Lingnan University – Peking University Education Forum, 2018

Education, Changing Labor Market and Student Mobility in East Asia

9:30 AM – 5:30 PM, 21 April (Saturday)
9:30 AM – 12:30 PM, 22 April (Sunday)

The Alison Lam Foundation Council Chamber
G/F, Wong Administration Building
Lingnan University

Website:
1 | Page |

**CONTENTS**

Programme 21 April 2018

Poster Presentations

Abstracts

**Session 1 Social Issues on Education Development**
- Practical Knowledge and Mass Higher Education
- Habitus Transformation and Inevitable Hidden Injuries? Successful Rural Students in China’s Elite Universities
- The Prevalence of Sexual Harassment in Chinese University
- Examining the State of Educational Outcomes from a Health-related Perspective

**Session 2 International Learning and Student Mobility**
- Has International Learning Enhanced Graduate Employment? A Study of Research Postgraduate Students in China after Studying Abroad
- International Learning Experience and Academic Productivity of Chinese PhD Returnees: Evidence from a National Survey and Scopus Data
- “International Students” as an Identity? Exploring the Constructions of Self and Social Positions

**Session 3 University Governance and Higher Education Development**
- Complementary or Conflict: An Empirical Study on the Relationship between Teaching and Research in Research Universities
- The Public Role of Higher Learning in Imperial China
- Changes in University Tuition Fees and Its Influencing Factors in China

**Session 4 Changing Labor Market and Graduate Employment**
- The Good Job Construction and Its Impact Factors
- Influencing Factors and Starting Salary Effects of Match between College Students’ Majors and Jobs
- Network Influence and Entrepreneurship Development: Evidence from Shenzhen
- Constructing Employability with a Liberal Arts Background: A Comparison of Young Adults in Two Universities in Mainland China and Hong Kong
CONTENTS

Programme 22 April 2018 5

Abstracts

Session 5 Chinese Student Mobility and Development
- Changes of Outbound College Graduates Mobility: An Empirical Evidence Based on the Survey of Graduates from Colleges and Universities in China from 2005 to 2015 21
- Research on Chinese Education from the Point of Chinese Younger Age Overseas Study 22
- Cultivating International Perspective: Status and Problems of Overseas Education for Undergraduates of Peking University 23

Session 6 Internationalisation, Globalisation, and University Governance
- Universities in Foreign Aid: A Case of US Capacity Building 24
- The Governance Reform of China’s Higher Education in the Era of Globalization 25
- A Study on Family Background and Educational Choice of Students in Sino-foreign Cooperation University 26

Campus Map of Lingnan University 27

Notes 28
## 21 April 2018 (Saturday)

