

Education Reform Phenomenon?

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(abstract)

This keynote speech will be a joint presentation with two parts:

Part 1: ***Education Reform Phenomenon: Global Trends and Local Lessons*** Yin Cheong Cheng

In response to the emerging challenges in the 21st century, there have been numerous education reforms worldwide in the last two decades. From the case of Hong Kong, this speech aims to address the key features and trends of education reform phenomenon commonly happening in different parts of the world. It will help international educators, policy-makers, researchers and change agents to understand the complicated dynamics and issues involved in the formulation and implementation of systemic reform, including (1) conflicts and diversities among stakeholders, (2) constraints with limited resources for reform initiatives, (3) knowledge poverty and ignorance in practice of reforms at different levels, (4) conflicts and time competitions among a wide range of parallel changes, and (5) paradigmatic gaps in planning and implementing reforms. Without addressing these issues, many education reforms with good intentions finally failed in “reform syndromes” and “bottle necks” in the last decades. This speech will draw global implications from the local lessons for future research and policy development on education reforms.

Part 2: ***Education Reform Phenomenon: The Case of STEM education*** Winnie Wing Mui So

To maintain one’s competitiveness edge in a global sense, we have observed a wide spread drive in various economies on STEM (science, technology, engineering and mathematics) education at different levels of education. The emphasis on STEM education originates in the US back in the middle of last century, since then tremendous input of resources and efforts have been put into STEM education for its development and implementation. The Chief Executive of the Hong Kong Special Administrative Region highlighted Hong Kong’s commitment to STEM education in his three successive Policy Address in 2015, 2016 and 2017. Echoing this high level commitment were the reports on STEM education published by the Education Bureau of the HKSAR Government and the Academy of Sciences of Hong Kong. Given these, there is still a wide spectrum of views as to the “What” and “How” of STEM education among stakeholders. While hero cases of STEM education and learning resources have sprung up in the past few years, we yet have to see sufficient research evidence to shed lights on the ways to scale up the initiative. This speech will attempt to reflect on the global and local lessons on STEM education.