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香港恒生大學
THE HANG SENG UNIVERSITY
OF HONG KONG



研究生院
GRADUATE SCHOOL

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Asia Pacific Higher Education Research Partnership
Innovation, Policy, Governance and Quality

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SCHOOL OF
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CONFERENCE FOR HIGHER EDUCATION RESEARCH HONG KONG 2025



The Quest for Internationalisation
of Higher Education:
Comparative Perspectives and
International Experiences



Programme Rundown



29-30 April, 2025 (Tuesday and Wednesday)



Day 1 (29 April):

Venue: Auditorium (D201), 2/F, Lee Quo Wei Academic Building,
Yuen Campus, Shatin, HSUHK

Day 2 (30 April):

The Create, 15/F, M+ Tower, West Kowloon Cultural District,
Kowloon [Town Center of HSUHK]



Meeting ID: 994 6720 2147
Passcode: CHER25

Day 1 – 29 April 2025 (Tuesday) | Hybrid

Venue: Auditorium (D201), 2/F, Lee Quo Wei Academic Building, Yuen Campus, Shatin, HSUHK

09:30 – 10:00	Registration
10:00 – 10:30	Opening Ceremony Welcome Address Professor Simon HO Shun-man President, The Hang Seng University of Hong Kong Speech by Officiating Guests of Honor Dr Jeff SZE Chun-fai, JP Under Secretary for Education, Education Bureau, HKSAR Dr Hon NGAN Man-yu Legislative Council Member, Legislative Council, HKSAR Group Photo Presenting APHERP Membership Awards Welcoming to new partner institutions to the Asia Pacific Higher Education Research Partnership (APHERP) <ul style="list-style-type: none">• Beihang University• Durham University• The University of Manchester• Tongji University• Tsinghua University• Xiamen University Chair by Professor Mok Ka-ho Co-Director of the APHERP cum Provost and Vice President (Academic and Research) The Hang Seng University of Hong Kong
10:30 – 11:30	Roundtable Discussion I Theme: <i>Questing for International Higher Education Hub in Asia: The Role of Public and Private Universities</i> Speakers: <ul style="list-style-type: none">• Professor Anthony CHEUNG Bing-leung, GBS, JP Former Chairman, Committee on Self-Financing Postsecondary Education• Professor Simon HO Shun-man President, The Hang Seng University of Hong Kong• Professor Paul LAM Kwan-sing, SBS, JP President, Hong Kong Metropolitan University• Professor CHAN Sheng-ju Vice President, National Chung Cheng University Moderator: <ul style="list-style-type: none">• Professor Joshua MOK Ka-ho, The Hang Seng University of Hong Kong
11:30 – 11:45	Refreshment Break
11:45 – 12:30	Keynote Presentation I Speaker: Professor CHENG Kai-ming, SBS, JP Emeritus Professor, The University of Hong Kong
12:30 – 14:00	Lunch Break (VIP lunch for invited guests)
14:00 – 14:45	Keynote Presentation II


	<p>Topic: <i>The Emerging Geopolitics of Higher Education: Implications of Western Nativism and Deglobalisation</i></p> <p>Speaker: Professor Simon MARGINSON, University of Oxford and University of Bristol</p>
14:45 – 15:45	<p>Panel Discussion <i>[Session will be conducted in Putonghua]</i></p> <p>Theme: <i>Riding over the Impact of Geo-politics on Higher Education: Searching for Productive Inter-University Collaborations in the Greater China Region</i></p> <p>Speakers:</p> <ul style="list-style-type: none"> • Professor BIE Dun-rong, Xiamen University • Professor CAI San-fa, Tongji University • Professor HOU Yung-Chi, National Chengchi University • Professor LIU Yang, Beihang University • Professor MOK Ka-ho, The Hang Seng University of Hong Kong • Professor SHEN Wen-qin, Peking University • Professor WEN Wen, Tsinghua University <p>Moderator:</p> <ul style="list-style-type: none"> • Professor Scarlet TSO Hung Dean of School of Communication, The Hang Seng University of Hong Kong
15:45 – 16:15	Refreshment Break
16:15 – 17:30	<p>Parallel Presentations</p> <p>Section 1 Sino-foreign Cooperation in Higher Education: <i>Opportunities, Challenges, and Institutional Dynamics</i> D202</p> <p>Section 2 Transnational Higher Education in China: Governance, Curriculum, and Student Experiences D302</p> <p>Section 3 International Student Mobility and Cultural Integration D503</p> <p>Roundtable Discussion II D301</p> <p>Theme: <i>Idea Exchange for Inter-university Collaboration</i></p> <p>Participants: Tin Ka Ping Foundation Invited Guests and other VIP guests</p> <p>Moderator: Professor Joshua MOK Ka-ho, The Hang Seng University of Hong Kong</p>
18:30 – 20:00	Gala Dinner for invited VIP guests

Day 2 – 30 April 2025 (Wednesday) Hybrid	
Venue: The Create, 15/F, M+ Tower, West Kowloon Cultural District, Kowloon [Town Center of HSUHK]	
09:00 – 09:30	Registration
09:30 – 10:05	Special Presentation Topic: <i>Intergenerational Inequalities and the Changing Opportunities in Education and Training for Young Adults in the UK.</i> Speaker: Professor Andy GREEN , University College London
10:05 – 10:35	Keynote Presentation Topic: <i>From Fragmentation to Flexibility: Rethinking Quality Assurance and Frameworks for Micro-Credentials in Asian Higher Education</i> Speaker: Professor HOU Yung-Chi , National Chengchi University
10:35 – 10:45	Refreshment Break
10:45 – 12:00	Parallel Presentations <div> <div>Section 4 <i>Policies and Strategies for Attracting International Students</i></div> <div>TC01-02</div> </div> <div> <div>Section 5 <i>Pathways to Higher Education: Transitions, Access, and Social Mobility</i></div> <div>TC03</div> </div> <div> <div>Section 6 <i>Transnational Higher Education: Identity, Language, and Cross-Cultural Experiences</i></div> <div>TC05</div> </div> <div> <div>(Section 6 hosts by: Joint Research Centre for Cross-Border Education, The Hang Seng University of Hong Kong and South China Normal University)</div> <div>Section 7 <i>Rethinking Internationalization in Higher Education</i></div> <div>MPL13023</div> </div> <div> <div>Section 8 <i>Navigating Global Education: Mobility, Engagement, and Intercultural Challenges</i></div> <div>TC06</div> </div>
12:00 – 12:45	Refreshment Break & Poster Presentation
12:45 – 14:00	Lunch Break
14:00 – 15:15	Panel Discussion Theme: <i>Power, Politics, and Student Rights in Contemporary Higher Education</i> Speakers: <ul style="list-style-type: none"> Anas ALMASSRI, Durham University (Online) Dr Kun DAI, The Chinese University of Hong Kong Dr William LO Yat-wai, Durham University (Online) Dr Rille RAAPER, Durham University Moderator: <ul style="list-style-type: none"> Dr Miguel Antonio LIM, The University of Manchester
15:15 – 16:30	Parallel Presentations <div> <div>Section 9 <i>AI in Higher Education: Policies, Practices, and Global Perspectives</i></div> <div>TC01-02</div> </div> <div> <div>Section 10 <i>Empowering the Next Generation: Sustainability, Engagement, and Innovation in Higher Education</i></div> <div>TC03</div> </div> <div> <div>Section 11 <i>Student Success and Well-Being in Higher Education</i></div> <div>TC05</div> </div> <div> <div>Section 12 <i>Enhancing Professional Practice: Teacher Development, Innovation, and Community Well-Being</i></div> <div>MPL13023</div> </div> <div> <div>Section 13 <i>Globalization and Policy Shifts in Higher Education</i></div> <div>TC06</div> </div>
16:30 – 17:00	Closing Remark Professor Mok Ka-ho Provost and Vice President (Academic and Research) The Hang Seng University of Hong Kong
END OF CONFERENCE	

Session 1

Theme: Sino-foreign Cooperation in Higher Education: Opportunities, Challenges, and Institutional Dynamics

Chairman: Dr Kai ZHAO


Zoom link	Meeting ID	Passcode
	994 6720 2147	CHER25

	Title	Presenter(s)
A01	A Comparative Study of Chinese-Foreign Cooperative Running Schools (CFCRS): Regulation, Quality Assurance, and Impact on Teaching and Learning in the Greater Bay Area (GBA)	Christopher Hong-Yi TAO National Chengchi University
A04	Challenges of Internationalization of Higher Education: A Case Study of Georgia Tech Shenzhen Institute, Tianjin University	Zixue CHEN Lingnan University Co-authors: Zhenlin CHENG Jingyu LU Jiayuan LI
A18	Navigating Dual Identity: A Comparative Study of Research Development in Sino-Foreign Collaborative Universities	Kai ZHAO Lingnan University Co-authors: Liyan ZHU Jiaxin GUO
A36	The Dilemma of Sino-foreign Joint Universities in Chinese Higher Education	Jie DING The University of Hong Kong (online)

Session 2

Theme: Transnational Higher Education in China: Governance, Curriculum, and Student Experiences

Chairman: Dr Keyu Zhai


Zoom link	Meeting ID	Passcode
	965 0007 7174	CHER25

	Title	Presenter(s)
A17	A Case Study of Transnational Higher Education Programs in Application-Oriented Chinese Universities: Challenges in Teaching Objectives and Curriculum Design	Ruiqi ZHANG Lingnan University
A30	Divergences and Convergences of Opportunities and Challenges for Cross-border Higher Education: Case Studies on Governance and Operations of Joint Master's Programmes	Jie LIU The University of Hong Kong
A45	Policy-driven Identity Dilemma: The Impact of Sino-foreign Co-operative University Modes on Students' Academic Experiences and Post-graduation Destinations	Renjie CAI Lingnan University Co-author: Chuanxue LIN
A52	An Exploration of the Impact of Sino-Foreign Cooperation Educational Institutions on the Internationalization of Higher Education in China	Saheed ADEBAYO Wenzhou-Kean University

Session 3

Theme: International Student Mobility and Cultural Integration

Chairman: Mr Cunxin WU


Zoom link	Meeting ID	Passcode
	930 0598 1462	CHER25

	Title	Presenter(s)
A07	Reimagining International Student Mobility: The Role of Institutional Supportive Mechanisms and Multipolarity in Hong Kong's Attraction of African Doctoral Students	Jacob NKANSAH The Education University of Hong Kong Co-author: Raymond BOATENG
A12	An Interpretative Phenomenological Analysis of the Factors Influencing and Driving Mechanisms of International Student Mobility-Evidence from International Students Coming to China	Cunxin WU Beihang University Co-author: Wanying WU
A31	Enhancing Understanding of and Affinity for China: An Ecological Understanding of Belt and Road Initiative International Student Experiences in China	Jie XU The Chinese University of Hong Kong Co-authors: Yabing LIU Kun DAI

