Innovations of Higher Education Amid the Pandemic: INSTITUTIONAL MANAGEMENT, TEACHING, AND RESEARCH PERSPECTIVES

Programme & Abstract Book
LINGNAN UNIVERSITY, HONG KONG / ZOOM

CHER
Conference for Higher Education Research
HONG KONG 2020
LINGNAN UNIVERSITY November 13–14, 2020
Innovations of Higher Education Amid the Pandemic: Institutional Management, Teaching, and Research Perspectives

Held at Lingnan University in Hong Kong, The Conference for Higher Education Research – Hong Kong (CHER – Hong Kong) is a multidisciplinary conference co-organised by Lingnan University (Hong Kong) and the Asia Pacific Higher Education Research Partnership (APHERP), and in collaboration with University of Bath and Durham University.

The COVID-19 pandemic has resulted in school or university closures all across the world, triggering unprecedented challenges for education systems. According to UNESCO, 1.5 billion learners are out of the classroom globally, from pre-primary to higher education. Of the 195 countries that had closed schools in April 2020, 128 have yet to announce plans for their reopening.

It is clear that the future of higher education needs rethinking in many ways amid the pandemic. The International Association of Universities (IAU) Global Survey on the Impact of COVID-19 on Higher Education finds, among other things, that (i) COVID-19 has had an impact on international student mobility at 89% of HEIs; (ii) at almost all HEIs, the shift from face-to-face to distance teaching did not come without challenges; and (iii) 80% of HEIs reported that research has been affected by the pandemic at their institutions.

The impact of the COVID-19 pandemic on the world’s higher education will be long lasting. We in higher education must accept the reality of a paradigm shift. The crisis situation created by the horrible pandemic has served to jolt us out of the trap of yesterday’s status quo and make necessary changes.

The CHER – Hong Kong 2020 aims to foster dialogue on the staggering impact of COVID-19 on the future of higher education and the innovations required to meet the global challenges, with special focus on the following topics:

- Institutional Management
- Teaching and Learning Innovations
- Emerging Higher Education Research Directions
- Impact on Finance and University Governance

Organising Committee
Andrea Abbas, University of Bath, UK
Joshua Ka Ho Mok, Lingnan University, Hong Kong SAR
Catherine Montgomery, University of Durham, UK
Ada Hiu Kan WONG, Lingnan University, Hong Kong SAR
Dialogue Session
Future Development of Higher Education in Hong Kong after the COVID-19 Crisis

09:00-11:00 | Friday, 13 November 2020 | Art Gallery / ZOOM

Chair:

Leonard K. Cheng
President
Lingnan University

Discussant:

Kenn Ross
Managing Director of Asia
Minerva

Speakers:

Anthony Cheung
Chairman, Committee on
Self-Financing Post-
Secondary Education

John Tsang Chun-wah
Founder of Esperanza;
Former Financial Secretary,
HK SAR Government

Wong Yuk-shan
President
The Open University of
Hong Kong

Joseph Luc Ngai
Managing Partner
McKinsey’s Greater China
Office
Roundtable Discussion
Reflections on the Impact of COVID-19 Pandemic on Teaching and Learning

15:30-17:00 | Friday, 13 November 2020 | Art Gallery / ZOOM

Chair:
Joshua Ka-ho Mok
Lingnan University, Hong Kong

Speakers:
Chris Brown
Durham University, United Kingdom
Ian Holliday
The University of Hong Kong, Hong Kong
Rille Raaper
Durham University, United Kingdom
Shalendra Sharma
Lingnan University, Hong Kong
Stephen Yong-Seung Park
Kyung Hee University, Korea
Interactive Discussion

Online Learning Experiences amid the COVID-19 Pandemic

In this interactive discussion session, student participants will be invited to take a short survey on their online learning experiences during the pandemic. The survey results will be revealed immediately, and all participants will be invited to discuss the results and reflect on their own online learning and teaching experiences.
09:00 – 09:15  Welcome Address
Joshua Ka-ho Mok, Lingnan University

Opening Remarks by the Officiating Guest
Carlson Ka-shing Tong, University Grants Committee, Hong Kong

09:15 – 09:30  Launch Ceremony of the Institute of Policy Studies

09:30 – 11:00  Dialogue Session:
Future Development of Higher Education in Hong Kong after the COVID-19 Crisis

11:00 – 11:15  Photograph Taking

11:15 – 12:00  Keynote Presentation
Challenges, Impacts and Crisis Management on Higher Education and Quality Assurance under and after COVID-19 Crisis: Can Taiwan Case Be Implicated?
Angela Yung-chi Hou, National Chengchi University, Taiwan

12:00 – 13:15  Lunch Break

13:15 – 14:00  Keynote Presentation
Reimagining Higher Education and Research during Post-COVID-19
Jandhyala B. G. Tilak, Council for Social Development, New Delhi, India

14:00 – 15:30  APHERP Symposium Session I
Impact of COVID-19 Pandemic on Development and Governance

15:30 – 17:00  Roundtable Discussion:
Reflections on the Impact of COVID-19 Pandemic on Teaching and Learning

17:00 – 17:45  Keynote Presentation
Radical Uncertainty and Anticipatory Practices in the Pandemic University
Susan Robertson, University of Cambridge, United Kingdom
**Saturday, 14 November 2020 | Art Gallery / ZOOM**

09:00 – 09:45  **Keynote Presentation**  
*The COVID-19 Pandemic and Internationalisation of Higher Education: International Students’ Knowledge, Experiences, and Wellbeing*  
Joshua Ka-ho Mok, Lingnan University, Hong Kong

09:45 – 11:00  **APHERP Symposium Session II**  
*Institutional Management*

**Parallel Session 1**  
*Teaching and Learning Innovations*

**Parallel Session 2a**  
*Teaching and Learning Innovations*

**Parallel Session 2b**  
*Institutional Management*

11:00 – 11:15  Break

11:15 – 12:45  **Parallel Session 3**  
*Transforming COVID-19 as an Opportunity to Innovate Community-Based Experiential Learning*

**Parallel Session 4**  
*Teaching and Learning Innovations*

**Parallel Session 5**  
*Institutional Management*

**Parallel Session 6**  
*Emerging Higher Education Research Directions*

12:45 – 13:45  Lunch Break

13:45 – 14:30  **Interactive Discussion on Online Learning Experiences Amid the COVID-19 Pandemic**

14:30 – 14:45  Break

14:45 – 16:00  **Parallel Session 7**  
*Teaching and Learning Innovations*

**Parallel Session 8**  
*Teaching and Learning Innovations*

**Parallel Session 9**  
*Institutional Management*
Saturday, 14 November 2020 | Art Gallery / ZOOM

16:00 – 17:30
APHERP Symposium Session III
Higher Education Graduate Employment for Uncertain Futures

APHERP Symposium Session IV
Higher Education, Job Opportunities and Transgenerational Inequality

Parallel Session 10
Main Challenges to Knowledge Production and Research Systems in East Asia

Parallel Session 11
Teaching and Learning Innovations

17:30 – 18:30
Keynote Presentation and Dialogues
The Importance of the Long View: The Impact of COVID-19 on Research into Academic Careers and Internationally Collaborative Research
Andrea Abbas, University of Bath, United Kingdom

18:30 – 18:35
Closing Session
Joshua Ka-ho Mok, Lingnan University, Hong Kong
Challenges, Impacts and Crisis Management on Higher Education and Quality Assurance under and after COVID-19 Crisis: Can Taiwan Case Be Implicated?

Since COVID-19 inevitably caused an educational crisis worldwide, most governments have temporarily closed educational institutions in order to contain the spread of the pandemic. The impacts on higher education include thousands of academic staff and students being suddenly forced to stay at home and learn online, the suspension of international mobility and travel, postponement of institutional entry examinations, and cut or cancelled government funding. These changes affect how universities are measured and student learning outcomes are assessed, in national and international contexts. In addition, a UNESCO survey report shows that most universities have administered examinations remotely via internal or institutional platforms or even postponed the whole academic year. At the same time, they have to apply alternative ways, with adapted methodologies, to assess student learning outcomes.

Higher education in Asia and its quality assurance mechanisms have been seriously threatened by virus pandemic in 2020. Most Asian institutions, guided by national authorities, have closed campuses, postponed examination, cancelled all large gatherings such as graduation and enrolment ceremonies, suspended cross-border research projects temporarily, enforced quarantine policy on all incoming international students, etc. Taiwan is one of the places whose campuses remained open normally after the outbreak of COVID-19, but all Taiwan’s universities took actions to ensure campus safety and quality of learning, in alignment with the Central Epidemic Command Centre (CECC) measures and Ministry of Education (MOE) policy. Therefore, the presentation will focus on how government policies and crisis management impact quality assurance activities and accreditation services in higher education globally as well as in Taiwan.

Angela Yung-chi Hou

Angela Yung-chi Hou, is a Professor of Higher Education at National Chengchi University, Taiwan. Currently, she serves as Associate Dean of College of Education, National Chengchi University, as well as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan. She was elected as Vice President of International Network of Quality Assurance in Higher Education (INQAAHE). She has been involved in quality assurance practices and international research for more than 15 years, including serving as Vice President of Asia Pacific Quality Network (APQN) and Board member of International Network of Quality Assurance in Higher Education (INQAAHE) and international reviewer of institutional and programme accreditation in several countries, including UK, Hong Kong, Macao, Philippines, Mongolia, etc.

She specialises in higher education policy, quality management, internationalisation, faculty development, and quality assurance of cross border higher education. She has been conducting several international higher education research projects funded by the Taiwan and US governments. She is also in the service of Chief-in-Editor of Higher Education Evaluation & Development Journal (HEED) by HEEACT and Journal of Higher Education by Taiwan Higher Education Society, and Associate Editor of Journal of Asian Pacific Educational Review (SSCI). Up to present, she has published more than 130 Chinese and English papers, articles, book chapters and reports in the areas of higher education evaluation, quality assurance, cross border higher education in local and international referred journals. In particular, 22 of them are highly impact SSCI journal articles. Since 2013, she has been recognised by the Springer as one of the top 24 Asian researchers in higher education field.

She is the author of CHEA Principles "Principle 1 Quality and higher education providers". In addition, she was the first Asian scholar interviewed by The Newsletter of the CHEA International Quality Group (CIQG). She edited Springer higher education series “Higher Education in East Asia: Quality, Excellence and Governance” with other three top Asian Scholars. Up to present, there are nine monographs published in the series. Over years, she has been invited to several international organisations, including OECD, AQAN, ANQAHE, SEEI, IREG, HKCAAVQ, HEEC, AACCUP, PACUCOA, NAAEC, British Council, INQAAHE, APEC, ENQA, APQN, ANQAHE, BAN-PT, EU SHARE to deliver keynote speeches, make presentations and run workshops on QA issues.
Universities around the world are facing unprecedented challenges as a result of the coronavirus outbreak. There has been a global devastation of the entire education sector. The health crisis and the accompanying education crisis are still continuing, and the end of the crisis is not certain. It is a challenging time for academic community to work under such an uncertainty. The immediate response everywhere to the outbreak of the virus was closure of the university campuses, disrupting almost all the academic activities everywhere. It seems there are no major exceptions. After the immediate reaction, as a short-term response, universities began offering some of the core programmes in education and research adopting digital technology on a large scale essentially, but not confining to, offering online teaching programmes. This is followed by a phase of partial, slow and cautious reopening of universities with several measures of safety. While some feel that the online methods have improved overall access, many argue that they exacerbate the existing inequalities in access to higher education and research among several groups of population. Research and publication programmes are also affected, and new short-term methods are being adopted. These emergency remote teaching/research practices have to be scaled up into full-fledged well-planned online programmes. Among the research areas, given the urgency, much priority has been given to COVID-related research, and research programmes in other areas tend to suffer in terms of national priorities. As the global health emergency is still continuing, it is widely noted that we need to develop, after initial immediate responses, short-term, medium and long-term plans for developing robust higher education and research systems that contribute to knowledge development, reducing inequalities, and can face future uncertain emergencies. Many also consider the present situation as an important opportunity to bring in revolutionary reforms in higher education and research that are widely recognised as long overdue for transforming the higher education systems in a big way. The paper reviews some of the important developments that have taken place, and different perspectives that are emerging on the needed responses in this direction.

