Students’ self-perception of their Sustainability Consciousness resulted from Hong Kong’s Liberal Education curricula

Rationale

Analyzing influences of Hong Kong liberal education curricula on secondary school graduates, enrolled in public tertiary institutions, with a specific focus on students’ self-perceived sustainability consciousness is crucially important to (a) supporting the EdB strategic goal of creating a continuing structure of Hong Kong liberal education (b) advancing implementation of liberal education from secondary to tertiary levels of Hong Kong’s education system and (c) the evolution of sustainability education as its core element.

Background

Steaming from a long tradition of liberal education in Hong Kong, General Education(GE) courses and programs together with the recently implemented compulsory 2009 New Senior Secondary Liberal Studies (NSSL) curriculum, present a continues and sustainable structure of liberal education in the city. Although thousands of young Hong Kongers participate in liberal studies courses and programs through secondary and tertiary levels of education, the influence of this structure of liberal education on their mindset remains unclear.

Objectives

Develop expertise and Hong Kong liberal education structure and its transformative impacts through:

- Examining the self-perceptions of Hong Kong secondary school graduates enrolled in General Education programs in tertiary institutions about their sustainability consciousness resulting from the continues liberal education curricula.
- Providing first-hand data about a sustainability module of the curricula and its ability to influence students’ values, beliefs, and goals.
- Identifying strategies to improve teaching for transformative learning in GE & NSSL LS courses.

Discussion & Conclusions

Quantitative results

Sustainability consciousness of Hong Kong students

Qualitative results

Imaginative, future-oriented, action oriented and critical approaches in their reflection

References

Methodological scope