CONFERENCE FOR HIGHER EDUCATION RESEARCH
HONG KONG 2025

CHER 2025

The Hang Seng University of Hong Kong

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

DATE

29-30 APRIL 2025

VENUE

The Hang Seng University of Hong Kong

SCAN HERE!

E-version

Hosted by:

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
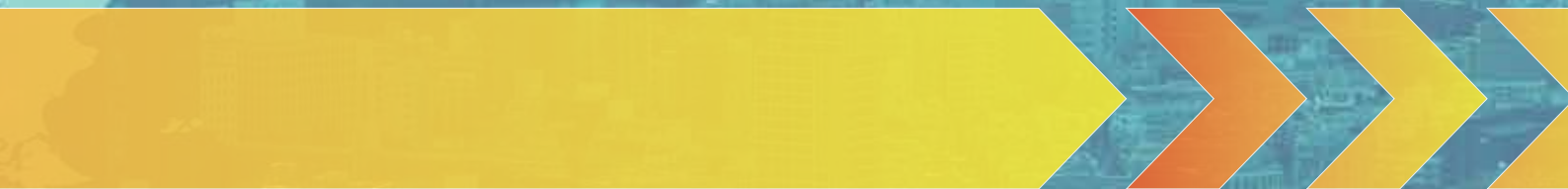
Co-organisers:

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SCHOOL OF GRADUATE STUDIES
研究生院

CHER
2025

**The Hang Seng University
of Hong Kong**

CONTENT

INTRODUCTION

In alignment with the strategic vision of the Hong Kong Special Administrative Region (HKSAR) Government to establish Hong Kong as a premier international higher education hub in Asia, the **Conference for Higher Education Research 2025 (CHER 2025)** is themed with ***"The Quest for Internationalisation of Higher Education: Comparative Perspectives and International Experiences"***.

This conference provides a platform for globally renowned scholars, experienced higher education practitioners, and policymakers to exchange critical reflections, practical insights, and shared experiences in promoting the internationalisation of higher education.

By drawing on comparative perspectives and international experiences, the conference delves into key areas such as student mobility, transnational education, cross-border partnerships, and the integration of global dimensions into curricula and research. Set against the backdrop of evolving geopolitical influences on global higher education development, the conference aims to equip stakeholders, including policymakers, university leaders, and researchers, with strategies and actionable measures to strengthen Hong Kong's position as a leading higher education hub in the region.

Through keynote speeches, panel discussions, and scholarly presentations, the event fosters collaborative dialogue and innovative approaches to internationalisation, offering valuable insights into the opportunities, challenges, and transformations shaping higher education systems worldwide.

The conference will place particular emphasis on the following topics:

- Internationalisation of Higher Education: Challenges and Opportunities
- Managing Well-being for International Students: Student Support and Institutional Responses
- Geo-politics and Internationalisation of Higher Education: International Student Mobility and Research Partnership
- The Role of "University of Applied Sciences" in Building an International Higher Education Hub
- Co-creating the Future of Higher Education in the Age of AI
- Internationalisation and Transnationalisation of Higher Education: Critical Management and Governance Issues

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Co-hosted by:

- Graduate School, The Hang Seng University of Hong Kong
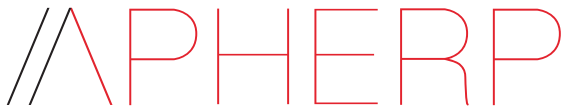- Asia Pacific Higher Education Research Partnership (APHERP)

Co-organisers:

- Tin Ka Ping Foundation
- Centre for Global Higher Education, University of Oxford
- College of Education, National Chengchi University
- College of Education, National Chung Cheng University
- Graduate Institute of Education, Peking University
- Institute of Education, Tsinghua University
- Manchester Institute of Education, University of Manchester
- School of Education, Durham University
- School of Graduate Studies, Lingnan University

Organising Committee of CHER – Hong Kong 2025

- Professor Joshua MOK Ka-ho, The Hang Seng University of Hong Kong
- Professor CHAN Sheng-Ju, National Chung Cheng University
- Dr ZHAO Kai, Lingnan University
- Ms Emily WONG, The Hang Seng University of Hong Kong

Secretariat

- Graduate School, The Hang Seng University of Hong Kong
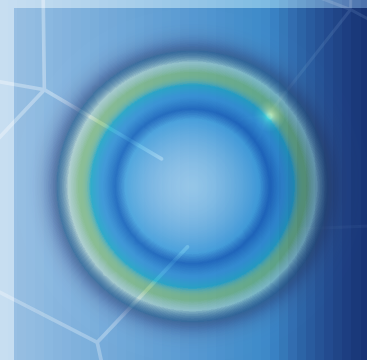
//APHERP

Asia Pacific Higher Education Research Partnership

Innovation, Policy, Governance and Quality

About Us

The Asia Pacific Higher Education Research Partnership (APHERP) is a research platform consisting of universities, ministries of education and quality assurance entities joined together to conduct international research on higher education, policy and governance with particular focus on the Asia Pacific region.
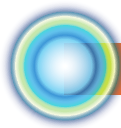
Our Vision

APHERP aspires to be a major network and source of quality research and professional training across major higher education policy issues of common interest and importance throughout the breadth of the Asia-Pacific Region with a particular focus on identifying and conducting research on emerging issues and trends of significance to higher education.

Our Mission

APHERP will identify leading scholars of quality throughout the world with identified interests and capabilities in Asia Pacific higher education and work to promote their collaborative efforts to produce leading-edge scholarship. Our mission equally is to create quality outlets for such research and supportive funding for its conduct and conduct focused professional training activities based on the cumulative reach of this research.

Welcoming to new partner institutions to the Asia Pacific Higher Education Research Partnership (APHERP)

- Beihang University
- Durham University
- The University of Manchester
- Tongji University
- Tsinghua University
- Xiamen University

Guests of Honor

Dr Jeff SZE Chun-fai, JP
Under Secretary for Education
Education Bureau

Dr Jeff SZE is currently the Under Secretary for Education of the Government of the Hong Kong Special Administrative Region of the People's Republic of China. He was the Political Assistant to the Secretary for Education from November 2012 to June 2022.

Prior to joining the HKSAR Government, Dr SZE served as a schoolteacher at Hong Kong University Graduate Association College. He was also the Executive Director of Savantas Policy Institute, and a part-time member of Central Policy Unit. Dr SZE holds a Bachelor of Science degree in Mathematics and a Master of Science degree in Statistics from Stanford University. He also holds a Postgraduate Diploma in Education, majoring in Economics, from the University of Hong Kong.

Dr Hon NGAN Man-yu
Legislative Council Member
Legislative Council

Dr Hon NGAN Man-yu is a Legislative Council Member representing Kowloon East and serves as the spokesman for manpower affairs for the Democratic Alliance for the Betterment and Progress of Hong Kong (DAB). Dedicated to public service and policy improvement, he collaborates across sectors to enhance the well-being of Hong Kong's citizens.

Dr Hon NGAN holds a Doctorate in Policy Studies from Lingnan University and a Master's degree in Public Policy and Management from the City University of Hong Kong. His academic expertise in public policy and social development informs his legislative work, with a focus on labor, human resources, youth development, and economic policies.

As a legislator, Dr. Hon NGAN prioritises close engagement with constituents, ensuring their needs are heard and reflected in policymaking. Known for his pragmatic approach, he advocates for optimised policies in housing, transportation, and livelihood issues.

Driven by the principle of community progress, Dr Hon Ngan remains committed to contributing to Hong Kong's sustainable development.

Honorary Speakers

Professor CHENG Kai-ming, SBS, JP
Emeritus Professor
The University of Hong Kong

Professor Simon MARGINSON
Professor of Higher Education
University of Oxford and
University of Bristol

Professor Angela HOU Yung-chi
Professor of Higher Education
National Chengchi University

Professor Simon HO Shun-man
President
The Hang Seng University of
Hong Kong

**Professor Anthony CHEUNG Bing-leung,
GBS, JP**
Former Chairman
Committee on Self-Financing
Post-secondary Education

**Professor Paul LAM Kwan-sing,
SBS, JP**
President
Hong Kong Metropolitan University

Professor Andy GREEN
Professor of Comparative
Social Science
University College London

Professor CHAN Sheng-ju
Vice President
National Chung Cheng University

Professor Joshua MOK Ka-ho
Provost and Vice President
(Academic & Research)
The Hang Seng University of
Hong Kong

Dr Rille RAAPER
Associate Professor &
Director of Research
Durham University

DAY 1

29 April 2025

JOIN US ON ZOOM

| D201 / D202 | D302 | D503 |

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

Keynote Presentation I

Professor CHENG Kai-ming, SBS, JP
Emeritus Professor, The University of Hong Kong

Biography

Professor CHENG Kai-ming is Emeritus Professor at the University of Hong Kong, where he has held several esteemed positions, including Dean of Education, Vice-President, and Senior Advisor to the President. He is an Honorary Professor at several prestigious institutions, including Peking University, Beijing Normal University, and East China Normal University. From 1996 to 2007, he served as a Visiting Professor at the Harvard Graduate School of Education, sharing his extensive knowledge in educational theory and practice.

Currently, Professor CHENG directs the Education Policy Unit at the Faculty of Education at the University of Hong Kong. His research focuses on the profound societal changes impacting education and emphasises the necessity of prioritising learning as the fundamental mission of educational institutions.

Originally trained as a mathematician, Professor CHENG began his career as a school teacher and principal before pursuing his doctoral studies at the London Institute of Education. He possesses extensive experience in institutional evaluation and accreditation, educational policy discussions, and higher education training across China and various jurisdictions. He is a sought-after lecturer at the National Academy of Education Administration in China and SKOLKOVO in Russia.

Professor CHENG's consultancy work includes collaborations with esteemed organisations such as the World Bank, UNESCO, UNICEF, UNDP, and the Asian Development Bank. Locally, he was a key member of the Education Commission, playing an instrumental role in the comprehensive educational reform that began in 1999. He also participates in several global advisory committees, including the Yidan Prize and the National Center for Education and the Economy in the United States.

With a prolific record of publications and a steadfast commitment to advancing educational practices, Professor CHENG continues to inspire educators and policymakers worldwide through his research and advocacy for innovative educational reform.

Roundtable Discussion

Theme: Questing for International Higher Education Hub in Asia: The Role of Public and Private Universities

Professor Anthony CHEUNG Bing-leung, GBS, JP

Former Chairman, Committee on Self-Financing Post-secondary Education

Professor Anthony B. L. CHEUNG, GBS, JP is a former President of the Education University of Hong Kong (January 2008 to June 2012, then known as Hong Kong Institute of Education) and former Secretary for Transport and Housing of the Hong Kong SAR Government (July 2012 to June 2017). He re-joined the Education University in 2018 as Research Chair Professor of Public Administration and has since February 2023 been Chair Professor and Advisor in Public Administration.

Professor CHEUNG's research focuses on governance, public administration, administrative and civil service reform, and public policy. He has published 17 authored/edited books and some 120 refereed journal articles and book chapters, and has delivered numerous keynote presentations and conference papers.

Professor CHEUNG has served on various government statutory and advisory bodies. He was a Member of the Legislative Council (1995-97), Non-Official Member of the Executive Council (2005-2012) and Chairman of the Hong Kong Consumer Council (2007-2012). During 2017-2018, he chaired a government task force to review self-financing post-secondary education. From November 2017 to November 2023, he served as Chairman of the Committee on Self-financing Post-secondary Education and Member of both the Education Commission and the University Grants Committee.

Professor Simon HO Shun-man

President
The Hang Seng University of Hong Kong

Professor Simon S. M. HO is President of The Hang Seng University of Hong Kong since 2014. He is a certified public accountant in the UK, Australia and Canada. Previously, he was Vice Rector (Academic Affairs) of the University of Macau, Dean of the School of Business and Director of the Centre for Corporate Governance of the Hong Kong Baptist University, and Director of the School of Accountancy of The Chinese University of Hong Kong.

Currently he is Chairman of the Citizen Advisory Committee on Community Relations and Member of the Advisory Committee on Corruption, Independent Commission Against Corruption (ICAC) of Hong Kong

In recognition of his contribution to business ethics and stakeholder-based corporate governance, he was the first Chinese awarded the *Faculty Pioneer Award* (described as Oscar of the business school world by the Financial Times) by the Aspen Institute, USA. He was elected as one of the 100 Most Influential People in Business Ethics by Ethisphere, one of the world's most recognised bodies in business ethics and anti-corruption.

In 2021, he was conferred the Outstanding Achievement Award by The Professional Validation Council of Hong Kong Industries. In 2024, he was granted the Global Outstanding Chinese Award by the Global Outstanding Chinese Association.

Professor Paul LAM Kwan-sing, SBS, JP

President
Hong Kong Metropolitan University

Professor Paul LAM is President and Chair Professor of Environmental Chemistry of Hong Kong Metropolitan University.

He studied for his Bachelor's and Master's degrees at the University of Hong Kong. He was awarded a Commonwealth Scholarship to undertake his doctoral study at the University of Sheffield and a Croucher Fellowship for Postdoctoral Research at King's College, the University of London.

Professor LAM is a scholar and expert in environmental chemistry, ecotoxicology, and environmental risk assessment. He is the author/co-author of over 520 publications in international refereed journals. He received the Second-Class Award in Natural Science in 2011, 2012 and 2019 from the Ministry of Education of the People's Republic of China.

In community service, Professor LAM is currently Chairman of the Hong Kong Examinations and Assessment Authority, Ex-officio Member of the Education Commission and Member of the Advisory Committee on the Northern Metropolis. He was Chairman of the Advisory Council on the Environment and Chairman of the Accreditation Advisory Board. He was appointed a Justice of the Peace in 2008 and was awarded the Silver Bauhinia Star in 2014 by the Hong Kong SAR Government.