Jandhyala B.G. Tilak

Jandhyala B.G. Tilak, former Professor and Vice-Chancellor, National University of Educational Planning & Administration, is currently the ICSSR National Fellow & Distinguished Professor at the Council for Social Development, New Delhi, India. Doctorate from the Delhi School of Economics, Professor Tilak taught, besides in the National University of Educational Planning and Administration, in the University of Delhi, the Indian Institute of Education, and as a Visiting Professor, at Centre for International Cooperation in Education, Hiroshima University, Virginia University, and Sri Sathya Sai Institute of Higher Learning. Professor Tilak was also on the research staff of the World Bank, and has been a consultant to many national and international bodies. Author of several books including Economics of Inequality in Higher Education (Sage, 1987), Education for Development in Asia (Sage, 1994), Higher Education, Public Good and Markets (Routledge, 2018), and Education and Development in India: Critical Issues in Public Policy (Springer/Palgrave Macmillan, 2018), Professor Tilak served as the Editor of Journal of Educational Planning and Administration. He also served as the President of the Comparative Education Society of India, and is on the Board of Comparative Education Society of Asia. Recipient of several honours and awards including Swami Pranavananda Saraswati National Award of the UGC (1999), Dr. Malcolm Adiseshiah Award (2003), Inspirational Teacher of the Year Global Education Award (2012), and Devang Mehta Award (2015) for outstanding conurbations to education (2015). Among many other honours, he had the privilege of delivering a keynote address in a meeting of the Noble laureates in Barcelona in 2005.
University structures, processes and practices are often characterised as glacial in their pace of change. Yet COVID-19 has radically changed all this. In many parts of the world badly affected by the effects of the global pandemic, the socio-temporal dynamics of life within the academy have been profoundly ruptured. Universities are now faced with the prospect of ongoing radical uncertainty, whilst the range of anticipatory practices that have been used to govern uncertainty and risk within the academy have been found wanting. The pandemic was on no-one’s risk register! In this keynote address, I explore the ways in which three temporal horizons; (i) the moment by moment anticipations, (ii) actor’s trajectories through the academy over time, and the (iii) plans and temporal landscapes of universities have all fractured. Whilst there are clearly major challenges facing academics, administrators and students as they navigate these temporal horizons, there are also new possibilities which have emerged which will likely change the higher education sector into the future.

Susan Robertson

Susan Robertson is a Professor of Sociology of Education, the Faculty of Education, at the University of Cambridge. Prior to this, Professor Robertson was the Professor at the University of Bristol. Her area of expertise is on transformations of the state, education policy, region building and global processes. Professor Robertson is the Founding Editor of the journal, Globalisation, Societies and Education, and currently Convenor of the research cluster, Culture, Politics and Global Justice at Cambridge. Professor Robertson’s recent publications include work on platform capitalism and higher education, market-making and trade agreements and their relationship to education governance.
Internationalisation of education is facing unprecedented challenges when the world is presently confronted with the COVID-19 pandemic. Well before the current global health crisis, growing concerns have been raised about the value and benefits that international education brings to different social groups. Critics against internationalisation of education claim the phenomenon favours only the elites in society and disadvantages groups with low socioeconomic status. In view of the COVID-19 pandemic, this argument is even more critical.

Leading scholars in the field of international higher education believe a broad-based crisis for higher education globally is emerging, and one major consequence is intensive inequality and incertitude in the post-pandemic period. To prepare well for the unpredictable future that lies ahead, there is the need to understand the gaps in current support systems for students involved and the implications for internationalising higher education. This paper sets out against the unprecedented global health crisis to critically examine how international students assess their well-being under the impact of COVID-19 pandemic. The paper will reflect upon the implications for university management and governance when dealing with international students.

Joshua Ka-ho Mok

Joshua Ka-ho Mok is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University. Before joining Lingnan, Professor Mok was the Vice President (Research and Development) and Chair Professor of Comparative Policy of The Hong Kong Institute of Education, and the Associate Dean and Professor of Social Policy, Faculty of Social Sciences of The University of Hong Kong. Prior to this, Professor Mok was appointed as the Founding Chair Professor in East Asian Studies and established the Centre for East Asian Studies at the University of Bristol, United Kingdom.

Professor Mok is no narrow disciplinary specialist but has worked creatively across the academic worlds of sociology, political science, and public and social policy while building up his wide knowledge of China and the region. Professor Mok completed his undergraduate studies in Public and Social Administration at the City University of Hong Kong in 1989, and received an MPhil and PhD in Sociology from The Chinese University of Hong Kong in 1991 and The London School of Economics and Political Science in 1994 respectively.

In addition, Professor Mok has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In particular, he has contributed to the field of social change and education policy in a variety of ways, not the least of which has been his leadership and entrepreneurial approach to the organisation of the field. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the Journal of Asian Public Policy (London: Routledge) and Asian Education and Development Studies (Emerald) as well as a Book Series Editor for Routledge and Springer.
The Importance of the Long View: The Impact of COVID on Research into Academic Careers and Internationally Collaborative Research

In this paper I argue for the importance of developing and theorising the historically long processes that generated inequalities, and which preceded COVID and will permeate how higher education research might influence its future, with and after COVID. The perspective presented incorporates a discussion of the value of a materialist concept of aufhebung and insights gained from Smith and Yang’s (2014) collection of papers presenting understandings of how indigenous studies of education can be viewed given a longer historical view. I develop the argument that critical approaches to higher education, that foreground key questions about historical injustices, are necessary if we are to emerge from these times with these priorities in-tact and with theories and methods in the process of being appropriately transformed into theories and actions significant to a future more beneficial to the planet and its inhabitants. The importance of the value of such critical approaches are illustrated through examples from two studies using critical realist lenses, whose extension through COVID-times raises new questions to be pursued: a longitudinal biographical study of early career academics careers extending over 11 years; and, a project focusing on how to generate more socially just knowledge in a research collaboration between the UK and China to develop a context appropriate inclusive educational practises in South West China.

Andrea Abbas

Andrea Abbas is a Professor of the Sociology of Higher Education in the Department of Education at the University of Bath, where she is also Head of Department. Professor Abbas is the Co-Director of the Centre for Research in Education in China and East Asia. She is Link Convenor of the Gender and Education Network of the European Educational Research Association. She is on the Editorial Board of CRISTaL (Critical Studies in Teaching and Learning). Previously she has worked at the University of Lincoln and the University of Teesside after completing her PhD at Keele University (all UK). Her work has been published widely and has attracted funding from research councils, charities and policy making bodies.

Professor Abbas is a sociologist of higher education. Her work is concerned with how critical theories, that give insights into how inequalities and injustices are (re)produced, can also be harnessed to lead change in diverse and complex contexts. Her current empirical work focuses on: 1) the role of pedagogy, curriculum and knowledge in the transformation of individual students and universities and how this affects what they can contribute to wider society (drawing upon critical theories of knowledge and the work of Basil Bernstein); 2) a longitudinal study of fourteen early career academics, who have been interviewed three times over a period of ten years and will be re-interviewed in order to study the impacts of COVID (engaging with Margaret Archers critical realism and drawing upon theories of embodiment, emotion and time and space); a project focussing on how socially just and intellectually and credible knowledge around inclusive education for China can be co-created by countries and researchers that embody historical inequalities (drawing upon critical theories of knowledge and critical realism). All this work engages with intersecting inequalities such as, gender, (dis)ability, class, ethnicity and nationality. It is based upon understanding the difficulty of re-shaping deeply embedded historical processes in contemporary contexts.
Friday & Saturday
13-14 November 2020
APHERP Symposium Sessions
Impact of COVID-19 Pandemic on Development and Governance Session Chair: Padmore Adusei Amoah

CHER063 | 14:00 – 14:15
*Promoting Effectiveness of “Working From Home”: Findings from Hong Kong Working Population under COVID-19*
Ada Hiu Kan Wong, Lingnan University, Hong Kong*
Joyce Oiwun Cheung, The University of Sydney, Australia
Ziguang Chen, University of Derby, United Kingdom

Working-from-home (WFH) practice has been adopted by many companies of a variety of industries in a diverse manner; however, it is not until the recent outbreak of the COVID-19 pandemic WFH gains worldwide popularity. With so many different views out there and based on work-family balance theory, this study aims to find out the factors which affect peoples’ WFH effectiveness and whether they want the extended WFH practice when the pandemic crisis is over. This paper adopts an online survey approach, by posting questionnaire on the university website and different social media channels to collect views from full-time Hong Kong workers who have WFH experience during the coronavirus outbreak. A total of 1,976 effective responses were collected for data analysis.

Our findings show that WFH effectiveness is improved by personal and family well-being but reduced by environmental and resource constraint. When workers are experiencing higher WFH effectiveness, they have a higher preference for WFH even after the pandemic; the female workers preferred to WFH for twice per week, while the male workers more often preferred WFH once per week. Finally, workers from the management level and the self-employed demonstrated a lower preference for WFH, compared to the frontline and middle-grade workers. This paper fulfils to provide a timely reflection on workers’ post-pandemic WFH preference, the factors affecting their WFH effectiveness, and the demographic differences inducing to the differentiated preferences.

CHER063 | 14:15 – 14:30
*Hong Kong University Students’ Online Learning Experiences under the COVID-19 Pandemic*
Weiyan Xiong, Lingnan University, Hong Kong*
Joshua Ka-ho Mok, Lingnan University, Hong Kong
Jin Jiang, Hong Kong Baptist University, Hong Kong

Since the outbreak of the COVID-19 pandemic, online courses, especially the live-streaming classes have been adopted by universities and colleges as the primary teaching and learning method, no matter whether students and instructors are ready or not. Even though the online elements have been integrated into higher education teaching for some time, the major formats are asynchronous and static, such as the use of class arrangement platforms to share teaching materials, discussions, and class recordings. The COVID-19 pandemic has forced the live streaming courses to be on the frontline of higher education teaching. Recent studies have shown this sudden transformation has brought many confusions to students and instructors, and the learning effectiveness online cannot meet their expectation. Moreover, the suspects towards online learning have brought a discussion to the argument that online learning and teaching will soon replace the traditional face-to-face classes and become the remedy for issues face by current higher education. From the university students’ perspective on teaching and learning, what is the role of information and communication technology (ICT) under the COVID-19 pandemic? More specifically, how college student evaluate their online learning experiences under the COVID-19 pandemic, are they satisfied with their online learning? To answer these questions, the research team of the School of Graduate Studies of Lingnan University conducted a survey examining the online learning experience of university students in Hong Kong against the COVID-19 pandemic context.

CHER063 | 14:30 – 14:45
*The COVID-19 Pandemic and Internationalisation of Higher Education: Towards the Wellbeing of Students and Sustainability of Institutions*
Padmore Adusei Amoah, Lingnan University, Hong Kong*
Joshua Ka-ho Mok, Lingnan University, Hong Kong

Internationalisation of education is facing unprecedented challenges when the world is presently confronted with the COVID-19 pandemic. Well before the current global health crisis, growing concerns had been raised about the value and benefits that international education brings to different social groups. Critics against the internationalisation of education claim the phenomenon favours only the elites in society and disadvantaged groups...
with low socioeconomic status. Because of the COVID-19 pandemic, this argument is even more critical. In this presentation, we aim to offer empirical insights into how the pandemic has affected the learning experiences and wellbeing of international students and how they perceive the support systems available to them. We draw the implications of our findings for how universities can adapt to the pandemic and risks alike to promote students’ wellbeing while establishing mechanisms to ensure the sustainability of the institutions.

**CHER063 | 14:45 – 15:00**

**Public Support for Health Coverage for Immigrants in the COVID-19 Pandemic: The Role of Infection Externalities and Impressions of Immigrants’ Home Place**

Guenghua Huang, Lingnan University, Hong Kong
Zhen Tian, Lingnan University, Hong Kong*

International population mobility is a significant challenge for the management of the COVID-19 pandemic, an ongoing public health crisis spreading around the world. The suspension of flights and other traffic has been adopted as an important measure to avoid more cases of imported infection by many countries during the pandemic, but these measures mean that most migrant populations, including immigrants, migrant and seasonal workers, international students, and others, have to stay in their host places. Therefore, equitable access to health and social services in their immigrant-receiving areas is crucial. However, immigrant-receiving areas may encounter a dilemma when considering whether to extend health coverage of COVID-19 testing and treatment to immigrants. On the one hand, increased coverage would allow migrants to benefit from limited and valuable medical resources that were designed for local people. On the other hand, if these changes are not implemented, there would be a heightened risk of outbreak in immigrant populations. This risk presents an additional threat to local public health due to the externalities of the pandemic. In this context, it is vital to understand public attitudes towards this issue since they explain and validate the policy responses. The purpose of this paper is to investigate public support for extending health services for immigrants based on a survey conducted in China in March 2020, which targeted adults aged 18 and older who were local residents of nine cities in Guangdong province. The results show that individuals with higher health security ratings, lower demand for health services, and greater concern about the risk of infectious diseases are more supportive of it. In addition, individuals who rate immigrants’ home place as more immigrant-friendly are more supportive of extending health services to immigrants. This paper attempts to contribute to the body of literature related to welfare attitudes and immigration. It also outlines a series of crucial implications for the global task of managing the COVID-19.

