Comparative Education Society of Hong Kong (CESHK) Annual Conference 2013

香港比較教育學會2013年度學術年會

EDUCATIONAL REFORM AND SOCIAL CHANGE:
EAST-WEST DIALOGUE

教育改革與社會變遷 — 東西方對話

Conference Program

23 February 2013

Yasumoto International Academic Park,
The Chinese University of Hong Kong

香港中文大學康本國際學術園

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Welcome to the Chinese University of Hong Kong.

The Faculty of Education of The Chinese University of Hong Kong is pleased to be the host of the CESHK Annual Conference 2013. The conference theme of "Educational Reform and Social Change: East-West Dialogue" is both timely and important. Around the world we are witnessing a rapid process of social change that has been accelerated by advances on many fronts including breakthroughs on information and communication technologies. In education, reforms have been implemented in the last decade in many parts of the world involving changes in curriculum, assessment, pedagogy, leadership, accountability, and teacher preparation. Hong Kong is a case in point where a large scale education reform has just been implemented resulting in substantial and structural changes in secondary and post-secondary education (e.g., new 3-year senior secondary school curriculum).

Education reforms are anchored in our social and cultural context. In Hong Kong, education has long been influenced by both Eastern and Western cultural values, as well as waves of social and economic changes occurring locally, nationally, and globally. We are very pleased that the CESHK Annual Conference has attracted educational experts from around the world to present their latest research findings on education reforms and social changes. The various keynote addresses and presentations will deepen our understanding on the interlocking relationship between education and social changes and shed light on the complex process involved in coping with changes and reforms.

The CESHK Annual Conference 2013 will engage researchers for dialogues that go beyond East-West perspectives. The Conference will take advantage of the diverse international backgrounds of participants and generate cross-cultural, cross-national, and multicultural exchanges and dialogues. International perspectives in education will enrich our understanding of education, cultivate collaborations on educational research and intervention, and identify multiple approaches to solving local educational concerns and issues. We are excited that the CESHK Annual Conference is a platform where international perspectives on education are facilitated and examined through the angle of comparative education.

Our warmest welcome to all local and international participants. We look forward to a successful and rewarding CESHK Annual Conference 2013.

Alvin S.M. Leung, Dean and Professor
Faculty of Education, Chinese University of Hong Kong

On behalf of the Department of Educational Administration and Policy (EAP), CUHK and our colleagues, I sincerely welcome all of you to the CESHK Annual Conference 2013.

The EAP Department is an established department with an enviable record of providing quality teaching, research and professional services to the educational communities in Hong Kong, mainland China, Asia-pacific regions and the broader international societies. Our mission is to prepare collaborative, proactive and socially aware educators and educational leaders committed to improving the quality of education in a variety of shifting and increasingly diverse societal, organizational and global contexts. I have to acknowledge CESHK's trust in supporting the organization and delivery of this international conference on the Chinese University campus. It has provided us an opportunity to extend our mission and to build a forum for the exchange of ideas and views among scholars from all over the world.

The Conference theme chosen this year is particularly meaningful and significant to Hong Kong and its education system. Hong Kong was a British colony from 1842 and has returned to China since 1997. Hong Kong has been adopting the British education system for a very long time and there is a mix of Eastern and Western cultures. Today Hong Kong, as the Special Administrative Region (HKSAR) of China, has its own government and laws and it is ruled under the historically unprecedented policy of 'One Country, Two Systems'. This conference will surely provide a platform to continue the east-west dialogue among researchers, practitioners and policymakers and to search for new horizons for educational reform in the era of globalization.

The fact that we received over 170 proposals from over 20 countries and areas, clearly exemplifies the international significance and response to CESHK 2013. I expect this very enthusiastic participation reaches fruition. I am confident that you have chosen the right venue for academic and scholarly exchanges and to continue this journey. I hope to have an opportunity to talk to you during our time together and to share views and experiences in the quest for quality education.

Welcome all of you; thanks for your presence and we wish you a prolific and inspiring conference.

Nicholas S.K. PANG, Chairman and Professor
Department of Educational Administration and Policy
Faculty of Education, Chinese University of Hong Kong

Welcome to you all to the CESHK Annual Conference 2013!

The CESHK is a dynamic and fast-growing community, and its annual conferences offer us great opportunities to share together. Comparative education serves as a unique lens that empowers us to understand the changing reality, but our mission is even broader. Drawing on the virtues of this approach and perspective, we are provoked to reflect on how educational reform in various contexts may lead to a new future for our younger generation in particular and bring a renewed hope for humankind in general.

The conference theme this year is "Educational Reform and Social Change: East-West Dialogue," aiming at a communicative platform for the exchange of various ideas and actions for development in this shrinking globe where there is much confusion and we are all facing new uncertainties. This conference provides a special fit for the dialogue among educational reformers, practitioners and thinkers from the Asia-Pacific Region and the rest of the world. What we debate today will ensure us a better way to re-envisage our global community tomorrow.

To have friends come afar is a joy, is it not? It is my great honor and joy to extend my appreciation, on behalf of the CESHK Executive Committee, to our distinguished keynote speakers and rest of you, for your valuable contributions to this conference. I urge, then, in giving richer meaning to the needed dialogue between the East and West, all of us to make the most of our participation in this event. Let us explore each other's company and also enjoy the many delights Hong Kong has to offer.

My hearty thanks go to the Organizing Committee and student volunteers who have devoted endless hours to put together for us a great event today. Special thanks also go to the Chinese University of Hong Kong as our sponsor and the University of Hong Kong and the Hong Kong Institute of Education as co-sponsors.

I wish you all an enjoyable day at the conference and an unforgettable stay in Hong Kong.

Jun LI
President of CESHK

Time	Event	Venue
0800-1645	Registration	Common Area, LT4-6 (YIA)
900-0925	Opening Show Welcome speeches by CUHK Opening Address by Dr. Jun Li (President of CESHK)	LT6 (YIA)
0925-1035	Keynote 1: Filomena DAYAGBIL (Cebu Normal University, the Philippines) Keynote 2: Atsushi MAKINO (University of Tokyo, Japan) (Chair: Mr. Roger Chao Jr.)	LT6 (YIA)
1035-1050	Annual General Meeting (AGM)	LT6 (YIA)
1050-1110	Tea/Coffee/Snacks	Common Area, LT4-6 (YIA)
1110-1220	Parallel Sessions 1	YIA/WMY
1225-1320	Parallel Sessions 2	YIA/WMY
1320-1430	Lunch	Common Area, LT4-6 (YIA)
1430-1525	Parallel Sessions 3	YIA/WMY
1530-1625	Parallel Sessions 4	YIA/WMY
1625-1645	Tea/Coffee/Snacks	Common Area, LT4-6 (YIA)
1645-1830	Keynote 3: Thomas H. C. LEE (National Tsing Hua University, Taiwan) Keynote 4: Nicholas Sun Keung PANG (Chinese University of Hong Kong) Keynote 5: David POST (Pennsylvania State University, the U.S.) (Chair: Dr. Jun Li)	LT6 (YIA)
1830-1835	Closing Ceremony (Dr. Jun Li)	LT6 (YIA)

YIA: Yasumoto International Academic Park (康本國際學術園)
WMY: Wu Ho Man Yuen Building (伍何曼原樓)

KEYNOTE SPEECH 1

Collaborative Engagement among Teacher Education Institutions in the Philippines in the Context of K to 12

Filomena T. DAYAGBIL
College of Teacher Education
Cebu Normal University, the Philippines

Abstract   Quality education in the Philippines remains elusive at the turn of the 21st century. The dismal performance of students in national and international examinations is alarming. The educational system is characterized by a congested basic education curriculum that results to students' insufficient mastery of content and skills. Cognizant of the urgent concern to improve quality, the Department of Education has implemented the K to 12 Basic Education Program. It is an educational reform that seeks to provide quality 12-year basic education for every Filipino. K to 12 is not a panacea to the problems of Philippine education. However, research findings claim that the new curricular reform is an important step towards quality and global competiveness.

Critical to the successful implementation of the K to 12 is the role of teacher education institutions since quality education requires quality teachers. The new generation of learners, the demands of the global economy, the scientific and technological developments are storm warnings for teacher education with winds of change imperative. Though varied and diversified, the teacher training institutions collaboratively engage in curricular revisions to position teacher education globally. At the heart of the proposed curriculum is the shared vision of developing the teacher as an educated person, a reflective practitioner, and discipline grounded specialist who can effectively respond to the 21st century challenges.

Bio-sketch   *Filomena T. DAYAGBIL is Dean and a professor of the College of Teacher Education at Cebu Normal University and the Chair of the Philippine Association for Teacher Education (PAFTE) in Region VII. She earned her degree Doctor of Education major in Educational Management in Cebu Normal University. She was the recipient of the Best Dissertation Award and Medal of Excellence Award for outstanding research work. She was a course tutor of the International Distance Education for the Teaching of English as a Second Language by the Regional Language Center (RELC), Singapore. She became the flexible learning tutor of the Program on Excellence in School Leadership among Principals sponsored by Southeast Asian Ministers of Education Organization (SEAMEO) Innotech and the Department of Education. She is a writer, lecturer and researcher. She has written books and articles in professional education. Her research interests include curriculum development, student teaching, and lifelong learning. She teaches curriculum development, and other professional education subjects in the undergraduate and research and management courses in the graduate studies.*

KEYNOTE SPEECH 2

"Kidzuna (Solidarity)" – Re-Building Society through Lifelong Learning: The Character of Learning and Society in Japan

Atsushi MAKINO 牧野　篤

University of Tokyo, Japan

Abstract Japanese society is facing three big structural transformations. Besides changes in age structure due to demographic aging, the other related changes are employment insecurity as a result of changes in industrial structure, and the change in local government structure from centralized administrative system to independent local governments. These structural changes have resulted in the severing of "solidarity" among the people and isolation with the break-down of social bonds. Under such social transformations, lifelong learning policy has become an important strategic tool for the government to mobilize the people and regain social integration. Since the beginning of the twenty-first century, the direction of lifelong learning policy has started to change from "community building for lifelong learning" into "community building through lifelong learning", i.e., promoting lifelong learning to mobilize residents as a whole and to re-unify their community. Through this change, lifelong learning becomes an activity where people engage not merely as citizens, but more as residents and activists in their community. One feature of lifelong learning practices at the community level emphasizes grassroots residential exchanges as the catalysts for the re-building of a new community. The presentation will provide a few examples of such re-building projects of communities. In this process, we can see that people become a communal existence that they generate in their relationship with others, and knowledge is constantly generated as an excessive and perpetually recombined constitution of mutual recognition among residents. Here, the base-layer municipality is no longer the government for controlling and protecting the residents but changes to a circulating and constitutive power that is perpetually re-constructed by residents. It builds the networks of communities, where "learning" becomes the very existence of individuals and "weak" people are connected to create a "strong" community through the making of new "kidzuna" (solidarity).

Bio-sketch   *Atsushi MAKINO is a professor of lifelong learning in Graduate School of Education, the University of Tokyo. As also a researcher on China's education system, he is a visiting professor of East China Normal University, Liaoning Normal University and Minzu University of China. He is one of the executive directors of Japan Education Research Association and The Japan Society for Studies in Adult and Community Education. Professor Makino has strong interest in the development of lifelong learning in the context of Japan's social change and the emergence of the concept of key-competences or core-competences in the context of Japan as a de-centralizing and diversifying society. He has been involved in the reform of administrative system and educational system, especially lifelong learning system of Japan's local level government. Some of his recent related book publications (in Japanese) are Our Living Society and Lifelong Learning (2012), Daigaku Kyoiku Shuppan Publishing (Yokohama), Essays on the Possibility of Desire for Co-Recognition and Excessive Self-Narratives (2011), The University of Tokyo Press (Tokyo), Learning of Elder People and Society (2009), Keiso Shobo Publishing (Tokyo).*

KEYNOTE SPEECH 3

The Significance of Comparative History for Educational Studies: Reflections on Traditional Chinese Experiences

Thomas H. C. LEE 李弘祺

National Tsing-hua University, Taiwan

Abstract   History of education is an important part of educational study, because it is the best way to help us define the role a civilization's educational experiences plays in world history. Comparative studies of different educational experiences will throw light on the unique character and values of a civilization's own thinking and practice of education. It shall also enable the states better to make decisions on educational or strategic decision for their own societies. Since the educational process of humans takes up at least a half of the time of his life, it is important that we also employ holistic approach as well, taking into account the many facts that traditionally were not considered as educational, such as functional literacy, government's control mechanism and indoctrination, or religious instruction and training. Issues related to the teaching of a modern world's citizen are complex and multitudinous; they require us to use historical knowledge, broadly defined, to contextualize them in time, so as to help us to have better imagination of the future. These holistic approaches are best conducted within a comparative consciousness. In this speech, the speaker shall try to list a few interesting examples, taken from China's traditional education, in light of my thinking in comparative light, to illustrate the point.

Bio-sketch   *Thomas H. C. LEE holds a Ph.D. from Yale (1974) and taught at the Chinese University of Hong Kong (1974-1991), and the City University of New York (1991-2008) where he is the first historian on East Asia to join its Graduate Ph.D. Program in History. In 2002-2005, he was a Visiting Chair Professor in National Taiwan University. In 2008, he took early retirement from The City University and became a Chair Professor of Taiwan's Chiao-tung University. He is now Chair Professor of History in National Tsing-hua University, after retiring from Chiao-tung. Professor Lee's researches concentrate in Chinese educational and intellectual history. He has edited and published widely on the subject, notably* Education in Traditional China, a History *(Brill, 2000) and* Government Education and Examinations in Sung China *(Chinese University Press, 1985), both are available in Chinese revised versions. Professor Lee is very active in scholarly field. He has served positions in International Congress of Historical Science (2001-2005), and was an international adviser to the University of Tokyo Project on Maritime East Asia (2005-2010).*

KEYNOTE SPEECH 4

East-West Dialogue: When Confucianism Meets Globalization

Nicholas Sun-keung PANG 彭新強

Chinese University of Hong Kong

Abstract   Globalization has brought a paradigm shift in educational administration, management and leadership in many countries. In Chinese societies, under the impacts of globalization, people are always confronted with the choice of traditional Confucian ethics and values of hierarchical relationship, collectivism, humanism, and self-cultivation in educational administration or the so-called new values of competitive relationship, market, choice, efficiency, flexibility, and accountability. With China's accession to the World Trade Organization (WTO) in 2001, the confrontation of the two ideologies is becoming more prominent and severe. An empirical comparative research into the practice of Confucian ethics and values in Shanghai and Hong Kong schools was carried out. Findings show that a stronger orientation to Confucianism was found in Shanghai school organizations than in Hong Kong school organizations. However, under the impacts of globalization, school leaders are now probing more into the instrumental values of market, choice, competition, efficiency, flexibility and accountability rather than the traditional Confucian ethics and values in recent educational reforms. There are questions of whether Confucianism has a good or bad influence on educational administration, management and leadership and whether globalization will lead to development or division in education. Further research will be needed in order to answer these controversial issues.

Bio-sketch   *Nicholas Sun-keung Pang is Chairman and a Professor of the Department of Educational Administration and Policy at the Chinese University of Hong Kong, the Director of the Hong Kong Centre for the Development of Educational Leadership (HKCDEL) and was former Chairman of Hong Kong Educational Research Association (1999-2011). Prof. Pang specializes in educational administration, management and leadership, as well as school effectiveness and improvement and he has been publishing widely, locally and internationally.*

KEYNOTE SPEECH 5

Rank Scholarship Comes to Hong Kong

David POST

Pennsylvania State University, U.S.

Abstract   Today's scholars of comparative education often feel limits on their freedom to select topics, methods, and language media when we publish research; these limits affect how we choose to invest our time and creativity. Today's limits are not imposed by government censorship or state hegemony but, instead, by our own systems of higher education governance and financing. They are imposed by our tacit acceptance of the validity of research assessment exercises and other expressions of the new managerialism. These, combined with a mercenary expedition into academic life by commercial publishing, orient us both to topics and to media. The result deeply affected our personal evaluations of worth, and our growing confusion between intrinsic and extrinsic value. This paper is a self-reflective vision of how the "ranking" mania has distorted our field, and it is also an invitation to engage in purposeful inquiry about the impact of journals and ranking. I raise questions about the evolution of language media and the reward system in Hong Kong, and suggest a comparative framework for appreciating the differences between higher education systems in terms of their functionality for particular language and cultural communities.

Bio-sketch   *David POST studied comparative education at the University of Chicago in the 1980s, following his experiences teaching in the U.S. and in Peru. He later researched the demand for higher education in Latin America, as well as the role of universities in systems of social stratification. He is interested in the definition of communities and in the ways that schools might promote or diminish students' identification with the national or the world community. He has also studied the impact of education policy on access to education in Hong Kong, using census data going back to 1971. In June 2013 he will finish his second (and final) term of editing the journal, Comparative Education Review. He has worked at various universities over the years, including Chinese University of Hong Kong and the University of Science and Technology (as a Fulbright Scholar). Currently he teaches at Penn State University.*

FOR PRESENTERS 報告者指南

1. Please bring hard copies of your ppt for distribution (usually around 15-30 copies). If your paper is not ready for presentation at the conference, please submit it for the consideration of publication in *Comparative Education Bulletin* to ceshk.secretary@gmail.com as soon as possible, or no later than April 30, 2013.

   請準備 10-25 份報告 ppt。如果論文暫時未能作大會交流，請於 4 月 30 日之前或更早向大會秘書処提交（ceshk.secretary@gmail.com），供《比較教育通訊》審稿發表之用。

2. Please keep your presentation on time by watching the time cards shown to you, and serve as the timekeeper for the presentation of other participants at your session if needed.

   請在做報告時掌握時間，特別注意時間牌的提醒。如有需要請為同一並行組會議的其他報告者掌握時間。

FOR CHAIRS/CO-CHAIRS 會議主席或共同主席指南

1. Introduce yourself and presenters at the first session.

   請介紹您及其他報告者。

2. Keep your presenter(s) on time using the time cards as necessary, and ask the first presenter, other participant, or the student helper to be the timekeeper for your own presentation.