Professor CHAN Sheng-ju

Vice President
National Chung Cheng University

Dr Sheng-Ju CHAN, Distinguished Professor of Graduate Institute of Education and Vice President of the National Chung Cheng University, Taiwan and served as Director for Quality Assurance Office of Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT). He was the President of Chinese Taipei Comparative Education Society and severs as executive member of the World Council of Comparative Education Societies (WCCES). His areas of special interest are higher education policy, comparative education and higher education management. He has published widely in higher education and international development education. Specialising in education in East Asia, Professor CHAN is the associate editor of the *International Journal of Educational Development* published by Elsevier and he is also the co-editor of a book series, *Higher Education in Asia*, supported by Springer.

Moderator

Professor Joshua MOK Ka-ho

Provost and Vice-President
(Academic & Research)
The Hang Seng University of Hong Kong

Professor Joshua MOK Ka-ho, is currently Provost and Vice President (Academic & Research) of The Hang Seng University of Hong Kong (HSUHK). Before joining HSUHK, he was the Vice President and Chair Professor of Lingnan University, Hong Kong. Since the inception of CGHE, Professor MOK has worked closely with colleagues of the centre for promoting higher education research with focus on Asian education and development studies. He is also a Deputy Director of CGHE. Before joining Lingnan, he was the Vice President (Research and Development) and Chair Professor of Comparative Policy of The Education University of Hong Kong, and the Associate Dean and Professor of Social Policy, Faculty of Social Sciences of The University of Hong Kong. Prior to this, Professor MOK was appointed as the Founding Chair Professor in East Asian Studies and established the Centre for East Asian Studies at the University of Bristol, United Kingdom. According to ScholarGPS, an international platform highlighting research achievements, Professor MOK is named as a world leading scholar in higher education research. He is rated 8th globally and 1st among his Asian peers in terms of publications / citations.

Keynote Presentation II

Professor Simon MARGINSON
Professor of Higher Education
University of Oxford and University of Bristol

Biography

Professor Simon MARGINSON is Professor of Higher Education at the University of Bristol, Professor of Higher Education at the University of Oxford (emeritus), Honorary Professor at Tsinghua University, and Editor-in-Chief of the journal *Higher Education*.

Professor MARGINSON led the ESRC Centre for Global Higher Education between November 2015 and May 2024. His research is focused primarily on global and international higher education, higher education in East Asia, global science, and the public and social contributions of higher education. His scholarship is widely published and cited (Google h-index 89 in March 2025). Forthcoming books include *Brexit, EU Students and UK Higher Education: Broken Bridges* (with Vassiliki Papatsiba), and *The Future of Cross Border Academic (Im)mobilities: Power, Knowledge and Agency* (edited with Aline Courtois, Catherine Montgomery and Ravinder Sidhu), both published by Bloomsbury Academic in 2025.

The Emerging Geopolitics of Higher Education: Implications of Western Nativism and Deglobalisation

In 1990-2015 there was a vast expansion of activity in the global scale in higher education and science, sustained by a confident Anglo-American hegemony, including the evolution of a networked science system and cross-border student growth of 5 per cent a year, conditioned by normative internationalisation. States believed that liberal openness and engagement fostered capital accumulation and supported multiple cross-border connections in education. Increasingly since 2016 these conditions have no longer applied, especially in the Euro-American West, which has been destabilised by the 'multipolarisation' of the world order and the upheaval of the old colonial hierarchy. Amid a nativist revolt against migration and cosmopolitanism, open globalisation has given way to an American geopolitical reversal and partial global closure, with selective barriers to the mobility of persons and knowledge. In this more unstable period national governments have shown a pronounced willingness to intervene in higher education and science, renorming global matters as national matters, for example the decoupling of U.S./China scientific collaboration in research. Institutional autonomy and scientific freedom are under growing pressure. Universities are travelling better in East Asia which is likely to play a larger leadership role in future.

Panel Discussion

Theme: *Riding over the Impact of Geo-politics on Higher Education: Searching for Productive Inter-University Collaborations in the Greater China Region*

Moderator

Professor Scarlet TSO Hung
Dean of the School of Communication
The Heng Seng University of Hong Kong

Professor Scarlet TSO Hung, is currently the Dean of the School of Communication at The Hang Seng University of Hong Kong. She has also served as the Associate Vice President for Communications and Public Affairs at the same institution. She holds a Ph.D. from Chu Hai University in Taiwan and the University of Hong Kong. Her research areas include crisis management and communication, public relations, brand communication strategies, journalism, and communication education. Over the years, she has devoted herself to teaching in the fields of business communication, corporate communication and public relations, communication technology, and cultural communication.

Professor TSO has served as the Head of the Department of Journalism and Communication at Hong Kong Chu Hai College and has taught at Tamkang University, Shih Hsin University, Hong Kong Baptist University, and City University of Hong Kong.

She has extensive practical experience in news media, having worked as a senior reporter, noon news anchor, and prime-time news anchor for Asia Television News in Hong Kong. Additionally, she has served as a correspondent in the UK for Asia Television News and has worked as a news anchor and international news editor for the BBC Chinese Service. Currently, she hosts the interview programme "*Heng Chuan Gan Yan*," writes a column for Hong Kong AM730, serves as the Vice Chairperson of the Hong Kong Press Council, and is the Assistant District Governor for Rotary International District 3450.

Professor BIE Dun-rong
Xiamen University

Dr BIE Dun-rong is the Dean and full professor of the Institute of Education, Xiamen University, China, and Dean of Fujian Province Institute of Higher Education Research. He has been a formal trainee of IIEP, UNESCO. He acts as a member of the Expert Committee of Instruction Evaluation of Undergraduate institutions of Higher Education, MOE; member of the Expert Consultative Committee for Higher Education of Shandong Province; member of the Academic Development Consultative Committee of the Chinese Association of Higher Education; vice director of the Board of Chinese Society on Institutional Research, and vice director of Chinese Society on Graduate Education. He has been an active policy researcher and famous expert on higher education development and reform. He has published more than 300 academic papers and over 30 books. His research is mainly focused on higher education development and management, college instruction, university policy and strategic planning, and quality assurance and evaluation of higher education.

Panel Discussion

Theme: *Riding over the Impact of Geo-politics on Higher Education: Searching for Productive Inter-University Collaborations in the Greater China Region*

Professor CAI San-fa
Tongji University

Professor CAI San-fa is Director of Institute of Higher Education of Tongji University. He concurrently serves as the Vice Chairman of the Higher Education Professional Committee of the China Society for Education Development Strategy, Vice Chairman of the Branch of Institutional Research of the Chinese Association of Higher Education, Vice President of the Shanghai Higher Education Society, Chief Expert of the Tongji University Center for Research on Education Modernisation (a think tank of Shanghai universities), and a Dual-Appointment Distinguished Professor of the UNEP-Tongji Institute of Environment for Sustainable Development. His research interests include Higher Education Research (HER) and Science, Technology, and Innovation (STI), and he has published 1 monograph, 7 textbooks and over 60 papers.

Professor Angela HOU Yung-Chi
National Chengchi University

Angela HOU Yung-chi, is Professor of Higher Education at College of Education, National Chengchi University, Taiwan. She served as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) from 2016 to 2021. She has been actively committed to quality assurance practices and international research for more than 15 years, including serving as Vice President & Board member of International Network of Quality Assurance in Higher Education (INQAAHE), Vice President & Board member of Asia Pacific Quality Network (APQN). In 2024, she was invited to serve as the INQAAHE international reviewer to accredit quality assurance agencies globally. She is recognised as the top 5 researcher in field of quality assurance of higher education worldwide according to SCOPUS.

She serves as Chief-in-Editor of *Higher Education Evaluation and Development (HEED)* Emerald and *Higher Education in Asia: Quality, Excellence and Governance* by Springer, Associate Editor of *Journal of Asian Pacific Educational Review (SSCI) and Quality in Higher Education (SCOPUS)* and several editorial boards of peer-reviewed journals in higher education field. Up to present, she has published more than 150 English and Chinese journal papers, articles, book chapters, reports and monographs in higher education, international education, and quality assurance.

In 2023, she was granted *"Outstanding Research Award"* by National Science and Technology of Taiwan and *"Excellent Research Award"* at National Chengchi University. In 2024, She was awarded the *"Best Researcher"* and Teacher and *"Best Research Award"* by National Chengchi University.

Professor LIU Yang
Beihang University

LIU Yang is a professor and doctoral student supervisor at the Institute of Higher Education at Beihang University, with a PhD in Education (2008) from The Chinese University of Hong Kong. In recent years, he has led multiple national and provincial-level projects, including the National Natural Science Foundation of China, the Humanities and Social Sciences Fund of the Ministry of Education, and the National Education Science Plan. He has published multiple papers in top educational journals such as *Studies in Educational Evaluation, Education Research,* and *Higher Education Research*. His main research interests include: internationalisation of higher education, evaluation of global competence of college students, international influence of university and academic scholars, and student international mobility etc. In recent years, he has served as a member of the Higher Education Professional Committee and the Education Evaluation Branch of the Chinese Association of Higher Education, among other social and academic positions.

Professor Joshua MOK Ka-ho
Provost and Vice-President
(Academic & Research)
The Hang Seng University of Hong Kong

Professor Joshua MOK Ka-ho, is currently Provost and Vice President (Academic & Research) of The Hang Seng University of Hong Kong (HSUHK). Before joining HSUHK, he was the Vice President and Chair Professor of Lingnan University, Hong Kong. Since the inception of CGHE, Professor MOK has worked closely with colleagues of the centre for promoting higher education research with focus on Asian education and development studies. He is also a Deputy Director of CGHE. Before joining Lingnan, he was the Vice President (Research and Development) and Chair Professor of Comparative Policy of The Education University of Hong Kong, and the Associate Dean and Professor of Social Policy, Faculty of Social Sciences of The University of Hong Kong. Prior to this, Professor MOK was appointed as the Founding Chair Professor in East Asian Studies and established the Centre for East Asian Studies at the University of Bristol, United Kingdom. According to ScholarGPS, an international platform highlighting research achievements, Professor MOK is named as a world leading scholar in higher education research. He is rated 8th globally and 1st among his Asian peers in terms of publications / citations.

Professor SHEN Wen-qin
Peking University

Professor SHEN Wen-qin is Associate Professor of Higher Education at Peking University. His authored and co-authored publications focused on international academic mobility (especially the mobility of college graduates, doctoral students and postdocs) ,doctoral career trajectories and transnational history of idea and practice of liberal education (China, UK and US). His researches have been published in international journals such as the *Higher education, History of education quarterly, Journal of Sociology, Higher education quarterly, Studies in Higher education*, etc. He is currently serving as a coordinating editor for *Higher education*.

Professor WEN Wen
Tsinghua University

Professor WEN Wen is currently a professor in higher education at Tsinghua University's School of Education and vice dean. Her latest research examines higher education internationalization, sociology of higher education, comparative and international higher education. Professor WEN participated as a Fulbright Scholar at Harvard University and a Visiting Scholar in the Center for International Higher Education at Boston College.

Day 1 | Parellel Presentation - Session 1   16:15 – 17:30

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

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)

This study selected three Chinese-foreign cooperative running schools (UIC, CUHK-SZ, and HKUST-GZ) in the Greater Bay Area for a comparative analysis. It examines national policies, quality assurance frameworks, and their impact on teaching and learning. A qualitative research approach was adopted, and there are 86 documents identified, including reports from international organizations, national policies, and university regulations. Also, the 31 semi-structured interviews conducted from five perspectives: students, faculty, internal quality managers, external quality managers, and international experts. NVivo software was used to facilitate data analysis. As one of the various forms of transnational education, the study explores how Chinese-foreign cooperative running schools operates within the dual external quality assurance frameworks of the Hong Kong and mainland Chinese governments. It also unpacks the collaborative governance practices adopted by mainland campuses with their Hong Kong parent institutions, as well as the impacts and challenges of these varying levels of embeddedness on teaching and learning.

Author:
Christopher Hong-Yi TAO
National Chengchi University

Challenges of Internationalization of Higher Education: A Case Study of Georgia Tech Shenzhen Institute, Tianjin University

The termination of the Georgia Tech Shenzhen Institute, Tianjin University joint venture underscores the challenges facing the internationalization of higher education amid current geopolitical tensions, technological competition, and the resurgence of Cold War binary logic. This research focuses on the connection between technology, geopolitics, combination-border knowledge transfer, and great power competition, especially between the United States and China. We examine how these factors affect the scenery of foreign academic cooperation using public policy models of strategic dual competition and the geopolitical-technical nexus. The concept of the Thucydides Trap is employed to comprehend potential conflicts between growing and established powers, which in recent foreign relations manifest as ideological confrontations. The globalization trilemma immediately reveals the challenge of balancing openness, policy autonomy, and global financial stability. The principles of internationalization and cultural exchange in higher education further illuminate the complexity and limitations of cross-cultural academic collaboration. In an increasingly fragmented global environment, this study aims to understand how these forces affect international higher education institution collaboration and explore ways to sustain higher education partnerships, promote cross-border knowledge exchange, and foster cross-cultural exchanges.

Author:
Zixue CHEN
Lingnan University

Co-authors:
Zhenlin CHENG

Jingyu LU
Jiayuan LI

Day 1 | Parellel Presentation - Session 1 16:15 – 17:30

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

Navigating Dual Identity: A Comparative Study of Research Development in Sino-Foreign Collaborative Universities

Authors:
Kai ZHAO
Lingnan University

Co-authors:
Liyan ZHU
Jiaxin GUO

In recent decades, international branch campuses (IBCs) have evolved from teaching-focused entities to increasingly research-active institutions, enhancing their global prestige and local engagement. Sino-foreign collaborative universities (SFCUs), a distinctive subset of IBCs in China, exemplify this shift, operating under unique partnership models with Chinese institutions. This study investigates how SFCUs develop and position their research activities within the dual contexts of global academic standards and China's stratified higher education system. Using data from SciVal (2014-2023), we analyze research output, disciplinary profiles, research impact, collaboration patterns, and funding sources for ten SFCUs, comparing their performance with Project 985 and 211 universities.