Session 4

Theme: Policies and Strategies for Attracting International Students

Chairman: Professor Yang LIU


Zoom link	Meeting ID	Passcode
	963 7043 5231	CHER25

	Title	Presenter(s)
A13	The Policy Implementation of the Education of International Students in China: A Perspective of Institutional Logics	Shuiyun LIU Beijing Normal University Co-authors: Bin ZHAO Xi YANG
A20	At the Tensions of Competition and Cooperation: Hybrid Representation of International Students within China's National Policies	Ruirui LIU The University of Manchester (online) Co-authors: Miguel Antonio LIM Rui HE
A27	A Comparative Analysis of Policies for Attracting International Students in Turkey and Taiwan	Muberra KAYNAR National Chengchi University (online)
A51	Exploring Government Scholarship Policy - The Case of Chinese Government Scholarship (CSC)	Limanzi XU The University of Manchester (online)
A57	Evaluating Global Competitiveness in Doctoral Education: A Trinity Model from Educational Ecology Perspective	Yang LIU Beihang University Co-author: Yu LI

Session 5

Theme: Pathways to Higher Education: Transitions, Access, and Social Mobility

Chairman: Dr Zhen TIAN


Zoom link	Meeting ID	Passcode
	992 6104 6310	CHER25

	Title	Presenter(s)
A03	Assessing Local and Non-local Students' Needs for Transition from Associate Degree to Bachelor's Degree in Hong Kong	Minyi YE Lingnan University
A11	Hong Kong Youth's Cultural Mixing Attitudes, Experiences, and Identity: Evidence from the Guangdong-Hong Kong-Macao Greater Bay Area	Baohua YU Lingnan University Donghai YAN Lingnan University (online)
A32	Educational Motivations as Family Strategy: Chinese Mother-students Pursuing Cross-Border Study in Hong Kong	Jing LIU The Chinese University of Hong Kong Co-author: Kun DAI
A37	From Vocational Training to Academic Degrees: How Young Females Forge Educational and Career Trajectories in a Shifting Landscape	Zhen TIAN Lingnan University Co-author: Yetong ZHAO

Session 6

Theme: Transnational Higher Education: Identity, Language, and Cross-Cultural Experiences

Chairman: Professor Yuzhuo CAI


Zoom link	Meeting ID	Passcode
	914 0800 4347	CHER25

	Title	Presenter(s)
A15	Higher Vocational Education Going Global: Policy, Practice and Research	Ailei XIE South China Normal University Co-author: Jingran YU
A25	Navigating Fluid Boundaries: Identity Formation of Chinese Undergraduate Students in Hong Kong Institutions' Branch Campuses in Mainland China	Xiaofan ZHANG The Chinese University of Hong Kong Co-author: Kun DAI
A29	Between Racialized and Racializing: Chinese Students' Dual Experiences of Racism in Tanzania	Yuxiao JIANG The Chinese University of Hong Kong Co-authors: Kun DAI Chao LI
A33	Beyond Homogeneity: Differentiating English Language Learners in a Transnational Medical Programme in China	Beatrice CLEGG Southern University of Science and Technology Co-author: Samuel WHITAKER
A55	Hong Kong as a Strategic Mediator for EU–China Higher Education Cooperation	Yuzhuo CAI The Education University of Hong Kong

Session 7

Theme: Rethinking Internationalization in Higher Education

Chairman: Dr KE Guoguo


Zoom link	Meeting ID	Passcode
	965 0224 8763	CHER25

	Title	Presenter(s)
A08	International Trends and Patterns in Higher Education Research: A Bibliometric Analysis	Cheng-Cheng YANG National Chiayi University Co-author: Hung-Chun TAI
A24	Towards a More Inclusive Conceptualization of Internationalization of Higher Education: The Perspective of Chinese Students	Youliang ZHANG South China Normal University Co-authors: Kai ZHAO Yawen WENG
A40	European Experience and Chinese Choice of Local Internationalization of Higher Education: A Study on Path Construction Based on Digital Synergy and Regional Radiation	Yilan CHEN South China Normal University
A44	The Emergence of a World Academic Power: China and the Internationalization of Higher Education	Everardo BLANCO LIVERA Lingnan University

Session 8

Theme: Navigating Global Education: Mobility, Engagement, and Intercultural Challenges

Chairman: Dr Gaoming ZHENG


Zoom link	Meeting ID	Passcode
	962 7755 7454	CHER25

	Title	Presenter(s)
A19	<i>Silent Responses</i> : Building International Student Confidence to Participate in Taught Sessions at the Graduate Level	Simon BROWNHILL University of Bristol (online)
A21	Intercultural Communicative Competence and the Colonial Matrix of Power: Reframing International Higher Education Through a Decolonial Lens	Steven ARIZA National Chung Cheng University
A35	“The First to Eat the Crab”: Comparing Students’ Learning Experiences in New and Established Taught Postgraduate Programs in Hong Kong	Wenqiang WANG The Education University of Hong Kong Co-author: Weiyang XIONG
A47	Intellectual Migration and Development of the Global City in Hong Kong	Ka LIN School of Public Administration Zhejiang University (online) Co-author: Wenqing MU Lingnan University
A58	Changes in Sino-Finnish Higher Education Cooperation in the Geopolitical Shifts: From an Institutional Logics’ Perspective	Gaoming ZHENG Tongji University Co-authors: Xinzhi HU Weisali WUMANJIANG

Session 9

Theme: AI in Higher Education: Policies, Practices, and Global perspectives

Chairman: Dr Ka Lok Sobel CHAN


Zoom link	Meeting ID	Passcode
	963 7043 5231	CHER25

	Title	Presenter(s)
A05	Generative AI for Content Creation in Media and Communication Education	Ka Lok Sobel CHAN The Hang Seng University of Hong Kong
A46	Analysis and Implications of Multidimensional Quantitative Evaluation of AI Education Policy Texts in Higher Education - Based on TF-IDF Algorithm and PMC Index Model	Cunxin WU Beihang University
A49	Policy on the Use of Artificial Intelligence (AI) in Higher Education in China and Finland	Hui XIN Tongji University Co-authors: Gaoming ZHENG
A50	Layered Governance and Regional Variations: A Comparative Study of Generative AI Policies in Higher Education Across Greater China	Xinyi CHEN The Chinese University of Hong Kong (online) Co-authors: Zhen TAO Yutong CHENG

Session 10

Theme: Empowering the Next Generation: Sustainability, Engagement, and Innovation in Higher Education

Chairman: Dr Fanny CHAN


Zoom link	Meeting ID	Passcode
	992 6104 6310	CHER25

	Title	Presenter(s)
A09	Sustaining Robust University-Community Engagements in an Era of AI	Joclarisse ALBIA National Chung Cheng University
A16	Empowering Generation Z: Promoting Sustainable Development Goals and Sustainability Awareness	Fanny CHAN The Hang Seng University of Hong Kong Co-author: Nikki CHEN
A38	The Role of Global Environmental Awareness in University Students' Engagement with SDGs Action	Chi-Wang CHIANG National Chengchi University Co-author(s): En-Yu LIU Sophia Shi-Huei HO
A41	Practical Innovation in Cross-Cultural Interaction: University-Enterprise Mentors Communities Empowering Global Engineering Education	Yonghong MA Beihang University Co-authors: Shuoran MA Junlin JI

Session 11

Theme: Student Success and Well-Being in Higher Education

Chairman: Ms Xinye ZHOU


Zoom link	Meeting ID	Passcode
	914 0800 4347	CHER25

	Title	Presenter(s)
A02	Spatial Heterogeneity and Promotion of Chinese University Students' Mental Health	Keyu ZHAI Lingnan University
A28	Strategies for Preventing Distortion Risks in the Quality Evaluation of Doctoral Dissertation in China	Xinye ZHOU Tongji University Co-author(s): Sanfa CAI
A42	Relationship Between Career Adaptability and Competitive Attitudes Among Chinese College Students	Wenjuan GAO Beihang University Co-author: Wenhao TANG

Session 12

Enhancing Professional Practice: Teacher Development, Innovation, and Community Well-Being

Chairman: Dr Kai ZHAO


Zoom link	Meeting ID	Passcode
	965 0224 8763	CHER25

	Title	Presenter(s)
A26	The Dual Role of Art Bias: The Impact of Organizational Climate on Teachers' Innovation in the Age of AI	Hu LIU City University of Macau
A53	Instructional Supervision and Professional Development: Perception of Public Junior High School Teachers in Ghana	Jeremiah NUOBALLEE Lingnan University
A54	The Role of Ghana National Association of Teachers in Enhancing Teacher Professionalism, Competency and Teaching and Learning Delivery in Ghana	Lucy Amanda ASAMOA Lingnan University

Session 13

Theme: Globalization and Policy Shifts in Higher Education

Chairman: Amelio QUETZAL

Zoom link	Meeting ID	Passcode
	962 7755 7454	CHER25

	Title	Presenter(s)
A06	Mobility Analysis of Chinese Students with Different Educational Levels in Japan: Based on the Push-pull Theory	Shixiao WU Lingnan University Co-authors: Fuyuan GUO Yi WANG Ziyuan XIE
A10	Internationalization Beyond the Elite: How Two Mid-tier Universities in Taiwan Approach International Student Recruitment	Amelio QUETZAL National Chung Cheng University
A39	EMI Policies and Implementations across Higher Education Institutions in Taiwan: Are We Ready?	Huei-Chun YUAN National Chengchi University
A48	Development of Early Childhood Education in Higher Education in Taiwan Under the Influence of Low Birth Rates and Social Atmosphere	Chaoming LEE National Chengchi University (online)



Reconstructing Well-being through Educational Integration: How China's Elite Polytechnic Universities are Redefining International Student Support Systems

Junlin JI¹; Yi YANG²; Yonghong MA^{1*}
¹Beihang University; ²China Agricultural University



Abstract

China's elite polytechnic universities face a paradox: their historically narrow curricula intensify international students' cultural dislocation, academic stress, and fragmented institutional support, despite technical excellence. Analyzing 15 bilingual programs (2020–2024) at Tsinghua University and Harbin Institute of Technology, this study reveals a strategic shift from marginal "student services" to embedding well-being as an educational core. Reforms integrate philosophical shifts toward intercultural symbiosis (replacing assimilation), pedagogical innovations blending STEM and humanities, and decentralized governance empowering students as policy co-creators. This framework transforms high-pressure academic ecosystems into spaces for multidimensional development, offering globally applicable strategies to balance academic rigor with culturally responsive well-being architectures.

