Symposium on Internationalization and Quality Management in Higher Education 2020

23 April 2020 | 9:30am -- 6:30pm
Leung Fong Oi Wan Art Gallery
2/F Patrick Lee Wan Keung Academic Building,
Lingnan University
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- Taiwan’s Internationalization Initiatives in Higher Education: A Stepping Stone to Regional Talent Circulation or Reproduction of Unbalanced Mobility Scheme?
- The Internationalization of Universities in China’s Second-Tier Cities: Evidence from Dongguan City

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- A Study on Employer Engagement in Quality Assurance and Accreditation in Higher Education from Asian Perspective: Policy, Standards, and Challenges
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- Relationship between Quality Assurance, Government and Universities
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23 April 2020 (Thursday)

Venue: Leung Fong Oi Wan Art Gallery
2/F Patrick Lee Wan Keung Academic Building, Lingnan University, Hong Kong SAR

09:00 – 09:20  Welcoming Remarks
Prof. Ka Ho Mok, Vice-President, Dean of School of Graduate Studies, Lingnan University
Prof. Chao-Yu Guo, Dean of College of Education, National Chengchi University

09:20 – 09:25  Lingnan University Video

09:25 – 09:40  Signing Ceremony of Double Doctoral Degree Programme
Lingnan University and National Chengchi University

09:40 – 09:45  Group Photos

09:45 – 10:05  Opening Remarks
Quality Assurance and Enhancement of Higher Education: The Lingnan University Experiences
Prof. Shalendra Sharma, Chairman of Academic Quality Assurance Committee (AQAC), Lingnan University

10:00 – 11:00  Panel 1: Examining Higher Education from the Global and Regional Perspectives (Chairperson: Jin Jiang, Lingnan University)
Calling for Regionalization and Inter-City Collaboration in the Greater Bay Area: Youth Perceptions and Responses in Hong Kong
Ka Ho Mok, Lingnan University

Is There Identity Crisis? Examining Regulations and Policies over International Branch Campuses in the United Kingdom and China
Qi Lin, National Chengchi University

Taiwan’s Internationalization Initiatives in Higher Education: A Stepping Stone to Regional Talent Circulation or Reproduction of Unbalanced Mobility Scheme?
Fang-Yu Lin, National Chengchi University

The Internationalization of Universities in China’s Second-Tier Cities: Evidence from Dongguan City
Zhuoyi Wen, Lingnan University; Lijuan Luo, Edinburgh Napier University

11:00 – 11:15  Q & A Session

11:15 – 11:30  Tea Break
### Panel 2: Analyzing Higher Education from the Global and Regional Perspectives (Chairperson: Weiyan Xiong, Lingnan University)

- **Internationalisation in Global University Rankings: A Critical Perspective**
  - **Miguel Antonio Lim**, University of Manchester

- **A Study on Employer Engagement in Quality Assurance and Accreditation in Higher Education from Asian Perspective: Policy, Standards, and Challenges**
  - **Angela Yung-Chi Hou; Chao-Yu Guo; Cheng-Ta Wu**, National Chengchi University

- **“The Dawn of an Era”? China, Africa, and the Global Higher Educational Field**
  - **Benjamin Mulvey**, The Education University of Hong Kong

- **The Implications of Technology and Higher Education Policies for EFL Learning: An Empirical Study of Mobile-Assisted Language Learning in Taiwan**
  - **Yi-Ning Tsai**, National Chengchi University

### Q & A Session

### Lunch (by invitation)

- Location: Leung Fong Oi Wan Art Gallery

### Panel 3: Quality Assurance and Enhancement Practices in Higher Education (Chairperson: Ka Ho Mok, Lingnan University)

- **Relationship between Quality Assurance, Government and Universities**
  - **Angela Yung-Chi Hou**, National Chengchi University

- **What Should We Inspect? The Comparison of Accreditation in Higher Education of Early Childhood Care and Education in Asia**
  - **Quan Gong**, National Chengchi University/Wenzhou University