Findings reveal that while SFCUs produce smaller publication volumes than established Chinese universities, they achieve comparable or superior research quality, as measured by citations and high-impact publications. SFCUs exhibit distinct disciplinary profiles, with STEM-focused and comprehensive universities emerging as two primary institutional models. Their collaboration patterns highlight strong international partnerships (often exceeding 60% of outputs) and growing integration with domestic institutions, particularly the Chinese Academy of Sciences. Funding analysis shows varied strategies, from dual-country support to regional funding concentration, reflecting strategic alignment with both global and local priorities.

This study demonstrates that SFCUs leverage their dual identity as a resource for institutional differentiation, balancing global integration with local responsiveness. By analyzing their strategic research choices, this paper contributes to understanding how newcomer institutions navigate hierarchical academic systems, offering insights for policymakers and institutional leaders in cross-border higher education.

Day 1 | Parellel Presentation - Session 1 16:15 – 17:30

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

The Dilemma of Sino-foreign Joint Universities in Chinese Higher Education

Author:
Jie DING
The University of Hong Kong

Sino-foreign joint universities in China, established to blend international educational models with local contexts, face complex dilemmas rooted in divergent expectations, operational challenges, and cultural negotiations. Framed through Gadamer's hermeneutic concept of horizon fusion, this study examines how international faculty's preconfigured expectations, rooted in Western educational paradigms, clash with the socio-institutional realities of China, revealing limitations in cross-cultural understanding. Drawing on qualitative interviews with eleven international faculty and administrative staff from Sino-foreign joint universities in China, this study explores the rationale, aspirations, and tensions inherent in these hybrid institutions. International faculty often arrive with expectations of replicating Western educational standards, including autonomy in curriculum design, high student English proficiency, and administrative transparency. However, their experiences reveal systemic challenges: rigid bureaucratic processes, restrictive textbook policies misaligned with local needs, and discrepancies in student language preparedness. While faculty praised the hybrid environment's potential to foster global citizenship, they expressed frustration over governance structures that limit agility and stifle pedagogical creativity.

By foregrounding Gadamer's theory, the analysis attempts to shift focus from common "East-West" binaries to the hermeneutic process of mutual horizon expansion. Participants who could be aware of their historically formed "prejudice" demonstrate better adaptability. Moreover, a channel to sustain dialogue between international faculty and Chinese institutions will facilitates the bridging of cultural divides, and also enables both sides to negotiate expectations and pedagogical practices effectively. Only through such dialectical engagement can these institutions transcend their current dilemmas and forge third-space models that mediate global and local educational imaginaries.

P.20

Day 1 | Parellel Presentation - Session 2   16:15 – 17:30

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

Author:
Ruiqi ZHANG
Lingnan University

A Case Study of Transnational Higher Education Programs in Application-Oriented Chinese Universities: Challenges in Teaching Objectives and Curriculum Design

Over the past decades, transnational higher education (TNHE) in China has experienced rapid growth under the government policy support and the demands of an increasingly globalized environment. Except for independent Sino-foreign cooperative universities, many local Chinese universities have also launched collaborative programs. Comparing with studies in research universities, TNHE programs in application-oriented universities require separate and focused study.

As an initial exploratory effort, this study examines the current state of TNHE programs in application-oriented universities and tries to investigate whether they face similar challenges to those in research universities. By conducting semi-structured interviews, this study has collected basic feedback in a cooperative program at a local application-oriented university in mainland China. The findings show significant differences from previous studies on those programs in research universities. For students, the program is provided primarily as an alternative option for college entrance exam applicants, with minimal distinction from other domestic programs. Based on this limited interest in studying abroad or internationally, the university does not provide long-term courses with foreign faculty or English-language teaching. Therefore, their curriculum design is also similar to non-TNHE programs with the same major. These results suggest that the establishment context and curriculum design of TNHE programs in application-oriented universities still require further research and development to better align with their unique objectives.

Author:
Jie LIU
The University of Hong Kong

Divergences and Convergences of Opportunities and Challenges for Cross-border Higher Education: Case Studies on Governance and Operations of Joint Master's Programmes

The GBA has become a significant focus of academic research on regional development, innovation, and higher education. The integration of higher education institutions within the GBA has been particularly highlighted as a driver of economic and technological progress. Empirical studies, broad and multi-faceted, tend to articulate various dimensions from policy, governance, and collaboration to the unique challenges and opportunities. Yet, prevalent was research on issues of undergraduate and research postgraduate levels. This paper is a qualitative research on regional collaboration by examining the governance and operations of joint master's programmes. Two branch campuses of Hong Kong universities in the GBA were selected as cases. Key university stakeholders therein—including faculty, administrators, and students were interviewed for thematic analysis. The findings elucidate divergences and convergences of governance and operations in the cases. Implications for the faculty and administrators for better governance and operations of the programmes were discussed. Future research on other transnational education in China and abroad will be inspired.

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

Author:
Renjie CAI
Lingnan University

Co-author:
Chuanxue LIN

Policy-driven Identity Dilemma: The Impact of Sino-foreign Co-operative University Modes on Students' Academic Experiences and Post-graduation Destinations

This study figures out how institutional ambiguities within Sino-Foreign Cooperative Universities (SFCUs) shape students' identity dilemmas and how it subsequently affect their learning experiences and post-graduation destinations. Through a purposive sampling method, 30 students from different SFCUs studying at different levels and disciplines were selected to participate in the semi-structured interviews. The study indicated that different Sino-foreign cooperative universities have given rise to contradictory identity construction. Some students develop a strong sense of belonging to their overseas home university, considering their university to be an international branch of the foreign institution. However, some students are trapped in a state of "independent university". Due to the fragmented alumni network, limited mutual recognition, and ambiguous global rankings, etc, they believe that they perceive their alma mater as lacking a certain degree of connection to either foreign or Chinese home universities. Interestingly, none of the participants claimed that their universities had constructed strong ties with the Chinese home institutions, thus making them isolated from the Chinese home institutions.

This blurring of identities directly affects the multidimensional experience of students. At the academic level, the pursuit of internationalization is somewhat limited by the model of Sino-foreign cooperation, which leaves some of the expectations of students unfulfilled. From the perspective of future studies, the recognition of the degrees awarded by the SFCUs is extremely high, which has enabled most students, especially those undergraduates, to achieve their desired objectives. As for employment prospects, the recognition of SFCUs' degrees remains doubtful due to the lack of a corresponding academic reputation evaluation and ranking system. Under such scenarios, the unique advantages of Sino-foreign integration, instead of being brought into play, will become a hindrance, making employment a difficult task.

Day 1 | Parellel Presentation - Session 2   16:15 – 17:30

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

Author:
Saheed ADEBAYO
Wenzhou-Kean University

An Exploration of the Impact of Sino-Foreign Cooperation Educational Institutions on the Internationalization of Higher Education in China

The world is a global village. This global connectivity has significantly transformed higher education institutions and enhanced internationalization policies by enhancing cooperation, knowledge sharing, and student mobility. This study examines the impact of the dynamics of joint educational institutions' cooperation between Chinese and Western universities on the internationalization of higher education in China. It adopted a qualitative case study approach in exploring the views of respondents on the phenomenon using a case of a Sino-Foreign university in Wenzhou. The result of the findings shows that Sino-foreign universities contributed to the internationalization policy of China by bringing foreign culture into higher education administration and leadership, exposing students to Western culture and curriculum, enhancing students' competence, improving academic outcomes, and providing opportunities for local students to explore the world. Through this cooperation, both China and Western countries will benefit immensely. It provided a strong basis for theoretical knowledge and enhanced higher education policy in both China and other Western countries.

Author:
Jacob NKANSAH
The Education University
of Hong Kong

Co-author:
Raymond BOATENG

Reimagining International Student Mobility: The Role of Institutional Supportive Mechanisms and Multipolarity in Hong Kong's Attraction of African Doctoral Students

Over the past years, Hong Kong, has evolved into a significant destination for international students, particularly from African countries linked to the Chinese Government's Belt and Road Initiative (BRI) and Forum on China-Africa Cooperation (FOCAC). This shift highlights the need to rethink the traditional Western-centric push–pull model of student mobility, considering the pivotal role of support in the context of multipolarity in higher education. This study, based on in-depth interviews with twenty-two African doctoral students from BRI African countries studying in UGC funded institutions in Hong Kong, delves into their experiences with how perceived institutional support influence their outcomes while studying in Hong Kong. The findings underscore the essential role of institutional support, faculty mentorship, and administrative processes in shaping the academic and personal experiences of African PhD students in Hong Kong. The findings reveal how these supports intersect with African doctoral students' personal aspirations, agency and outcomes in Hong Kong, reflecting the changing dynamics in global higher education. However, the study findings reveal students' experiences on overlaps in services and barriers which can hinder their ability to fully access resources. The study suggests that to better understand and harmonize African students' mobility to Hong Kong, it is essential to rethink how institutional support can recognize the salient complexities of contemporary multipolarity. Institutions can create a more equitable environment by addressing these challenges through streamlined processes, inclusive departmental cultures, and better housing support. These measures will enhance all students' academic success and well-being, allowing them to thrive.

Day 1 | Parellel Presentation - Session 3   16:15 – 17:30
Sino-foreign Cooperation in Higher Education: Opportunities, Challenges, and Institutional Dynamics

Author:
Cunxin WU
Beihang University

Co-author:
Wanying WU

An Interpretative Phenomenological Analysis of the Factors Influencing and Driving Mechanisms of International Student Mobility-Evidence from International Students Coming to China

International student mobility (ISM) plays an important role in contributing to the internationalisation of higher education in target countries, yet the factors and motivations influencing international student mobility remain to be clarified. Therefore, this study uses Bourdieu's field theory as a theoretical framework to thematise the influencing factors and mobility pathways of international student mobility with interpretative phenomenological analysis. Through semi-structured interviews with 14 international students, the study found that the influencing factors for international students to choose their target countries include four aspects: economic support, professional prospect, policy encouragement, and cultural attraction. International student mobility is not a static migration from A to B, but a process of being, including three stages of inflow, inflow and mobility. International students enter China with the usual habits of their home countries, and in the course of the higher education they receive in China, international students will use the rules to secure legal benefits for themselves and to fulfil their own expectations of study abroad education. The completeness of STUDY IN CHINA abroad branding largely influences whether international students whether international students want to continue to study or work in China. Therefore, in the future, it is important to strengthen research on international student mobility and to work on building a brand for STUDY IN CHINA in order to enhance the internationalisation of higher education.

Day 1 | Parellel Presentation - Session 3   16:15 – 17:30

International Student Mobility and Cultural Integration

Author:
Jie XU
The Chinese University of Hong Kong

Co-authors:
Yabing LIU
Kun DAI

Enhancing Understanding of and Affinity for China: An Ecological Understanding of Belt and Road Initiative International Student Experiences in China

China's Belt and Road Initiative (BRI) has largely increased international student enrollment at Chinese universities, alongside systematic efforts to foster these students' understanding of and affinity for China. While current research has explored the motivations and academic experiences of international students in China, there has been limited focus on the multi-level institutional mechanisms designed to cultivate students' affinity for China and their responses to these efforts. This study utilizes Bronfenbrenner's ecological systems theory to investigate the experiences of 30 undergraduate international students from BRI partner countries at a top-tier Chinese university. Qualitative analysis of in-depth interviews reveals a complex, multi-layered ecosystem involving coordinated strategies by various institutional actors to promote cultural affinity for China. Meanwhile, while this ecosystem offers substantial support and engagement opportunities, it also contains exclusionary elements, such as policies and practices restricting in-depth integration among local and international students, and post-graduation engagement and employment opportunities. Student responses varied, with some developing strong cultural ties despite structural barriers, while others utilized their acquired cultural capital to pursue opportunities in their home countries. This study advances scholarly understanding of non-Western approaches to international education and underscores the need for more nuanced policy frameworks that accommodate diverse student trajectories. The insights have significant implications for international student support services and higher education policy in emerging global education hubs.

End of DAY 1

DAY 2

30 April 2025

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The Hang Seng University of Hong Kong

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Main Venue: 15/F, M+, West Kowloon Cultural District,
38 museum Drive, Kowloon

Keynote Presentation

Professor Angela HOU Yung-chi
Professor of Higher Education, National Chengchi University

Biography

Angela HOU Yung-chi, is Professor of Higher Education at College of Education, National Chengchi University, Taiwan. She served as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) from 2016 to 2021. She has been actively committed to quality assurance practices and international research for more than 15 years, including serving as Vice President & Board member of International Network of Quality Assurance in Higher Education (INQAAHE), Vice President & Board member of Asia Pacific Quality Network (APQN). In 2024, she was invited to serve as the INQAAHE international reviewer to accredit quality assurance agencies globally. She is recognised as the top 5 researcher in field of quality assurance of higher education worldwide according to SCOPUS.

She serves as Chief-in-Editor of *Higher Education Evaluation and Development (HEED)* Emerald and *Higher Education in Asia: Quality, Excellence and Governance* by Springer, Associate Editor of *Journal of Asian Pacific Educational Review (SSCI)* and *Quality in Higher Education (SCOPUS)* and several editorial boards of peer-reviewed journals in higher education field. Up to present, she has published more than 150 English and Chinese journal papers, articles, book chapters, reports and monographs in higher education, international education, and quality assurance.

In 2023, she was granted *"Outstanding Research Award"* by National Science and Technology of Taiwan and *"Excellent Research Award"* at National Chengchi University. In 2024, She was awarded the *"Best Researcher"* and Teacher and *"Best Research Award"* by National Chengchi University.