   請用時間牌提醒本組的報告者守時。也可以請第一位報告者、其他報告者或學生志願者幫您掌握您做報告的時間。

3. Leave 5-10 minutes for questions and answers after all presentations are finished.

   請確保本組的所有報告結束後有 5-10 分鐘作爲答問環節。

4. Ensure the session finishes on time and thank the audience for participating.

   確保本並行組會議按時結束，並感謝各位參與者。

| CS1.1 | PANEL 1 | 11:10-12:30 | YIA LT6 |

EDUCATION AND GLOBAL CULTURAL DIALOGUE: A TRIBUTE TO RUTH HAYHOE

Chair: Mark BRAY

Presenters: Yeow-Tong CHIA (University of Sydney)

Qiang ZHA (York University, Canada)

Rui YANG (University of Hong Kong)

David POST (Penn State University)

| CS1.2 | PANEL 2 | 11:10-12:45 | YIA 507 |

HIGHER EDUCATION RESEARCH AS A STUDY FIELD IN ASIA

Chair: Jisun JUNG

Presenters: Hugo HORTA (Technical University of Lisbon)

Akiyoshi YONEZAWA (Nagoya University)

Shuangye CHEN (Chinese University of Hong Kong)

Sheng-Ju CHAN (National Chung Cheng University)

Jisun JUNG (University of Hong Kong)

| CS1.6 (Chinese Session) | PANEL 3 | 11:10-12:20 | YIA 511 |

CHINA-AFRICA COOPERATION: EDUCATION AND INTERNATIONAL DEVELOPMENT

Chair: LI, Yuqiu

Presenters: Lou Shizhou; Peng Zili 樓世洲、彭自力 (Zhejiang Normal University)

NIU, Changsong 牛長松 (Zhejiang Normal University)

WAN, Xiulan 萬秀蘭 (Zhejiang Normal University)

LI, Yuqiu 李育球 (Zhejiang Normal University)

| CS3.1 | PANEL 4 | 14:30-15:50 | YIA LT6 |

LABOUR MARKET NEEDS: A DIALOGUE BETWEEN EAST ASIA AND EUROPE

Chair: Sheng-Ju CHAN

Presenters: Ka Ho MOK (Hong Kong Institute of Education)

Andy GREEN (University of London)

Sheng-Ju CHAN (National Chung Cheng University)

Cheng-Cheng YANG (National Chiayi University)

Chuo-Chun HSIEH (University of Bath)

| CS4.6 | PANEL 5 | 15:30-16:25 | YIA 511 |

HIGHER EDUCATION AS A GLOBAL BRIDGE: HISTORY, REALITY AND PROSPECTS

Chair: David POST (Penn State University)

Discussant: Mark BRAY (University of Hong Kong)

Presenters: Aisi LI (Higher Education Columnist of UK Chinese Times)

Cristina PINNA (University of Cagliari)

Jun LI and Liyuan CHEN (Chinese University of Hong Kong)

CONCURRENT SESSION 1

CONCURRENT SESSION 1	11:10-12:20

CS1.1	PANEL 1	11:10-12:30	YIA LT6

EDUCATION AND GLOBAL CULTURAL DIALOGUE: A TRIBUTE TO RUTH HAYHOE
Chair: Mark BRAY

Paper 1: Historicizing Comparative and International Education, and Internationalizing History of Education: A Personal Reflection on Ruth Hayhoe's Call for Cultural Dialogue
Yeow-Tong CHIA (University of Sydney)

Paper 2: Transnational Higher Education in China: Towards a Critical Culturalist Research Agenda
Qiang ZHA (York University, Canada)

Paper 3: Education and Global Cultural Dialogue: Analyses of the Chinese Knowledge Diaspora at a Major Canadian University
Rui YANG (University of Hong Kong)

Paper 4: Parallel and Diverging Paths: Hong Kong Higher Education and Ruth Hayhoe
David POST (Penn State University)

CS1.2	PANEL 2	11:10-12:45	YIA 507

HIGHER EDUCATION RESEARCH AS A STUDY FIELD IN ASIA
Chair: Jisun JUNG

Paper 1: Higher Education Research in Asia: A Scientometrics Perspective
Hugo HORTA (Technical University of Lisbon)

Paper 2: The Changing Role of Japanese Comparative Higher Education Research in the Global Era
Akiyoshi YONEZAWA (Nagoya University)

Paper 3: Higher Education Research as a Field in China: Trajectory and Challenges
Shuangye CHEN (Chinese University of Hong Kong)

Paper 4: Higher Education Research Community in Taiwan: An Emerging Field?
Sheng-Ju CHAN (National Chung Cheng University)

Paper 5: The Evolution of Higher Education Research in Korea
Jisun JUNG (University of Hong Kong)

CS1.3 (Chinese Session)	Paper Presentation	11:10-12:20	YIA 508
Chair: SUN, Qilin 孫啟林		Co-chair: TIAN, Linghui 田淩暉	

阿姆斯特丹大學治理結構剖析及啟示
程接力（北京師範大學）

Rationally Treat the University Rankings' Rights and Wrongs: Based on the Comprehensive Analysis on QS University Ranking System 理性看待大學排名的是與非
LIU, Qiang; DING, Ruichang 劉強、丁瑞常 (Beijing Normal University)

Turning around the Low-performing Schools in A Service–Oriented Government Context: Policy Analysis on Empowered Administration 服務型政府建設背景下的薄弱學校品質改進——委託管理政策分析
TIAN, Linghui 田淩暉 (Fudan University)

Build and Run the Confucius Institute in the Context of Social Transformation: Ties and Bridges of the East and West 社會轉型背景下的孔子學院構建與運行——東西方的紐帶與橋梁
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Chair: YAMATO, Yoko 大和洋子		Co-chair: ZHOU, Yisu	

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LO, Yat Wai (Hong Kong Institute of Education)

The parent gap: Family involvement of private tutoring in Chinese societies
ZHOU, Yisu (University of Macau)

The Out-of-School Private Educational Services in Japan and Their Roles in the Public Education Sector
YAMATO, Yoko 大和洋子 (Hong Kong University, Lecturer at Toyo-Eiwa University)

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Chair: LI, Kongzhen		Co-chair: LUO, Lan	

On the Reform and Development of Faculty Initial Training in Chinese Mainland during the Social Transition Period
社會轉型期中國大陸高校教師入職培訓改革與發展研究
ZHAO, Huijun; WANG, Fu-Rong 趙惠君、王芙蓉 (National University of Defense Technology)

An Important Measure for School Improvement--Teachers' Performance Management 學校改進的關鍵——實施教師績效管理
LI, Jiaping; LI, Tianying 李佳萍、李天鷹 (Northeast Normal University)

Review of the Study of Domestic and Foreign University Teacher Selection System 國內外大學教師選聘制度研究述評
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CS1.6 (Chinese Session)	PANEL 3	11:10-12:20	YIA 511
CHINA-AFRICA COOPERATION: EDUCATION AND INTERNATIONAL DEVELOPMENT			

Chair: LI, Yuqiu 李育球

Paper 1: The Path Choice of the Development of Higher Education in Africa under the Perspective of Globalization 全球化視野下非洲高等教育發展的路徑選擇
Lou, Shizhou; Peng, Zili 樓世洲、彭自力 (Zhejiang Normal University)

Paper 2:Higher education fair reform and social change in South Africa 南非高等教育公平改革與社會變遷
NIU, Changsong 牛長松 (Zhejiang Normal University)

Paper 3: Education in Africa regional development strategy and its significance on China-Africa Cooperation 非洲教育區域化發展戰略及其對中非合作的意義
WAN, Xiulan 萬秀蘭 (Zhejiang Normal University)

Paper 4: Africa Pedagogy Construct Preliminary Comparative Education Research Meta-Paradigm 比較教育研究元範式下非洲教育學建構初探
LI, Yuqiu 李育球 (Zhejiang Normal University)

CS1.7	Paper Presentation	11:10-12:20	WMY302
Chair: LAU, Tracy Chui Shan		**Co-chair: SHI, Lili**	

Education as a Force for Social Change
SARAVANAKUMAR, S. (Gobi Arts & Science College, India)

University-Industry Relationships in China: Evidence from Case Studies of Shanghai Jiaotong University
SHI, Lili (Nagoya University)

Comparing Colonial and Postcolonial Pro-Beijing National Education
LAU, Tracy Chui Shan (Hong Kong Baptist University)

CS1.8 (Chinese Session)	Paper Presentation	11:10-12:20	WMY401
Chair: TZENG, Sy-yi		**Co-chair: PENG, Yongxin**	

Family Background, School Resources and Student's Academic Achievement: Empirical Study Based on Pisa 2009
HOU, Yuna 侯玉娜 (Chinese University of Hong Kong)

Sophisticated Review of the Implementation of the Effectiveness of Teaching in Taiwan: Nantou County 台灣精進教學實施成效之檢討──以南投縣為例
LIU, Yung-chien 劉永健 (Jinan University in Taiwan)

To Open Four Places of Education Dialogue, to Create a Greater China Education District Brilliant 開啟兩岸四地教育對話，開創大中華教育區輝煌
PENG, Yongxin 彭永新 (Taiwan Normal University)

Study of Implementing Environmental Education into the Graphic Communication Curriculum in Taiwan
TZENG, Sy-yi; HAN, Feng-Nien (National Taiwan Normal University)

CS1.9 (Chinese Session)　　　　**Paper Presentation**　　　　**11:10-12:20**　　　　**WMY404**
Chair: ZHANG, Limin　　　　　　　　　　　　　　　　　**Co-chair: LI Jie**

在均衡中求發展
BAO, Fengqi 包逢祺 (江蘇省如皋市丁堰小學)

全民教育背景下發達國家脫盲教育對我國的啟示
DENG, Yunqing; CHEN, Shuling; SU, Haiyun; LI, Jing 鄧韻卿、陳舒玲、蘇海韻、李靜 (South China Normal University)

東西方視角下教育機會均等的發展趨勢
LI, Jie; CHEN, Xiaofei; WU, Jingjing; WU, Yufang 李潔、陳曉菲、吳晶晶、吳育芳 (South China Normal University)

1978~2010 年我國中小學教師隊伍結構與工作環境的變遷研究——基於 1978~2010 年《中國教育統計年鑒》統計資料
ZHANG, Limin 張麗敏 (香港中文大學)

CS1.10 (Chinese Session)　　　　**Paper Presentation**　　　　**11:10-12:20**　　　　**WMY405**
Chair: WANG, Ying 王穎　　　　　　　　　　　　　　**Co-chair: ZHANG, Guiju** 張桂菊

Urbanization, Demographic Change and the Allocation of Educational Resources - 21st Century Challenges for the Beijing Municipal Education Development
城市化、人口變遷與教育資源配置——21 世紀以來北京市教育發展的挑戰與應對
MA, Jiansheng; WU, Jiani 馬健生、吳佳妮 (Beijing Normal University)

港澳臺"多言多語"教育政策的比較研究
ZHANG, Guiju 張桂菊 (South China Normal University)

淺析中國大學通識教育的背景、現狀及發展趨勢
LI, Rui; LI, Jing; ZHAN, Yuanyuan 李睿、李靜、湛園園 (South China Normal University)

Meta-evaluation of Compulsory School Evaluation Programs in China's Basic Education Stage
中國基礎教育階段學校督導評估方案的元評估研究
WANG, Ying 王穎 (Chinese University of Hong Kong)

CS1.11　　　　　　　　**Student Workshop 1**　　　　**11:10-12:20**　　　　**WMY501**
Chair: OUYANG, Yuxiang 歐陽玉湘　　　　　　　　　**Co-chair: SUN, Guoyuan** 孫國嫄

Transnational higher education in Mainland China: Special forms and implications
HAN, Xiao (Hong Kong Institute of Education)

Internationalization of Japanese Higher Education
SUN, Yanan (University of Hong Kong)

Imagination of an Alternative Social Change through Education: a Study of a Youth Volunteering Programme in the Non-formal Education Sector in China
SUN, Guoyuan 孫國嫄 (Lingnan University, Hong Kong)

Internationalization Strategy of Chinese Research Universities: A Case Study Based on a School Business School in Shanghai 中國研究型大學的國際化策略——一個基於上海 A 校商學院的案例研究
OUYANG, Yuxiang 歐陽玉湘 (Shanghai Jiao Tong University)

CS1.12	Student Workshop 2	11:10-12:20	WMY503
Chair: SALAS PILCO, Sdenka Zobeida		**Chair: PHIATHEP, Phimpha**	

A Comparative Study of Education to Support ASEAN Community between Thailand and the Lao People's Democratic Republic (Lao PDR.)
PANJANA, Penphaka; NETTHANOMSAK, Teerachai (Khon Kaen University)

Comparative Education for ensuring to the ASEAN Community. Case study: Lao PDR – Thailand Kingdom
PHIATHEP, Phimpha; NETTHANOMSAK, Teerachai (Khon Kaen University)

Empowering rural children and community through collaborative design of learning activities
SALAS PILCO, Sdenka Zobeida (University of Hong Kong)

CS1.13	Paper Presentation	11:10-12:20	YIA506
Chair: WONG, Koon Lin		**Co-chair: HUANG, Guankai**	

Mathematical Properties in Solutions of SuDoKu Puzzles
BALO, Vincent Theodore (Cebu Normal University)

School Dress Code: Perception of Bangladesh People
CHOWDHURY, SumaiyaKhanam (University of Dhaka)

Thailand Remote Television Education for Primary and Secondary Schools in Remote Areas 泰國面向邊遠地區中小學的遠程電視教育
HUANG, Guankai 黃冠凱 (South China Normal University)

Teachers' Beliefs & Perceptions of Moral, Civic and National Education in Preparing Students to Citizens: Hong Kong Case
WONG, Koon Lin (Linnie) (Hong Kong Institute of Education)

CONCURRENT SESSION 2

CONCURRENT SESSION 2		12:25-13:20	
CS2.1 (Chinese Session)	**Paper Presentation**	**12:25-13:20**	**YIA 506**
Chair: ZHENG, Jia 鄭佳		**Co-chair: ZHANG, Xiaolei 張曉蕾**	

Education Improvement of National Reform and Social Reform: U.S. Department of Education, the State and Society Ecological Collaborative Evolution
教育改進、國家改革、社會改良—— 美國教育、國家與社會的生態化協同演進
FU, Songtao 傅松濤 (University of Hebei)

Talk on the Implementation of the Current School-based Teacher Learning Chinese Mainland Policy
對當前中國大陸校本教師學習政策執行的議論
ZHANG, Xiaolei 張曉蕾 (Chinese University of Hong Kong)

The Mission of Social Transition, China Comparative Education
ZHENG, Jia 鄭佳 (South China Normal University)

CS2.3	Paper Presentation	12:25-13:20	YIA 508
Chair: LEE, Moosung		**Co-chair: OBAOB, Geronimo**	

Mainland China International Understanding Education Research and Practice 中國內地的國際理解教育的研究與實踐
HE, Dong 何東 (South China Normal University)

Impact of Motivation on Out of School Youth's Academic Achievement: An Instructional Redirection
OBAOB, Geronimo, GenalenPepito, Lelani Cabarrubias, Emma Songahid, Jessica Moroscallo, Imelda Montalbo, Geronimo Obaob Jr. and Vincent Theodore Balo (Cebu Normal University)

Where do They Head for University Studies? The University Destinations of Chinese IBDP Graduates: A Study of the International Baccalaureate Diploma Program in China
LEUNG, Wan Yan Lynette, LEE, Moosung (University of Hong Kong); **TENG, Yue** (Hong Kong Institute of Education); **LI, Jun** (Chinese University of Hong Kong); **Adrian GAN** (IB-MYP Coordinator Discovery College)

CS2.4	Paper Presentation	12:25-13:20	YIA 509
Chair: NDAZHAGA, Jere		**Co-chair: JACKSON, Liz**	

The prewar school civic education policy in Hong Kong: a historical comparative analysis with theories of the state
香港戰前學校公民教育政策——以政體國家理論的一個歷史比較分析
HUNG, Chung Fun Steven 洪松勳 (Hong Kong Institute of Education)

Multicultural Education in Hong Kong? Challenges and Opportunities
JACKSON, Liz (University of Hong Kong)

Civility in Secondary schools in Hong Kong
NDAZHAGA, Jere (Hong Kong Institute of Education)

CS2.5	Paper Presentation	12:25-13:20	YIA 510
Chair: YI, Quanyong 易全勇		**Co-chair: PRABAKARAN, Selvaraj**	

Towards a Dialogic Humanistic education: a cross-cultural inquiry of I-You Relationship

CHEN, Jiahong (University of California at Los Angeles)

Education for Sustainable Development: An International Perspective
PRABAKARAN, Selvaraj (Annamalai University)

Hidden Scene: Case Studies Graduate Dormitory Exchanges 隱蔽的光景——研究生寢室交往的個案研究
YI, Quanyong 易全勇 (University of Hong Kong)

CS2.6 (Chinese Session)	Paper Presentation	12:25-13:20	YIA 511
Chair: CHEN, Dongmei 陳冬梅		Co-chair: WANG, Zhanjun 王占軍	

Production Mechanism of Social Trust in Education 社會信任的教育生產機制
WANG, Zhanjun 王占軍 (Zhejiang Normal University)

Postcolonial Theory Perspective Development Studies, University of Singapore
CHEN, Dongmei 陳冬梅 (South China Normal University)

CS2.7	Paper Presentation	12:25-13:20	WMY302
Chair: BOHOLANO, Helen B		Co-chair: FERNANDEZ, Ana Marie V.	

Lifelong Learning and Poverty Reduction: Ciipin Medellin, Cebu, Philippines
MOROSCALLO, Jessica N., BAYLAN, Steven Laab.; FERNANDEZ, Ana Marie V. (Cebu Normal University)

Preschool Education Program: Empowering Filipino Adult Learners
FERNANDEZ, Ana Marie V. (Cebu Normal University)

ICT Based Instruction in a Constructivist Classroom
BOHOLANO, Helen B. (Cebu Normal University)

CS2.8	Paper Presentation	12:25-13:20	WMY401
Chair: WANG, Juei-Hsin		Co-chair: LAO, Rattana	

A False Prosperity?: An Evaluation of Chinese Higher Education Development under State-dominated Marketization
CAO, Yan-nan (University of Hong Kong)

Quality Assessment as a Global Education Policy and the Case of Thailand.
LAO, Rattana (University of Hong Kong)

The Characteristic and High Quality of Transforming Schools
WANG, Juei-Hsin (National Chiayi University)

CS2.9	Paper Presentation	12:25-13:20	WMY404
Chair: XIAO, Lan		Co-chair: KURODA, Chiharu	

Bisrock Music in Teaching Cebuano Folk Literature
FABRO, Angen May T. (Cebu Technological University)

An Empirical Study on the English-Medium Instructed Degree Program for International Students of Higher Education in China
KURODA, Chiharu (Kobe University)

The actual situation and development of community education in Mainland China- Focus on the socially disadvantaged support
XIAO, Lan (Nagoya University Graduate School)

CS2.10	Paper Presentation	12:25-13:20	WMY405
Chair: ZHAN, Shengli		**Co-chair: SHARMA, Alka**	

Challenging Commonplace Assumptions about Shadow Education in Cambodia
BREHM, William C. (University of Hong Kong)

South Asian Students in the Local Education System and their Parents' Perceptions
SHARMA, Alka (University of Hong Kong)

Study on Educational Policies on Private Tutoring in the City of Taipei
ZHAN, Shengli (University of Hong Kong)

CS2.11	Student Workshop 3	12:25-13:20	WMY501
Chair: LI, Wenjing		**Co-chair: LI, Bingr**	

The Danish Industry Ph.D. Program: A Case-study on a New Model of Talent Cultivation
CHEN, Xiaolu (Beijing Normal University)

Analysis of Policies on International Graduate Students' Education in China
LI, Bingru (Fudan University)

Germany's Educational Supervision System
LI, Wenjing (Beijing Normal University)

CS2.12	Student Workshop 4	12:25-13:20	WMY503
Chair: WATTANAUDOMCHAI, Surachai		**Co-chair: LI, Vickie Wai Kei**	

Hong Kong Students' Multiple Identities
KUANG, Xiaoxue (Hong Kong Institute of Education)

In search of learners' stories: issues and challenges in conducting a narrative inquiry into students' English learning experiences
LI, Vickie Wai Kei (University of Western Ontario, Canada)

The Comparison Model of Anti-Drug Training Program
WATTANAUDOMCHAI, Surachai (Khon Kaen University)

LUNCH (1320-1430)

CONCURRENT SESSION 3

CONCURRENT SESSION 3		14:30-15:25	
CS3.1	PANEL 4	14:30-15:50	YIA LT6

LABOUR MARKET NEEDS: A DIALOGUE BETWEEN EAST ASIA AND EUROPE
Chair: Sheng-Ju CHAN

Paper 1: University Students' Perceived Social Mobility in China, Hong Kong andTaiwan
Ka Ho MOK (Hong Kong Institute of Education)

Paper 2: Expansion of Higher Education, Social Mobility and Crisis for Youth in Europe
Andy GREEN (University of London)

Paper 3: Does Higher Education Expansion Relate to Increasing Unemployment Rates in Taiwan, South Korea, and Japan?
Sheng-Ju CHAN (National Chung Cheng University); **Cheng-Cheng YANG** (National Chiayi University)

Paper 4: Enhancing Social Mobility: European Experiences in Bologna Process
Chuo-Chun HSIEH (University of Bath)

CS3.2	Paper Presentation	14:30-15:25	YIA 507
Chair: ZHANG, Zheng Evangeline		Co-chair: LI, Wai Kei Vickie	

A Comparative Study of Chinese as a Foreign Language Teaching in Beijing and Hong Kong
WANG, Danping (Technological and Higher Education Institute of Hong Kong) and **LI, Zhen** (University of Hong Kong)

"I'd Rather Stay Silent Than Speak": A Look into the English Language Learning in the Hong Kong and Australian Post-secondary Context
LI, Wai Kei Vickie (University of Western Ontario)

Mapping the Contact Zone: A Case Study of an Integrated Chinese and Canadian Literacy Curriculum
ZHANG, Zheng Evangeline (Chinese University of Hong Kong)

CS3.3	Paper Presentation	14:30-15:25	YIA 508
Chair: YUEN, Pong Kau Paul		Co-chair: LAU, Cheng Man Diana	

The Expansion and Organization of Higher Education in Asia: Research and Policy Implications
CHEUNG, Yannie Ho Yan; Wong, Suk-ying (Chinese University of Hong Kong)

Exploring the Interaction Between Private Higher Education and Social Change in Macau

LAU, Cheng Man Diana (Macau University of Science and Technology) and **YUEN, Pong Kau** 阮邦球 (University of Macau)

Exploring the Characteristics of Students Studying at Public Higher Education in Macau
YUEN, Pong Kau 阮邦球 (University of Macau) and **LAU, Cheng Man Diana** 劉靜文 (Macau University of Science and Technology)

CS3.4	Paper Presentation	14:30-15:25	YIA 509
Chair: TOLLEFSON, James W.		Co-chair: SENTHILKUMAR, K	

Corruption in Higher Education: Accreditation, Accountability, Legal Cases (in post-Soviet nations)
ORKODASHVILI, Mariam (Georgian American University)

Educational Reforms in Rejuvenating World Society
SENTHILKUMAR, K. (Annamalai University)

The Role of the Mass Media in Language Policy: A Comparative Case Study
TOLLEFSON, James W. (University of Hong Kong)

CS3.5	Paper Presentation	14:30-15:25	YIA 510
Chair: DAYAGBIL, Filomena T.		Co-chair: WU, Yishan	

A Comparison of Kindergarten Teacher Compensation between Shenzhen, Hong Kong, and Taipei
LI, Hui; CHEN, Eve; LIN, Yuwei (University of Hong Kong)

The Relationship between intergenerational network closure and students' academic achievement: Evidence from Junior High Students in Taiwan
WU, Yishan; KUAN, Ping-Yin (National Chengchi University)

Team Support In Teacher Empowerment
ABAO, Ethel L.; DAYAGBIL, Filomena T. (Cebu Normal University)