**Venue:** The Alison Lam Foundation Council Chamber, G/F, Wong Administration Building, Lingnan University

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am - 10.00am</td>
<td><strong>Welcoming Session</strong></td>
</tr>
<tr>
<td></td>
<td><em>Opening Remarks</em></td>
</tr>
<tr>
<td></td>
<td>Prof Hongjie Chen, Peking University</td>
</tr>
<tr>
<td></td>
<td>Prof Ka Ho Mok, Lingnan University</td>
</tr>
<tr>
<td></td>
<td><em>University Video</em></td>
</tr>
<tr>
<td></td>
<td><em>Group Photos</em></td>
</tr>
<tr>
<td>10.00am - 11.15am</td>
<td><strong>Session 1: Social Issues on Education Development</strong></td>
</tr>
<tr>
<td></td>
<td><em>Chair:</em> Prof Ka Ho Mok, Lingnan University</td>
</tr>
<tr>
<td></td>
<td><em>Practical Knowledge and Mass Higher Education</em></td>
</tr>
<tr>
<td></td>
<td>Prof Hongjie Chen, Peking University</td>
</tr>
<tr>
<td></td>
<td><em>Habitus Transformation and Inevitable Hidden Injuries? Successful Rural Students in China’s Elite Universities</em></td>
</tr>
<tr>
<td></td>
<td>Prof Ailei Xie, Guangzhou University</td>
</tr>
<tr>
<td></td>
<td><em>The Prevalence of Sexual Harassment in Chinese University</em></td>
</tr>
<tr>
<td></td>
<td>Prof Ran Zhang, Peking University</td>
</tr>
<tr>
<td></td>
<td><em>Examining the State of Educational Outcomes from a Health-related Perspective</em></td>
</tr>
<tr>
<td></td>
<td>Prof Padmore Adusei Amoah, Lingnan University</td>
</tr>
<tr>
<td>11.15am - 11.45am</td>
<td><strong>Poster Presentation Session</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tea Reception</strong></td>
</tr>
<tr>
<td>11.45am - 12.45pm</td>
<td><strong>Session 2: International Learning and Student Mobility</strong></td>
</tr>
<tr>
<td></td>
<td><em>Chair:</em> Prof Hongjie Chen, Peking University</td>
</tr>
<tr>
<td></td>
<td><em>Has International Learning Enhanced Graduate Employment? A Study of Research Postgraduate Students in China after Studying Abroad</em></td>
</tr>
<tr>
<td></td>
<td>Prof Ka Ho Mok, Lingnan University, Prof Jin Jiang, Lingnan University, Prof Wenqin Shen, Peking University</td>
</tr>
<tr>
<td></td>
<td><em>International Learning Experience and Academic Productivity of Chinese PhD Returnees: Evidence from a National Survey and Scopus Data</em></td>
</tr>
<tr>
<td></td>
<td>Prof Wenqin Shen, Peking University, Prof Jin Jiang, Lingnan University</td>
</tr>
<tr>
<td></td>
<td><em>“International Students” as an Identity? Exploring the Constructions of Self and Social Positions</em></td>
</tr>
<tr>
<td></td>
<td>Prof Xiao Han, Lingnan University</td>
</tr>
<tr>
<td>12.45pm - 2.30pm</td>
<td><strong>Lunch (by invitation)</strong></td>
</tr>
<tr>
<td></td>
<td>Lingnan House (Chinese Restaurant), 1/F Amenities Building, Lingnan University</td>
</tr>
</tbody>
</table>
2.30pm - 3.30pm  **Session 3: University Governance and Higher Education Development**  
**Chair:** Prof Maggie Lau, Lingnan University  
*Complementary or Conflict: An Empirical Study on the Relationship between Teaching and Research in Research Universities*  
Ms Qiang Du, Peking University  
*The Public Role of Higher Learning in Imperial China*  
Ms Lili Yang, University College London  
*Changes in University Tuition Fees and Its Influencing Factors in China*  
Ms Haiyan Yang, Peking University

3.30pm - 4.15pm  **Poster Presentation Session**  
**Tea Reception**

4.15pm - 5.30pm  **Session 4: Changing Labor Market and Graduate Employment**  
**Chair:** Prof Vincent Wen, Lingnan University  
*The Good Job Construction and Its Impact Factors*  
Mr Yin Ma, Lingnan University  
*Influencing Factors and Starting Salary Effects of Match between College Students’ Majors and Jobs*  
Ms Xiaowen Xu, Peking University  
*Network Influence and Entrepreneurship Development: Evidence from Shenzhen*  
Ms Yuyang Kang, Lingnan University  
*Constructing Employability with a Liberal Arts Background: A Comparison of Young Adults in Two Universities in Mainland China and Hong Kong*  
Ms Shan He, University of Nottingham Ningbo China

5.30pm-7.00pm  **Dinner (by invitation)**  
Lingnan House (Chinese Restaurant), 1/F Amenities Building, Lingnan University
22 April 2018 (Sunday)

Venue: The Alison Lam Foundation Council Chamber, G/F, Wong Administration Building, Lingnan University

9.30am - 10.30am  **Session 5: Chinese Student Mobility and Development**

**Chair:** Prof Lan Thi Phuong Ngo, University of Social Sciences and Humanities, Vietnam National University –Ho Chi Minh City

*Changes of Outbound College Graduates Mobility: An Empirical Evidence Based on the Survey of Graduates from Colleges and Universities in China from 2005 to 2015*

Ms Wenjuan Gao, Peking University

*Research on Chinese Education from the Point of Chinese Younger Age Overseas Study*

Ms Yu Wang, Lingnan University

*Cultivating International Perspective: Status and Problems of Overseas Education for Undergraduates of Peking University*

Ms Jieqiong Ding, Peking University

10.30am - 10.45am  **Tea Break**

10.45am - 12.00nn  **Session 6: Internationalisation, Globalisation, and University Governance**

