Conference for Higher Education Research
Hong Kong 2023

Education for Sustainability:
Navigating the Changing Landscape of Higher Education

17-18 November 2023 (Fri - Sat)
Leung Fong Oi Wan Art Gallery, Lingnan University
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The impact of ChatGPT is being felt across higher education globally, but it represents just one of the emerging research directions in this field. The landscape of higher education has been evolving constantly, with practitioners encountering a diverse range of challenges and opportunities. In order to establish a sustainable higher education environment that can keep pace with society’s advancements, it is crucial to facilitate collaboration between universities and institutional leaders to exchange best practices, develop innovative curricula and pedagogy that accommodate changes in technology, ensure that access to learning is equitable and society's advancements does not exacerbate educational disparities, and address the emotional and social needs of students in response to the evolving landscape of higher education.

It is important to recognize the role of higher education in promoting peace and harmony for human betterment. This is reflected in the United Nations Sustainable Development Goal 4, which calls for the provision of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. With that in mind, this year’s Conference for Higher Education Research – Hong Kong (CHER – Hong Kong) aims to facilitate discussions on the most effective path forward and the necessary strategy to promote sustainability education. There will be a special focus on the following topics:

- Technology and STREAM Education
- Inclusive and Equity Higher Education
- Development of Students’ Sustainability Competencies
- Innovative Higher Education Curriculum and Pedagogy
- Collaboration and Internationalization in Higher Education
- Effective Governance and Leadership in Higher Education
CHER – Hong Kong 2023 will be jointly hosted by Lingnan University, the School of Graduate Studies, and the Institute of Policy Studies. The intention is to invite global partners to co-organise and support this event, thereby providing a diverse international platform to discuss the latest development in higher education and what comes next. The co-organisers and supporting organisations of CHER – Hong Kong 2023 are:

**Co-organisers**

- Asia Pacific Higher Education Research Partnership (APHERP)
- Graduate School of Education, Peking University, China
- South China Normal University, China
- National Chengchi University, Taiwan
- Chinese Taipei Comparative Education Society
- Center for Global Higher Education, University of Oxford, the United Kingdom

**Organising Committee of CHER – Hong Kong 2023**

- Joshua MOK Ka-ho, Lingnan University, Hong Kong SAR
- Michelle CHENG Wing-tung, Lingnan University, Hong Kong SAR
- Jane Tian ZHEN, Lingnan University, Hong Kong SAR
- Erica LAU, Lingnan University, Hong Kong SAR
- Emily WONG, Lingnan University, Hong Kong SAR
- Tammy TAM, Lingnan University, Hong Kong SAR

**Contact Us**

Website: www.ln.edu.hk/sgs/cher2023
Email: cher@LN.edu.hk / sgs@LN.edu.hk
Address: Room 03, UG/F Lau Chung Him Building, Lingnan University, 8 Castle Peak Road, Tuen Mun, New Territories, Hong Kong
HONARARY SPEAKERS

Welcoming Address

S. Joe QIN
President of Lingnan University
Wai Kee Kau Chair Professor of Data Science

Opening Remarks

Joshua MOK Ka-ho
Vice-President of Lingnan University
Lam Man Tsan Chair Professor of Comparative Policy

Keynote Speakers

Kristóf FENYVESI
University of Jyväskyla, Finland

Ruth HAYHOE
University of Toronto, Canada

Tristan MCCOWAN
University College London, United Kingdom

Catherine MONTGOMERY
Durham University, United Kingdom
Roundtable Speakers

Angela HOU Yung-chi
National Chengchi University, Taiwan

LI Kam-cheong
Hong Kong Metropolitan University, Hong Kong SAR

Tristan MCCOWAN
University College London, United Kingdom

Paulina WONG Pui-yun
Lingnan University, Hong Kong SAR

Antonia YEUNG Yu-hung
Hang Seng University of Hong Kong, Hong Kong SAR

Bruce John MACFARLANE
The Education University of Hong Kong, Hong Kong SAR (Moderator)
Conference DAY 1
Programme Rundwon

17 Nov
Leung Fong Oi Wan Art Gallery,
2/F, Patrick Lee Wan Keung Academic Building
Lingnan University, Hong Kong

Join us on ZOOM
ZOOM ID: 961 8992 7452
Passcode: 17112023
Programme Rundown | Day 1 | 17 Nov 2023

09:30 - 10:00  Registration

10:00 - 10:20  Welcome Address
S. Joe QIN, Lingnan University

Opening Remarks
Joshua MOK Ka-ho, Lingnan University

Group Photo

10:20 - 11:00  Keynote Presentation I
Navigating the multiple roles of the university in sustainable development
Tristan McCowan, University College London

11:00 - 11:15  Refreshment Break

11:15 - 12:15  Panel Session 1  Main Venue: Leung Fong Oi Wan Art Gallery
Development of Students’ Sustainability Competencies
Chair: Michelle CHENG, Lingnan University

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<tr>
<th>Title</th>
<th>Presenter(s)</th>
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| 1. Sustainable Development Experience and Prospects of Higher Education in China | Shengbing LI  
South China Normal University  
Co-author(s): ZHENG Yuanhao |
| 2. Joint Supervision and Doctoral Student Creativity: An Analysis of Mediating Teacher-Student Interactions | Mengchun YI  
Peking University  
Co-author(s): Wenqin SHEN, Haotian XU |
| 3. Teaching Sustainability Competencies: Comparing Interdisciplinary Approaches at NYU and Lingnan | Grace Ai-Ling CHOU  
Lingnan University |
| 4. Internationalisation in a Transnational Education (TNE) Context in China – Students’ Perspectives | Jianli WU  
South China Normal University  
Co-author(s): Gary MIRON  
Huijuan ZHUANG  
Dongmei LIN  
Qi LI |

TO BE CONTINUED
### Panel Session 2  
**Venue: MBG19**  
**Technology and STREAM Education**  
Chair: Baohua Lucy YU, Lingnan University

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<tr>
<th>Title</th>
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| 1. Awareness and Acceptance of ChatGPT as a Generative Conversational AI for Transforming Education by Ghanaian Academics: A Two-Phase Study | Michael Agyemang ADARKWAH  
Beijing Normal University  
Co-author(s):  
Samuel AMPONSAH  
Micheal M VAN WYK  
Ronghui HUANG  
Ahmed TLILI  
Boulos SHEHATA  
Ahmed Hosny Saleh METWALLY  
Huanhuan WANG |
| 2. Influence of Training Mode on Professional Identity of Engineering PhD Students: the Moderating Role of Disciplinary Differences | Lina WEI  
Peking University |
| 3. Generative AI will Change Education: We Need Lenses to Understand Disruptions, Agencies, and Higher-Order Thinking | Tore HOEL  
Oslo Metropolitan University & Beijing Normal University Zhuhai |
| 4. Teaching Artificial Intelligence and Teaching with Artificial Intelligence - LLM Early Adopters Point of View | Antti RUONALA  
University of Jyväskylä  
Co-author(s):  
Kati CLEMENTS  
Lana SATTELMEIER  
Jan PAWLOWSKI  
Dimitra DIMITRAKOPOULOU  
Gintarė GULEVIČIŪTĖ |

### 12:15 - 13:30  
**Lunch Break**

### 13:30 - 14:30  
**Lingnan Doctoral Student Panel 1**  
Main Venue: Leung Fong Oi Wan Art Gallery  
Chair: Anne TANG, Lingnan University

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<tr>
<td>2. Destined for Hong Kong: A Systematic Review of China Students Mobility in Higher Education</td>
<td>Yongyu QIU, Linda GAO, Wenyuan NIE, Yiyu LE</td>
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<tr>
<td>4. The Study of Gender Imbalance in Teacher-Training Programmes in Higher-Education in Mainland China: Why and What to do</td>
<td>Zhihao WANG, Xiaokun WU, Fengning YANG, Yu CHENG</td>
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<td>5. Exploring Positive Education to Foster Students' Resilience: A Practical Case Study in Shenzhen</td>
<td>Shuya XIAO, Wanhua WU, Zihui XIE</td>
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13:30 - 14:30  Lingnan Doctoral Student Panel 2  

**Venue: MBG19**

**Chair: TIAN Zhen, Lingnan University**

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<tr>
<td>1. Diversified Enrollment Policies in Chinese Higher Education: An</td>
<td>Xincheng XIANG, Ruixi YAO, Yusen YANG, Longge CHEN</td>
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<td>Analysis of Equity and Efficiency</td>
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<td>2. Shaping Inclusive Higher Education in Hong Kong: Evaluating the</td>
<td>Jing HU, Si CHENG</td>
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<td>Impact of Non-Local Student Quota Increases through Social Capital</td>
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<td>Theory</td>
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<td>3. Exploring Chinese Students' Perspectives on Barriers to</td>
<td>Hejie YANG, Xinyue GUO, Yifang CHEN</td>
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<td>Developing Critical Thinking Skills: A Qualitative Study in Hong</td>
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<td>Kong</td>
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<td>4. AI Application in Higher Education: Bibliometric Analysis of</td>
<td>Qingbin XU, Jilin DUAN, Meihan TAO</td>
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<td>Publications from the Web of Science</td>
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<td>5. Collaboration in Higher Education Sector in Singapore and Hong</td>
<td>Chenlan SHU</td>
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<td>Kong: A Perspective from Policy Learning</td>
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14:30 – 14:45  Ceremony  

**Main Venue: Leung Fong Qi Wan Art Gallery**

Welcoming to new partner institution to the Asia Pacific Higher Education Research Partnership  
Joshua MOK Ka-ho, Lingnan University

14:45 – 15:45  Roundtable Discussion  

**Main Venue: Leung Fong Qi Wan Art Gallery**

Education for Sustainability: East-West Dialogue  
Moderator: Bruce John MACFARLANE, The Education University of Hong Kong

Speakers: Tristan MCCOWAN, University College London  
Angela HOU Yung-chi, National Chengchi University  
Li Kam-cheong, Hong Kong Metropolitan University  
Antonia YEUNG Yu-hung, The Hang Seng University of Hong Kong  
Paulina WONG Pui-yun, Lingnan University, Hong Kong SAR

15:45 – 16:15  Refreshment Break

16:15 – 17:00  Keynote Presentation II  

Education for Sustainability: Navigating the Changing Landscape of Higher Education in Finland  
Kristóf FENYVESI, University of Jyväskylä

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<td>1. The Discourses of the Higher Education Leadership Literature: Dystopian, Reformist, Pragmatist</td>
<td>Bruce John MACFARLANE The Education University of Hong Kong</td>
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<td>2. Coordinated Development of Regional Higher Education in China: Exploring the Essence, Dimensions, and Theoretical Boundaries</td>
<td>Xiao JIA Peking University Co-author(s): Wengin SHEN Yue ZHAO</td>
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<td>3. The Crisis and Opportunity of Private Universities in the Context of Declining Birthrates: Cases from Taiwan and Japan</td>
<td>Hsing-Mei KANG National ChengChi University</td>
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Conference DAY 2
Programme Rundwon

18 Nov
Leung Fong Oi Wan Art Gallery,
2/F, Patrick Lee Wan Keung Academic Building
Lingnan University, Hong Kong

Join us on ZOOM
ZOOM ID: 961 8992 7452
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CHER
Hong Kong
2023
Lingnan University
November 17-18, 2023
09:30 - 10:00  **Registration**

10:00 – 10:45  **Keynote Presentation III**  
**Historical Resources for Navigating the Changing Landscape of Higher Education: The Contribution of Translation to Cross-Cultural Collaboration**  
**Ruth HAYHOE**, University of Toronto

10:45 – 11:00  **Refreshment Break**

11:00 – 11:45  **Panel Session 4.1**  
**Main Venue: Leung Fong Oi Wan Art Gallery**  
**Innovative Higher Education Curriculum and Pedagogy**  
**Chair: Kristóf FENYVESI, University of Jyväskylä**

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<th>Title</th>
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| 1. Comparing University Pre-Service Teacher Programs in East Asia: A Focus on Future Students’ Competences | **Yu-Chiao YANG**  
National Chengchi University                                                                 |
| 2. Comparative Policy and Transformative Path in Higher Education: Empowering Students through Interdisciplinary Approaches and Contextual Resilience in the Evolving Humanities Landscape | **David HO**  
School of Professional and Continuing Education of The University of Hong Kong |
| 3. Major-Based Undergraduate Curriculum as an Obstacle to Graduate Employability Development | **Huan LI**  
The University of Hong Kong  
**Co-author(s):**  
Fei CAO  
Weimei DAI |

**Panel Session 4.2**  
**Venue: MBG12**  
**Innovative Higher Education Curriculum and Pedagogy**  
**Chair: HUANG Jing, Lingnan University**

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| 1. Own Your Learning: Student-Centered Experiential Learning in General Education | **Muk Yan WONG**  
Hang Seng University of Hong Kong                                                                 |
| 2. A Re-Conceptualizing of “Student-Centered Education”               | **Qin QIN**  
South China Normal University  
**Co-author(s):**  
Jiquan LIN  
Ao LI |
| 3. Comparative Analysis of General Education Curriculum Reform in Three Universities from Malaysia, Singapore and Taiwan | **Su Xian LAU**  
National Chengchi University                                                                            |
### Panel Session 5  
**Main Venue: Leung Fong Oi Wan Art Gallery**