Introduction

The debate between specialized and general education in China's elite polytechnic universities has historically shaped a paradox in international student well-being. While institutions like Tsinghua University and Harbin Institute of Technology excel in technical training, their structurally narrow curricula have inadvertently intensified challenges such as cultural dislocation and fragmented institutional support, as outlined in studies of bilingual programs (2020–2024). This research investigates how these universities are redefining international student support systems through integrated reforms in three dimensions:

- Philosophical Evolution:** Transitioning from cultural assimilation to intercultural symbiosis, aligning with Confucian-humanistic values and global epistemology integration.
- Curriculum Innovation:** Blending polytechnic disciplines (e.g., AI, engineering) with humanities to cultivate interdisciplinary fluency and adaptive learning capabilities.
- Institutional Restructuring:** Decentralizing well-being governance through student-led committees (e.g., Tsinghua's participatory policy co-creation models).

The analysis of 15 bilingual programs reveals a strategic shift from treating well-being as marginal "services" to embedding it as a core educational outcome. This framework, grounded in Chinese educational philosophy and global comparative insights (e.g., Harvard's GERCER reforms), proposes a "One Main, Two Foundations" approach. This methodology seeks to reconcile the philosophical tensions between liberalism-pragmatism, science-humanities, and technicism-humanism, aiming to transform polytechnic universities into holistic ecosystems for international student development.

Methods and Materials

Historical Discourse Analysis

- Traced the evolution of general education goals in Chinese elite polytechnic institutions (1900–2024) through archival records, policy documents, and curricular frameworks.
- Mapped the philosophical tensions between "specialized vs. general education" using Chinese educational treatises (e.g., Mei Yiqi's 1941 *The Essence of a University*) and global comparative literature.

Philosophical Framework Development

- Identified five core dialectical tensions (liberalism-pragmatism, science-humanities, technicism-humanism, etc.) through critical analysis of Confucian-humanistic traditions and Western general education theories.
- Constructed the "One Main, Two Foundations" integrative framework to reconcile these tensions, drawing from China's Bildung-style curricular integration practices.

Case-Based Curriculum Examination

- Analyzed pedagogical innovations in 15 STEM-humanities bilingual programs (2020–2024) at institutions including Tsinghua University and Harbin Institute of Technology.
- Focused on course design principles and institutional governance models.

Results

1. Philosophical Reconciliation

Resolved five core dialectical tensions through Confucian-humanistic synthesis:

- Liberalism vs. pragmatism
- Scientific rationality vs. humanities literacy
- Technicism vs. humanism
- Cultural universalism vs. local adaptability
- Institutional centralization vs. student agency

2. Curricular Integration

Validated 15 bilingual STEM-humanities programs (2020–2024) through case studies at Tsinghua University and Harbin Institute of Technology, featuring:

- Transdisciplinary modules (e.g., AI ethics co-developed by engineering/philosophy departments)
- Heritage-responsive pedagogy (e.g., cultural artifact preservation in architectural design studios)

3. Governance Systematization

Institutionalized decentralized governance via:

- Student-led well-being committees managing multilingual mentorship networks
- Faculty-administration co-design platforms for policy iteration

4. Global Paradigm Alignment

Demonstrated convergent strategies with Harvard's GERCER ethics framework while establishing China's distinctiveness through:

- Bildung-inspired curriculum sequencing
- State-AI collaborative infrastructure for program evaluation

Discussion

This systemic reform demonstrates three pivotal advances in international STEM education:

1. Transcending Binary Dialectics

Confucian-humanistic frameworks successfully mediate China's five foundational tensions via:

- Contextualized moral epistemology over Western universalist paradigm
- Institutionalized mechanism

2. Pedagogic Paradigm Relevance

Bilingual STEM-humanities integration achieves dual outcomes:

- Cognitive synthesis
- Intercultural sustainability

3. Governance Scalability

Student-led committees counteract administrative bureaucracy by:

- Implementing decentralized decision pipelines
- Validating Confucian minben principles in modern institutional design

Conclusions

This research establishes China's polytechnic model as a viable third-way framework for global STEM education reform:

Theoretical

Reconfigures international education discourse beyond Western-centric humanism/technocracy binaries

Practical

Provides operational templates:

- Protocol for curriculum bipartition (technical training + heritage modules)
- Standardized policy co-creation workflow

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References

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Exploring the Push-Pull Dynamics: Factors Influencing Chinese Students' Choice of Thailand as a Higher Education Destination

Lingnan University IHEM Programme: Qian Yawen, Xu Chuoya, Zheng Mingxi
Contact Us: yawenqian@ln.hk, chuoyaxu@ln.hk, mingxizheng2@ln.hk

1. Motivations

Research Background: Thailand is emerging as a new study destination, attracting an increasing number of Chinese students.

Research Gap: Limited research exists on the specific factors driving Thailand's appeal as an emerging study destination.

Research Question: What are the key push-pull factors influencing Chinese students' choice of Thailand as a study destination?

2. Methodology

Semi-structured interview: 20 Chinese students studying in Thailand

65% from Southwest & South of China
(Yunnan, Sichuan, Guangdong)

65% with Master's degrees

73.7% from Thai Public Universities

3. Findings

Push Factors

Educational Competition 	<p>"...If I hadn't been admitted to a second-tier universities after GAOKAO, I would have had no choice but to attend a junior college. But then, what could I really do with just a junior college degree?" — Dao, 25 years old, from Gansu, EdD student, has been in Thailand for 7 years</p>
Work Environment Stress 	<p>"...That work experience made me more determined to pursue further studies because I felt that the life of working was too monotonous..." — Xiaoxin, 24 years old, from Guangdong, Master's student, has been in Thailand for over 1 year</p>

Pull Factors

Cost of Studying Abroad 	<p>"...The cost of studying in Thailand is relatively low, and the quality of education is high. Thailand offers a high-quality education system with a good reputation internationally. The cost of living in Thailand is also relatively low..." — Linda, 25 years old, from Guangdong, Master's student, has been in Thailand for 2 years</p>
Course Attraction 	<p>"...The art program in Thailand is highly attractive, especially at the Silpakorn University. This university has many veteran professors and a rich library collection, which has been very helpful for my research..." — Can, 25 years old, from Shandong, PhD student, has been in Thailand for 5 years</p>

Satisfaction with studying in Thailand



4. Discussion & Conclusion

Student Anxiety in Thailand - Hanson (2017) pointed out that Thailand's gun legalization policy has triggered anxiety among students. Undoubtedly, this issue is related to the high degree of freedom and respect granted to students by Thai higher education institutions. Finding a balance between respecting student freedom and ensuring student safety is a challenge that Thai higher education institutions need to address.

Thailand: An Emerging Study Destination? - Li et al. (2024) emphasized that many students, especially those from Yunnan and Sichuan provinces in China, do not regard Thailand as an emerging study destination.

- Geographical proximity: Thailand is easily accessible, making it a convenient choice.
- Cultural and dietary similarities: These similarities reduce cultural shock, creating a more comfortable environment for students.
- Long-term educational cooperation: Established relationships between schools facilitate smooth academic exchanges.
- Historical and familial connections: Ancestral involvement in Sino-Thai trade has created a sense of familiarity and affinity, with Thailand being referred to as a "second hometown."

Thailand: A Cost-Effective Study Destination - While maintaining low economic investment, Thailand sustains strict academic standards through its globally accredited university network (Singh, 2024). Its universities maintain strict academic standards, rank well internationally, and provide dual-degree programs, allowing students to access international education at a low cost.

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How do mainland Chinese students perceive Lingnan's English-medium instruction environment?

GONG Zixin, HE Yihan, WANG Mofei, WANG Zixuan

Lingnan University 嶺南大學
North Hong Kong

1. Motivations

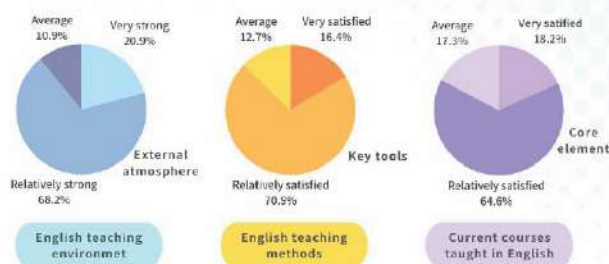
Research Background: Mainland Chinese students face linguistic-cultural adaptation challenges in Hong Kong's English-dominant universities amid global EMI (English-medium instruction) expansion.

Research Gap: Existing studies inadequately address mainland Chinese students' academic integration needs in Hong Kong's linguistically complex EMI setting.

Research Question: How do mainland Chinese students perceive Lingnan's English-medium instruction environment?

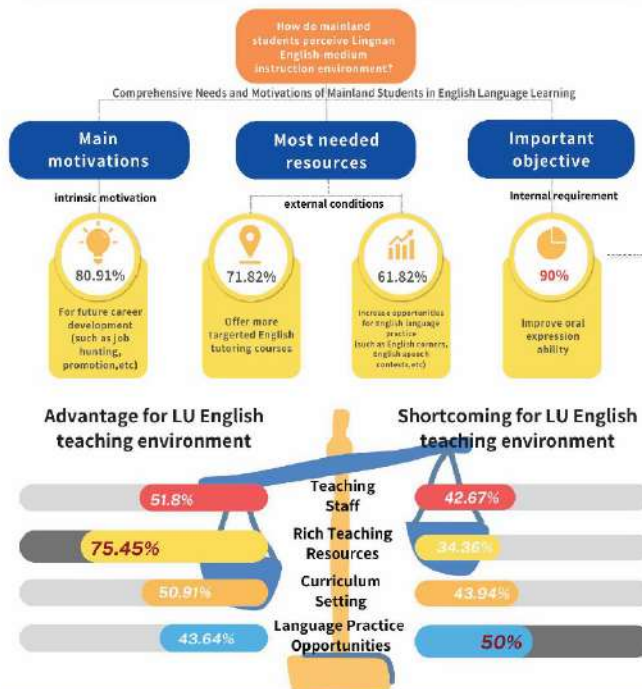
3. Results

Mainland Students' Satisfaction with English Teaching and Learning Environment



Some areas where LU's teaching content and processes need to be enhanced

Content of courses taught in English	Percentage	Teaching process for teachers	Percentage
Strengthen listening and speaking skills	76.36% ✓	More classroom interaction	43.64%
Improve reading and writing skills	45.36%	Use of diverse teaching methods (multimedia teaching, group discussions)	52.73% ✓
Increase cross-cultural communication content	54.55% ✓	Improve the clarity of classroom explanations	59.09% ✓
Integrate more professional English knowledge	38.18%	Enhance feedback and guidance on students' learning progress	56.36% ✓

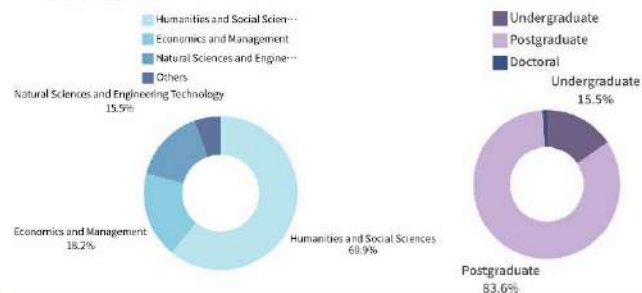


2. Methods

Sample: 110 mainland students from different majors at Lingnan University

Measures:

- This study employed **statistical analysis** using the **SurveyMars** questionnaire to collect information.
- SPSS analysis** of student evaluations revealed general satisfaction with Lingnan University's English environment, though respondents identified oral proficiency as a key weakness.