**CHER063 | 15:00 – 15:15**

**Impact of COVID-19 Pandemic on International Higher Education and Student Mobility: Student Perspectives from Mainland China and Hong Kong**

Weiyan Xiong, Lingnan University, Hong Kong
Joshua Ka-ho Mok, Lingnan University, Hong Kong
Guoguo Ke, Lingnan University, Hong Kong*
Joyce Oiwun Cheung, The University of Sydney, Australia

The world is facing an unprecedented health crisis with the spread of the COVID-19 across different corners of the globe. The pandemic again raises the issues of the future of international higher education. Would the COVID-19 adversely impact international education and student mobility? This quantitative study examined the Mainland China and Hong Kong students’ studying abroad expectations after the pandemic. Among the 2,739 respondents, 84 percent showed no interest in studying abroad after the pandemic. For those respondents who will still pursue further degrees abroad, Asian regions and countries, especially Hong Kong, Japan, and Taiwan, are listed in the top five, in addition to the US and the UK. While the pandemic has significantly decreased international student mobility, it is also shifting the mobility flow of international students, and East Asian countries and regions are facing more opportunities in the increasingly competitive higher education sector for international students. This article also indicates the current global health crisis would intensify social and economic inequalities across different higher education systems when some countries fail to maintain the scale of international learning because of different economic recovery paces in the COVID-19 era.

15:15 – 15:30

Q&A Session
Different from the United States, United Kingdom and many European counties, Japan’s government imposes strong regulations on higher education institutions (HEIs). However, the operation of Japan’s HEIs is also largely affected by the market force as the proportion of Japanese private universities and colleges accounts for nearly 80 percent of the totals and all national universities and a vast majority of local public universities have become corporations since 2004. This has made Japan’s experiences of the pandemic in higher education and Japan’s responses to the impacts from the pandemic on higher education be different from those either in the market models countries of US and UK, or in the centrally controlled patterns countries of China. The presentation mainly addresses the questions such as how Japanese HEIs have been affected by the pandemic? How both the Japanese government and individual HEIs have responded to the impacts from the pandemic? And what implications could be derived from Japan’s experiences and lessons for policy making and institutional responses to the pandemic?

The global pandemic has impacted higher education across virtually all of its activities and structures, including its historic and basic financial modalities. In this brief review I assess some of the dimensions of these financial elements and their likely impact on the overall restructuring of higher education, most particularly international higher education, in the near future. These dynamics are gaining shape within a parallel process wherein the continued progress of technology and engagements framed by the Fourth Industrial Revolution are accelerating the variety of “movements” away from traditional face-to-face higher education. Even within this brief window since the onset of the pandemic some of the extreme financial pressures have asserted themselves on HEIs. The paper reviews data available at the time of its preparation and suggests a number of probable courses that higher education may take in the next several years as a Post-COVID Era is initiated.

In the past two decades, Taiwan has gone through a series of drastic higher education transformations in response to the multi-faceted demands from globalisation and domestic social change. Among the driving forces, new public management and neoliberal ideology have reshaped the nature and culture of higher education in Taiwan. The current study focuses on the broader internal stakeholders’ relationships to higher education policy as they systematically engage with governance through decision-making. We empirically explore who the main actors are that make decisions at the ministerial level. The study identifies six key groups with different characteristics and traits. Acting as coalitions, these groups frequently influence policy formulation. Moreover, their influential paths—identified as elite approach, professional engagement, and political networking—jointly steer higher education decision-making. These triangular paths serve as a valuable conceptual framework to understand the complicated influential paths from internal stakeholders who have affected Taiwan’s higher education policy.

The COVID-19 pandemic has led higher education to reconsider what is the “new normal” and involved a movement for many to incorporate variations of remote and online learning and hybrid learning in a compressed timeline. Limited face to face teaching has become the norm with the bulk of current university learning continuing via digital means for now.

This shift has challenged universities and educators to think about how best to facilitate digitally-mediated learning and a shift from considerations of quantity to quality as lessons learned along the way and reflections on best
practices are implemented. Well-planned online learning experiences are meaningfully different from courses offered online. The sharing of pedagogical approaches for quality online learning via communities of practice within the University learning ecology has the potential to ameliorate many difficulties via shared networks and lived experiences.

This paper explores the challenges of COVID-19 for education broadly and then shares some approaches to the use of communities of practice as a model for sharing the collective wisdom in dealing with the pedagogical challenges brought about by the COVID-19. As well as potential for institutional change.

10:45 – 11:00
Q&A Session
Among OECD countries, Japan maintains a relatively stable employment environment with a high employment rate and a low level of labour market insecurity. However, as observed across the globe, the COVID-19 pandemic has brought a significantly negative impact on the Japanese economy: private consumption declined, GDP shrunk, and job openings saw a drop. While this severe shock has largely affected graduate employment nationwide, its magnitude is not homogeneous but rather heterogeneous. For example, whereas the number of “non-regular” labour force has decreased during the pandemic, that of “regular” workers has actually increased. Likewise, the quantitative change in job opportunities markedly differs depending on industries and fields of study as well as geographical areas. The key question here, in terms of graduate employment, is who are more/less likely to secure decent work in a time of uncertainty and why. Answering this question would contribute not only to scholarship but also to social policy, mitigating a risk of young people falling into unpreferable labour market outcomes. To this end, I revisit the global financial crisis in around 2008, which has been framed as the unprecedented shock for our society and economy. Although the nature of financial crisis is different from that of the ongoing pandemic, it is worthwhile to learn from the past so that one may foresee potential problems and policy options. Using the nationally representative data in Japan, this paper thus investigates the social and educational factors that affect the probability of higher education graduates obtaining stable occupations when the socio-economic system is significantly damaged. In my presentation, I will first introduce the trend and status quo of graduate employment in Japan, followed by detailed analyses focused on the cohort which went through considerable uncertainty due to the economic downturn a decade ago.

**A Critical Review of Skills that Higher Education should Prepare Students for the Era of Fourth Industrial Revolution**

Weiyian Xiong, Lingnan University, Hong Kong*
Huiyuan Ye, Southern New Hampshire University, United States

The Fourth Industrial Revolution (4IR) featuring exponential technologies like artificial intelligence (AI) and automation has brought tremendous challenges to higher education. One way to frame this challenge is through the lens of workforce preparation for graduating students and recruiting organisations. With the jobs being taken over by AI, some scholars suggested 4IR will lead to a “generation of irrelevance” because of the increasing power of AI-driven technologies, and more significantly, because the skills and knowledge emphasised by current higher education cannot meet the needs of the labour market in the era of 4IR. Through a critical review of the existing literature, this article examines the impacts of 4IR on higher education from the angle of needed employable skills in the changing job market. Ultimately, this article aims to answer the question, what skills should higher education emphasise to prepare their students for the era of 4IR?

**Evaluating Intention to Migrate to the Greater Bay Cities in Mainland China: A Multi-Group Analysis among Hong Kong Adults**

Joshua Ka-ho Mok, Lingnan University, Hong Kong
Alex Zhu, Lingnan University, Hong Kong*
Genghua Huang, Lingnan University, Hong Kong

South-North, North-North migration patterns have received significant interest in the literature, and recently, studies have begun to investigate South-South migration. However, as yet, very few studies have addressed North-South migration and investigated the psychological facilitators and barriers that drive this growing migration pattern. With a sample from a representative group of Hong Kong adults, we evaluated the role of psychological distance, situational concerns, and positive attitude in shaping the intention to migrate from Hong Kong, a Global North economy, to the Greater Bay Area cities in mainland China, considered a Global South economy. We found psychological distance reduced migration intention both directly and indirectly, mediated by situational concerns and a weakening of positive attitude. The impact of psychological distance in affecting attitude and concerns was found to be stronger among economically disadvantaged adults relative to their richer counterparts. The findings suggest that an understanding of social psychology has implications for policy makers through highlighting the
different approaches and entry points that could be adopted to encourage migration by people of varying economic status.

CHER062 | 17:00 – 17:20

Unpacking Rising Degree Requirements in the British Labour Market
Golo Henseke, University College London, United Kingdom*
Alan Felstead, Cardiff University, United Kingdom
Duncan Gallie, University of Oxford, United Kingdom
Francis Green, University College London, United Kingdom

The proportion of jobs requiring degree-level qualifications in Britain almost doubled between 1997 and 2017. While some scholars argue that the increasing demand for university degrees represents job upskilling, others suggest that degree requirements ratchet up through signalling or credentialism without economic or technological justification. Using worker-reported job task data from the British Skills and Employment Survey 1997-2017, this paper presents new evidence on the importance of job upskilling for the rising degree requirements and also for post-graduate degree requirements in the British labour market. We find that the share of jobs requiring post-graduate degrees rose from 3 percent in 2001 to 8 percent by 2017. Changes in job tasks can fully explain the rise in degree requirements and most of the rise in post-graduate degree requirements until 2006. However, from 2006 to 2017 the expansion of jobs requiring degree-level qualifications, and also of jobs requiring post-graduate qualifications, became decoupled from the task content of jobs. One explanation for these trends is that employers partly recruit graduates to reduce learning time for otherwise unchanged jobs.

17:20 – 17:30
Q&A Session
**APHERP Symposium Session IV**
**Higher Education, Job Opportunities and Transgenerational Inequality**

**Session Chair: Dian Liu**

**CHER052 | 16:00 – 16:20**

*Massification and Transnationalisation of Higher Education: Challenges for Graduate Employment and Transgenerational Inequality in China*

Joshua Ka-ho Mok, Lingnan University, Hong Kong  
Guo-guo Ke, Lingnan University, Hong Kong  
Tian Zhen, Lingnan University, Hong Kong

With a strong conviction to transform the country and prepare its people to cope with the growing challenges of the globalising market, the Chinese government has actively increased more opportunities of higher education. The higher education system in China has experienced the processes of massification and transnationalisation, especially when the Chinese government has tried to diversify its higher education provision through the non-state sector providers including overseas partners setting up branch campuses. This paper sets out against the changing university context to examine how the massification and transnationalisation of higher education has caused the emerging problems and challenges for graduate employment and transgenerational inequality in China.

**CHER052 | 16:20 – 16:40**

*Expanding Higher Education during Economic Downturns: Why China’s Lessons are Hard to Learn From?*

Wing-kit Chan, Sun Yat-sen University, China  
Jiarun Li, Sun Yat-sen University, China

Despite in the name of widening access to university, expanding higher education is also appealing to governments facing economic downturns. When more places are available in universities, fewer high school graduates look for jobs in the labour market and more parents increasing spending to invest on their children’s qualifications. China initiated its first wave of higher education expansion in 1999, during a time of massive unemployment and low domestic consumption. Two decades later, the second wave of expansion announced in 2019 in advance of an economic slowdown due to the US-Sino trade war. Thanks to the second wave of expansion, China managed a massive unemployment due to the economic shutdown by the COVID-19 in 2020.

Beijing is proud of its governance model and actively promoting it worldwide. However, internationally, aggressively using higher education expansion as an economic tool is not that often. Similar advices put forward to leaders of European and North American countries, some have been adopted but none was as massive as that in China.

Based on the existing literature on higher education expansion, this paper aims to explore the mechanism between higher education expansion and economic recovery with reference to the uniqueness of China’s policy context. Policy documents and government statistics are intensively examined. Preliminary findings suggest that the externalities of this policy and the accountability of the education authority are the key to the issue. In addition, China’s manoeuvre of expansion policy is worrying: the enormous pressure of graduate unemployment China has been facing in the past two decades is arguably also a result of the first wave of rapid expansion. This paper argues that, similar to the adoptability of the China model in other policy areas, the feasibility of the way China employs expansion policy as a strategy to tackle economic downturns is subject to a range of factors associated with a specific institutional arrangement. The room for policy learning in this aspect is rather limited in political and social terms.

**CHER052 | 16:40 – 17:00**

*Multiple Factors Affecting Graduate Employability: What Implications for Graduates?*

Yuzhuo Cai, Tampere University, Finland  
Yulia Shumilova, Tampere University, Finland

The literature has reported a variety of factors affecting graduate employability, ranging from individual factors (such as the skills and competences obtained by graduates, and their socio-economic background), provision of higher education (such as stratification of higher education, study content and career services), employers’ perceptions, labour market situations and linking agencies facilitating graduates’ transition from higher education to the world of work. While these studies have greatly contributed to a comprehensive understanding of graduate employability, there have been fewer discussions on what students/graduates can learn from this knowledge for optimising their strategies of employability development. The current studies on graduate employability from the students’/graduates’ perspective primarily centre on skill development, including skills meeting the demands from
the labour market and skills in job hunting, which can largely be explained by human capital theory. In the meanwhile, the literature about influences of contextual factors and stakeholders’ roles on graduate employability imply that the employability is also concerned with graduates’ beliefs about labour market situation, their career perspectives and their agency role in changing the perceptions/beliefs of stakeholders as well as the institutional environment in the labour market. However, such kinds of implications have not been fully analysed from the perspective of developing students’/graduates’ strategies for employability enhancement. Our paper tries to fill the gap by constructing a conceptual framework for understanding strategies of students/graduates for developing their employability based on synthesising relevant literature of graduate employability.

