

Education News

Astronauts Deliver Lecture in Space



Students enjoyed the latest science lecture given by astronauts on board China's Tiangong space station on Wednesday, watching them display unique physical phenomena in the orbiting spacecraft.

Major General Zhai Zhigang, Senior Colonel Wang Yaping and Senior Colonel Ye Guangfu, all members of the Shenzhou XIII mission crew, appeared on television screens watched by millions of students across China at 4 pm, saying they were happy to share scientific facts about spaceflight with students.

During the 41-minute lesson, which was livestreamed worldwide by China Media Group, the astronauts carried out four experiments to show physical phenomena only possible in microgravity, including liquid crystallization and a water bridge. In one experiment, Wang used a toy of Bing Dwen Dwen, the popular mascot of the 2022 Beijing Winter Olympic Games, to display how objects fly in a weightless environment. They also showed students two pieces of cutting-edge scientific equipment inside the space station. Hundreds of students in Beijing, Lhasa, capital of the Tibet autonomous region, and Urumqi, capital of the Xinjiang Uygur autonomous region, watched the event at "ground class venues". Before closing the lecture, the astronauts answered questions solicited from members of the public and raised by students at the ground venues. The Shenzhou XIII mission was launched on Oct 16 by a Long March 2F carrier rocket that blasted off from the Jiuquan Satellite Launch Center in northwestern China's Gobi Desert, with the crew soon entering the Tiangong station. They have spent more than five months working in the station, and are scheduled to fly back to Earth in the middle of next month at the end of China's longest manned space mission.

Reference from: <https://www.chinadaily.com.cn/a/202203/24/WS623bd1baa310fd2b29e52f3a.html>



NEWSLETTER

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Holding of 2022 Science and Education Nexus Leading Group Meeting and Symposium for University Presidents

On February 17, the 2022 Science and Education Nexus Leading Group Meeting and Symposium for College Presidents was held in Beijing, as a follow up to remarks by President Xi on promoting scientific and technological innovation and higher education, especially at the 10th National Congress of the Chinese Association for Science and Technology (CAST) and the Central Conference on Talent Work held in 2021. Minister of Education Huai Jinpeng, and Minister of Science and Technology Wang Zhigang attended the meeting and delivered a speech, respectively.

Huai first recalled President Xi's call on universities to join efforts to build China into an incubator of talent and hub for innovation at the Central Conference on Talent Work held in 2021. He said that the science and education nexus is an important cooperation mechanism between the two ministries designed to play an important role in promoting the development of science and technology in universities. Universities, as major centers for basic research, scientific and technological breakthroughs and development of innovation-minded talent, were expected to become a driving force for propelling China's technological independence and progress. He said that universities should align talent development and research with the nation's needs for social and economic transformation. In this regard, he believed that instilling innovation in basic research and organized academic research, capacity-building and cooperation with international peers could be a way forward.

In his speech, Wang said with satisfaction the progress with the Science and Education Nexus established between the two ministries in 2018, which had provided strong support for scientific research, education and talent development. Noting that high-caliber research universities underpin a country's scientific and technological prowess, as well as the synergistic and integrated development of science and education, he urged China's leading HEIs to be cognizant of and live up to their expected roles by making full use of their resources in talent and research, making breakthroughs in key technological areas and developing a cohort of leading scientists.

Wang emphasized that high-caliber research HEIs should play a leading role in building and restructuring national labs, basic research and cross-disciplinary capacity building, and the supply of capable talent and scientists. At the same time, he underlined the importance of strategic planning by university leadership teams, coordination between different research units, and organized academic and scientific research. He pledged that the Ministry of Science and Technology (MOST) would provide HEIs with more and stronger support in conjunction with the MOE.

The meeting was attended by heads of a number of leading HEIs, as well as representatives from the MOE and the MOST.

Reference from: http://en.moe.gov.cn/news/press_releases/202203/t20220301_603554.html

Education News

Korean Educational Reform: Korean curriculum reform 2022

The Korean Ministry of Education issued the 2022 curriculum reform plan in November 2021 including: the credit system will be adopted in senior secondary education; the credit hours of Korean, English and Maths will be reduced; the period of internship and social practices in secondary education will be shortened. The curriculum reform plan of primary education as well as secondary education will come into force in 2024 and 2025 respectively.

