Symposium on Internationalisation and Quality Management in Higher Education 2021

20 March 2021 | 9:30am – 6:30pm
AM308, Lau Lee Yuen Haan Amenities Building
Lingnan University, Hong Kong / ZOOM
## Programme

**20 March 2021**  
(Saturday)

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| 09:30 – 09:50 | Welcoming Remarks                          | Prof. Ka Ho Mok, Vice-President, Dean of School of Graduate Studies, Lingnan University  
|               |                                             | Prof. Angela Yung Chi Hou, Associate Dean, College of Education, National Chengchi University |
| 09:50 – 09:55 | Group Photos                               |                                                                                 |
| 09:55 – 10:00 | Lingnan University Video                   |                                                                                 |
| 10:00 – 10:45 | Keynote Speech                             | Fighting against Risks and Uncertainties: Chinese Students’ Decision-Making of Studying abroad for Graduate Programmes under COVID-19 Pandemic  
|               |                                             | Prof. Wenqin Shen, Graduate School of Education, Peking University                |
| 10:45 – 11:45 | Panel 1 – Higher Education and COVID-19 Pandemic: Challenges and Responses  
|               | (Chairperson: Prof. Angela Yung Chi Hou, National Chengchi University, Taiwan) | Utilising Video Annotation Tool to Enhance Preservice-Teachers’ Reflection Skills and Communication Competence through a Video-Based Learning Platform: A Blended Learning Pedagogy during COVID-19  
|               |                                             | Peter Yee Lap To, Lingnan University, Hong Kong SAR                               |
|               |                                             | Exploring the Relationships between Taiwan Home-Return Students Self-Directed Learning and Employability Anxiety through Distance Learning: Depression from COVID-19 as a Mediator  
|               |                                             | Louise Yi Ning Tsai, National Chengchi University, Taiwan                         |
|               |                                             | The Changing Mindset of Employers in Recruiting Graduates after the Pandemic: Does Internship still Matter?  
|               |                                             | Pei-Wen Chen, National Chengchi University, Taiwan                               |
|               |                                             | Quality Management in Higher Education: Significance of Whole Person Development  
|               |                                             | David Ho, The Education University of Hong Kong, Hong Kong SAR                    |
| 11:45 – 12:00 | Q&A Session                                |                                                                                 |
| 12:00 – 12:15 | Tea Break                                  |                                                                                 |
12:15 – 13:00  Panel 2 – Examining Higher Education from the Global and Regional Perspectives
(Chairperson: Prof. Ka Ho Mok, Lingnan University, Hong Kong SAR)

Exploring the Role of Academic Leadership in Internationalisation Processes in Japan
Bradley Colpitts, Kwansei Gakuin University, Japan

If Standardised Performance Assessment can Maintain College Teachers’ Persistent Research Motivation? From the Perspective of Self-Determination Theory
Ying Chen, National Chengchi University, Taiwan / Lingnan University, Hong Kong SAR

Understanding Education Faculty Members’ Experiences and Perspectives on a Borrowed B.Ed. Honours Programme at a Public International University in Northern Pakistan
Abdul Wali Khan, Lingnan University, Hong Kong SAR

13:00 – 13:15  Q&A Session

13:15 – 14:15  Lunch Break

14:15 – 15:00  Keynote Speech
Quality Assurance of Transnational Higher Education in Asia: Regulatory Framework, Approach and COVID-19 Impacts
Prof. Angela Yung Chi Hou, College of Education, National Chengchi University

15:00 – 16:00  Panel 3 – Analysing Higher Education from the Regional Perspectives
(Chairperson: Prof. William Yat Wai Lo, The Education University of Hong Kong, Hong Kong SAR)

Research on the Reform of Modern Apprenticeship System in Canada
Angel Xinru Li, Tsinghua University, Mainland China

The Impact of University Enrolment Expansion on Young People’s Wages and Occupational Prestige in Mainland China: A Counterfactual Analysis
Jing Wu; Enhui Yang, National Chengchi University, Taiwan

Sustainable Development of Higher Education: The Comparison of Satisfaction Model between the Cooperative-Running Projects with the Normal Projects in Shenzhen
Ao Liang, Lingnan University, Hong Kong SAR