**Chair:** Prof Stefan Kühner, Lingnan University

*Universities in Foreign Aid: A Case of US Capacity Building*

Ms Huirui Zhang, Peking University

*The Governance Reform of China's Higher Education in the Era of Globalization*

Mr Xi Zhang, Peking University

*A Study on Family Background and Educational Choice of Students in Sino-foreign Cooperation University*

Mr Qi Zhang, Peking University

12.00nn – 12.30pm  **Closing Remarks**

Prof Ka Ho Mok, Lingnan University

Prof Hongjie Chen, Peking University

12.30pm - 2.00pm  **Lunch** (by invitation)

Lingnan House (Chinese Restaurant), 1/F Amenities Building, Lingnan University
## PROGRAMME

### 21 April 2018 (Saturday)

**Poster Presentations on Multidisciplinary Research**

**Venue:** ADG 07, G/F, Wong Administration Building, Lingnan University

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Khan Mehedi Hasan</td>
<td>Department of Economics, Lingnan University</td>
<td>The Role of Knowledge and Information on Warning Weather Signals on Resource Users’ Risky Access to the Sunderban: An Experimental Study in Coastal Area of Bangladesh</td>
</tr>
<tr>
<td>Mr Muhammed Siraj Muhammed</td>
<td>Department of Economics, Lingnan University</td>
<td>Monetary Policy and Exchange Rate Pass-Through: What Matters for Sub-Saharan Africa (SSA) Countries?</td>
</tr>
<tr>
<td>Ms Vivian Ikwuoma Nnetu-Okolieuwa</td>
<td>Department of Economics, Lingnan University</td>
<td>Health Shocks and Human Capital Development in India</td>
</tr>
<tr>
<td>Ms Crystal Xinru Wu</td>
<td>Department of Management, Lingnan University</td>
<td>How Servant Leaders Emerge: Exploring the Dispositional and Situational Influences on Servant Leadership Behavior</td>
</tr>
<tr>
<td>Mr Khurshid Hamid</td>
<td>Department of Management, Lingnan University</td>
<td>A Multiple Qualitative Case Study to Explore the Implementation of Creating Shared Value Strategy and Its Perceived Socio-Economic Benefits</td>
</tr>
<tr>
<td>Ms Getrude Dadirai Gwenzi</td>
<td>Department of Sociology and Social Policy, Lingnan University</td>
<td>Constructing the Meaning of Family in the Context of Family Separation: A Study of Institutional Care Leavers in Zimbabwe</td>
</tr>
<tr>
<td>Ms Yuyang Kang</td>
<td>Department of Sociology and Social Policy, Lingnan University</td>
<td>International Education &amp; Entrepreneurship Development: Evidence from Shenzhen</td>
</tr>
<tr>
<td>Ms Shan He</td>
<td>School of Education, University of Nottingham Ningbo China</td>
<td>Constructing Employability with a Liberal Arts Degree</td>
</tr>
<tr>
<td>Ms Yvonne Fang Yu</td>
<td>School of Education, University of Nottingham Ningbo China</td>
<td>The identity of Chinese College Students: A Multiple Case Study in a Transnational Higher Education (TNHE) Institution in China</td>
</tr>
</tbody>
</table>
An important hypothesis for the Massification of higher education around the world is that higher education can improve people's knowledge and skills and enable them to perform their professional activities better. The systematic and theoretical knowledge-based professional knowledge provided by higher education can improve people's professional competence. However, in the process of the Massification, the traditional form of professional training exampled by apprenticeship has gradually been replaced by systematic theoretically oriented knowledge. This process certainly has its own rationality, but it also widens the gap between higher education and professional practice. Therefore, the lack of practical knowledge and practical ability of college students has become a universal problem in higher education. The paper will argue that we should pay more attention to practical knowledge to improve the quality of higher education.
Habitus Transformation and Inevitable Hidden Injuries?  
Successful Rural Students in China’s Elite Universities

*Professor Ailei Xie*  
*Associate Professor and Executive Director*  
*Bay Area Education Policy Institute for Social Development*  
*Faculty of Education, Guangzhou University*

