

CURRICULUM VITAE

Yan Shing Henry KWOK

1. Personal Details

Full Name:

Yan Shing Henry KWOK (郭恩成) (He/Him)

Position:

Assistant Professor, Department of Educational Administration and Policy, the Chinese University of Hong Kong

Contact Details

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Google Scholar: <https://scholar.google.com/citations?user=4PN3JW8AAAAJ&hl=en&oi=ao>

Academic Qualifications

2017-2021¹ PhD in Education, Griffith Institute for Educational Research (GIER), School of Education and Professional Studies, Griffith University, Brisbane, Australia

Title: **Pedagogic Mis-governance in Hong Kong**

Principal Supervisor: Professor Parlo Singh

Associate Supervisor: Dr Susan Whatman

External Supervisors: Dr Stephen Heimans (School of Education, The University of Queensland); Dr Kwok-wah Cheung (The Open University of Hong Kong; now Metropolitan University of Hong Kong)

External Examiners: Professor Susan Robertson (The University of Cambridge, the United Kingdom); Professor Keita Takayama (Kyoto University, Japan)

Submission Date: 28th October 2021; Conferral Date: 8th June 2022

2012-2013 MPhil in Education (Politics, Development and Democratic Education), Hughes Hall, The University of Cambridge, UK

2006-2010 BA BEd (English Language Education and Comparative Literature), The University of Hong Kong, Hong Kong SAR

2005-2006 Associate of Arts Year 1, HKUSPACE Community College, Hong Kong SAR

¹ Part-time from 1 July 2017 to 1 September 2018; Full-time from 1 September 2018 to 2021.

Appointment in Higher Education Institutions (HEIs)

1 st August 2023 – present	Assistant Professor, Department of Educational Administration and Policy, Faculty of Education, the Chinese University of Hong Kong, Hong Kong SAR, China
21 st March 2023 – present	Adjunct Research Fellow, Griffith Institute for Educational Research, Griffith University (Mount Gravatt Campus), Brisbane, Queensland, Australia
March 2022 – March 2023	Research Fellow to the Australian Research Council (ARC) Discovery Project (DP1910100518) entitled ‘Reducing Educational Disadvantage: Teaching Professionalism via Knowledge Collaboratories’ (Chief Investigators: Professor Parlo Singh, Prof Beryl Exley and Dr Stephen Heimans; Partner Investigator: Prof Gabrielle Ivinson)
November 2018 – present	Convenor and facilitator, PCPR (Pedagogic Code, Pedagogic Rights) Research Reading Group, Griffith Institute for Educational Research, Griffith University (Mount Gravatt Campus)
March 2019 – present	Senior Research Assistant to the ARC Discovery Project (DP1910100518) led by Professor Parlo Singh and Dr Stephen Heimans, Griffith Institute for Educational Research, Griffith University (Mount Gravatt Campus)
1 December 2018 – February 2019	Research Assistant to Dr Stephen Heimans, School of Education, The University of the Sunshine Coast
1 – 31 December 2018	Research Intern, Griffith Institute for Educational Research, Griffith University (Mount Gravatt Campus)
3 November 2015 – 31 August 2018	Senior Lecturer, School of Education and Languages, The Open University of Hong Kong (now Metropolitan University of Hong Kong)
December 2013 – 2 November 2015	Lecturer, School of Education and Languages, The Open University of Hong Kong

2. Research and Teaching Interests

Broad areas of interest: education policy and politics; teacher education; sociology of education; psychoanalysis; social justice and equity; the sociological theory of Basil Bernstein

Specific foci: recontextualisation of teacher professionalisation policy; educationalisation of mental health; climate justice and environmental education; the impact of ‘culture war’ and ‘post-truth’ on religion (Christianity), knowledge and education