**Internationalization in Higher Education: Research Impact and Student Voices**

*Chair: ZHANG Youliang, Beijing University of Technology*

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| 1. The Impact of Geopolitics on International Student Mobility: the Chinese Student Perspective | Joshua MOK Ka-ho  
Lingnan University  
Co-author(s):  
Wenqin SHEN  
Feifei GU |
| 2. Illustrating the Historical Development and Landscape of Transnational Higher Education Research: A Scientometric Analysis from Comparative and International Perspectives | Kun DAI  
The Chinese University of Hong Kong  
Co-author(s):  
Joshua Ka-ho MOK |
| 3. Students’ Choice of Intra-Country Cross-Border Education: Motivations for Studying at a Hong Kong Institution’s Branch Campus | Xiaofan ZHANG  
The Chinese University of Hong Kong  
Co-author(s):  
Kun DAI  
Stephen WILKINS |
| 4. The COVID-19 Pandemic and Post-Graduation Outcomes: Evidence from Chinese Elite Universities | Kai ZHAO  
Lingnan University  
Co-author(s):  
Joshua MOK Ka-ho |

### Panel Session 6  
**Venue: MBG12**

**Global Equity and Collaboration in Higher Education**

*Chair: LI Peihua, Lingnan University*

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| 1. The Characteristics and Challenges of Female Scientists’ Academic Career Development: An Empirical Analysis Based on the 2021 Nature Salary and Job-Satisfaction Survey | Fen CAI  
Peking University  
Co-author(s):  
Wenqin SHEN  
Xin XIE  
Xiao JIA |
| 2. Leaving STEM: Exploring the Experiences of Chinese Female College Students from a Social Identity Perspective | Yin HUANG  
Peking University  
Co-author(s):  
Yi ZHOU |
Peking University, Tampere University & Max Planck Institute for the History of Science  
Co-author(s):  
Fengyi LIN |
Lingnan University |

12:45 – 14:00  **Lunch Break**
Panel Session 7.1  
**Main Venue: Leung Fong Oi Wan Art Gallery**  
**Internationalization in Higher Education**  
Chair: Yusuf Ikbal OLDAC, Lingnan University

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<tr>
<td>1. Strengthening Ties through Cultural Diplomacy: Cooperation Initiatives for Interna-</td>
<td>Tais BAHIA VIANNA RODRIGUES SILVA</td>
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<td>tionalization of Higher Education within Brazil-China Relations</td>
<td>Peking University</td>
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<td>case Study of Taiwan, Hong Kong, and Australia</td>
<td>National Chengchi University</td>
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<td>3. Exploring Graduate Students’ Attitude toward Global Rankings under Internationalization in Higher</td>
<td>Hung Cheng SU</td>
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Panel Session 7.2  
**Venue: MBG12**  
**Internationalization in Higher Education**  
Chair: ZHAO Kai, Lingnan University

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<tr>
<td>1. Exploring Transnational Research Training Amid International Geopo-</td>
<td>Jiayi LYU</td>
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<td>litical Tensions: Evidence from Chinese Government-Funded Visiting Doctoral</td>
<td>Peking University</td>
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<td>al Students</td>
<td>Co-author(s): Mingrui ZHOU</td>
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<td>2. Hong Kong High School Students’ Decision-Making Process When Choos-</td>
<td>Christine LIANG</td>
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<td>ing Transnational Universities: A Qualitative Study</td>
<td>Peking University</td>
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<td>3. Examining the Status of Education for Sustainable Development Goals in</td>
<td>Tsan-Tong YU</td>
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<td>Taiwan’s Primary Teacher Training System and Action Plan</td>
<td>National Chengchi University</td>
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<td>4. College students’ learning experience on class recordings: A thematic</td>
<td>LO On-Ting</td>
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<td>analysis under the framework of Self-Determination Theory</td>
<td>Lingnan University</td>
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Keynote Presentation IV  
**Main Venue: Leung Fong Oi Wan Art Gallery**  
**Navigating the Changing Knowledge Landscapes of Higher Education: The Opportunities and Challenges of Artificial Intelligence (Online)**  
Catherine MONTGOMERY, Durham University

Closing Address  
Joshua MOK Ka-ho, Lingnan University, Hong Kong
Conference DAY 1
Programme

17 Nov
Leung Fong Oi Wan Art Gallery,
2/F, Patrick Lee Wan Keung Academic Building
Lingnan University, Hong Kong
Day 1 - Keynote Presentation I

10:20 - 11:00

Navigating the Multiple Roles of the University in Sustainable Development

International declarations on sustainability and climate change frequently invoke education and training as important means of bringing about the required changes in society. Yet the specificities and complexities of higher education are rarely acknowledged. Universities are institutions not only of learning, but also of production of knowledge, provision of services and an array of other functions – captured by Clark Kerr’s notion of the ‘multiversity.’ An understanding of their role needs to recognise this diversity of function and the relationships between them. Universities around the world now commonly build principles of sustainability into their mission statements, strategic planning, curricula and organisational structures. Yet the increase in action and debate hides a lack of clarity as regards what sustainable development is, and how, if at all, universities might support its realisation. This keynote explores these questions, putting forward a conceptual frame for understanding the range of ways in which the sustainability agenda can be realised in higher education. It distinguishes between three forms of engagement: projective – the fostering of sustainability in the outside society through teaching, research and community engagement; expressive – integration of sustainability principles into the functioning of the institution; and constructive – critical engagement with the concept of sustainable development itself. Implications of this framework are drawn out for practice in higher education institutions in the contemporary era.
Day 1 - Panel Session 1

11:15 - 12:15

Sustainable Development Experience and Prospects of Higher Education in China

As the only surviving among the four ancient civilizations, China's sustainable education philosophy has largely contributed to its achievements. Chinese higher education reflects five aspects of sustainability. First, it advocates ecological education that complies with natural laws, which is informed by traditional cultural notions of “following nature” from Taoism and “unity of heaven and man” from Confucianism. Second, it emphasizes core competences education that lays a solid foundation in knowledge and skills, primarily influenced by perennialism and essentialism in educational philosophy. Third, it pursues a path of equitable development in terms of access and process in higher education, with China's higher education system becoming the largest in the world through expansion, educational reform, and resource allocation under the advocacy and support of the state and government. Fourth, it embeds peace education that focuses on development, safety, and civilization in the objectives, content, and methods of education, primarily by cultivating students’ rule of law awareness, moral concepts, and international understanding to foster a worldview of peace, cooperation, and win-win outcomes. Fifth, it enhances the quality of higher education development through multidisciplinary approaches that promote cross-cutting integration of knowledge, meet the demand for different talent levels in society, and facilitate social equity and inclusivity for sustainable development. This study finds that these experiences hold significant value for the sustainable development of world higher education, contributing to cultivating high-quality talents with environmental awareness, core literacy, and a commitment to peace for adapting to and promoting global sustainable development.
Day 1 - Panel Session 1

11:15 - 12:15

Joint Supervision and Doctoral Student Creativity: An Analysis of Mediating Teacher-Student Interactions

Doctoral student creativity highly influences the performance of the national innovation system. Evidence supports the facilitative role of joint supervision on the development of doctoral student creativity. However, limited research has differentiated the predictive power of single-discipline versus multi-discipline joint supervision on doctoral student creativity and has revealed how joint supervision influences them. Based on a survey of 22382 doctoral students, this study employs the Inverse-Probability-Weighted Regression Adjustment (IPWRA) method to address the selection bias associated with joint supervision. Structural Equation Modeling (SEM) is used to systematically analyze how different supervision models influence student-teacher interactions, subsequently affecting doctoral student creativity. The study found that both single-discipline joint supervision and multi-discipline joint supervision significantly predict the enhancement of doctoral student creativity, with the multi-discipline model showing a more pronounced gain and multi-discipline joint supervision significantly predicts the innovation level of doctoral dissertations, while the influence of single-discipline joint supervision is not significant. Moreover, the style of teacher-student interaction mediates the relationship between joint supervision and the growth of doctoral student creativity as well as the innovation level of their dissertations. Specifically, single-discipline joint supervision shows significant positive effects in the "open" and "equal" style of teacher-student interaction. Multi-discipline joint supervision not only exhibits positive effects in these two dimensions but also demonstrates significant positive impacts in the interaction style of "supporting independent" and "not treating student as cheap labor". These findings support the joint supervision, especially the multi-discipline joint supervision, in promoting doctoral student creativity. They further highlight the vital role of joint supervision in fostering a teacher-student interactive relationship which is conducive to the development of doctoral student creativity.
Day 1 - Panel Session 1

11:15 - 12:15

Teaching Sustainability Competencies: Comparing Interdisciplinary Approaches at NYU and Lingnan

This paper explores how interdisciplinary pedagogies and curricula can train sustainability competencies by comparing the practices and philosophies of two undergraduate major programs: Global Liberal Studies (GLS) at New York University (USA) and Global Development and Sustainability (GDS) at Lingnan University (Hong Kong). The analysis draws from three sources of information. First, the program structures and coursework of the two programs reveal the strategic alignments and contrasting methods employed to achieve common goals. Second, interviews with GLS’ chairs of the Sustainability, Health, and the Environment and the Politics, Rights, and Development concentrations and with other key GLS faculty and administrators show the developmental trajectory, theoretical underpinnings, and practical tensions embedded in GLS’ approach to sustainability education. Third, student work and feedback in both programs are mined to investigate student perception, thematic range, and curricular effectiveness vis-à-vis sustainability competencies.

Insights from these three information sources are correlated to a range of pedagogical approaches. These approaches include training in interdisciplinarity, design thinking, entrepreneurship, global consciousness, and primary research. Critical comparison of the curricular options, study-abroad pathways, and experiential learning opportunities of the two programs interrogate the effectiveness of these mechanisms in developing student capabilities a range of sustainability domains. These domains in turn serve as the foundation of integration between the academic and the practical, across different skill types and in different subject areas. The efficacy of such integration demonstrates how a foundation in the humanities and social sciences, which play a prominent role in both programs, can foster multi-dimensional competencies within sustainability education.
Internationalisation in a Transnational education (TNE) context in China – Students’ perspectives

Transnational education (TNE) institutions offer a unique and rich context for understanding higher education internationalisation (HEI). Quality assurance of TNE institutions have a multitude of complexities, varying from institution to institution and from program to program. Hence quality assurance TNE institutions and programs often rely strongly on internal initiatives.

The International Business College (IBC) at South China Normal University (SCNU) has a cluster of TNE programs with a rigorous internal evaluation process to achieve sustainable development of the college.

The current study on students’ perspectives of internationalisation is part of the IBC’s on-going quality evaluation process. This quantitative study used a survey with over 50 Likert-scale questions and five open-ended questions. The design of the survey was informed by the Comprehensive Internationalisation Model by the American Council on Education. The questionnaire enquired students’ perspectives in six areas of internationalisation: university and college commitments, administrative structures to support internationalisation, curriculum and co-curriculum, student mobility, faculty international development and mobility and research collaboration and partnerships.

776 responses were returned in Oct. 2023. Findings showed that students generally held a positive perception of the institute’s values, missions, commitments, and practices in delivering an internationalised experience for students. The survey also revealed that while some students had a clear motivation of joining an international program – for the internationalised curriculum and the pathway to overseas studies, some students were merely interested in the disciplines offered at the institute. Quantitative data also indicated that students wanted more opportunities of cross-cultural and international interaction. They would like changes in the following areas:

- More international students joining on campus from other countries,
- More foreign teachers teaching in their course,
- More cross-cultural co-curricular events and activities, and
- More international programs offered on campus.

The findings from this study may offer useful information for decision makers, curriculum designers, and teachers when developing and evaluating their TNE programs.
Day 1 - Panel Session 2

11:15 - 12:15

Awareness and Acceptance of ChatGPT as a Generative Conversational AI for Transforming Education by Ghanaian Academics: A Two-Phase Study

By increasing technology trend awareness, individuals can leverage novel and ground-breaking technologies to complete mundane activities and buy time to focus on other projects. This article presents an overview of why there is a slow pace of digital transformation in education in Ghana using ChatGPT (an advanced chatbot) as a case scenario. In this two-phase study, which used a triangulation approach (an exploratory sequential design), we found that most of the authors of publications about ChatGPT were not from the African continent or were affiliated with international institutions. A thematic analysis of interview data involving 34 academics in Ghana about ChatGPT revealed that most academics had limited knowledge about ChatGPT and artificial intelligence (AI)-powered chatbots. The main themes generated comprised the purpose of ChatGPT and chatbots, their usability and accuracy, and ChatGPT and AI enthusiasm. The quantitative phase of the study surveyed the views of 50 academics who confirmed the minimal awareness of ChatGPT by Ghanaian academics. There were mixed views about the relevance and usefulness of ChatGPT in work-related tasks. Following the findings, we provide ways to create technology trend awareness for academics from African countries like Ghana to transition from being “laggards” to “early adopters”, as explained by Rogers’ diffusion of innovation theory. The findings call for policymakers and educators to promote technological awareness.