Current literature suggests that there are two kinds of fitness that come into play when students from lower socioeconomic backgrounds leave their familiar habitus and enter top-tier universities: academic fitness and social fitness. Yet, in most of the studies on the transformation of habitus, the differences between the two is seldom mentioned. This may imply that the transformation of one aspect guarantees success in the transformation of the other aspect, or that they will inevitably happen at the same time. This, however, is contestable. In this article, the authors present the data from an ongoing longitudinal study on a group of successful rural undergraduate students at four large, research-intensive, elite public universities in China. The authors will show how they start with a compartmentalized fitness between their original habitus and the elite milieu they enter, and how this pattern tends to produce two different types of outcomes: “habitus transformation” and “habitus hysteresis”. Importantly, with either of these outcomes, successful rural undergraduate students do not have to experience the “hidden injuries of the class”, alienating themselves from families and former peer groups.
The Prevalence of Sexual Harassment in Chinese University

Professor Ran Zhang
Graduate School of Education, Peking University

Sexual harassment poses a serious threat to students’ welling and college climate. By conducting a student survey at six Chinese universities in Beijing, this study unveils that a majority of university students have been subject to sexual harassment. Since outsider-student harassment has often been exposed on university BBS or other digital media, this study includes it as a type of sexual harassment. The survey results show, peer harassment has been found to be the most prevalent type of sexual harassment. The outsider-student harassment is more prevalent than faculty-student harassment. It is clear that addressing sexual harassment is a pressing task for Chinese policy makers and university administrators.
Examining the State of Educational Outcomes from a Health-related Perspective

Professor Padmore Adusei Amoah
Division of Graduate Studies, Lingnan University

Health literacy (HL), the degree to which individuals can obtain, process and understand basic health information and services needed to make appropriate health decisions, is touted as a crucial determinant of health and well-being. Others consider it as an important mechanism for addressing development gaps and inequalities. However, achieving sufficient levels of HL is challenging due to often striking differences in needs of various groupings such as children, youth and older persons. Nevertheless, research across the globe iterate that level of education is the primary determinant of HL. Indeed, some argue that HL is an outcome of education. These assertions put the principal burden of ensuring health literate societies at the doorstep of education systems. This paper questions the extent to which such conjectures hold true in the context of Ghana. It examines the HL levels among persons with tertiary and senior high school education. In the context of the study area, this group are expected to possess adequate skills and knowledge to navigate the health system efficiently and take charge of their health. The study also analyses the factors associated with possible low HL among this group. About 37% of participants had limited HL. The incidence of low HL was associated with low income, living in rural area, and having agriculture and commerce as the main occupation. It appears that education has minimal impact on the health-related lives of known socially disadvantaged groups such as the poor, and rural dwellers. The findings call for collaborative efforts in ensuring equitable access to formal education to assure quality outcomes for all population groups.
In the last two to three decades, studying abroad has become increasingly popular in China Mainland. Unlike the students learning overseas in the late 1970s and early 1980s, most of the Chinese students, particularly undergraduate students had relied upon state funding support and scholarships to embark their journeys to study overseas, there has been growing number of students going for overseas learning on self-financed basis. In the last two decades, China has become the number one country sending students to study abroad. As one of the important strategy of nurturing high-talent professionals, the Chinese government established State Scholarship Fund in 2007 to support students to study abroad and attract the graduates back to China.

This article sets out against the context of raising concerns and even questions about the value of globalization and internationalization of higher education on graduate employment and professional development to critically examine how international learning experience would have affected graduate employment of PhD returnees. Drawing on a national survey on government-funded Chinese PhD returnees, this article explores whether and how their international learning experience affects these returnees’ job searches, career development opportunities and professional development. The findings of this study does not only contribute to a better understanding of the international mobility of research postgraduates and their graduate employment in China, but also provide insights in promoting talent mobility in the context of internationalization of higher education in the globalization era.
China witnessed a dramatic increase of students studying abroad for overseas higher education credentials amid the globalization. The Chinese government has been adopting an important strategy for human capital accumulation of high-talent professionals by sending students for overseas doctoral study and attracting the graduates back to China since 2007. As of 2014, a total of 18,000 students were awarded the State Scholarship Fund from the China Scholarship Council for overseas PhD study, and more than 2,000 PhD graduates return to China. Yet, little is known about the effects of the international learnings of these Chinese PhD returnees on their academic productivity. This study strives to fill this gap by examining whether and how their overseas learning experience contributes to generating their research outputs.