4. Conclusion

The majority of students are satisfied with the school's English language atmosphere, content and teaching methods.

More than 50 per cent of the students would like to see more clarity in the classroom, more guidance from the teacher and varied teaching methods.

Of all the needs, students had the strongest need for **oral English**. Students' main goal is to improve their speaking skills for career advancement, and the lack of speaking confidence and opportunities to practice is a big challenge.

Regarding learning motivation:

- Lingnan University can improve students' English learning experience by stimulating instrumental motivation (Aspuri et al, 2019). -Hold forums on "English and Career Development" and set up "Internship scholarship".

For teaching methods:

- Optimize multimodal teaching- use movie clips, audio material (Peng, 2019).
- Provide classroom support- emotional support, academic advice, and online platform feedback (Liu & Lu, 2023).

Regarding learning needs:

- For oral practice, a fixed English corner and an "English Partner Program" with foreign teachers or native speakers can be established. These initiatives will improve speaking skills and expand cross-cultural knowledge.

Difficulties in the English learning process



5. References

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Graduation Choices and Influencing Factors in the Post-Pandemic Era against the Backdrop of Academic Devaluation and Economic Recovery

Authors: Li Jingling, Duan Mengran, Chen Siyu, Huang Xuanzhi
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Introduction

Background: China has witnessed a steady increase in the number of graduates from higher education institutions (HEIs), resulting in a competitive job market and a trend of academic devaluation. Moreover, since the end of the COVID-19, China's economy has been on a path of gradual recovery, further complicating the directions for graduates.

Research Gap: The existing literature predominantly examines the pre-COVID-19 period, with limited research on the post-epidemic landscape due to its relatively short duration. Simultaneously, most studies focus broadly on national employment trends for university graduates, neglecting localized investigations.

Research Question: What are graduates' choices and influencing factors in Guangdong public universities in the post-pandemic era against the backdrop of academic devaluation and economic recovery?



Methdology

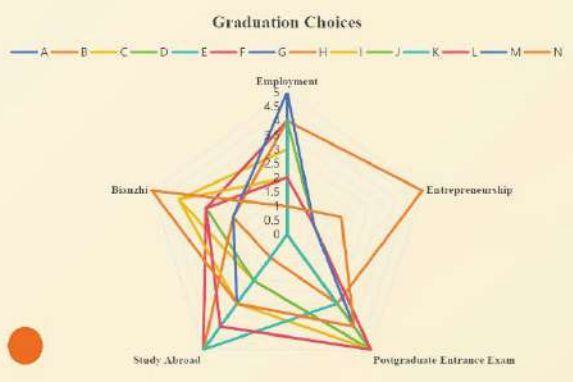
The study adopts a qualitative research method to interview 14 students, including 7 males and 7 females from public HEIs in Guangdong. Among these students, 2 graduated in 2023, 8 graduated in 2024, and 4 will graduate in 2025.



Findings

The radar chart is utilized to analyze the ranking of respondents' options in order to identify their primary preference, due to they simultaneously weighing multiple choices.

The results reveal that 7 respondents prioritize pursuing postgraduate studies in mainland China as their top choice, 3 studying abroad, 2 employment, and 1 each entrepreneurship and Bianzhi.



Society (43.8%)	Employment Environment	I have no internships due to the pandemic... the job market is tough right now, enterprises prefer those graduated from top universities or get their master degrees, so I don't have advantages... and most of my classmates pursue grad school, I decided to do the same to buy a few more years before entering the workforce. (G, male, graduated in 2024, year 1 postgraduate student studies in Guangzhou)
	Epidemic	
	Surroundings	
Individual (33%)	Subjective Intention	My parents persuade me to take the bianzhi exam to be a middle school teacher, it's really hard!... the cross-border e-commerce industry I'm working in right now has a lot of potential, so I want to challenge myself and break free from the traditional concepts. (H, female, will graduate in 2025, Internet enterprise employee in Shenzhen)
	Pursuing Personal Competitiveness	
	Fear of Difficulty	
Family (23.2%)	Residence	My parents don't want me to go too far because the social network is all here, and they don't have enough money to support me to pursue postgraduate study. So I took the civil service exam in my hometown to make money early. (N, male, graduated in 2024, Bianzhi in Zhanjiang)
	Members' Opinions	
	Economic Conditions	



Conclusion

When facing multiple options, most respondents prioritize postgraduate studies in mainland China, opting for employment if unsuccessful.

Graduation choices are shaped by three dimensions: society, individual, and family. At the societal level, the uncertainty in the job market and the impact of the pandemic create pressure for students, prompting them to pursue further education to enhance their competitiveness. Individuals' heightened awareness of social environment and personal capabilities motivates adaptive adjustments in graduation choices. Additionally, familial regional social capital can assist students in reducing employment risks; however, economic pressures from the family may constrain their future development.

Luo, M. & Yang, Y. (2011). Evaluation of Factors Influencing the Employment Choices of College Graduates—Analysis based on questionnaire survey of graduates from some universities in Guangdong Province. Youth Exploration, 2, 40-55.



A Study of Cross-Cultural Adaptation of International Students in Mainland China's Universities

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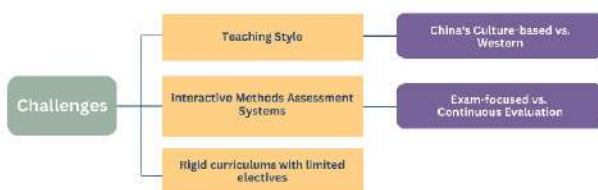
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Lingnan University, Hong Kong

Introduction

By 2018, China hosted 492,000 international students from 196 countries (Ministry of Education of the People's Republic of China, 2019). China has become a leading global study destination due to economic growth, educational development, and initiatives like the Belt and Road.

Challenges in Cross-Cultural Adaptation:



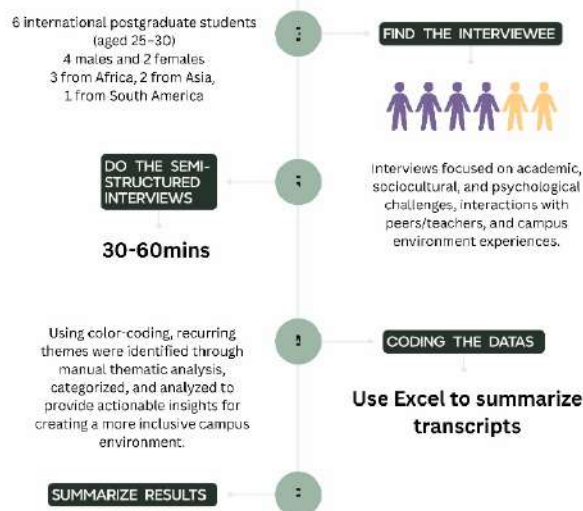
Main Research Question:

What are the challenges that will affect cross-culture adaptation and learning experience of international students in Chinese Universities?

Methodology

Study Methodology:

This study employs qualitative research through semi-structured interviews to explore cross-cultural adaptation challenges faced by international students at China University of Geosciences (Wuhan).



Result

The figure 1 reveals main challenges faced by international students in China, including **Language barriers**, **Cultural Adaption**, and **Academic expectations** emerge as key obstacles.

CATEGORIES	FREQUENCY	PROBLEMS
LANGUAGE BARRIERS	4	"BEFORE LEARNING CHINESE, I COULDN'T BUY FOOD, TAKE A TAXI, OR DO ANYTHING ON MY OWN."
CULTURAL ADAPTATION	3	"CHINESE BREAKFASTS ARE LIGHT, LUNCHES/DINNERS ONLY... WINTER WAS TOO COLD INITIALLY."
ACADEMIC CHALLENGES	3	"WHEN WRITING A THESIS, THE SUPERVISOR WON'T TEACH ME HOW TO WRITE. I HAVE TO FIND WAYS ON MY OWN."
SOCIAL INTEGRATION	3	"IN CHINA, PEOPLE AVOID BEING DIRECT TO PREVENT MISUNDERSTANDINGS... THIS IS DIFFERENT FROM MY HOMETOWN."
INSTITUTIONAL SUPPORT	3	"THERE ARE MORE ACTIVITIES FOCUSED ON CHINESE CULTURE, BUT FEWER OPPORTUNITIES FOR INTERCULTURAL EXCHANGE."
LOGISITICAL & LEGAL ISSUES	2	"I SPENT A LOT OF MONEY ON VISA. INTERNATIONAL STUDENTS CAN'T WORK FULL-TIME, ONLY INTERNSHIPS WITH LOW PAY."
TECHNOLOGY & ACCESSIBILITY	2	"I DON'T LIKE THAT I NEED TO USE A PROXY TO ACCESS THE INTERNET IN CHINA."

Figure 1. Main challenges faced by international students. (N=6)

Discussion

Positive Aspects:

- Clear identification** of language barriers (66.67%) as the top challenge enables targeted solutions.
- Balanced focus** on cultural, academic, social, and institutional issues (50%) shows holistic awareness.
- Systemic gaps** like institutional support and technology (33.33%) are recognized for improvement.