3. Honours and Awards

- 13 July 2021 AEL (Arts, Education and Law) Team Research Excellence Award: Educational Justice, Equity and Excellence (EDJEE): Prof Parlo Singh, Dr Sue Whatman, Prof Beryl Exley, Dr Linda Willis, Dr Roberta Thompson, Dr Debbie Bargallie and Adjunct A/Prof Madonna Stinson
- (I am a convenor of the Pedagogic Code Pedagogic Rights [PCPR] group under EDJEE, since 2018)

- 2019-2021 Higher Degree Research Scholarship, Griffith Graduate Research School, Griffith University
- Full award: A\$27,596 per annum, according to the Australian Government Research Training Program (RTP) Stipend
- 2012-2013 The Doris Zimmern Foundation HKU-Hughes Hall Scholarship
- Full award: £28,286.00 covering college fee, university composition fee and maintenance for one year from the Doris Zimmern Charitable Foundation
- 2005-2006 Principal's Honours List, HKUSPACE Community College
- Academic excellence with final GPA reaching 3.9 (top 5%)

4. Papers and Publications

Refereed Journal Articles

- Singh, Parlo, and **Henry Kwok**. (2023). 'Curriculum Inquiry: Insights from Basil Bernstein's Sociology of Education'. *Curriculum Perspectives*. 43 (2), 193-198. <https://doi.org/10.1007/s41297-023-00215-w>
- Kwok, Henry**. (2022; e-pub ahead of print). 'Reframing Educational Governance and Its Crisis through the "Totally Pedagogised Society"'. *Journal of Education Policy*. <https://doi.org/10.1080/02680939.2022.2047227> (Q2; SSCI IF in 2021: 3.0; SSCI 5-yr IF: 3.629)
- Kwok, Henry**, Parlo Singh, and Stephen Heimans. 2021. 'The Regime of "Post-Truth": COVID-19 and the Politics of Knowledge'. *Discourse: Studies in the Cultural Politics of Education*. 1–15. <https://doi.org/10.1080/01596306.2021.1965544>. (most downloaded paper of *Discourse* in 2021; Q3; SSCI IF in 2021: 1.767; SSCI 5-yr IF: 2.058)
- Heimans, Stephen, Parlo Singh, and **Henry Kwok**. 2021. 'Pedagogic Rights, Public Education and Democracy'. *European Educational Research Journal*. <https://doi.org/10.1177/14749041211011920> (Q4; SSCI IF in 2021: 1.767; SSCI 5-yr IF: 2.058)
- Kwok, Henry**. 2021. 'In Between Distributive and Evaluative Rules: Paradox of Pedagogic (Mis-)governance'. *British Journal of Sociology of Education*. 42 (3): 388-403. <https://doi.org/10.1080/01425692.2021.1891021> (Q3; SSCI IF in 2021: 1.841; SSCI 5-yr IF: 2.538)
- Kwok, Henry**. 2020. 'Beyond the Anti-Racist Reason: A Postcolonial Perspective on Pandemic Politics'. *Health Sociology Review*, 29(2), 122–130. <https://doi.org/10.1080/14461242.2020.1785320> (Q4 in Health Policy and Services; Q3 in Sociology; SSCI IF in 2020: 1.122; SSCI 5-yr IF: 2.128)
- Kwok, Henry**, Stephen Heimans, and Parlo Singh. 2021. 'Is the 2019 Water Revolution a Lesson of Emancipatory Education? A Rancièrian Invitation'. *Educational Philosophy and Theory* 53 (1): 46–56. <https://doi.org/10.1080/00131857.2020.1744132>. (Q3; SSCI IF in 2021: 2.054; SSCI 5-yr IF: 1.855)

Book Reviews

- Kwok, Henry**. 2019. Review of *A City Mismanaged: Hong Kong's Struggle for Survival*, by Leo F. Goodstadt. *The China Journal*, 81, 253-255. <https://doi.org/10.1086/700366>. (Q1; 2020 impact factor: 3.840)

