2017 CESHK Autumn Forum: **Comparative Education in the 21st Century**

Saturday 25th November 2017

Room MW 531, The University of Hong Kong, Pokfulam, Hong Kong
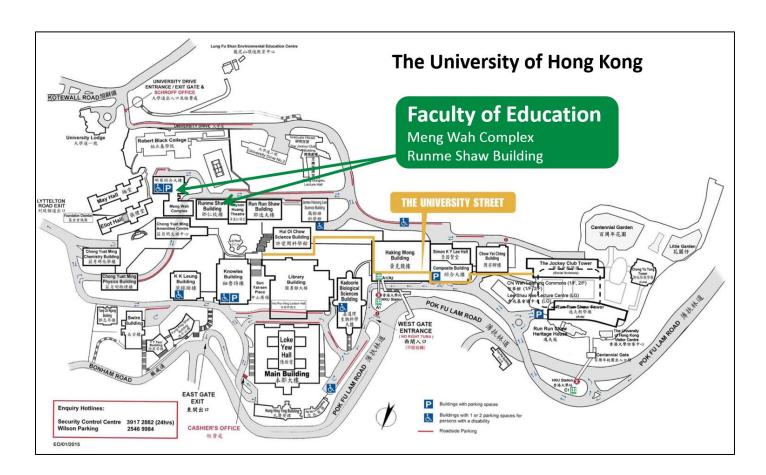
GENERAL INFORMATION AND SCHEDULE

Contact Number

Should you have any difficulties on the day of the Forum, for example, locating the venue, please contact David Sorrell on the following number: **9805 3587**

Map of the venue

Room MW 531 is located on the Fifth Floor of the Meng Wah Complex at HKU. If you are travelling to The University of Hong Kong by MTR, please take the train to HKU station on the Island Line and A2 Exit. Take the lifts to The University of Hong Kong level. Students will be waiting at the exit of the lifts to direct you to Room MW531. A number of eating facilities such as Subway can be found en-route between the MTR station and Meng Wah Complex. Starbucks is located in-between the library and Knowles Building.

Schedule

09:45-10:00 Arrival and Registration

10:00-12:30 Morning Session

10:00-10:15 Opening Address (Dr. CHOI Tae Hee, CESHK President, The Education University of Hong Kong)
The 21st Century Education: Changes, challenges, and probing for solutions from a comparative perspective

10:15-10:35 [Paper 1]
Chih Hao, CHANG (Nagoya University of Commerce and Business, Japan)
Shadow Education in Neoliberal Perspective: Interactions Between Mainstream Schooling and Private Tutoring in Taiwan
Since the 1980s, privatization policies have been developed by the Taiwanese government to reduce government control (Liou, 2010), including private tutoring industry (Zhan, 2014). This research concerns the formal government-provided schooling and private tutoring industry, which is so-called shadow education. This paper investigates how the stakeholders practice at the mainstream level and in shadow education. It asks what policies and methods the government enacts to lessen the students' academic burden and to promote quality of education. Data were collected from Taichung, but the overall research has much more relevance to Taiwan's education. The research identifies dynamic forces that shape the understanding of neoliberalism and relationships between mainstream schooling and shadow education. The data analysis focuses on what efforts and methods the government implements to equalize educational provision, while being undermined by shadow institutions.

10:35-10:55 [Paper 2]
ZHAO Weili (The Chinese University of Hong Kong)
Embodied (Critical) Thinking in Classrooms: Revisiting the Confucian 'Do-after-me' Pedagogy from a Phenomenology Perspective
"Critical thinking" has undoubtedly become one of the most desirable educational goals global-wise for the 21st century. In Asian classrooms, a Confucian "do-after-me" pedagogy still holds sway as the most commonly seen practice which educational theorists and teachers believe would impede rather than enhance the cultivation of critical thinking. However, this paper, from an ethnomethodology perspective, argues that such a "do-after-me" pedagogy, if re-conceptualized and consciously re-enacted by teachers can, indeed, trigger the happening of singular educative moments when students' critical thinking is enacted and embodied.