Employability Skills Development in Cambodian Higher Education: A Case Study of English Education
Sathya Chea; William Yat Wai Lo, The Education University of Hong Kong, Hong Kong SAR

16:00 – 16:15  Q&A Session
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Fighting against Risks and Uncertainties: Chinese Students’ Decision-Making of Studying abroad for Graduate Programmes under COVID-19 Pandemic

Prof. Wenqin Shen

Graduate School of Education, Peking University

The COVID-19 has brought unprecedented difficulties to the international mobility of university students around the world. As the largest exporter of international students, how has China’s outbound mobility been affected by the COVID-19 pandemic? In the face of the risks and uncertainties brought by the pandemic, how do undergraduate graduates from elite Chinese universities respond and make corresponding decisions about mobility / non-mobility? This research attempts to analyse this issue based on the interviews conducted between January 2020 and March 2021 and a survey between December 2020 and February 2021. The theory framework of decision-making under uncertainty is used to inform the findings. This study finds that the pandemic has greatly increased the opportunity cost of studying abroad. However, due to the high sunk cost of the initial investment and the long-term institutional habitus and personal preferences that are difficult to change, the pandemic did not cause a significant impact on the willingness of elite college students to go abroad. Nevertheless, the pandemic has indeed brought some substantial impact. Some interviewees had to cancel or temporarily cancel their plans to go abroad. Under the conditions of the pandemic, elite college students’ understanding and resilience to risks and uncertainties differed by their social backgrounds. Elite college students from the disadvantaged class have significantly weaker preferences and ability to resist risks and are therefore more likely to give up their plans to go abroad. Lastly, we should combine the effect of the COVID-19 pandemic with the changes in international relations (especially Sino-US relations) to fully understand the elite college students’ decision-making about mobility/non-mobility.

(This keynote speech is based on the paper co-authored by Wenqin Shen, Yilin Chai, Ziyou Mo, Jing Feng, Kun Zhang, Feifei Gu, and Xueting Liu.)
Utilising Video Annotation Tool to Enhance Preservice-Teachers’ Reflection Skills and Communication Competence through a Video-Based Learning Platform:
A Blended Learning Pedagogy during COVID-19

Peter Yee Lap To
Lingnan University, Hong Kong SAR

This study investigated how peer comments made using a video annotation tool (VAT) through an online learning community improved student-teachers’ level of reflective thinking and communication competence. Eighty students from two classes of the course “Comprehensive School Guidance” participated in this study, and two videos for their tripartite practice on parent consultation are all recorded for self-evaluation and peer comments. Forty students were in the comparison class and provided general comments to their peers on the learning platform, while those in the experimental class used the VAT on the learning platform to provide comments to their peers. Two post-practice online questionnaires and reflective journal entries, which aim to measure communication competence and reflective thinking ability, were administered to the student-teachers after the first and second consultation practice. ANOVAs were conducted to examine whether students in the experimental (VAT) class improved their reflective thinking ability and communication competence more significantly than those in the comparison (non-VAT) class. The results showed that students in both the VAT and non-VAT classes had statistically higher scores for communication competence and reflective thinking in the second role-play practice. Students with the support of VAT, in comparison to those without, significantly improved their average reflective thinking ability.
COVID-19 pandemic had an enormous impact on global education. It shifted student mobility from physical to the virtual mode along with the challenges and opportunities for teaching and learning. About 95% higher education institutes provided distance learning which has transformed student learning skills and access to technical tools during lockdowns. Students’ engagement was the main challenge to distance education in the COVID-19 era. Self-directed Learning (SDL), as the leading means of adult education, focused that a self-directed learner knows what to learn with autodidactic learning. Garrison (1997; 2003) explicated the significance and integrated self-management, self-monitoring and motivational learning into a comprehensive model, which supports understanding of adult students’ engagement and management in a distance education context. Besides, enhancing students’ employability is essential to Higher Education Institutions (HEIs). COVID-19 pandemic reformed the labour market requirements and the distance education system changed the learning outcomes, which posed students’ employability anxiety. In addition, fear of COVID-19 would lead people’s depression and anxiety about future careers and depression from COVID-19 had a mediating role in career-related anxiety was determined by the researches.