CS3.6	Paper Presentation	14:30-15:25	YIA 511
Chair: SUMAYLO, Steven J.		Co-chair: REYES-BRIONES, ZarmieLis	

Code-switching in Teacher Talk in Tertiary English, Science, and Math Courses: Teachers', Students', and Administrators' Attitude Towards It
QUITEVIS, Chona C.; BONIOR, Gina F. (Negros Oriental State University; Silliman University)

The Performance of the Faculty in Relation to Their Coping Styles, Academic Freedom, and Job Satisfaction
REYES-BRIONES, ZarmieLis (Cebu Technological University)

Job Satisfaction of Faculty in Higher Education Institutions: Input to Teacher Education and a Challenge to Globalization
SUMAYLO, Steven J. (Siquijor State College)

CS3.7	Paper Presentation	14:30-15:25	WMY302

Chair: REMY, Philippe   **Co-chair: OBAOB, Geronimo**

Higher Education Student Loan Controversy in Taiwan: Any lessons from the income contingent loan scheme?
NYEU, Fong-Yee (Tamkang University)

Attitude and Performance of the Overseas Filipino Teachers in Abu Dhabi, United Arab Emirates
OBAOB, Geronimo (Cebu Normal University)

Tutoring between Future Teachers: Motivation, Metacognition and Cognition a Model to Self-regulated-learning
REMY, Philippe (Haute Ecole Paul-Henri Spaak)

CS3.8 (Chinese Session)	Paper Presentation	14:30-15:25	WMY401
Chair: XU, Shuqin		**Co-chair: DONG, Kun**	

A Comparative Review of Care Ethics and Confucianism on Ren
KE, Xiaoling (Guangdong University of Foreign Studies)

Practice and Fusion of Human Movement Science and Humanities Education
DONG, Kun 董坤 (Northwestern Polytechnic University)

School Leadership in Citizenship Education: The Experiences of School Leaders in Shanghai, China
XU, Shuqin (University of Hong Kong)

CS3.9	Paper Presentation	14:30-15:25	WMY404
Chair: YANG, Rui		**Co-chair: PINE, Nancy**	

Accountability of Student and School Factors on Secondary School Value-added Effects on Student English Reading
LI, Lijuan Joanna (Hong Kong Institute of Education)

What Does Creativity Mean for Chinese Education?
PINE, Nancy (Mount St. Mary's College)

Who Controls the Chinese Mind? Internationalization of Social Science at Fudan
YANG, Rui (University of Hong Kong)

CS3.10	Paper Presentation	14:30-15:25	WMY405
Chair: ZHANG, Yuyu 張裕瑜		**Co-Chair: ZHANG, Wenwen**	

Caught between Cultures: Case Study of an 'Out of School' Ethnic Minority Student
BHOWMIK, Miron Kumar (Hong Kong Institute of Education)

Multi-ethnic higher education population in the United States and India: A preferential policy analysis
ZHANG, Wenwen (Chinese University of Hong Kong)

Studies on Effective Teaching for Minorities Pupils in Yunnan China 中國雲南少數民族小學有效教學研究

ZHANG, Yuyu and YANG, Chaomei 張裕瑜、楊朝梅 (South China Normal University)

CS3.11	Student Workshop 5	14:30-15:25	WMY501
Chair: WANG, Lijia		**Co-chair: ZHANG, Shasha**	

Teachers' Work and Emotions in Hong Kong Secondary School Context
TSANG, Kwok Kuen (Hong Kong University)

The Comparison of Different Parental Involvement in Home-School Partnerships of Migrant and Non-migrant Students in Urban Public Schools of China: Impact of Cultural/Social Capital
ZHANG, Shasha (Nagoya University)

Teacher's Life and Work Under the Quality Assurance System in the Chinese Mainland
WANG, Lijia (The Chinese University of Hong Kong)

CS3.12	Student Workshop 6	14:30-15:25	WMY503
Chair: HUNG, Cary		**Co-chair: LI, Hui**	

Ethnicity, Education and the Discourse of Exclusion: a Comparative Research Note
YANG, Miaoyan (University of Hong Kong)

The Relationship between Regime "Type" and Civic Education: A Comparative Study of Three Chinese Societies
LI, Hui (Hong Kong Institute of Education)

Filial Piety (孝 hsiao) and Career Exploration-Choice in Confucian Heritage Culture
HUNG, Cary (City University of Hong Kong); **PARK, Jae** (Hong Kong Institute of Education)

CS3.13 (Chinese Session)	Paper Presentation	14:30-15:25	YIA506
Chair: ZHANG, He		**Co-chair: ZHANG, Chun**	

A Study on the Reform of Finnish Doctoral Education 芬蘭博士生教育改革探析
LIAO, Yuanling 廖苑伶 (Beijing Normal University)

China's Pre-school education learn from the reflection of the Reggio educational
中國學前教育借鑒瑞吉歐教育的反思
ZHANG, Chun 張純 (Shenzhen University)

The Survey Report Mandarin language communication culture - pupils Putonghua language usage from Nanjing to see the Mandarin language communicative culture 普通話語言交際文化方面的專題調查報告——從南京市的小學生普通話語言使用情況看普通話語言交際文化
ZHANG, He Anita (Hong Kong Institute of Education)

CONCURRENT SESSION 4

CONCURRENT SESSION 4	15:30-16:25

CS4.1	Paper Presentation	15:30-16:25	YIA 506
Chair: PARK, Jae		Co-chair: JEONG, Moon Sook	

Pathways to East Asian Higher Education regionalization
CHAO Jr., Roger Yap (City University of Hong Kong)

The Ideological Communication Between the West and the East: The Case study of South Korea
JEONG, Moon Sook (University of Alberta)

"Asia as Method" and Educational Research
PARK, Jae (Hong Kong Institute of Education)

CS4.2	Paper Presentation	15:30-16:25	YIA 507
Chair: OU, Dongshu		Co-Chair: CHONG, King Man Eric 莊璟珉	

How 'scaffolding' has been perceived as a strategy for construction of knowledge in the early childhood classroom: A reflection on the reported case studies in Hong Kong with those in the West.
LAU, Grace; CHAN, Rina; CHUNG, Lai Ping Ellie (Hong Kong Institute of Education)

The Controversies of National Education
CHONG, King Man Eric 莊璟珉 (Hong Kong Institute of Education)

Education for all: Quasi-experimental estimates of the impact of compulsory primary education policy in Hong Kong
OU, Dongshu (Chinese University of Hong Kong)

CS4.3	Paper Presentation	15:30-16:25	YIA 508
Chair: WANG, Danping		Co-chair: LUK-FONG, Pattie	

Situating Resilience in the Context of Educational Reform: Lessons for Planners and Curriculum
MENEFEE, Trey (University of Hong Kong)

When Educational Reforms Meets with Confucian Cultural Practices: A Case Study of Hong Kong's English and Liberal Studies Teachers
LUK-FONG, Pattie (Hong Kong Institute of Education)

Perceptions of Confucius Institutes from China and USA
WANG, Danping (Technological and Higher Education Institute of Hong Kong); **ADAMSON, Bob** (Hong Kong Institute of Education)

CS4.4	Paper Presentation	15:30-16:25	YIA 509
Chair: SAVELYEVA, Tamara		Co-chair: CHEUNG, Hoi Yan	

Engaging global issues from a Buddhist perspective - an alternative worldview moving from a Cartesian self to a no-self in modernity
CHAN, Huang Kiat (University of Oulu, Finland)

The Relationship between Emotional Intelligence and Academic Success among University Students in Hong Kong
CHEUNG, Hoi Yan (City University of Hong Kong)

Meta-Analysis of studies on Ecological Theory in Education
SAVELYEVA, Tamara (Hong Kong University)

CS4.5 (Chinese Session)	**Paper Presentation**	**15:30-16:25**	**YIA 510**
Chair: LIU, Jun 劉雋		**Co-chair: LIN, Hailiang 林海亮**	

Analysis of Preferential Tax Policies to Promote Social Investment in Education 促進社會教育投入的稅收優惠政策分析
LI, Sidong 李司東 (Fudan University)

Swiss compulsory education curriculum reform: A Comparative Study 中瑞義務教育課程改革比較研究
LIN, Hailiang 林海亮 (Southwestern University)

Tradition and Innovation: The Challenges and Opportunities of the Development of Chinese Traditional Culture Disciplines 傳承和創新：中國傳統文化學科發展的挑戰與機遇——以高等中醫藥教育發展為例
LIU, Jun 劉雋 (Shanghai University of Traditional Chinese Medicine); **LIN, Xun 林勳** (East China Normal University)

CS4.6	**PANEL 5**	**15:30-16:25**	**YIA 511**

HIGHER EDUCATION AS A GLOBAL BRIDGE: HISTORY, REALITY AND PROSPECTS
Chair: David POST (Penn State University); **Discussant: Mark BRAY** (University of Hong Kong)

Paper 1: Creating a Western University with Chinese Characteristics: The Influence of Individuals
Aisi LI (Higher Education Columnist of UK Chinese Times)

Paper 2: From Internationalization to Regionalization: Redefining Borders in Higher Education
Cristina PINNA (University of Cagliari)

Paper 3: Confucius Institutes in China's Rise: University Partnerships in the Global Age
Jun LI and Liyuan CHEN (Chinese University of Hong Kong)

CS4.7	**Paper Presentation**	**15:30-16:25**	**WMY 302**
Chair: LI, Lijuan Joanna		**Co-chair: ARANI, Abbas Madandar**	

An inquiry into "international school" for Chinese students
CHENG, Quan (Shanghai International School**)**

Privatization of Education in Iran: A Comparative Model
ARANI, Abbas Madandar (Lorestan University); **KAKIA, Lida** (Ministry of Education)

Principal Leadership and School Effectiveness: From the Perspective of "Countries of Origin"
LI, Lijuan Joanna (Hong Kong Institute of Education)

CS4.8 (Chines Session)	Paper Presentation	15:30-16:25	WMY 401
Chair: ZHANG, Yu-ting		Co-chair: SHEN, Youlu	

Exploring the Developmental Ways of City Secondary Vocational School to Adapt to the Demand of Migrant Workers' Children 探索適應農民工子女需求的城訕中職發展路徑
LI, Hui; YANG, Yingxiu 李慧、楊穎秀 (Northeast Normal University)

Nanning Xixiangtang District migrant children and children left behind in rural areas 南寧市西鄉塘區城市流動兒童與農村留守兒童受教育問題研究調研報告
SHEN, Youlu 沈有祿 (Guangxi University)

The Way to College: A Study on College Choice in Mainland China
ZHANG, Yu-ting (Chinese University of Hong Kong)

CS4.9 (Chinese Session)	Paper Presentation	15:30-16:25	WMY404
Chair: LI, Jiacheng		Co-chair: ZHANG, Jia	

A Survey Study on the Graduate Study Choices of the Senior High School Graduates in Macao 澳門高中畢業生升學流向調查報告
HAN, Juan 韓娟 (Guangzhou City Polytechnic College)

Exploring the Nature and Development of Professional Learning Communities: A Survey on Schools of Shanghai 教師專業學習社群的內涵與發展——基於對上海市中小學教師的調查
Zhang, Jia 張佳 (Chinese University of Hong Kong)

Student Developmental Needs Based Parent Partnership: A Case Study of Shanghai Qilun Elementary School in Minhang District, Shanghai 基於學生成長需要的家長參與——對上海市閔行區汽輪小學的個案研究
LI, Jiacheng 李家成 (East China Normal University), **WANG, Peiying 王培穎** (Shanghai MinhangQilun Elementary School); **CHEN, Zhongxian 陳忠賢** (East China Normal University)

CS4.10	Student Workshop 7	15:30-16:25	WMY501
Chair: ZHAN, Yueshan		Co-chair: WANNAKHAN, Wiyada	

Comparative Study on Basic Education in Scandinavian Countries, Europe, America and Australia
UDOMSIANG, Prapaporn; PONSIT, Prakong and PHUENCHOMPOO, Saowalak (Khon Kaen University)

The Comparison of Educational Curriculums in Republic of Singapore, the Republic of Korea, the People's Republic of China, the Lao People's Democratic Republic, the Republic of Finland and the Kingdom of Thailand
WANNAKHAN, Wiyada; RATANAVARAHA, Dusanee; YUANKRATHOK, Panadda; TOUINPAK, Mariya; SAWEANGPHOL, Wanida; KARSEEWONG, Wiramon; PONPUAK, Wilai; RUANGVORABOON, Somsamorn; SARNRATTANA, Unchalee; RAKSASATAYA, Sarintip (Khon Kaen University)

The mechanism analysis of Sino-British college student loans
ZHAN, Yueshan (Zhejiang University)

CS4.11	Student Workshop 8	15:30-16:25	WMY503

Chair: LI, Xiaojun   **Co-chair: XU, Shuqin**

Mobile but not Balance: the introduction, characteristics and enlightenments of Erasmus Teacher Mobility Programme
QIN Lijun (Southwest University)

The Dynamics in School Party Secretaries' Leadership in Citizenship Education
XU, Shuqin (University of Hong Kong)

Exploratory study of Chinese principals' instructional leadership: three cases in Shenzhen
LI, Xiaojun (Hong Kong Institute of Education)

Chair: LI, Xiaojun   **Co-chair: XU, Shuqin**

ABAO, Ethel L. and DAYAGBIL, Filomena T. (Cebu Normal University) [CS3.5]
Team Support the Teacher Empowerment

The value of mentoring in promoting workplace learning has been recognized by educators all over the world. It is a powerful tool because it is problem centered whereby the teachers are actively engaged in the solution of a problem or issue in the workplace (Mackimm,et al. 2003). The Cebu Normal University Team Support is a program that uses the mentoring scheme to assist the Caputatan Norte Elementary School teachers and principal in their daily challenges in the workplace. The program is part of the education component of CNU E-HELP which is designed to provide a comprehensive, responsive and sustained professional development program by empowering the teachers as instructional leaders thereby improving the reported low achievement of students. This program aimed to evaluate the effectiveness of CNU Team Support as a mentoring strategy for the teachers in Caputatan Norte Elementary School in Medellin, Cebu. The proponents utilized the mentoring phases and looked into how each phase was carried out. Challenges, opportunities and benefits of the program were also determined. Findings revealed that the CNU Team Support enhanced the content knowledge and pedagogical skills of teacher- mentees thereby improving students' academic performance. It is concluded that the CNU Team Support is a valuable framework for teacher development. It creates a professional culture of teaching in which educators have the opportunity for continuous learning thereby improving achievement for both teachers and students.

ARANI, Abbas Madandar (Lorestan University) and KAKIA, Lida (Ministry of Education) [CS4.7]
Privatization of Education in Iran: A Comparative Model

In Iran and after end of war with Iraq in 1988, establishing Non-Governmental Schools was first action of the government in operationalizing the policy of privatization of education. During the early years like many newly-established economical activities, a common tendency existed among the government and investors. In recent years, non-governmental schools' authorities have been observing the "getting the stop sanction" proposal from the part of NGS founders. In fact, during the three last decades, different states adopted different policies about these schools. At the first years the government has followed "Strong Support" policy. In the middle years proceeded to the "Balanced Support" and now, the government applies the policy of "Washy Support". At first part of present paper we shortly try to explain policies and strategies on privatization of education according to the Klein's Model. In the second stage, privatization experiences of education in other countries are referred. In the final part, we will try to show the process and position of privatization policy of education in Iran in a comparative perspective. All these issues will show that policies changes of privatization of education are affected by the lack of consistency in policies of different Iran's States.

BALO, Vincent Theodore (Cebu Normal University) [CS1.13]
Mathematical Properties in Solutions of SuDoKu Puzzles

SuDoKu has been considered as one of the best mathematical puzzles of all times and finding its solutions is a challenging process. There are different methods and ways on how to come up with the SuDoKu solution. One of these methods, which is highlighted in Denis Berthier's study, is a method using logic. In this particular thesis, Deletion is integrated in the method of solving SuDoKu using logic. Moreover, it established mathematical properties of SuDoKu solutions. Specifically, there are

five (5) Mathematical properties identified and are stated as Propositions 1 to 5. These propositions discuss the nature on how the entries in the completed SuDoKu grid are distributed, and give additional information on how SuDoKu solutions can be derived.

BAO, Fengqi 包逢祺（江蘇省如皋市丁堰小學）**[CS1.9]**
在均衡中求發展——如皋市課改經驗談

城區和農村教育資源配置不公、教師素質參差不齊以及教育發展不平衡，是當前教育存在的一個比較嚴重的問題。要想解決這樣的問題，就必須要靠發展來解決。許多義務教育階段均衡發展的實踐事例告訴我們，義務教育資源的均衡發展問題，依然將建立而且也將長期建立在經濟社會發展促進教育發展的基礎上，教育均衡要靠發展，離開了發展，高談教育均衡，那只能是一句空話。教育要想均衡發展，必須做到以下幾點：城區和農村教育資源配置不公、教師素質參差不齊以及教育發展不平衡，是當前教育存在的一個比較嚴重的問題。教育要想均衡發展，必須做到以下幾點：1. 加大農村資金投入；2. 出臺政策制度促發展；3. 加大師資建設；4. 提升教育教學品質。

BHOWMIK, Miron Kumar (Hong Kong Institute of Education) [CS3.10]
Caught between Cultures: Case Study of an 'Out of School' Ethnic Minority Student

This presentation picks up the story of one research participant from my ongoing PhD project that aimed at understanding the extent of 'out of school' phenomenon for ethnic minority young people in Hong Kong, the reasons for being 'out of school' and what their 'out of school' life looks like. The qualitative study employed the case study method based on in-depth interviews and observation. Maneesha Rai, a Nepalese girl, the research participant in this case was interviewed twice and observed once over the period of two month time. While the narratives of both her previous school days and current 'out of school' days provide a vivid picture of her life, several themes emerged from thematic analysis that helps explain the reasons for her to be dropped out of Hong Kong school after form 5. Although there is a general view that Chinese language subject hinders ethnic minority students for not being successful in school, this particular case shows that failure in other subjects like mathematics and science made her school unsuccessful. It is disturbing to see that although her academic failure was appeared long before she was completely dropped out, no extra care or additional support was provided to her from the school. This ensures again that dropping out is rather a process. In addition, one cultural difference impacted her in failing school was school or teachers were not giving proper attention to her. Although she loved the freeness at her school in Hong Kong but it could have been along with ensuring proper attention to her academic results as well. This clearly shows a commendable gap in the knowledge of south Asian schooling culture and education systems in the part of HK schools and teachers.

BOHOLANO, Helen B. (Cebu Normal University) [CS2.7]
ICT Based Instruction in a Constructivist Classroom

The study determined the ICT based instructional materials produced and utilized by the public high school teachers. This study identified the factors for successful or non-successful implementations of ICT integration in high school curriculum. Researcher made evaluation instruments were developed to analyze the degree to which the learning designs have potential to foster high quality learning in secondary public schools. Extensive reading on related researches was done for validating and

establishing the reliability of the instruments. Stratified random sampling was adopted in this qualitative-quantitative study. It is noted that new technologies increase teachers' training needs in order to improve instruction; it is the aimed of this study to determine specific needs to promote constructivism in teaching. Information and Communication Technology (ICT) can provide more flexible and effective ways for professional development for teachers and administrators and connect them to the global community. Sample ICT based evaluation in selected learning areas were packaged for the improvement of the performance of the learners. The study concluded that ICT integration may lead to the technoenthusiast learners. Technocontructivist teaching can be adopted by the secondary school teachers for the development of student learning.

BREHM, William C. (University of Hong Kong) [CS2.10]
Challenging Commonplace Assumptions about Shadow Education in Cambodia: An Investment in Human Capital, a Need for Good Governance, or a Manifestation of Educational Capitalism?
Within many developing countries, private tutoring is commonly understood as either an investment in the human capital of a child or an indication of deficient good governance practices resulting from educational corruption. Either a household is praised for its extra allocation of resources on education or teachers are blamed for corrupt practices of selling grades to the highest buyer. In Cambodia, this practice is called Rean Kua where students receive extra lessons from their formal schoolteachers after school hours for a fee. Although there is evidence to support both human capital and good governance theories, upon closer examination, the phenomenon of private tutoring is far more complex. In some cases there is evidence to suggest teachers and students use the space of private tutoring to practice alternative pedagogies and innovate curricular content as compared to ministry standards. This complex terrain requires a robust theoretical perspective. This paper will detail Rean Kua through these different perspectives by drawing on a 2012 empirical study of achievement differentials and equity issues. It will end by introducing the idea of educational capitalism as a way to explain the commodification of education and its impact on the nation-state.