From Fragmentation to Flexibility: Rethinking Quality Assurance and Frameworks for Micro-Credentials in Asian higher education

As a form of alternative credentials, the growth of micro-credentials (MCs) is seen as a significant manifestation of global higher education in the post pandemic era. Following global development, Asian governments have encouraged universities to provide a variety of MCs to existing students and workers. Given that non-traditional or short learning programs in most Asian contexts have not been incorporated into national qualification frameworks and quality assurance systems, it becomes difficult to recognize the value of MCs. Through document analysis and semi-interviews, the study explores quality assurance mechanisms of MCs in New Zealand, Malaysia, Hong Kong, and Taiwan. Three major findings are presented as follows. First, there was no common EQA approach due to contextualization; Second, most universities attempted to incorporate MCs into internal QA mechanisms; Third, differentiation, no common standards, and recognition are three key challenges from EQAA's perspectives; but limited faculty engagement and student incentives for universities.

Special Presentation

Professor Andy GREEN
Institute of Education, University College London

Biography

Andy GREEN is Professor of Comparative Social Science at the UCL Institute of Education, and Director, since 2008, of the ERSC Centre on Learning and Life Chances (LLAKES). After graduating in English Language and Literature from Oxford University, he took an MA in Cultural Studies at the Centre for Contemporary Cultural Studies in the University of Birmingham, followed by a PhD in comparative historical sociology on the origins of national education systems. He was subsequently employed as Senior Lecturer in Education History and Policy at Thames Polytechnic before moving to the Institute of Education in London.

Andy was formerly co-founder and co-director of the UK Government-funded Wider Benefits of Learning Centre (1999-2004) and has directed and co-directed major comparative research projects addressing both economic and social impacts of education and training. He has been PI for research grants worth over £10 m and C-I for projects worth over £6m. He has also frequently acted as consultant both to international bodies, such as CEDEFOP, the European Commission, OECD and UNESCO, and to UK Government bodies, including the DFES National Skills Task Force (1999-2000) and Skills Task Force Research Group (2002), the Ministerial Skills Strategy Steering Group (2003) and the House of Lords Select Committee on Social Mobility (2015).

Andy has published over 25 books and monographs on a range of social and education issues, with major works translated into Chinese, French, German, Greek, Japanese and Spanish. A new and extended edition of his prize-winning 1990 book was published in 2013 *as Education and State Formation: Europe, East Asian and the USA*. His latest authrored book, published on open access by Palgrave, is entitled: *The Crisis for Young People: Generational Inequality in Education, Work, Housing and Welfare*.

Andy GREEN was selected as an Academician of the Academy of Social Science in 2010 and was recently awarded a prestigious Yushan Scholarship by the Ministry of Education in Taiwan for his work with the Chung Cheng University.

Intergenerational Inequalities and the Changing Opportunities in Education and Training for Young Adults in the UK

Based on mixed method research conducted by an interdisciplinary team in LLAKES since 2013 - including analysis of secondary data, the conduct of wave 6 of the Citizenship Education Longitudinal Study and interviews with 100 young people - this paper explores the changing opportunities in education and employment for young adults in the UK. Are observed changes about rising inequality within and between age groups – ie an extension of social polarisation to age groups? Or are we experiencing yet more profound structural changes, driven by globalisation, demographic change and neo-liberal policy, which portend life course generational decline for millennials and even for generations following. The research found that that educational opportunities have been increasing, both in the UK and most other OECD countries, with increasing levels of qualification and reducing inequalities in qualification levels. However, these gains are not translating into better employment opportunities. A growing proportion of graduates fail to gain graduate-level jobs; whilst more are finding themseves in precarious employment. Levels of unemployment and underemployment have remained high in the UK and other European countries since 2008 Global Financial Crisis with little prospect of this changing. Evidence on earnings and household incomes over the life course, in the UK and several other OECD countries, suggest that Millennials and successor generations, will be the first to experiecnce intergenerational decline in living standards since the beginning of the nineteenth century.

Panel Discussion

Theme: *Power, Politics, and Student Rights in Contemporary Higher Education*

Moderator

Dr Miguel Antonio LIM
The University of Manchester

Dr Miguel Antonio LIM is Senior Lecturer in Education, Impact Coordinator, and Co-Convenor of the Higher Education Research network at the Manchester Institute of Education at the University of Manchester. His research interests include internationalisation of higher education, East Asian and transnational higher education, university rankings and performance metrics.

Anas ALMASSRI
Durham University

Anas N. ALMASSRI, AFHEA, is a PhD Candidate at the School of Education and a Teaching Assistant there and at the School of Government and International Affairs, Durham University, UK. Anas' research follows qualitative critical realism and is focused on the political sociology of international higher education. Funded by the Economic and Social Research Council through a NINE DTP award, his current doctoral research investigates the student experiences and peace-relevant effects of international graduate scholarships to Palestinians. More broadly, he is interested in philosophically-engaged approaches to critical, practice-informing research on international higher education, including its role in promoting multi-level relief, resilience, and development in contexts of conflict. Anas holds a BEd in Teaching English Language (IUGaza), MA in Arab Studies (Georgetown), and MSc in Conflict Prevention and Peacebuilding and PGCE in Research Methods (Durham). Anas currently serves as the Executive Editorial Assistant of *Frontiers: The Interdisciplinary Journal of Study Abroad*, and he is an Associate Editor of the *Journal of International Students* and a dual Georg Arnold Fellow with the Airbel Impact Lab of the International Rescue Committee. His publications have recently appeared in *Higher Education*, the *International Journal of Educational Research*, the *International Journal of Educational Development*, and *Social Sciences*.

Dr Kun DAI
The Chinese University of Hong Kong

Dr Kun DAI is an Assistant Professor at the Department of Educational Administration and Policy, The Chinese University of Hong Kong. His research interests include international and comparative education, transnational higher education, and education policy. Dr Dai's work has appeared in several leading journals, such as *Higher Education, Studies in Higher Education, Journal of Studies in International Education, Higher Education Research & Development,* and *Assessment & Evaluation in Higher Education*. He is the (co)authors of five scholarly books, including *"Transitioning 'In-Between': Chinese Students' Navigating Experiences in Transnational Higher Education Programmes"* (Brill, 2021), *"Developing Intercultural Competence 'at Home': Domestic Students' Experiences in Chinese Universities"* (Routledge, 2023), *"Mapping Transnational Habitus: Epistemology, Theory and Boundaries" (Palgrave Macmillan, 2024), "The Motivation and Research Experiences of International Doctoral Students in China" (Routledge, 2024),* and *"(Re)writing the Future: Creating Chinese International Students at Home"* (Routledge, forthcoming in 2025). Dr DAI also serves as associate editor and editorial board member for several international journals, such as *Higher Education Research & Development, Compare, Journal of Diversity in Higher Education*, and *International Studies in Sociology of Education.*

Dr William LO Yat-wai
Durham University

William Yat Wai LO is an Associate Professor in Intercultural and International Education and the Depute Director of Research at the School of Education, Durham University. His research focuses on higher education as well as comparative and international education, with a particular emphasis on East Asia. William's work has been widely published in leading international journals, covering topics such as university governance, student activism, education hubs, international student mobility and higher education internationalisation. William actively contributes to the research community through service on the editorial boards of prominent academic journals. He is also engaged in research development initiatives and collaborative projects that bridge global and local perspectives. William holds a PhD in Social Policy from the University of Bristol and has extensive teaching and supervisory experience in postgraduate and undergraduate education.

Dr Rille RAAPER
Associate Professor &
Director of Research
Durham University

Rille RAAPER is Associate Professor and the Director of Research in the School of Education, Durham University. Rille's research interests lie in the sociology of higher education with a particular focus on student identity, experience and political agency. Her research is primarily concerned with how universities organise their work in competitive higher education markets, and the implications market forces have on current and future students. The two strands of Rille's research relate to: a) student identity and experience in consumerist higher education; b) student agency, citizenship and political activism. Rille is the author of *'Student Identity and Political Agency'* (Routledge, 2024), and the editor of numerous collections, e.g. *'The Bloomsbury Handbook of Student Voice in Higher Education'* (2023), *'Handbook on Academic Freedom' (2022), and 'Contemporary Dynamics of Student Experience and Belonging in Higher Education'* (2023).

Policies and Strategies for Attracting International Students

The Policy Implementation of the Education of International Students in China: A Perspective of Institutional Logics

Author:
Shuiyun LIU
Beijing Normal University

Co-authors:
Bin ZHAO
Xi YANG

This paper focuses on the education of international students (EIS) in China. The Chinese government has designed a series of policies and secured a large amount of funding to develop competitive EIS, but the outcomes of this process are perceived to be "high quantity and relatively low quality" and have elicited fierce criticism from stakeholders. This research intends to explore the reasons underlying these outcomes by investigating the microlevel actions of organizations. Semistructured interviews were conducted with different organizational actors. Forty-four implementers were interviewed, including four university leaders, eight faculty/department leaders and 32 academic staff. These interviews showed how organizational actions in terms of student enrolment, training and assessment have led to "high quantity and relatively low quality" outcomes. In regard to the reasons underlying these organizational actions, Chinese universities face complex and competing institutional logics with incompatible prescriptions. Chinese universities have prioritized the state and market logics over professional logic; thus, they have made substantive efforts to meet the demand for quantity but have responded only symbolically to the demand for quality. This research also shows that universities are not only shaped by institutional logics; their actions can also reproduce institutional logics. Due to the ambition of semiperipheral countries to "advance towards the core", many countries might face the challenge of balancing quantity and quality when they try to attract foreign students because of the relatively low attractiveness of their higher education institutions. China might provide some experience and lessons for other emerging destination countries for international students.

Day 2 | Parellel Presentation - Session 4   10:45 – 12:00

Policies and Strategies for Attracting International Students

Author:
Ruirui LIU
The University of Manchester

Co-authors:
Miguel Antonio LIM
Rui HE

At the Tensions of Competition and Cooperation: Hybrid Representation of International Students within China's National Policies

This article novelly uncovers China's policy rationales for international student education (ISE) and investigates the discursive construction of international students within China's national policies through Critical Policy Discourse Analysis. Thirty-seven national documents were selected, forming the first comprehensive dataset of publicly available policies related to the recruitment, education, and administration of international students in China. By critically examining the themes and narratives within policies, our study reveals a duality in China's approach to international student education: a competitive dimension, driven by national priorities, which coexists with a cooperative dimension, grounded in humanistic exchange. This duality shapes a hybrid representation of international students within China's policies, positioning them as both contributors to the nation's geopolitical goals and participants in fostering global understanding. Furthermore, we highlight how China's policy discourses on international student education emphasise soft power narratives with Chinese characteristics while also revealing an uneven balance between the competitive and cooperative dimensions of its international education. This hybrid representation contributes a new perspective to international student policy discourse, historically centred on Global North contexts. It challenges reductionist interpretations that frame international students in China merely as "para-diplomats" serving state agendas, offering instead a nuanced understanding of their hybrid roles. In doing so, this research further illuminates the broader implications for international higher education, particularly the evolving role of nation-states in shaping international student mobility.

Day 2 | Parellel Presentation - Session 4   10:45 – 12:00

Policies and Strategies for Attracting International Students

Author:
Muberra KAYNAR
National Chengchi University

A Comparative Analysis of Policies for Attracting International Students in Turkey and Taiwan

As globalization continues to shape the field of higher education, countries increasingly recognize the importance of attracting international students. Doing so enhances education quality, promotes cultural exchange, and contributes to economic development. The impact of globalization on higher education has been immense since the early 1990s (Enders, 2004; Vidovich, 2002). As globalization accelerates, international students have become increasingly pivotal. Universities worldwide are adjusting their strategies to meet the growing number of international students, responding to the demands of a globalized world (Tezsürücü & Bursalıoğlu, 2013). According to Wihlborg and Robson (2018), the internationalization of higher education has evolved into a critical component of national education policies, influencing education quality, cultural exchange, and economic development. This shift is not merely a reaction to demand but also a proactive strategy to enhance global competitiveness.

This research presents a comparative analysis of Turkey and Taiwan's policies to attract international students, focusing on strategies, scholarship opportunities, and support programs. Through an in-depth comparison, this study highlights the similarities and differences in their approaches, providing insights into the effectiveness of their internationalization strategies. The findings will offer valuable recommendations for policymakers and educational institutions aiming to improve their international student recruitment efforts.

Day 2 | Parellel Presentation - Session 4   10:45 – 12:00

Policies and Strategies for Attracting International Students

Author:
Limanzi XU
The University of Manchester

Exploring Government Scholarship Policy - The Case of Chinese Government Scholarship (CSC)

This research analyzes the Chinese government scholarship policy managed by the China Scholarship Council (CSC). Its purpose is to explore the actors and the relationships in this government scholarship policy, including what I argue are 'new' scholarship actors: employers and local education departments. In addition, gift theory (Mauss, 1954) is used to analyse the relationship between the actors. As the example of analysis result, the Chinese government scholarship is used as a gift to expand China's positive influence after the recipients go abroad, revealing the scholarship as an element of the country's soft power. The research contributes conceptually by highlighting the need to consider new actors in the scholarship research. This reworking of previous research framework (Saling, 2023) will be useful for future comparing scholarship research. Furthermore, it is the first to employ gift theory in higher education scholarship research, which will increase the theoretical options available in this filed.

The conclusion of this research are the scholarship ethical issues are related to social Justice, gender issues. One part of my findings relates to the differences in the recipients' family backgrounds, which reflects social justice. There is also a section on the gender and traditional culture of the recipients, which makes their motivation for applying for the scholarships different.

The contribution of this research. Firstly, it is a conceptual contribution, as the first research to apply the gift theory in higher education scholarship, demonstrates the applicability of the theory in the exploration of scholarships, as well as the originality of this study. It can also provide a theoretical basis for researchers who will continue to conduct scholarship research. In addition, in terms of practice, this study will allow for a more diversified perspective on the implementation of CSC scholarship policy. Finally, it will enrich the research in the field of scholarship and provide information for researchers who wish to do comparative studies.