Suggestions for Improvement:

- Enhanced Language Support:** More Chinese language courses and resources.
- Cross-Cultural Programs:** Increased activities to promote interaction between Chinese and international students.
- Practical Guidance:** Workshops on daily life skills and cultural norms to ease adaptation.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE LANGUAGE LEARNING APPLICATIONS ON ACADEMIC WRITING PERFORMANCE OF OVERSEAS RETURNEES

HUANG LE/JIN MENGNI/ZHANG CHUHAN/ZHANG YUE

This study investigates the impact of AI language learning applications on undergraduate (overseas returnees) academic writing. It analyzes semi-structured interviews with 27 overseas returnee graduates from various disciplines thematically using a qualitative approach. Results show that AI tools enhance grammar, efficiency, and confidence but may lead to overreliance and weakened foundational skills. The study suggests balancing AI use with traditional methods for well-rounded writing development and offers recommendations for effective integration.

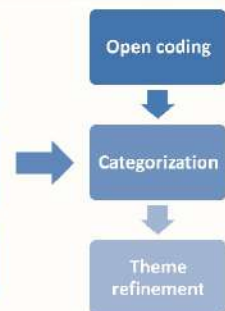
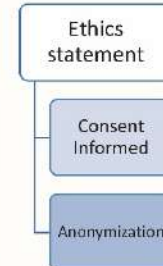
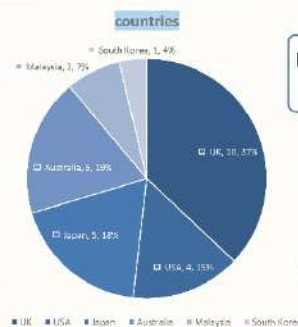
INTRODUCTION

Background: With the development of artificial intelligence technology, AI writing assistants (e.g., Grammarly, QuillBot, ChatGPT) have become an important tool for improving academic writing. However, their **long-term impact** on students' writing ability is still controversial and requires further research (Kessler, 2018).

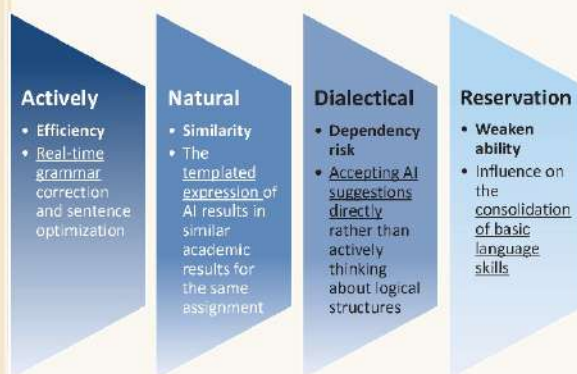
Purpose: The purpose of this study is to investigate the impact of **an AI language learning application** on the **academic writing skills** of overseas returnees (Li et al., 2015). The participants are all overseas returnees because they use AI software more frequently (Kessler, 2018).

Research gap: Existing research has focused on **AI's role in language learning and grammar correction** (Kessler et al., 2012), while less research has been conducted on its impact on **the structure, logic, and originality of academic writing**. This research will fill the gap in the impact of AI tools on academic writing among overseas returnees.

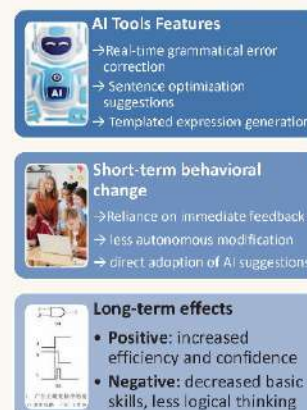
METHODOLOGY



RESULT



Mechanism of AI Impact on Writing Behavior



Adjustment factors

Educational interventions

- e.g. Academic normative development

Balanced use

- e.g. Traditional academic exercises + AI tools to assist

CONCLUSION

- Enhancement of Writing Skills and Efficiency:** offer real-time feedback on grammar, sentence structure, and coherence.
- Over-reliance and Cognitive Skill Reduction:** hinder students' cognitive engagement with the writing process.
- Impact on Academic Integrity and Creativity:** leading to academic integrity and unintentional plagiarism.
- Balancing AI Assistance with Skill Development:** AI tools can be used as supplementary aids.

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“Lying flat” or “Involution”: Insights into the Relationship of Employment Anxiety within the Current Status in Higher Education

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1. Motivation

Research Background: “Lying flat” and “involution” have become hot topics in modern social environment, employment anxiety has become an important factor affecting higher education students’ physical and mental health, future development, especially in their career development. Besides, trait anxiety impacts career choices and development. However, how the three variables influence each other in different region is deserved to be explored.

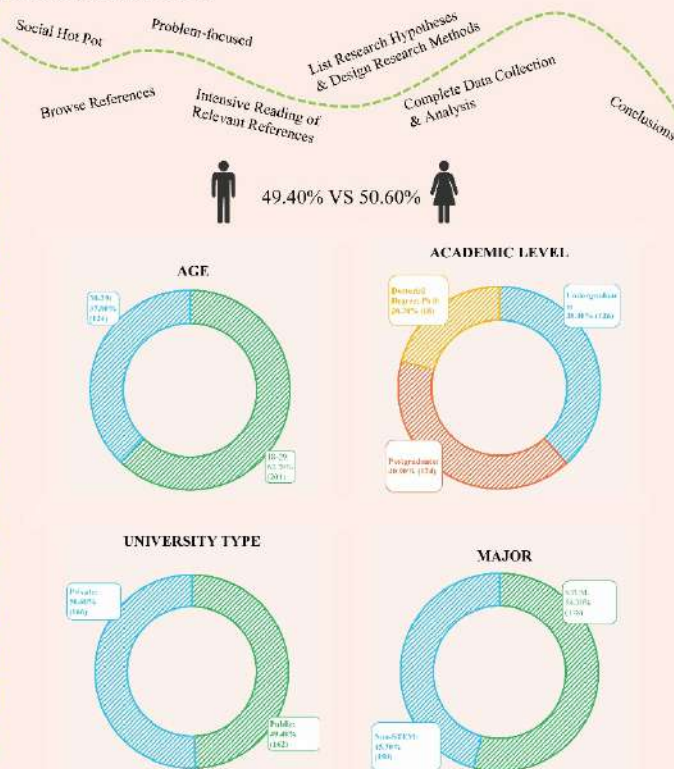
Research Gap: Limited existing in-depth exploration on the relationship between the “lying flat” or “involution” phenomena and employment anxiety within the current higher education context.

Research Question: What’s the relationship between employment anxiety, occupational decision-making self-efficacy, and trait anxiety for higher education students in GBA?

2. Methodology

This research adapts the questionnaire designed and used by previous scholar, including Employment Anxiety Scale (EAS), Occupational Decision-making Self-efficacy Scale (ODSS), and Trait Anxiety Scale (TAS) (Zhang, 2005). The KMO value and cronbach alpha coefficient are 0.952 and 0.984 respectively, and the significance level is 0.000, further supporting the applicability of factor analysis.

Dimensions are coded, which are employment anxiety (EA), career exploration and planning (CEP), occupational decision-making ability (ODA), concern of interpersonal relationship (CIR), trait anxiety (TA) respectively.



5. Conclusion

Employment anxiety, career decision self-efficacy, and trait anxiety: The relationship between EA and ODA is **weak**, but **TA may indirectly affect career development by influencing ODA**. Students with higher levels of TA may show higher caution in the ODA process, but it may also lead to delays in the decision-making process.

“Lying flat” and “involution” phenomenon:

The influence of “Lying flat” and “involution” phenomenon could increase the students’ employment anxiety (Lin & Guo, 2021), but the specific impact of qualitative research to further confirmation. In the highly competitive social environment of the GBA, **students may need stronger career decision-making skills and psychological qualities to cope with the pressure of employment** (Yang & Zheng, 2022).

3. Data Analysis

Table 1 The Spearman Correlation Analysis

Correlation Analysis						
Spearman Rho		EA	CEP	ODA	CIR	TA
	EA	1.000				
	CEP	0.017	1.000			
	ODA	0.045	0.347**	1.000		
	CIR	-0.036	0.422**	0.392**	1.000	
	TA	0.026	0.356**	0.342**	0.346**	1.000
**. At level 0.01 (two-tailed), the correlation was significant.						

** At level 0.01 (two-tailed), the correlation was significant.

The correlation coefficients between EA and CEP, ODA, CIR, and TA did not reach the significant level, indicating no significant association between EA and the aforementioned variables.

Among the significant correlations, **CEP and ODA exhibited a significant positive correlation**, meaning that as the CEP level increased, the ODA level also tended to rise. The correlation coefficient between **CEP and CIR was a significant positive correlation**, reflecting consistent trends in their changes. The correlation coefficient between **ODA and CIR was showing a significant positive correlation** and indicating a close association. Additionally, **there were extremely significant positive correlations between CIR and TA**. Lastly, **TA and CEP, and TA and ODA, suggest a co-directional variation relationship** among these variables.

Table 2 Binary Logistic Analysis

Variable	Coefficient (B)	Sig. (p)	Exp(B)	Remark
Intercept	60.374	0.995		
TA	-18.268	0.000	1.165E-8	
CIR	14.168	0.987	1.422094.565	
ODA	0.593	1.000	1.809	
CEP	-6.681	0.997	0.001	
Male	18.879	0.997	158185331.197	RV: Female
Age: 18-29	-19.002	0.996	5.592E-9	RV:30-39
Undergraduate	3.241	1.000	25.566	RV: Doctoral Degree; PhD
STEM	7.712	0.999	2233.972	RV: Non-STEM
Public	10.420	0.998	33521.599	RV: Private

Exp (B) means dominance ratio.

RV is the abbreviation of Reference Variable.

In the core dimension variables, only the TA dimension shows statistical significance. Its coefficient is -18.268, and the odds ratio $\text{Exp}(B) = 1.165 \times 10^{-8}$, **indicating that for every unit increase in the TA value, the probability of the target event occurring decreases exponentially**. This reveals a strong negative influence of TA on the target variable. That is, when the dimension characteristic represented by TA is enhanced, the probability of the target event occurring significantly decreases.

4. Discussion



This study offers insights about the employment situation in GBA for higher education institutions.

It is useful for teaching staff to guide students to prepare for employment.