CAO, Yan-nan (University of Hong Kong) [CS2.8]
A False Prosperity: An Evaluation of Chinese Higher Education Development under State-Dominated Marketization
Over the past three decades the Chinese central government has issued a series of market-oriented policies to reform its higher education to be competitive internationally. These reforms have contributed to a fast growth and an astonishing performance of Chinese higher education. However, behind the booming higher education industry is people's concerns on the cost of growth and the quality of development. The objective of this paper is to examine the rationale, nature and consequences of these reforms. It also seeks to shed some light on the changing governance in Chinese higher education. The result indicates that Chinese central government still plays a dominant role in many key aspects of the higher education system, although many of its reform policies appear to be in line with global trends characterized by neoliberal philosophy. The term "State-dominated marketization" describes China's 30 years of higher education transformation. Strategically conducted market-oriented reforms, Chinese central government was able to concentrate its limited resources on key aspects of higher education administration and development, which enhanced its control over the whole system and academics and made the fast growth of higher education industry possible. This

paper argues that the transformation of higher education governance has led to a rapid growth of higher education with many potential crisis and side effects, such as the decline in university quality and the damage of academic values under the tension of state control and market influence.

CHAN, Huang Kiat (University of Oulu, Finland) [CS4.4]
Engaging Global Issues from a Buddhist Perspective: An Alternative Worldview Moving from a Cartesian Self to a No-Self in Modernity

The paper contrasts the perception of self in an apparent West-East dialogue by shifting the paradigm from a self (自我)to no-self (無我), with the latter being a theme rooted and more prevalent in many Eastern cultures. More specifically, the paper draws attention to how modernity and its many discourses may be driven by a dominant Western Cartesian self (Steinvorth, 2009; Gidden, 1991) as one who seeks extraordinariness in one's life pursuits as an end. In contrast, Buddhist no-self decentralize self as a prevailing mindset to offer an alternative perspective for consideration, especially with in the globalized contexts of 'change' and 'interdependence', two themes well developed within Buddhism and related to no-self.The engagement of Buddhist no-self is imperative not only because of its extensive influence and legacy in many Eastern cultures, but the dualism of self/no-self finds parallel in the progress of science as we move from a Newtonian to a quantum understanding of reality. With education as a means for social change, a better understanding of the dualistic interplay between self and no-self can be essential to guide related policies. The paper seeks to move current discussions forward by considering knowledge in Buddhism that has been deficit-theorized.

CHAN, Sheng-Ju (National Chung Cheng University) [CS1.2]
Higher Education Research Community in Taiwan: An Emerging Field?

This paper aims to explore the evolution and characteristics of higher education research community in Taiwan. In order to better understand the environment and background of the formation of higher education research community, macro-level factors such as political, economic and social forces are analyzed since the mid-1990s. The linkage of these forces with the development of the field is critically examined and a periodization is proposed and illustrated accordingly. The second part of this article focuses on some important issues such as the establishment of professional society, journal and the role of the key persons in shaping the field. Our attention also turns to the unsuccessful institutionalization of higher education programs/departments within the university system. Moreover, a deeper examination into the main themes or topics in higher education research revealed that the focuses have been confined to certain areas and need to be expanded so as to incorporate interdisciplinary knowledge into this new field. Finally, this article argues that though the higher education research community has been expanding and thriving in Taiwan lack of institutional base and teamwork within the university organization plague the prospects of this emerging field.

CHAN, Sheng-ju (National Chung Cheng University) and YANG, Cheng-Cheng (National Chiayi University) [CS3.1]
Does Higher Education Expansion Relate to Increasing Unemployment Rates in Taiwan, South Korea, and Japan?

In order to meet the increasing demands of skillful workforce in the labor market and the expectation of receiving university education, we have witnessed a rapid expansion of higher education sector across the global over the past two decades. This development is particular critical for societies such as Taiwan, South Korea and Japan, where are keen to transform their industries into knowledge-based economies. In supporting this strategic goal, an expanded higher education system is essential to address the changing labor market needs in these three societies. Though providing high level labor force, these higher education sectors seem to suffer from degree devaluation, credential inflation, or even rising unemployment in relation to the overprovision of graduates. This paper, using these three countries as examples, explores whether higher education expansion relate to the increasing unemployment rates or not. The research design comparatively examines the relative unemployment rates among different levels of education along with the expansion of higher education since the 1990s. A longitudinal analysis will be conducted at the national level so as to determine the relationship between higher education expansion and unemployment rate at different levels of education. The findings can shed some light on the issue that a government to what degree should widen its participation rate in higher education with reference to increasing unemployment rate of graduates.

CHAO Jr., Roger Yap (City University of Hong Kong) [CS4.1]
Pathways to East Asian Higher Education regionalization: A Comparison of Eastern and Western Regionalization Processes

East Asian regionalization processes, including that of higher education, have been gaining ground over the past decade. With the seemingly successful European integration of its higher education, and the establishment of the European Higher Education Area, this has served as the typical model for higher education regionalization worldwide. In Chao (2011), the author has pointed out that the European model towards regionalization should only serve as a guide, and that each region should find its own evolutionary path towards higher education regionalization. This article attempts to provide pathways towards the regionalization of East Asian higher education, and eventually the formation of an East Asian/or Asia Pacific Higher Education Area. European and East Asian regionalization processes, including that for higher education, will be compared to gain insights on the divergence and convergence of such processes in both regions. Furthermore, a historical political economy overlay will be employed to broaden the analysis of this comparative study in an attempt to answer a number of core questions: How does regionalization differ in Europe and East Asia? What is the current situation in East Asian regionalism and does it fit into European context? And lastly, this paper ends with recommendations to move forward with East Asian higher education regionalization learning from both East and Western regionalization experiences.

CHEN, Dongmei 陳冬梅 (South China Normal University) [CS2.6]
Postcolonial Theory Perspective Development Studies, University of Singapore
後殖民理論視角下新加坡的大學發展研究

新加坡的大學發展中存在著三種具有序列性的文化共存方式："模擬"、"雜糅"、"第三空間"，並且它們是在一定的條件環境下產生的。殖民政權的存在與矛盾狀態的出現是"類比"產生的兩個主要條件；對大學發展具有話語權的獨立國家政權的成立，以及國民教育制度的確立則是"雜

糅"產生的主要原因；而"第三空間"的形成，則更有賴於政府支持並監控大學發展的意識和智慧以及大學迎接挑戰、開展改革的需求和勇氣。

CHEN, Jiahong (University of California at Los Angeles) [CS2.5]
Towards a Dialogic Humanistic Education: A Cross-Cultural Inquiry of I-You Relationship

In the age of globalization, to be a true human being means slightly different that of the old days. In moral Education, Emile Durkheim identifies family, nation and humanity as three phases of our social and moral evolution. At present, we believe that social and moral evolution of a human being has stretched beyond these stages. Expanding on Martin Buber's analysis of I-Thou and from an Inter-civilizational perspective ,I intend to propose that new humanist education concerns three dialectical and transformative I-Thou relationships, moving (1) from individual to social being, concerning tensions and integrations between personal good and public good; (2)from state citizenship to cosmopolitan citizenship focusing on cultural conflicts; (3) from becoming to being, dealing with crises of humanity caused by the expansion of modern instrumental rationality.

CHEN, Shuangye (Chinese University of Hong Kong) [CS1.2]
Higher Education Research as a Field in China: Trajectory and Challenges

This paper aims to explicate the development of HER as a field in China from its practical needs and drive for legitimacy.It was an academic field co-constructed by the state and the academic community of higher education researchers. The rise and development of higher education as a research field in China has been closely related with the substantive growth of the higher education system itself. However a heated debate of HER in China as a field or a discipline has never ceased. This community anxiety shows the challenges reflected by higher education researcher in China about its knowledge base, status between theory and practice, and most importantly its internal legitimacy different from the state recognition and patronage.

CHEN, Xiaolu (Beijing Normal University) [CS2.11]
The Danish industry Ph.D. Program: A case-study on a new model of talent cultivation

With the national innovation system gradually established and improved, every country is looking for a talent training mode of cultivating innovative talents. The industry Ph.D. Program in Denmark is a successful exemplification of innovation-oriented training mode. The whole training process, from its business-related training targets, diversified entrance requirements, to special business course and its evaluations in which business reports are involved, embodies the cooperation between the industries and universities. The aim of the Danish industry Ph.D. Program is to train a group of new researchers who can not only take research as their professions but also be competitive in other departments and professions under the national innovation system in Denmark hoping that those talents can promote the construction of national innovation system at the same time.

CHENG, Jieli 程接力 (Beijing Normal University) [CS1.3]
阿姆斯特丹大學治理結構剖析及啟示

本文以詳實的一手資料為基礎，介紹了目前國內研究尚少的阿姆斯特丹大學的概況，深入剖析了其治理結構，將其歸納為六個特點，即有效的政府監管和影響方式、大學行政的集體領導、精簡的行政及服務保障部門、鬆散聯合中的權力實體、學術權力和行政權力融合的決策輔助委

員會、師生代表組織參與的共同治理。最後，以此觀照我國世界一流大學建設中的相關重要問題，提出了一些參考啟示。

CHENG, Quan (Shanghai International School) [CS4.7]
An Inquiry into "International School" for Chinese Students

China has been experienced educational decentralization since 1980s. One major change brought by decentralization is a proliferation of educational providers. This has led to the rise of various types of non-governmental schools and has provided students with alternative choices in addition to public schools. Recently, with the increasing trend of studying abroad of teenagers and with the government's encouragements of education internationalization, a new type of school---"international school" for domestic students arises. Its significance is that these students will go abroad for universities when they graduate rather than taking College Entrance Examination towards domestic universities like their peers. As the pioneer of basic education reform, the values of these schools are hotly debated. The supporters claim that these schools help to meet diversified demand for quality education of the public; also, through introducing international curriculum, this can be used as a reference to domestic curriculum reform. The objector, however, argue that since these schools charge particularly high fees and provide "their" students with domestic quality resources; this can lead to further inequality to the majority of others. While these discussions mainly comes from newspaper reports, there still lacks of systematic research currently. This potential project is going to explore this newly raised phenomenon in urban China. Through questionnaires and interviews, it is going to critically analyze its changes and challenges, in particular, to examine the actual experience of students themselves. It is hoped that this study will shed some light on reforms in educational field.

CHEUNG, Yannie Ho Yan and WONG, Suk-Ying (Chinese University of Hong Kong) [CS3.3]
The Expansion and Organization of Higher Education in Asia: Research and Policy Implications

This paper illustrates the process through which countries organize their national higher education with reference to world educational ideologies other than local conditions. Drawing on higher education reforms in Asia, the study explores how a country reorganizes its national priorities of higher education when it interacts with a diversified audience in the local, regional or world setting. The main research question examines two major effects affecting countries' reordering of goals: higher education reform as a diffusing effect of a highly legitimate world reference external to these societies, or a containing effect of a widely consensual local platform equivalent to national needs. The study analyzes formal statements of higher education reforms in two time periods. The main finding shows a change in emphasis from the local to the international. The shift in higher education discourses implies an active and participatory model of citizenship building has begun to emerge and take shape in Asia. The result points to some reflections on the role of world culture and the dynamics of normative educational models in addressing the organizational expansion of higher education.

CHEUNG, Hoi Yan (City University of Hong Kong) [CS4.4]
The Relationship between Emotional Intelligence and Academic Success among University Students in Hong Kong

This study investigated the relationship between emotional intelligence (EI) and the academic success of Hong Kong university students in terms of grade point average (GPA). It examined several psychological variables, including a psychological sense of school membership, self-esteem, social self-esteem, and help-seeking intention. Four hundred and five university students participated, and

the results showed that although EI and GPA were only weakly significantly associated, EI was a predictor of different psychological variables, which in turn were predictors of academic success. EI thus has an indirect but important effect on academic success. The relationships between academic success and the psychological variables are discussed here in light of the current literature Specific needs for future research and the implications for education enhancement are also detailed.

CHIA, Yeow-Tong (University of Sydney) [CS1.1]
Historicizing Comparative and International Education, and Internationalizing History of Education: A Personal Reflection on Ruth Hayhoe's Call for Cultural Dialogue
Ruth Hayhoe's scholarship and her emphasis on cultural dialogue provides the epistemological and discursive space and link not only between history of education and comparative education, but more importantly, bringing the non-Western histories and cultures into the discussion on both fields of study. Her research and scholarship therefore exemplify the vision of historicizing comparative and international education, and internationalizing and globalizing history of education. Inspired by Ruth Hayhoe's lifelong passion for global cultural dialogue and understanding, this paper proposes a deep dialogue between two academic discourse "cultures" in education. However, even though individual scholars like Ruth and others in the field of comparative and international education, history of education, and even mainstream history have been engaging in dialogue and conversations in their scholarly work, such efforts are insufficient. Beyond dialogue among individual scholars, more collective and institutional dialogue, involving such professional organizations as the Comparative International Education Society (CIES) and History of Education Society, would help to deepen, broaden, and potentially sustain the existing conversation between these two discourse communities. This would result, I hope, in a renewed emphasis on history in comparative and international education, and a reawakened global and international consciousness in the field of history of education.

CHONG, King Man Eric 莊璟珉 (Hong Kong Institute of Education) [CS4.2]
The Controversies of National Education
國民教育的爭議
特區政府年代，隨著增加對中國認識的需要，「國情教育」的稱呼開始被採用，但於 2001 年的教育改革中，「德育及公民教育」仍被列作「四個關鍵項目」之一。隨著特區的政治發展，「國民教育」卻成為社會的關注，以至國家主席胡錦濤於 2007 年提出「要重視對青少年進行國民教育」。2008 年，教育局課程發展處德育及公民教育組推出《新修訂德育公民教育課程架構》，提出「進一步加強國民教育的推行」。2009-10 年施政報告提出「我們會加強中小學各學習領域中的中國元素，組織學生參加配合國民教育課程的內地交流活動，將學習經歷結合課程宗旨和內容，從而達到深化國民教育的目標」。2011 年 5 月，教育局推出《德育及國民教育科課程諮詢(撮要)》，諮詢公眾的意見。2012 年，教育局推出《德育及國民教育科課程指引(小一至中六)》，提出國民教育著重情感，但旋即引起社會爭議，評論為「洗腦科」，要求撤回此科。本文嘗試交待「國民教育」的出現、演變和爭議，期望讀者瞭解這場社會運動的發展脈絡。

CHOWDHURY, Sumaiya Khanam (University of Dhaka, Bangladesh) [CS1.13]
School Dress Code: Perception of Bangladesh People
Keeping a great concern on today's burning debate about school dress code, the main purpose of this

study is to explore the perception about the color and code of school dress among the people of Bangladesh as an eastern thought. For conducting this descriptive study the researcher chose three categories respondents e.g. parents, students and teachers as the sample of study. The samples are chosen purposively. For collecting data, semi-structured interview tools are used. Collected data are analyzed by both statistically and thematically. By merging the analysis pattern of this study, it is found that, most of the people are proponent of school dress code. Parents are positive about the school dress code because of the safety and easy identification of their children. Students and teachers has also support school dress as a part of learning tool, discipline and management code but some students also feel that a school dress code represents the symbol of inferiority against other best schools. It is also noticeable that, as a symbol of purity and according to the social and environmental condition of Bangladesh, all the three categories of respondents like blue and white as a colour code of school dress for Bangladeshi students.

DENG, Yunqing; CHEN, Shuling; SU, Haiyun and LI, Jing 鄧韻卿、陳舒玲、蘇海韻和李靜 **(South China Normal University) [CS1.9]**
全民教育背景下發達國家脫盲教育對我國的啟示
全民教育作為聯合國宣導的國際教育新思想新理念備受各國關注，發展成人掃盲教育全民教育當務之急。英國和芬蘭成人教育歷史悠久而且比較發達、完善。英國中央政府和地方政府非常重視成人掃盲教育，通過增加撥款、建立成人教育機構、開設基礎課程以及培訓教師等方面做出努力，取得較大成就。芬蘭有自己特色的成人掃盲教育體系，靈活的資金運轉，普通教育與職業教育相結合以及能力文憑本位的教育模式。中國成人掃盲教育面臨著文盲數量龐大，政府政策沒有真正落實等等問題，借鑒國外掃盲教育經驗，有助於更好的實現中國脫盲目標。

DONG, Kun 董坤 **(Northwestern Polytechnic University, Xi'an) [CS3.8]**
Practice and Fusion of Human Movement Science and Humanities Education
Experimental course in Human Movement Science, teacher can be the spirit of science and the ways of thinking consciously integrated into the day-to-day teaching, update the content of experimental teaching, experimental teaching content as the carrier, rather than stylized curriculum education, while strengthening enhance students' the purpose of the experimental learning education can improve literacy and moral character of the students of the humanities. Subtle, can make the experimental content more plump, more vitality and humanity, but also to improve the student's knowledge structure and expand their knowledge, develop students 'interest in experiment, improve students' experimental skills, by strengthening our teaching practice, students of science two aspects of cognitive and strengthen practical training sessions into sports practice. Not only to achieve the maximum effectiveness of teaching and learning in the experimental teaching, to optimize the effectiveness of teaching. Students change from passive acceptance to active learning, but also to further understanding of the value of their knowledge and improve the overall quality of students.

FABRO, Angen May T. (Cebu Technological University) [CS2.9]
Bisrock Music in Teaching Cebuano Folk Literature
This study aimed to assess the importance of using Bisrock music in teaching folk literature among selected students of University of Cebu-Main Campus. The study was descriptive-correlational in nature, utilizing questionnaires in identifying the profile of the respondents and the contributions of

literary devices to the success of the Bisrock music. A pool of English teachers and writers were identified to strengthen the output of this study – teaching plan. Findings of the study showed that Bisrock music is popular to the respondents and that this music can be used in the classroom. Constructing an environment that paves the way for an appreciation for Philippine music would motivate the youth to make music a part of their cultural life. College Instructors should not only limit themselves to the common strategies in teaching literature, but must consider as well the new trends, norms and standards that are of interest to the students like Bisrock music. This study is further strengthened by DepEd Order No. 74, series of 2009, entitled "Institutionalizing Mother Tongue-Based Multilingual Education (MLE)," improving basic education by mandating the mediums or languages of instruction. The study of Bisrock music in Teaching Cebuano Folk Literature would be an enriched input to the knowledge of literature in the region and country.

FERNANDEZ, Ana Marie V. (Cebu Normal University) [CS2.7]
Preschool Education Program: Empowering Filipino Adult Learners
This study aimed to investigate variables in the implementation of KABATAAN a preschool education program. It explored the paradigm thinking of the extension workers using the basic principles of community extension and continuum of volunteer style from dependency to empowerment of beneficiaries in order to evaluate the work for better implementation in the future. Using the different questionnaires: School Failure Reduction Survey Questionnaire (SFRSQ-10); Social and Political Paradigm Survey (SPPSQ-6); Clear Development Concept of Preschool Program Survey (CDC-PD/SPSP-SQ-6); KABATAAN Phase Survey Update (KPSUQ-6); My Understanding of the Principles of Clear Development Concept of Community Collaboration Survey (MUPDCSQ-6) and Summation of Understandings of the Principles of Clear Development Concept of Community Collaboration among Caputatan Norte and Cebu Normal University extension workers. The finding generated was KABATAAN 2010 was a preschool program that had not attained empowerment of beneficiaries and thus Filipino adult learners were not empowered. The program had no economic value. The social and political paradigms of extension workers contributed a great amount of stagnation on direct phase of the project.

FU, Songtao 傅松濤 (University of Hebei) [CS2.1]
Education Improvement of National Reform and Social Reform: U.S. Department of Education, the State and Society Ecological Collaborative Evolution
教育改進、國家改革、社會改良—— 美國教育、國家與社會的生態化協同演進
美國實質上是一個現代美國人類個體聯合而成的高度生態化的社會有機體,本質上則是一部現代美國人類個體組合而成的高度生態化的國家機器,美國社會有機體與國家機器的高度生態化融合一體就構成了美國國家化社會或社會化國家的全質現實存在形態。美國國家機器的所有機構和部門及其雇員,都是這個社會生態有機體的有機組成部分和平等的主體成員,教育則是美國高度生態化社會國家的有機化濡染、同一、轉換、連接、組合的紐帶、橋樑和機制。美國遵從人類自身的生態天性的全質性向、啟示和要求,按著展示、滿足、適應、服務和利用人類生態天性的基本規則,不斷進行教育的生態化改進,把所有社會成員培養成生態平民與生態公民有機統一的生態國民,不斷地自覺排除國家機器中人為幹擾、壓制和扭曲社會生態化發展的仿-偽-去-反生態性的非生態預設和建制,積極擺脫社會有機體自發衝擊、弱化和妨礙國家機器生態化發展的仿-偽-去-反生態性的非生態性向和質地,使國家機器更好地為社會生態的健康發展

提供有效的給力、推力和服務，使社會生態更好地為國家機器的有效運轉提供堅實的基礎、平臺和發力，國家的改進和社會的改良由此互相促進，協同發展，為美國的強盛繁榮開闢出一條康莊的生態之路，也為全世界人類不同國家和地區教育、國家和社會的生態化健康演進提供了寶貴的啟示與借鑒。

GREEN, Andy (University of London) [CS3.1]
Expansion of Higher Education, Social Mobility and Crisis for Youth in Europe
For the past two decades, we have witnessed the changing landscapes of higher education in Europe. Expansion in tertiary sectors accompanied by differentiated higher education systems seems to prevail. However, these developments have suffered from major challenges as a result of economic crisis and public financial austerity. It is against these wider contexts this paper aims to address the European experiences regarding higher education expansion, social mobility and its crisis for youth. Special attention is to focus on the increasing costs to students and declining wage returns in relation to expanded higher education. Social mobility issue is also examined and discussed with reference to previous findings.