Author
ADARKWAH Michael Agyemang
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Co-authors
Samuel AMPONSAH
Micheal M VAN WYK
Ronghui HUANG
Ahmed TLILI
Boulos SHEHATA
Ahmed Hosny Saleh
METWALLY
Huanhuan WANG
Day 1 - Panel Session 2

11:15 - 12:15

Influence of Training Mode on Professional Identity of Engineering PhD students : The Moderating Role of Disciplinary Differences

Aim: The reform and innovation of recruitment and selection mechanism is one of the important breakthroughs in promoting the reform of engineering doctoral education system and mechanism. Focusing on the micro-issue of professional identity of engineering PhD students can help to understand the learning experience of engineering PhD students, understand the internal reasons for the phenomenon of “fleeing from engineering”, explore the conditions for the formation of the attractiveness of engineering majors, and promote the long-term development of engineering education.

Methods: Based on the 4983 engineering PhD students in the 2022 Chinese Doctoral Graduates Survey, this study used the least squares (OLS) regression model to explore the supportive conditions for the formation of professional identity among engineering PhD students, and to further explore the influence of training modes on the professional identity of engineering PhD students from the perspective of disciplinary differences.

Results and discussion: On the one hand, the professional identity of engineering PhD students in non-coherent training is significantly higher than that of engineering PhD students in coherent-training; this difference is significant at different degrees of coherent-training, and the higher the degree of coherent-training, the lower the performance of professional identity of engineering PhD students. On the other hand, the professional identity of engineering PhD students is affected by the characteristics of the disciplines to a certain extent, and the training mode has a significant effect on the professional identity of PhD students in applied engineering disciplines, while it has no significant effect on PhD students in basic engineering disciplines.

Conclusions: (1) There are differences in the professional identity of engineering PhD students in coherent and non-coherent training, and the professional identity of engineering PhD students in non-coherent training is higher. (2) There are differences in the professional identity of engineering PhD students of different coherent types, and the higher the degree of coherence, the lower the performance of professional identity. (3) There are differences in the professional identity of engineering PhD students in applied engineering disciplines and basic engineering disciplines, and the cultivation mode significantly affects the professional identity of PhD students in applied engineering disciplines, but has no significant effect on PhD students in basic engineering disciplines. Based on this, the study makes suggestions on differentiated development of engineering bachelor’s degree through training, focusing on institutional support and professional identity construction of engineering disciplines.

Author

Lina WEI
Peking University
Day 1 - Panel Session 2

11:15 - 12:15

Generative AI will change Education: We need Lenses to understand Disruptions, Agencies, and Higher-order Thinking

The recent year has marked a transformative moment in Higher Education, particularly in discussions about the role of Artificial Intelligence (AI) in shaping educational paradigms for teaching, learning, and research. Conversations around generative AI models like ChatGPT have become ubiquitous among scholars, irrespective of their familiarity with the technology. This seismic change has precipitated multiple crises: systemic disruptions in assessment and certification; pedagogical quandaries arising from the capabilities generative AI extends to students (and teachers); and examples of unintended degradation of expert performance due to reliance on these new tools. These developments necessitate a reevaluation of existing educational frameworks.

Critically, the educational technology community has often anchored its discourse in the superficial application of theoretical concepts, particularly emphasizing the benefits of adaptivity and personalization without substantial theoretical grounding. This paper addresses this gap by advocating for a return to more comprehensive theoretical underpinnings. Specifically, we employ educational cybernetics as a lens through which to analyze systemic disruptions and utilize Cultural-Historical Activity Theory to position generative AI as a constructive tool within educational ecosystems.

To further ground our arguments, qualitative methods are adopted, incorporating cases extracted from the extensive public discourse on the implications of generative AI in education. In doing so, this paper aims to provide educators and policymakers with a structured framework composed of actionable insights and theoretical bases. Specifically, the paper concentrates on the most pressing challenge facing the educational sector vis-à-vis generative AI: the development and promotion of higher-order cognitive skills such as meta-cognition, creativity, and self-regulation.

By amalgamating "old" theories with contemporary technological realities, this paper establishes a balanced, well-reasoned approach to understanding and addressing the complexities posed by the integration of AI in Higher Education.

Author

Tore HOEL
Oslo Metropolitan University
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Day 1 - Panel Session 2

11:15 - 12:15

Teaching Artificial intelligence and Teaching with Artificial Intelligence - LLM Early Adopters Point of View

While Artificial Intelligence has been used in classrooms for years already, the recent development of large language models (LLM) has created significant disruption to the educational sector. ChatGPT has rapidly become used all over the world. Teachers and students face challenges and opportunities through this technological disruption. (Morrison & Gullapali, 2023). Russell & Norvig, (2010) referred to artificial intelligence (AI) as “the ability of a computer or machine to perform tasks that would normally require human intelligence, such as learning, problem-solving, decision-making, and language understanding.” AI research has primarily focused on directly supporting learners through adaptive learning aids, often aimed at replacing certain functions of teachers. AI tools specifically designed to support teachers have received little attention, although recent research has addressed areas such as resource curation, teacher practice analysis, and time management support (Holmes & Tuomi, 2022).

Recent research has studied LLM's potential for personalised learning (Liu & Chen, 2023). Feng & Chen (2023) reviewed how LLMs can provide feedback to students and teachers. LLM use in essay writing has been studied by Wang & Chen (2023). However, the research on the use of LLMs in education is still in its early stages and more research is needed to understand the best ways to use LLMs to improve teaching and learning (Morrison & Gullapali, 2023).

Therefore it is crucial to better understand how to use AI in teaching and how teachers should react to the fast-changing artificial use in classrooms by the student. In this study, we performed thematic interviews and focus groups method for 12 education professionals and experts around four European countries on teaching AI and with AI in classrooms. The method was previously used by Pirkkalainen & Pawlowski (2014). Thematic interview grids were created based on the literature review and the interviews were then thematically analysed Braun & Clarke, 2006) based on the literature framework.

TO BE CONTINUED
Day 1 - Panel Session 2

11:15 - 12:15

Teaching Artificial intelligence and Teaching with Artificial Intelligence - LLM Early Adopters Point of View

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This study’s results highlight the diverse perspectives emerging with the rise of LLMs, spanning from the need for standardised policies and training to innovative approaches, like using LLMs for creating and diversifying lesson content across subjects. For instance, ChatGPT was found valuable for students in large-scale creative tasks, enhancing their understanding of AI’s capabilities and limitations and guiding effective utilisation. Alongside the pragmatics, professionals expressed uncertainty about transforming teachers’ roles amid resistance to technological change. Despite this, optimism prevailed regarding both learning outcomes and employment prospects. However, in STEM fields, concerns surfaced about motivation for teaching due to the rapidly evolving technology landscape, prompting a need for broader curriculum reevaluation.

This research can assist teachers of Higher Education Institutes to adapt to the AI-empowered classrooms. Good practices enlisted by the interviewed experts can also bring forward new ways of using AI in classrooms up to its full potential.
Day 1 - Lingnan Doctoral Student Panel 1

13:30 - 14:30

Exploring the Digital Competence of Language Teachers in ChatGPT Integration in Higher Education: A Systematic Review

The emergence of new interaction models represented by ChatGPT has sparked concerns among language teachers regarding their professional roles and perceived barriers to integrating Artificial Intelligence in Education (AIEd) technologies. However, there is a dearth of systematic reviews that specifically investigate the digital competence of language teachers in integrating ChatGPT into teaching and learning in higher education. This research aims to offer insights on how to enhance instructors’ digital competence from stakeholders including policymakers, technology experts, researchers, and educators.

By conducting a systematic review of 15 articles published in journals and conferences between December 2022 and October 2023, this study deploys Ng et al. (2023)’s instructional design framework for AI literacy education to sort out articles from the following four dimensions: 1) teachers’ professional engagement; 2) instructional support; 3) content choices across disciplines; and 4) students’ learning competencies.

Results indicate that: 1) For professional engagement, language teachers exhibit a positive attitude towards benefits of ChatGPT yet without a clear understanding or access to its basics; 2) Instructors encounter challenges in applying technical skills to optimize instructional design in various language learning contexts due to institutional limitations and lack of professional trainings; 3) Teachers focus more on students’ AI literacy like problem-solving skills and debate, and AI ethics when selecting language contents; 4) Teachers pay much attention to students’ excessive dependency on AI generated contents and social-emotional wellbeing, alongside language skill acquisition.

In summary, despite the nascent stage of ChatGPT application in language education and the existing digital competence gaps among language teachers, AI technology cannot replace the crucial role of teachers. Future research should highlight effective ways to enhance instructors’ technical and non-technical competencies in applying ChatGPT, with a particular focus on developing strategies for ChatGPT-integrated practices and assessing students’ learning outcomes in the personal and self-directed learning environment.
Day 1 - Lingnan Doctoral Student Panel 1

13:30 - 14:30

Destined for Hong Kong: A systematic Review of China Students Mobility in Higher Education

The Covid-19 has had an impact on higher in mainland China, particularly student mobility. From 2010-2019, the number of Chinese students studying abroad continues to rise. By 2019, the number of students studying abroad has exceeded 170,000. However, more than 84% of students showed no interest to study abroad after the outbreak. The most popular countries to study abroad (North America) have been replaced by Hong Kong. The purpose of this study is to identify the factors influencing Chinese students’ choice of studying in Hong Kong. A systematic search of seven academic-based research databases was conducted to select articles related to all factors of Mainland China students flow to Hong Kong from associate to doctoral level between 2020 and 2023. Out of an initial set of 94,682 publications, a final sample of 12 key publications was identified, according to predefined inclusion criteria. Studies have found that student mobility is composed of many complex factors. These factors can be divided into three levels: 1) national, 2) university, and 3) individual. Under the classification of these three levels, these factors cover the five fields of a) politics, b) economy, c) culture, d) society, and e) other areas. Nonetheless, student mobility has been profoundly affected after the COVID-19 outbreak, with new influencing factors coming into play when students choose to study abroad destinations. This study made efforts to deepen the push and pull factors analysis in recent days by finding out some uniqueness of factors such as distance and safety consideration, which influence the choice of Mainland Students who want to study in Hong Kong, especially between 2020-2023 period. Furthermore, these analysis shows the direction for the future policy making in higher institutions such as the strengthen of virtual cooperation among universities to solve some problems shown in the recent trend of student mobility.

Authors
QIU Yongyu
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Day 1 - Lingnan Doctoral Student Panel 1

13:30 - 14:30

China’s Going Global Strategy through Academic Collaboration in ASEAN: A Comparative Case Study

Authors

YAN Donghai
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Lingnan University

This study investigates the achievements and challenges of China’s higher education going global: China’s universities are transforming from traditional inward to outward in the context of the “Belt and Road” Initiative (BRI). The establishment of overseas campuses has become the most typical output, especially in Association of Southeast Asian Nations (ASEAN). The research questions is: How can BRI bring new life into higher education with China and ASEAN? The aim of this study is to investigate the evidence from practices of the policy related to campuses of China’s universities in ASEAN and find possible ways to add new life. Based on policy tools theory, this study examines the policy and practices of overseas expansion of higher education in ASEAN. A comparative case study of Xiamen University Malaysia and the University of Nottingham Malaysia Campus, both of which are two of the most representatives. According to the theoretical analysis of policy tools, it can be concluded that universities in China currently lack demand-side and environmental side policy tools in the policy of going global strategy. Employing the policy tool analysis model, this study concludes that the BRI serves as a link for all-round cooperation between China and ASEAN. Regarding higher education cooperation with ASEAN, it is necessary to establish more cooperation memorandums of different mechanisms and educational and cultural exchanges to better assist more universities in China’s going global strategy. This study matters on policy analysis in the field of overseas education, especially reflections on higher education cooperation between China and ASEAN.
Day 1 - Lingnan Doctoral Student Panel 1

13:30 - 14:30

The Study of Gender Imbalance in Teacher-training Programmes in Higher-Education in Mainland China: Why and What to do

The serious imbalance in the proportion of male and female teachers in basic-level schools has long been a highly visible phenomenon and become increasingly obvious in recent years, with much more female teachers than the male ones in most cases. According to the 2010-2019 data from the Ministry of Education (MOE), nearly 70.08% of teachers in basic-level schools are female. This disproportion has led to academically and mentally negative impacts on students in terms of development of interpersonal communication, students’ personality as well as students’ creativity. Based on these, there is a necessity to balance the gender distribution in teacher-training programmes of higher-education as they are still the main source of teacher’s pool. However, despite the fact that gender imbalance in teacher-training majors has been aggregating, very limited articles recently are published that focus on this issue, and if any, lacking in systematic and comprehensive approach to probe the rationale behind gender imbalance in normal universities and provide relevant policy implications. Resorting to the Developmental Ecological Model, this article adopts literature analysis method to identify the ideological, social, family and individual factors that affect the imbalanced gender distribution in teacher-training programmes in higher-education in mainland China from the dimensions of macrosystem, mesosystem, and microsystem. Results show that uneven gender distribution is closely related to social factors including traditional perception towards gender and occupations, the universal recognition of female teachers’ strengths by school and the society, the occupational characteristics of teachers as well as the income and occupational competitiveness of teachers, with all of which impeding the determination of male students to enroll in the teaching-related majors. Lastly, targeting recommendations are put forward to help solve the problem, comprising holding social awareness campaigns, adjusting recruitment strategies, improving Curriculum and Program design, offering more career services and building mechanism for monitoring and evaluation.
Day 1 - Lingnan Doctoral Student Panel 1

13:30 - 14:30

Exploring Positive Education to Foster Students’ Resilience: A Practical Case Study in Shenzhen