Some important concerns that students cared are provided to employers.



occupational decision-making ability

interpersonal relationship



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Identifying Student Needs in China: Promoting Student Holistic Development through University Residential System

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Introduction

Context

- **A. China's Shuyuan System**
- In 1717, the Chinese government mandated the integration of Shuyuan into higher education to strengthen 'teacher-student bonds' and 'holistic development'. (MOE, 2017).
- Confucian values: Collective growth over individualism
- 2019 'One-stop' management: Merging living spaces with academic advising and cultural activities (Li & Xiang, 2020).

B. Educational Role of Residential Halls

- **Western Models:** The dorms enhance academic engagement, faculty interaction, and student satisfaction (e.g., Blimling, 2014; Hurtado et al., 2020).

- **Asian Models:** University dormitories situated

- Western form and demonstrate the positive impact of that form on students' academic and socialization.

C. Student Needs in Residential Halls

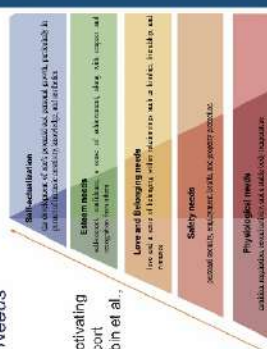
- * Western Research: taken a customer experience perspective, such as the quality of residence units, neighborhoods, building facilities, dormitory convenience, and hostel management services.

research objectives:

- To propose recommendations for improving the effectiveness of Shuyuan system in meeting the needs of students.

Conceptual Framework: *Maslow's Hierarchy of Needs*

- Validated in education for motivating students and designing support systems (Watson, 1996; Gobin et al., 2012).



Methodology

Participants

- 16 participants (social media recruitment):
 - general and snowball sampling
 - The student's school adopts the 'residential college' system

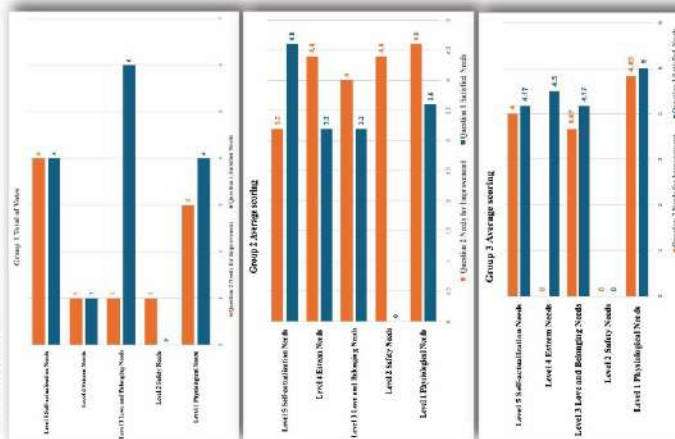
Data Collection

- Nominal Group Technique (NGT) – 3 Groups
- Thematic analysis



Results

Voting Results for NGT Group 1.2.3



- Physiological Needs
 - o Higher satisfaction level
 - o Students prioritized convenience (proximity to campus, amenities) and comfort (reduced room density, online payment systems).
- Safety Needs
 - o Safety was the least satisfied need
 - o Lack of "orderly management" in communal spaces
- Love and Belonging Needs
 - o Harmonious relationship
 - o Weite system— facilitates communication and interaction
- Esteem Needs
 - o Flexible rules (e.g. no strict curfews)
 - o Staff-resident co-living to build mutual respect
- Self-actualization Needs
 - o Facilitating personal development
 - o Valued spaces: academic growth and physical development

Discussion

Practical Recommendations for Shuyuan Management

- 18 actionable recommendations categorized under Maslow's 5 needs (e.g., mobile apps for services, mixed-major housing, staff-resident co-living).

- **Prioritizes student-centered improvements.**

Theoretical Challenge to Maslow's Hierarchy

- **Non-linear needs:** Higher-level needs can be met without full satisfaction of lower-level needs.
- **Avoidance of prioritizing the satisfaction of lower-level needs to the neglect of other needs**

Self-Actualization : Achievements & Gaps

- Achievements: Learning spaces, skill-building
 - Critical gaps:
 - ◻ Lack of trained tutor
 - ◻ Limited study room seating
- High demand for more skill-based guidance

Culture Distinction : Gender-Separated Housing

- Chinese students prefer gender-segregated dorms due to privacy/security concerns (vs. Western gender-neutral trends).
- Highlights cultural conservatism in residential policies (Chan & Shaw, 2016).

Conclusion and Limitations

Limitations:

- However, these universities are typically representative and influential and can serve as a reference for other institutions.

Conclusion:

- Students' needs do not follow a strict bottom-up progression (e.g., self-actualization can be pursued even when safety needs are unmet). Supports a holistic model where all needs are interconnected and equally important.

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Engineers for the Future: Integrating Global Competence into Engineering Education



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Background and Motivation

In the current era of globalization and rapid technological advancement, international cooperation in the engineering field is becoming increasingly frequent, posing higher requirements for the international competence of engineers. The application of artificial intelligence and quantum computing in engineering requires them to have a broader horizon and diverse skills, leading to the demand for engineers' global competence.

Research Purpose & Objectives

This paper focuses on integrating global competence into engineering education, aiming to provide theoretical and practical guidance for cultivating outstanding engineers for the future. The research aims to analyze the paths and impacts of integrating global competence into engineering education, providing a theoretical basis and practical guidance for the reform of engineering education. It expounds on the significant importance of the research in improving the quality of engineering education, cultivating talents adaptable to the global market, and enhancing the country's competitiveness in the international engineering field.

Methodology

The research comprehensively applies the literature research method and case analysis method to sort out the successful experiences of integrating international competence cultivation into engineering education globally. At the same time, based on the data from large-scale questionnaires, it deeply explores the challenges faced by engineering education in China in this regard and analyzes the global competence levels of engineering students in Chinese universities, covering aspects such as knowledge, skills, and attitudes. It also investigates the measures taken by universities in engineering education for cultivating global competence, such as the implementation of international exchange programs and the proportion of relevant courses offered.

Conclusion

Summarize the connotation of global competence, international cultivation experiences, challenges faced by China. Strategies are proposed from multiple dimensions such as optimizing curriculum settings, and strengthening international exchanges and cooperation, to help China's engineering education cultivate professionals with international competitiveness who can calmly meet future engineering challenges.

'Who am I?' – Reimagining Student Transition in Transnational Higher Education

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Student Experience in TNHE settings

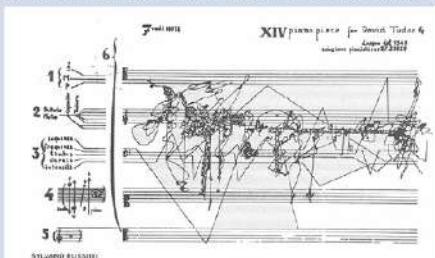
- Transnational higher education (TNHE) represents a unique site where differing cultures confront and coexist.
- How these cultural complexities influence student experiences has attracted growing attention, with TNHE activities between China and major western countries as compelling cases (Hang & Zhang, 2022; Han, 2023; Lai & Jung, 2024).
- However, existing studies tend to benchmark students' experiences against normative pathways mapped by institutions/systems and concentrate on Sino-foreign cooperative universities (SFCUs).
- Other forms of TNHE degree practices in China largely underexplored and underrepresented.

Why Sino-foreign Cooperative Schools

- Sino-foreign cooperative schools (SFCs) provide ideal scenarios for the study, as SFCs
 - ✓ Rank as the second-level organisations in China's TNHE degree practices between SFCUniversities (first-level) and SFCProgrammes (third-level) (Sun & Shikongo, 2024).
 - ✓ Accommodate relatively balanced cultural forces from both Chinese and foreign sides.
- Compared with SFCUniversities and SFCProgrammes, SFCs
 - ✓ Operate with legal status, exclusive campuses, independent student accommodations, and dedicated teaching staff—features unavailable to SFCs or SFCPs.
 - ✓ Often share educational resources like teaching sites and administrative teams with their local counterpart programmes, while both SFCUs and SFCs typically have their own ones.

Theoretical and Analytical Framework: the rhizomatic approach

- The Rhizomatic approach celebrates multiplicities and envisages students' transitions as a rhizome that grows in all directions, without beginning or end, and free from structures predetermined by the unity, the regularity, and/or the authority (Deleuze & Guattari, 1987).



Source: Deleuze, G., & Guattari, F. (1987). *A Thousand Plateaus: Capitalism and Schizophrenia* (2nd ed. edition). University of Minnesota Press.



Source: Lowe, E. (1862). *British Grasses*. Retrieved from UCL online resources

Data and Method

Sampling

- The target population comprises SFCs graduates from the 2020 cohort to capture a full and fresh transition experience from the participants.
- Given the wide distribution of the target population across 178 different SFCs, a combination of random, convenience, and snowball sampling strategies was employed.

Data collection

- Qualitative data was collected from innovative methods of story completion and reflexive narratives, along with traditional in-depth interview.

Data analysis

- For data analysis, an innovative strategy of hotspot data identification was employed alongside the traditional method of thematic analysis.

Preliminary Findings

Perceptions from non-SFCs actors

- The on-campus ideological hybridity does not appear to directly influence SFCs students' experiences substantially.
- Rather, its effects are mediated through how non-SFCs actors on campus, such as non-SFCs students, accommodation housemates, and administrative staff, perceive SFCs students.
- Such perceptions, often biased and occasionally hostile, directly mould SFCs students' transition experiences through ongoing interactions between these two groups.

Agentic strategies from SFCs students

- Amid the ideological hybridity, SFCs students often leverage resources from one side (either Chinese or foreign HEIs) to address unfavourable perceptions and/or circumstances from the other.
- In addition to human actors, non-human actants, e.g., study spaces, classroom configurations, and accommodation arrangements, also participate meaningfully in shaping SFCs students' transition experiences.
- Students navigate the ideological intricacies strategically, charting distinctive transition trajectories beyond the imaginaries prescribed by institutional norms.

Tailored institutional infrastructure

- Institutional support tailored to SFCs students, through both human and academic resources, fosters the exercise of agency among these students.



COMPARATIVE ANALYSIS OF LANGUAGE POLICIES IN MALAWI, COLOMBIA, AND INDONESIA: OBJECTIVES, CHALLENGES, AND IMPACTS ON EDUCATIONAL EQUITY AND CULTURAL IDENTITY

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Department of Education and Human
Potential Development

INTRODUCTION

This study examines the language policies of Malawi, Colombia, and Indonesia, focusing on the challenges of linguistic diversity in education. Despite the benefits of multilingual education, dominant languages often marginalize indigenous languages, leading to inequities. The research aims to explore how these policies affect educational equity and cultural identity, proposing strategies for more inclusive language education.