HAN, Juan 韓娟 (Guangzhou City Polytechnic College) [CS4.9]
A Survey Study on the Graduate Study Choices of the Senior High School Graduates in Macao
澳門高中畢業生升學流向調查報告
Diverse characteristics of Study Choices of the Senior High School Graduates in Macao has being for a long time. In the past, senior high school graduates mainly choose mainland China, Taiwan, Hong Kong, Portugal, USA, etc. Along with economic increase, high education development and reform in Macao, senior high school graduates have almost equal access to high education. However, the key issue for graduates now is the study choices. This paper is a report of a survey study conducted in 2012, focusing on study choices of the Senior High School in Macao. According to stratified sampling, the paper analyses the quantitative data from large scale questionnaire survey. There are six findings from the study. First, there is a significant difference between students who study in the non-free private school and students who study in the free private school on family background. The formers' parents possess higher level of education and income than the latter. Second, there is a significant difference between above-mentioned students on academic achievement. The formers possess higher level than the latter. Third, graduates mainly choose Macao, mainland China and Taiwan for their further study now. Fourth, there is a significant difference between students who study in the non-free private school and students who study in the free private school on area choice. Compared with the latter's mainly choice Macao, mainland China and Taiwan successively, the formers mainly choice Taiwan, Macao, USA and mainland China successively. Fifth, Compared with the latter's considering more economic factors, for example cost of living, part-time job and employment, the formers pay more attentions on reputation of school or subject, common language, broadening their horizons etc. Sixth, graduates mainly choose Social Studied and Humanities for their further study now, especial Business Administration, Applied Economics, Psychology and Public Administration etc.
澳門高中畢業生升學地區多元的特色由來已久，升讀的地方包括內地、臺灣、香港地區和葡萄牙、美國以及加拿大、英國、澳洲等國家。近年，隨著澳門地區的經濟騰飛，高等教育的發展，以及特區政府加大對教育的投入和改革，澳門高中畢業生享有高等教育的權利得到了進一步保障，其升學地區流向問題進而成爲當前澳門高等教育發展的熱點。2012 年 3 月，本研究採用問

卷調查方法，按照分層取樣的原則，在澳門地區調查了 1196 名高三畢業生，瞭解他們的畢業升學流向情況。研究結果顯示：第一，非免費私立學校的學生，其父母受教育程度和經濟收入水準都高於免費私立學生的父母；第二，非免費私立學校學生的學業成績水準高於免費私立學校學生，因此，在升讀大學時，非免費私立學校的學生選擇知名院校和知名專業的機會更多；第三，澳門、中國內地和臺灣依然是澳門高中畢業生的主要升學地區；第四，非免費私立學校的學生的升讀地區選擇，從多到少，依次是臺灣、澳門、美國和中國內地，免費私立學校的學生則依次是澳門、中國內地和臺灣；第五，影響非免費私立學校學生的升學選擇因素中，學校/專業的知名度、通用語言、增長見識等文化和教育類的因素更多，相較之下，影響免費私立學校學生的升學選擇因素中，生活費用、兼職機會、就業等經濟類因素更多。第六，在升讀專業的選擇上，澳門高中畢業生集中在社會和人文學科，尤其是工商管理、應用經濟學、心理學、公共管理等專業。

HAN, Xiao (Hong Kong Institute of Education) [CS1.11]
Transnational higher education in Mainland China: Special forms and implications
Under the impact of globalization and internationalization of education, the competition between countries becomes more and more fierce and thus, nearly every nation place great emphasis on education sector to improve the competitiveness of its citizens. Transnational higher education, seemed as an measure to create more higher education opportunities and introduce high-quality educational resources, is thriving in the past two decades in the world, especially in Asia-Pacific region, since those nations are not capable of satisfying internal higher education demanding. Mainland China is one of the nations keen on developing transnational higher education and the transnational cooperation, to some extent, relive the pressure of government and meet the demanding of its citizens. However, considering Chinese unique political background, transnational higher education in Mainland China has undergone a special developing process and the forms of cooperation are different from those of other nations.This paper aims to build an appropriate framework to analyze these special forms of cooperation and explore the reasons for these forms. The policy implications will be also an important part in this research, analyzed from the interactions of central government, local government and consumer demanding.

HE, Dong 何東 (South China Normal University) [CS2.3]
Mainland China International Understanding Education Research and Practice
中國內地的國際理解教育的研究與實踐
國際理解教育進入中國內地為時並不長。改革開放之前，我國在各方面受到西方勢力的封鎖。只有在改革開放後，鄧小平提出了"三個面向"，中國才突破封鎖，走向世界。所以，國際理解教育在中國的研究、宣傳、實施和發展，也只是近 20 來年的事情。我國在近年來，特別是新世紀以來，不僅積極研究國際理解教育，而且主動在中小學教育中進行實驗，積極參與 UNESCO 等國際組織的國際理解教育研討、實踐等方面的活動,在國內也組織各種國際理解教育的研討、實踐和研究活動，取得了不少成績。綜觀我國的國際理解教育研究文獻，主要議題集中在關於國際理解教育的概念解讀、發展歷程、必要性和重要性闡釋、實踐經驗總結等宏觀層面。具體學科（如外語、歷史、地理、公民等課程）層面的研究較少。本研究認為，我國今後國際理解教育的研究與實踐的努力方向應該著重從橫向和縱向兩個維度推進。

HORTA, Hugo (Technical University of Lisbon) [CS1.2]

Higher Education Research in Asia: A Scientometrics Perspective

This study explores higher education research in Asia. Drawing on scientometrics, mapping of science and social network analytical approaches we examine the publications of 38 specialized journals on higher education in the past three decades. Our findings indicate a growing number of higher education research publications, but a latent share of the worldwide higher education research since the 2000s. The higher education research community in Asia is concentrated on few countries and universities, resting on a relatively small number of core scholars that publish research in the international specialized higher education journals. In response to increasing challenges in Asian higher education systems, we suggest that the higher education research community in Asia needs to be reinforced, in terms of size and the furthering of regional and international collaborations.

HOU, Yuna (Chinese University of Hong Kong) [CS1.8]

Family Background, School Resources and Student's Academic Achievement: Empirical Study Based on Pisa 2009

Research background and purposes

In 2009, 5115 students from 152 secondary schools in Shanghai joined the PISA organized by the OECD for the first time and got top test scores in reading as well as math and science compared with dozens of other countries, which aroused a widespread and heated discussion at home and abroad. This purpose of this study is to investigate the relative impact of family background and policy-amenable school resources on students' academic achievement.

Data and variables

This study draws on survey data from the website of OECD, PISA 2009. The dependent variables in this study are students' reading, math and science test scores in PISA2009 and the independent variables are students' family background characteristics (such as household wealth, household educational resources, and parents' education) and policy-amenable school factors(such as percentage of teachers with a required qualification, student/teacher ratio, quality of school educational resources, and school administration). What's more, school type, school size and student selectivity are added as controlling variables.

Methodology and Models

In consideration of the hierarchal structure of the data, I employ a "Two-Level Model" using HLM 6.08. Where is a measure of children's academic achievement are family characteristics, and represent school educational resources.

Results

There are significant gender differences in students' reading and math scores: girls are good at reading while boys good at math. Parents' education has no significant influence on students' achievement except for the first level model for mathematics. Household wealth and family education resources have significantly positive effect, that is to say the wealthier the family is, or the more education resources the family has, the better students' performance is. In addition, family language only affect Shanghai students' reading scores, and immigration status has significantly negative influence on Shanghai students' math and science achievement, while family structure has no effect on student's test scores.

In the school level, only percentage of teachers with college degree or above and student/teacher ratio have significant influence on students' performance. Quality of school educational resources and school administration has no significant influence

HSIEH, Chuo-Chun (University of Bath) [CS3.1]
Enhancing Social Mobility: European Experiences in Bologna Process

Since the Bologna Declaration was announced in 1999, the nations which endorsed an idea of building a European Higher Education Area (EHEA) have shared a set of common goals. Among them social dimension is one that reflects their aspirations for mobility, which was specifically pointed out in the 2007 London Communiqué. This paper presents an analysis examining recent progress of the European higher education systems participating in the Bologna Process in relation to government measures aimed at improving the diversity of the student body reflecting their populations. Signatories' national reports regarding the Bologna Process implementation between 2009 and 2012 are analyzed with a specific focus on three stages of the life-cycle of higher education students, viz. getting-in, staying-in and getting-on. The paper closes by providing an overview of the main policy approaches adopted in the area to help students enter and complete HE as well as graduates succeed in the labor market.

HUANG, Guankai 黃冠凱 (South China Normal University) [CS1.13]
Thailand Remote Television Education for Primary and Secondary Schools in Remote Areas
泰國面向邊遠地區中小學的遠程電視教育

泰國的邊遠地區的中小學師資問題是多年以來的社會問題，北部、東北部因經濟原因，南部因歷史原因，武裝動亂時常出現，上述原因令這些地區基礎教育師資極為缺乏，為些，政府組建了遠程教育電視臺，為各學校配備收看設備，組織收看，統一了課程標準，確保清少年學習機會的獲得，同時也為師資培訓提供了一個新路徑。本文通過介紹泰國面向邊遠地區的遠程電視教育的發展，希望能為解決其它山區教育問題提供借鑒。

HUNG, Cary (City University of Hong Kong) and PARK, Jae (Hong Kong Institute of Education) [CS3.12]
Filial Piety (孝 hsiao) and Career Exploration-Choice in Confucian Heritage Culture

Confucian Heritage Culture (CHC) is described by education research communities as a group of Asian nation-states with their motherland and overseas population who share Confucian values, which consistently render certain social behavior and practices, including academic outcomes and learning approaches. Park (2011) has challenged such a homogenous and simplistic view by differentiating a thin version from a thick version of Confucian values that coexist in CHC. In this paper, we present a quantitative study on career exploration-choice of Hong Kong youth, focusing on the weight of a prototypically Confucian value, namely filial piety (孝 hsiao). Our findings on students' autonomy, competence and relatedness show that parental influence only has a secondary role in contemporary CHC students' career exploration cum choice.

HUNG, Chung Fun Steven 洪松勳 (Hong Kong Institute of Education) [CS2.4]
The Prewar School Civic Education Policy in Hong Kong: A Historical Comparative Analysis with Theories of the State

香港戰前學校公民教育政策——以政體國家理論的一個歷史比較分析

The researchers pointed out that the school civic education had appeared before the Second World War in Hong Kong, but they had never clearly pointed out whether the Hong Kong Education Department implemented this civic education policy. From the perspective of the state and the British colony, how the Hong Kong government to map the whole historical periods and scenarios is the major concern. And the related policy whether it was set as the discourse or the corresponding problem that it was reflected is the key areas to clarify.

研究者指出香港在第二次世界大戰前曾經出現了學校公民教育，但未曾清楚指出香港教育政策中當時教育司署是否有推行相關的學校公民政策。以國家和英國殖民地的香港角度的分析，主要關乎香港政府如何對應當時的一整個歷史時段和情景，執行如何的教育政策，以及有關的政策是否成為當時的議程，和歷史中對教育的對應問題的澄清。

JACKSON, Liz (University of Hong Kong) [CS2.4]
Multicultural Education in Hong Kong? Challenges and Opportunities

Multicultural education in many industrialized, diverse societies aims to positively represent and include minority groups in the curriculum. Though there is some discussion of this aim in Hong Kong curriculum, the positive inclusion of minorities in subjects dealing with social life remains minimal.

This paper aims to defend the need for multicultural education in Hong Kong by comparing the sociological and representational challenges there with those of other societies with traditions of multicultural education. Using comparative methods this project provides sociological and historical context to multicultural education programs in diverse societies including Canada, the United States, France, Japan, and South Africa. The historical backdrop of these countries will be considered as well as the nature of their multicultural education. Hong Kong faces unique dilemmas in developing multicultural education, including the problem of prejudice toward mainland Chinese people, and the common notion that to be a Hong Konger one must be both (a) of Chinese (Han) ethnicity, and (b) Chinese (Cantonese and/or Mandarin) speaking. This paper will examine these and related issues in the context of the broader comparative discussion, also considering other essential challenges to the concept of multicultural education.

JEONG, Moon Sook (University of Alberta) [CS4.1]
The Ideological Communication between the West and the East: The Case Study of South Korea

Facing the new reality in the late 20th century - globalization and a knowledge-based economy, South Korea has set up a series of educational reform policy and then restructured her higher education in a neoliberal way. As individual nations are interwoven politically, economically, socially and culturally in a globalized world, a local educational policy change reflects exogenous environment as well as domestic needs. Although the ideological root of neo-liberal education reform stems from the Anglo-American macroeconomics (liberal economy + post-Keynesianism), Korean local policy makers significantly accommodate neo-liberal principles (marketization, decentralization, accountability, etc.) for higher education reform. In bridging these two dimensions (origin and local practice), I will attempt to identify a macro-causal relationship of neo-liberal education reform with the material basis of advanced capitalism, while examining the duality of local politics in between two

forces, namely the external and internal conditions of policy change by examining the evidences of neoliberal principles over recent Korean higher education reforms (1995 – 2012).

JUNG, Jisun (University of Hong Kong) [CS1.2]
The Evolution of Higher Education Research in Korea
Higher education in Korea has been rapidly expanded during last six decades. Not only the tertiary enrollment rate is the highest among OECD countries, but it also shows highest R&D investment recently. Government has adopted strong performance-based policies since 1990s to guarantee the quality of higher education. Despite of growth in higher education issues, higher education research in Korea has been very slowly progressed. There is a lack of independent academic program for higher education and specialized higher education association or academic journals. In particular, the participation of international academic community is limited to just few scholars. This study aims 1) to briefly explore the evolution of higher education research in Korea since 1980s, 2) to analysis main research topics in higher education based on five main academic journals, and 3) to suggest main issues and challenges for higher education research community in Korea.

KE, Xiaoling (Guangdong University of Foreign Studies) [CS3.8]
A Comparative Review of Care Ethics and Confucianism on Ren
Modern ethics is under frequent attack for the reason that it adopts a problematic notion of the self and the other, and the subject's dominating role in the relationship with the other. But Nel Noddings disavows such assertions and reinscribes the notion of self, other and the relation between self and other. Confucianism also stresses the importance of care for the other through its advocation of Ren, so Noddings' care ethics and Confucianism are two important alternative ethical systems to the rule-based and principle-based approaches to ethics that have dominated the West for decades. The present paper compares care ethics with Confucianism on Ren, and discusses the similarities and differences between these two ethical theories. The paper further discusses the implications of such a comparative study on the development of moral education curriculum in China in this globalized world. It is hoped that such a comparison between the care ethics in the West and Confucianism in the East will shed new lights on the present debates on care ethics and enrich our understanding of the ongoing debates on moral life and morality.

KUANG, Xiaoxue (Hong Kong Institute of Education) [CS2.12]
Hong Kong Students' Multiple Identities
In 2012 there was considerable discussion of Hong Kong students' loyalty and patriotism as Chinese citizens culminating in the prolonged community debate concerning national education. In all of this debate, however, there was little reference to empirical studies that sought to answer questions about Hong Kong students' sense of identity. This paper will report the results of a survey administered in 2009 as part of the International civics and Citizenship Education Study. The results showed that most students in Hong Kong possess a mixed identity, seeing themselves as Chinese, Hong Kong Chinese, Hong Kongers and global citizens. There were a number of factors that showed some predictive power in relation to these identities: Emotional attachment to their nation, pride in Hong Kong and pride in Chinese history, culture, influence and achievement. For Hong Kong students it seems clear that commitment to the nation and commitment to Hong Kong are not mutually exclusive.

KURODA, Chiharu (Kobe University) [CS2.9]
An Empirical Study on the English-Medium Instructed Degree Program for International Students of Higher Education in China

This empirical study examines the international student education program of higher education in China, putting a special focus on the expanding English-Medium Degree Programs designed for international students. Responding to the publication of "the National Outline for Medium and Long-Term Education Reform and Development (2010-2020)," the Ministry of Education issued "Plan for Study in China" in September 2010. In this plan the Chinese government launched an ambitious numerical goal to attract 500,000 international students to its higher education institutions, as well as elementary and secondary schools by the year 2020. The number of students in degree conferring programs is hoped to reach 150,000. Increasing the number of international students enrolled in degree conferring programs is an important aspect needed to cultivate "high-level international personnel, who are friendly toward China. For this reason, the Chinese government stated in their plan that the government will encourage universities to establish English-Medium Instructed Degree Programs for international students. As of 2010, 44 majors in 26 universities offer English-Medium Instructed Degree Programs for international students (Liu 2011). Since then, a remarkable expansion of the English-Medium Instructed Degree Programs has been observed. In order to examine the recent phenomena of expansion in the English-Medium Degree Programs, the author conducted extensive interviews at 8 colleges and 2 departments of 4 leading Chinese universities: Peking University, Tsinghua University, Renmin University of China, and Fudan University. While doing the field research, the author noticed that the Chinese government and its universities, in trying to develop friendly relations seem to be proactively promoting their own intellectual traditions. The author would like to explore the idea that there are significant differences between the policies and strategies regarding the implementation of the English-Medium Degree Programs between China and both South Korea and Japan. Currently, I have highlighted three areas that merit further research: 1) differences in government policies; 2) differences in educational strategies; and 3) differences in the form of education.

LAO, Rattana (University of Hong Kong) [CS2.8]
Quality Assessment as a Global Education Policy and the Case of Thailand

The quest for quality is not a new concept in higher education. However, current discussion on Quality Assessment (QA) requires an establishment of an external organization (Harman, 1998). Through document analysis of the Journal of Quality in Higher Education between 1995 and 2010, least 48 countries have established a meta-organization to implement QA. This paper analyzes how and why QA resonated in Thailand. Influenced by policy borrowing and lending theory, it is argued historical legacies, policy timing and policy belief systems of the policy elites explained the emergence of QA in Thailand. Historically, the Thai elites have always made references to policies from elsewhere in order to legitimize the reform. Therefore Thailand's introduction of QA must be understood in relations to this historical development. Secondly, policy timing is essential. The Asian Economic Crisis provided 'window of opportunity' to legitimize a sector-wide reform (Fry, 2000). The Office of National Educational Standards and Quality Assessment (ONESQA) were established in 2000 to be responsible of QA. Thirdly, policy belief systems of the policy elites mattered. Through the cross-sectorial borrowing, senior bureaucrats, university executives and representatives from the private sector justified the need for QA based on their personal experiences and professional expertise.

LAU, Cheng Man Diana (Macau University of Science and Technology) and YUEN, Pongkau (University of Macau) [CS3.3]

Exploring the Interaction between Private Higher Education and Social Change in Macau

The development of private higher education is an important phenomenon of the 21st century. In Macau the sector has expanded in astonishing speed. This presentation reports the interaction between private higher education and social change in Macau. It explores the nature of private higher education and the degree of privatization in the higher education system. It also investigates the issues of fees, autonomy, equity and academic excellence.

LAU, Grace, CHAN, Rina and CHUNG, Lai Ping Ellie (Hong Kong Institute of Education) [CS4.2]

How 'Scaffolding' Has Been Perceived as a Strategy for Construction of Knowledge in The Early Childhood Classroom: A Reflection on The Reported Case Studies in Hong Kong with Those in the West.

This paper reports data from a study about the challenges of educational reform carried out by three in-service preschool teachers in Hong Kong. Intending to abide with the new paradigm shift to quality teaching and learning originated from the West; these teachers adopted the social constructivist theory and the application of the technique of scaffolding. The main difficulties when applying the scaffolding techniques in a child-centered curriculum, as observed by the author in her capacity as a teacher educator and researcher, could be the misunderstanding on the part of the teachers that there is only one kind of scaffolding technique. This paper reports the application of scaffolding technique and its difficulties in application as identified by the Hong Kong preschool teachers in the case studies. The findings highlight the differences between the types of scaffolding techniques employed by the West as reviewed in the literature with those adopted by the Hong Kong preschool teachers. The paper concludes with a discussion that education is a complex and complicated endeavor involving a plethora of judgments and ideologies affecting diverse people and the "meanings" of their experiences, lives and Institutions. Implications are drawn for future policy refinement and development in Hong Kong (SAR).