Authors
XIAO Shuya
WU Wanhua
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Positive education is defined as the application of the science of positive psychology. An increasing number of studies have shown that positive education has a great influence on students' well-being, development, and learning. This research is a localized practice of positive education and aims to verify the effectiveness of the intervention for adolescents in Shenzhen. 87 participants were 8th grade students from a public school in urban Shenzhen, and 45 of them were the experimental group. They took positive education interventions after school twice a week for 20 weeks. All the teachers need to finish their training and be licensed by Tsinghua University before implementation, make sure teachers deliver knowledge appropriately. The Chinese version of the Psychological Resilience Scale (PRS) was used in this study. There are 27 items on the scale, which is divided into five dimensions: goal focus, emotional control, positive cognition, family support, and interpersonal assistance. This study conducted pre-experiment and post-experiment assessments of resilience in both the experimental group and the control group. As the result of quantitative data analysis, this study found that a positive education program could increase adolescents' resilience. After the intervention, students’ resilience in the control group had no significant change, while that of students in the experimental group increased significantly (p<0.05). At the same time, the experimental and control groups results significantly different in resilience post-experiment (p<0.05). The results showed that a positive education program could increase students’ resilience in Shenzhen. The results will provide empirical evidence for the effectiveness of positive education programs in urban China. Shenzhen Luohu Science and Technology Bureau funds this research.
Day 1 - Lingnan Doctoral Student Panel 2

13:30 - 14:30

Diversified Enrollment Policies in Chinese Higher Education: An Analysis of Equity and Efficiency

Authors
Xiang Xincheng
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Lingnan University

With the rapid development of China's economy and the continual elevation of higher education standards, there is an imperative need to reform traditional, singular enrollment models. Therefore, China began experimenting with diversified admissions policies in the early twentieth century. The multifaceted enrollment policies in China mainly include an independent recruitment policy, recommended students, and students with exceptional skills in arts and sports. Independent admissions serve as a supplementary recruitment method to the National College Entrance Examination, including discipline-specific talents, comprehensive evaluation, and rural special projects. Over time, various methods reveal issues such as impairing enrollment fairness and needing more robust supervision. In January 2020, the Ministry of Education announced the substitution of the "Strengthening Basic Disciplines Plan" for the previous independent recruitment policy. Under this context, whether the new recruitment policy considerations have balanced various forms of fairness and resolved the drawbacks of the previous one constitutes a series of discussable issues.

Based on existing literature, the research employs bibliometric analysis and a kind of qualitative quadrant analysis from social comparative policy domain as its method. Using selected academic literature databases, specific time frames, and search criteria, the study identifies current research focus areas and main arguments. The research also investigates the problems encountered during policy execution, Then, this research measures the characteristic of those enrollment policies in terms of opportunity fairness, outcome fairness, inclusivity, and marked in the quadrant according to the Bibliometric analysis results. Through this mixed method, the research not only provides a new analytical framework but also tracing back to their origins and values under those policies changes. Finally, the research, from a policy reform perspective, recommends several enhancements, such as expanding the coverage of the new type of enrollment, reducing information barriers, and honing in on more precisely defined student groups in compensatory enrollment policies.
Shaping Inclusive Higher Education in Hong Kong: Evaluating the Impact of Non-Local Student Quota Increases through Social Capital Theory

The Hong Kong government proposed a strategic initiative in the 2023 policy address to further promote the "talent grabbing" plan and strive to create an excellent educational environment in Hong Kong. Specific measures will increase the quota for non-local undergraduate students at eight public universities to 40%, and the number of non-local students will increase to 6,000. This policy shift reflects the Government’s intention to strengthen Hong Kong’s position as a regional education hub. This study aims to evaluate the significance of increasing non-local student quotas in public universities in Hong Kong and to conduct an in-depth analysis of the impact of quota changes on local and non-local students' access to higher education. This study is based on social capital theory, adopts a purposive snowball sampling method, and selects ten undergraduate students (five local students and five non-local students) at public universities in Hong Kong as the research subjects to explore various forms of social capital impacts. The social capital theory examines the social networks, social relationships, and social connections possessed by individuals, which affect their access to education and resources, so increasing the number of non-local students placed in universities will have different impacts on the access to education resources and opportunities for other groups of students.

The research findings underscore the need for strategic planning in Hong Kong’s higher education policy. Insights include the importance of balanced resource allocation to avoid disadvantaging local or non-local students, comprehensive support systems to manage academic stress and promote language proficiency, and the need to enhance infrastructure to cater to increased student populations. These findings guide future developments by emphasizing the importance of considering all students' diverse needs and experiences in policymaking to foster an inclusive, effective, and supportive educational environment.
Day 1 - Lingnan Doctoral Student Panel 2

13:30 - 14:30

Exploring Chinese Students' Perspectives on Barriers to Developing Critical Thinking Skills: A Qualitative Study in Hong Kong

Authors
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Lingnan University

Although critical thinking is importantly vital, a lot of students are not clear what does it mean and the educators do not know how to help college students cultivate it. The college students are supposed to think out of the box and do the analysis from various perspectives. Therefore, there exists a misunderstanding between students' perception of critical thinking ability and the expected outcome of critical thinking ability.

Some of the exploration started to walk into the critical thinking issue of Chinese postgraduate students studying in English-speaking universities. This research intends to explore and evaluate students' barriers of developing critical thinking. Using documentary analysis and semi-structure interview to obtain Chinese mainland students’ data at some universities in Hong Kong in order to making an exploration on the critical thinking barrier.

Results indicate that mainland culture, as well as dogmatic thinking, are two main barriers that constrain the ability to draw connections. Liberal arts education is a typical kind of education to train all-around talent and develop distinctive thinking mode. Therefore, in this case, liberal arts education can be considered to help students understand and cultivate critical thinking.
AI Application in Higher Education: 
Bibliometric Analysis of Publications from the Web of Science

Artificial intelligence (AI), a system that thinks and acts rationally, is increasingly popular these years. As the Horizon Report from EDUCAUSE, the trend of AI is potentially growing into mainstream. However, there is a research gap for AI application in higher education, which is there is not a lot of research on AI application in higher education, and more studies are supposed to be conducted. Therefore, this research will focus on the application of AI in higher education though literature analysis, and explore the impact and application of AI in teaching and learning in higher education. To have an intuitive result, a bibliometric method will be utilized. Through the software “Citespace”, the analysis of more than 400 articles in Web of Science near 5 years results in a visualization summary, and it shows that “learning analytics”, “virtual reality”, “predictive models” are the three main parts in AI application of higher education to succeed in “sustainable development goals” (SDGs), created by the UN General Assembly, proposed a set of global Sustainable Development Goals. There will be an aggregating system to coordinate with all parts by multidimensional collaboration, which is divided by “teaching”, “feedback”, “personalization” and “management”, leading to a virtuous cycle for “Quality Education”, one of SDGs, including effectiveness, efficiency, equity, responsiveness, relevance, reflexivity, sustainability, and teachers, students, as well as managers in higher education will be benefited. Besides, in this collaboration system, the higher education will be improved by artificial intelligence to support quality education in sustainable development goals, which will explore AI application in higher education better in the future as an implication of this research. At the end, a summary of this research will be presented, and have some implications for future development of AI in higher education, especially for success in SDGs.
Day 1 - Lingnan Doctoral Student Panel 2

13:30 - 14:30

Collaboration in Higher Education Sector in Singapore and Hong Kong: A Perspective from Policy Learning

The collaboration between higher education institutions (HEIs) is significant under globalization, since the approach develops the quality of higher education in both host and partner universities (Chapman and Sarvi, 2017). The cooperation is conducted in multiple forms, such as research collaboration and establishing branches in alternative regions. Policies in Singapore and Hong Kong, two global cities in Asia, echo the international higher education collaboration on either building up campuses of foreign universities or building campuses of domestic universities in nearby regions. It is noteworthy that both regions show high quality of higher education, of which two universities in Singapore ranked on the top fifty and five institutions in Hong Kong positioned on the top one hundred on Times Ranking in 2024 (Times Higher Education, 2024).

Aiming to provide an inclusive learning experience, the Global Schoolhouse Initiative in Singapore has attracted universities in the United States, such as NYU Tisch School of Arts, and eighteen HEIs from Australia to establish a campus in Singapore (Ministry of Trade and Industry 2002; Australian High Commission Singapore). Nevertheless, the policy failed to a certain extent. Osada (2015) and Tan (2015) highlighted that the overseas HEIs in Singapore experienced challenges on quality assurance, the influence of the anti-immigration policy on the dropping number of international students, and the closure of several programmes and campuses from foreign universities since 2005. Such failure challenges the performance of the Policy.

Rather than attracting foreign universities to the nation-state, Hong Kong enhanced the collaboration by encouraging institutions in UGC to set up campuses in the Great Bay Area, such as the Chinese University of Hong Kong in Shenzhen. The governments of Hong Kong and China, it is noteworthy that, have signed the Guangdong-Hong Kong Technology Cooperation Funding Scheme and the Shenzhen-Hong Kong Science and Technology Cooperation Fund Scheme, which resulted in the introduction of the Guangdong-Hong Kong Cooperation Framework Agreement at a later stage (PGGP, 2010). Nevertheless, there is a lack of examination of the policy performance, challenging the policy evaluation. The "come-in" approach in Singapore and the "going-out" strategy in Hong Kong advise opposite policy designs, leading to further policy evaluation of the performance, effectiveness, and efficiency in both regions.

Although much investigation has compared the higher education cooperation between Singapore and Hong Kong (Mok, 2013; Lo, 2017), limited research has examined the improvement of policy on cooperation between HEIs in both regions and reviewed the higher education collaboration on the ground of policy learning, particularly on branch campuses formation. Policy learning, as an important framework for evaluating policy, aims to address the questions of who learns, learns what, and with what effect to improve policy outcomes and solutions (Bennett & Howlett, 1992; Feldman, 2018; Oliver and Pearce, 2017). Based on the comparative policy analysis of the cases of Singapore and Hong Kong, this research has two objectives. Firstly, it aims to identify the reasons for designing the "come-in" and "going-out" policies and explores if the policy can be adaptable in the other region. Secondly, the investigation aims to examine what policies in both regions can learn from each other to enhance international collaboration in the higher education sector.
Day 1 - Roundtable Discussion

14:45 - 15:45

Education for Sustainability: East-West Dialogue

Moderator: Bruce John MACFARLANE, The Education University of Hong Kong

Tristan MCCOWAN, University College London

Tristan McCowan is Professor of International Education at the Institute of Education, University College London. His work focuses on higher education in the international context, including issues of access, curriculum, alternative models and sustainability. His books include Higher Education for and beyond the Sustainable Development Goals (Palgrave Macmillan, 2019), Education as a Human Right (Bloomsbury, 2013) and Rethinking Citizenship Education (Continuum, 2009). From 2015-2021 he was editor of Compare – a Journal of International and Comparative Education. He is currently leading the multi-country GCRF project Climate-U (Transforming Universities for a Changing Climate).

Angela HOU Yung-chi, National Chengchi University

Angela Yung-chi Hou, is 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. Currently, 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 program accreditation in several countries, including UK, Hong Kong, Macao, Philippines, Mongolia, etc.

She specializes in higher education policy, quality management, internationalization, faculty development, and quality assurance of cross border higher education. She have 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 are highly impact SSCI journal articles. Since 2013, she has been recognized by the Springer as one of the top 24 Asian researchers in higher education field.
Day 1 - Roundtable Discussion

**LI Kam-cheong, Hong Kong Metropolitan University**

Dr. LI Kam Cheong is the inaugural Dean of the School of Open Learning of HKMU, and the Director of Research Affairs and Knowledge Transfer. He leads research in innovative learning, teaching and educational administration at HKMU's Institute for Research in Open and Innovative Education, He also serves as Visiting Professor of Middlesex University in the United Kingdom and a number of institutions in China.

Dr. LI has published over 200 refereed journal articles/book chapters/conference papers and eight monographs/textbooks, co-edited 12 books. He serves as the Editor-in-Chief for the Asian Association of Open Universities Journal and one of the Editors for the 'Innovation and Technology in Education’ Section of SN Computing Science. He has been Guest Editor of special issues for six renowned journals, as well as editorial board member for distinguished journals.

Dr. LI has earned three bachelor's degrees, four master's degrees and a PhD from renowned institutions including the University of Hong Kong, Peking University and the University of London. He has also been awarded many professional qualifications such as Diploma in Education, Advanced Diploma in Translation, as well as Chartered Linguist and Fellowship of the Chartered Institute of Linguists.

**Antonia YEUNG Yu-hung, The Hang Seng University of Hong Kong**

Antonia is an engagement professional certified in ESG Planning, Behavioral Analysis, NLP, career coaching, and mediation. With over 20 years of experience in higher education and non-profits, Antonia is passionate about driving institutional advancement and stakeholder engagement. She is a frequent speaker and facilitator for programmes in personal development and team collaboration.

Antonia has been director of alumni relations at the Chinese University of Hong Kong, City University of Hong Kong, and director of recruitment and admissions at the former Savanna College of Art and Design (SCAD) HK. She also managed the Scholarship Secretariat and talent development initiatives of the Hong Kong Jockey Club Charities Trust in its early years of establishment. Her current role with HSUHK promotes user experience through campus and service design, with a specific focus on environmental and operational sustainability.