- **Analysis of the Phenomenon of On-The-Job Continuous Education in China**
  - **Lijuan Cong**, Lingnan University

- **Development and Challenges of Teacher Education System in Taiwan: Regulation, Diversification, and Professionality**
  - **Szu-Ying Chen; Tzu-Chun Kuo**, National Chengchi University

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Panel 1: Examining Higher Education from the Global and Regional Perspectives

Chairperson: Jin Jiang, Lingnan University

Calling for Regionalization and Inter-City Collaboration in the Greater Bay Area:
Youth Perceptions and Responses in Hong Kong

Ka Ho Mok
Lingnan University

With a strong conviction to promote inter-city and cross border collaborations, the Chinese Government rolls out the Greater Bay Area Development Blueprint encouraging young people in Hong Kong to move beyond the border to capture development opportunities in the Greater Bay Area (GBA) with 9 cities in Guangdong and one special administrative region of Macau. This paper sets out against the wider regional development context to examine how young people in Hong Kong perceive and evaluate the development opportunities in the GBA. The paper will also discuss the major challenges and policy implications when calling for more regionalization through more inter-city collaborations.
Is There Identity Crisis? Examining Regulations and Policies over International Branch Campuses in the United Kingdom and China

Qi Lin
National Chengchi University

For the quest for capacity building and internationalizing domestic education system, Sino-foreign education partnership was encouraged by the Chinese government. After the accession to World Trade Organization, China was required to open up the further market and apply liberal regulations on higher education. In response, The Regulations of the People’s Republic of China on Chinese-Foreign Cooperation in Running Schools was launched by the Ministry of Education in 2003, which allowed that international branch campuses to be established in the form of a joint venture. The United Kingdom was aware of the potential of China’s educational market and rapidly took this opportunity to exert its influence in Asia. Currently, the United Kingdom is the largest provider of international branch campuses in China. Due to the different regulations and policies between the two countries, branch campuses own two identities, a foreign provider and private institution from home and host country’ perspectives. Therefore, the identity crisis was generated. The purpose of the study aims at exploring the issues addressed from the identity crisis of branch campuses in terms of national policies and regulations. The challenges and strategies that two cases apply to fill the gaps would be discussed next. The research methods include document analysis, in-depth interviews, and focus groups in this study.
Recent studies have indicated rapid changes of the international student market, especially in Asia. As an emerging market of international education, Asian countries launched internationalization initiatives and strategies ambitiously to attract international talents. There is no exception for Taiwan. Taiwan’s government has implemented different internationalization policies since the 1990s. In general, Taiwan’s internationalization of higher education has undergone several stages: (1) from 1994 to 2002 Building the international environment of universities, (2) from 2003 to 2011 Developing world-class universities and expanding recruitment of international student, (3) from 2012 to 2016 Cultivating domestic talent and exporting education to purse the East Asian higher education hub, and (4) after 2017 Promoting talent circulation and responding to regional education needs. The policy shift of the fourth stage was partly affected by the political forces of neighboring China. Taiwan’s government launch a southwards New Southbound Policy as the main regional strategy in 2016. Followed by, The New Southbound Talent Development Program (2017-2020) was proposed in 2017 with the aim of promoting bilateral talent mobility between Taiwan and New Southbound Policy target countries (NSPC). The purpose of the study is to explore how the New Southbound Policy influences the student mobility scheme in Taiwan. Statistical data from the government were used to come up with the student mobility model by country and level of education. The preliminary findings of the study showed four types of student mobility model distinguished by country and the level of education changes under the New Southbound Policy.
The Internationalization of Universities in China’s Second-Tier Cities: Evidence from Dongguan City