Drawing on Scopus statistics and the survey data collected Peking University, this study examines the learning experiences and their academic productivity of the government-funded Chinese PhD returnees. We focus the analysis on the impacts of their supervisors’ characteristics and the support on the PhD’s research outputs published in international academic journals. The findings do not only fill the research gap of international mobility of high-talent professionals in China, but also provide insights for promoting talent mobility and the internationalization of higher education in the globalization era.
“International Students” as an Identity?
Exploring the Constructions of Self and Social Positions

Professor Xiao Han
Asia-Pacific Institute of Ageing Studies, Lingnan University

Accompanying the thriving development of international education market, scholars have paid increasing attention to mobile students’ learning experience, their intercultural sensitivity, for instance. However, the current research tends to simplify this problem by labelling international students as an identity and thus shed little light on the interaction between structure and human agency. Aiming to fill this lacuna, this paper adopts in-depth interviews to explore the identity formation process of Chinese international students with more than 3 years learning period in one established UK higher education institutions.
The relationship between teaching and research is a controversial issue in higher education research, some scholars argue that the relationship is negative, some argue is positive while others believe the relationship is null. The current study focused on the relationship in research universities by using data collected in 2017. This study found that the average percentage of research time (40%) is much larger than teaching time (30%), about 80% teachers still tend to be teaching-oriented or combine teaching and research during their academic work. We divided teaching ability into traditional teaching ability and innovative teaching ability, the self-report result showed teachers’ innovative teaching ability is stronger. Although the overall Pearson correlation analysis showed the relationship between teaching and research is near zero, quantile regression model indicated traditional teaching ability may inhibit research ability among the high-publication researchers, while innovative teaching ability may facilitate research ability.
The Public Role of Higher Learning in Imperial China

Ms Lili Yang
Institute of Education, University College London

It is commonly accepted that higher education plays a public role and produces public goods (Williams, 2016). However, there is a lack of clarity about what this means; and the dominant economic or political explanations of higher education’s public role fail outside Anglo-American countries, especially in Sinic countries where the state takes in ‘all under heaven’ (Tian Xia), including higher education.

This study first examines how is ‘public good(s)’ commonly understood in the Anglo-American tradition, peculiarly focusing on what are the dominant ideas of higher education’s public good contributions. In order to better understand the corresponding ideas in Sinic tradition, the study then attempts to examine higher learning’s public contribution as well as the government and popular support it received in imperial China. Closely combined with the Civil Service Examination (Keju), higher learning received generous financial and political support, and produced normative as well as descriptive public goods, with the ultimate goal of maintaining social order. By analyzing the dynamics among three actors—society, the state and individuals (families), this research explains the mechanism by which higher learning contributes the public good.

Finally, there will be some preliminary findings on possible approaches to hybridization of Anglo-American and Sinic traditions. The study sheds light on our understanding of higher education’ public role as it not only brings new perspectives from the Chinese tradition, but is not confined to the traditional patterns of analysis.
Changes in University Tuition Fees and Its Influencing Factors in China

Ms Haiyan Yang
Graduate School of Education, Peking University

According to the "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)", the cost-sharing mechanism for non-compulsory education will be improved, and tuition fees should be adjusted according to the economic development status, training costs, and affordability of the people. Therefore, the development trend of university tuition fees in the past ten years and the differences in the tuition levels of different universities are worth studying. Through the university enrollment data of Jiangsu Province, I analyzed the changes and characteristics of tuition fees in China's universities in the past decade, and the changes in the influencing factors of tuition fees.
The past decade has seen an increasingly difficult for college graduates seeking a job, particularly the job they were satisfied with. Using case study methodology, city level comparison in particular, this article presents the good job construction in two Chinese cities, Lanzhou and Shenzhen and its impact factors. It finds that graduates seeking jobs in Lanzhou often equated the public sector jobs as good jobs and their Shenzhen counterpart opened door equally to public and non-public sectors, as long as their employability could be enhanced. It shows that the construction of good job reflected the differences in the two cities economic structure and employment opportunities. It also finds that the family’s cultural capital as well as high quality internship opportunities based on the economic development in these two areas impact their good job construction.
Influencing Factors and Starting Salary Effects of Match between College Students’ Majors and Jobs