Policies and Strategies for Attracting International Students

Author:
Yang LIU
Beihang University

Co-author:
Yu LI

Evaluating Global Competitiveness in Doctoral Education: A Trinity Model from Educational Ecology Perspective

Addressing the demand for cultivating global competitiveness among doctoral students in the new era, this study transforms mechanisms such as structural coordination and environmental adaptation within educational ecosystems into an operational evaluation model. Utilizing the Delphi method, we constructed a trinity evaluation model of "discipline-mentor-doctoral student," comprising 3 core dimensions and 9 key elements, creating a diagnostic assessment tool with both theoretical rigor and practical applicability. The research outcomes empower universities to precisely position their international competitive coordinates, assist educational authorities in formulating quality-enhancement policies, and drive the transformation of doctoral education from scale expansion to connotative development.

Day 2 | Parellel Presentation - Session 5   10:45 – 12:00

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

Author:
Minyi YE
Lingnan University

Assessing Local and Non-local Students' Needs for Transition from Associate Degree to Bachelor's Degree in Hong Kong

As Hong Kong's higher education system has grown so rapidly, many students now use Associate Degrees as a key entry point into Bachelor's Degree. However, under the current system, students from different backgrounds do not receive the same level of support, leading to unequal assess to education. The purpose of this study is to examine the opportunities and needs of local and non-local Associate Degree students as they transition to Bachelor's Degree. The project will monitor students at Lingnan University in Hong Kong who are currently enrolled in Associate Degree programs and are going to apply for a Bachelor's Degree, collecting data through in-depth interviews, and analyse their obstacles and requirements during the articulation process. The findings of this study will help to identify problems in the process of future research and offer specific suggestions to promote educational equity and improve the opportunities for both local and non-local students to continue their education. In addition to giving education policymakers a solid body of information, the study will increase student involvement in the policy making process and help create a more inclusive higher education system .

Author:
Baohua YU
Lingnan University

Author:
Donghai YAN
Lingnan University

Hong Kong Youth's Cultural Mixing Attitudes, Experiences, and Identity: Evidence from the Guangdong-Hong Kong-Macao Greater Bay Area

Hong Kong students are increasingly learning and living in mainland China, especially in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA). In the context of cross-border higher education, exposure to new cultural environments and experiences presents huge opportunities for students' identity transformation. This research aims to examine how cultural mixing experiences affect the identities of Hong Kong youth learning in Mainland China universities. This study is guided by three fundamental research questions: (1) What is the current status of the cultural identity of Hong Kong youth who study in mainland cities at GBA? (2) What is the psychological mechanism of Hong Kong youth's cultural mixing attitude? (3) Is there any relationship between cultural mixing attitude, cultural mixing experiences, and the identities of HK students studying at GBA?

This quantitative study, conducted with 139 Hong Kong undergraduate students in mainland universities, yielded several noteworthy findings. First, the cultural identity of these students is shifting, with "Hongkonger in China" and "Chinese" becoming dominant identities. Second, cultural mixing attitudes, encompassing cultural openness, awareness of cultural diversity, and social support and acceptance, significantly influence the intensity of Hong Kong students' cultural mixing experiences. Finally, social support and acceptance fully mediate the relationship between cultural mixing experiences and the identity of "my cultural identity is Chinese", emphasizing the relational dimension of identity formation.

The results contribute to the theoretical framework of cultural mixing, by demonstrating how social and psychological factors interact to shape identity. Policymakers and educators can consider these insights to promote cultural integration and cohesion, ensuring that Hong Kong students feel both accepted and connected in the inevitable cultural mixing with the Mainland.

Day 2 | Parellel Presentation - Session 5   10:45 – 12:00

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

Educational Motivations as Family Strategy: Chinese Mother-students Pursuing Cross-Border Study in Hong Kong

This study examines the growing phenomenon of mainland Chinese mothers who pursue postgraduate education in Hong Kong, focusing on how their educational motivations intersect with family strategies in cross-border contexts. Challenging individualistic frameworks of international student mobility, we employ Bourdieu's thinking tools—capital, habitus, and field—to analyze interviews with 20 mother-students. Findings identify three core motivational logics: (1) Credential arbitrage: acquiring postgraduate credentials to build cross-border cultural and social capital; (2) Habitus synchronization: aligning maternal habitus with globalized educational aspirations and mobility pathways; (3) Intergenerational capital engineering: reorganizing family capital to navigate intergenerational mobility. These motivations are marked by ambivalence, as mothers navigate tensions between self-development and caregiving, high-stakes educational investments amid policy uncertainties, and the risk of reproducing inequality while pursuing mobility. This study reconceptualizes educational motivation as a family-organized and field-conditioned practice, shaped by maternal habitus and the strategic deployment of capital across generations. It advances a cross-border family capital framework for rethinking international student mobility.

Author:
Jing LIU
The Chinese University of Hong Kong

Co-author
Kun DAI

From Vocational Training to Academic Degrees: How Young Females Forge Educational and Career Trajectories in a Shifting Landscape

As part of China's efforts to expand access to higher education, an increasing number of students are transitioning from vocational training programmes to pursue undergraduate degrees. This study investigates the decision-making process of Chinese young women under the policy-driven transition, as well as the subsequent impact of the educational mobility on their career expectations. Drawing on Eccles and Wigfield's expectancy-value theory of achievement-related choices, the research examines how structural constraints intersect with individual perceived utility, attainment value, and self-efficacy. Through in-depth interviews with 30 Chinese females aged 18–25 undergoing or contemplating the educational transition, the study identified how the subjective, social, and institutional factors that shape their educational pathways and career expectations. Preliminary findings reveal that considerations around academic self-efficacy, perceived utility of an undergraduate degree, and social influences from family and societies all play important roles in these students' choices. However, gendered expectations around "appropriate" careers and the devaluation of vocational skills in high-status sectors complicate their pathways. This research contributes to scholarship on educational stratification and gender by foregrounding the lived experiences of young women at the intersection of policy flux and societal change, offering theoretical insights into how macro-level reforms are reinterpreted through micro-level agency.

Author:
Zhen TIAN
Lingnan University

Co-author:
Yetong ZHAO

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

Author:
Ailei XIE
South China Normal University

Co-author:
Jingran YU

Higher Vocational Education Going Global : Policy, Practice and Research

Amidst shifting geopolitical tensions, China has emphasised the internationalisation of higher vocational education (HVE) driven by industrial upgrading and enterprise globalisation, reflecting a technological-developmentalist approach. This aligns with 'the Belt and Road Initiative' and 'Made in China 2025', aiming to cultivate globally-standard technical workforce for industrial cooperation, while leveraging multilateral networks for cross-regional educational exchange and enhancing China's vocational educational influence and cultural standing.

This paper presents a systematic review of literature on the internationalisation of HVE in China, examining three critical dimensions: policy, practice, and research. It first examines the policy architecture governing HVE internationalisation, contextualising it within China's broader aspirations for new-style industrialisation and integration into global innovation networks. Second, through analysis of existing empirical studies and administrative records, this paper synthesises existing practices, encompassing the distinctive 'Chinese language + Technical Skills' approach, multi-stakeholder collaboration models involving educational institutions, enterprises, industry associations, and government bodies, as well as diverse organisational structures ranging from independent to integrated setups and both localised overseas programs and segmented training approaches. Finally, it examines conceptual works shaping this field of study that may provide analytical tools for understanding China's HVE internationalisation practices, while evaluating their applicability and limitations.

This review contributes to the understanding of China's HVE internationalisation by systematically mapping its policy landscape, implementation mechanisms, and theoretical lenses, while setting up future research agenda alternative to Western-dominated internationalisation of HVE characterised by neoliberal and neo-colonial discourses.

Day 2 | Parellel Presentation - Session 6   10:45 – 12:00

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

Author:
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Navigating Fluid Boundaries: Identity Formation of Chinese Undergraduate Students in Hong Kong Institutions' Branch Campuses in Mainland China

Over the past few decades, internationalization has transformed higher education by challenging traditional boundaries. This shift has increased international mobility for students and academics, necessitating innovative strategies for cross-border collaboration. International branch campuses (IBCs) have emerged as a form of transnational higher education (TNHE), offering students a global educational experience in a local setting. IBCs embody a hybrid nature that blends global and local elements, presenting students with a complex and enriched learning experience, distinct from that of traditional international or local students. The process of cultural integration and identity negotiation may have a profound impact on students' feelings, behaviors, and future expectations, demonstrating the significance of exploring IBC students' identity formation.

This study focuses on identity formation among IBC students, particularly those enrolled at the branch campuses of Hong Kong institutions (HKI) in mainland China. Guided by the concepts of situated identity and global-national-local imbrications, the study employs narrative inquiry and conducts semi-structured interviews with alumni and final-year undergraduates at HKI branch campuses in mainland China. Through both inductive and deductive analysis, the research highlights the unique environment cultivated by HKI branch campuses, where internationalized educational systems and national educational visions converge in local settings. Within this hybrid space, students have transitioned from being "maze players" and "free drivers" to "floating in-betweeners", embodying a flexible and hybrid identity that reflects the integration of academic knowledge and educational practices from both global and local contexts. Overall, this study offers fresh insights into students' identity formation within the TNHE landscape and carries practical implications for nurturing students with positive identities in intricate educational environments.

Day 2 | Parellel Presentation - Session 6

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

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Between Racialized and Racializing: Chinese Students' Dual Experiences of Racism in Tanzania

The dichotomy between whites and 'Others' (e.g., Black or Asian) in Western contexts. However, relatively few studies have examined these racial dynamics in non-Western settings, despite the growing complexity and diversity of international student mobility, particularly within the Global South. To address this gap, this qualitative study investigates the experiences of racism among 14 Chinese students in Tanzania, drawing on theoretical notions of neo-racism and racial triangulation. The findings reveal that these students are racialized by local Black communities, encountering various interwoven forms of racism. Simultaneously, as they resist racism through detachment and desensitization, they also engage in racializing local Black individuals, paradoxically reinforcing the very racial hierarchies that marginalize them. This dual and interconnected process—where students both experience and perpetuate racism—underscores the fluidity and complexity of racial dynamics within Sino-Tanzanian racialization. Furthermore, this study highlights that this Sino-Tanzanian racialization operates in a triangular rather than binary structure, with the whiteness serving as a constant point of reference. The racial dynamic underlying these interactions is profoundly shaped by white supremacy and become complicit with Western narratives of anti-Black and anti-Chinese sentiments. By moving beyond existing Western-centric discourses, this study contributes to a more nuanced understanding of the intricate nature of racism in global higher education.

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Beyond Homogeneity: Differentiating English Language Learners in a Transnational Medical Programme in China

This presentation reports on findings from an implementation study of a new English language course at a transnational joint educational programme for medical students in China. While international education programmes often categorize students under broad national labels, this research argues for a more nuanced approach to understanding Chinese students' English language backgrounds. Data collected from 52 students across two semesters includes mock IELTS test results and survey responses on self-perceived progress and ability levels. Analysis reveals significant variations in both actual performance and self-assessment accuracy correlated with students' differing pre-university provincial educational backgrounds. The study demonstrates that inter-provincial variations in English curriculum implementation, resources, and assessment practices create diverse English learning experiences that influence not only students' performance but also their metacognitive awareness in transnational educational settings. The findings challenge the prevalent practice of designing English for Academic Purposes (EAP) courses based on generalized assumptions about "Chinese students" and instead advocate for needs analysis frameworks that account for regional educational disparities. This research contributes to the discourse on internationalization by highlighting intranational diversity in seemingly homogeneous student populations, with implications for curriculum design and student support.

Day 2 | Parellel Presentation - Session 6   10:45 – 12:00

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

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Hong Kong as a Strategic Mediator for EU–China Higher Education Cooperation

Higher education cooperation between the European Union (EU) and China has encountered significant challenges due to rising geopolitical tensions. Key concerns include academic freedom, knowledge security, and ongoing mutual misperceptions, which have hindered direct collaborations. In this context, the Hong Kong Special Administrative Region (SAR) emerges as a promising intermediary. With world-class universities, strong institutional links to Mainland China, and a commitment to global research standards, Hong Kong is well-positioned to bridge the gap between European and Chinese higher education systems.

This article explores Hong Kong's role as an academic mediator in EU-China cooperation. It highlights the region's competitive higher education landscape, where several institutions excel in global rankings and specialized disciplines. Government initiatives—such as the "Study in Hong Kong" program and the Hong Kong Future Talents Scholarship Scheme—enhance the city's appeal to international scholars and strengthen its academic networks. Hong Kong's unique cultural identity, shaped by both colonial heritage and Chinese traditions, creates an environment where Eastern philosophies blend with Western pedagogical methods. Moreover, the widespread use of English, Cantonese, and Mandarin facilitates effective cross-cultural dialogue and communication.

Despite these strengths, the article also addresses several challenges. Recent political developments have raised concerns about academic freedom and the potential for self-censorship, which may undermine long-term collaborations. Additionally, Hong Kong's limited experience with continental European institutions and economic pressures—such as budget deficits and competition from regional hubs like Singapore and Taiwan—pose further obstacles.

To address these challenges, the article concludes with clear policy recommendations aimed at strengthening EU–China higher education cooperation through Hong Kong. These recommendations include enhancing bilateral dialogue, increasing joint research funding, and expanding academic exchanges and outreach efforts. By adopting these measures, Hong Kong can solidify its role as a neutral, dynamic platform that fosters sustainable international academic collaboration in an increasingly complex global environment.