The purpose of this study is to explore the relationship between Taiwan-home-return students’ self-directed learning in a distance context and employability anxiety, and how depression from COVID-19 mediates. Research questions addressed as follows: (1) How did self-directed learning influence Taiwan home-returning students’ employability anxiety? (2) How did depression from COVID-19 influence Taiwan home-returning students’ employability anxiety? The participants are a total of 241 current Taiwan home-returning students. Structured self-administrated questionnaires were adapted from Garrison’s SDL model, depression from COVID-19 Scale, and employability anxiety scale. The online-based survey for the targeted participants was conducted from October to December 2020. Data were analysed with Hierarchical regression. Results demonstrated that a significant negative direct relationship is between students’ self-directed learning and employability anxiety as depression from COVID-19 was as a partial mediator.
The Changing Mindset of Employers in Recruiting Graduates after the Pandemic: Does Internship still Matter?

Pei-Wen Chen
National Chengchi University, Taiwan

Under the pandemic 2020, in order to maintain the social distance, schools were forced to close, employees were requested to work at home. Moreover, many companies inevitably reduced wages or even laid off employees to balance the revenue. The health crisis indeed increasingly pressured on graduates not only on job seeking but also career development in the future. Due to the quick prevention policy and health measures, college students in Taiwan would be able to study on campus and engage learning activities in class and outside, including participating student clubs. One study showed that college students in Taiwan who engaged in student clubs tended to explore their careers earlier, develop sufficient soft skills, as well as have a sense of belonging. In other words, participation in student clubs would facilitate students to connect with others so that they could keep the positive hope toward their life and future work.

Although campuses remain open in Taiwan, most of international exchange programmes, oversea service learning initiatives and internship programmes have been cancelled by most universities due to travel limit and safety measures. Thus, the purpose of the study is to explore if cancellation of internship programmes will lead to an issue of competency and skills building for students; and if the employers have a new mindset for student engagement in internship programmes under the health crisis. The study will conduct in-depth interviews with employers from different companies to collect the data needed.
Quality Management in Higher Education: Significance of Whole Person Development

David Ho
*The Education University of Hong Kong, Hong Kong SAR*

As a scholar in higher education, there is one question I often ask myself, and sometimes, raises by my colleagues, even jokingly, but that is a realistic question—what major problems have emerged in our teaching journeys since the outbreak of COVID-19? To begin with, worldwide teachers are stressful. No one can’t deny it. However, let’s put health issues aside for the time being. Not because it is unimportant, but because the main contradiction presently lies with equality. Take a look at the upside-down changes in our teaching and learning routine. The changes have shown that e-learning has become a new normal. Nevertheless, we have seen a controversial debate regarding the notion of equality among the students. Even there is a serious problem of bureaucracy which makes the frontline teachers cannot get sufficient support from the authorities to engage with the new teaching and learning practices effectively. On the while, the frontline teachers often can figure out the issues by their teaching passion and the collaboration with the peers. For the students, however, that’s not only about online classes and hand-on practices, they also have to interact with the other to have a whole personal development simultaneously. Lack of intensive caring and consultation may come up with painful consequences. By the application of theory of planned behaviour, it seems that the essence of quality management for higher education cannot overemphasise on hardware and software but underestimates the importance of “heartware” (Whole Personal Development).
Exploring the Role of Academic Leadership in Internationalisation Processes in Japan

Bradley Colpitts

*Kwansei Gakuin University, Japan*

This presentation will detail a study examining the role of higher education leaders in implementing government-mandated internationalisation programmes in Japan. Despite a substantial investment of money and interest from the Japanese government to cultivate a more competitive higher education sector and elevate 13 of its institutions to within the top 100 universities globally, the standing of Japanese institutions has actually declined in the last decade. Largely absent from the discussion surrounding the cultivation of internationalised institutions in Japan is the crucial role of leadership in overseeing this change.

The presenter will outline the findings of a two-phase, mixed methods research project he conducted between 2019-2020 examining Japanese and international faculty members’ and academic leaders’ perceptions of effective leadership and its role in internationalisation processes. The study utilised the Full Range Leadership Model as a quantitative means of comparing and contrasting leadership preferences among these two groups and then elicited select participants’ opinions on their leaders’ roles in internationalisation processes. The results suggest both the characteristics and approaches faculty members would like to see from their leaders, as well as some practical advice as to how education leaders can better integrate international faculty. This presentation will further offer a model educational institutions and leaders can adopt to develop such leadership.