**CHER052 | 17:00 – 17:20**

*Graduate Employability and Labour Market Relevance of Norwegian Higher Education: Perspectives from Students*

Dian Liu, University of Stavanger, Norway

Norwegian higher education highlights itself with high participation rates, low graduate unemployment, and relatively low mobility of student groups. Despite of much scholarly work on graduate employment in its western counterparts, we see very little discussion on the topic in the Norwegian society, failing to offer a sophisticated graduate employability model in the Norwegian egalitarian society. Drawn upon the national graduate survey, this study illustrates the labour market preference of the students, their perceptions regarding employability emphasised in their job search, as well as the higher education-labour market relevance which may impact their job search results. The study aims to contribute to employability analysis with the empirical Norwegian evidence. It also offers policy implications and references in terms of a closer alignment between higher education the labour market.

17:20 – 17:30

**Q&A Session**
Saturday
14 November 2020
Parallel Sessions
The role of first language in English writing is a topic discussed in Teaching English as a Second Language. The objective of this study is to explore how to overcome the problem of direct transfer of first language to English, paying attention to the meaning of vocabulary using prefixes in writing sentences. The theoretical framework is the morphological awareness, the ability to reflect on and manipulate the morpheme - the smallest unit of meaning in words in developing English vocabulary. This study was conducted as an action research with qualitative and quantitative data. The sample was thirty undergraduates following English medium lectures, with a low proficiency level in English. A questionnaire was administered and semi structured interviews were conducted to ascertain their background. After teaching prefixes they were tested on sentence formation using prefixes. A post-test was administered after feedback and process was followed five times using different prefixes. Pre-test results showed the undergraduates had a poor knowledge of sentence formation using prefixes. Interviews with them revealed they constructed sentences in the first language and word to word translation into English, ignoring the grammar rules of English language. The study discovered the limited vocabulary and insufficient knowledge of grammatical rules and structures hinder formation of grammatically correct meaningful sentences and also the most of the undergraduates did not have the morphological knowledge which helps in analysing words and writing grammatically correct sentences. In conclusion, the findings imply a need to give more emphasis to increase morphological knowledge and meanings of vocabulary as well as teaching the importance of correct translations. Further, teaching the difference between the SVO order of the first language and the English language is the need to spend more time on focusing on the error prone areas.
perceptions affect their feedback uptake and the effectiveness of feedback in learning (Van derKleij & Lipnevich, 2020). Among these factors, researchers have pointed out negative emotions induced by feedback may hinder feedback use if students do not have adaptive/optimal emotion regulation strategy (Gross, 2008). Based on the ecological feedback model that explicitly includes emotions in examining the complex process of feedback giving, receiving and using (Yang et al., 2014), this qualitative study aimed to explore: 1) what negative emotions university students may have upon receiving feedback, and 2) how students’ feedback orientation (i.e., perceived usefulness of feedback, self-efficacy, social awareness, and responsibility for using feedback to promote academic performance and achievement) relates to emotion regulation in the feedback context. In the COVID-19 pandemic period, individual-based interview (40 to 50 minutes) was conducted respectively through Zoom to seven university students at four different academic years in a Hong Kong university. Content and theme analyses revealed feedback orientation per se plays an influential and positive role in helping students regulate their negative emotions evoked by feedback. Specific roles of the four dimensions of FO also varied in these students’ emotion regulation. Implications of this qualitative study to both feedback and emotion regulation fields are discussed.

10:30 – 11:00
Q&A Session
Can Blended Learning Ease the Impact of COVID-19 in Rural Schools in Sabah, Malaysia?
Hamzah Nor bin Aedy Rahman, Lingnan University, Hong Kong
Santiana Ramli, SK Labang Nabawan, Malaysia*

COVID-19 has affected nearly 1.6 billion learners around the world. As of August 2020, the outbreak has affected over 190 countries with the United States topping the global COVID-19 statistics with over 6.41 million cases. Malaysia is currently in 94th place in the world with 9,559 cases. As of 31st August 2020, the number of active cases in Malaysia was 169. The decrease in the number of active cases in Malaysia was due to the introduction of social distancing. Throughout this period, all schools in Malaysia were closed resulting in the suspension of all face-to-face teaching and learning. Thus, teachers nationwide have turned to blended learning to ensure all students can learn. Generally, blended learning refers to an approach that combines learning and interaction via online platforms. This approach allows learning to take place without the need to physically be in a classroom. However, in rural schools in Sabah, Malaysia, the use of blended learning can be difficult. Thus, this quantitative research has twofold objectives: firstly, to explore teachers’ experience and challenges amidst COVID-19; and secondly, to investigate and compare the challenges in incorporating blended learning in urban and rural schools in Sabah. A total of 144 teachers were purposively selected as participants. The data were collected from a survey questionnaire which then were analysed descriptively using IBM SPSS Statistics 26 software. The findings of this research show that blended learning should further be explored in rural schools. However, teachers face challenges in incorporating blended learning in the lessons. This is due to the fact that students in urban and rural area have limited computer and technology literacy. If these problems could be solved, blended learning could be the new norm in the Malaysian education system.

An Exploration of the Impact of Student Engagement in Extracurricular Activities in One Taiwan University on Their Hope of Jobs under COVID-19 Crisis
Pei-Wen Chen, National Chengchi University, Taiwan

With the outbreak of COVID-19, the world is facing a lot of challenges. Not only are schools forced to close and switch to online courses, but to avoid close contact. Moreover, most student extracurricular activities on campuses are cancelled or postponed due to university’s safety measures. In order to cope with the spread of the epidemic, countries have adopted lock-in policies, which have seriously affected the global economy. Given the fact that companies have successively reduced wages, suspended wages or even laid off employees, the panic and anxiety for future escalates among college students.

Taiwan is one of the places where campuses remain open under COVID-19 due to the appropriate crisis management by the government. Students can attend school and extracurricular activities are gradually opening up with a conditional approach. Compared to the foreign colleges, Taiwanese college’s students can still have a rich campus life, including participating extracurricular activities. Engagement in extracurricular activities can not only promote interpersonal interaction, but also cultivate future employment-related skills and gain the favour of enterprises. In such an era of epidemics with the normal opening of the campuses of Taiwan universities, how Taiwan students would look forward to and feel hope of jobs is the aim of the research.

Therefore, this study will conduct in-depth interviews with seniors in one Taiwan’s university. First, the study would explore how students feel about their future and career path under the pandemic. Second, the impact and student engagement in extracurricular activities on the future career development would be discussed as a conclusion.

A Tale of Two Cities in Service-Learning: Cross-Cultural Comparison Between Hong Kong and Singapore of Student Developmental Outcomes After Service-Learning Experience and Validation of S-LOMS
Ka Hing Lau, Lingnan University, Hong Kong*
Robin Stanley Snell, Lingnan University, Hong Kong

Service-learning as an experiential pedagogy, which emphasises students’ application of knowledge to serve the community, was introduced to tertiary education in Asia more than a decade ago. However, there has been little prior Asia based cross-cultural research into student developmental outcomes arising from service-learning, largely
reflecting the lack of a valid measurement instrument. Recent studies of Hong Kong students have established the validity of the Service-Learning Outcomes Measurement Scale (S-LOMS) as a standardised and flexible measurement instrument for assessing student developmental outcomes arising from service-learning. One aim of the current study was to establish whether S-LOMS is also valid for use in Asia outside Hong Kong. The current study compared the developmental outcomes arising from service-learning for Hong Kong (N=923) and Singapore (N=330) students across the eleven domains that are represented by the subscales of S-LOMS. A pretest-posttest research design was adopted, with service-learning interventions in between. Literature review revealed that the two jurisdictions bear similar characteristics in terms of social context and educational systems, and have comparable service-learning practices at university level. Investigation of the pretest data (baseline) indicated significantly higher scores for Singapore students on seven domains, which may have reflected greater prior exposure to community service, as compared with the Hong Kong students. Comparisons of pretest and posttest scores through paired-sample t-tests indicated that service-learning had significantly greater developmental impact in five domains for Hong Kong students as compared with Singapore students. While there were no significant improvements for Singapore students in caring and respect, sense of social responsibility and commitment to self-improvement, Hong Kong students perceived themselves as having significantly improved in all domains. Moreover, the scale validation also showed that S-LOMS is a reliable measurement instrument for both Hong Kong and Singapore samples, with satisfactory confirmatory factor analysis and multi-sample analysis results.

**CHER039 | 10:30 – 10:45**

*The Impact of The Epidemic on the Decision-Making and Behaviour of Elite College Students Studying Abroad: A Qualitative Study across Three Time Periods*

Wenqin Shen, Peking University, China
Yilin Chai, Peking University, China*
Jing Feng, Peking University, China*
Ziyou Mo, Peking University, China*

One driver of the rapid development of China’s higher education over the past 40 years is the movement of students abroad for graduate studies. The cross-border flow of students and the resulting international knowledge transfer and the construction of international networks are crucial to understanding the rise of Chinese higher education. Among them, the proportion of undergraduates from elite universities in China who study abroad for postgraduate studies is particularly high.

However, in recent years, the emergence of anti-globalisation trends and the deterioration of China’s international relations have also raised concerns that "the numbers of Chinese students going abroad to several of the key receiving countries will slow or even decline"(Altbach, 2019). The COVID-19 pandemic has made it more difficult for Chinese students to go abroad and has an impact on the decision-making of some Chinese students to go abroad.

In this context, will the willingness and actual behaviour of Chinese elite university students to go abroad be affected? The analysis of this issue will help us understand the changing global landscape of higher education and the trend of international student mobility.

To answer this question, this study uses interview data collected at three time periods (January to December 2018, January to July 2020, and September to October 2020) for analysis. These three time periods correspond to the period before the epidemic, the peak period of the epidemic, and the period when the epidemic is under control.

The study found that from the perspective of willingness, the epidemic did not cause a significant impact on the willingness of elite college students to go abroad. The institutional habitus and personal preferences for going abroad are consistent in three different time periods.

Judging from the actual behaviour of going abroad, the epidemic has indeed brought some substantial impact. Some interviewees had to cancel or temporarily cancel their plans to go abroad. The influence of class on going abroad differs in three time periods. After the outbreak, elite college students from the disadvantaged class have significantly weaker preferences and ability to resist risks and are therefore more likely to give up their plans to go abroad.

**10:45 – 11:00**

Q&A Session

*Presenter
09:45-11:00 | Saturday, 14 November 2020
Parallel Session 2b
Institutional Management
Session Chair: Anand Vyas

CHER045 | 09:45 – 10:00
*An Exploration on the Overseas High-Level Talents Policy in China's "Double First-Class" Universities in the Post-Epidemic Era*
Mian Lin, Lingnan University, Hong Kong

The launch of overseas high-level talents project aims at the promotion of social development and scientific and technological progress, deepening the reform and development of higher education, as well as building first-class universities and first-class disciplines. The high-level talent is the key point of the teaching staff in universities, and undertakes many tasks such as serving the society, scientific research and cultivating talents. Recently, according to the Peking University Future Education Management Research Centre on the project titled "overseas high-end talents returning to China under the new situation", it was found that more than half of overseas high-end talents expect to working universities or research institutes when they return back to China. Due to COVID-19, and economic depression in China, China’s higher education are now in a critical period of strengthening overseas intelligence and promoting the return of talents.

This paper uses case study, combine text analysis and interview. Choose one of universities from “double first-class” project. Taking the talent introduce treatment, method, direction and procedure as the analysis frame work, compare policy content before and after epidemic period. This research is to exploring the influencing factors of overseas high-end talents returning to Chinese university, find out the overseas high-end policy differences ad discuss the reason. The research questions of this paper are: what are influencing factors of overseas high-end talent back to Chinese university? For university, what’s the differences in overseas high-end policy before and after COVID-19? Discuss the reasons behind the policy changes.

CHER038 | 10:00 – 10:15
Zeyu Kang, Lingnan University, Hong Kong

Although the new semester started, the international students was not permitted to return to Chinese Universities to study yet. Simultaneously, some of them chose to stay in Chinese campuses instead of returning during the break of COVID-19. In addition to necessary medical guarantee, the service support of psychological adjustment for international students is significant in host country. However, several issues from external and internal environment challenge universities in mainland China how to provide sufficient support for international students in terms of psychological adjustment during health crisis. These difficulties have negatively affected internationalisation of education in mainland china, and one of which the most representative events is “Shandong university Buddy Programme (學伴)” affair. It causes severe criticism in Chinese society. The paper would analyse official documents and public comments in order to evaluate current policy regarding international student support system. Then it would propose a direction of policy change for the issues addressed above under COVID-19 situation.