Rethinking Internationalization in Higher Education

International Trends and Patterns in Higher Education Research: A Bibliometric Analysis

Higher education is an emerging research field within education, gaining prominence due to its expansion and globalization. Over the past decade, global higher education has been affected by significant international events, such as the COVID-19 pandemic and geopolitical conflicts, which have influenced research and policy development in this area. This study collected data from 10 international journals in higher education listed in the SSCI index, focusing on topics, keywords, citations, author information, and applying the bibliometrix method for analysis. The bibliometrix software was used to conduct visual analysis, including performance analysis and scientific knowledge mapping to display the data. The findings indicated that the leading countries in terms of research output in the selected SSCI journals are the United States, the United Kingdom, and Australia. Mainland China exhibited strong research performance in higher education within Asia; however, the research outputs are concentrated in a few universities in Mainland China. Over the past decade, international higher education research topics have diversified and are closely related to contemporary social changes.

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Towards a More Inclusive Conceptualization of Internationalization of Higher Education: The Perspective of Chinese Students

Although Knight's (2004) definition of internationalization is widely cited, it is often criticized as western-centered and may not suitable for non-western contexts. This study explores the perspectives and critical reflections on the concept of internationalization of Chinese graduate students at a Hong Kong university. Findings highlight the differences in the ideas and practices of higher education internationalization between western and non-western countries, as well as the challenges brought about by the COVID-19 pandemic and changing geopolitics. This study provides insights on how Chinese students—as stakeholders, education researchers, and future professionals—make sense of the internationalization and reflect on the future of internationalization.

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Day 2 | Parellel Presentation - Session 7 10:45 – 12:00
Rethinking Internationalization in Higher Education

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European Experience and Chinese Choice of Local Internationalization of Higher Education: A Study on Path Construction Based on Digital Synergy and Regional Radiation

Local internationalization is a new paradigm for internationalization of higher education, and systematic curriculum reform and creation of virtual platforms in the digital era have given local internationalization a new connotation. Tracing back to history, with the advantages of regional proximity and low cost, the integration process of European higher education has provided a practical field for local internationalization. On the other hand, China is faced with the dilemma of vast territory and uneven regional development, so the comprehensive promotion of local internationalization needs to give full play to the strengths of each region. Focusing on the Guangdong-Hong Kong-Macao Greater Bay Area, this study proposes a dual-loop model of local internationalization promotion, namely the "international resource import cycle" and the "regional synergy radiation cycle". The study further finds that embedding local internationalization of higher education into regional development goals to achieve strategic synergy, building international cooperation platforms to break down barriers to cross-border mobility to achieve spatial synergy, and promoting virtual campuses and cross-border collaborative networks to achieve digital synergy provide more practical guidance for the construction of pathways of local internationalization in the Chinese region.

Rethinking Internationalization in Higher Education

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The Emergence of a World Academic Power: China and the Internationalization of Higher Education

This study examines the rise of China as a leading nation in the field of international higher education (IHE) studies. Although IHE has been researched at the institutional, national, regional, and global levels, Chinese participation in the field from a World-Systems Analysis perspective (Wallerstein 1974, 1976, 2012) represents a gap, and this study contributes to its analysis. Based on the SCOPUS database, this quantitative study approaches the Chinese historical productivity and quality of its scholarly publications in the field from 1970 to 2024, aiming to respond to what the historical development and main trends of Chinese participation in studying the IHE are, and what is the quality of Chinese publications in such development?

The findings indicate that although the field is still a Western, English-speaking, and Anglo-Saxon one, there is a clear trend of Chinese emergence as a core country in leading authors, institutional affiliation, and country authorship, moving from the 4th place in scholarly publications productivity in the 2000s to the 1st most productive in the 2020s. Regarding quality, the journal articles have an increasing trend in Q2 and Q1 JCR indicators. Key challenges and opportunities for semi-peripheral states in times of core countries' closing borders are discussed, and how the World-Systems Analysis perspective can be applied to produce more powerful and meaningful discussions on the IHE. Finally, the scholarly and practical implications of China's rise are discussed, as well as the challenges China will face in the field in the years to come.

Day 2 | Parellel Presentation - Session 8   10:45 – 12:00

Navigating Global Education: Mobility, Engagement, and Intercultural Challenges

Silent Responses: Building International Student Confidence to Participate in Taught Sessions at the Graduate Level

Over the last few decades, the number of tertiary students studying abroad has grown significantly. This has resulted in instructors teaching an increasingly diverse student body (both culturally and linguistically), particularly at the graduate level. This paper focuses its attention on international students whose classroom presence is described by some as being very quiet, with a reluctance to speak up within the learning environment. To positively address this, a suite of original practical strategies is presented for graduate instructors to use to initially build international student confidence to participate during taught sessions. By embracing the notion of silent responses to questions, graduate instructors can be sensitive to select factors which influence international students' reluctance in participating in classroom activities, supporting their emerging confidence and learning experience at the start of their graduate programme.

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Intercultural Communicative Competence and the Colonial Matrix of Power: Reframing International Higher Education Through a Decolonial Lens

In this paper, I question intercultural communicative competence (ICC) as an epistemic framework directly ingrained with the colonial matrix of power. Unlike a neutral pedagogical tool for fostering interculturality, ICC can be seen as a tool ratifying prevailing colonial thought within international settings of higher education. When positioning intercultural communication within a Northern-centric skill framework, ICC sustains hegemonic epistemologies. Therefore affecting students' reception within knowledge hierarchies, failing to encourage transformative exchange.

Drawing upon decolonial theory, This study explores how ICC functions as a weapon of coloniality in higher education. Based on a study of related literature, I expose how ICC fosters cultural disparities where some linguistic, cultural, and epistemic forms are judged normal while others are excluded, therefore enforcing cultural bias and epistemic inequity among both Global North and Global South students. This process forces them to navigate unequal educational systems, where contents and thought are mostly driven by transnational organizations' guidelines. Consequently, cultural difference remains confined within an inclusionist discourse that reifies power asymmetries.

This study puts forward a critical reevaluation of ICC and International Higher-education via a decolonial lens. From appreciating many ways of knowing and being to destroying epistemic violence. I contend that universities should thoroughly examine the colonial dimensions of their initiatives and curricula, and support inclusive pedagogies that actually enable students to contest rather than accommodate current power systems. Higher education institutions can turn ICC from a mechanism of coloniality into a fair and liberating practice for all students by making room for several knowledge systems and carefully considering how those systems are validated.

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Day 2 | Parellel Presentation - Session 8   10:45 – 12:00

Navigating Global Education: Mobility, Engagement, and Intercultural Challenges

"The First to Eat the Crab": Comparing Students' Learning Experiences in New and Established Taught Postgraduate Programs in Hong Kong

With the rapid expansion of self-financed taught postgraduate (TPg) programs in Hong Kong universities, more and more non-local students enroll in these programs. However, how these students' learning experience in the new programs, compared to more established ones, remains underexplored. This study examines the learning experiences of non-local students enrolled in the first cohort of the new TPg programs, contrasting their perspectives with those of students in well-established TPg programs.

This study adopts a qualitative research method by conducting semi-structured interviews with three key stakeholder groups: non-local students, faculty members, and program administrators. It aims to identify key challenges, support mechanisms, and potential gaps in institutional provision for non-local students in new programs. We conduct thematic analysis to compare how students navigate academic and cultural transitions, assess institutional support structures, and perceive the overall quality of their learning experience in both program types.
The findings will deepen our understanding of how program maturity influences non-local students' learning experiences. It will provide practical insights for universities in designing new TPg programs, centering student voices in evaluating new education initiatives, and strengthening support for the non-local student community.

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Intellectual Migration and Development of the Global City in Hong Kong

In the competition of urban development, Hong Kong remains its vitality of the global cities on the top 5 by GaWC (Globalization and World Cities) upon 2024. For maintaining its position, Hong Kong strengthens its policies on the quality of education in order to attract university students from abroad. Studies on this education-centred strategy should not only look at the ideas of policymakers, but also investigate the views, ideas, vision, and willingness of students from abroad. This study explores the attitudes and expectations of these students from mainland China. The data for the analysis is adopted from the surveys of the graduate students at Lingnan University. The questions under inquiry refer to the learning environment and the expectation for the career development.

In this study, we compose the framework of policy analysis in terms of intellectual migration. It integrates the contributing factors of education policy, employment policy, and migration policy. The influencing factors on individuals' choices for their personal and professional development are discussed, in the light of human capital, social capital, and cultural capital, engaged in the fields of education, employment, and immigration policies. The study reflects the general condition of education for mainland Chinese students in Hong Kong, and evaluate the effect of education service as the competing power in the global market.

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Day 2 | Parellel Presentation - Session 8   10:45 – 12:00

Navigating Global Education: Mobility, Engagement, and Intercultural Challenges

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Changes in Sino-Finnish Higher Education Cooperation in the Geopolitical Shifts: From an Institutional Logics' Perspective

Since 2019, influenced by geopolitical changes and global crises, higher education cooperation between China and European countries, including Finland, has entered a paradox stage (Cai & Zheng, 2024), where misconceptions, misunderstandings, and dilemmas between Chinese and European stakeholders have increased (Cai, 2024). In 2022, the Ministry of Education and Culture in Finland published the Recommendations for Academic Cooperation with China, emphasizing security and safety as key principles for Finnish higher education institutions collaborating with China (Zheng et al. 2024). This aligns with the EU's overall de-risking strategy toward China and its emphasis on the securitization of research collaboration (Pinna, 2024). Meanwhile, with the launch of the second round of the Double First-Class Universities Project in 2022, China has continued its internationalization of higher education, placing greater emphasis on Chinese characteristics and alignment with national strategic needs (Zheng & Li, 2024). These geopolitical and policy shifts have increased the likelihood of widening information gaps and misunderstandings, potentially undermining trust in higher education cooperation between China and Finland (Zheng et al., 2024). As such, there is an urgent need to capture the changes in higher education cooperation to enhance mutual understanding and sustain Sino-Finnish collaborative partnerships at this critical juncture. So far, previous studies on Sino-Finnish higher education cooperation have primarily compared the differences and similarities between Finnish and Chinese higher education systems (e.g. Cai & Kohtamäki 2014; Zheng et al. 2019) and explored the optimal model for joint degree programs in Sino-Finnish education cooperation (e.g. Cai et al. 2019; Zheng et al. 2024). However, little research has examined recent changes in Sino-Finnish higher education cooperation.

The purpose of this study is to bridge this knowledge gap by exploring practitioners' observation and perceptions of changes in Sino-Finnish higher education cooperation during this paradox stage and identifying the environmental factors contributing to these changes. To achieve this, the study adopts a case study research strategy and applies the institutional logics perspective to collect and analyze practitioners' perceptions of the evolving Sino-Finnish higher education cooperation landscape since 2019.

Generative AI for Content Creation in Media and Communication Education

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The rise of generative artificial intelligence (AI) is revolutionizing content creation in media and communication, reshaping pedagogical approaches in higher education. This study explores how generative AI tools—such as text, image, video, and audio generators—are being integrated into media and communication curricula to enhance creativity, streamline production processes, and redefine storytelling methodologies.

Drawing on teaching case studies and empirical research, this paper examines the role of generative AI in fostering student innovation, personalizing learning experiences, and expanding the boundaries of digital content creation. It highlights the potential of AI-powered tools to assist or empower in scriptwriting, automated video editing, synthetic voice production, and immersive media experiences while addressing critical challenges such as ethical considerations, authenticity, copyright concerns, and academic integrity.

Key questions include: How can generative AI serve as a collaborative tool rather than a replacement for human creativity? What are the pedagogical implications of AI-driven media production? And how can higher education institutions balance AI-assisted content creation with the development of creativity, critical thinking and ethical reasoning skills among students?

By analyzing international best practices, this study offers strategic recommendations for integrating generative AI into media and communication education. It underscores the need for interdisciplinary collaboration, AI literacy training, and adaptive curriculum development to equip future media professionals with the skills to navigate an AI-augmented industry. Ultimately, this research advocates for a co-creative approach where human ingenuity and AI-powered innovation converge to shape the next generation of media and communication professionals.

Day 2 | Parellel Presentation - Session 9   15:15 – 16:30

AI in Higher Education: Policies, Practices, and Global Perspectives

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Analysis and Implications of Multidimensional Quantitative Evaluation of AI Education Policy Texts in Higher Education - Based on TF-IDF Algorithm and PMC Index Model

The rapid development of generative AI has accelerated the iterative speed of knowledge production and dissemination. As an important field of knowledge production and dissemination, administrators, teachers and students in colleges and universities are facing the problems of how to correctly understand AI, how to reasonably use AI, and how to normatively guide AI. In this regard, this study quantitatively analyses and evaluates the text of AI education policy guidelines and guides formulated by 15 universities and university groups in the UK and the US. Through the TF-IDF algorithm, 'academic ethics assessment', 'academic community collaboration', 'curriculum teaching guidelines', 'privacy The five AI education policy dimensions of 'academic ethics assessment', 'academic community collaboration', 'course teaching guidance', 'privacy risk protection', and 'coursework review' are mined, and this dimension is used to construct the AI education policy evaluation index system and the PMC index model of the colleges and universities. The study found that the overall evaluation results of the AI education policies of 15 universities were excellent (PMC=6.05), among which the AI education policies issued by Russell University Group were rated as perfect (PMC=8.25), thirteen colleges and universities have enacted AI education policies rated as acceptable, and only one college or university has enacted a poor AI education policy. The policy evaluation reveals the deficiencies and the lessons to be learnt. It is recommended that Chinese universities refer to the advanced AI education policies of universities in the United Kingdom and the United States as soon as possible, and formulate AI education policies or guidelines in conjunction with the actual situation of our universities, so as to accelerate the equipping and implementation of AI in universities.