Zhuoyi Wen
Lingnan University

Lijuan Luo
Edinburgh Napier University

A growing number of second-tier cities proactively internationalize local universities to make their higher education system more globally competitive. However, we only have limited understandings about the strategies and difficulties of internationalization of universities in second-tier cities. To fill this knowledge gap, the study focuses on Dongguan, the ‘world’s factory’ in the Greater Bay Area. By interviewing 16 stakeholders from a local colleague in Dongguan, the study reveals internationalization of universities in second-tier cities is a development strategy of higher education institutions to attract government support. The findings of the study extend current understandings of internationalization of higher education in second-tier cities.
internationalisation in Global University Rankings: A Critical Perspective

Miguel Antonio Lim

University of Manchester

Rankings are often used to determine the international reputation of a university. Although they are subject to a variety of critiques, they have grown in influence and are widely used in university plans and management reforms. Drawing upon fieldwork from ranking summits and conferences, this presentation highlights the variations in the methodologies of the ‘best known’ global rankings. It examines the key performance areas that rankers measure including those related to internationalisation and reputation. The presentation critically examines the strategies taken by university rankers to build up their expertise and increase the relevance of their datasets and services to the higher education community.
There are three key elements of external quality assurance mechanism, including self-assessment, peer review and onsite visit. Traditionally, only academics would be invited to engage in the peer review process and serve as one site review panel due to their field expertise and administrative experiences in higher education. Recently, a call to engage varying groups of higher education stakeholders in the external quality assurance process is getting stronger and stronger, particularly students and employers. According to Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2.4 peer review experts, external quality assurance should include a variety of peer experts in order to “contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners”. Due to their experiences in labor market, employers’ involvement is recognized to support universities to improve students’ employability with field knowledge and the relevant skills acquired by the industry. Much literature highlights that employers, as one of higher education stakeholders, should be engaged in the curriculum design and delivery in order to enhance the quality of teaching, and to assure student learning outcomes. Therefore, involving employers should not be limited to be in the internal quality assurance process on campus, they are expected to participate actively in the external quality assurance strongly. Employers have been invited to act as reviewer, board member or consultants in many countries, such as UK, Australia, Taiwan, etc. Thus, the paper will explore the rationales, definition and practices on employer engagement first. Seven quality assurance agencies in Asia will be selected as case studies for policy analysis over employer engagement in terms of standards, impacts and challenges.
China is rapidly becoming a destination of choice for international students from Africa. In terms of total student enrolment numbers, it is now second only to France. This paper aims to provide a broad overview of the global context within which the strategies of globally mobile African students are embedded and to explore some possible implications of this context for the reception and education of African students in China. A number of “demand-side” and “supply-side” factors are put forward in order to explain the expansion of this flow of students and its implications for the structure of the global ‘field’ of higher education. The paper draws on the Bourdieusian concept of ‘position-taking’ as well as World-systems analysis, to argue that the flow of students from Africa to China represents one outcome of positional competition between China and Western nations. China has succeeded in becoming a destination of choice for students from an area of great geopolitical importance, Africa, and in doing so has effectively reproduced the ‘structural conditions of global inequality’ (Ivanceva and Syndicus, 2019, p. 4) of the world-systems model. Students from peripheral regions, due to limited cultural, social and economic capital normally would not have access to the international study destinations which are associated with the greatest level of symbolic capital, that is, those at the global core. However, lower entry standards (both academic and financial) mean that the semi-peripheral Chinese higher education system represents a viable option for students from the global periphery.
The contemporary technology and education policies in Taiwan aim to enhance the reform of higher education at innovating teaching context and learning surrounding systems as well as globalization in higher education policies is conducted by student-oriented English teaching innovation, which implies technology-mediated English teaching at universities. Not the ancient idea of using technology in education to enhance learning, but emphasizing using students’ personal devices, mobile-assisted language learning (MALL) featured mobile phones as users’ and learners’ access makes language learning without time and environmental limitation and assists learners in achieving learning goals. Educational technology communicates traditional lecture-style or paper-based instruction with innovative information-shared and easy-access learning context each other. That students’ optimum learning in English classroom and teachers’ autonomy and structure are presented within self-determination theory (SDT) merits the study: 1. In a MALL-based instruction context, whether teacher autonomy and structure fosters college student engagement? 2. In a MALL-based instruction context, whether teacher autonomy and structure motivate college students? 3. With the updating technology and English education policies in Taiwan, how an English teacher structures a MALL-based teaching process? Participants were 113 freshmen taking freshman English course at Soochow University in Taiwan. A MALL-based class was conducted through the fall semester in 2019 within three hours in one week and lasted 18 weeks. Taken the science-based reading materials, Reading Explorer 3 (National Geographic, 2015) as the language materials. According to the aims of the higher education policies, the MALL-based English instructed as: 1. Students use mobile phones as English learning tools 2. The teacher set up QR codes to link students to Google support in Google drive. 3. Students use Google support to read reading text together, high light important sentences, discuss, annotate questions personally and hand in assignment. 4. Both teacher and students help with answering question or providing supplementary on Google support. 5. Students draw and share concept maps to facilitate
reading comprehension 6. The teacher uses Google support to teach and revise the assignment. Google support is as a teacher-student context. Five-point answer format questionnaire for students’ engagement. Qualitative interviews with 15 students for knowing how to improve the structure of class design. Practical suggestion is provided for teachers to concern.
Woodhouse (2016) identified four issues that QA agencies should take into consideration, including quality assurance (QA) professionalism, internationalization, responses to the emergence of new types of higher education providers, and alignment quality standards with student outcomes, which are being challenging quality assurance agencies’ accountability and creditability. This indicates that QA agencies are expected to actively interact with varying higher education stakeholders and further diversify their roles and functions in order to respond accordingly. In recent years, governmental policy changes have exerted a great impact on the structural transformation, role diversity and commercialisation of national quality assurance agencies in some well-developed nations. Therefore, the presentation aims to re-examine the relationship between national QA agencies and governments and their new emerging roles by applying INQAAHE GGP and CHEA principles. In terms of the structural transformation and role diversification, the emerging roles of six selected cases and the governance models they apply will be discussed at the end of the presentation.
What Should We Inspect? The Comparison of Accreditation in Higher Education of Early Childhood Care and Education in Asia