The findings and discussion of this article are following:

First, student support for international students in terms of offering psychological adjustment and counselling project is significant for campus internationalisation during COVID-19. But Chinese universities have suspended any kind of supportive programmes for international students after “buddy programme” triggering the drastic public sensitive in local community. Subsequently, this paper argues that the lack of guiding policy related international students’ prevention COVID-19 in current Chinese higher education system which could create the crucial difficulties to Mainland china universities of providing psychological support for international students, it can be seen that the psychological wellbeing of international students is neglected at policy level. Finally, the discussion of this paper will introduce the new policy orientation in national level to enhance international students tutoring support and quality assurance of higher education internationalisation.
COVID-19 has brought with it several challenges in all sectors and education is no exception. In such a scenario, to reduce the study losses, higher educational institutions have widely adopted online mode teaching and learning strategy. There is a growing demand in identifying effective online engagement techniques to ensure quality education. In engineering education, the online mode of education adds on to the challenges where practical or lab-based learning is essential. The authors have proposed simulation-based education as an effective solution to compensate for the loss of hands-on practice via experiments in the laboratory. Simulation as an alternative to experiments in fact proves to be significantly an effective tool of teaching and learning as it gives the students an opportunity to approach a problem more intensively providing them with important concepts in parallel to the procedures in experiments. The study on the effectiveness of simulation-based teaching materials in an engineering course, involved two groups of students, one was an experimental group where students were taught via simulation and the other was a control group where teaching was via expository instruction on specific topics. The results indicate different levels of transfer of knowledge between the two groups. The finding suggest that simulation-based teaching of experiments is a possible and effective route when face-to-face teaching and learning is restricted. However, the nature of experiments is seen as a challenge. This study also identifies, important drivers, for the success of online teaching and learning in engineering education and the obvious challenges associated with overall online teaching. Additionally, the authors conjecture that during COVID-19 situation, online teaching necessitates the need to shape the topics within the format of syllabus (classroom and laboratory) wherever appropriate to bring out the overall effectiveness in teaching and learning.
As one of the most impactful practices of undergraduate teaching and learning, community-based experiential learning (also addressed as Service-Learning, field-based learning, community-based learning) has been widely adopted by higher education institutions around the world (AAC&U, 2008). Extant literature has comprehensively studied the integration of this pedagogy into different disciplines and summarised a series of principles for ensuring its effectiveness in student cultivation. However, the worldwide outbreak of the pandemic posed significant challenges to these principles and models. The Office of Service-Learning at Lingnan University has been dedicating to innovating the courses and programmes with experiential learning components under COVID-19:

(1) to ensure the effectiveness of nurturing relevant student competencies;
(2) to create positive impacts on local and global communities; and
(3) to conceptualise models and principles applicable to other higher education contexts.

**CHER060 | 11:15 – 11:35**  
*Model of Transformative Service-Learning and Its Potentials*  
Zoe Chong Xiao, Lingnan University, Hong Kong  

This presentation introduces the way Service-Learning is framed within a liberal arts context. To demonstrate the adaptability and effectiveness of this model, the outbreak of COVID-19 will be interpreted as a radical disruption to human society and a factor compelling the transformation of teaching and learning at the tertiary level.

**CHER060 | 11:35 – 11:55**  
*Inter-University Collaboration and Innovative Teaching Methods under the New Normal*  
Jasper Van Holsteijn, Lingnan University, Hong Kong  

This presentation explains how the conventional Service-Learning approach, which heavily relays on on-site experience and hands-on practicum, required innovative adjustments to cope with face-to-face class suspension during the pandemic. A case study of an inter-institutional course connection will be elaborated on in terms of the rationale of connection, organisation of teaching activates, and the techniques adopted to facilitate student learning.

**CHER060 | 11:55 – 12:15**  
*Addressing COVID-19 Related Community Needs through Service-Learning*  
Albert Ko, Lingnan University, Hong Kong  

This presentation introduces a series of Service-Learning projects driven by authentic community needs related to COVID-19. The purpose, rationale, implementation, and impact of four projects, namely Ultra Violite Project, Transparent Masks, Wheelchair, and Air Purifier, will be discussed.
Higher Education and COVID-19: Is Hybrid Teaching/Learning the Solution?
Francis Arthur-Holmes, Lingnan University, Hong Kong

The ongoing COVID-19 pandemic more than ever threatens learning and research activities as well as university governance and institutional management. Therefore, transforming higher education during this pandemic requires changes in institutional management, learning and teaching approaches, and technologies for students and lecturers to use. Many higher education institutions (HEIs) have adopted different approaches to ensure effective learning and teaching in this period. Depending on the COVID-19 situation in a country, some HEIs have implemented either face-to-face or online learning with others deciding on both. All these three strategies have their attendant impact on learning and teaching. In most media and academic discourse, it is argued that hybrid teaching/learning is the best solution we have for HEIs during this global health crisis. But different perspectives concerning this approach have not been brought to the fore for discussion particularly in terms of technologies used, internet/network connection for students living in deprived and rural communities, delivery of some disciplines (such as natural and medical sciences) online, and student assessment and academic development. The argument on and solution for higher education for the “new normal” should go beyond the focus of institutional management to look at the students’ and tutors’ challenges for hybrid teaching/learning approach and the COVID-19 measures of some governments in the developing and developed countries. Thus, this paper seeks to discuss diverse perspectives of hybrid teaching/learning as many countries are trying to implement it as an effort to ease some of the COVID-19 restrictions.

Technology-enabled Teaching and Learning in COVID-19: Implication for Professional Development in Hong Kong’s Post-secondary Colleges
Beatrice Yan-yan Dang, HKU SPACE Po Leung Kuk Stanley Ho Community College, Hong Kong*
Hayes Hei-hang Tang, The Education University of Hong Kong, Hong Kong
Joanna WY Yeung, Tung Wah College, Hong Kong

The global crisis of COVID-19 has severely impacted the entire higher education sector (Marinoni et al., 2020) and spurred timely, innovative, and radical responses from educational institutions across the sector and the world. The focus of much of this attention has been on flagship universities (University World News, 2020). However, the impact of COVID-19 has been even more severe on other institutional types, such as community colleges. About two-thirds of the 20,000 universities worldwide reported that online classes had substituted face to face teaching while the altered practices of teaching and learning through digital means call for new pedagogies, access to the Internet, digital devices and technical infrastructure, as well as digital literacies of instructors and students from diverse backgrounds (Marinoni et al., 2020). This study focuses on an exploration of the effects and implications of COVID-19 on the case study of Hong Kong community colleges.

The higher education that community colleges deliver traditionally depends on the concept of dynamic learning community, featuring liberal teacher-student interactions and pedagogic environment, learner-centred formative assessment, effective student services for strategic university articulation, and dynamic student activities and engagement (Tang and Dang, 2019). In the case of Hong Kong, a small community college campus in Hong Kong that serves as a hub of geographic location where the above-mentioned activities take place in real time. In late 2019, it was unprecedented that COVID-19 made Hong Kong’s community colleges close their campus and moved teaching, learning and assessment completely online. This study engages in the case study of Hong Kong’s community colleges in view of how it mitigated COVID-19 through organisational adaptation and sustained the delivery of higher education, especially when global pandemic may persist in upcoming times.
Most universities around the world transitioned their courses from in-person to online in response to the outbreak of the COVID-19 pandemic early this year. The hastened transformation has revealed many challenges of online education situated in infrastructures and support systems that were not initially designed for online operations. After a semester-long campus-closure, reopened universities started to offer hybrid courses to accommodate students and faculty on campus or scattered in different geographical locations. Duke Kunshan University (DKU), a Sino-US joint venture university, is one of those universities. Currently, all its domestic students are back to campus, taking hybrid courses with their international peers who cannot return back to campus due to international travel bans. Though almost all courses have to contain certain amount of online components due to the fact that international students and certain number of faculty members are still overseas, DKU is able to provide close to full-scale residential support and services to on-campus students. The residential learning environment is expected to bring benefits of social community to offset some of the challenges found in earlier online instruction (e.g., lower student engagement, social isolation, technical difficulties). To supplement studies that have been conducted at Minerva University and Florida Central where distance/online learning is intentionally adopted and implemented in a residential environment, our contribution is to examine such a model on a campus that used to offer only in-person classes, and gather information via student and faculty surveys to explain the impact of social community on online learning and teaching. Findings will help examine the effectiveness of the residency-based hybrid model, and prompt universities to leverage global teaching resources and faculty expertise to enrich local students’ learning experience and address challenges presented in the pandemic era.

Although abound literature has studied the merits that hybrid education brings to individual learning, there is little research about how hybrid education and collaborative learning are related. By a natural experiment, we study how various teaching strategies for hybrid education affect the effectiveness of collaborative learning. Our main dataset was collected by the assessment office from students in all undergraduate courses at Duke Kunshan University during Autumn 2020. The data includes answers to questions such as collaborative learning activities, hybrid teaching strategies, the effectiveness of collaborative learning, other general questions for teaching evaluation, and course information. We further control other individual factors that might affect collaborative learning by combining the main dataset with a baseline survey including students’ performance for three tests: The Global Perspective Inventory, Define Issues Test, and Quantitative Literacy and Reasoning Assessment.

Remote learning has increased exponentially in Hong Kong since the outbreak of COVID-19 in early 2020, and it has been continued even in the new academic term, which can be regarded as a “new normal” that students and educators need to manage as they integrate technology into their everyday teaching and learning cycle. In this biggest online learning experience for students so far in Hong Kong, different stakeholders are forced to adapt in new technology. In addition to parents and students are found difficult to catch up with online classes, teachers also revealed their challenges on preparing and implementing remote teaching. In particular, when blended learning or E-learning pedagogy have not been mainly emphasised in pre-service training in Hong Kong, teachers probably are one of the new joiners of remote teaching without adequate proficiency. As a result, the effectiveness of teaching and learning is in doubt which arouses more attention in post COVID-19 education practice. Hence, this paper aims to explore what difficulties teachers encountered of remote learning in this timely age, and figure out whether existed teacher training can enable effective facilitation for this remote learning urge. 3-4 in-service teachers will be interviewed to share their experiences and views on their remote teaching, and review if current and previous training has tackled this matter in much attention. The findings are hoped to provide a transformative direction of how teaching training should be innovatively reformed to respond to the challenges from remote teaching and learning in the globe.
Comparing Institutional and Cultural Dynamics in University Governance in Hong Kong, Macau and Taiwan
William Yat Wai Lo, The Education University of Hong Kong, Hong Kong

This presentation reports the initial findings of a study that examines university governance in relation to the institutional and cultural settings of the higher education systems of three Chinese societies – Hong Kong, Macau and Taiwan. The research employs a mixed-method strategy that consists of semi-structured interviews and a small-scale survey.

The qualitative part of the research sought to explain the coordination mechanism in university governance through an analysis of data generated from 57 interviews. Evidences collected from the interviews revealed the interactions and relationships amongst the various actors on governance matters, and constructed a taxonomy of institutional balance of power in the higher education systems of the three Chinese societies. The qualitative research also generated 12 situations of governance matters in relation to cultural hybridity, informed by corresponding theoretical components. The small-scale survey, in which 261 manager-academics from the three societies rated the 12 scenarios of cultural hybridity in terms of their realism and acceptableness, then captured cultural differences in handling governance matters in the three higher education systems. This quantitative research reveals that Macau has greater acceptance of these cultural scenarios in comparison with Hong Kong and Taiwan. However, the figures show that most of these cultural situations are generally considered unacceptable, though their likelihood varies in the three places. These findings offers insights into the relationships between institutional forms and cultural features of higher education governance in the three societies.

Institutional Responses and Management During COVID-19: A Comparative Analysis of Universities from Canada, China, and the USA
Michael O’Shea, University of Toronto, Canada*
Leping Mou, University of Toronto, Canada
Lu Xu, University of Pennsylvania, United States
Ross Aikins, University of Pennsylvania, United States

COVID-19 has challenged higher education institutions (HEIs) in unprecedented ways. Universities worldwide continue to make difficult decisions to balance educational needs, health risks, and financial challenges with incomplete public health guidance from local and national governments. Our study critically analyses COVID-19-related communications from 27 HEIs in three countries (Canada, China, and the USA) and explores how they responded to the pandemic's myriad challenges over six months from the outbreak of the pandemic in late January till the end of June. Employing document analysis, we aim to explore how HEIs make their own responses to this crisis within their specific social and political contexts. Through the theoretical frameworks of critical communications (Coombs, 2007; Moerschell & Novak, 2019) and by conducting a comparative analysis of different tiers of universities among three countries, we explore differences in HEI crisis responses while attempting to account for differences of their respective internal governing structures and external social, physical, and political environments.