Book Chapters

- Kwok, Henry.** (2023). 'Decolonization, Sociology and Christianity.' In *The Routledge International Handbook of Sociology and Christianity*, edited by Dennis Hiebert. New York and London: Routledge.
- Kwok, Henry.** (2023). 'Post-Critical Sociology and Christianity.' In *The Routledge International Handbook of Sociology and Christianity*, edited by Dennis Hiebert. New York and London: Routledge.
- Kwok, Henry** and Parlo Singh. (forthcoming). 'Making Sense and Use of Basil Bernstein's Sociology of Education.' In *Oxford Research Encyclopaedia of Education*, edited by Allan Luke. New York City, NY: Oxford University Press. (Entry ID ORE_EDU-01741)

Invited Presentations

- Kwok, Henry.** 2020. 'A Postcolonial Perspective on Pandemic Politics'. Paper presented to the Health Sociology Thematic Group at the Australian Sociological Association (TASA) Conference 2020 *Sociological Insights for the 'Now' Normal*. 24 November 2020. (Panel discussants: Raewyn Connell, Deborah Lupton, Lyn Craig, and Sereana Naepi)

Academic Conference and Formal Seminar Papers

- Kwok, Henry.** (2023). 'Knowledge, Education and Care in the Age of Disruption: Insights from Durkheim and Stiegler.' Paper presented in the session of Durkheimian Studies: Contemporary Engagements I, under the research cluster of Canadian Network of Durkheimian Studies, in the Canadian Sociological Association (CSA) Conference entitled *Reckonings and Re-imaginings*, York University, McLaughlin College, Keele Campus, Toronto, Canada, 29th May 2023.
- Kwok, Henry.** (2022). 'Crisis of Governing History Knowledge.' Paper presented to the 2022 Australian Association for Research in Education (AARE) Conference entitled *Transforming the Future of Education: The Role of Research*, University of South Australia, City West Campus, Adelaide, Australia, 27th November – 1st December 2022.
- Kwok, Henry**, Stephen Heimans and Parlo Singh. (2022). 'Standards, Normalisation, or Normativity: Re-imagining Teacher Professionalism in the Age of Performativity'. Paper presented to the 2022 Australian Association for Research in Education (AARE) Conference entitled *Transforming the Future of Education: The Role of Research*, University of South Australia, City West Campus, Adelaide, Australia, 27th November – 1st December 2022.
- Heimans, Stephen, Sally Elton-Chalcraft, Debbie Heck, Tony Carusi, **Henry Kwok**. (2022). 'Investigating the Politics of Teacher Education across Four Jurisdictions'. Paper presented to the 2022 Australian Association for Research in Education (AARE) Conference entitled *Transforming the Future of Education: The Role of Research*, University of South Australia, City West Campus, Adelaide, Australia, 27th November – 1st December 2022.
- Kwok, Henry**, Parlo Singh and Stephen Heimans. 2021. 'The Politics and Pedagogy of "Post-Truth": COVID-19 and the Politics of Knowledge'. Paper presented to the 2021 Australian Association for Research in Education (AARE) Conference entitled *Reimagining Education Research*. 30th November 2021. (Virtual)

Heimans, Stephen, Parlo Singh and **Henry Kwok**. 2021. 'Dissensus, Education and Democracy'. Paper presented to the 2021 Australian Association for Research in Education (AARE) Conference entitled *Reimagining Education Research*. 29th November 2021. (Virtual)

Kwok, Henry. 2021. 'Conditions of a Viable Democratic Education in Postcolonial Hong Kong? Revisiting Bernstein through Charles Taylor'. Paper presented to the 2021 Conference of the Comparative Education Society of Hong Kong entitled *Geopolitics of Knowledge and Education Policy*. 13th March 2021. (Virtual)

Kwok, Henry. 2019. 'Governmentality, Dispositif, and Pedagogic Device: Bernstein's Engagement with Foucault and the Politics of Knowledge'. Paper presented to the World Education Research Association (WERA) 2019 Focal Meeting entitled *Future of Democracy and Education: Realizing Equity and Social Justice Worldwide*, Gakushuin University, Tokyo, Japan, 6th - 8th August 2019.