OBJECTIVE

To analyze the language policies in Malawi, Colombia, and Indonesia, exploring their impact on educational equity, linguistic minorities, and cultural identity.

METHODOLOGY

This study uses a comparative qualitative approach. Sample consisted of policy documents, case studies, and academic literature from Malawi, Colombia, and Indonesia. Materials included these documents and relevant reports on language policies. Procedure involved reviewing and analyzing the documents to identify key features and challenges of each country's language policy. Data Analysis was conducted through thematic analysis to uncover trends, impacts, and strategies related to linguistic diversity, educational equity, and resource allocation.

Figure 1: Comparison of Language Policy Features in Malawi, Colombia, and Indonesia



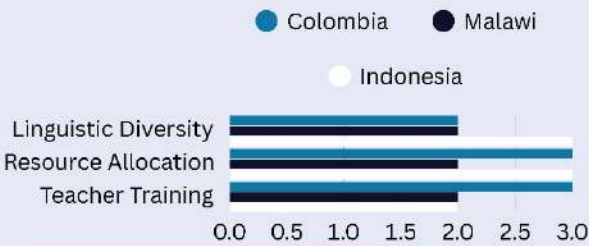
KEY FINDINGS

The key findings highlight significant challenges in linguistic diversity, resource allocation, and teacher training across the three countries. In Colombia, the focus on Spanish-English bilingualism marginalizes indigenous languages. Malawi prioritizes Chichewa in early education, but other local languages are underrepresented. Indonesia incorporates regional languages alongside Bahasa Indonesia and English. Disparities between urban and rural areas result in inadequate resources and infrastructure for multilingual education, particularly in rural schools. Additionally, all three countries face challenges with insufficient teacher preparation for bilingual education, especially in rural regions.

CHALLENGES

The challenges identified across the three countries include significant linguistic marginalization, where indigenous languages are often overlooked in favor of national and global languages. Resource disparities between urban and rural areas hinder effective multilingual education, with rural schools lacking adequate infrastructure, teaching materials, and trained staff. Additionally, all three countries face issues with insufficient teacher training, particularly in bilingual education, making it difficult to implement language policies successfully, especially in rural regions. These challenges highlight the need for more inclusive, well-resourced, and culturally sensitive approaches to language education.

Figure 2: Comparison of language policy themes



CONCLUSION

The study reveals that language policies in Malawi, Colombia, and Indonesia prioritize global languages, marginalizing indigenous languages and creating disparities, especially in rural areas. Challenges include inadequate teacher training, resource imbalances, and the dominance of global languages. The findings stress the need for policies that promote linguistic diversity, equitable resources, and culturally sensitive education to ensure both educational equity and cultural preservation.

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Facing Uncertainty:

AI-Enhanced Citizenship Education for Hong Kong Youth Under the One Country, Two Systems Framework

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David HO

Abstract

This study examines how artificial intelligence can address citizenship uncertainty among Hong Kong youth navigating the "One Country, Two Systems" framework. Drawing on empirical research with university students, this paper identifies uncertainty as a key challenge in civic identity formation. As one student expressed, "I find myself unsure about what's expected of me as a citizen when the boundaries seem to shift," while another noted feeling "caught between contradictory expectations from different sides." The implementation of the National Security Law has further transformed Hong Kong's educational landscape, with educators reporting "new parameters that require careful navigation" when discussing civic issues. The proposed artificial intelligence(AI) Enhanced Navigational Citizenship Model offers a structured approach comprising diagnostic assessment, scenario exploration, guided reflection, and civic action planning. This model integrates Bronfenbrenner's Ecological Systems Theory with educational technology to help university students develop "uncertainty competence" - the ability to function effectively within ambiguous civic contexts. By creating personalized learning experiences, the model addresses what one study participant described as "confusion about my role when different systems tell me different things about being a good citizen." While acknowledging the heightened political sensitivities in post-National Security Law education where, as one teacher noted, "certain topics now require more structured approaches," this model creates opportunities for guided civic exploration within constitutional parameters. Implementation considerations address technical requirements, ethical concerns, and teacher preparation needs. This framework contributes to teaching innovation in contested civic spaces by transforming uncertainty from an obstacle into an opportunity for developing sophisticated civic capacities that respond to Hong Kong's unique sociopolitical environment.

Keywords: AI, Citizenship Education, Civic Identity, Ecological Systems Theory, Hong Kong Youth, Teaching Innovation, Qualitative Research

Introduction

The implementation of the "One Country, Two Systems" (OCTS) framework in Hong Kong has created a complex civic landscape where young people must navigate multiple identities and constitutional expectations. Recent empirical research with university students in Hong Kong has identified uncertainty as a predominant challenge facing youth as they attempt to formulate coherent civic identities in this context (ITO, 2024). This uncertainty—characterized by ambiguity about civic roles, responsibilities, and boundaries—presents significant obstacles to effective citizenship education and practice. Traditional approaches to citizenship education have proven inadequate in addressing this uncertainty, often relying on standardized content that fails to engage with the lived experiences of Hong Kong youth (HKY). The rapidly evolving sociopolitical environment further complicates these educational challenges, as interpretations of citizenship obligations and rights shift in response to changing circumstances both locally and nationally. This study proposes that AI offers transformative potential to address uncertainty in citizenship education through personalized, responsive learning experiences. By integrating AI-driven tools into civic education, educators can create opportunities for students to explore multiple citizenship scenarios, develop critical perspectives on their civic roles, and cultivate the reflective capacities necessary for navigating Hong Kong's unique constitutional arrangement. The AI-Enhanced Navigational Citizenship Model presented in this paper offers a structured framework for implementing AI in citizenship education, with particular attention to addressing the uncertainty identified in empirical research with Hong Kong students. This model is built upon Bronfenbrenner's Ecological Systems Theory (1979), which provides a theoretical foundation for understanding how multiple environmental contexts influence civic identity development. By exploring the intersection of technology, identity formation, and civic education, this article contributes to ongoing discussions about fostering responsive citizenship in contested sociopolitical spaces.

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Section 1-Understanding Uncertainty in OCTS Implementation

Navigating Constitutional Ambiguity

Quotes:

- "Despite Hong Kong's ability to maintain its *laissez-faire* policy in many aspects...Hong Kong remains a semi-autonomous region under China. The OCTS framework has remained constitutionally valid for two decades since its implementation. However, tensions have risen in the actual practice of this framework, leading to a more strained relationship." (Annie)
- "The idea that trust is crucial for maintaining Hong Kong's peaceful integration with China is acknowledged. However, it is also recognized that trust is not an absolute necessity. Obedience, patriotism, and respect are all relevant and timely matters in today's context. Yet, the presence or absence of these elements may indicate the success or failure of leadership." (Nancy)
- "...such an approach is necessary to align with the current political climate. If one does not comply with the authorities or disregards the complex social systems, there will be no room for progress in Hong Kong. There may also be complications arising from risk factors. Hence, it is crucial to be astute in navigating the new systems." (Darla)

Summary:

- HKY recognize OCTS as a valid constitutional framework but express uncertainty about its practical implementation.
- HKY identify a "navigation gap" between theoretical understanding and practical application.
- Changing interpretations and boundaries create ambiguity about civic roles.

Taking Points:

The uncertainty experienced by Hong Kong youth regarding the OCTS framework creates a critical need for educational approaches that help HKY develop "uncertainty competence" rather than providing oversimplified explanations of a complex constitutional arrangements.

Section 2-Diverse Value Systems in Citizenship Formation

Competing Priorities in Civic Values

Quotes:

- "...our foundation of responsible citizenship differs from other areas. If we were to allocate percentages, obedience would hold the highest weight at 50%, followed by respect at 25%, and patriotism at 20%. Furthermore, it is important to consider the role of ethics, values, and advanced technology, which contribute 5% to the overall foundation." (Annie)
- "Patriotism should be considered the foremost priority. It serves as a powerful spiritual force, encouraging citizens to contribute to the development of their homeland." (Amy)
- "Patriotism is OK, just communication is needed. However, obedience is not a basic element of a citizen." (Nicole)
- "I regard these elements as the embodiment of the integrity and ethical values of the new generation in Hong Kong. Respecting others contributes to the creation of a harmonious society." (Darla)

Summary:

- HKY hold diverse and sometimes contradictory perspectives on civic values.
- Cultural background significantly influences prioritization of citizenship elements.
- Value conflicts create additional layers of uncertainty for citizenship education.

Taking Point: AI-enhanced citizenship education must address the diversity of value systems that Hong Kong youth navigate, providing personalized learning experiences that help students develop coherent civic identities while respecting cultural differences and individual priorities.

Section 3-Family Influences on Civic Identity

Intergenerational Dynamics in Civic Understanding

Quotes:

- "Contrary to being a genuine social activist, my mother tends to engage in gossip about current affairs during family gatherings. This has led me to distance myself from such discussions. As we strive to become more informed, it is our responsibility to take meaningful action." (Diana)
- "I choose not to align myself with biased groups on specific issues to avoid unnecessary conflicts and to maintain positive relationships. As my mother's daughter, I value our bond and prioritize harmonious interactions... Filial piety is disciplined by birth, by nature, by society, right?" (Diana)
- "Despite my father's professional background in medicine rather than politics, I never expected him to engage in discussions about social issues with me. However, to my pleasant surprise, he willingly delves into conversations about the pros and cons from different perspectives. What impresses me most is that he never presumes me to express my own opinion but instead provides thoughtful analysis and reasoning about various situations." (Bosco)

Summary:

- Family serves as a primary but complex source of civic socialization.
- Intergenerational differences create tensions in political discussions.
- HKY value safe spaces for exploring civic ideas without pressure.

Taking Points: AI-enhanced citizenship education can support family-based civic learning by providing neutral spaces for exploration, equipping students with tools to navigate intergenerational differences, and bridging the gap between family values and broader civic expectations.

Section 4-Social Media's Role in Shaping Civic Engagement

Digital Platforms as Civic Spaces

Quotes:

- "By connecting with my brother's friends on social media, I have expanded my knowledge and gained a broader perspective. This has helped me avoid developing a narrow mindset and prevented me from becoming an extremist. The influence of young voices, especially when amplified through social media, cannot be overstated." (Ben)
- "While it is understandable to have reactions, it is important to avoid excessive anti-social responses. Personally, I find it challenging to tolerate misleading information and feel compelled to address any inaccuracies. Consequently, I have chosen to adopt the role of a keyboard warrior." (Diana)
- "Social media can create a false sense of understanding or empathy, and the number of likes or comments on a post does not necessarily indicate a complete comprehension or appreciation of the challenges faced by minorities." (Nada)
- "Numerous individuals, including myself, are hesitant to express their genuine thoughts and opinions due to the fear of being bullied or criticized. This fear often leads to self-censorship, particularly when it comes to discussing social issues." (Nada)

Summary:

- Social media serves as both resource and arena for civic engagement.
- Students recognize both opportunities and risks of digital civic participation.
- Self-censorship and fear limit authentic expression in online civic spaces.