LAU, Tracy Chui Shan (Hong Kong Baptist University) [CS1.7]
Comparing Colonial and Postcolonial Pro-Beijing National Education in Chinese Communist Schools in Hong Kong

This study focuses on the transformation of Chinese national education in the socio-political context of the capitalist Hong Kong. It explores the reasons that Hong Kong pro-Beijing socialists initiated education for the capitalist Hong Kong; the organization, teaching and learning of these schools and the transformation of the educational policies and practices that students received in these educational settings. This article deals with events that occurred from the 1946 to the post-1997 era. Initially the ideological position of the pro-Beijing educators was relatively straightforward; they opposed both British rule and the institutions of capitalism in line with the teachings of Mao Tse Tung and the Chinese Communist Party. After the communist-inspired riots of 1967 the pro-Beijing forces lost a lot of popular support. This situation was further complicated in the post-Cultural Revolution period, when China embraced the idea of an economic opening. This made earlier opposition to capitalism look outmoded, and forced the pro-Beijing educators to be more nuanced in their approaches to education. The transfer of sovereignty also posted the pro-Beijing faction from anti-hegemonic to pro-hegemonic. The re-integration with the mainland, the change in politics and the introduction of privatization and the forces of neo-liberal globalization have created a new situation forcing these Hong Kong socialist educators to respond quickly. Here we aim to see how these patriotic schools transform themselves to fit into the market-oriented and globalized society of HKSAR (Hong Kong Special Administrative Region) under the framework of 'one country, two systems'.

LI, Aisi (Higher Education Columnist of UK Chinese Times) [CS4.6]

Creating a Western University with Chinese Characteristics: The Influence of Individuals

This paper examines how the initiatives of the British missionaries to establish a missionary university were shaped by the Chinese perspectives. It uses the example of the foundation of Shanxi University after the Boxer Movement, and investigates the negotiations between the British missionaries and the Shanxi officials during the founding process. It shows that despite the strong foreign military presence, the Shanxi officials managed to navigate the negotiations, and directed the university to suit their own vision. In contrast, the British missionaries compromised on several core issues and consequently turned the proposed missionary university into a Chinese government university. As a result, the British university model had in fact been modified before it touched the Chinese soil, thus making it a "British university with Chinese characteristics". Through the study of the negotiations, this paper attempts to understand how personal preferences and perspectives influence the interpretation and adoption of foreign educational practices, particularly when structured support is insufficient.

LI, Bingru (Fudan University) [CS2.11]

Analysis of Policies on International Graduate Students' Education in China

China plays an increasingly important role in education internationalization. More and more Chinese students go abroad for education while lots of international students are attracted to study in China. Dating back to the beginning of 21st century, a series of policies on international students' education in China have been made to make China a better place for study. And insistently, the Chinese government is adjusting old policies and enacting new ones. This paper will focus on the policies related to international graduate students because they are regarded as the relatively high-level students among all of the international students in China. To cultivate international students with high education qualification will provide more professional talents and enlarge China's educational influence in the world. Statistics show that in 1999 Chinese universities and colleges hosted all together 44711 international students, including 2896 graduate students (6.5%). While in 2011, the number of graduate students has raised about ten times, reaching 30376 among 292611 international students studying in China. However, the percentage of graduate students from overseas is low compared with other countries such as America and the quality of the education of international graduate students in China still needs a boost.

LI, Hui (Hong Kong Institute of Education) [CS3.12]

The Relationship between Regime "Type" and Civic Education: A Comparative Study of Three Chinese Societies

The assumption of most western literature on civic education is that its purposes are largely linked to the democratic regimes and their maintenance. But as time goes on, global experience has witnessed the emergence and prosperous development of civic education in many non-democratic societies. It seems to suggest that civic education does not have to be identical with Western liberal democracy. Since non-democratic regimes view citizen preparation as important, what kind of citizen do they produce? In what ways is it different from democratic civic education? The purpose of the study is to explore how civic education is influenced by regime type though comparing the scholars'

representation of good citizen in three Chinese societies (Taiwan, Hong Kong, and mainland). The societies in which there are explicitly different regime types (democracy, hybrid regime, and authoritarianism) in order to highlight the significance of any possible variations. Document analysis of date related to civic education from three databases will provide us a clear understanding of ideal good citizen under democracy, hybrid regime, and authoritarianism.

LI, Hui (University of Hong Kong); CHEN, Eve (University of Hong Kong) and LIN, Yuwei (National Taiwan Normal University) [CS3.5]
A Comparison of Kindergarten Teacher Compensation between Shenzhen, Hong Kong, and Taipei

This paper presents a comparison of kindergarten teacher compensation between the cities of Shenzhen, Hong Kong, and Taipei. A comprehensive framework is defined and then employed to analyze the compensation packages for kindergarten teachers in the three cities. Two indicators, the Big Mac Index from *the Economist* and the House Price to Income Ratio, are also introduced to evaluate teachers' real purchasing power. The results indicate that: a) Hong Kong features the simplest compensation structure, with no allowance, incentive, or benefits, whereas Taipei has the most comprehensive and generous compensation; b) Shenzhen and Taipei employ a post-performance salary system, whereas Hong Kong uses a competency-based salary system regulated by the supply-and-demand market; and c) the purchasing power of Taipei teachers is the strongest, whereas that of Hong Kong teacher is the weakest. Accordingly, the following suggestions are made for improving the field of early childhood education in Hong Kong: i) enrich and improve the teacher compensation system; ii) launch a post-performance salary system; and iii) introduce the housing, transportation, and education allowances for kindergarten teachers.

LI, Hui and YANG, Yingxiu 李慧和楊穎秀 (Northeast Normal University) [CS4.8]
Exploring the Developmental Ways of City Secondary Vocational School to Adapt to the Demand of Migrant Workers' Children
探索適應農民工子女需求的城市中職發展路徑
農民工子女教育問題是我國城市化進程中的特殊產物。近年來，由於"兩為主"政策的有效執行，越來越多的農民工隨遷子女接受了與城市兒童同等待遇的義務教育，同時，各流入地也不得不開始面對大量農民工子女初中後升學期望的滿足。通過調查發現，農民工子女初中畢業後希望能繼續在城市升學，普通高中成為他們的首選。但目前很多城市尚未全面放開普通高中教育，因此嘗試開放了城市中等職業學校，中職的進一步擴招和免費政策也為農民工子女就讀中職創造了有利條件。但這與農民工子女的實際需求存在一定差異。因此，在分析了影響農民工子女選擇城市中職的主要因素的基礎上，我國政府應該通過提高中職教育品質，拓寬中職升學管道等途徑，來有效增強城市中職對農民工子女的吸引力，以適應農民工子女初中後的升學需求。

LI, Jiacheng 李家成 (East China Normal University), WANG, Peiying 王培穎 (Shanghai Minhang Qilun Elementary School), and CHEN, Zhongxian 陳忠賢 (East China Normal University) [CS4.9]
Student Developmental Needs Based Parent Partnership: A Case Study of Shanghai Qilun Elementary School in Minhang District, Shanghai
基於學生成長需要的家長參與——對上海市閔行區汽輪小學的個案研究

China is experiencing a transformation period with a soaring urbanization, and more and more rural students are swarming into urban schools. This, on the one hand, brings diversity to urban schools; on the other hand, causes many problems for such schools. Under this background, parent partnership in schools plays an important role in promoting the education equity and improving education quality. By applying the qualitative and quantitative research methods, such as survey, observation and interview, this paper takes the Qilun Elementary School in Minghang District, Shanghai as an example, exploring the enormous value of promoting students' development conceived in their diversified activities and practices between the parents and school. Through the study, we find out that the Qilun Elementary School has a very diverse culture background. Among its 463 students, 336 come from 18 other Chinese provinces outsider of Shanghai, which occupy almost 60 percent of China's territory. Most of its students are the offspring of the alien workers with low social and economic status in Shanghai. Those parents are less educated, and most of them are just graduators of middle school. Under such circumstances, students' parents, together with the school, have carried out a series of activities which are various in forms and broad in contents. The case of Qilun Elementary School shows that parent partnership should base on students' developmental needs and focus on promoting students' development. To promote the parent partnership, we should establish a system of organizations and operating mechanisms to carry out colorful activities and build various relationships. By self-innovation, schools and parents should energize the ecosystem and achieve self-development.

在中國社會轉型期間，學校生源日益多元化的背景下，積極推動家校合作，對於促進社會公平、提高教育品質，有著重要價值。本文通過問卷調查、訪談、現場觀察等研究方法，對上海市汽輪小學進行了個案研究，分析了他們的多元文化背景以及在此背景下開展的豐富多彩的家長參與活動，突出了家長參與對於學生發展的重要意義。

研究發現，上海市閔行區汽輪小學是一所極具多元文化特徵的學校。463 名學生中，336 名學生為外省市戶籍，來自全國十八個省市，占中國版圖近 60%。他們多為外來務工子女，父母的社會經濟地位、文化程度總體不高。在此背景下，學校與家長一起，基於學生成長需求的立場，開展了形式多樣、內容廣泛的合作，形成了一套有特色的系統。

汽輪小學的個案，啟示我們，家長參與要建立在學生成長需要的基礎上，以促成學生發展為最終目的；要建立相關組織與機制；要開展豐富的活動，建立豐富的關係；要通過自我更新，實現生態的改善。

LI, Jiaping and LI, Tianying 李佳萍和李天鷹 (Northeast Normal University) [CS1.5]

An Important Measure for School Improvement—Teachers' Performance Management
教師績效管理——學校改進的重要舉措

隨著中國教育改革的深入，學校改進引起的諸多學者的關注。學校改進強調的是學校自身持續的進步，目的在於通過對學校內部和外部諸多條件的改變來最終增強學校效能，提高教育品質。在學校改進的過程中，作為學校內部的一個行為主體，教師的角色是十分重要的，有了優質的教師才能有優質的教育，教師是學校改進的關鍵因素，可以說，學校課程和教學的改進，學生的全面發展都直接受到教師的影響，學生的進步離不開教師素質的不斷提升。因此，建設高素質的教師隊伍目前已經成為了學校管理工作的重要內容和緊迫任務。實施教師績效管理能夠很好的提升教師自身的能力，改善教師的行為效能以及促進教師的專業發展，激發教師從教積極性，從而更有效地推動學校改進的深入。

With the development of educational reforms in China, school improvement draws the scholars' attention gradually. School improvement emphasizes on the sustainable progress of the school itself,

aiming to strengthen the efficiency and improve the education quality through changes to the internal and external conditions of the school. As the behavioral agent inside the school, teachers play an important role during improvement. With qualified teachers, high-quality education can only be possible, which indicates that teachers are vital to school improvement. In other words, the improvement of school curriculums and teaching as well as integrated development of students are directly connected with the teachers, and students' progress is closely combined with the quality improvement of the teachers. Consequently, it is significant and urgent to develop a high-quality teaching body. To carry out the performance management system for teachers will favorably promote the teachers to improve their ability, perfect their behavioral efficiency, promote their professional development and stimulate their teaching enthusiasm, thus further motivating the school improvement more effectively.

LI, Jie; CHEN, Xiaofei; WU, Jingjing and WU, Yufang 李潔、陳曉菲、吳晶晶和吳育芳 (South China Normal University) [CS1.9]
東西方視角下教育機會均等的發展趨勢

瑞典著名教育家托爾斯頓·胡森認為教育機會均等包括起點均等、過程均等、結果均等。實施教育機會均等，要求社會對每一個成員，不論民族、性別、社會背景、家庭出身和個人條件，都要給他們提供相同量與質的教育，使每個社會成員接受教育的機會相等，人人有機會獲得同樣的社會地位、職業和收入。然而，教育機會均等僅是一種理想，做到教育的起點、過程、結果完全均等是不可能的。由於東西方國家經濟，文化與環境的不同，社會主義國家和資本主義國家的孩子教育機會的不平等以及教育潛能發揮的機會不平等。本文首先以東西方的視角橫向研究教育機會均等在不同國家表現出怎樣的趨勢與特點。此外，在縱向上研究社會變遷與隨之而來的教育機會均等改革的歷史腳步進行探討。

LI, Jun and CHEN, Liyuan (Chinese University of Hong Kong) [CS4.6]
Confucius Institutes in China's Rise: University Partnerships in the Global Age

Through university and school partnerships (USPs), China had opened over 387 Confucius Institutes (CIs) and 509 Confucius Classrooms (CCs) in 108 countries by July 2012. The dramatic spread of CIs/CCs since 2004 is unique in the history of the expansion of language and cultural influence. Few studies have been done on CIs/CCs, and these have tended to focus on China's soft power, cultural diplomacy and the learning/teaching of Chinese. None of them address CIs/CCs through comparative case studies in various contexts and as part of the internationalization of Chinese universities and schools. Nor is there any research on both CIs and CCs from a comparative North-South perspective.

There have had concerns around the motives of the Chinese government that claims its initiative for the promotion of Chinese language and culture to be aimed at mutual understanding and benefit between China and the rest of the world. Critics are concerned as to whether CIs/CCs might embody a new form of neo-colonialism or cultural imperialism, calling in question China's "peaceful rise". This study attempts to develop a fair and balanced understanding, drawing on views from both the developed and developing world as to how far the actual implementation of CIs/CCs corresponds with China's claims. Furthermore, the project will be able to generate theories, based on comparable data collected from contrasting contexts such as Japan and the Philippines, to analyze how these outcomes differ from each other in developing and developed countries. Also distinctive geopolitical concerns in China's neighboring region may be seen to shape its global impact through the collaboration of

Chinese universities and schools and their overseas partners. Through an in-depth investigation of both the rhetoric and the reality of CIs/CCs, this research will develop theory on the basis of empirical evidence that illuminates the CI/CC phenomenon in the internationalization process of Chinese universities and schools, and will consider the implications for the global dialogue between East and West, North and South.

LI, Kongzhen 李孔珍 (Capital Normal University) [CS1.5]

Analysis on Performance Wage Policy Implementation in Different Types of Schools in Compulsory education

義務教育不同類型學校績效工資政策執行分析

In order to study the Performance Salary Policy implementation, this article makes a case comparison on two different types of schools which are located in the same county. It reviews that performance appraisal plan, the teachers 'attention degree to performance, performance wage gap, conflict management and implementation results in the two cases are different. Based on this, it is discovered that, the implementation microenvironment has important effects on the way of policy implementation, the investigation results from different types of schools should be dealt with separately; specific analysis on different stakeholders should be carried out when problem-solving suggestions be put forward according to the staff's attitudes and opinions to performance salary policy implementation; whether widening the performance wage gap is not important, policy implementation is just a medium, and it should serve the development of school and students.

對義務教育兩種不同類型學校績效工資政策執行特徵的案例對比發現，不同類型學校組織在績效考核方案、對績效的重視程度、績效工資差距、衝突管理方式以及執行結果等方面都存在區別。基於此，研究認為，執行微環境對學校執行方式有重要影響；對不同類型學校績效工資政策執行的調查結果應該分別處理；在針對教職工對績效工資政策的態度和意見提出解決問題的建議時，應針對不同利益相關者具體分析；是否拉大教師績效工資差距並不重要，政策執行只是手段，應服務於學校發展和學生發展的目標。

LI, Lijuan (Hong Kong Institute of Education) [CS3.9]

Accountability of Student and School Factors on Secondary School Value-added Effects on Student English Reading Attainment: A Hong Kong- based Study

This study examines, in an exploratory manner, multilevel models that better predict school effects on adding value to their students regarding their English reading ability from Secondary One to Secondary Six. The data was collected from 3,993 students within 66 secondary schools in Hong Kong. When entering Secondary One, they were tested on their English reading ability, and again at Secondary Six. A range of value-added models are fitted, including 6 explanatory variables in varied ways. The comparison across these models suggests that student individual scores at intake is the most powerful predicator of the value added. The intake aptitude test scores, aggregated to school level, make no more difference than student gender. Student band counts the most, well above student gender and school gender, school band the least. Specific findings on value-added across the schools are plotted thus providing distinctive graphic information. Presumably this study will produce some insights for stakeholders to find out reasons behind the value-added patterns.

LI, Lijuan, Joanna (Hong Kong Institute of Education) [CS4.7]

Principal Leadership and School Effectiveness: From the Perspective of "Countries of Origin"

This study examines the methodologies and findings of the recent influential publications stemmed from a few large-scale government-funded projects led by top scholars in the field of educational leadership. The authors have been leading, if not dominating, the trend of research in this field for

decades. These publications all put the relationships between principal leadership and school improvement and/or student achievement at the centerpiece. All published in peer-refereed journals in the past 10 years, the selected studies feature the width and depth and advances of research on educational leadership. Apart from a review of the methodological variety, the strengths and limitations will also be pinpointed. The author will move a step further to synthesize the main findings and extract the common themes. Although "syntheses of this sort lose some of the rich detail found in individual cases", they may give readers "a better sense of what is similar and different across cases and countries" (Day & Leithwood, 2007, p. 3). It is hoped that this study, standing on the shoulders of the giants, will outline the recent development of research in educational development in line with their countries of origin.

LI, Rui; LI, Jing and ZHAN, Yuanyuan 李睿、李靜和湛園園 (South China Normal University) [CS1.10]

淺析中國大學通識教育的背景、現狀及發展趨勢

隨著大學專業教育的危機逐漸凸顯出來，人們對通識教育的關注在近些年來日益增長。通識教育在中國產生的重要背景就是針對大學專業教育的知識面過窄以及大學生缺少樹立人生觀、價值觀、世界觀的基石，而通識教育在這裡起著重要的作用，它旨在培養學生能夠自我發展與獨立思考的能力。文章首先會提到中國大學通識教育的背景原因，然後會談到中國通識教育的現狀，其中會談及中國大學通識教育的幾個成功案例。最後，則是對中國大學通識教育的發展趨勢做出一個預測。

LI, Sidong 李司東 (Fudan University) [CS4.5]

Analysis of Preferential Tax Policies to Promote Social Investment in Education
促進社會教育投入的稅收優惠政策分析

社會投入是教育投入的重要組成部分，以稅收等優惠政策推動社會對教育的投入，有利於緩解我國教育經費的不足，促進教育事業的進一步發展。本研究對教育稅收優惠政策的現狀分析表明，儘管對教育提供者和教育捐贈者有相應的稅收優惠，但整體看來，稅收優惠政策少，難以為整個社會進行教育捐贈提供強大的政策激勵。進一步的政策分析發現，我國教育稅收優惠政策還存在著許多不夠完善的地方，如受教育者沒有享受到稅收優惠、政策激勵作用不強等。最後，研究從財政投入、管理規範和政策激勵等三個方面提出了建議。

LI, Vickie Wai Kei (University of Western Ontario) [CS2.12]

In search of learners' stories: issues and challenges in conducting a narrative inquiry into students' English learning experiences

English learning entails "subjective experiences, not universal ones" and it has very "personal meanings" (Kalaja, Menezes & Barcelos, 2008). Theoretically informed by Norton's (2000, 2010) work on identity and language learning, my PhD research examines Hong Kong post-secondary students' English learning experiences, focusing on how the interactions within the participants' English classroom have shaped and informed their English learning experiences and English learner identity. To capture students' English learning experiences holistically, I adopted a narrative research approach and collected my data through questionnaires, interviews with students and class observations. In this presentation, I will draw on my own experiences in conducting a narrative inquiry of students' English learning trajectories and discuss the methodological issues and challenges I encountered along my narrative journey. It is hoped that the discussion will provide insights to those who are interested in using narratives as their research tool.

LI, Wenjing (Beijing Normal University) [CS2.11]
Germany's Educational Supervision System

Through suffered destroy during the second World War, Germany has rapidly become a world power with prosperous economy and edge technology in several decades ,which mainly thanks to its government has laid emphasis on education. The advanced education system not only promotes German's overall quality but also forests a array of talents in hi-technology field. Talent is the key element for country's development and education quality determines talents' quality .In the history of education development, Germany be characterized by educational supervision system. In this paper, Germany's education system and educational supervision system would be introduced and analyzed. In a word, German's educational supervision system features the combination of educational supervision and educational administration, giving prominence to the role of educational inspector who are good at administration and authorized by all levels educational executive directors. It's great honor for people to be a educational inspector because of high salary and reputation .In addition ,some non-inspectors can supervise education as well because that German think education is an state issue so that all the countrymen has the responsibility to promote educational quality, and the supervision system has make a difference.

LI, Xiaojun (Hong Kong Institute of Education) [CS4.11]
Exploratory study of Chinese principals' instructional leadership: three cases in Shenzhen

Understanding the role of principals and their instructional leadership behaviors that influence organizational coherence and student performance provides valuable information for educators in the era of accountability. Considering there was a serious dearth of empirical research and a fully accepted definition about Chinese principals, this study supported the case for empirical investigation of instructional leadership in China. The research used a qualitative approach informed by Hallinger and Murphy's three- dimensional Principal Instructional Management Rating Scale (PIMRS). Major data were collected through interviews and observations with primary school principals in Shenzhen. As such Shenzhen principals were expected to experiment with new structural and instructional practices in this educational experimental zone. Three case studies of Shenzhen principals were shown as a part of picture of instructional leadership practice within principals' school setting. Interviews of the principals in the three schools were employed to investigate the nature of principals' work lives, their experiences, goals and values, the policy context they work in and the organizational culture of their school. Non-participant observation supplemented the information to better understand their instructional leadership behaviors and triangulate the interview data.