Ms Xiaowen Xu
Graduate School of Education, Peking University

This paper makes use of the National survey data of employment status of college graduates in 2015 to statistically describe the match between majors and jobs. It also conducts a regression analysis of the influencing factors, and adopts a single logarithmic regression model to analyze the effect of the mismatch on the starting salaries, and the differences among industries. The main research conclusions are as follows: Firstly, the proportion of students who are mismatched in 2015 was approximately 36.4%. Secondly, for graduate students, graduates from elite universities, higher academic achievement, graduates who majored in economics and medical, and graduates entering state-owned units, the match probability is higher; compared to science, education, culture, and public health industry, graduates in public management and social organizations, emerging industries, and other service industries have a higher probability of mismatch. Thirdly, on the whole, the starting salary for mismatch graduates is significantly lower than that of match graduates, which is about 5.8% lower. In different industries, mismatch has different effects on starting salaries. Mismatch graduates in electricity, gas and water production and supply secondary schools have the highest effect on starting salaries. In the manufacturing industry, agriculture, forestry, animal husbandry, fishery and mining, and other service industries, the match condition has no significant effect on starting salaries.
Network Influence and Entrepreneurship Development: Evidence from Shenzhen

Ms Yuyang Kang
Department of Sociology and Social Policy, Lingnan University

Since the 18th National Congress of Chinese Communist Party, promoting mass entrepreneurship and innovation has become a national strategy to insure sustainable development of China’s economy. Encouraging entrepreneurship activities is not just a policy to help transform China’s economic growth pattern from resource intensive to talent intensive one, but also a strategy to solve raising issue of graduate unemployment and underemployment. Existing literature on graduate employment largely focus on their job-finding experiences instead of job-creating ventures. The process of an individual’s decision-making is often theorized as a deeply embedded social practice, inextricably linked to behaviors, attitudes and dispositions that hold sway in the individual’s social network. Yet, there is scant literature that treating the network as the primary unit of analysis. This research aims to fulfill the gap by investigating network influence on Chinese graduates’ decision to entering self-employment.
Constructing Employability with a Liberal Arts Background:  
A Comparison of Young Adults in Two Universities in Mainland China and Hong Kong

Ms Shan He  
School of Education, The University of Nottingham Ningbo China

The research reported in this paper investigates the choices, plans and decisions made by liberal-arts graduates in their transition from higher education to workplace in two Chinese societies. By using recent employment reports and in-depth interviews with students and staff, initial findings indicate that the construction of individual employability is becoming more diverse and flexible for Chinese middle-class individuals, especially those with less applied or vocational degrees. Responding to economic, cultural and ideological reforms in China, the youngest working generation have projected new orientations, goals and demands for career and life on the basis of their current material security. This study also shows a variety of knowledge and skills that graduates derived from their education experience, as well as the self-perceived transition process from education to workplace. These results indicate the reciprocal elements in the Chinese labour market in the twenty-first century, whilst still corroborate with classic theories such as employability, habitus and human capital. In sum, this research is believed to offer reference to policy makers macroscopically in the institutional support, as well as sociological understandings in the career and life plans of young individuals.
Internationalization of higher education has been a trend of much attention and it is particularly necessary to explore the driving forces behind academic mobility. This study lays emphasis on how family background, educational experience, and individual ability influence Chinese undergraduates to seek overseas study as well as how these impacts change over time based on a survey conducted among college graduates nationwide from 2005 to 2015. The study finds that students from key universities used to be more likely to study abroad compared to those from less prestigious schools, but the differences have been gradually disappearing. Unsatisfying experiences of education still plays a significant role to push students abroad, especially for students from ordinary universities in China while top students start to take their majors into consideration when deciding whether to pursue cross-border study. Family background has the greatest impact on students' choice of study abroad. It significantly affects outbound graduates’ mobility from the perspective of economic income, social ties and family location, but this effect has weakened during the period. It should be mentioned that the impact of parental education on academic mobility seems to stand out. Furthermore, in comparison with the most outstanding students, those with good grades in key universities tend to study abroad, whereas those with the worst grades in ordinary colleges are more likely to seek overseas study. In general, three trends, i.e. differentiation of professional demands, equalization of family background and polarization of academic performance, have been emerging pertaining to the academic mobility of college graduates in China.
Research on Chinese Education from the Point of Chinese Younger Age Overseas Study