Kwok, Henry. 2018. "'The Yet to Be Thought': Recontextualisation, Resistance and the Postcolonial Imaginary'. Paper presented to a symposium entitled 'Decolonising Challenges in/to Curriculum Theory' in the 6th World Curriculum Studies Conference, Melbourne Graduate School of Education, The University of Melbourne, Melbourne, Victoria, Australia, 9th - 12th December 2018.

Kwok, Henry. 2018. 'Politics of Recontextualising Controversial Issues in Liberal Studies Curriculum in Hong Kong Secondary Schools'. Paper presented to the University of Queensland and Griffith University Postgraduate Research Community Conference, The University of Queensland, Brisbane, Queensland, Australia, 15th September 2018.

Kwok, Henry. 2018. 'Towards a Postcolonial Perspective on Bernstein's Theory of Pedagogic Device'. Paper presented to the session 'Confronting Coloniality: Visions, Perspectives, and Critiques Across Transnational Contexts' in the 2018 Annual Meeting of the American Educational Research Association (AERA), Millennium Broadway, New York Times Square, New York City, USA, 15th April 2018.

Kwok, Henry. 2017. 'Politics of 'the Rule of Law' in Hong Kong Liberal Studies Curriculum (1991-present): a Bernsteinian Perspective'. Paper presented to the Australian Association for Research in Education (AARE) Conference 2017, Hotel Realm Canberra, Australian Capital Territory (ACT), Australia, 29th November 2017.

Kwok, Henry. 2017. 'Bernstein's Sociological Theory of Pedagogic Device and Its Relevance for Researching Curriculum Politics in Hong Kong'. Paper presented to the 90th Annual Meeting of the Japan Sociological Society, The University of Tokyo (Hongo Campus), Tokyo, Japan, 4th November 2017.

Kwok, Henry. 2014. 'Constructing Interdisciplinary Knowledge in Undergraduate Courses in Hong Kong Higher Education Institutions'. Paper presented to the Society of Research into Higher Education (SRHE) Conference 2014, Celtic Manor, Newport, Wales, United Kingdom, 9-12 December 2014.

Kwok, Henry and S. S. Mok. 2014. 'Variations in the Explanation of Essay Organisation by Liberal Studies Teachers'. Paper presented to the APERA International Conference 2014, the Hong Kong Institute of Education, Hong Kong, 19-21 November 2014.

Kwok, Henry. 2014. 'A Project of Imperial Importance: Frederick Lugard's Educational Visions under Indirect Rule (1907-1943)'. Paper (MPhil thesis) presented to the Asia Pacific Educational Research Association (APERA) International Conference 2014, the Hong Kong Institute of Education, Hong Kong, 19-21 November 2014.

Cheung, K. W. and **Henry Kwok**. 2014. 'The Social History of Higher Education Expansion in Hong Kong (1978-present)'. Paper presented to the Federation for Self-financing Tertiary Education Conference on Self-financing Tertiary Education, the Hong Kong Jockey Club, Hong Kong, 13 November 2014.

*On invitation by Mr Peter Cheung the former Secretary-General of the University Grants Committee (UGC), this paper was presented to the heads and senior academics from various self-financing post-secondary education institutions, the Permanent Secretary for Education, Secretary-General of the UGC and the Legislative Council member from the functional constituency of education.

Media Contributions (in Chinese)

張國華、郭恩成（2015，9月25日）。[人口下跌浪湧大專，自資校須轉型](#)。香港經濟日報，評論。

English translation:

Cheung, K. W. and **Henry Kwok**. (25 September 2015). Self-financing institutions have to change in the midst of demographic timebomb. *Hong Kong Economic Times*. Retrieved from <https://www.hket.com/eti/article/83c98bf4-b625-49df-8ebf-5f1add2fd088-385959>

張國華、郭恩成（2014，1月16日）。與其杯水車薪，倒不如破格大刀闊斧。明報，觀點 A32。

English translation:

Cheung, K. W. and **Henry Kwok**. (16 January 2014). A drop in the bucket, or make a bold and decisive move? *Ming Pao*.