Quan Gong
National Chengchi University/Wenzhou University

The improvement of the quantity and quality of early childhood care and education (ECCE) is attached attention by countries around the world. The key factor lies in the cultivation of teachers. Higher education of ECCE is the most formal way to get the competencies, skills, and certificates among various teacher education of ECCE. However, with the rapid expansion of higher education, the quality of ECCE can’t be guaranteed. As part of the quality assurance system of higher education of ECCE, accreditation system has been established in some Western countries, such as the US, UK, Australia, etc.. This issue also has been taken seriously in Asian areas. Quality assurance system of higher education of ECCE is still on its process, though quality standards and teacher standards of ECCE have been set up in Asia. What are the accreditation systems in higher education of ECCE in Asia? What are the similarities and differences between them, and why? What can we learn from other Western countries? The accreditation systems of West and Asian areas in higher education of ECCE are reviewed in the research. The frequency of occurring is analyzed to find out the common and specific elements of accreditation frameworks. The research proposed suggestions from the aspects of IQA and EQA for accreditation of Asia.
Analysis of the Phenomenon of On-The-Job Continuous Education in China

Lijuan Cong

*Lingnan University*

The competition in the job market is becoming more and more intense under the background of globalization. The thought of lifelong learning is gradually taking shape. An increasing number of people who already have jobs become the on-the-job continuing education members in order to not be replaced by the competitors, not be dismissed by the company, not be abandoned by the era, and for many other reasons. However, what rewards do people hope to achieve through the on-the-job continuing education? Is such kind of education investment worthwhile? How to treat this phenomenon correctly? These are all the questions that we need to consider and are worth investigating.
Development and Challenges of Teacher Education System in Taiwan: Regulation, Diversification, and Professionality