LI, Yuqiu 李育球 (Zhejiang Normal University) [CS1.6]
Africa Pedagogy Construct Preliminary Comparative Education Research Yuan Paradigm
比較教育研究元範式下非洲教育學建構初探

非洲教育作為比較教育研究的一個重要領域，有其獨特性。文章嘗試從比較教育研究元範式視角探討非洲教育學的基本內涵。認為我國的非洲教育學由非洲批判教育學、非洲文化教育學、非洲科學教育學和中非教育關係學四個基本部分構成。非洲教育學應在批判和解放旨趣的前提下理解非洲教育文化，在理解非洲教育文化的基礎上科學地發展非洲教育現代化。中國的非洲

教育學研究者只有真誠致力於促進解放非洲教育、理解非洲教育、發展非洲教育，中非教育關係才能獲得更好的可持續性發展。

LIAO, Yuanling 廖苑伶 (Beijing Normal University) [CS3.13]
A Study on the Reform of Finnish Doctoral Education
芬蘭博士生教育改革探析

近年來，在博洛尼亞進程的推進下，芬蘭對博士生教育進行了改革。芬蘭博士生教育存在著一系列問題，比如學生學習年限過長，博士生專案不具有系統性，大學與研究機構及企業之間網路化不緊密，學生缺乏學習和科研的動力，國際化程度不高等。本文旨在對芬蘭研究生院制度及國家資格框架進行探析，並分析它們對芬蘭博士生教育改革作出的貢獻。芬蘭研究生院在芬蘭國家創新體系的支撐下形成了具有較為獨特的特徵，大學與大學之間、大學與科研機構及企業之間形成了緊密科學的網路系統；芬蘭國家框架則對博士生的培養目標和學習成果做了全方位的規定，研究生院根據此框架制定相應的培養模式，提高了博士生培養的品質。

Under the Bologna progress, Finland reformed its doctoral education. The doctoral education in Finland exists a series of problems, for example, students protracted the academic years unduly; the doctoral programs lacked systematic organization; the connection among universities, research institutions and industries was not close enough; the doctoral education of Finland was not highly internationalized. This paper aims to make a study of the finish graduate school and the national framework for qualification and then analyze the outcomes they have achieved.

LIN, Hailiang 林海亮 (Southwestern University) [CS4.5]
Swiss compulsory education curriculum reform: A Comparative Study 中瑞義務教育課程改革比較研究

2011 年秋天，瑞典實施了新的義務教育課程標準。中國也於 2011 年頒佈了新修訂的義務教育課程標準。這兩份義務教育課程標準反映了兩個國家所面臨的教育挑戰和任務的不同。本研究試圖解讀兩國義務教育課程改革，為我國義務教育課程改革提供可資借鑒的案例。

本研究將以教育社會學的方法和立場，以中瑞兩國的教育困境為背景，從歷史文化、教育觀念、政治制度和國內外形勢四個角度，解讀兩國的課程標準，比較和探索兩國義務教育課程改革的取向、目標、邏輯、模式、動力，以及兩國的課程改革的差異，以期對我國義務教育課程改革產生借鑒作用。

LIU, Jun 劉雋 (Shanghai University of Traditional Chinese Medicine) and LIN, Xun 林勳 (East China Normal University) [CS4.5]
Tradition and Innovation: The Challenges and Opportunities of the Development of Chinese Traditional Culture Disciplines
傳承和創新：中國傳統文化學科發展的挑戰與機遇——以高等中醫藥教育發展為例

For the term "medical reform" background and the process of Higher Education of T.C.M to Inheritance and Innovation talent including the main internal environment of the strengths and weaknesses, the main opportunities and threats of external conditions, Grasp the macro background of reform of Inheritance and Innovation by using Western strategic posture and selection tools to SWOT analyze.

基於東西方文化的不斷碰撞的時代背景，通過運用西方戰略態勢與選擇工具對具有中國傳統文化學科特色的高等中醫藥教育發展進行 SWOT 矩陣分析，闡述主要內部環境蘊含的優勢和劣勢，

主要外部條件的機會與威脅，以期更好把握東西方文化對話下的中國傳統文化學科的發展特質。

LIU, Qiang and DING, Ruichang 劉強和丁瑞常 (Beijing Normal University) [CS1.3]
Rationally Treat the University Rankings' Rights and Wrongs: Based on the Comprehensive Analysis on QS University Ranking System
理性看待大學排名的是與非——基於對 QS 大學排名體系的全面剖析
雖然任何大學排名都會有所不足，但也都或多或少能為高校的發展提供一杆尺規，QS 大學排名亦如是。本文在釐清 QS 大學排名體系形成與發展歷程的基礎上，從評價物件的選定、指標體系的設置與權重係數的分配、指標觀測值的獲取、集結模型的構造與資料的處理四個維度，對"QS 世界大學排名"、"QS 亞洲大學排名"、"QS 拉丁美洲大學排名"和"QS 世界大學學科排名"進行了全面剖析，並建議高校理性看待大學排名。

LIU, Yung-chien 劉永健 (Jinan University in Taiwan) [CS1.8]
Sophisticated Review of the Implementation of the Effectiveness of Teaching in Taiwan: Nantou County
台灣精進教學實施成效之檢討——以南投縣為例
自九年一貫課程實施以來，如何提升教師專業教學能力為近年來台灣教師在職進修的重點，為配合此政策，教育部自 2007 年起以經費補助的方式，要求各縣市政府辦理「精進教學」，並配合教育部重點政策辦理教師研習。研究者針對南投縣 30 所中小學進行訪談，探討校長、行政人員及教師對於精進教學實施的成效。結果發現精進教學計劃在政策宣導方面對於學校課程及教師教學方式並未有直接的改善，雖然提升了教師對於課程理論的專業發展，但在教材編選、教師評鑑、專業社群發展、教學產出上仍有可改進的空間。至於輔導團教學服務則有著較好的評價，此也呼應了 Lortie（1975）認為教師具有現今主義（presentism）的特質，因此台灣教育改革仍需注意教師本身所具備的特性加以引導，且中央藉由經費補助的方式事實上削弱了地方對於中小學教育的權限。

LO, Yat Wai (Hong Kong Institute of Education) [CS1.4]
Student Mobility in the Greater China Region: A Political Economy Perspective
This paper uses Greater China as an umbrella descriptor of mainland China, Taiwan and Hong Kong. It argues that the complexities of cross-border flow of students and associated educational collaboration and policies in the Greater China region can only be understood in relation to the broader political economy of cross-border higher education in the region. To illustrate this argument, the paper examines the tension between different values and functions of cross-border higher education. It then outlines four themes, namely education industry, talent competition, political agenda and social ideals, which are seen as the core components of the discourse on policy of cross-border higher education in Greater China. The paper seeks to show the tensions between the different aspects and agendas of intra-national student mobility, and to discuss their possible impacts on policy direction for cross-border education within the region.

LOU, Shizhou and PENG, Zili 樓世洲和彭自力 (Zhejiang Normal University) [CS1.6]
The Path Choice of the Development of Higher Education in Africa under the Perspective of Globalization

全球化視野下非洲高等教育發展的路徑選擇

非洲高等教育在其各個歷史階段形成不同的發展路徑，無論是前殖民時期、殖民時期、獨立自主時期和全球化時期，非洲高等教育的發展都表現出一種對歐美國家的路徑依賴特徵。21 世紀的經濟全球化和高等教育國際化對非洲高等教育產生了極為深刻的影響：一方面新自由主義主導下的經濟全球化浪潮，推動非洲高等教育進入了快速發展的時期，高等教育私有化和分權化成為發展和改革的主流；另一方面教育財政缺乏，使其對國際援助的依賴性進一步增加，高等教育的主權和獨立性受到嚴重挑戰，新自由主義思潮阻礙了非洲高等教育的本土化進程。在全球化的背景下，非洲各國試圖通過高等教育國際化與本土化的互動，構建"以發展為導向的高等教育體系"。

LUK-FONG, Pattie (Hong Kong Institute of Education) [CS4.3]

When Educational Reforms Meets with Confucian Cultural Practices: A Case Study of Hong Kong's English and Liberal Studies Teachers

Educational reform as a global movement in the 1990s was enacted differently in the local. Hong Kong, often called a place where 'East meets West', is a good case to study the enmeshment of the Chinese Confucian cultural heritage and Western traditions in education. This paper discusses the teaching and learning in English and Liberal studies that has taken place as part and parcel of educational reforms in secondary schools in Hong Kong. The interplay of the global with the local has created both difference and sameness, plus a third way – what Bhabha called hybridity which creates both tensions and possibilities for teachers. Drawing from in-depth interviews of secondary school English and Liberal Studies teachers in Hong Kong, this paper compare and contrast the different kinds of hybridities that English and Liberal Studies teachers experienced. The paper concludes not only by acknowledging the need to start with East-West hybridities in Hong Kong for policy making but also calls for continuous dialogue and integration of East and West traditions in the implementation as well as the evaluation of education reforms.

LUO, Lan 羅蘭（長沙師範專科學校經管系）**[CS1.5]**

Review of the Study of Domestic and Foreign University Teacher Selection System
國內外大學教師選聘制度研究

本文從宏觀角度依國別、時間為緯剖析國外大學教師選聘制度；並以國內大學教師選聘制度的變更為內容，以時間為緯剖析國內大學教師選聘制度；以我國學者眼中的國外大學教師選聘制度為脈絡，分析各國大學教師選聘制度特點，求同議異。通過比較研究得出啟示：宏觀制度方面，各國對大學教師職務都有著明確的備選條件，除了對教師的聘任條件有著明確的規定外，各國還具有一套嚴格的考核制度，以確保所聘教師"名符其實"。重選聘制度亦重培養。另外，大多數學者注重別國的經驗，但對於本土適應性，如何適應借鑒的研究還很少。如何借鑒國外大學教師選聘制度當中之優點？是進一步研究的方向。

MA, Jiansheng and WU, Jiani 馬健生和吳佳妮 (Beijing Normal University) [CS1.10]

Urbanization, Demographic Change and the Allocation of Educational Resources - 21st Century Challenges for the Beijing Municipal Education Development
城市化、人口變遷與教育資源配置——21 世紀以來北京市教育發展的挑戰與應對

21 世紀以來，北京市的城市化發展導致了城市人口規模與結構的變遷。在此背景下，城市小學學齡人口呈現出如下變化：第一，總量方面，在校生總數呈現出先下降再上升的明顯波動，2012

年以後小學生源持續逐年攀升；第二，結構方面，未來五年內不同功能區域的生源增長幅度不均，城市功能拓展區域發展新區將出現適齡入學人口"井噴"。這些變化給北京市基礎教育資源配置帶來了一系列問題與挑戰：第一，學校的撤並與新建；第二，優質資源聚集中心城區，外遷人口跨區擇校；第三，中小學師資存在巨大缺口，補充緩慢。

MENEFEE, Trey (University of Hong Kong) [CS4.3]
Learning for Resilience in Nonformal Education: Modeling the Roles of Local and Expert Knowledge in Farmer Field Schools Curricular Transfer in the Rural South

There have been three primary 'turns' in farmer education in the rural south since the beginning of the Green Revolution. Those 'turns' went from a broadcast model of technology diffusion, to using farmer field schools (FFS) to teaching how farmers how to reduce the use of harmful chemical, to now using FFS for more comprehensive crop management strategies. A fourth turn, focused on using FFS to mitigate the effects of climate change, is now in development in research institutes in multiple Southern countries. Southern farmers must also deal with increasingly uncertain farmgate prices, input prices, and government policies in addition to the vagaries of climate, which means FFS planners will need to focus on resilience while still maintaining the current focus of sustainable intensification. This paper explores how to construct high quality and internationally transferable "fourth turn" farmer field schools during a time when the idea of a single set of "best practices" is increasingly difficult to defend. Methods from complex adaptive systems analysis, especially computational modeling, are used to offer these theoretical explorations. As such, I model the diversity of agents, the networks in which they're intertwined, the feedbacks inside the system, and the types and levels of stochasticity inside the system. Recent pedagogical and epistemological work on the nature of networked knowledge (see Weinberger, 2012; Haussman & Hidalgo 2012; Thomas & Brown 2011) is also employed in this study. Data for this study were gathered in field research conducted in the Philippines during a training program designed by the International Rice Research Institute (IRRI) to bring 25 east African extension workers to be trained in current farmer field school methodology by the Philippines Rice Research Institute (Phil Rice). The primary contribution of this paper is a model challenging the role of expert knowledge in fostering quality in FFS programs. My model shows that there are diminishing marginal returns on transferred expert knowledge, such that it will have the highest value (and demand) for farmers with the most resources, with shrinking benefits as resources become scarcer. This creates a lag in demand for these solutions among many resource poor farmers. Further, this model shows that diverse, local, sub-optimal solutions will usually outperform a globally defined set of optimal best practices for resource poor farmers, with performance being defined as increases in both resilience and farmer livelihood. Finally, a network-focused andragogy, which can both bring to discussion and strengthen local practices, might lessen the need for expertise in the educational facilitators in the field.

MOK, Ka Ho (Hong Kong Institute of Education) [CS3.1]
University Students' Perceived Social Mobility in China, Hong Kong and Taiwan

This paper critically examines how university students in Hong Kong, Taipei and Guangzhou have perceived their social mobility and future career opportunities when these cities are experiencing expansion of higher education. Particular attention of the paper is to compare and contrast how university students / graduates assess and perceive the changing labour market needs and their

evaluation of their social mobility opportunities in Greater China. This paper will also discuss policy implications when further expanding higher education in Greater China in the light of what has happened in Europe.

MOROSCALLO, Jessica N., BAYLAN, Steven L. and FERNANDEZ, Ana Marie V. (Cebu Normal University) [CS2.7]

Lifelong Learning and Poverty Reduction: CIIP in Medellin, Cebu, Philippines

This study investigated the impact of CIIP, an arm of E-HELP Extension Program of Cebu Normal University in promoting life-long learning to the out-of-school youth in Caputatan Norte, Medellin Cebu and viewed how intervening factor can reduce poverty. This study utilized quantitative method and descriptive correlation design. Researchers' questionnaires were used to gather data: (1) Out-of-School Youth Survey Questionnaire (OSYSQ-10); (2) Interference of Poverty in Formal School System Questionnaire (IPFSSQ-5); (3) Life-Long Learning Assessment Survey Questionnaire (LLLASQ-6); (4) Intervening Factor Survey Questionnaire (IFSQ-5); (5) E-HELP-CIIP Impact Survey Questionnaire to OSY (E-HELP-CIPPISQ-OSY-6); (6) E-HELP-CIPP Life-Long Learning Survey Questionnaire (E-HELP-CIIP-LLLSQ-6); (7) E-HELP-CIIP Intervening Factor Re-engagement of OSY Survey Questionnaire (E-HELP-CIIP- IFR-OSY-SQ-5); (8) Caputatan Norte OSY Poverty Reduction Perception Survey Questionnaire (CN-OSY-PRPSQ-6); (9) Collaboration of LGU and Concerned Organization Assessment Survey Questionnaire (CLCOASQ-6). Based on the results from the learners, their parents and teachers of Caputatan Norte towards CIIP, it revealed that students in the formal school system in Caputatan Norte, Medellin was interfered by poverty through lack of financial resources for school expenditures (92.50%). Students had to work to support their siblings (54.70%). Some had to go to in the school with an empty stomach (17.00%). Surprisingly, the collaboration of the LGU and the concerned organization showed very high responses with plan together to initiate project/programs for Caputatan Norte (92.20%), community leaders/animators are tasked to bring views and insights from the beneficiaries (92.20%), proper scheduling for complete attendance of the beneficiaries (88.20%), and reports are made clear and transparent for a harmonious relationship (88.20%).E-HELP CIIP is an intervening factor that re-engages out of school youth in Caputatan Norte (80.40%) but the idea of providing a learning center (27.50%) as the most felt need by the respondents was not provided. Caputatan Norte perceived E-HELP CIIP as a tool to reduce poverty although it showed that CIIP was a project in direct service phase of the volunteer continuum.

NDAZHAGA, Jere (Hong Kong Institute of Education) [CS2.4]

Civility in Secondary Schools in Hong Kong

Civility is known to exist in virtually all societies especially in the educational institutions but its level of existence and nature differ from one society to another. This study therefore explored civility in secondary schools in Hong Kong. Qualitative research design was adopted for this study and a number of secondary teachers were interviewed. This study found that the level of civility in secondary schools in Hong Kong differ as students in the international schools were found to be more civil than their counterparts in band 3 schools. Teachers across schools (international, band 1 and 3) use similar methods of handling incivility in their classrooms. Apart from disrupting normal lessons, this study also found that incivility affects free interaction among students which is one of the ingredients needed in most learning environments.

NIU, Changsong 牛長松 (Zhejiang Normal University) [CS1.6]

Higher education fair reform and social change in South Africa

南非高等教育公平改革與社會變遷

1994 年，隨著種族隔離制度的廢除，南非社會進入了轉型期，開始了多民族民主國家重建歷程。這種重建涉及到國家社會生活的方方面面，其核心就是在促進國家經濟增長的同時，克服種族隔離制度的歷史遺留，改善廣大黑人的生活，實現社會公平與正義。高等教育被視為是社會變遷或轉型的重要機制和重要資源。為此，南非高等教育推行了旨在促進公平發展的改革，這些改革涉及到複雜的制度變革與利益調整，對南非社會、政治、經濟發展造成一定的影響，也受南非社會諸多因素的制約。總體來看，南非高等教育領域的公平改革並沒有取得預期的成效，如何保持公平、品質、效率等不同的教育改革目標之間的平衡，如何通過高等教育改革促進社會革新與發展將是南非高等教育領域面臨的一個長期問題。

NYEU, Fongyee (Tamkang University) [CS3.7]

Higher education student loan controversy in Taiwan: Any lessons from the income-contingent loan scheme?

Conventional fixed-schedule loans, also understood as government-guaranteed loans, are available to higher education students in Taiwan on the basis of means-tested family incomes. The government provides the payment of interest on the debt before a student graduates and guarantees the repayment of the debt to the bank in the event of default. Borrowers begin repaying their loans one year after graduating from college, at a fixed monthly rate. The loan's maturity depends on how many semesters of tuition it covered. Social tensions over increasing living costs and low salary for college graduates have caused heated disputes over higher education tuition fees and the terms of student loans, while the government's financial burden to pay for the interests has also been increasing. Unlike the conventional fixed-schedule loans which have equal periodic payments, income-contingent loans are repaid as a proportion of annual income. Capacity to pay, and not time, defines the repayment obligation. This paper reviews the terms of the current student loan system in Taiwan, examines the income-contingent loan schemes implemented in countries such as Australia and England, and discusses implications of the income-continent loan schemes for the student loan system in Taiwan.

OBAOB, Geronimo S. (Cebu Normal University) [CS3.7]

Attitude and Performance of the Overseas Filipino Teachers in Abu Dhabi, United Arab Emirates

The study sought to identify the attitude of the teachers towards faculty evaluation. It also identified points that were included in the faculty development program aimed at improving teaching effectiveness and professionalism. Like all the schools in the Philippines and elsewhere, faculty performance evaluation has always been implemented and conducted regularly. However, every school has its own tool in evaluating teacher's performance and teaching effectiveness. The research conducted focused on the three areas of performance in the field of teaching effectiveness, management and services which incorporated multiple perspectives. While other teachers were negative towards evaluation, others realized that performance evaluation served as a tool of building bridges between teachers and administrators and to students. Some of them did not realize that getting feedback from the students has a unique role on reporting the effectiveness of their own teaching. In

order to create a good practice in faculty evaluation distilled from research and development efforts, each school should establish the purpose of the evaluation. The most promising institutional approaches to faculty evaluation and which have the most potential to improving faculty performance are those most closely tied to well-supported, long-term faculty development. Thereby, schools must establish a legally defensible evaluation process and a system of grievances.

OBAOB, Geronimo S., Genalen Pepito, Lelani Cabarrubias, Emma Songahid, Jessica Moroscallo, Imelda Montalbo, Geronimo Obaob Jr. and Vincent Theodore Balo (Cebu Normal University) [CS2.3]
Impact of Motivation on Out of School Youth's Academic Achievement: An Instructional Redirection

In our march towards poverty alleviation through education, we extended our hands to the lowly out-of-school youth (OSY) in our adopted community in Caputatan Norte, Medellin, Philippines through an Instructional Intervention Project (IIP) which provided the Out of School Youth (OSY) an opportunity to finish secondary school without attending regular, formal schooling. To earn a high school diploma, the OSY had to pass the Accreditation and Equivalency Examination of the Alternative Learning System (ALS) of the Department of Education. In an effort to ensure and increase the percentage of passing in the Accreditation and Equivalency Examination, this study investigated the impact of motivation on OSY's academic achievement. The study uses the profile questionnaire, pre-posttest, and A& E Examination results to match with the extent of motivation an OSY had. Results revealed that although family support and strong personal goals hold a greater impact on motivation towards academic achievement but the rigid review and training given to them played a more important role in helping these students achieve success. An instructional redirection by intensifying the activities given to the OSY must be conducted and Additional Modules that focus on the competencies for each subject is needed because noticeably students' scores in both pre-posttest and A&E Examination lay only within the expected mean revealing that their performance in the pre-post test and the A&E Examination were comparable. Students' success in the A& E Examination can be predicted based on the pre-posttest results.