Our study finds that universities moved to protect the safety of their “stakeholders” or constituents, and addressed different messages to different constituents. All countries’ HEIs responded quickly to this global pandemic, though their responses reflected local market, academic, and political conditions. In China and Canada, HEI responses fell in line with government guidelines and recommendations. U.S. HEIs followed public health advice, but showed greater variation in how they implemented advice, reflecting the greater autonomy U.S. universities enjoy and the absence of federal coordination. Messages varied according to national social, cultural and political norms, such as collectivism or individualism. This study’s evolving findings contribute to ongoing research from scholars pivoting efforts to understand the unprecedented effects of COVID-19. The study also shed light on the motivations and contours of crisis communications and help HEIs navigate through the uncertainties during the challenging time.
China is accelerating and expanding the opening up of education to the outside world, which is reflected in the series of national policy and practices, including "Several Opinions on Opening Up Education in the New Era" (issued by the Central Office and the State Office in February 2016), the speech by General Secretary Xi Jinping at the National Education Congress (2018) and The Ministry of Education's Key Works (2019), which all singled out expanding the opening-up of education in the new era, and positively cooperate with the high-ranking universities in the world.

In 2020, the outbreak of COVID-19 poses challenges to the internationalisation of higher education, student mobility is seriously hindered. Many overseas universities, especially the foreign partners in joint programmes/institutes, have expressed their demands to hope that the China’s colleges and universities in partnership could help to provide the position temporarily to the Chinese students enrolled in oversea universities. For example, Cornell University, US, encourages Chinese students to stay in China and study at several universities that work with Cornell, including Tsinghua University, Peking University, and Zhejiang University. Chinese hosts have also expressed their willingness to provide assistance in placement, and to cooperate with foreign universities to tide over difficulties. Such issues in the governance as foreign teachers arrangement, curriculum design, mutual credits recognition, study length, tuition fees and cost compensation, need to be sorted with top-level guidance and updated policy support. Based on the new changes in the international situation, it is of great practical significance to speed up and expand the opening-up of education by proposing new ideas in education policy reforms and implementation. This paper plans to explore how the policy of China-Foreign cooperation in running schools take the initiative to adapt and respond to the new challenges from political, economic and social perspective in the hope of with suggestions for future policy agendas for university governance reforms in the China’s TNHE.

Universities and other tertiary education institutions are closed in 175 countries and communities, and over 220 million post-secondary students—13% of the total number of students affected globally—have had their studies ended or significantly disrupted due to COVID-19 (WB, April 2020). Many countries across the different regions of the world adopted with the need of closure of physical teaching to distance learning using online platforms, though issues of equity, arrangement, internet capacity, and instructional capacity immediately emerged as challenges in remote delivery. Other forms of distance learning such as email delivery/return of assignments, to utilising mail, TV, radio, phones and mobile applications where broadband is limited, to independent study—are being experimented with off-site learning potential and modalities (WB,2020). Very inadequate research is done in relation to the field of education on how COVID-19 affected the educational system (Bao, 2020; Sintema, 2020; Yan, 2020).

Hence, this paper aimed to explore the challenges (diminished resources, personal and academic challenges both from students and faculties perspectives, demand for improved infrastructure to support continued distance and blended learning models etc.) that educational institutes specifically the higher educational institutes are facing, the opportunities created and how the pandemic is bringing a lot of changes in the nature of working of the educational systems and their responses to mitigate the crisis in the entire world using secondary data. Subsequently, this paper recommended the educational system, especially higher education to prioritise literacy for the world to proficiently deal with a future virus outbreak.

The paper will examine the sudden shift to online teaching and learning undertaken at the University of Hong Kong in response first to social unrest in Hong Kong at the end of 2019 and then to the COVID-19 pandemic at the start of 2020. It will focus particularly on institutional initiatives designed to support teachers and students navigating novel challenges at the course and programme level, and will try to distil factors driving more successful and less successful outcomes.
COVID-19 has caused economic and social destruction, thus increasing the likelihood that higher educational policies have become polarised around economic priorities. This has influenced the de-prioritisation of social justice issues. Furthermore, there is a research gap in investigating the negative impact of human capital approaches regarding efforts to empower Indigenous communities. This thesis aims to investigate how to increase social justice in education for Indigenous Education programming on a Federal, Territorial, and local level, and to theorise the ‘value’ of education programming for Indigenous populations themselves. My research focuses on a case study of the Northern Adult Basic Education Programme (NABEP) implemented by the Canadian Federal Government from 2011-2016, to bridge the socio-economic gap between First Nations in Canada’s north and the rest of the nation. The programme has been the focus of some controversy, at the centre of which lies a debate as to the exact roots of academic inequality and how to measure student success. I take the position of re-framing Canada’s problems with Indigenous education as a problem of knowledge, curriculum, and power instead of framing it as being caused by low attainment. Analysis of the programme data exposes limited pupil access to university level pathways, powerful knowledge, and holistic evaluation methods. Furthermore, my NABEP research findings suggest different approaches to developing pedagogic identity took place at the federal (macro), institutional (meso) and classroom (micro) levels but they all shared a commonality in forming a neo-liberal economic student identity. Moreover, barriers such as curriculum content lacking in transferable math requirements, limited students’ options to ladder-up to higher education opportunities, thus restricting social mobility.

The COVID-19 pandemic forced online teaching and learning to become a reality for teachers in all educational settings. Such a new reality posits an opportunity to bridge the artificial academic boundary and to allow educators from the fields of medical education to coalesce efforts in advancing the knowledge of online teaching and learning.

Since spring 2020, all medical schools around the world have struggled to quickly respond to this sudden change in teaching mode. During this pandemic, COVID-19 forced all programme personnel to quickly learn to use learning technologies coupled with online/multi-media resources so that teaching would not be discontinued for students who were already admitted to the health sciences professional programmes. The studies in online teaching and learning, for all conscientious educators in medicine and/or in dentistry, is not only murky but often unknown (Shappell, et. al., 2017; Vogelsang, et. al., 2018). Educators’ and faculty members’ learning must be rapidly supported if their students’ learning needs are to be upheld.

This presentation will synthesise the existing literature in the field of online teaching and learning in medical education. This presentation will first synthesise the existing literature in the field of online teaching and learning in medical education. It then indicates research areas in the following dimensions: the use of new technologies, teaching and learning strategies and styles, institutional approaches to online education, perceptions/beliefs regarding online learning among individuals, comparisons between technology-based education and traditional teaching/learning, global medical education and international online/distance learning, and inter-professional learning and collaboration online. This presentation will further discuss how medical schools and educators in universities rapidly respond to the online teaching and learning new normal.

The COVID-19 crisis has generated severe challenges for the international higher education sector. One particular challenge is the impact the pandemic has had on the plans for Chinese applicants to overseas programmes, who are
the largest population of international students in the top host countries by now (HESA, 2020; EDUCATIONDATA, 2020; DESE, 2020). Universities UK (2016) reports that education agents play the most significant role in Chinese students’ choice of overseas programmes. However, a scarcity of research explores how agents’ practices influence students’ decision making from the perspective of education agents. Based on semi-structured interviews with 16 education consultants from different education agencies located in ten cities across China respectively in May 2020, this paper develops a deep insight into education agents’ practices in Chinese students’ application process during the COVID-19 crisis through the lens of information asymmetry. It demonstrates concrete services that education agents provided for their in-service students during the COVID-19 crisis. In the meantime, it indicates that the increasing uncertainties caused by the COVID-19 pandemic sharpen asymmetries of information between UK universities and their prospective international students. Education agents intensified their services for in-service students in the ways of tracking application status, processing follow-up work, forwarding information and replying to a constant stream of consultations, so as to mitigate information asymmetry as possible but also to reassure students’ emotions and finally to progress students’ application. In this sense, this paper suggests that education agents have been getting involved in Chinese applicants’ decision-making process very much, who could be a valuable indicator and facilitator in terms of international students’ choice and recruitment of overseas universities.

CHER016 | 12:00 – 12:15
May M.L. Wong, Lingnan University, Hong Kong*
Ka Hing Lau, Lingnan University, Hong Kong
Chad Chan, Lingnan University, Hong Kong

COVID-19 has disrupted our lives and changed the way we teach and learn, and service-learning (S-L) is no exception. New technology makes learning and working from home (WFH) possible, yet it also changes the way we interact dramatically. Literature stated that successful remote internshipt programme need to personalise students’ experiences by fostering peer interaction, professional networking and quality of meaningful work. The current study examined how WFH influences the learning outcomes of a S-L internship programme. Thirteen students participated in an eight-week internship in four different community partner organisations, which adopted different work modes - WFH, face-to-face (F2F) and mixed. After the internship, the students and the partner organisation representatives were interviewed to opine their experience about how their work modes shaped performance. The data analysis employed a content analysis which obtained 261 codes about the impacts of different work modes and the key factors to WFH success. Results indicated that the respondents preferred F2F over WFH, with mostly positive impacts on the former and negative to the latter. Among them, communication has become one of the key factors in driving F2F success and WFH failure. Other negative impacts of WFH include difficulty in organising activities, distractions at home, less task variety, lower work efficiency, lower work quality, and not motivated to work. Notwithstanding these drawbacks, WFH brought various benefits, including good for student learning, better task/time management, and a conducive work environment. In addition, the key factors for WFH success include good preparation for WFH, agreements regarding work rules and expectations in advance, prior WFH experience; one’s motivation such as self-discipline, being responsible and proactive; suitable job nature such as independent tasks; effective communication; sufficient organisational support; and mutual trust and empowerment. A model was developed to better understand how the key factors affect intern's work performance under WFH.

CHER028 | 12:15 – 12:30
Higher Education Design: Big Deal Partnerships, Technologies and Capabilities
Hamish Coates, Tsinghua University, China*
Xi Hong, Tsinghua University, China
Liu Liu, Tsinghua University, China
Yunan Zhu, Tsinghua University, China
Lu Zhou, Tsinghua University, China
Qingyuan Yang, Tsinghua University, China
Juan Zhang, Tsinghua University, China
Haixia Xie, Tsinghua University, China

Drawing together four years of research, this paper outlines the urgent need to design future higher education institutions, resources and services. It charts this emerging and constructive field of inquiry and activity, locates it among system and institution practices, positions it as a field of research and innovation, and articulates rationales for design-infused inquiry and innovation. In advancing new views on higher education design, the paper steps beyond prevailing problems and perspectives and stimulates broader contributions.
The 2020 pandemic has shocked already fragile business and academic models, and the time is ripe for innovating global online learning, shifting towards Asia and lifelong learning, and investing in 21st century institutions and partnerships. A new education economy is being born following reconfigurations of education supply and growth, and diversification in demand. Navigating education technology (EdTech), smart campuses and new transnational connections is essential to ensuring future success. The paper touches on core work required to define engaging conceptions of success, reform student assessment, redesign institutions, curate public value, and cultivate future faculty and leaders.

12:30 – 12:45
Q&A Session
COVID-19 pandemic has seriously affected and changed the world. The impacts of the crisis have come to different fields simultaneously. Worldwide students and educators are now feeling the extraordinary ripple effect of the novel coronavirus as campuses are shutting down and quarantine methods are being ordered to cope with the crisis. The longstanding practices of teaching and learning are now facing inevitably upside down changes. One of the key insights so far is a need of our education systems to make collaborative efforts in collectively responding and providing quality education during these difficult times. In this circumstance, high education has to adapt teaching innovation. We have witnessed a massive challenge for the global education community under the current crisis and the controversy has mainly been referred to the implementation of online teaching and learning. Nevertheless, the way-out should be more than online teaching and learning. The theme of this review is about COVID-19 and its cultural dynamics with curriculum design under the consideration of Risk Society Theory perspective. As important as this emphasis may be, it is not common in the discourses exploring and understanding the notion of COVID-19 and consequential impacts on the E-learning platforms mentioned. This review is a pilot study applying a design progress of an undergraduate module as an example to review the importance of Risk Society Theory in curriculum design in the COVID-19 crisis under Education 4.0 era.