In the phase of senior secondary education, the credit system will be adopted in 2025. The requirement of credit for each subjects will be reduced from 204 to 192. The total credit hours for three years in senior secondary education will also be reduced from 2890 hours to 2560 hours. The compulsory credits of Korean, English, Maths and Social Study will be reduced from 10 to 8 while the credit of Science be reduced from 12 to 10. The curriculum system of senior secondary education now includes public compulsory courses, general, vocational and fused optional courses. The subjects of Economics and Politics in Social Study will be included in vocational rather than general optional subjects.

In the phase of secondary education, the period of internship and social practices will be reduced from 170 hours to 102 hours. In addition, the future planning will help students better understand the content of the next academic year and based on this, select future path properly. This will be adopted in the second term of Grade 6 and Grade 9 as well as after the college entrance examination.

In the phase of primary education, optional courses with no more than 68 credit hours would be adopted according to the requirements of students and parents in addition to compulsory public courses. A total number of 8 courses could be included in the curriculum system of Grade 3 to Grade 6.

Meanwhile, the curriculum reform plan emphasizes the development of digital competencies and suggests to add the subject of ICTs in secondary education to meet diverse requirements and demands of students.

Author: Dr. Zhang Shan, Assistant Research Fellow, Research Center for International Comparative Education, China National Institute of Education Sciences.



Education News

International Conference of Childhoods, Adolescence and Youths



The Center for Youth Studies and the Union of Young Communists call for the International Researcher's Conference Childhoods, Adolescence and Youths to be held on **March, 29, 30 and 31, 2022**, in Havana, Cuba.

The central topic of the vent will be: Post Covid-19 childhoods, adolescences and youths: activism, equity and social justice. Researchers, students and other professionals involved in the work with these segments of the population are welcome to participate.

This event has the following goals:

- To provide a space for the theoretical and methodological debate about the studies related to children, adolescents and youth.
- To articulate the academic discourse to contribute to perfect effective public policies for the comprehensive development of children, adolescents and youth.
- To strengthen permanent linkages for exchange among researchers and institutions devoted to the work with children, adolescents and youth.
- To foster the work of the National Network of Researchers on Youth and its links with other similar networks and institutions.

Core topics:

1. Public policies, protection, political action and citizens involvement (covering discussions about associations, educational processes and the formation of values; the environment and climate change as well as best practices and experiences related to children, adolescents and youth).
2. Inequality, marginalization and poverty (it also addresses issues such as use and abuse of drugs and other addictions, as well as actions for its prevention).
3. Cultural processes identities and imaginaries for children, adolescents and youth (including life projects and practices in different spaces for socialization).
4. Media representations, information and telecommunications technologies for children, adolescents and youth.
5. Peace building processes and violence prevention.



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The conference will be held on-line through the platform ClickMeeting, and on-site with limited attendance at Havana's Convention Center. All persons interested in participating in the On-line modality may do so, and those interested in attending the event physically will have to go through a selection process. Those not selected to attend in person can participate online.

Presentation of papers:

Participants may present their papers as Presentation or Electronic Posters. In both cases they will receive a Certificate for their presentation.

1. Presentation: Talks will be delivered in a format that enables the exchange of experience and results. The program will specify the topics, hours and rooms assigned for each presentation. On_x0002_line participants will make their presentations using the platform ClickMeeting and attendees will deliver their presentation in the room specified for each topic.

2. Electronic Poster: A slide on jpg or png format must be submitted. The presentation will be on_x0002_line and it is the organizers responsibility to show it as part of the scientific event.

Both for the presentations and posters participants must, upon registration, submit a 250-word summary. The application must include: Full name, occupation, institution, country of residence, modality of the presentation (presentation or electronic poster) main topic of the paper, email and WhatsApp number.

Participants –with presentations and posters- interested in publishing their papers as part of the Conference rapportoir must submit their work before the established deadline at cesjcuba@gmail.com. The paper may be between 10 to 15 pages and will be delivered in Microsoft Word with standard margins, Arial 12 font and 1.5 line space.

Registration:

Registration will only be made through the web-page: <http://www.investigadoresjuventudcuba.com/> with the personal information requested and the paper's summary.

Applicants will only be considered registered in the Conference after the paper has been approved and the registration fee has been payed.

Presentation of books and magazines:

Participants interested in presenting publications may send their proposals via email to the following address: cesjcuba@gmail.com

Pre-congress courses:

Courses will be held from March 1st to March 25. To participate in courses participants must send a message to the e-mail: cursosyeventoscesj@gmail.com, with the following information : Full name, name of the course, province of residence and receipt of the transaction made to pay the course's registration fee. The program will be published as of February 7 at <http://www.investigadoresjuventudcuba.com/>. Applications will be accepted until the very date of commencement of the course.