Szu-Ying Chen
National Chengchi University

Tzu-Chun Kuo
National Chengchi University

With the worldwide trend of educational reform in the 1990s, Taiwan’s higher education was, on the one hand, in the phase of a massive expansion in numbers and the transition from elite to mass higher education; on the other hand, it was at the transforming stage with the dimensions of liberalization and diversification. The teacher education system in Taiwan during this period was not exempted from carrying out reforms and forging ahead. Ever since the watershed moment of 1994, the teacher education system opens up more diverse ways in different respects, but it was also alongside some rising problems. In this research, we would first outline the history of the teacher education system reform in Taiwan. It would be focused on aligning Taiwan’s teacher education transforming background to the seven phases (from the founding period to the transforming period) of Taiwan’s higher education since 1945. Secondly, with the growing deregulation and diversification, the teacher education system enhanced institutional autonomy but also impinged upon the professionality of the teachers. In this case, we would analyze the impact on the quality assurance of the teacher education system in Taiwan. Thirdly, this paper offers the scheme of Taiwan’s teacher education system including pre-service teacher education courses, teacher qualification examinations, and practical education training in order to further cast the internal and external problems within the existing system. Last but not least, the possible solutions and suggestions will be addressed at the end of the article.
Does China Still Welcome International Students? National Policy Management Changes the International Students Recruitment of Chinese Universities

Ying Chen
National Chengchi University

The international student education is one of the important parts of higher education internationalization. In 2017, China has become Asia's largest and the world's third-largest destination for students looking to study abroad. However, there was a phenomenon that cannot be ignored, some universities tended to focus too much on the quantity of international students while overlooking quality. To improve overall education quality, the ministry of Education released a series of documents. Especially in 2019, the ministry called for more equal treatment and similar management standards for international and Chinese students. Research Questions The study aims to realize the relationship among national policy and institutional management and international students’ learning. Based on the information mentioned above, the research questions are as follows: 1. What is the goal of similar management launched by the government in 2019? 2. How does the similar management model impact the international recruitment of Chinese higher education institutions? 3. How would international students' outcomes be affected by the new policy? Research Method The study adopted qualitative document analysis as a major research method. There were three types of documents, which were documents of the Ministry of Education, documents of the Provincial Department of Education, and universities’ documents. Two on-site semi-structured interviews with the officers of international student affairs were held in a Chinese local university. In addition, the GLONACAL model (Marginson, S., & Rhoades, G., 2002) was to be used as logical support.
International Mentorship and Research Collaboration: 
Evidence from European-Trained Chinese PhD Returnees

Jin Jiang  
*Lingnan University*

Wenqin Shen  
*Peking University*

Drawing on a unique dataset that combines returnees’ survey data and their information on research publications extracted from the Scopus database, this study systematically examines whether and how international doctoral mentorship for Chinese students in European countries promotes research collaboration before and upon the return of these Chinese PhDs to China. The results show that a considerable proportion of European-trained Chinese PhD returnees had co-authorship with their supervisors during their PhD study, and most of them maintained this research partnership after returning to China. In addition to the co-authorship during doctoral study, some individual characteristics (e.g., gender and marital status) and organizational factors (e.g., country of doctoral study and current work unit) were also found to contribute to international research collaboration upon the return to China of these Chinese PhD holders. This study sheds new light on the mobility and research collaboration of international students and provides policy implications for promoting Sino–foreign student exchange and research collaboration.
ABSTRACT

Transitions from Higher Education to Work: Is Reputed University an Engine for success or a Brake on Ambition?