Those situated or interested in the field of educational and organisational leadership and its role in internationalisation processes may find this presentation particularly insightful. However, the presentation will be relevant to those interested in the internationalisation of Higher Education (HE) more broadly.
If Standardised Performance Assessment can Maintain College Teachers’ Persistent Research Motivation? From the Perspective of Self-Determination Theory

Ying Chen
National Chengchi University, Taiwan / Lingnan University, Hong Kong SAR

The performance assessment of college teachers has experienced a long course for several decades and is becoming more and more quantitative. At present, the performance assessment of teachers in Chinese colleges and universities basically adopts a standardised approach. However, an increasing number of pieces of evidence reveals that the standardised performance assessment is not enough to maintain the persistent research motivation of college teachers. Thus, this study tries to rethink the theoretical rationality and alternatives of standardised performance assessment from a perspective of Self-determination Theory (SDT).

In this paper, a literature review was taken as the major research method to explore the relationship between SDT and standardised performance assessment of Chinese college teachers. Quantitative and qualitative researches have been selected and analysed.

There are three deficiencies in the standardised performance assessment of Chinese college teachers:

1. From the perspective of teachers themselves, the standardised performance assessment of college teachers has suppressed the intrinsic motivation of teachers;
2. In terms of working atmosphere, the standardised performance assessment is not conducive to team cooperation and long-term development of the school; and
3. From the perspective of college spirit, the standardised performance assessment imprisons the minds of teachers and students.

Finally, some countermeasures and implementation alternatives have been put forward to stimulate and maintain the scientific research motivation of university teachers.
Understanding Education Faculty Members’ Experiences and Perspectives on a Borrowed B.Ed. Honours Programme at a Public International University in Northern Pakistan

Abdul Wali Khan
Lingnan University, Hong Kong SAR

This study examined the lived experiences and perspectives of eight Education Faculty Members (EFMs) about a Bachelor of Education (B.Ed.) Honours programme as a new teacher education reform initiative at a public international university of Northern Pakistan. Conceptually, the study is located within the discourse of teacher education reform as a “global / western-produced” best practice, disseminated via Policy Borrowing and Lending (PBL) process. Methodologically, the study explored the local education faculty members on the programme’s objectives, rationale, value, challenges, and ways of improvement. The findings showed two paradoxical aspects: at the “talk” level, the B.Ed. Honours programme was seen as a welcome transformative shift in pre-service teacher education, emphasising research, student-centeredness, theory-practice blend, relevance, flexibility, quality and responsiveness to the 21st century teachers’ profiles and the students’ needs. At the “Walk”/actual implementation level, however, serious issues, such as lack of material and human resources, practicality, quality, cultural compatibility and sustainability were brought up. EFMs presented contesting views about borrowing of the B.Ed. Honours programme, including its being as an international good practice. No faculty member viewed the borrowed and “contextualised” B.Ed. Honours programme as a culturally-invasive, intellectually-colonising and strategically-shaping the minds and bodies of Pakistani prospective teachers in ways to serve global market and western hegemony rather than the needs of independent Pakistan. The faculty criticality was limited to the implementation issues. This study confirms the complexity and problem of borrowing teacher education reforms as global best practices as solutions, but also complicates the nascent discourse on decolonisation. It raises questions for future studies around whether and what solution to Pakistan’ teacher education should come from within.
Quality Assurance of Transnational Higher Education in Asia: Regulatory Framework, Approach and COVID-19 Impacts

Angela Yung Chi Hou

College of Education, National Chengchi University

Transnational Higher Education (TNHE) contributes to the increased mobility of students, academic staff, programmes, institutions, and professionals in global times. Therefore, how to ensure that the quality of programmes has met the local and international standards simultaneously has become a great challenge in many nations. Yet, it is hard to achieve a consensus on the definition of quality transnational education, countries with a variety of social, economic and political concerns may develop different regulations toward TNHE and its quality. Therefore, the aim of the presentation is to explore the guidelines and principles by international organisation and quality assurance (QA) modes of TNHE and challenges encountered from COVID-19 first. Three QA approaches of TNHE will be discussed next. The joint review model developed by Taiwan and Indonesia will be presented as case study at the end of the presentation.
Research on the Reform of Modern Apprenticeship System in Canada