AI in Higher Education: Policies, Practices, and Global Perspectives

Policy on the Use of Artificial Intelligence (AI) in Higher Education in China and Finland

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This study aims to analyze and compare national policies on the use of AI in higher education in Finland and China. Drawing on McDonnell and Elmore's classification theory of policy tools, the study categorizes policies into four types: command, incentive, capacity building, and system change. The findings indicate that these policy tools respectively contribute to infrastructure development, the quantity and quality of innovative products, and the establishment and renewal of systems. To illustrate the operational mechanisms of these policies, the study selects a representative case from each country. The results reveal that Finland prioritizes broad public access to AI education by offering free courses that cater to a global audience and integrating industry partnerships. In contrast, China's policies are more regionally focused, aiming to develop AI applications and innovation clusters within urban technological and educational frameworks. While both countries seek to enhance digital literacy, Finland benefits from EU funding and a global outlook, whereas China's initiatives are primarily supported by central and local governments. These differences reflect the unique socio-economic contexts of each country, highlighting the necessity of tailored strategies to address AI-related challenges. Finally, this study provides recommendations for AI in education (AIED) policymaking to inform policy deliberations that balance technological innovation with the public good.

Day 2 | Parellel Presentation - Session 9 15:15 – 16:30
AI in Higher Education: Policies, Practices, and Global Perspectives

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Layered Governance and Regional Variations: A Comparative Study of Generative AI Policies in Higher Education Across Greater China

The rapid development of generative artificial intelligence (GenAI) has introduced new challenges in the technological governance of higher education, prompting many universities to formulate policies in response. This study examines 46 GenAI policies issued by universities in Mainland China, Hong Kong, Macao, and Taiwan from 2022 to 2024, using inductive content analysis through NVivo coding to compare policy focus, governance logic, and policy implementation. Findings indicate a shared consensus on responsible AI usage, data security, academic integrity, and regulatory compliance, while acknowledging AI's limitations. However, the policy focus differs: Taiwan emphasizes "transparency" and "ethics", Hong Kong promotes "equity" and "AI literacy" (notably advocating equal access to mitigate the digital divide), Macao centers on "originality" and "academic integrity", and Mainland China underscores "compliance" and "privacy", reflecting broader governance paradigms. The policy scope also differs, with Hong Kong, Macao, and Taiwan covering faculty, students, and administrators, while Mainland China primarily regulates student behavior. In terms of governance logic, all regions follow a layered responsibility framework in which universities set ethical guidelines, faculty define rules, and students comply. Nevertheless, governance approaches vary: Hong Kong, Macao, and Taiwan provide guidance on both AI integration and risk mitigation, whereas Mainland China prioritizes risk control and regulatory compliance—with some universities enforcing a "zero-tolerance" policy on AI-assisted thesis writing. These differing approaches reflect their respective policy stances: Hong Kong, Macao, and Taiwan promote AI adoption while emphasizing transparency and student autonomy. In contrast, Mainland China mandates limited use and strict regulatory compliance, granting faculty greater authority through reward and penalty mechanisms. This study reveals the similarities and differences in policies balancing technological empowerment and risk mitigation in higher education governance across Greater China, offering cross-regional insights for policymakers navigating the ethical and regulatory challenges posed by AI advancements.

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

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Sustaining Robust University-Community Engagements in an Era of AI

The role of universities in forwarding local community and wider societal development has been established through frameworks such as the Mode 2 model and the 'engaged' university. The main premise is that university activities through their teaching, research and service, contribute to skills building and innovation (economic) and cultural and community welfare (socio-cultural, environmental). However, some argue that such contributions can be sometimes overstated. Beyond the mapping of contributions, it is also important to understand the extent by which universities are indeed the driving factors behind the processes of change in their local communities. Various institutional logics as well as external factors such as the increased usage of digital technology and artificial intelligence invite an examination into what this might mean for how universities are working, positioning, pursuing and reporting their work with local communities.

The paper draws insights from a preliminary examination of higher education policies in Taiwan and the Philippines on how the HE sector in the two countries is advancing the social responsibility (public service) mission of universities and what social drivers are used to anchor the pursuit of such a mission. It will attempt to present a broad stroke mapping of mechanisms being encouraged, the institutional logics that are highlighted, and general practical and policy implications for institutionalisation at university campuses.

Day 2 | Parellel Presentation - Session 10 15:15-16:30

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

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Empowering Generation Z: Promoting Sustainable Development Goals and Sustainability Awareness

Education for sustainable development is an increasingly important issue in higher education institutions, aimed at addressing sustainability challenges and promoting global citizenship by equipping future leaders, particularly Gen Z, with essential sustainability awareness and knowledge.

The United Nations Sustainable Development Goals (SDGs) and the SEE (Social-Economic-Environmental) Cube model provide a valuable framework for addressing sustainability-related issues worldwide and fostering global initiatives for sustainable development. Despite significant efforts to integrate SDGs into higher education, the impact of empowering students with SDGs-related knowledge on creative learning engagement remains largely unexplored. Building on self-determination theory, this exploratory study takes the initiative to enhance Gen Z's sustainability awareness to foster greater global citizenship and co-education.

The findings indicate that these learning activities not only enhance students' sustainability awareness and knowledge but also cultivate their social and environmental responsibility as members of the global community. The study highlights the potential for empowering Gen Z students to engage in building sustainability awareness among their younger peers, thereby contributing to the exploration of co-creating effective sustainable education practices.

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The Role of Global Environmental Awareness in University Students' Engagement with SDGs Action

Climate change, environmental degradation, and the food crisis pose significant threats to the global community, requiring both awareness and concrete action. As future leaders, university students play a crucial role in confronting these challenges by fostering global environmental awareness and developing a proactive approach to sustainability. This study examines how students' goal-setting and execution abilities influence their global environmental awareness, mediated by their perceptions of environmentally related Sustainable Development Goals (SDGs). Using a quantitative research approach and survey data, findings reveal that goal-setting and execution abilities significantly enhance global environmental awareness, with certain SDG perceptions serving as mediators. The study emphasizes the importance of developing students' goal-setting and execution abilities alongside enhancing their SDG knowledge, as these factors not only deepen environmental awareness but also inspire meaningful participation in advancing sustainability. Higher education institutions should focus on these competencies to empower students in driving impactful environmental initiatives.

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Practical Innovation in Cross-Cultural Interaction: University-Enterprise Mentors Communities Empowering Global Engineering Education

Amid the profound transformation of global engineering education, China's "University-Enterprise Mentor Community of Practice" (CoP) has emerged as a context-specific solution to the challenges of industry-academia-research collaboration. Grounded in the Community of Practice (CoP) theory, this study examines the formation mechanisms of the university-enterprise mentor CoP within engineering graduate education. By integrating three core CoP elements: Mutual engagement (theoretical guidance from university mentors and practice-driven participation from industry experts), joint enterprise (cultivating interdisciplinary talent aligned with industrial needs), and shared repertoire (co-developed knowledge repositories and cross-cultural case libraries). This model redefines the interaction dynamics among diverse stakeholders. Through identity negotiation, the CoP facilitates a deep convergence of academic rigor and industry-driven imperatives. This framework offers two key contributions to global engineering education: First, it proposes a CoP-based collaborative framework to resolve the challenges of cultural barriers, divergent objectives, and resource fragmentation in transnational engineering education. Second, by establishing scalable collaborative frameworks, it shifts the paradigm from "knowledge transfer" to "practice co-creation," thereby contributing China's insights to the development of cross-cultural innovation ecosystems in the AI era.

Day 2 | Parellel Presentation - Session 11   15:15-16:30
Student Success and Well-Being in Higher Education

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Spatial Heterogeneity and Promotion of Chinese University Students' Mental Health

This study aims to explore the spatial heterogeneity in the mental health of Chinese university students and identify effective strategies for promoting their mental well-being. By examining the variations across different regions and university settings, the research seeks to provide insights into the factors that influence mental health and propose tailored interventions. The study is grounded in the ecological systems theory, which posits that an individual's development is influenced by various environmental systems. Quantitative data were collected and analysed. A stratified random sample of 706 university students from different regions of China was surveyed using standardized mental health questionnaire. The questionnaire was developed based on Multidimensional Students' Life Satisfaction Scale (MSLSS). Then, the structural equation model (SEM) will be employed to analyse the collected data to investigate the effects of students' socioeconomic factors on their mental health. More importantly, spatial analysis techniques will also be used to map the distribution of mental health issues and identify patterns of spatial heterogeneity. The study found significant spatial heterogeneity in the mental health of Chinese university students. Students in urban areas reported higher levels of stress and anxiety compared to those in rural areas, while students in elite universities exhibited higher levels of academic pressure. Key factors influencing mental health included academic workload, social support, and access to mental health services. The findings have important implications for policymakers and university administrators, highlighting the need for region-specific mental health interventions and the promotion of supportive environments.Universities should develop tailored mental health programs that consider the unique needs of students in different regions and settings. The research also calls for increased collaboration between educational institutions and mental health professionals to create comprehensive support systems.

Strategies for Preventing Distortion Risks in the Quality Evaluation of Doctoral Dissertation in China

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In the long-term practice of the doctoral dissertation quality evaluation, peer review standards grounded in expert knowledge have been systematically developed. At the same time, the potential risks of distortion in doctoral dissertation quality evaluation have also attracted widespread attention from academic peers. Through sorting out the relevant terms of distortion risks in doctoral dissertation quality evaluation, this paper analyzes the possible reasons behind these risks. The study also proposes a model for the risk prevention system. Following the model, this paper puts forward prevision strategies for three types of distortion risks of doctoral dissertation quality evaluation, which are risks in conformity, diagnostic and incentive-driven evaluations. The research results show that cognitive differences among experts are the main causes of distortion risks in doctoral dissertation quality evaluation. The reasonable application of bibliometric tools and advanced AI models can be used for reducing the distortion risks in conformity evaluations, while extended evaluation period and the integration of social evaluation can contribute to the reduction of distortion risks in incentive-driven evaluations. Moreover, the reinforcement of the diagnostic evaluations conducted by peer experts not only enhances the overall quality of doctoral dissertations but also works in favor of preventing the distortion risks in doctoral dissertation quality evaluation.

Day 2 | Parellel Presentation - Session 11   15:15 – 16:30
Student Success and Well-Being in Higher Education

Author:
Wenjuan GAO
Beihang University

Co-author:
Wenhao TANG

Relationship Between Career Adaptability and Competitive Attitudes Among Chinese College Students

Objectives:
Previous research highlights the strong correlation between certain personality traits and individual career adaptability levels, yet the role of competitive personality remains underexplored. This study aims to fill the gaps by assessing the relationship between competitive attitudes and career adaptability among Chinese college students.

Methods:
A multi stage stratified random sampling approach was used to conduct a cross sectional survey of 692 undergraduate students from a top university in China. The final sample comprised 22.11% females and 77.89% males, aged 18–24, with a mean age of 19.54 years (SD = 2.16). Pearson's correlation and multiple linear regression analyses were utilized to examine the relationship between competitive attitudes and career adaptability.

Results:
Results showed that the average scores among college students were 10.068 for feelings for competition, 8.876 for beliefs about competition, and 7.802 for behavioral tendencies of competition. Significant gender differences were observed across all three dimensions ($p < 0.01$). In terms of career adaptability, the average scores for career concern, career control, career curiosity, and career confidence were 14.802, 15.601, 15.678, and 15.828, respectively, with no significant gender differences. Feelings for the competition had significantly negative impacts on career control and career curiosity (with coefficients of –0.149 and –0.110, respectively). Conversely, beliefs about competition had significant positive effects on career concern, control, curiosity, and confidence (with coefficients of 0.223, 0.200, 0.207, and 0.162, respectively).

Conclusions:
The findings suggest that feelings for competition hinder the development of career adaptability, whereas beliefs about competition contribute positively to enhancing career adaptability.

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

Author:
Hu LIU
City University of Macau

The Dual Role of Art Bias: The Impact of Organizational Climate on Teachers' Innovation in the Age of AI

This study explores the impact of organizational interpersonal climate on teachers' innovative behavior in the context of artificial intelligence (AI), with a focus on the dual role of art bias. Drawing on Social Information Processing Theory and Social Cognitive Theory, we examine the relationships among organizational interpersonal climate, art bias, innovative self-efficacy, and teachers' innovative behavior. Using survey and interview data from 101 applied university teachers, we employ partial least squares–structural equation modeling (PLS-SEM) to analyze the mechanisms underlying these relationships. The results reveal that organizational interpersonal climate positively influences teachers' innovative behavior, with innovative self-efficacy mediating this relationship. Additionally, art bias moderates the effect of organizational interpersonal climate on innovative self-efficacy: the weaker the art bias, the stronger the mediating role of innovative self-efficacy, thereby enhancing the positive impact of organizational interpersonal climate on innovative behavior. These findings underscore the importance of fostering a supportive organizational climate and reducing art bias to promote teachers' innovative behavior in the AI era. By integrating theoretical frameworks and empirical evidence, this study contributes to the discourse on educational innovation and offers practical implications for educational administrators seeking to enhance teachers' adaptability and creativity in rapidly evolving technological environments.

Day 2 | Parellel Presentation - Session 12 15:15 – 16:30

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

Author:
Jeremiah NUOBALEE
Lingnan University

Instructional Supervision and Professional Development: Perception of Public Junior High School Teachers in Ghana

This study examines the perceptions of public Junior High School teachers in Ghana regarding the relationship between instructional supervision and professional development. Instructional supervision is a pivotal element of educational leadership aimed at enhancing teacher effectiveness and supporting continuous professional growth. Teachers' perceptions of supervision play a significant role in determining its impact on their professional development and overall teaching performance. The primary objective of this research is to explore how instructional supervision practices influence the professional growth of Public Junior High School teachers in Ghana. It seeks to identify the specific supervisory approaches employed, their alignment with teachers' developmental needs, and the perceived benefits of these practices. By focusing on teachers' perspectives, the study aims to provide nuanced insights into the dynamics of supervision and its role in shaping professional competencies. Although data collection and analysis have not yet been conducted, the study will adopt a mixed-methods approach. Quantitative surveys will be utilized to gather broad insights across various districts, while qualitative interviews and focus group discussions will delve deeper into individual and collective experiences. The findings of this study are anticipated to inform educational policymakers and stakeholders on the effectiveness of current supervisory practices. They will also guide the development of professional development frameworks tailored to the unique needs of public schools teachers in Ghana. By addressing these issues, the research aspires to contribute to the enhancement of teaching quality and learning.