Meihua Zhu
Jimei University/National Chengchi University

Mei-Shiu Chiu
National Chengchi University

Chao-Yu Guo
National Chengchi University

The Big-Fish-Little-Pond Effect (BFLPE) insists that ‘equally able students will have lower self-concept if they are in a high-achieving group and have higher self-concept if they are in a low-achieving group’ (Chiu, 2012, p. 91). A recent meta-analysis of the BFLPE has shown that BFLPE is ‘an age-based process and an intercultural phenomenon, which is stronger among high school students, in Asia and when verbal self-concept is considered’ (Fang et al., 2018). Most studies on the BFLPE theory have been conducted among school students, and examine the academic self-concept of school subjects. Little is known about whether and to what extent the BFLPE affects adults in their workplace, and their perceived employment skills. This study, therefore, extends the BFLPE that mostly focuses on secondary education in previous research to higher education and workplaces. This study used data from the Taiwan Education Panel Survey and Beyond (TEPS-B; Kuan, 2017) compiled by the Survey Research Data Archive, Taiwan. The results of ANOVA analyses reveal that participants’ self-concept of employment skills (seven out of ten items) is positively related to their private graduating colleges, but negatively related to public ones. Graduates from public colleges had lower self-concept in their employment skills than those from private ones. Related outcomes (e.g. job income and satisfaction) and demographics are considered. The findings successfully extend the BFLPE to the field of higher education and labour market. Suggestions for educational practices and implications for policy will be briefly discussed.
Employability Skills Development in Higher Education:
A Mixed Methods Case Study in Cambodia

Sathya Chea
The Education University of Hong Kong

The development of employability skills, especially in the context of developing countries, is an important topic in the fields of higher education studies and international development. However, given that the focus of the existing studies is on either program development or teaching and learning, they insufficiently address that the development of employability skills is a chain that involves different levels of curriculum implementation. There is also limited research comparing the concerns of different stakeholders over the employability skills development in higher education. Furthermore, a great deal of the existing research lies behind an assumed universality of employability skills, whilst it seems reasonable to assume that the employability skills needed depend on context. To shed light on these research gaps, this paper, which is based on an ongoing doctoral research, examines employability skills development in the English education in Cambodia, a context and discipline which have been underexplored, drawing in-depth data from various perspectives and experiences of three main higher education stakeholders: the program management team, faculty members, and students and graduates. This study will adopt a two-level approach to examine employability skills development as a chain from the program development level to the teaching and learning or classroom level. From this investigation approach, two conceptual frameworks have been devised to guide the research. One framework has been adapted from an integrative approach to curriculum development in higher education. This curriculum model, which is roughly based on Tyler’s and Taba’s curriculum model, will examine the process in which objectives, contents, and learning experiences are selected, in conjunction with extra- and co-curricular activities, how the curriculum implementation will be conducted, and how the curriculum will be evaluated and revised. The second framework is a framework of higher education student engagement, which seeks to confirm the mediation effect of student engagement on the influence of outside-class factors and in-class factors on the learning outcomes in the form of employability skills. Engagement in this study consists of three dimensions, which are behavioral, affective, and emotional, which engagement inside and outside class and academic
and career oriented will also be examined. This study will employ the mixed methods case study design, conflating semi-structured interviews, classroom observation, document analysis, and questionnaire survey, as the data collection methods to collect both qualitative and quantitative data from three main stakeholders in higher education (program management team, program instructors, and students) as the research participants. Course Experience Questionnaire (CEQ) and its extended form will be used to measure the influencing factors, higher education student engagement instrument will be used to measure student engagement, and employability skills instrument will be used to measure the development of employability skills. This paper will contribute to the literature on employability skills development with the introduction of two conceptual frameworks to reflect a development chain of employability skills from the program design level to the teaching and learning or classroom class and will conclude with implications for higher education program design and teaching and learning methods that are conducive to employability skills development.
Panel 5: Topics and Issues in Comparative and International Education
Chairperson: Miguel Antonio Lim, University of Manchester

A Bibliometric Analysis of Comparative Research on the Evolution of International and Chinese Transnational Education Research since 2000