Angel Xinru Li
Tsinghua University, Mainland China

Canada’s modern apprenticeship system faces the plight of positive reform. Introducing the reform model of the red seal programme as an efficient measure to solve the difficulties in the new era, and promoting the realisation of modern apprenticeship reform path in Canada in the aspects of skill transfer, skill development, skill certification and skill unification, its reform experience promotes the evolution of modern apprentice system to high-level situation in China.
The Impact of University Enrolment Expansion on Young People’s Wages and Occupational Prestige in Mainland China: A Counterfactual Analysis

Jing Wu; Enhui Yang

National Chengchi University, Taiwan

The data from China Family Panel Studies (CFPS) were used to assess the impact of university enrolment expansion on young people’s wages and occupational prestige in Mainland China. Under the framework of counterfactual analysis, the propensity scores matching method and Difference-in-Differences (DID) model were used in this study. The results show that the expansion of college enrolment increases the salary and occupational prestige of young people who have the opportunity to go to college because of the expansion of college enrollment, but it has a negative impact on those who would go to college without the expansion.
Sustainable Development of Higher Education:
The Comparison of Satisfaction Model between the Cooperative-Running Projects
with the Normal Projects in Shenzhen

Ao Liang
*Lingnan University, Hong Kong SAR*

With the rapid expansion of higher education institutions, there are more and more cooperated institutions with abroad universities here in China in the form of an independent agency or a cooperative project. Particularly, with the policy initiatives in Guangdong-Hong Kong-Macau Greater Bay Area (GBA), the global and the cooperative projects in higher education will become more pervasive. As a pilot project on the provision of quasi-public goods through cooperative partnership within China, these cooperative-running projects are successful or may not relate to an exploration of establishing the globalisation circumstance and the further cooperative partnership with worldwide countries of China in the future. This study aims to investigate undergraduate students’ satisfaction on the domestic university and the cooperative-running university in three dimensions of the consumer behaviour theory: perceived price fairness, perceived quality and perceived value. We collect 800 samples in Shenzhen City, which locates in the GBA, 400 sophomores each in the Chinese University of Hong Kong (Shenzhen) and in Shenzhen University, respectively. In order to explore the improvement and further development direction, the university can get a glimpse of the demand and the satisfactions level of the students. Similarly, these cooperative-running projects can search out the paradigm of survival and development in this context. The study also provides useful information for the potential stakeholders to plan and draw appropriate strategies to develop and improve their cooperative-running projects in China. What’s more, it is beneficial for the sustainable development and globalisation of higher education in China.
Employability Skills Development in Cambodian Higher Education:  
A Case Study of English Education

Sathya Chea; William Yat Wai Lo  
*The Education University of Hong Kong, Hong Kong SAR*

Understanding the Cambodian labor market where a high level of English proficiency is an important employability skill, this paper examines how curriculum in English education has changed in the wider contexts of globalisation and knowledge-based economy. The case study informing this paper investigates how the Department of English (DoE) of a top university in Phnom Penh revises its curriculum for enhancing the employability skills of its students. The paper begins with an examination of how the DoE management understands the relevance of employability skills to its curriculum and implements corresponding revisions. Then, framing the process of enhancing employability skills as a student engagement process, the paper describes how various antecedents, like institutional, classroom and personal factors, affecting students’ learning experience and learning outcomes, thereby impacting their employability skills. The study draws on semi-structured interviews with 29 stakeholders in the DoE: 5 members of the management, 9 faculty members and 15 students and graduates. The findings of the study suggest that active learning is a significant way to develop employability skills. Classroom activities, such as group discussion, group presentation and application-based assignments, are important elements of the active learning. Based on the findings, this paper suggests that reducing lecture-based teaching and increasing the elements of active learning provides key directions to decision makers for the curriculum revision.
Why Did They Choose the Major of Early Childhood Education:  
A Study of Major Choosing Affecting Factors of the Early Childhood Major Students

Enhui Yang; Ying Chen; Jing Wang; Jing Wu  
National Chengchi University, Taiwan

Major choice is one of the most important decisions we make in our lives. In a short time, students’ major choice can affect their major satisfaction, major identity and academic performance. However, in the long run, students’ major choice will largely determine their knowledge and ability structure, and then may influence their choice of future career. Moreover, the overall situation of students’ major choice will directly affect universities’ enrolment and the follow-up talent cultivation. Therefore, it is necessary for universities to pay attention to students’ major choice. This study takes the students majoring in early childhood education as the research objects, uses self-made questionnaire to investigate their major choice process, and analyses the factors affecting their major choices.