**Paulina WONG Pui-yun, Lingnan University**

Prof. Paulina PY WONG is currently an Associate Professor and Head of the Science Unit at Lingnan University. She is also the Associate Director of the LEO Dr David P. Chan Institute of Data Science. She specializes in urban climatology, air/noise pollution, GIS, and environmental health. In recent years, her research has extended to include GeoAI analytics, urban sensing, mobile geospatial technologies, education for sustainability and ESG. She has been a Fulbright and Lee Hysan scholar and is a certified GIS Professional. She is a Council member and Vice-chairman of the Spatial Data Infrastructure Committee of Smart City Consortium (SCC), Honorary Secretary of HKGISA, Committee member and advisor of HKABAEIMA to foster GIS, Open BIM and Smart City development. She serves as a member of the editorial board and review editor for a number of high-quality international journals. She has secured more than HKD 30 million of funding in the capacity of PI/Co-I.
Day 1 - Keynote Presentation II

16:15 - 17:00

Education for Sustainability:
Navigating the Changing Landscape of Higher Education in Finland

In this presentation, we will examine the ongoing transformation of Finland's higher education system in response to the global imperative for sustainability. The discussion will highlight the multifaceted roles that Finnish universities are assuming in this transition, functioning not merely as centers of academic excellence but also as influential agents in shaping public policy and societal values. We will explore specific policy instruments within the European context and organizational shifts in Finland aimed at embedding sustainability into academic curricula, research agendas, and higher education programs. The presentation will also address how these changes are designed to ensure equitable access to education across all societal strata. A significant portion of the talk will be devoted to the holistic approach to sustainability education that is emerging in Finland. Special attention will be given to the Finnish Institute for Educational Research's projects in developing future-oriented curricula. These curricula necessitate innovative approaches in teacher education, including the integration of STEAM (Science, Technology, Engineering, Arts, and Mathematics) education, inquiry-based learning, and transdisciplinary pedagogies along with social and emotional learning. Far from being mere academic constructs, these pedagogical frameworks—in line with maker pedagogy and design thinking—are pragmatic tools implemented to meet the diverse and rapidly evolving reskilling needs of society. These innovative educational paradigms are not just about creating things but also about fostering a mindset that values creativity, collaboration, critical thinking and the development of soft skills. They are recognized as vital components for equipping students with the competencies required to effectively navigate the intricate environmental, social, cultural and economic challenges of our world.
Day 1 - Panel Session 3

17:00 - 18:00

The Discourses of the Higher Education Leadership Literature: Dystopian, Reformist, Pragmatist

The literature about higher education leadership is fragmented and complex representing a diversity of ideological perspectives about its nature and purposes. Internationally, the literature has been strongly shaped by the importation of concepts and theories from management studies and a tradition of scholarship led by university leader-researchers. Drawing on an extensive literature review of over 250 books, book chapters, reports and journal articles this presentation will identify three key discourses. The dystopian discourse is concerned with the cultural context, arguing that the import of neoliberal business practices into university leadership and management has undermined academic self-governance. The reformist discourse focuses on values from a social justice perspective arguing for a more democratic and inclusive style of leadership including participation from historically under-represented groups. Finally, the pragmatist discourse is more functionally focused in identifying the capabilities, skills and competences needed for effective leadership in universities at all levels. These three discourses provide important insights into the culture, values, and competences of university leadership respectively reflecting the way in which the culture of higher education is distinctive and deserves special protection (dystopian), should commit to values that reflect changes in wider society (reformist), and practically manage and achieve change (pragmatist). It will be argued that an appreciation of all three of these perspectives are equally important in developing university leaders.

Author
Bruce John MACFARLANE
The Education University of Hong Kong
Day 1 - Panel Session 3

17:00 - 18:00

Coordinated Development of Regional Higher Education in China: Exploring the Essence, Dimensions, and Theoretical Boundaries

Influenced by historical factors, the development of higher education in China encounters similar regional disparities and deficiencies as observed in economic development. Under the guidance of China's proposed regional coordinated development strategy, the growth of higher education necessitates a profound integration of the concept of "coordinated development." This entails judiciously managing disparities in higher education development among regions, fulfilling the regional demands for higher education development to the utmost extent, and fostering societal prosperity through shared efforts. Nevertheless, current research findings underscore a persistent gap in academia's in-depth exploration of the essence of regional coordinated development in higher education, with unclear theoretical boundaries. Thus, this study, rooted in an exploration of the essence and fundamental dimensions of regional coordinated development in higher education, concentrates on elucidating the theoretical boundaries of coordinated development in regional higher education. In the course of this research, the paper emphasizes the need to correctly manage the relationship between regional higher education and social development, the relationship between higher education development among regions, and the relationship between regional higher education and human development to achieve a harmonious process and state. Subsequently, this paper outlines three fundamental dimensions of regional higher education coordinated development, discerned from the predominant contradictions in China's current regional higher education development. These dimensions encompass the management of the nexus between regional higher education and economic and social development, the level of higher education development among regions, and the correlation between the level of regional higher education development and accessibility to educational opportunities. Finally, this research employs the principles of external relations in education, the theory of appropriately advanced educational development, and the theory of equitable educational opportunities as guiding frameworks to clarify the theoretical boundaries of regional higher education coordinated development. This means that regional higher education should be in line with economic and social development, the disparity in higher education development among regions should be smaller than the disparity in economic development among regions, and the disparity in access to higher education opportunities among regions should be smaller than the disparity in higher education development among regions.
Day 1 - Panel Session 3

17:00 - 18:00

The Crisis and Opportunity of Private Universities in the Context of Declining Birthrates: Cases from Taiwan and Japan

In response to the talent needs arising from social and economic development, the global expansion of higher education began in the 1980s, moving towards an era of massification and marketization. In the late 1980s and early 1990s, under high demands for access to higher education, the Taiwan government not only established more public schools but also encouraged the founding of private institutions, based on the legal framework of the "Private School Law". According to statistical data, as of 2022, Taiwan has 158 tertiary institutions, of which about 70% are private schools.

In recent years, along with higher education expansion and social and economic development, universities and colleges in some developed countries have faced the challenges due to a declining birthrate. As the younger population continues to shrink, both governments and educational institutions must implement various strategies to address emerging problems, such as insufficient student enrollment, financial difficulties, downsizing, and mergers. In some aging societies, some universities have even been forced to close.

In Taiwan, we can also observe that some private universities are unable to withstand the societal trend of declining birthrates. According to statistical data from Taiwan's National Development Council, the estimated birth rate for the year 2023 is approximately 6.3 per mille. Additionally, the birth rate has decreased by 17.4 per mille from 1980 to 2023, leading Taiwan to become an aging society in 2018. To resolve it, in 2013, the Taiwanese government introduced a university exit mechanism. On one hand, public universities are encouraged to merge on the other hand, private colleges are pressured to the fate of closure.

The expansion of higher education in Japan originated in the post-World War II era, driven by increased social mobility and the popularization of compulsory education, which created a demand for higher education. Policies were formulated to relax the conditions for establishing private schools, leading to a rapid increase in the number of higher education institutions. However, since the 1980s, Japan has also faced the challenge of declining birth rates.

TO BE CONTINUED
Day 1 - Panel Session 3

17:00 - 18:00

The Crisis and Opportunity of Private Universities in the Context of Declining Birthrates: Cases from Taiwan and Japan

In 1949, the number of newborns was approximately 2.7 million, but by 2022, the number had dropped to a historic low of 770,000. The proportion of elderly people reached 29%, making it an ultra-aging society. In 1998, the Japanese government established the “The Promotion and Mutual Aid Corporation for Private Schools of Japan(PMCA)” and in 2007 developed financial early warning mechanism that included “Management Assessment Indicators” to evaluate the operational status of private schools. The aim was to prevent or mitigate financial difficulties arising from the impact of declining birth rates on enrollment, while simultaneously improving the quality of education provided by private schools. Additionally, the government introduced a reform policy for the consolidation and reorganization of higher education institutions, which emphasized eliminating poor-quality universities and focusing investment on good universities. This policy particularly stressed a market-oriented natural selection mechanism, and government resources were redirected to focus on key national development goals.

As an aging society, Japan and Taiwan, both with high developed economy, are also experiencing the social changes brought by declining birthrates. The study aims to investigate the impact of declining birthrates on national education policies, to explore how governments perceive the issue of declining birthrates, as well as to compare the differences in policies between the two countries by an adoption of document analysis. Based on the background, three research questions are addressed as follows: 1. In the context of declining birth rates, what policy adjustments have the governments of Taiwan and Japan made to address the enrollment challenges faced by higher education? 2. What impact do these policies have on private higher education institutions? 3. In response to policy and enrollment challenges, what strategies are private higher education institutions employing?
Day 1 - Panel Session 3

17:00 - 18:00

Impacts of Academic Tenure Track System in China on the Career Development of Early Career Researchers: An Institutional Logics Perspective

In recent decades, some of the top universities in China have introduced the academic tenure track system to reform their academic promotion structures, such as Peking University, Tsinghua University, Tongji University and so on. Whilst the academic tenure track system was considered to provide a sustainable career path (Brechelmacher et al, 2015), it seems to be distorted as an “up or out academic promotion policy” in China. In recent years, as the tenure track system has gained popularity, there has been a yearly increase in cases where teachers are dismissed due to not meeting promotion requirements. This phenomenon exposes issues such as unreasonable assessment system, imbalance in the right and responsibility of universities and teachers, and inadequate support for teachers upon departure(Hou,2023). The “up or out promotion policy” has resulted in teacher anxiety and other associated problems.

Previous studies have shown that ECRs’ career development is not only affected by internal factors, but also closely related to the external environment (Fessler & Christensen, 1992; Grabowski, 1983) . As one of the external environmental factors, institutional factors have a lasting impact on the career development of ECRs(Yan, 2018). However, previous studies were mainly based on the perspective of organizational management and analyzed the problems and strategies in the career development process of ECRs under the tenure system(Ding & Hu, 2018; Tang, 2020). It is unclear in what way the tenure system, as an institutional factor, promotes or hinders the career development of ECRs.

Our research question is how has the implementation of academic tenure track system affected the career development of ECRs in Chinese universities?

“Traditional career studies are focused on position in organizations and neglect the embeddedness of academic careers in the production of scientific knowledge” (Laudel and Glaser, 2008). Thus, Laudel and Glaser (2008) developed an academic career development framework consists of three dimensions of career development of ECRs, including cognitive career, organizational career and community career. According to Thornton & Ocasio (1999, p 804), institutional logics are “the socially constructed,
Impacts of academic tenure track system in China on the career development of early career researchers: An institutional logics perspective

17:00 - 18:00

historical patterns of material practices, assumptions, values, beliefs, and rules by which individuals produce and reproduce their material subsistence, organize time and space, and provide meaning to their social reality.” The usefulness of institutional logic to higher education studies has been increasingly recognized (Lepori 2016; Cai and Mehari 2015). By combining the ideal types of institutional logics with the dimensions of academic career development, we develop an analytical framework for the study.

This study employs a qualitative research method. Data is mainly collected through semi-structured interviews with ECRs. Relevant documents, such as policy documents, job postings, annual reports, etc., are also included as data sources to support the interview data. Currently, we have conducted 6 pilot interviews. Preliminary findings are as follows:

1. Influenced by the corporation logic, the academic promotion criteria in the tenure track system emphasized research performance, particularly in research publications and research project applications, which may contribute more to their community career development.

2. Due to the emphasis on research performance, driven by market logic, the ECRs may employ strategy to meet the minimal requirement of teaching, which may reduce their involvement in organizational development.

3. The strong corporation logic and market logic may decline the impacts of profession logics, impacted by which, they may face the challenges of continuing the research or broaden the research as they hoped. As a result, cognitive career development of ECRs may be influenced or disrupted.
DAY 1 CLOSING
18 Nov
Leung Fong Oi Wan Art Gallery, 2/F, Patrick Lee Wan Keung Academic Building Lingnan University, Hong Kong
Day 2 - Keynote Presentation III

10:00 - 10:45

Historical Resources for Navigating the Changing Landscape of Higher Education: The Contribution of Translation to Cross-Cultural Collaboration

This presentation will focus on insights that can be gained for the future through reflection on cross-cultural collaboration between China and the West in past centuries. Beginning with Xu Guangqi and Matteo Ricci in the early 17th century, it will move to Ma Xiangbo in the early 20th century and then such visionary scholars as Zhang Kaiyuan, Ma Min and Xu Yihua in the early 21st century. The focus will be on the challenges of translation and the need for an ongoing effort to bring a complementary balance to the dominant approaches and concepts associated with Western university traditions. These continue to be widely imposed through global ranking and there is thus an urgent need for translation that gives global access to current and historical insights from China’s rich traditions of higher learning.

Author

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The Education University of Hong Kong
Day 2 - Panel Session 4.1

11:00 - 11:45

Comparing University Pre-Service Teacher Programs in East Asia: A Focus on Future Students’ Competences

In East Asia, the path to becoming a teacher typically involves a series of steps, including enrolling in a pre-service teacher program, fulfilling credit requirements, and undertaking internships, with some even necessitating passing an exam. However, the evolving demands spurred by global challenges and technological advancements necessitate a reflective re-evaluation of the extant pre-service teacher programs.