Can Yang
National Chengchi University

Transnational education (TNE) has become an important part of the internationalization of higher education in many countries. The study systematically collating and analyzing the research distribution, hot spots and the evolution of its frontier of transnational education research, documents related to “transnational education” in the Scopus Database and the China National Knowledge Infrastructure (CNKI) Database since 2000 are visually analyzed using CiteSpace 5.5. The characteristics of these documents, including quantity trend, quality, author group, affiliation type and journal type are summarized, and key-word co-appearance and reference co-citation knowledge maps are produced. The results show the following: (1) Hotspots such as higher education, internationalization and branch campus have been receiving attention both in China and internationally. International researchers focus on hot topics such as student satisfaction, mobility and the correlations of TNE and economic development. In comparison, Chinese researchers pay more attention to the policies and strategies of Sino-foreign cooperation and exchange in vocational education and private universities, as well as TNE policies by the Ministry of Education. (2) A theoretical framework for TNE research was established. International research is more market-oriented while Chinese research is more government-oriented. The research also makes an in-depth analysis of the influence of “One Belt and One Road” policy on the quality assurance of TNE in China.
ABSTRACT

Institutional Profiles and Cultural Features of University Systems in Hong Kong, Macau and Taiwan

William Yat Wai Lo
The Education University of Hong Kong

This presentation reports the preliminary findings of the qualitative part of a study that examines the complexity of the relationship between governance matters and the institutional and cultural settings in the higher education systems of three Chinese societies – Hong Kong, Macau and Taiwan. This qualitative research sought to explain the coordination mechanism in university governance through an analysis of data generated from 57 interviews. Evidence collected from the interviews was used to reveal the interactions and relationships amongst the various actors on governance matters and to construct a taxonomy of institutional balance of power in the higher education systems of the three Chinese societies. The presentation will conclude with the ideas, procedures and methods of the ongoing quantitative phase of the study, which refers to a small-scale survey that aims to capture cultural differences in handling governance matters in different institutional settings. This quantitative research takes account of cultural issues and their connection with institutional arrangements, thereby illustrating the complex relationships between institutional forms and cultural features of higher education governance in the three societies.
From MDGs to SDGs: Four Major Overseas Development Assistance Donor Countries’ Responses to Education 2030

Weiyan Xiong
Lingnan University

Tian Yu
Cardiff Sixth College

Education 2030 is a new education agenda adopted by UNESCO in 2015 to respond to the Sustainable Development Goal 4 in Education (SDG4-Education) implemented by the United Nations (UN) in 2015. Since SDG4-Education has been launched since 2015, challenges are faced by donor countries in planning, amending, and implementing their overseas development assistance (ODA) policies to adapt the new post-2015 goals. This paper aims to examine the changes in policies and practices of four major ODA donor countries—China, Japan, the United Kingdom (UK), and the United States (US)—in achieving the goals of Education 2030. In specific, this study addresses this research question: “In policies and practices, what have the major donor countries of ODA in education changed to respond to the Education 2030 era?”
ABSTRACT

Transformation and Agency of Graduate Students’ Cross-contextual English Academic Literacies from an Activity Theory Perspective

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To understand how English academic literacies transform cross-contextually as activity systems, this longitudinal case study zoomed in on the agency and shifting identities in the experience of two Mainland Chinese doctoral students who study in Taiwan and Hong Kong respectively. Data were collected via oral narratives, semi-structured interviews, shadowing observations, and informal conversations. When the participant’s experiences were analyzed as three activity systems (Engeström, 1987), it became clear that behind their transformations were contradictions and expansive learning across different academic communities: first as an MA student of the local community in Mainland China, then a new Ph.D. student of the Taiwanese or Hong Kong community characterized by a combination of Chinese and Western practices, and finally moving on to that of the imagined international community after graduation with a Ph.D. degree. Their experiences support previous findings that contradictions between activity systems afford expansive English academic literacies, and contradictions within the respective community led to unexpected outcomes. The participants’ cross-contextual agentive experiences also reveal that the development of academic literacies in these contexts is mostly overlooked by the literature, although it is closely linked to the wishes, expectations, and ideology of the contexts.
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