10:55-11:15 [Paper 3]
Bob ADAMSON (The Education University of Hong Kong)
China's One Belt One Road Initiative: Developing "International Talents" on the Periphery
China's ambitious One Belt One Road (OBOR) strategy is designed to spread its economic and political influence across South, Central and Southeast Asia. To support the initiative, China has identified the need for education sectors to develop "International Talents", who would require international perspectives, relevant language skills and intercultural competence.
This presentation analyses the opportunities and challenges that OBOR generates for two different players on the periphery of mainstream education in China: a transnational higher education institution, The University of Nottingham Ningbo, China, and the education system of the Hong Kong Special Administrative Region. The opportunities stem from the presence of both on Chinese soil and their capacity to provide the requisite perspectives, skills and competence for "International Talents", while their peripheral position presents a number of strategic challenges.

11:15-11:30 Coffee break

11:30-11:50 [Paper 4]
Lina DONG (The Education University of Hong Kong)
The nature of CE learning and teaching – Comparison of two series of CE textbooks in China
College English (CE) aims to prepare students with knowledge and skills for future work and research. In the CE curriculum, textbooks form the main teaching materials. As a manifestation of curriculum, they reveal an understanding of language learning and teaching. Through comparative textual analysis of two series of representative textbooks, this current study captures the nature of CE learning and teaching from the content, organization, and designed practices. The findings indicate a wide gap between the intentions and actual design of the textbooks. This study will help gain a deeper understanding of tensions in the CE planned curriculum.

11:50-12:10 [Paper 5]
XIAO Chong (The University of Hong Kong)
Interactions in Education Policy Change in China from An Organizational Perspective
With reference to the changes of policies on the admission of zexiao (literally school choice in Chinese) students to senior secondary schools in Beijing, this qualitative empirical study explores the interests, considerations, and capabilities of the central government, local governments, and schools with regard to policy making, implementation, and remaking in Chinese context. Through the temporal comparison of four stages (1977-2017), policy space which refers to the flexibility in a policy allowing concerned actors to manipulate its interpretation and implementation is proposed in order to facilitate the understanding of different interaction scenarios at the organizational level involving education policy change in China.

12:10-12:30 [Paper 6]
HO Sui Chu Esther; SUM Kwok Wing (The Chinese University of Hong Kong)
Students' Choice of Higher Educational Institutions: The Role of Institutional Habitus
This study aims to examine the applicability of Bourdieu's concept of institutional habitus in understanding students' choice of higher educational institutions in Hong Kong. Drawing on semi-structured interview data from a longitudinal study, we found that institutional habitus had shaped Hong Kong students' higher educational decisions regardless of their socio-economic background. Moreover, institutional habitus manifests itself differently in the different tiers of higher education. Implications on higher education expansion policy are discussed.

12:30-13:30 Lunch Break

13:30-16:30 Afternoon Session

13:30-14:00 Professor David PHILLIPS (The University of Oxford)
Tips for successful publishing
Professor David Phillips, Emeritus Professor of Comparative Education, and Emeritus Fellow of St Edmund Hall at The University of Oxford, will be presenting on journal publishing with a focus on Comparative Education and its procedures. He will detail why papers are rejected, what makes a good paper, how to respond to feedback, etc.

14:00-14:20 [Paper 1]
TSUI Chak Pong Gordon (The University of Hong Kong)
Kenyan Voices from a Hong Kong-Kenya University-Community Service-Learning Trip
Although university-community service-learning has become more important among Hong Kong universities, universities as a unit have usually been the center of attention and the community voices are with less emphasis. The presentation presents voices from the Kenyan community from a Hong Kong-Kenya university-community service-learning trip in July, 2017. By presenting data from 20 structured interviews from Kenyan staff, students and villagers, their different voices and foci reveal that the study of community in service-learning can be in different dimensions. It is hoped that this presentation can provide some insights for the service-learning development in Hong Kong higher education.

14:20-14:40 [Paper 2]
Haneza ABHAMID (Graduate School of International Development in Nagoya University, Japan)
Factors influencing the development of a whole child: case study of international pre-school in Japan.
Develop a whole child and well-balanced human is crucial to human development in the 21st century. A holistic approach in education is one of the efforts to develop a well-balanced human being. It is cultivating comprehensive knowledge, critical thinking ability, problem solving ability, motor skills ability, and accepted moral values. This study endeavors to evaluate student's development in three important domains: cognitive, affective and psychomotor through student's activities and their participation in school. In essence, the study is using a qualitative method for data collection.