Media Contributions (in English)

Kwok, Henry. (25 January 2023). ChatGPT will force university education to evolve but it won't make it obsolete. *South China Morning Post*. Retrieved from <https://www.scmp.com/comment/opinion/article/3207853/chatgpt-will-force-university-education-evolve-it-wont-make-it-obsolete?module=opinion&pgtype=homepage>

Kwok, Henry. (21 December 2022). It's good to have teacher conduct standards in Hong Kong but education is everyone's concern. *South China Morning Post*. Retrieved from <https://www.scmp.com/comment/opinion/article/3203823/good-have-teacher-conduct-standards-hong-kong-education-everyones-business>

Kwok, Henry. (9 July 2019). Don't blame liberal studies for Hong Kong's political crisis – taught well, the subject could actually help defuse extremism. *South China Morning Post*. Retrieved from <https://www.scmp.com/comment/opinion/article/3017539/dont-blame-liberal-studies-hong-kongs-political-crisis-taught-well>

Kwok, Henry. (15 October 2017). Can Hong Kong's revived Chinese History curriculum serve to cement a national identity? *Hong Kong Free Press*. <https://hongkongfp.com/2017/10/15/can-hong-kongs-revived-chinese-history-curriculum-serve-cement-national-identity/>

Radio Interviews

Interviewed live on DBC's 天下通 · 識天下 (Hong Kong) on sub-degree policy in post-secondary education in Hong Kong, 15 January (2014)

5. Professional Experience

Secondary Education

Teacher (Graduate Master) of Liberal Studies, Economic and Public Affairs and the English Language, St. Paul's School (Lam Tin), Lam Tin, Hong Kong SAR.

Teacher (GM) of Liberal Studies and the English Language, Sacred Heart Canossian College, Pokfulam, Hong Kong SAR.

6. Professional Activities and Community Services

Membership of Academic Communities

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| 2023-present | Member, The Canadian Sociological Association (CSA), Canada |
| 2022-present | Member, The Australian Teacher Education Association (ATEA), Australia |
| 2021-present | Member, Comparative Education Society of Hong Kong, Hong Kong SAR |
| 2020-present | Member, The Australian Sociological Association (TASA), Australia |
| 2017-present | Member, The American Educational Research Association (AERA), the USA |
| 2017-present | Member, The Australian Association for Research in Education (AARE), Australia |

Editorial Functions

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| 2022-present | Invited Peer Reviewer, <i>Frontiers in Education</i> |
| 2022-present | Invited Peer Reviewer, <i>Discourse: Studies in the Cultural Politics of Education</i> |
| 2022-present | Invited Peer Reviewer, <i>Asia Pacific Journal of Education</i> |
| 2022-present | Invited Peer Reviewer, <i>Pedagogies: An International Journal</i> |
| 2020-present | Invited Peer Reviewer, <i>Asia-Pacific Journal of Teacher Education</i> |
| 2020 | Peer Reviewer, Special Issue on COVID-19 in <i>Health Sociology Review</i> |
| 2014 | Peer Reviewer, The Asian Conference on Psychology & the Behavioral Sciences (ACP) 2014 and The Asian Conference on Ethics, Religion & Philosophy (ACERP) 2014, The International Academic Forum (IAFOR), Osaka, Japan |

Approved Professional Statuses

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| 2010-present | Registered Teacher (RT) approved by the Education Bureau (EDB), Hong Kong SAR Government, under Section 45 (1) of the Education Ordinance, Hong Kong SAR. |
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Nationality:

Australian; Hong Kong Permanent Resident