For further information please contact the Email address: cesjcuba@gmail.com; Phone: (53) 78326970

Education Research

The Soft Power of China's Education from an International and Comparative Perspective

The soft power of education is a significant part of China's soft power. The study conducted by Hu Yiyun and Liu Baocun, based on the definition of the soft power of education, provides an analytical framework, which consists of the power of educational value, the power of the educational system, the power of educational policies, the power of educational innovation, and the power of educational communication.

The soft power which is opposite to compelling force refers to the ability to achieve one's goal with attraction derived from a nation's culture, political ideal and domestic and international policies. The power of educational value means the attraction of educational theory and values in one country. The educational theory and values will not only lead the education development and reform from the domestic perspective, but also pose positive impact on other countries. The power of educational system refers to the attraction of the educational system in one country. Sound and robust educational system will lay a solid foundation for education development in the new era. The power of educational policies refers to the attraction of public policies issued by government in commonly concerned areas. The development of ICTs as well as economic systems requires educational innovation. This is why renowned world soft power rankings would include the power of educational innovation. The power of educational communication means the ability of education as a cultural icon to disseminate a nation's culture and core values, which will further expand one's international influence in education.

According to the international soft power rankings, there is still a gap in the soft power of education between China and developed Western countries, as China has not performed well enough in valuable educational ideas, institutional construction, policy design, educational innovation, and educational communication. To enhance China's soft power of education, we need to increase investment in education to lay a "hard" foundation for the soft power of education, build Sinicized and universally acknowledged systems for educational theories, knowledge and discourse to strengthen China's influence in educational ideas, intensify institutional construction and policy design to improve the affinity of other countries for China's educational system and policies, and construct an educational communication system to tell the stories about China's education to the world.

Author: Hui Yiyun, lecturer of the Institute of International and Comparative Education, Beijing Normal University; Liu Baocun, Director and professor of the Institute of International and Comparative Education, Beijing Normal University.

Reference from Education Research, 2021 (10)





- *Academy of Sciences of Albania*
- *Allama Iqbal Open University of Pakistan*
- *Azerbaijan National Academy of Sciences*
- *Central Institute of Pedagogical Sciences of Cuba*
- *Centre for Educational and Cultural Policy Research of Indonesia*
- *Cultural Attaché of Saudi Arabian Embassy in China*
- *Department of Planning, Development and Research in Ministry of Education of Brunei*
- *Education Review Office of New Zealand*
- *Educational Research Council of Ministry of Education, Youth and Sport of Cambodia*
- *Educational Research Institute of Poland*
- *ELTE University of Hungary*
- *Follow-Up and Evaluation Department, Ministry of Education of Egypt*
- *Free International University of Moldova*
- *Georgian Association of Sinologists*
- *Herat University of Afghanistan*
- *Indian National University of Educational Planning and Administration*
- *Institute for Research in Education of Bulgaria*
- *International Association for the Evaluation of Educational Achievement*
- *International Cooperation and Projects of Croatia*
- *International Cooperation, Planning Division of Ministry of Education of Singapore*
- *Kenya Institute Of Curriculum Development*
- *Korea Institute of Child Care and Education*
- *Korean Educational Development Institute*
- *Ministry of Education of Malaysia*
- *Ministry of Education of Syrian Arab Republic*
- *Ministry of National Education of Turkey*
- *Minsk State Linguistic University of Belarus*
- *Mongolian Academy for Education Development*
- *Mongolian Institute of Educational Research*
- *National Institute for Educational Policy Research*
- *National Institute of Education of Singapore*
- *National Institute of Education of Sri Lanka*
- *Nazarbayev Intellectual Schools of Kazakhstan*
- *Office of the Education Council in Ministry of Education of Thailand*
- *Philippine Normal University*
- *Policy Department of Ministry of Education, Youth and Sport of Cambodia*
- *Qatar Foundation*
- *Russian Academy of Education*
- *Russian National Research University "Higher School of Economics"*
- *State University of Languages and Social Sciences of Armenia*
- *Suez Canal University of Egypt*
- *The MOFET Institute of Israel*
- *Tribhuvan University of Nepal*
- *Turkmenistan International University for the Humanities and Development*
- *University of Central Asia*
- *University of Cologne of Germany*
- *University of Dhaka in Bangladesh*
- *University of Jordan*
- *University of Sains Malaysia*
- *University of Tehran of Iran*
- *Vietnam National University Hanoi*
- *Vilnius University of Lithuania*
- *Vytautas Magnus University of Lithuania*
- *Yangon University of Education of Myanmar*