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

Author:
Lucy Amanda ASAMOAH
Lingnan University

The Role of Ghana National Association of Teachers in Enhancing Teacher Professionalism, Competency and Teaching and Learning Delivery in Ghana

Teacher professionalism and competency are vital to enhancing educational quality and student learning results. This study examines the role of the Ghana National Association of Teachers (GNAT) in fostering teacher professionalism, competency, and teaching and learning delivery in Ghana. It specifically assesses the impact of GNAT's professional development (PD) programs, advocacy efforts, and policy interventions. The study employs a mixed-methods approach, integrating both quantitative and qualitative research designs.

The target population comprises 33,510 GNAT-affiliated teachers from the Bono, Bono East, and Ahafo Regions of Ghana. Using Cochran's formula, a sample size of 393 teachers was selected through stratified random sampling for the quantitative survey. Additionally, a purposive sampling technique was used to select five key informants—comprising GNAT officials, school administrator and teachers (a male and a female) for qualitative interviews. Data collection involved structured questionnaires for quantitative analysis and semi-structured interviews for qualitative exploration. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data underwent thematic analysis.

The study seeks to assess the extent to which GNAT's PD programs influence teacher competency, pedagogical skills, and instructional practices. It aims to explore challenges affecting the implementation of PD initiatives and identify opportunities for improvement. The study will contribute to the broader discourse on teacher professionalization in Ghana by offering insights for policymakers, education stakeholders, and teacher unions. The findings will inform strategies for strengthening GNAT's role in enhancing teacher development and educational quality.

Day 2 | Parellel Presentation - Session 13 15:15-16:30

Globalization and Policy Shifts in Higher Education

Author:
Shixiao WU
Lingnan University

Co-authors:
Fuyuan GUO
Yi WANG
Ziyuan XIE

Mobility Analysis of Chinese Students with Different Educational Levels in Japan: Based on the Push-pull Theory

Most previous research on international student mobility has focused on English-speaking countries. Few studies have focused on student mobility among non-English-speaking countries, and especially fewer comparative studies have been conducted on groups of international students with different educational levels. The purpose of this paper is to explore whether Chinese international students in Japan with different academic qualifications place different emphasis on push and pull factors based on push and pull theories, and to conduct a comparative study. It also complements existing studies by describing changes in the focus of attention of students at different levels of education and summarizing trends. The study used a mixed research method from the beginning to the end: a quantitative method to analyze the different groups' focus on push and pull factors by distributing questionnaires; and a qualitative method to conduct semi-structured interviews with representatives of representative student groups, which ultimately complemented each other to analyze the results. The results found that the three educational groups have different levels of concern for push and pull factors, and even show a certain trend of change with the increase in education, that is, with the increase in education, the concerns of Chinese students in Japan tend to shift from push and pull factors at the social level to push and pull factors at the individual level. These results not only supplement the shortcomings of existing studies, but also lay the foundation for future in-depth research.

Globalization and Policy Shifts in Higher Education

### Internationalization Beyond the Elite: How Two Mid-tier Universities in Taiwan Approach International Student Recruitment

Author:
Amelio QUETZAL
National Chung Cheng
University

While international student recruitment (ISR) has become important for internationalizing higher education, research has mainly focused on elite institutions, overlooking the distinct challenges of mid-tier higher education institutions (HEIs). This gap is significant as mid-tier HEIs often operate within complex environments where institutions have differentiated missions and budgetary allocations, shaping their internationalization approaches. Situated within Taiwan's stratified higher education system, this study examines how mid-tier Taiwanese HEIs conceptualize and implement ISR as part of their broader internationalization agenda. Using a multiple case study approach, this study analyzes institutional documents and interviews with senior leaders, middle managers, and administrative staff at two mid-tier Taiwanese HEIs. Drawing on Knight's internationalization framework alongside Marginson and Rhoades' glonacal agency heuristic, preliminary findings suggest that while these institutions aim to enhance their global standing, their ISR strategies are increasingly shaped by national priorities and resource limitations. At the institutional level, key organizational challenges emerge in governance (administrative constraints, institutional coordination), human resources (faculty engagement, capacity), and operations (recruitment mechanisms, student support). Despite these constraints, mid-tier HEIs actively develop ISR approaches through targeted partnerships, program specialization, and diversified recruitment strategies. Rather than merely adopting global ISR trends, these institutions craft internationalization strategies that reflect their unique position within a stratified and resource-constrained system. This study provides a more nuanced perspective on how non-elite, non-English-speaking HEIs operationalize internationalization within multiple levels of influence, broadening the discourse on ISR beyond top-tier institutions.

Day 2 | Parellel Presentation - Session 13   15:15-16:30

Globalization and Policy Shifts in Higher Education
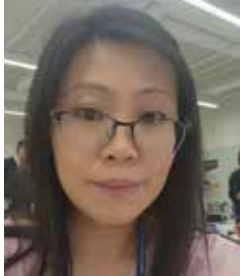
Author:
Huei-Chun YUAN
National Chengchi University

EMI Policies and Implementations across Higher Education Institutions in Taiwan: Are We Ready?

English-medium instruction (EMI) has become an essential strategy for higher education institutions (HEI) worldwide, particularly in non-English-speaking countries (Evans & Morisson, 2018). Implementing EMI aims to enhance global competitiveness, attract international students, foster academic collaboration, and so on. In 2021, the Taiwanese Ministry of Education (MOE, 2021) announced the start of bilingual education which promotes EMI courses in higher education. The number of EMI courses has increased and now constitutes 4.5 percent of courses offered in higher education. (Wu, 2023). However, the manner of EMI implementation varies across institutions, showing different practices in policy application, teaching effectiveness, and so on. Wu (2023) mentioned that EMI teacher training programs such as professional development (PD) in EMI lack adequacy while teaching strategies and EMI pedagogy lack consensus. With the growing prevalence of EMI in Taiwan, there is a need for a comprehensive understanding of its implementation across universities. Using a qualitative method, the current study explores how faculty perceieves EMI courses and implementation of EMI. The interview questions are developed based on the Roadmapping Framework (Dafouz & Smit, 2016) which considers EMI through three diminesions: langauge, academic, and institutional. This study provides insights and references for policymakers and educators for more effective implementation.

Globalization and Policy Shifts in Higher Education

Author:
Chaoming LEE
National Chengchi University

Development of Early Childhood Education in Higher Education in Taiwan Under the Influence of Low Birth Rates and Social Atmosphere

Since 2022, Taiwan has become the region with the lowest birth rate in the world, reaching only 1.1 per thousand. Among all educational stages, early childhood education (ECE) is the first to bear the brunt of the low birth rate. Therefore, many parents and students have begun to believe that the trend of declining birth rates will mean that after becoming ECE teachers, there will be no child to teach, affecting career choices; besides, parents and students perceive kindergarten teachers as having low status and high work pressure, further affecting university ECE department enrollment rates and student quality.

ECE-related departments in higher education should find breakthrough points to continue to develop. This has become an important issue for ECE higher education institutions and is the purpose of this research.

To address the research purpose, this study used literature analysis. Relevant data on enrollment rates, graduation rates, and workplace employment rates of ECE-related departments in universities were collected and analyzed.

Through the data collection and analysis of this research, there are two main findings: 1. Department heads of ECE-related programs all face recruitment challenges, with departments offering master's or doctoral programs being more severely affected; 2. Education authorities, in response to parents' childcare needs and to support the operation of ECE-related departments, have adopted two strategies: "expanding the number of childcare institutions" and "establishing more teacher training programs for kindergartens."

The implementation of education policies has still not addressed "increasing public support for early childhood education" and "encouraging young people to participate in early childhood education work," so ECE-related departments still need to continue thinking about strategies for resolution.

End of DAY 2

THE CREATE: A WORLD-CLASS HUB FOR INNOVATION AND LEARNING @M+ TOWER

Introduction of HSUHK
香港恒生大學簡介

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

The Hang Seng University of Hong Kong (HSUHK) is a non-profit private liberal-arts-oriented university. Adopting the unique **"Liberal + Professional"** education model, HSUHK aims to nurture young talents with critical thinking, innovative minds, caring attitudes, moral values and social responsibility.

香港恒生大學（恒大）是一所以博雅教育為主導的非牟利私立大學。恒大採用獨特的**「博雅 + 專業」**教育模式，致力培育青年成為具明辨思維、創新力量、人文關懷、道德價值和社會責任的人才。

Purpose 目的

Creating and transferring knowledge, grooming responsible leaders.
開創和傳授知識，培育負責任的領袖。

Vision 願景

Aspiring to be a leading non-profit private liberal-arts-oriented university in the region, recognised for excellence in teaching, learning and research, and for contributions to advancing our society and the world.

致力成為區內具領導地位並以博雅教育為主導的非牟利私立大學；並以卓越的教學、研究和服務，及推動社會與世界發展的貢獻而獲得認同。

Missions 使命

- To provide students with an all-round transformational and empowering educational experience through its **"Liberal + Professional"** education model;
- To advance knowledge and be committed to free enquiry and responsible scholarship;
- To nurture responsible global citizens and leaders with critical thinking, innovative minds, caring attitudes, moral values and social responsibility.

- 透過**「博雅+專業」**教育模式，為學生提供具備轉化及賦權力量的全面教育體驗；
- 促進新知，承諾自由探索及負責任治學；
- 培養具備明辨思維、創新力量、人文關懷、道德價值和社會責任的全球公民與領袖。

Motto 校訓

Erudition and Perseverance
博學篤行

Core Values 核心價值

Mutual Trust 互信
Value-addedness 增值
Innovativeness 創新
Caring Attitudes 關懷
Responsibility 責任

HSUHK at a Glance
香港恒生大學概覽

TOP 10
Universities in Hong Kong
中國香港高校前10名

QS Asian University Rankings 2024
QS亞洲大學排名 2024

TOP 6%
Business School in the World
全球首6%商學院

AACSB accredited
國際商學院促進協會認證

TOP 200
Worldwide on "Quality Education",
"Decent Work and economic growth"
「優質教育」、「良好工作和經濟增長」

THE University Impact Rankings 2021
英國泰晤士高等教育—大學影響力排名2021

2023 AppliedHE™
1st **in the Greater China region**
大中華地區整體

- **1st in Employability** 畢業生就業能力
- **3rd in Research** 研究
- **5th in Community Engagement** 社區貢獻

ASEAN+ Private University Assessment
「東盟地區＋」私立大學評鑑

Academic and Research Strengths 學術及研究優勢

2024 Best Universities Ranking in the below disciplines in China
頂尖大學排名於以下學科領域的全國排名

21st **Business and Management**
商業與管理

24th **Social Sciences and Humanities**
社會科學與人文

30th **Economics and Finance**
經濟與金融

Research.com 2024

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

HSUHK - The First University in Greater China Region
Joins the Global Climate-U Network Promoting
SUSTAINABILITY

Graduate School
研究生院

研究生院
GRADUATE SCHOOL

Graduate School of The Hang Seng University of Hong Kong (HSUHK) serves as an academic support unit that provides academic guidance as well as professional administrative support to postgraduate students and staff. Established in July 2024, Graduate School is responsible for overseeing admissions, ensuring quality assurance, and offering various events to enrich students' learning experiences.

香港恒生大學研究生院作為學術支援部門，為研究生和教職員提供學術指導和專業行政支援。研究生院成立於2024年7月，負責監督招生、確保品質保證並提供各種活動來豐富學生的學習體驗。

Graduate School is committed to creating a supportive environment that aligns with the University's unique **"Liberal + Professional"** education model, to cultivate caring professionals with a global vision. It promotes interdisciplinary learning and actively facilitates participation in regional and international research events.

研究生院致力創造一個多元的學習環境，契合香港恒生大學獨特的「**博雅+專業**」教育模式，培養具全球視野的專業人才，既能胸懷世界，亦能關心他人。研究生院推動跨學科學習，積極鼓勵學生參與地區和國際研究活動。

CHER 2025 - Venue Locations

Day 1: The Hang Seng University of Hong Kong

(14)

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

Side Veune: 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

小瀝源村
Siu Lek Yuen Village

N

廣源邨
Kwong Yuen Estate

北校園 North Campus
1 偉倫廣場 Wei Lun Square
2 林大輝鐘樓 Lam Tai Fai Clock Tower
3 何善衡教學大樓 (A) S H Ho Academic Building (A)
4 恒大咖啡閣 (餐廳) HSUHK Cafe (Canteen)
5 李兆基綜合大樓 (B) Lee Shau Kee Complex (B)
6 B餐廳 B Canteen
7 元會堂 Old Hall
8 教職員宿舍 Staff Quarters
9 創意人文館 (CR) Creative Humanities Hub (CR)

中央廣場 Central Plaza
10 約誼/有恒軒 (餐廳) Rendezvous/The Always (Canteen)

袁炳濤校園 Yuen Campus
11 M座 M Building
12 道生廣場 The Way
13 葉傑全袁玉瓊伉儷大禮堂 (CH) Yip Kit Chuen and Yuen Yuk Hing Hall (CH)
14 利國偉教學大樓 (D) Lee Quo Wei Academic Building (D)
15 羅詩潔珊樓 (N) Lo Hui Kit San Building (N)
16 香港恒生大學賽馬會住宿書院 HSUHK Jockey Club Residential Colleges

圖4
往香港恒生大學
To HSUHK

巴士/小巴站 Bus/Minibus Stop
行人入口及無障礙通道 Pedestrian Entrance And Barrier-free Access
車輛入口 Vehicle Entrance

前往香港恒生大學 Visit HSUHK

Day 2: The Create, Town Center of HSUHK

M+ 15/F, M+, West Kowloon Cultural District, 38 Museum Drive, Kowloon

Notes

Notes

The Hang Seng University of Hong Kong
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