The education sector has been surprisingly resilient throughout the pandemic, compelling the institutions, the educators, and the students to adapt to novel ways of teaching and learning. As educators at schools and universities are adapting to virtual learning, the students are imbibing the benefits of a new digital revolution as a result of COVID-19. The pandemic has forced educators to impart education employing non-traditional pedagogies, thereby creating both challenges and opportunities. The impact of the pandemic has been unevenly felt geographically, affecting the marginalised sections of the society more than the urban spaces. Therefore, there is a need to rethink educational technology (Ed-Tech) in the contemporary setting. The challenges stemming from the dependence on remote-based learning can be addressed by adopting a modular ‘learning-by-doing’ approach with customisable Academic-Physical-Psychological (APP) components.

Educators must aim for the holistic development and growth of each student, targeting their academic priorities, their physical health, and mental well-being. The academic goals should involve the inclusion of learning techniques, comprising Artificial Intelligence (AI), Augmented Reality (AR), and Virtual Reality (VR). The students can perform physical tasks as per the virtual instructions of the educators, and upon the successful completion of the same, they may accrue digital points. Similarly, if they attend a designated number of counselling sessions with the Counsellors virtually, they may gain more points. These points would be accumulated by the institution to provide rewards such as water bottles, bags, yoga mats, blankets, among others, that the students can redeem with their points.

This research paper aims to discuss innovation in the education sector post-COVID-19. It comprises three sections wherein the first section provides a background to the challenges in the education sector post-COVID-19, the second section discusses the challenges and opportunities arising in this context, and the final section provides concluding remarks and suggestions.
ways to receive education are actually through online teaching. Scholars have done a lot of research on E-learning in universities, but one point that is ignored is that students spent most of their time with their family members, so family education and family atmosphere will certainly affect college students. The informal education of this family atmosphere also affects young people. Therefore, this article will study the traditional family atmosphere and family education in universities, communities, and families, and explore how this atmosphere affects young people during the pandemic period. Obviously, when a person returns home and begins to self-quarantine, he has actually got rid of the school environment and he will be affected by the family greatly.

We have studied the development of traditional Chinese family education in families and communities, and compared the traditional value education in universities to provide more theoretical support for future home-school interaction and college students’ value education in universities. We used literature research methods and small-scale interviews to research literature on family atmosphere and family education. We also selected some students and adult volunteers through small-scale interviews, chatted with them, analysed their chatting results and reached the final conclusion by referring to the content of their chats and their attitudes towards this aspect.

We believe that a good family education and atmosphere can better promote the learning and growth of college students. And if the values they learned by their families are concord with the concepts they cultivated in the university, this will enhance students’ University identity. This identity can be understood as Chinese traditional cultural values in contemporary China.

CHER059 | 15:30 – 15:45
Impact of Pandemic on Teaching Learning and Research in Indian Higher Education Institutions: Teachers’ Perceptions
Sangeeta Angom, National Institute of Educational Planning and Administration (NIEPA), New Delhi

The pandemic caused by COVID-19 virus has brought lots of changes in the socio-economic scenario worldwide. The sudden lock down of educational institutions to contain the spread of virus has brought a shift in the academic life. In India, the traditional mode of teaching learning process has to shift to virtual mode without much preparation in case of most of the institutions. The higher education system took a new turn with the support of technology amid the pandemic. The experiences of the institutions on online mode of teaching-learning and research have widely varied. In this context, an online survey was conducted to understand how the pandemic has affected the academic life and the sample for the survey was teachers from the colleges, universities and institutes. The objectives of the survey was to explore the perceptions of teachers of higher education institutions in regards to understand impact of pandemic on the academic life; to explore how the teaching learning and research were undertaken amid the pandemic; to find out the challenges and issues faced; and the ways/measures to overcome the academic loss. The findings of the study, which will be reflected in the paper, will have policy implications at the level of institutions as well the government.

15:45 – 16:00
Q&A Session
The shortage of teachers remains a serious problem worldwide. According to UNESCO (2015), more teachers have to be recruited to match the current deficits in the education system. The problem of teacher shortage may be alleviated by integrating technology in the standard curriculum (e.g., learning online by students themselves). In the education arena, many countries including China have embraced with online learning platforms to improve students’ learning. Moreover, the need for online learning platforms is greater today than ever because of the outbreak of coronavirus epidemic. Millions of students have been forced to continue their studies online during the COVID-19 pandemic. The health crisis not only creates an opportunity for massive experiments of online learning platforms, it also offers opportunities to investigate the effectiveness of this pedagogy. This study therefore aims to examine the pros and cons of learning English with the help of online Apps. Specific research objectives include: i) to explore if the students who experienced online learning (i.e., the experimental group) learn more effectively than the control group, and ii) to investigate what factors contribute to the differences in learning performance between the online and classroom learning groups. Through a 2-year experimental study among a group of 159 primary school students in Shenzhen China, we analysed students’ learning performance, and collected information about their learning experience. The findings of this study would provide grounds to promote the inclusiveness of online learning in the standard curriculum in China’s primary education sector as a way to improve the effectiveness of English learning.

More Self-directed Learning and Better Employability? How Home-returning Graduate Students Go Through Synchronous Online Courses and Future Career Planning during COVID-19 Lockdowns in Taiwan?
Louise Yi-ning Tsai, Chengchi University, Taiwan

Online learning environments are considered that different from traditional classrooms and self-directed learning (SDL) drives education, and above all, online learning more successful. Self-directed learners are more independent and autonomous. Learning process is continue to be reviewed and skills and attitudes are improved. SDL is also effective when applied to adult learning and it is important for graduate students. In addition, employability is intended for most Chinese graduate students who studied overseas beyond culture and professional learning. However, learning process is changed under the COVID-19 pandemic. The present study mainly explores the association between self-directed learning and profession, the career planning. Interviewees are Taiwanese graduate students, who had been take graduate business programme for the master degree in the UK for more than one year. Instead of the lockdown on school and being at risk of virus infection, they returned Taiwan without choice and out of their plan. In Taiwan, with being against their willing to increase international employability and being suffering from adoption of synchronous online courses, they still had to learn individually for profession, discussed with group members as well as supervisors, and interviewed the business hosts for the final graduation project. Little presented how those graduate students learned and what were about their profession, and the research questions come for: 1. How did those home-returning graduate students go through the synchronous online courses? 2. Did they learn more self-directed under synchronous online courses or not? 3. Did self-directed learning make them have better career planning or worry? Qualitative interview was in April, when students just returned Taiwan in a sudden and ended the quarantine. The other one was in September and October, when students graduated in August and were waiting for jobs. The result indicated that most students exhibited from anxiety to self-directed learning. More self-directed learning generated more different thoughts of career planning; however, anxiety of the profession and future career is on the hand. The further implications of the finding of this study is to facilitate learning process in synchronous online courses for international graduate students and to make up the gap of one’s career planning.
Following the impact of COVID-19, many governments across the world have put in place various precautionary measures to reduce the spread of the pandemic. Among these stringent health and safety regulations have been the enforcement of lockdowns, ban and limit on public and social gatherings, physical 'social distancing' and school closures. These measures have evidently changed the educational arena in many countries, both developed and developing. In the African context, despite having relatively lower coronavirus cases compared to other parts of the world notably Asia, Europe and North America, educational systems and institutions have not been spared from 'going digital' with regards to teaching and learning. For many higher education institutions in Africa, various efforts have been made to move teaching and learning online, develop and embrace e-learning systems and also conduct exams online among others due to the challenging realities of COVID-19 and beyond. Though these attempts provide an alternative educational environment, it raises critical concerns regarding spatial educational inequalities, particularly for students living in rural areas. Through interviews with 18 rural-based university students, we examine the experiences and challenges concerning their transition to both online and digital education amid the COVID-19 pandemic. Our study aims to draw attention to policymakers on the need to provide equal opportunities for students despite their geographical locations. Again, it also aims to highlight infrastructural inadequacies (such as poor internet), access to educational resources and differences in home environment between rural and urban students which not only impact educational outcomes but also widen educational inequalities.
14:45-16:00 | Saturday, 14 November 2020
Parallel Session 9
Institutional Management

Session Chair: Debananda Misra

CHER034 | 14:45 – 15:00
Living in Uncertainty: The COVID-19 Pandemic and Higher Education in Hong Kong
Jisun Jung, The University of Hong Kong, Hong Kong*
Hugo Horta, The University of Hong Kong, Hong Kong
Gerard A. Postiglione, The University of Hong Kong, Hong Kong

The Hong Kong Special Administrative Region of China has been one of the most effective jurisdictions in limiting Coronavirus (COVID-19) cases today although it was one of the first places that was affected by pandemic in early 2020. The months since the first case was confirmed have affected all aspects of Hong Kong society, including the higher education sector. In this collective reflective essay, we aim to describe how unexpected external events can affect academics’ lives and institutional reactions. Specifically, we address the impacts of the COVID-19 pandemic on individual academics, their professional relationships, institutional frameworks, and Hong Kong’s higher education sector as a whole. The collective reflection concluded that the most important lingering effect of the pandemic is uncertainty in higher education. Specifically, we reflected the impact of pandemic in higher education as ‘living with Zoom, learning from webinars’; ‘you will be informed ‘in due course’, stay calm ‘until further notice’; ‘people are stuck, but the business is on steroids’, and ‘how we understand the ‘useful’ knowledge’.

CHER009 | 15:00 – 15:15
Internalisation of China’s Higher Education and It’s Development Model
Rochester Lima, Universidade Federal do Espírito Santo, Brazil

Social relations in contemporary capitalism are strongly marked by its global character, having the nations play different roles on maintaining this mode of production. However, for a least 40 years, China has been placing itself as an invigorating part of commercial and geopolitical relations that simply cannot be put aside when analysing the current state of capitalism worldwide, and its policies for higher education have been following such expansion. Therefore, this study aims to analyse the process of internalisation of higher education in China, considering the particularities of the development model adopted by this country’s central government since the reforms that opened its economy. Ergo, we will try to understand the contradictory element between internalisation proposals we understand as a trend on occidental capitalist countries, and the strategic concept directed by the Chinese Communist Party towards higher education, aiming to subsidise the systematisation of such differences and better understanding of the governance of China. Since no higher education system can be segregated from any given nation’s civilising process, the forementioned contradiction in China can determine intentions, historical developments and present-day actions. Using documental research, we’ve found that the massification of higher education – together with all the tools needed to successfully undergo such process – and the assumption of the importance of conducting world-class universities, were able to put China in the same trend as major occidental countries and their recent higher education’s systems paradigm. However, by keeping their strategic sectors strictly under government control, the Chinese central government has also been keeping strong particularities on the internalisation of its higher education system, such as conceiving scholarships and facilitating student’s return to their home country, making its internalisation process particularly contradictory, but not inconsistent with China’s development model.

CHER025 | 15:15 – 15:30
Unprepared Cost of Survival: Revisiting Academic Returnees’ Cross-border Capital and Cultural Adaptation in Shanghai Universities
Jiaxin Chen, Lingnan University, Hong Kong
Xiaoxin Du, Fudan University, China

Both Chinese government and universities had been making efforts in attracting overseas-educated academics to reverse the brain drain trend. However, even though academic returnees have made significant contributions to Chinese higher education development, they also experience a reverse cultural shock in the post-return period. Using qualitative methods of document review and semi-structured interviews as major research tools, findings of this study show that, the cross-border academic culture the returnees obtained along the way provides indeed advantages in forming and realising their vision of future possible career path after returning to homeland. Nevertheless, such vision did not always include a smooth integration and successful retention for the high-skilled young returnees in the affiliated university. These academic returnees also have encountered with several unexpected scenarios, in which they have to decide whether or not to make compromises in their academic norms and values to survive; otherwise, being unwilling or failed to do so would further result in a self-marginalisation in the higher education
This study also suggests that the root for constraining academic returnees’ future development in Chinese university is probably not only the inferiority in local academic culture but also institutional barriers in cultivating mutual recognition in research culture between cross-border returnees and the embedding local-developed academic community.

CHER005 | 15:30 – 15:45

Us and Them: How Regions Shape the Boundaries of Elite Higher Education?
Debananda Misra, Flame University, India

This article examines if and how fragmentation – the process through which government splits the distribution of public goods and services through a larger number of units by reallocation of resources – in public higher education (HE) results in expanding the provisions for elite HE to hitherto underserved regions.

The study was carried out at the Institutes of National Importance (INIs) in India – a cadre of national–level centrally affiliated highly selective single disciplinary research universities in India. The government rapidly increased the number of INIs from nearly 10 in 1995 to 101 in 2018, across various disciplines. A key feature of this expansion was that many of the new INIs were established in rural or semi-urban regions. Data was collected through semi-structured interviews, documents and policy discourses on seven INIs established between 1996-2008.

