:**
- Mr Jason K.Y. CHAN
- Ms Elaine C.Y. KWOK

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