This research seeks to critically evaluate and compare university pre-service teacher programs across China, Japan, South Korea, and Taiwan with a focus on three core objectives: 1. Identifying and exploring the policies, mechanisms, and curriculum structures for teacher training in these contexts; 2. Determining the current qualifications and competencies required for secondary school teachers; 3. Exploring the disparity between the content of existing programs and the emerging technology, skills, and competencies vital for secondary education, ensuring that pre-service training is aligned with the evolving needs of schools.

This study delves into the integral policies, mechanisms, and structures of teacher preparation curricula, emphasizing the shift from traditional to modern teaching methodologies, including diverse assessments, critical thinking, AI, and bilingual education. It evaluates the role of teachers and the interdisciplinary knowledge required in today’s globalized educational context. Concurrently, it assesses curriculum adjustments at secondary and university levels, exploring whether adaptations in university teacher training align with secondary education needs and novice teacher competencies. By employing semi-structured interviews and documental analysis with in-service, pre-service teachers, and professors in Taiwan, it uncovers insights into the practical and learning gaps and the discrepancies between expected and actual applications within schools.

Conclusively, this investigation offers invaluable insights and policy recommendations aimed at ameliorating the pre-service teacher programs in East Asia, fostering alignment with the progressively dynamic educational ecosystem.
Day 2 - Panel Session 4.1

11:00 - 11:45

Comparative Policy and Transformative Path in Higher Education: Empowering Students through Interdisciplinary Approaches and Contextual Resilience in the Evolving Humanities Landscape

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The field of humanities has long served as a dynamic arena for engaging in vigorous debates surrounding the scope of teaching, the complexities of socio-political changes, and the effectiveness of learning strategies. In a recent pilot study conducted in 2021, a cohort of 100 students enrolled in Hong Kong’s Technical Education and Vocational Training (TVET) programs participated, yielding highly encouraging outcomes that shed light on the indispensable role of metacognition in empowering students to engage in critical analysis and reevaluation of their understanding of pertinent issues. This study effectively challenges the prevailing notion that teaching methods driven solely by technology are the exclusive path to achieving educational success. Instead, it highlights the utmost significance of student-centered learning journeys in achieving improved learning outcomes. On the whole, the implications of these findings extend far beyond the realm of this study, as they hold profound implications for the broader landscape of teaching methodologies. They underscore the imperative to integrate elements such as culture, multilingualism, and a supportive environment into educational practices, as these factors play vital roles in facilitating effective learning experiences. In order to fully refine and enhance these practices, collaborative efforts and further interdisciplinary research are essential. These endeavors are particularly crucial in addressing the unique challenges faced by minority groups, which are further amplified by the rapid advancements in social media platforms and the vulnerabilities associated with their specific contexts. By adopting this comprehensive approach, the transformative power of lifelong learning can be fully unleashed, especially in the face of the rising influence of artificial intelligence and the unavoidable pressures of workforce transformation within our rapidly evolving and tumultuous society. In essence, comparative policy perspectives offer invaluable insights that can significantly shape the future of education, ensuring its responsiveness to diverse contexts and the ever-evolving needs of learners. Consequently, integrating metacognition, student-centered learning, and culturally responsive practices within humanities education catalyzes profound and transformative teaching and learning experiences.
Day 2 - Panel Session 4.1

11:00 - 11:45

Major-based Undergraduate Curriculum as an Obstacle to Graduate Employability Development

To tackle the problem of graduate employability (GE), higher education researchers and practitioners are suggesting the inclusion of employability modules in university curricula. However, the orthodoxy of the major-based undergraduate curriculum (MBUC) has rarely been challenged in the GE literature. Drawing on Clarke's (2018) integrated employability model, this paper explores how MBUC affects undergraduate students’ GE development. The data were 27 interviews with undergraduates majoring in Portuguese at six Chinese universities. Findings show that the MBUC weakens students’ perceived employability by cultivating a single rather than compound skill set, limiting their social circles and, therefore, horizons for action and delaying their career self-management. More directly, it affects GE in some cases by overproducing a homogeneously skilled workforce. We argue that in many fields of the current world of work, the MBUC may have contradicted its original, and once achieved, goal of enhancing GE for a particular profession; rather, in practice, it has become an obstacle to GE development.

Overall, this paper aligns well with the themes of "Development of Students' Sustainability Competencies" and "Innovative Higher Education Curriculum and Pedagogy" at the conference. For one thing, it sheds light on how MBUC can impede students' acquisition of employability, an essential part of sustainability skills. For another, it contributes to the theme of "Curriculum" by problematizing MBUC and highlighting the need for innovative and flexible curriculum design to foster students' self-authorship and sustainable competencies.

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Day 2 - Panel Session 4.2

11:00 - 11:45

Own Your Learning: Student-Centered Experiential Learning in General Education

The transformative shift towards student-centered experiential learning is profoundly reshaping the landscape of contemporary pedagogy. This innovative approach places students at the epicenter of their learning journey, allowing them to dictate their learning objectives, methodologies, and assessment criteria, thereby fostering proactive, autonomous education. This pedagogy is especially effective in general education that aims to cultivate student's various essential capabilities, e.g. global vision, social engagement, creativity.

For instance, students might participate in an exchange program in Paris, immersing themselves in French culture to develop a global vision. Instead of learning about cultural nuances in a traditional classroom setting, students engage directly with their environment—interacting with locals, exploring markets, cooking traditional French foods, and participating in cultural festivals. These hands-on experiences enable students to form learning objectives such as understanding the impact of French cuisine on societal norms, uncovering historical influences on French food culture, and gaining insights into France's gastronomic diplomacy.

In another scenario, students might collaborate with Non-Governmental Organizations (NGOs) to cultivate a sense of social engagement. Through service-learning experiences, they can set goals such as understanding the dynamics of non-profit organizations, fostering problem-solving skills, or contributing to social initiatives. This direct engagement with real-world social issues deepens their understanding and instills in them a sense of empathy and social responsibility.

Alternatively, students might choose to create a short film, an exercise in cultivating creativity. By setting their own creative and technical milestones, students learn project management, team collaboration, and technical skills. This exploration allows them to confront challenges, adapt to changes, and ultimately, shape their creative thinking and innovation skills.

In each scenario, students are intrinsically involved in their learning, fostering a deeper and more personal connection with the subject matter. This autonomous learning environment cultivates innovative thinking, as students are perpetually encouraged to think outside the box, take risks, and develop resilience. Student-centered experiential learning, therefore, not only enhances knowledge acquisition, but also nurtures a broad spectrum of skills essential for future success, thereby creating a comprehensive, enriching educational experience.

Author

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"Student-centered education" is a well-known term in the field of education. However, there are various interpretations and understandings of its concept. The lack of clarity in its definition has limited its effectiveness as a concept in policy and practice. This article reviews the expressions of "student-centered education" in relevant academic literature and its process of theorization, revealing that it is a complex conceptual framework that encompasses dimensions such as cognition, subjectivity, and humanism. The cognitive dimension emphasizes students' cognitive development and learning progress, the subjectivity dimension emphasizes students' agency and empowerment, and the humanistic dimension focuses on students as unique individuals, considering their individual desires, interests, experiences, and interpersonal relationships. In educational practice, only by integrating these three dimensions can we improve students' learning outcomes. In the era of artificial intelligence and the trend of educational digital transformation, emerging technologies empower students with new roles and learning modes. Policy makers and educators need to re-conceptualize "student-centered education" from the perspectives of educational values, educational processes, and educational evaluation. This is necessary to enhance the clarity and effectiveness of student-centered education policies, and to cultivate and nurture individuals who are capable of comprehensive development in the modern era.
Day 2 - Panel Session 4.2

11:00 - 11:45

Comparative Analysis of General Education Curriculum Reform in Three Universities from Malaysia, Singapore and Taiwan

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General Education (GE) is a pivotal component of higher education, valued by numerous institutions for its role in fostering interdisciplinary learning and cultivating holistic individuals. Given the rapid advancements in technology and the strong demand for specific skills and competencies in the job market, there is a need to redefine the value and importance of GE in higher education. In an era where specialized knowledge is prioritized, the existence and persistence of GE become matters worthy of in-depth exploration. This study delves into the role of GE in higher education across Asia, focusing specifically on Malaysia, Singapore, and Taiwan. It aims to understand the reform approach adopted by the University of Malaya (UM), National University of Singapore (NUS), and National Taiwan University (NTU) in refining their GE curricula in response to global trends and societal shifts.

Therefore, this study employed a qualitative document analysis to explore the educational goals, mission, curricula, and government policies on higher education, sourcing data from related literature and official websites. The research reveals that universities are dedicated to providing holistic education, aligning it with their student development objectives, with a focus on nurturing well-rounded future citizens and leaders. There are three major findings in the study. Firstly, to maintain the relevance and uniqueness of GE, UM adopted a career-focused approach by revising their GE courses to “Student Holistic Empowerment” program, managed by Centre for Internship Training and Academic enrichment (CiTIA). Secondly, NUS enhanced their curriculum with an interdisciplinary approach, offering a flexible and tailor-made learning experience that allows 8 units of GE requirements to be double-counted with Major, Second Major, and Specialization requirements as per the rules. Thirdly, in 2016, NTU restructured its GE curriculum, decreasing the credits from 18 to 15, allocating 6 credits to "Basic Skills Course", 3 credits to "Freshman Chinese Language", and allowing the remaining 6 credits to be obtained from professional foundation courses across various departments. In conclusion, these three universities have their own strategies and practices, attempting to break through constraints and challenges to establish their unique GE curriculum.
Day 2 - Panel Session 5

11:45 - 12:45

The Impact of Geopolitics on International Student Mobility: The Chinese Student Perspective

In the last few years, international student mobility has been disrupted not only by the global health crisis resulting from the outbreak of COVID-19 pandemic but also adversely affected by the rise of geopolitics. The worsening relationship between China and its western counterparts led by the US and its allies has significantly influenced students’ motivation and plan for overseas education. Based upon interviews with 75 students from leading universities in China Mainland, this article examines how Chinese elite students evaluate the impact of the new geopolitics on their overseas studies plans. This article critically reflects upon international student mobility from the broader political economy perspective, discussing the policy implications for future international education.

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Day 2 - Panel Session 5

11:45 - 12:45

Illustrating the Tistorical Development and Landscape of Transnational Higher Education Research: A Scientometric Analysis from Comparative and International Perspectives

Transnational higher education (TNHE) has become an important research topic in international higher education (HE). Many universities have actively engaged in developing TNHE for diverse developmental goals, such as enhancing the internationalisation of HE, gaining financial benefits, and improving HE quality. While many researchers have explored TNHE-related issues from various perspectives (e.g., policy and management, learning and teaching, employability), relatively few studies have reviewed the historical development and landscape of TNHE research from comparative and international perspectives using a scientometric analysis. To fill this gap, we utilised CiteSpace to analyse TNHE-related research systematically. Based on reviewing journal articles indexed in the Web of Science Core Collection database, we illustrate the landscape of TNHE research (e.g., the overview of publication development, researchers, and research themes). Then, we summarise the current research status of TNHE and provide suggestions for future research.

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Day 2 - Panel Session 5

11:45 - 12:45

Students’ Choice of Intra-Country Cross-Border Education: Motivations For Studying At A Hong Kong Institution’s Branch Campus

Establishing an international branch campus (IBC) is a common means for countries and universities to achieve internationalization. Existing studies have explored students’ attitudes and behaviors to IBCs, but few of them have examined these issues in an intra-country context. Hong Kong institutions’ IBCs in the Greater Bay Area of Mainland China are cases of cross-border education provided within China’s policy of “one country, two systems”. While having the same legal position as other IBCs in China, branches of Hong Kong institutions are distinguished from those Western IBCs due to the sociocultural and political ties between Hong Kong and Mainland. This study aims to explore students’ choice of IBCs in an intra-country context by analyzing their motivations to study at a Hong Kong institution’s branch campus. Notably, when Hong Kong institutions’ IBCs operate in the GBA, the global, national, and local factors may manifest themselves in complex ways. Therefore, this qualitative study takes the notion of global-national-local imbrication proposed by Lingard (2021) as the theoretical framework to investigate contextual factors influencing students’ choice of intra-country IBCs. After inductively and deductively analyzing the data collected by semi-structured interviews with students, this study finds that various factors in the global-national-local levels have systematically attracted students to enroll at IBCs. Specifically, “Hong Kong” brand and an international outlook have drawn students to the branches of Hong Kong institutions at the global level, policy support and shared culture are national factors affecting students’ choice, and stringent admission requirements and function-price ratio are the key factors at the local level. Based on the findings, new insights have been generated into students’ motivations in a distinct environmental context, and the imbricated global-national-local paradigm offers a new attempt to analyze the destination and institution choosing of students in cross-border education.
Day 2 - Panel Session 5

11:45 - 12:45

The COVID-19 pandemic and post-graduation outcomes: Evidence from Chinese elite universities

This article examines the patterns and trends of undergraduate post-graduation outcomes among nine top Chinese universities (the C9 League) over the past decade against the broader context of geo-politics and COVID-19 pandemic. Analyzing data from the institutional report of graduate placement from 2013 to 2022, we find that most C9 university graduates choose to continue education immediately after receiving their bachelor’s degree. There is a marked trend that more students choose to further their education domestically rather than study abroad after the COVID-19 pandemic, particularly staying at the same university from which they received their bachelor’s. The US is losing its advantage as the top destination country for Chinese education elites whereas the UK, Hong Kong, and Singapore are receiving more Chinese students. The COVID-19 pandemic has significantly impacted the post-graduation decisions of Chinese elite graduates, who demonstrated a clear shift towards choices associated with lower risk and uncertainty.