The article argues that the new INIs were a result of fragmentation rather than expansion of elite HE in India. It discusses the political considerations for deciding the location of the new INIs. Then, relying on the construct of “boundaries” in social sciences, it examines how fragmentation constrained the new INIs to be within the symbolic boundaries of the field of elite HE in India and led them to construct the region as “them”. Further, it demonstrates that the INIs expanded the provisions of elite HE at the individual, organisational and territorial levels of the region by balancing access with excellence, producing and distributing expert knowledge, and working with the regional stakeholders on regional level issues related to public and policy. Therefore, the article argues that notwithstanding their symbolic boundaries, the new INIs altered their social boundaries to be visible and porous to the region.

15:45 – 16:00
Q&A Session
A contextualisation of the current challenges that research systems in East Asia are facing are reflected upon and presented in a way that tries to interact past policies, achievements and constrains with the current evolution that is being observed in the different countries in East Asia. The discussion will also underline the importance of society, culture and the economic demand in shaping research priorities, linking these to investments in human resource qualification, support and collaborative efforts.

The discussant will broadly raise some points of relevance and interest to be debated. This discussion and debate are going to be encouraged between the presenters, discussant and the audience.

**CHER061 | 16:00 – 16:20**

**Current and Future Challenges of the Chinese Research System**

Wenqin Shen, Peking University, China
Hugo Horta, The University of Hong Kong, Hong Kong

This presentation assesses the evolution and current situation of the Chinese research system, mainly the academic research system from 1996 to 2017, using trend analysis and the revealed comparative advantage (RCA) index. Despite the impressive growth of China’s knowledge capability, as measured by the number of publications in the international indexed literature over the past four decades, the country is still in a catching-up pattern with the world’s most advanced research systems, instead of being a full-fledged scientific superpower. The analysis shows that China’s publication growth has been to some extent inflated, as it was boosted by the inclusion of Chinese language journals in the international indexed literature. Therefore, this growth should be considered in a more moderate light. The competitiveness of China’s disciplinary areas appears somewhat stalled when comparing the 1996–2000 and 2013–2017 periods, during which the same STEM-related disciplinary areas were the most competitive. This finding reveals not only a specialised knowledge structure, typical of catching-up countries, but also underperforming and neglected disciplinary areas in the social sciences, humanities and health sciences from a research funding standpoint. Based on this assessment, it is recommended that policymakers and university administrators change their focus from research quantity to research visibility by allocating funding in a less concentrated way to STEM fields, while promoting collaborative initiatives that can encourage the qualifications of academics and the visibility of the knowledge they produce.

**CHER061 | 16:20 – 16:40**

**Revisiting Innovation Systems of Cross-border Cities: The Role of Higher Education Institution and Cross-boundary Cooperation in Hong Kong and Shenzhen**

Yuyang Kang, Lingnan University, Hong Kong
Jin Jiang, Hong Kong Baptist University, Hong Kong

Over the past decades, the development of a knowledge-based and innovation-led economy has gained the attention of higher education institutions (HEIs). The Quadruple Helix Model of the relations amongst universities, industries, the government and society (four agents) provides a general framework for systematically investigating the complex dynamics of innovation in relation to the institutional networks amongst these agents. However, knowledge on their influence on cross-boundary cities is limited. In addition, the ways in which HEIs can bridge two different innovation systems remain unknown. Therefore, this study examines the innovation systems of two neighbouring cities along the border, namely, Hong Kong and Shenzhen, and their multidirectional innovation cooperation. Research findings suggest that the two neighbouring innovation systems differ in terms of the unequal role of the four agents. The two systems seem mutually complementary in terms of higher education (HE) capacity and industrial composition, and cross-boundary cooperation in HE sectors currently occurs through various means. However, the innovation networks between the two systems should be developed further to qualify Hong Kong and Shenzhen as a knowledge cluster. This study sheds light on the development of and cooperation between various cross-border innovation systems.
This presentation examines shifts in the knowledge production policy agenda at Japanese research universities – a transition from discipline-based academic tradition towards interdisciplinary forms of knowledge production – through a case study of a leading interdisciplinary research institute. We examine this transition through the case of Tohoku University, one of seven ‘Designated National Universities’, and its flagship International Research Institute of Disaster Science. Documentary analysis revealed a renewed emphasis on interdisciplinarity, evident in restructuring towards a ‘blended hybrid’ model to reconcile the different institutional logics of diverse research traditions among its staff. Interviews with key stakeholders uncovered the internal dynamics of this process, its barriers and opportunities. We conclude with implications for Japanese higher education, arguing that a shift to ‘blended hybrid’ institutional forms is necessary but insufficient to maintain successful interdisciplinary research institutes. Success is contingent on simultaneous commitment to sustainable international connections and relationships with diverse external stakeholders.
The COVID-19 pandemic resulted in the closure of UK higher education institutions (HEI) campuses from March 2020. Normal face-to-face learning was disrupted, with an enforced and abrupt shift to emergency remote learning, and limited interaction with teachers and classmates to virtual encounters. The Learning Experiences at a time of Pandemic (LE@P) study considers how this disruption has affected students’ experiences of learning by examining students’ experiences of learning remotely during the COVID-19 UK university lockdown.

Using questionnaire surveys, and analysis of vlogs and blogs, the study sought to establish the nature and extent of students’ experiences of and in emergency remote learning. Through these, detect challenges and opportunities for higher education in a post pandemic world. By centring the student voice and experience, we aim to draw essential lessons and build institutional and sector resilience in the face of future crises.

Given the undeniable importance of the role CERA play in global higher education and their continuing expansion in terms of profits and market share, one would expect it to be studied extensively. However, there is still little academic research on this topic, along with a scattered grey literature. Against this backdrop, the aim of this paper is to explore the emergence and development of the Chinese education recruitment agents. To do this we draw on world society theory (Meyer et al 1981, Thomas et al 1987, Schofer & Meyer 2005, Meyer et al 2007) to understand the evolution of CERA in terms of organisational foundings and of their distribution, as well as in terms of their organisational characteristics. According to the world society paradigm, we test the expectation that CERA have been increasingly expanding and becoming similar, converging to a model of (Western) rationalised bureaucratic structure. We will discuss the implications of our findings in terms of theories of globalisation in higher education, with regard to Chinese higher education and to the implications for universities and quality assurance.

The lack of previous studies and systematic recording on the company activities of CERAs has caused difficulties in data collection on CERAs. We will use two open databases: Tianyancha (Skyeye), which comprises 140 million of Chinese businesses, and the database of the Chinese Bureau of Supervision and Administration of Foreign Affairs in Education (JSJ). Information such as company name, date of establishment, geographical location, organisational form, staff structures, and internal structure etc. will be collected systematically from JSJ and Skyeye, and grouped into two separate data sets (dataset A and dataset B) for the purpose of data accuracy. Both datasets will be filtered and/or ‘cleaned’ in Excel to ensure a high level of data quality and validity. The relevant figures from industry reports on international student recruitment will be also used supplementing to dataset A and B. Final datasets will be analysed in order to provide detailed descriptive statistics, as well as a cluster and/or factor analysis.

In this study, the aim of the present research was to explore the emergence and development of the CERAs by testing the expectation we draw from world society theory, namely, CERA have been increasingly expanding and becoming similar, converging to a model of (Western) rationalised bureaucratic structure. The investigation of CERAs has have evidently supported the latter hypotheses in relation to geographic distribution and structural evolvement of CERAs, to be specific, firstly, the geographic distribution of CERAs is densely located in southeast half of the country and displayed accordance with ‘Hu line’ which is sanctified as a theoretical ‘geo-culture’ divider of China with regards to population density, environmental resilience, balanced development of regional industry and economy, secondly, CERAs have been gradually evolving and converging into a model of (western) rationalised bureaucratic structure. Whereas, as regards to our hypothesis on number of founding, our data has shown that the number of CERAs reveal a tendency in accordance with the politic and economic fluctuations in the country rather than burgeoning in number as expected.

The contribution of this study is thus threefold. First, this study responds to ‘call for studies’ exploring CERAs from an education agents’ perspective. Second, this study ‘lifts the veil’ of IECCs by exploring organisational dimensions,
which will contribute to the ongoing scholarly debate on internationalisation of HE. Third, this study explores the organisational evolution of CECCs with a focus on organisational legitimacy of IECCs, providing new insight on the emergence of CECCs as global actors in higher education.

**CHER035 | 16:30 – 16:45**

*Understanding School Teachers’ Perspectives about their Changing Role of Teaching Amid COVID-19 in Northern Pakistan*

Abdul Wali Khan, Lingnan University, Hong Kong

The year 2020 embraced gigantic upheavals in the realm of education across globe. The wave of coronavirus affecting education like other fields started its journey from Wuhan China and reached Pakistan. Realising its gravity and direct effects on students’ health, authorities in Pakistan decided to close the educational institutions on March 16, 2020. Educational institutions remained closed for at least six months and re-opened on September 15, 2020. Closure of schools directly impacted students’ learning and teachers’ teaching. Education department of Gilgit-Baltistan and Aga Khan Education Service Pakistan like other systems in the country opted for alternative ways of teaching to reach to the students to continue their studies. Home-based assignments and provision of study packs and Tale schools are such initiatives.

Using the theoretical lens of Angstrom’s cultural-historic activity theory (1987) which recognises home and community as main source/place of learning for a transformative pedagogy (Clarence & Renshaw 2020), this qualitative explorative study was conducted with the two systems of education exploring teachers’ perspectives and understanding of their changing role of teaching during COVID-19 and how their changing roles facilitated students’ learning at homes. Through semi-structured interviews and observations 10 teachers (7 male and 3 female) from both the systems were interviewed and their practices of changing teaching such as distributing home assignments by visiting door-to-door, checking the returned assignments and feedback. Contact with the parents were seen and observed. The findings show interesting local insight about teachers’ practices during closure of schools. The teacher argued that the authorities tried to produce homes as learning space believing that cultural knowledge and family practices have connections for learning. Unfortunately, such practices hardly been utilised. The study suggests for more practice of such learnings approaches and also raises questions on the quality of work, readiness of policy makers and teachers to continue education during unforeseen situations.

**CHER055 | 16:45 – 17:00**

*The Geopolitics of Innovation: The Digitalisation of the Post-Pandemic Higher Education Landscape*

Eva Hartmann, University of Cambridge, United Kingdom

The COVID-19 pandemic laid bare the extent to which the Internet has become a critical infrastructure necessary for a country to function. Not unlike rail- and motorways, the digital infrastructure is a vital enabler of interactions and connectivity (Peters 2017). The pandemic helped to further roll out this infrastructure in an unprecedented way in the sphere of education as well, with major consequences for teaching, learning and the management of universities. Some commentators speak of the “Netflix moment” in the sphere of education that is likely to disrupt education as we know it. Much in contrast to the other infrastructures, a key part of the digital infrastructure is proprietary, often owned by giant tech firms underpinning the rise of a new “transnational private authority” (Hartmann 2018; see also Williamson and Hogan 2020; Komljenovic and Robertson 2016). What the different analyses of the digitalisation of higher education (HE) tend to overlook is its geopolitical dimension, which will be at the centre of my presentation. I will present the findings of an ongoing study. At the centre is the European Union and its new Digital Education Agenda. The study, using critical discourse analysis and process tracing as methods, explores in particular the extent to which the new agenda is informed by another political project of the EU: The digital sovereignty by which the EU seeks to reduce its dependence on the USA and China where the big tech firms have their headquarters. I will show how open source software and open educational resources are likely to become a key feature in this European endeavour. Interrelating a post-colonial critique with a Neo-Gramscian analysis, I will critically assess the opportunities and the risks that the support of the EU poses for the OER movement and the consequences for innovation.

**CHER010 | 17:00 – 17:15**

*The Digital Classroom as Empathic Space: Thinking through Pedagogic Objectives in the COVID times*

Manasi Thapliyal Navani, Dr BR Ambedkar University Delhi, India

This paper attempts to engage with the emergent shifts and ways of meaning making in HE pedagogical spaces as we transition to online digital platform during the pandemic. The paper presents insights on a case study of classroom experiences and reflective sessions conducted with students in a University in New Delhi, India and builds on narratives emergent from interviews with teachers and student reflections on their experiences of a transformed and yet a shared pedagogical space. In this context, the paper attempts to unpack the idea of classroom as an empathic space and how it can be re-envisioned across the digital platforms. HE sector has been identified to be one with the highest amount of inertia when it comes to adapting to new practices (Altbach, 1993). Change and change management in HE spaces have remained challenging to negotiate and yet, a disruptive change was
introduced into the HE system with the onset of the pandemic in a developing economy like India. The accommodation of the new normal and adaption to the digitalised context, has been juxtaposed against not only the inadequacy of infrastructure, but also a critical revisiting of the nature of pedagogy, goals, and idea of student support. This paper attempts to discursively map the idea of classroom as an empathic space through a case study of practitioners and students experiences of the “new normal” in a public university in India.

17:15 – 17:30
Q&A Session