Ms Yu Wang
Master Programme in International Higher Education and Management,
Division of Graduate Studies, Lingnan University

Nowadays, all kinds of people are concerned about the phenomenon that Chinese overseas study shows a younger-age trend. As a Chinese primary school teacher in mega city and a mother of a student, I will try to analyze the Chinese younger-age overseas study phenomenon and the Chinese education by what I hear and what I fell puzzled. Also, I’m going to do a deep thinking, and share ideas with all the experts as well as asking for advice from everyone here. It could be summarized as following:

1. the phenomenon of Chinese younger-age overseas study
2. the mental analysis of the younger-age overseas study students
3. the mental analysis of their parents
4. What kind of thinking brings to Chinese education from the point of younger-age overseas study in China, and how to reform and how to develop
Cultivating International Perspective: Status and Problems of Overseas Education for Undergraduates of Peking University

Ms Jieqiong Ding
Graduate School of Education, Peking University

Cultivating international perspective is an important goal for the undergraduate education at Peking University. In recent years, Peking University has actively promoted Chinese students to study abroad, and has provided a variety of ways, including school-level projects, faculty-level programs, and student organizations spontaneously organized projects. Based on the statistics and interviews of the 2017 graduates of Peking University, this paper explores the overall situation of the international experience of mainland undergraduates, their gains, willingness and the influencing factors.
Foreign aid is a tool for the country to safeguard its own interests. Since the 21st century, "development" and "effectiveness" have become the focus of foreign aid. Capacity building has become an important trend of foreign aid which is given to developing countries by developed countries, with establishing a partnership in project’s implementation becoming one strategy in foreign aid. Against this background, the United States, as one of the major foreign aid countries in the world, has its own understandings of "capacity building", and forms close relations with its universities as important partners in the implementation of foreign aid projects. Using the unique advantages of higher education, including cooperative researching, promoting educational development and strengthening personnel training, universities have not only enhanced the capacity-building of recipient countries, but also promoted the development of donor countries.
The Governance Reform of China's Higher Education in the Era of Globalization

Mr Xi Zhang
Graduate School of Education, Peking University

Globalization is profoundly affecting both patterns and routes of higher education in all countries of the world. In the field of higher education governance, compared with the trend of market-ism, competition, and deregulation that are commonly pursued in many countries, China’s higher education is also undergoing a transition from a management model that has traditionally relied on administrative orders to the regulatory governance, which mainly uses financial adjustments and quality assessments as policy tools. Although the central government continues to decentralize power to local governments and higher education institutions, it doesn’t mean that the country is withdrawing from higher education or give up its supreme authority. Instead, the government is combing the quasi-market mechanism and the planning system to promote the overall performance of universities and their global competitiveness, which is supposed to contribute to the national strategy of the Great Rejuvenation.
A Study on Family Background and Educational Choice of Students in Sino-foreign Cooperation University

Mr Qi Zhang
Graduate School of Education, Peking University

This study, taking more than 3,000 students from six Sino-foreign cooperative universities as research subjects, mainly discusses the relationship between their family background and motivation of educational choice in these universities. This study finds that the average annual spending in Sino-foreign cooperative universities is about RMB114,000 per student and that the students in these universities mainly come from advantaged families, which can be reflected from family income, their parents’ occupations and education level. In order to acquire differentiated cultural capital, mainly characterized by internationalization, and enhance their competitiveness in global labor market, these students and their parents chose the Sino-foreign cooperative universities. The transfer of family capital to student cultural capital is relatively straightforward, explicit, and legal in Sino-foreign cooperative universities. However, this transmission has also resulted in the "pulling up" effect of student education choices.
CAMPUS MAP OF LINGNAN UNIVERSITY

Campus Map

Lunch & Dinner: Lingnan House (Chinese Restaurant), 1/F. Amenities Building

Venue of the Forum: Council Chamber, GF Wong Administration Building
Division of Graduate Studies
Lingnan University, Hong Kong
E-mail: dgs@LN.edu.hk
Website: http://www.LN.edu.hk/dgs

Inter-University Research Consortium for Higher Education
Lingnan University, Hong Kong
E-mail: rche@LN.edu.hk
Website: http://www.LN.edu.hk/rche/