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The global importance of understanding gender’s influence on the academic career progression of scientists is undeniable. Female scientists, constituting a vital segment of the scientific community, are instrumental in advancing technological progress across nations and are indispensable for spearheading scientific innovation. To effectively bolster the evolution and triumph of female scientists, a thorough understanding of their current professional status and the unique challenges they encounter is imperative.

An analysis of 2,285 responses from the 2021 Nature Salary and Job-satisfaction Survey revealed: (i) From a personal career standpoint, female scientists prioritize work-life equilibrium more than male counterparts who emphasize extensive research time. Concurrently, females grapple more with work-family time conflicts, while their male peers confront heightened research funding pressures. These patterns may be indicative of traditional societal gender norms and labor division, potentially curtailing the research aspirations of women; (ii) In terms of professional milieu, female scientists perceive diminished organizational backing compared to males and report a higher prevalence of bullying, harassment, and discrimination. This underscores that the scrutiny of gender disparities in academic career trajectories should not only spotlight initial gender biases and inequalities but also address the experiences of women post-joining research roles; (iii) Regarding career progression outcomes, female scientists exhibit a diminished likelihood of ascending to full professorships, with a heightened propensity to remain in postdoc or research assistant roles. Their prospects for commanding top-tier salaries are lower, coupled with a more somber view of future career opportunities. Evidently, both in tangible and intangible terms, female scientists’ academic progression appears disadvantaged. In light of these insights, we advocate three strategic interventions to amplify gender parity in the scientific domain. Firstly, it’s crucial to enhance science education for young female scholars during primary and secondary education, coupled with enriched research training during postgraduate studies, thereby nurturing their academic passion and research prowess. Secondly, proactively crafting a conducive research environment for child-rearing and instituting organizational structures that safeguard women’s rights is paramount. Lastly, a positive bias favoring female scientists in academic hiring, ranking evaluations, and remuneration schemes is recommended.
Day 2 - Panel Session 6

11:45 - 12:45

Leaving STEM: Exploring the Experiences of Chinese Female College Students from a Social Identity Perspective

Background/Purpose: women continue to be underrepresented in Science, Technology, Engineering, and Mathematics (STEM) fields (National Science Foundation, 2023). Chinese female college students are also underrepresented in STEM. Compared to their counterparts, Chinese female students exhibit lower achievement motivation and face more challenges regarding employment prospects and gender discrimination in the workplace (Yang & Gao, 2019). As a result, a rising number of female college graduates opt to exit the STEM field, transitioning to cross-disciplinary or non-STEM postgraduate programs. Identifying the leaking pipeline of female STEM students is essential to creating equitable academic environments and career opportunities. Previous studies have explained the attrition of female STEM students as being due to reasoning ability (Benbow & Stanley, 1980) and stereotypes against them (Beasley & Fischer, 2012). However, few studies focus on the experiences of Chinese female STEM students through a social lens. Therefore, this study adopts the social perspective and seeks to understand how the interaction between female students and social environments contributes to their decisions to leave the STEM fields.

Framework: this study adopted social identity theory and the model of STEM identity by Carlone and Johnson (2007). Social Identity Theory (SIT) suggests that people exhibit various group behaviors and discriminate against out-groups as part of the social identity processes (Abrams & Hogg, 1988). A social identity encompasses an individual's group membership, how they relate to the group, and how they perceive themselves as members of that group (Tajfel & Turner, 2004). Furthermore, STEM identity pertains to how individuals relate to a specific STEM major. It is based on the extent to which individuals perceive that they are accepted members of a STEM discipline or field (Kim et al., 2018; Seryanian et al., 2018). A student’s social identity significantly impacts their academic performance and influences their aspirations to pursue STEM careers (Chiu, 2022). Framed by the SIT perspective and previous models, three interrelated dimensions - competence, performance, and recognition - were examined to understand how Chinese female students develop and negotiate their STEM identities through social factors.

TO BE CONTINUED
Leaving STEM: Exploring the Experiences of Chinese Female College Students from a Social Identity Perspective

Method: this qualitative study conducted ten semi-structured interviews with Chinese undergraduate females who transitioned from STEM fields to non-STEM fields through graduate schools or alternative career choices. Convenience sampling was used for recruitment, and the interview data were subsequently transcribed and analyzed via Braun and Clarke's six-step thematic analysis.

Findings: the study indicates that female students are increasingly better represented and form certain STEM identities through peer social interactions and collaboration. However, unequal treatment in academic settings, male-dominated culture, and societal biases, including discrimination and career disparities, persistently challenge their presence and progress. Despite advancements in representation, these obstacles have alienating and marginalizing effects and significantly impact their decision to continue in STEM. We recommend that higher education institutions establish a value system centered on gender equality. Initiatives should be implemented to empower women by showcasing role models within the STEM disciplines and assisting them in academic planning as well as future career trajectories. Additionally, we advocate for mandatory courses designed to educate students on unacceptable behaviors, emphasizing the issues related to harassment and discrimination.

Contributions/Originality:
This study enriches the existing literature on female college students’ experiences and identities from a social identity theory perspective. It further bolsters empirical evidence regarding the leakage of female STEM students by examining personal, institutional, cultural, and social factors. The research delves into gender disparity and STEM student identities within Chinese higher education, set against the broader Chinese cultural and social constructs. Finally, it offers crucial policy insights for higher education administrators, policymakers, academic professionals, and students, emphasizing equity.
Day 2 - Panel Session 6

11:45 - 12:45

Institutional Change of Open Science in China: The Case of University-Industry Research Collaboration

The Open Science (OS) (Fecher & Friesike, 2014) has become an increasingly prominent movement on the global stage, and the People's Republic of China has not remained immune to its influence. OS can be found in a growing number of China's science policy documents. For instance, it is proposed to "promote the development of open science" in the revised Science and Technological Progress Law of the People's Republic of China 2021 as a means to underpin scientific and technological advancement (Ministry of Science and Technology, 2021). In addition, The Open Science Promotion consortium (OSPC) was established in 2022 by the China Association for Science and Technology (CAST) "to promote the in-depth practice of OS in China and the world" (China Association for Science and Technology, 2022). This corroborates China's commitment to embracing OS as an integral part of its scientific landscape. Meanwhile OS is a strengthening trend in the global academia, also collaboration between the university and industry sector is a phenomenon fostered by governments around the world in order for strengthening societal impact of universities (Cai & Liu, 2015). One of the interesting aspects of the changes brought up by the OS movement is, what it means for the normative environment of the university research funded by companies, in the context of university-industry research collaboration (UIRC), where disclosing information is not the prevailing norm (Lattu & Cai, 2023). Thus, this study asks two research questions: What are the norms and beliefs of applying OS practices in UIRC, in metropolitan universities in China? And, who or what instances foster the institutional change of the OS movement in the context of UIRC, in metropolitan universities in China? In order to answer the research questions, the paper provides a conceptual framework applying institutional logics (Thornton et al., 2012) and institutional entrepreneurship (Leca et al., 2008). Multiple case study method (Yin, 2018) is employed to address the research questions. Empirical data of the study consists of 23 research interviews, bibliometric data, policy documents and UIRC communications items.

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Towards Sino-Foreign Cooperative Education in China: A systematic review of the Chinese and English literature

Sino-Foreign Cooperative Education (SFCE) is a distinctive form of international education with Chinese characteristics, representing both emerging trend and a significant component of the Chinese education system. In the post-pandemic era, an increasing number of Chinese universities are exploring the possibilities and potential of Sino-Foreign Cooperative Education. This research aims to investigate the development of research on SFCE from 1978 to 2023, and examines the academic discourse surrounding SFCE in higher education. Based on the Scopus, Web of Science and CNKI database, a systematic literature review was conducted on 421 journal articles published in both Chinese and English. The review primarily employs a thematic analysis approach. The findings reveal the prevalence of research with a focus from Chinese scholars’ perspectives and the attempt to uncover differences in research themes between Chinese and English literature concerning SFCE. Within the literature review, the research delves into the educational, political, and cultural rationales that underlie the concept of Sino-Foreign Cooperative Education. Additionally, the study will further explore the temporal, spatial, and contextual dimensions of research themes in the field of SFCE. In the future, in-depth research on vocational education and the impact of different regions’ permission for the use of AI in education on Sino-foreign cooperative education will become a new research trend. Regarding research methods, there is a need to incorporate a more diverse range of mixed research methods. Furthermore, future research should encompass a broader spectrum of perspectives from different subject areas of interest.
Day 2 - Panel Session 7.1

14:00 - 15:00

Strengthening Ties Through Cultural Diplomacy: Cooperation Initiatives for Internationalization of Higher Education Within Brazil-China Relations

Bilateral and multilateral relations between China and other countries encompass not only commercial interests but also cultural connections. The foundation of China's soft power is embedded in the ancient Confucian concept of "guanxi" (关系), which reflects how a society's social and political dimensions are intricately woven into a network of interpersonal relationships rooted in trust.

Based on that, over 49 years, cultural and commercial relationships between Brazil and China have grown to the point that, in 2009, China became Brazil's largest trading partner, reshaping their economic dynamics. This enduring alliance has since influenced trade, investments, and diplomacy, leaving an indelible mark on both countries and the global stage.

While research has extensively explored China's soft power strategies within the broader context of the world, focusing on regions such as the Belt and Road Initiative countries, Latin America, and BRICS, there is a notable research gap concerning the specific dynamics of China's public diplomacy in Brazil. This gap is particularly significant given the relevance of the relations between two of the world's largest developing economies.

Therefore, the study seeks to bridge this gap by addressing the following questions: (i) How have the Chinese soft power policies been implemented in Brazil?, (ii) Does Chinese public diplomacy persuade Brazilian people and institutions?, (iii) What are the driving interests within the Chinese public diplomacy in Brazil?

Considering that, this qualitative research aims to understand (i) the role of cultural and educational initiatives driven by public diplomacy in building bridges between both countries, and (ii) the influence of China's soft power strategies on the Brazilian market and society.

TO BE CONTINUED
Day 2 - Panel Session 7.1

14:00 - 15:00

Strengthening Ties Through Cultural Diplomacy: Cooperation Initiatives for Internationalization of Higher Education Within Brazil-China Relations

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In the scope of Brazil-China relations, the current scenario leads specialists in international politics to believe that strengthening these ties has grown increasingly strategic in recent years. Efforts in this sense may occur through the exchange of data and information or by fostering integration between scientific and governmental entities. Collaborative efforts among emerging nations are indispensable for achieving more equitable and agile economic development in the years ahead.

Finally, the significance of this research lies in the fact that, despite cultural and historical disparities, China and Brazil share numerous similarities that facilitate a comprehensive academic and practical assessment of China's initiatives toward educational development. These initiatives represent valuable paradigms applicable to Brazil and other nations to mitigate social inequalities and bolster educational systems, acknowledging that local problems call for local solutions.
Day 2 - Panel Session 7.1

14:00 - 15:00

Examining Quality Assurance in Transnational Higher Education: A Comparative Case Study of Taiwan, Hong Kong, and Australia

Over the past three decades, transnational higher education (TNHE) has undergone remarkable growth, drawing extensive global attention. Many countries have adopted TNHE as one of their national initiatives to enhance the internationalization of higher education or to respond to national needs. International branch campuses, joint/ double degree programs, twinning and franchise programs are all common forms of TNHE. However, the rapid development of TNHE has led to concerns about quality assurance. For most countries, the establishment of national quality assurance agencies occurred in the late 1990s and early 2000s, and focused mainly on regulating domestic higher education institutions and programs. The supervision of TNHE was often not a priority for these national quality assurance agencies, and most of them lacked sufficient regulatory capacities and experiences. Faced with the rapid growth of TNHE, the inadequate national regulatory capacity poses significant challenges for ensuring the quality of TNHE.

In fact, there is no one-size-fits-all quality assurance regulatory model for TNHE, and the development process and context of quality assurance vary from country to country. Therefore, this study selects three representative countries/areas, Australia, Taiwan, and Hong Kong, to explore their quality assurance regulations and related measures for TNHE. Through the examination of different quality assurance systems, this study further explores their TNHE regulatory practices at the institutional level. The study employs document analysis to investigate the quality assurance regulations of TNHE at the national level and semi-structured interviews to explore the actual implementation of quality assurance of TNHE programs at the institutional level. This study hopes to provide an international perspective and local practice reference for the establishment of the national TNHE quality assurance mechanisms, and to better present the relationship between the national quality assurance framework and institutional quality assurance practices.
Day 2 - Panel Session 7.1

14:00 - 15:00

Exploring Graduate Students’ Attitude toward Global Rankings under Internationalization in Higher Education

How to stable quality of education has been a critical issue of both governmental practice and academic research for a long time. The transformation of higher education not only influences local students’ choices for universities but also relates to the reputation and international collaboration of universities.