14:40-15:00 [Paper 3]
NOGAMI Ikuru (The University of Tokyo)
Technical and vocational education and training (TVET) in Pakistan
Technical and vocational education and training (TVET) in Pakistan is facing various and complicated problems. This includes the discontinuity of TVET to general education and its discrepancy from actual needs in the industrial sector. Moreover, TVET is not popular for children and parents when compared with general education. On the other hand, TVET has been successful in making positive impacts on social and economic development in some other countries. With an eye on this situation, this study will analyze the situation of TVET in Pakistan and look into policy implication for its improvement in the future.

15:00-15:15 Coffee break

15:15-15:35 [Paper 4]
TAO Zhen (The Chinese University of Hong Kong)
Ethnography and its methodological benefits: A Literature Review of Shadow Education
Shadow Education is a flourishing area of research. However, methodologically, the field has remained stagnant while country specific case studies continue to be added to the literature. This paper reviews the existing literature on Shadow Education with a view to critique the methodological pitfalls. I argue that the field is in need of new methodological approaches that dig into the culture, context, space and place of the tutorial centers studied. With reference to my study of tutorial centers in Wuhan, China, this paper considers the methodological benefits of drawing on ethnography to reinvigorate the methodology of researching Shadow Education.

15:35-15:55 [Paper 5]
YANG Lan; WU Xiaoying (The Education University of Hong Kong)
Comparisons among key features of intervention studies on achievement emotions between China and Western countries
An increasing body of research has shown achievement emotions are associated with a wide range of students' learning outcomes. However, from a comparative perspective, there is a lack of a systematic review on examining interventions that have been used for promoting the targeted facet(s) of emotions across cultures. The present study reviewed and compared key features of published intervention studies conducted in Western countries and China. The control-value model of achievement emotions was used as a theoretical framework to guide this review in a systematic way. Key findings of this study shed light on understanding not only the features of effective interventions on emotions, but also cultural factors that may have an important role in affecting intervention effects. Implications are also discussed in relation to advances in this field.

15:55-16:15 [Paper 6]
Eliot HUANG (The Chinese University of Hong Kong)
School approaches to promoting teacher learning in Shanghai Schools
Educational equity and quality have been increasingly emphasized on the educational reform agenda. In tandem with this trend, policymakers worldwide are more and more focusing on extending the potentials of schools in providing all student members with high-quality teaching and learning. Boosting school capacity for teacher professional learning has been the most effective and sustainable way to improve both the learning process and the outcomes of every student. The present study aims to explore the way in which schools develop and promote teacher professional learning in Shanghai's basic education system. The context-contingency nature of learning makes people believe on-the-job or work-based learning is more authentic and effective. Teacher professional learning is inextricably linked with teachers' practicing contexts, which may to some extent moderate the quality of teacher learning. Cognitive psychological theory and sociocultural theory both emphasize that schools should offer specific support to help teachers update their prior knowledge set by means of developing supportive relationship, norms and artefacts. The research employs an exploratory method to research into how schools in Shanghai promote teacher professional learning. A total of 6 principals and 20 teachers in 6 primary and secondary schools in Shanghai have been interviewed on school strategies for teacher professional learning. The interviews were audio-recorded and transcribed. Thematic coding identified five main themes: focusing on student development; supportive leadership; advocating collaboration and reflective dialogues; providing facilitative structure; empowering for teacher learning. This research concludes that schools may adopt such strategies as focusing on student development; building supportive leadership; and advocating collaboration and reflective dialogues, providing facilitative structure and empowering teachers to promote teacher professional learning.

16:15-16:30 Closing (Dr. CHOI Tae Hee)

Presentation Information
- Presentations will be 20 minutes including a short Q & A.
- If you need any assistance, please do not hesitate to contact the Honorary Secretary, Dr. Sorrell David at ceshk.secretary@gmail.com