Taking Points: AI-enhanced citizenship education must acknowledge the central role of social media in youth civic engagement, equipping students with critical digital literacy skills while creating alternative virtual spaces for authentic civic exploration without fear of social consequences.

Discussion and Recommendation-The AI-Enhanced Navigational Citizenship Model

A Framework for Developing Uncertainty Competence

Quotes:

- "I strongly believe that civic engagement is of utmost importance, and it necessitates an open-minded approach that embraces diverse perspectives. This mindset not only helps individuals navigate the challenges of university life on personal and academic levels but also fosters an appreciation for the diversity that exists in our society." (Emil)
- "Virtual forums serve as a valuable complement to my undergraduate studies. Additionally, I find great value in the mandatory courses on the Greater Bay Area (GBA) and politics, as they enhance our social skills and provide us with the tools to navigate conflicts that arise in daily life." (Edwin)
- "During my time in high school, I found my social studies education to be disconnected from reality, and I don't want to rely solely on social media for staying informed. Recent societal changes have sparked a curiosity in me to understand my rights and responsibilities and to determine where the boundaries lie." (Ben)

Summary:

- The AI-Enhanced Navigational Citizenship Model contains four integrated phases:
 - Diagnostic assessment of uncertainty patterns
 - Scenario-based exploration of citizenship possibilities
 - Guided reflection on values and constitutional boundaries
 - Civic action planning within constitutional parameters
- The model leverages AI capabilities to create personalized learning experiences.
- To develop "uncertainty competence" for navigating ambiguous civic contexts.

Taking Points: This innovative model represents a paradigm shift in citizenship education for contested sociopolitical spaces, transforming uncertainty from an obstacle into an opportunity for developing sophisticated civic capacities essential for HKY navigating the OCTS framework in a rapidly changing world. The observations lays a robust foundation for future citizenship education and pave the way for novel strategies by AI integration.

*Remark (Homework/Ethnicity/Name): Mainland-Chinese-Amy; Mainland-Chinese-Annie; Mainland-Chinese-Bosco; Mainland-Chinese-Ben; Hong Kong-Chinese-Darla; Hong Kong-Chinese-Diana; Hong Kong-Chinese-Edwin; Nepal-Nepalese-Nicole; Singapore-Nepalese-Nancy; Singapore-Malaysian-Nada.



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“Are We the Same?” Exploring Overseas Returnees’ Academic Identity Types in Mainland China

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Introduction

- International academic mobility has become an increasingly prominent trend (Altbach & de Wit, 2018; Jöns & Hoyler, 2013).
- An increasing number of Chinese universities are opting to recruit **highly qualified overseas returnees** to enhance the international standing of the universities (Li et al., 2018; Yang & Welch, 2021).
- The existing studies mainly treated overseas returnees as a **homogenous group, overemphasized** difficulties and dilemmas in Mainland China.
- However, **few studies systematically classify different academic identity types** of returnees scholars in Mainland China.

Research Question: What types of academic identities have overseas returnees formed in Mainland China?

Theoretical Framework

By integrating global-national-local imbrication (Lingard, 2021) framework and Bourdieu’s (1986, 1990) theory by highlighting how the globalization, national policies, and local academic norms jointly influence overseas returnees’ academic identity.

Research Design

- This study used narrative inquiry to explore overseas returnees’ academic identity.
- Using purposive sampling and snowball sampling, 15 overseas returnees voluntarily participated in this study.
- One-hour semi-structured interviews were conducted to collect data from December 2024 to February 2025.
- Both **inductive and deductive** coding are used to form the **key themes of academic identity types** and to **deeply understand and interpret** why the overseas returnees form different academic identities.

Findings

- The findings showed that overseas returnee scholars were not homogeneous.
- While some thrive as “Academic Darlings,” others struggle as “Academic Orphans” or remain in limbo as “Academic Drifters.” These categories reflect Bourdieusian concepts of habitus-field either fit or mismatch and capital conversion, further nuanced by Chinese unique policy landscape.
- **Academic Darling (学术宠儿):** *Policy Alignment, Capital Symbiosis and Habitus-Field Fit*
- **Academic Orphan (学术孤儿):** *Capital Inconvertibility and Habitus-Field misfit*
- **Academic Drifter (学术漂泊者):** *Liminality, Capital and Habitus Instability*

Discussion

- **Theoretically**, this study advances Bourdieusian theory by integrating the notion of global-national-local imbrications (Lingard, 2021) to understand returnee scholars’ academic identities. this study shows how capital is imbricated across global, national, and local levels.
- **Practically**, this study highlights how to better support the integration and career development of overseas returnees. Firstly, overseas returnees need to understand the rules of Mainland China’s academic environment. Secondly, the nation and universities s should focus not only on returnees’ educational background and overseas experience but also on their adaptability to the domestic academic field.
- The number of interviewees is small, which does not contain all the disciplines.
- Future studies would employ **mixed-method and longitudinal research** to understand the **dynamic change of their academic career trajectories**.

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When Sojourners Return: How Chinese International Master Graduates Reflexively Negotiate Their Employability Upon Returning

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Introduction

Increased international mobility has led many Chinese students to pursue taught master's degrees abroad to enhance employability. However, research on international graduate employability (IGE) remains host- or home-focused, often neglecting returnees' reflexive experiences across both contexts. Taught master's graduates, due to their short overseas stays, face distinct challenges—such as limited local experience, capital misrecognition, and social network deficits—that remain underexplored. This study addresses this gap by centering returnees' narratives to examine: (1) How do Chinese international master's graduates perceive the key factors shaping their employability across post-graduation phases? (2) How do they reflexively negotiate and enhance their employability upon returning to China?

Theoretical Lens

Drawing on Bourdieu's theory of practice, this study conceptualizes employability as shaped by the alignment—or misalignment—of habitus, capital, and field. While mismatches may generate disadvantage, they also prompt reflexivity, enabling individuals to reconfigure their dispositions and mobilize transnational capital. This lens reveals how returnees navigate evolving employment fields and reconstruct their career identities through adaptive strategies and reflexive habitus transformation.

Research Design

This study employed narrative inquiry to capture the reflexive employability trajectories of nine Chinese graduates with UK-taught master's degrees. Participants were selected through purposive. Thematic analysis was followed by Bourdieu-informed interpretation. Although small in scale, the study offers in-depth insights into returnees' post-graduation pathways, illustrating how reflexivity mediates between transnational experiences and labor market reintegration in China.

Findings

Graduates encountered challenges in both host and home labor markets—visa restrictions, lack of work experience, and limited cultural or social capital—resulting in habitus-field mismatches. Initially disoriented, returnees began to critically reflect on their career strategies. Through reflexivity, they reassessed their expectations, activated familial networks, pursued internships, and leveraged cross-border knowledge. Over time, they cultivated a “transnational habitus” that enabled them to merge global competencies with local job market norms. This emergent “sense of in-betweenness” became a strategic advantage in navigating China's competitive employment landscape, particularly in sectors valuing internationalized identities. Employability was thus not a fixed outcome but an ongoing, reflexively shaped process.

Discussion and Limitation

This study contributes to IGE research by foregrounding returnees' reflexivity in adapting to shifting employment fields. Rather than being passive recipients of structural constraints, graduates actively restructured their habitus and recombined forms of capital to improve employability. The concept of “transnational habitus” highlights how global-local hybridity, when reflexively managed, can serve as a professional asset. This reframes employability as a negotiated and dynamic process, not simply credential-driven. Two limitations are noted. First, participants were exclusively UK-educated, limiting generalizability across other national contexts. Second, only returnee perspectives were captured—excluding insights from employers or institutional actors. Future studies could adopt multi-perspective designs to explore how reflexivity operates at the intersection of individual agency and institutional expectations. Moreover, policy interventions supporting social capital development and reintegration resources for returnees could help address structural disadvantages more equitably.

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Day 1: The Hang Seng University of Hong Kong

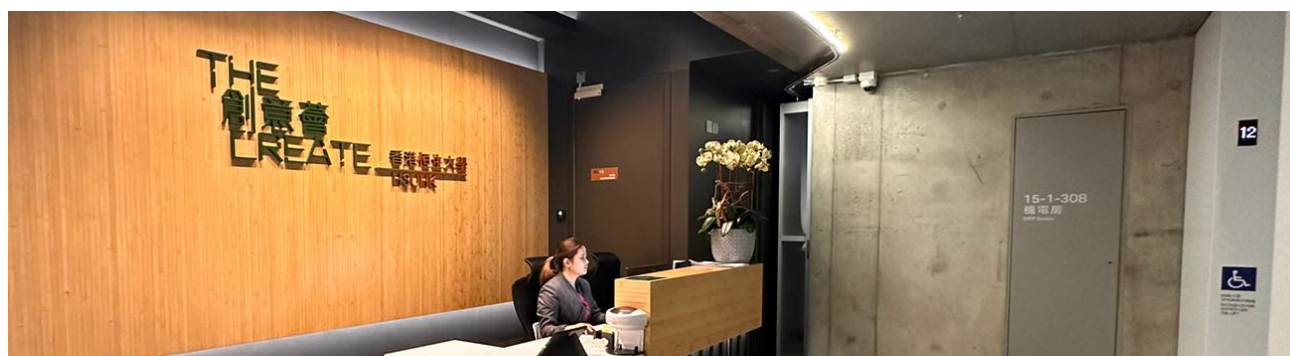
14 Main Venue: Auditorium (**D201**),
2/F, Lee Quo Wei Academic Building, Yuen Campus

Side Venue: Classroom (**D202**),
2/F, Lee Quo Wei Academic Building, Yuen Campus
Classroom (**D302**),
3/F, Lee Quo Wei Academic Building, Yuen Campus
Classroom (**D503**),
5/F, Lee Quo Wei Academic Building, Yuen Campus

VIP Lunch : **D203-204**
Venue 2/F, Lee Quo Wei Academic Building, Yuen Campus



Day 2: The Create, Town Center of HSUHK



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