

The Trends and Developments of STEM Education in Hong Kong: Insights obtained from School-based Support

Bill Chi Ho YEUNG

Department of Science and Environmental Studies, The Education University of Hong Kong

STEM Education has been rapidly developing in Hong Kong, but since STEM is not considered a subject in the formal curriculum, there is not a common curriculum for schools to follow. Local schools in Hong Kong thus develop differently in STEM education, integrating a different combination of subjects and for different grade level of students. In this presentation, we will analyze over 80 STEM modules designed and developed by different schools, building upon the school-based support provided by the Department of Science and Environmental Studies (SES) at the Education University of Hong Kong (EdUHK) since 2017. The project has supported over 80 primary, secondary and special schools on their school-based development of STEM education, through the Quality Education Fund Thematic Network (QTN-T) funded by the Education Bureau (EDB) of Hong Kong. Longitudinal changes in the trends and developments of STEM education in Hong Kong will be revealed by the survey results on students, frontline teachers, and school STEM coordinating teachers, as well as the analysis of the STEM educational modules and approaches developed by these supported local schools.