Internationalization is a varied phenomenon driven by a dynamic combination of political, economic, sociocultural, and academic rationales and stakeholders in higher education. De Wit and Altbach (2021) listed several challenges influencing internationalization such as autonomy, academic freedom, reputation, rankings, and so on. Moreover, higher educational institutions pursue good rankings in order to attract more students and get good reputations, so they would raise their quality to be more competitive. However, attending graduate school is the cornerstone of academics. As graduate students, it is important to cultivate personal and professional competencies. Also, cross-field and cross-border academic cooperation has become popular, which directly affects one's academic impact and reputation. Graduate students would face challenges such as the reputation of the school, resource distribution, and prospects. What is the gap between the real transformation and imagination in higher education for graduate students?

Therefore, it is necessary to think about how the transformation of the HE environment influences students directly or indirectly. Above all, three research questions were placed in this study: 1) What is the current status of graduate students’ attitude of global rankings in higher education? 2) What is the impact of the global rankings in higher education on graduate students? 3) What is the imagination of higher education for graduate students under the global rankings?

The study aims to explore the current status of graduated students’ attitude of global rankings in higher education, and how global rankings influence students’ behavior. Both qualitative and quantitative approaches were used in this study. Literature review focused on the related research in the last five years in order to explore what the latent factors are for graduated students. Moreover, the research conducted a quantitative approach for data collection from graduate students, and snowball sampling and online survey were conducted. Finally, an unstructured interview was conducted to discuss the imagination of higher education from the graduate students’ perspective.
Day 2 - Panel Session 7.1

14:00 - 15:00

Does Bilingual Education Policy Matter? A Case Study In Taiwan

English as a global language has been widely recognized, imposing the realization of the importance of bilingual education. Unlike countries in America and Europe, which have undergone decades of historical and cultural cultivation, countries in EFL contexts could encounter difficulties in terms of implementing and advocating bilingual education. Even though some countries in Asia-Pacific areas, such as Singapore and Malaysia, are considered successful examples of national bilingual education, other non-English speaking countries, such as China and Korea, never find it necessary to implement this educational concept, which is highly owing to their strong ethnicity. In 2018, the Executive Yuan in Taiwan announced that the bilingual education policy was legislated, and gradually, Taiwan will have become a bilingual country by 2030. The identification of several issues in terms of the bilingual education policy has made Taiwan a particularly interesting case. First of all, some Taiwanese scholars have published several research papers, indicating the positive effects of either EMI or CLIL, but many other scholars, teachers, and even parents have publicly demanded the termination of bilingual education. Secondly, teachers have been forced to attend several workshops as well as conferences to enhance teachers’ English teaching competence; while students have been reported to be stunned and feel overwhelmed in terms of EMI. Thirdly, under the pressure of the test-oriented nature of Taiwan education, especially the development of BEST Test of English Proficiency (BESTEP) to access the effectiveness of bilingual education, EMI classes in colleges and universities have become vocabulary expansion courses, leading potential failures of fostering students’ academic competencies. From the perspective of those issues, several studies have been done to examine the instructional effectiveness of EMI and CLIL, which are embedded in the notion of bilingual education. However, the effects remain inconclusive. As a result, such chaotic circumstances and results signal the necessity and possibility to examine the issue from a different perspective since little literature has been found to inspect the influences of bilingual education on graduate programs.

TO BE CONTINUED

Author

FENG Kuo Zheng
National Chengchi University
Day 2 - Panel Session 7.1

14:00 - 15:00

Does Bilingual Education Policy Matter? A Case Study In Taiwan

Author
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To bridge the gap, the present study aims to investigate the impacts of bilingual education policy on international students’ motivation to enroll in Taiwanese EMI graduate programs. In addition, international students’ perceptions of Taiwan’s bilingual education policy will be explored. Furthermore, comparisons among the international students’ responses will be completed to shed light on the future improvements in Taiwan’s educational policy. By adopting a qualitative design, semi-structured interview and document analysis will be applied to this present study. Informed by Carspecken (1996), questions for semi-structured interviews will be designed and reviewed systematically and rigorously. The participants will be restricted to students who currently study in Taiwan’s graduate programs. Hence, three interviewees from different countries, including China, Korea, and Taiwan, will be recruited. To capture the dynamism of interviewees’ inner thoughts and fulfill the nature of qualitative research design, all the participants will be interviewed three times, and each interview session will last 50 minutes. The collected data will be analyzed via Carspecken’s (1996) reconstructive analysis, and an expert in the field of qualitative study will be invited to examine the analysis processes.

Specifically, the present study seeks to explore and answer the following three research questions.

1. What are the international students’ perceptions towards Taiwan’s bilingual education policy?
2. To what extent, the international students’ motivation to enroll in Taiwan’s EMI graduate program is affected by Taiwan’s bilingual education policy?
3. What are the differences among international students’ perceptions and motivation towards Taiwan’s bilingual education policy?
Day 2 - Panel Session 7.2


Background
Sending doctoral students to leading foreign universities for research training was proved to be more beneficial than problematic (Kyvik, Karseth, & Blume, 1999), therefore has been adopted as a strategy for the improvement of the country’s research capability by a lot of developing countries including China (Shen, 2018). In 2007, China’s government established a programme to select public-sponsored postgraduate students to study abroad as a part of the training of high-level talents (Ministry of Education, 2007). Thousands of individuals including visiting doctoral students have been accepted into the programme with funding provided by the China Scholarship Council (CSC). The number of PhD students sponsored increased from 5,000 in 2015 to 8,500 in 2020 (Fedasiuk, 2020). Studies have indicated the advantages of transnational research training, including the beneficial guidance for the sent students from their host supervisors, the enhancement of collaboration relationships, and the positive influence of scientific internationalism and reciprocity (Shen et al., 2017; Shen, 2018; Jiang & Shen, 2019). However, such transnational research training has been interpreted as an expansion of the Chinese government’s influence and a threat to domestic technology by the US (Fedasiuk, 2020). Also, in recent years, the international geopolitical tension especially between the US and China has intensified, which makes the future of scientific exchanges and collaborations uncertain (Li & Lee, 2022). The research collaborations between European countries and China are also facing increasing complexity (Shih & Forsberg, 2023). Given this dynamic global landscape, what are the implications for the transnational research training? This study investigates the impact of geopolitical shifts on the transnational research training of Chinese government-funded visiting doctoral students. Specifically, in the context of heightened international geopolitical tensions, how their experiences in transnational academic training were shaped? What they gained and what challenges did they encountered? Finally, we will discuss the sustainability of international research training in the future based on our findings.

TO BE CONTINUED
Day 2 - Panel Session 7.2

14:00 - 15:00

Methods
In our study, we accessed the National Open Doctoral Dissertation Database provided by the China National Knowledge Infrastructure (CNKI), and then conducted a database search using “China Scholarship Council (in Chinese)” as an inclusion criterion for full-text matches. As a result, we identified 2,936 doctoral dissertations published from 2020 to 2022. To achieve information saturation, we employed purposive sampling to ensure a roughly equal number of papers for each year and from similar source universities, finally up to 200 dissertations. We checked each dissertation to make sure that all authors of the chosen dissertations were doctoral candidates having the CSC-funded transnational research experiences. Specifically, we analysed the acknowledgements of these dissertations, aiming to shed light on the students’ transnational training experiences and insights during their visits. Apart from the data from acknowledgment sections, we conducted interviews at a leading technical research university in China that has been facing significant restrictions from foreign countries, especially the United States, in recent years. We interviewed 7 doctoral students with their informed consent, ensuring diversity of their visiting countries and considering the information saturation. They had visiting experiences in North America, Europe, and Australia after 2018. These interviews delved into their overseas learning, research participation, and interactions with host supervisors and peers. The interviews were transcribed and coded by topic to assess the influence of international geopolitical tensions on their personal and academic experiences overseas.

TO BE CONTINUED
Day 2 - Panel Session 7.2

Findings
Analysis based on acknowledgments and interviews shows that transnational research training significantly benefits the development of emerging scientific talent and the dissemination of scientific knowledge. Chinese doctoral students always regarded their host supervisors as role models, attributing this to the supervisors' personal charisma. These students also elevated research proficiency through the practice of collaborative publishing, the access to high-quality academic conferences and communication, and the expansion of thinking based on observation and discussion. Furthermore, the exchange of ideas and knowledge between supervisors and students, along with the non-academic support provided by supervisors to students, fostered the relationship between them even laboratories on both sides.

However, the shifting global geopolitical context notably influenced the academic mobility of CSC-Funded Visiting Doctoral Students. These students reported that, although many foreign supervisors were open to their visitation inquiries, stringent review processes and visa regulations at certain governmental and institutional levels affected their academic visit planning. Often, these students encountered waiting times extending up to six months. In particular, many had reconsidered opportunities in the United States, favoring European visits and increasingly choosing to collaborate with supervisors who are Chinese descents. Moreover, countries such as the Netherlands, Switzerland, and Canada have taken measurement specifically targeting CSC-funded visiting doctoral students. Some institutions even publicly declared their refusal to accept these students. The COVID-19 pandemic diminished their opportunities to build networks at international conferences and immerse themselves in academic environments. While digital communication provided some compensation, it failed to meet students' expectations for engagement in academic activities. Regarding the geopolitical tension, students perceived that their interactions with others in laboratories remained unaffected by international relations, due to tacit avoidance of political topics and alleviation thanks to people's background diversity. However, on a personal level, some doctoral students reported experiencing nationalist sentiments in parts of Europe. Others highlighted the economic strains exacerbated by geopolitical events, such as the Russo-Ukrainian conflict.
Day 2 - Panel Session 7.2

14:00 - 15:00

Hong Kong High School Students’ Decision-Making Process When Choosing Transnational Universities: A Qualitative Study

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This study examines the regional effects of Hong Kong students' study abroad decisions. Through questionnaires and semi-structured interviews with eighty students from a top Band 1 local direct subsidy government school, this study investigates the complex motivations behind these decisions, such as family preferences, finances, employability, culture, political leanings, and safety. Recent social turmoil in Hong Kong, the possibility to acquire social capital, and the desire to escape have prompted more students to study abroad in the UK, US, Canada, and Australia. This study also shows that emigration plans, prestige, family socioeconomic position, and the COVID-19 pandemic affect students' decisions to study overseas or stay in Hong Kong. Hong Kong's labour force, capital flow, and economy may suffer from the brain drain of highly educated students from top local institutions. This study adds to the student migration literature and gives information that can help international students transition.
Day 2 - Panel Session 7.2

14:00 - 15:00

Examining the Status of Education for Sustainable Development Goals in Taiwan’s Primary Teacher Training System and Action Plan

Author

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The United Nations General Assembly (UNGA) created the Sustainable Development Goals (SDGs) as part of the 2015 Development Agenda, most global goals are expected to be achieved by 2030. We recognize that ending poverty and deprivations must join hands with strategies that improve health and education, and solving climate change and working to preserve our planet. One method to develop this mindset in our students is by encouraging sustainable lifestyles through school education.

Many countries have already joined this project, and they generate policies and present their outcomes. New educational models are being designed in its schools with the aim of achieving SDGs in Taiwan, which generates challenges as necessary changes to curriculum and policies. Among these, the most important role is played by the “teachers.”

This study aims to explore the following three aspects:
1. Is any specific curriculum related to SDGs introduced during primary teacher training in Taiwan?
2. Are there any relevant courses aimed at supporting policy-makers, curriculum developers, and teachers in coming up with strategies and designing courses to promote SDGs-based learning?
3. What is the implementation of SDGs-related courses in Taiwan’s primary teacher training system? What are the challenges faced by learners?

This research aims to investigate the implementation status of SDGs through questionnaires and content analysis by interviewing current primary teachers, teacher trainees, and educators. This analysis provides insights into the current status and offers directions for continuous improvement, action plans and an assessment of outcomes.
Day 2 - Panel Session 7.2

14:00 - 15:00

College Students’ Learning Experience on Class Recordings: A Thematic Analysis under the Framework of Self-Determination Theory

This study explores the influence of class recordings on college students’ learning experiences through the lens of Self-Determination Theory (SDT). The utilization of class recordings in higher education has proliferated, yet systematic examinations of their impact on students’ sense of autonomy, competence, and relatedness remain sparse.

Adopting a qualitative methodological approach, we conducted online semi-structured interviews with 51 college students in Hong Kong. The aim was to gain a deep understanding of their experiences using class recordings and how these tools impacted their intrinsic and extrinsic motivation to learn.

Data were analyzed using a thematic analysis procedure, which allowed for the extraction of meaningful patterns and themes from the rich narrative data. This iterative process ensured that the emergent themes were grounded in the participants’ lived experiences and perceptions.

The findings reveal that class recordings significantly enhance students’ feelings of autonomy and competence. Students reported greater control over their learning process and an increased ability to understand and engage with the course content at their own pace. However, the use of class recordings has limited impacts on their sense of relatedness, possibly due to the less interactive nature of this learning modality.

Interestingly, the nature of motivation reported by students was predominantly externally regulated. This suggests that while class recordings can facilitate certain aspects of self-determined learning, they may not inherently drive intrinsic motivation.

This research underscores the nuanced impacts of class recordings on students’ learning experiences, shedding light on their potential benefits and limitations. It provides valuable insights for educators and policy-makers seeking to optimize digital learning tools in higher education.

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DAY 2 CLOSING