In this study, 402 students majoring in early childhood education were investigated. The result of factor analysis showed that the major choice of these students was influenced by four factors: students’ personal characteristics, the characteristics of early childhood education, information available on early childhood education and future career expectation of stakeholders (students and parents). Besides that, the researchers also found that:

The students surveyed did not think that gender was an important factor affecting their major choice, but there was a serious imbalance of gender structure in the field of early childhood education.

Different types of students majoring in early childhood education were affected by different factors in the process of major choice. For instance, high school graduates showed stronger individual willingness, while junior middle school students were more affected by their parents’ willingness.
Independent College Graduates’ Motivations for Entering Postgraduate Study in China: Taking Zhuhai as an Example

Jiehui Zhang; Shunyi Xiao; Mao Ding
Lingnan University, Hong Kong SAR

Whether undergraduates choose to continue their studies or directly join the job market after graduation is a widely discussed issue. Taking independent colleges in Zhuhai as cases, this article examines their graduates’ motivations for continuing their studies in postgraduate programmes and ultimately aims to provide suggestions to improve students’ ability, employment, and quality management of independent colleges in Zhuhai. Inspired by the existing literature on college students’ motivations of entering postgraduate studies, this study adopts qualitative analysis methods and conducts semi-structured in-depth interviews with graduates of three independent colleges in Zhuhai to analyse their motivations and the problems and factors influencing independent college graduates’ decisions. A pilot study with six graduates has been conducted and offered insights into the quality education offering in independent colleges in Zhuhai. In addition to the institutional advancement, this study aims to guide independent college students to further consider their studies after graduation with comprehensive study or career plans, which will help improve the education quality of the independent colleges in Zhuhai.
Panorama of Chinese Education Recruitment Agents (CERAs): A Mapping Exercise

Cassie Zhang

University College London, United Kingdom

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

The investigation of CERAs has evidently supported the hypotheses in relation to geographic distribution and structural evolvement of CERAs. Our data has shown that the number of CERAs reveal a tendency in accordance with the politic and economic fluctuations in the country rather than burgeoning in number as expected.

The contribution of this study is thus threefold. First, this study responds to “call for studies” exploring CERAs from an education agents’ perspective. Second, this study “lifts the veil” of CERAs by exploring organisational dimensions, which will contribute to the ongoing scholarly debate on internationalisation of HE. Third, this study explores the organisational evolution of CERAs with a focus on organisational legitimacy of IECCs, providing new insight on the emergence of CERAs as global actors in higher education.
International Students in Norway: Motivations, Cross-Culture Integration and Study Experiences

Dian Liu  
*University of Stavanger, Norway*

Ming Cheng  
*Edge Hill University, United Kingdom*

Internationalisation has become a core strategy in the higher education sector, and Norway is of no exception. During the past decade, Norwegian government endeavours to use internationalisation as a way of improving the quality of higher education (Meld. St. 7, 2014-2015; Meld. St. 16, 2016-2017). Student mobility, both outward and inward, has been emphasised and facilitated in the sector. As a result, the number of international students, in both degree and exchanged programmes, increased 10 times from 2000 to 2018, reaching around 9% of the total enrolments in Norwegian higher education.

Despite this increasing number of international students, there is little researches on the alignment between international student mobility and quality education, although international mobility is stressed as prerequisite for quality in Norwegian policy rationale. Drawing upon the 2016 international student survey data in Norway, this study examines the relationship between the mobility and education quality from three perspectives. Firstly, the role of quality education in attracting international students to study in Norway. Secondly, the interaction between international students and local students in exchanging perspectives and enhancing academic communication. Finally, the role of overseas experience in developing international students’ future career path during their transition to work. The policy implications for supporting international students and enhancing the quality of educational provision will be discussed.