ORKODASHVILI, Mariam (Georgian American University) [CS3.4]
Corruption in Higher Education: Accreditation, Accountability, Legal Cases

The paper discusses the issue of accreditation of higher education institutions. It argues that the process of accreditation is usually associated with the problems such as quality criteria definition, manipulation, distortion, corrupt practices, and illegalities. These problems often give rise to institutional disputes and instigate legal cases. The research mainly focuses on post – socialist transition countries. It is noteworthy that while institutional accreditation is conducted relatively smoothly, the study programs accreditation still causes hardest debates and dilemmas. As a result, various universities sue accreditation committees for violations, and vice versa. For comparative analysis, the paper refers to accreditation procedures in the western higher education systems. Namely, it looks at the accreditation procedures of The Southern Association of Colleges and Schools' (SACS) Commission on Colleges (COC) in the U.S. to see how the notion of quality is infused in their standards. Significant emphasis on accountability and transparency made by SACS proves effective for the higher education institutions of 11 SACS member states. Spellings Commission Report on

Higher Education (2006) reveals that accreditation remains the most debated issue in academia not only in the U.S., but all around the world. Transition post socialist countries present an even more complex and chaotic case.

OU, Dongshu (Chinese University of Hong Kong) [CS4.2]
Education for all: Quasi-experimental estimates of the impact of compulsory primary education policy in Hong Kong

This paper examines the causal impact of the 1971 free-compulsory-education policy in Hong Kong on students' educational attainment. Using a regression discontinuity method and Hong Kong Census Data, this study compared children who were born just before and just after the month in which the compulsory-education law came into effect. The results showed that the law reduced the probability of early dropout by approximately 2 percentage points by age 12 and by age 15. The effect is substantial considering that approximately 90 percent of primary-school-age children were already in school in Hong Kong when the policy was implemented. The policy has larger impact for socially and economically disadvantaged children and it also increases their probability of obtaining an education beyond middle school. Robustness is tested with several sensitivity checks. The results will help policy makers and

Stake holders better understand the potential efficacy of mandated education policies and increasing educational access to targeted populations, especially for developing economies.

OUYANG, Yuxiang 歐陽玉湘 (Shanghai Jiao Tong University) [CS1.11]
中國研究型大學的國際化策略——一個基於上海 A 校商學院的案例研究
Internationalization Strategy of Chinese Research Universities: A Case Study Based on a School Business School in Shanghai

當前，中國高等教育的國際化趨勢日益明顯，中國高校的國際化活動正由"國家·政府主導型"逐步向"政府·院校協作型"以及"院校主導型"轉變。在既往眾多關於中國高等教育國際化策略的研究中，研究者多將視角集中在國家和政府層面，對大學和學院層面的國際化策略缺乏應有的關注和系統的研究。本研究試圖填補這一空白，將以 Keller 的國際化策略模型為基礎，採用案例研究的方法，以上海 A 校的商學院為例，探討中國研究型大學的國際化策略模型及其背後的影響因素。

PARK, Jae (Hong Kong Institute of Education) [CS4.1]
"Asia as Method" and Educational Research

In his book, Asia as Method (Duke University Press, 2010), Chen Kuan-Hsing deconstructs "the West and the rest" world view and argues for a paradigm shift to look at Asian reality with a de-imperialized, de-colonized and de-cold war mentality. His work has already produced fruitful academic discussions among advocates and antagonists in social science. In this paper, I examine methodological issues and philosophy of science in Chen's proposal based on my earlier work on Asian education research methodology (Comparative Education, 2011).

PANJANA, Penphaka and NETTHANOMSAK, Teerachai (Khon Kaen University) [CS1.12]
A Comparative Study of Education to Support ASEAN Community between Thailand and the Lao People's Democratic Republic

The comparative study mainly conducted to support approaching ASEAN communities on education between Thailand and the Lao People's Democratic Republic. The study aims to compare education in terms of country's policy and education. The researcher investigated country's policy which leads the citizen to be quality ASEAN people and educational policy results in fully being ASEAN community. Data was collected from related documents and document analysis was used as a means to analyze data. Data analysis was evidently shown that the development on "Teachers training curriculum under ASEAN community" is recommended to conduct to meet ASEAN community goal. Result of the study revealed that Thailand and the Lao People's Democratic Republic (Lao PDR.) officially issued practical policies under their contexts to encourage citizen to be ASEAN quality people. The crucial points on policy focused of both countries are developing people's consciousness and awareness on being ASEAN community by distributing important various information including ASEAN community activities for people. While educational dimension studies showed that both countries placed the emphasis on importance of education by developing education system to meet international standard, providing education opportunity for all, enhancing teacher's quality, and developing students as an educational capital to be quality ASEAN students. The conclusion of this study was teacher training scheme should be set and well-prepared for the future ASEAN communities for better countries cooperation in the future.

PENG, Yongxin 彭永新 (Taiwan Normal University) [CS1.8]

To Open Four Places of Education Dialogue, to Create a Greater China Education District Brilliant

開啟兩岸四地教育對話，開創大中華教育區輝煌

隨著香港、澳門回歸和兩岸三通，特別是臺灣采認大陸學歷並開放大陸學生赴台求學，兩岸四地教育交流已漸頻繁並漸趨融合，大中華教育區初見端倪。本人在兩岸四地研習之中發現教育領域既有共性，也有差異，更有特色，同時面臨共同挑戰。隨著時代與社會的變遷，新時期大中華地區在教育理念、政策、規劃、管理、制度、目標、改革等方面開啟教育對話顯得極為迫切與重要，以合作共建大中華教育區，提升華人教育信心，開創華人教育新輝煌。

PHIATHEP, Phimpha and NETTHANOMSAK, Teerachai (Khon Kaen University) [CS1.12]

Comparative Education for Ensuring to the ASEAN Community. Case Study: Lao PDR – Thailand Kingdom

The purposes of this research are to compare the similarity, difference and the trend of educational accordance in order to ensure for the ASEAN Community between the Lao People's Democratic Republic (Lao P.D.R) and Thailand Kingdom. Research methods have been used by collection, synthesis and analysis from information resources of documents. The dimensions of comparison are composed of 1) Direction and plans on the country level toward the ASEAN Community 2) Directions and plans for future education in the ASEAN Community 3) Directions and implementation in the field of teacher training for the future ASEAN Community within two countries. Results of comparison on educational administration to ensure the ASEAN Community integration between two countries under mentioned mission are ready prepared including the policy of government, private and public sector, have been clearly set up the targets. There is promulgation and communication to foster all understanding of theme. On the education, two countries are preparing to develop the curriculum and instruction ensuring into the ASEAN Community. Anyway, regarding to

considerably comparison of difference on the educational directions and planning among the Lao P.D.R and Thailand found that the level of basic and higher education related to teacher training. The awareness of the ASEAN Community of Lao P.D.R still missed the continuous and diversity of method in terms of comparison to Thailand. However, if considering compare to the overall educational administration supporting to ASEAN Community found that the two neighbors should enhance on the educational cooperation to motivate and adapt the plan to a new approaching paradigm shift. Especially, to develop human resources with the knowledge of multiple cultures, ability and skills to be citizens of ASEAN and international follo*wing*.

PINE, Nancy (Mount St. Mary's College) [CS3.9]
What Does Creativity Mean for Chinese Education?
This paper examines two preliminary probes into creativity in Chinese schooling. The first examines ten in-depth interviews with parents and teachers in China that focus on their perceptions and experiences with creativity and innovation both inside and outside of school. The second examines over 30 observations in Chinese and U.S. schools for encouragement and support of imaginative thinking and creativity. The Chinese interview respondents were uncertain how to identify creative activities. With hesitancy they named such classroom activities as non-scripted speaking opportunities, while they identified with clarity experiences when creativity had been encouraged or discouraged. They also asked whether, after 12 years of exam-focused education, students could develop creative abilities. The classroom observations and analyses of the second probe have shown that Chinese teachers value a performance style of teaching and encourage that style in their students, whereas teachers in the United States prepare lessons that often incorporate spontaneous student responses. They expect individual student initiative and independent thinking. These investigations raise many questions about how to identify and define creativity and innovation within different cultural settings.

PINNA, Cristina (University of Cagliari) [CS4.6]
From Internationalization to Regionalization: Redefining Borders in Higher Education
The study focuses on the regionalization process looking at the relations among China and other Asian countries with a particular reference first of all to the role played by China within one of the most important regional organization ASEAN - and especially its development in ASEAN + 3 (China, South Korea and Japan). Secondly, an update analyses will be given to the more recent attempts for greater collaboration among three East Asian countries just mentioned, within the framework of the so called Campus Asia. These initiatives, mainly motivated by political reasons, represent an example of higher education as a political actor, and more precisely international academic relations being used for political reasons. Through a comparative approach with the expansion of regionalization within European borders, the study investigates the process of creating regional areas in higher education, both in Europe – which on this regard appears to be the most dynamic area– and in Asia – where regionalization represents a new trend. The study tries to understand how higher education has being used to strengthen international relations and to build a sense of regional identity, exploring and comparing the European strategic policies to build the ERA and the most recent ASEAN Strategies in Higher Education together with the development of Campus Asia.

POST, David (Penn State University) [CS1.1]

Parallel and Diverging Paths: Hong Kong Higher Education and Ruth Hayhoe

Social, political, and spiritual change and continuity form the focus of this paper. Here I discuss the prodigious thirty year period, from Ruth Hayhoe's arrival in a Hong Kong Christian community to her return, in her words "full-circle," as director of Hong Kong's main teacher-training institution. Refugee enclaves, resettlement housing, underground political activity, and rationed primary education all characterized Hayhoe's earliest encounter with the Crown Colony. While Hayhoe has described her impressions lucidly in her own words, it is possible to gain another sense of the city she encountered based on individual-level 1971 Census data. At the time she served as the director of the Hong Kong Institute of Education, Hong Kong, SAR had developed a character and institutions capable of absorbing cultural and economic changes, and an emerging grassroots democracy, which included independent religious institutions. The 2001 and 2006 Census paint a picture of a different city confronting Hayhoe during her later engagement. The "circle" metaphor, I conclude, does not fully describe the growth in complexity of either of the protagonists across these two tableaux: parallel, developmental, upward spirals characterize both Hong Kong and Ruth Hayhoe.

PRABAKARAN, Selvaraj (Annamalai University) [CS2.5]
Education for Sustainable Development: An International Perspective

Education is critical agent of transformation in terms of changing life styles, attitude and behavior. The role of education in pursuit of Sustainable Development is indispensable. The United Nations Conference on Environment and Development (1987) used the term Sustainable Development. According to UN Commission (known as Brundtland Commission) Sustainable Development is "development that meets the needs of the present generation without compromising the needs of future generation." Sustainable Development talks about environmental problems and its solution in a broader perspective. It takes into account social, political, cultural and economic aspects. The United Nations has declared 2005-2014 as the decade for Education for Sustainable Development. Since the 1993 Kyoto Declaration on Sustainable Development, the role of higher education has become vital. The role that education plays worldwide is both breathtaking and conflicted. It is a tool for the development and emancipation of oppressed peoples and it is a tool for their enslavement. Education is a way to individually liberate minds and create opportunities for social, economic, and cultural development, and it is a way to monopolize opportunity and crush independence. And, not surprisingly, education varies between these extremes. This is the dilemma of international perspectives and the complexity of education as a global phenomenon. Understanding international perspectives on education requires an examination of education both *across* and *within* systems, cultures, and communities.

QIN, Lijun (Southwest University) [CS4.11]
Mobile but not Balance: The Introduction, Characteristics and Enlightenments of Erasmus Teacher Mobility Programme

According to the mobility purposes of Erasmus Teacher Mobility Programme, there are two kinds of Teacher Mobility. They are mobile for teaching assignment and mobile for training. These two types of programme were launched in 1997 and 2007 respectively. By analyzing the subject area, staff composition, duration of mobility, grants, gender composition of mobile teachers, the characteristics can be concluded as follows: the number of teacher participated in this programme increases rapidly;

the increase speed of teacher mobile for training is faster than teacher mobile for teaching assignment, the duration of mobility keeps decreasing and so on. There are also some problems; such as the influence of this programme is limited, the area distribution and the gender distribution is not balance and so on.

QUITEVIS, Chona C. and BONIOR, Gina F. (Negros Oriental State University; Silliman University) [CS3.6]
Code-switching in Teacher Talk in Tertiary English, Science, and Math Courses: Teachers,' Students,' and Administrators' Attitude Towards It

An estimated 171 languages are spoken in the Philippines (www.ethnologue.com). In this context, Filipinos frequently have code-switch. Code-switching (CS) occurs when one shifts from one language to another in the course of a conversation (Parker & Riley, 1994) or in the same discourse (Numan & Carter, 2001, p. 275). Code-switching is a strategic selection of certain language deemed appropriate in a particular situation by a set of cultural rules (Pascasio, 1978 in Bautista, 1996, P.76). Studies have indicated that code-switching is socially and linguistically rule-governed" (Yamada, 2003, p.16). CS is also regarded as "a developmental aspect in acquiring a second language and or as a reflection of the community's language use. Bilingual teachers and students may habitually alternate between the two languages that are used in the community (Valdés-Fallis, 1978, in Díaz-Rico & Weed, 1995). This paper presents the findings of a study on the use of CS in teacher talk in content area subjects at a state university in Central Visayas and the attitude of students, teachers, and administrators on its use in the classroom. Data were gathered from two sources: a) the Discourse Analysis of Teacher Talk in English, Science, and Mathematics classes of first year Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) students; and b) the questionnaires given to fifty-two teachers, eighty-six students, and nine administrators to determine their attitude toward code-switching. The findings indicate that code-switching from English to Cebuano is prevalent in the three classes.In terms of the conversational functions of CS, using pre-determined categories adapted from Gumperz (1972) and Gumperz (1977), McClure & Wentz, (1975), and Blom and Gumperz (1972), the researchers found that inquiry is the most frequently occurring function of CS. In the Mathematics class, Inquiry and Proving/Justifying share the top rank. The three other most frequently observed functions of CS are focusing, suggesting or alternative giving, and addressee specification. The study also found that teachers, students, and administrators have a positive attitude toward code-switching from English to Cebuano, with an aggregate mean of 2.85 (agree) for teachers, 2.96 (agree) for students, and 3.00 (strongly agree) for administrators.

REMY, Philippe (Haute Ecole Paul-Henri Spaak) [CS3.7]
TUTORING Between Future Teachers: Motivation, Metacognition and Cognition—— A Model to Self-Regulated-Learning

With a specific look on tutoring among future teachers this article proposes a model oriented to self-regulated learning. The focus on different mechanisms inherent to the tutoring relations will consider Affective impacts or motivation, Reflexive or metacognitive and Cognitive resolutions.ARC combination postulates that personal skills will gain and beneficial transfers into the group class will be possible. This approach with significant model considers explicit learning as a part of tutoring relation successes. A prospective study on a short scale provides a few indicators in this direction. As

private companies also present services in the shadow of the official educational system some recommendations will illustrate the tutoring original pedagogical relation with specific limits and potential new understanding.

REYES-BRIONES, Zarmie Lis (Cebu Technological University) [CS3.6]
The Performance of the Faculty in Relation to Their Coping Styles, Academic Freedom, and Job Satisfaction

As an institution of learning, Cebu State College of Science and Technology strives to achieve excellence. Its primary concern is to address relative needs of the faculty essential for their personality and performance enhancement. This research aimed to determine the significant relationship between the faculty's performance and coping styles, job satisfaction, and academic freedom in the nine campuses, academic year 2006-2007. The output of the study was a Proposed Enhancement towards Quality Instruction. The descriptive method was used in the study. It utilized the Faculty's Performance Appraisal Report and the Coping Styles Questionnaire adapted from Folkman and Lazarus. In addition, a researcher-made questionnaire for academic freedom, job satisfaction, and problems met was used. Systematic random sampling was used to determine the 100 faculty-respondents. Data indicated that there were significant relationships between the performance of the faculty of the CSCST Campuses and their Coping Styles, Academic Freedom, and Job Satisfaction. Specifically, the faculty's level of performance was affected by the extent of their coping styles, academic freedom, and job satisfaction. Moreover, the three primary problems met by the faculty were lack of recognition of accomplishments, indifference to faculty's needs relevant to instruction, and inadequate funds for books and other library materials.

SALAS PILCO, Sdenka Zobeida (University of Hong Kong) [CS1.12]
Empowering Rural Children and Community through Collaborative Design of Learning Activities

Rural schools in the Peruvian Andes are attended by indigenous children belonging to Andean communities that have an ancestral culture and different perspective of the world. In the last decade, results of national tests have shown a rural educational achievement gap. In order to overcome this problem, the government has created different projects. However, the academic gap has continued to increase; moreover, rural communities are concerned about the kind of education that is being offered, which is neither contextualized nor fits the communities' needs. The aim of this research project is to design learning environments respecting local viewpoints of the world, to empower rural children to pursue lifelong learning, using the theoretical framework of Cultural-Historical Activity Theory and the Design-Based Research (DBR) methodology. The outcome of the study will be a contribution to theories and principles for conceptualizing situated learning as well as pedagogical models for educating children in indigenous communities. The findings will have implications for models of education that foster lifelong learning, and education policies for indigenous communities. Further, it will contribute to the development of models of education that are more culturally sensitive, equitable and supportive of sustainable development.

SARAVANAKUMAR, S. (Gobi Arts & Science College, India) [CS1.7]
Education as a Force for Social Change

The role of education as an agent or instrument of social change and social development is widely recognized today. Social change may take place (i) When human need change, (ii) When the existing social system or network of social institutions fail to meet the existing human needs and (iii) When new materials suggest better ways of meeting human needs. Social change do not take race automatically or by themselves. As MacIver says, social charge take place as a response to many type of change that take place on the social and non-social environment. Education can initiate social changes by bring about a change in the outlook and attitude of men. It can bring about a change in the pattern of social relationships and thereby it may cause social changes. There was a time when educational institution and teachers were engaged in transmitting a way of life to the student. During those days, education was more a means of social control than an instrument, of social change. Modern schools and universities do not take place much emphasis upon transmitting a way of life to the students. The traditional education why heart for an unchanging, state society. Not marked by rapid changes. But today education aims at imparting empirical knowledge. Education when associated with religion however becomes secular today. It is an instrumental in preparing the way for the development of science and technology. Education has brought about phenomenal charges in every aspect of man's life. It is a process, which enables every individual to effectively participate in the activities of society and to make positive contribution to the process is of society. Education is an important instrument to bring social revolution among all the instruments education is considered as the most powerful. Education for all, at all levels, and at all ages of children is the only remedy to bring about the desired social change in Indian society. The relationship between education and social change takes a dual form-education as an instrument and education as a product. This implies that education as an instrument is used as a means for bringing about desired changes in the society and in the later case changes in the educational structure follows as a consequence of changes which have already taken place in the society. There are three types of relationship between education and social change which are as follows:

1. Education as a Necessary Condition of Social Change.

Historical experience of advanced countries has shown that for any social revolution education is the pre-condition. Illiterates remain satisfied with their existing conditions and feel that they are destined to be what they are. They never bother to exert to bring change in their present social and economic conditions. They are guided by orthodoxy, traditions and fate rather than by rationality in their actions. Education helps people to make them rational in their thinking and approach.

2. Education as an Outcome of Social Change

There is inter-dependent relationship between education and social change. On the one hand it brings change in social conditions. On the other hand it is influenced by social change, which means social change helps spreading education. Education follows social change. It has its place before and after social change First come social changes and then teaching process is changed according to those social changes. Education system changes according to the needs of society.

3. Education as an Instrument of Social Change

Education as an instrument of social change means how education helps people to bring social change. Education changes the outlook and the tradition approach towards social and economic problems. It sharpens the skills and knowledge of the children. Technical education helps in the process of industrialization which results in vast changes in society. Education not only preserves the cultural traditions i.e., customs, traditions and values etc. of the society but also transmits them to the next

generation. It also motivates the children to adopt new pattern in order to remain dynamic and forward looking. Education fulfills the needs of the society and propagates such ideas which promote social changes in all fields of life.

SAVELYEVA, Tamara (University of Hong Kong) [CS4.4]
Meta-Analysis of Studies on Ecological Theory in Education
There is a lack of understanding within the field of education about how ecology can be used to describe educational phenomena because ecology is technically an academic discipline unto itself, much more like physics or chemistry. Outside the natural science fields, other researchers use the term ecology to connote a broad array of normative or evaluative issues, including "school ecology," "organizational ecology," "leadership ecology," and "ecology of education." These terminologies imply the application of ecological science theories or methods to the research of social studies; this approach, in particular, has risen to prominence in educational research. In this study I utilized a meta-analysis method for deriving a descriptive components of ecological theory, including metaphors, population dynamics, and models in support of the existing empirical research on educational leadership for change and innovation in schools. The study proposes a theoretical base for the numerous empirical studies to aid in the articulation of overarching insights in education derived from the use of "ecology" as a descriptive term.

SENTHILKUMAR, K. (Annamalai University) [CS3.4]
Educational Reforms in Rejuvenating World Society with reference to spiritual education
Aristotle, Philosopher cum Scientist remarkably made a statement in his astonishing work "Politics" that "real education must produce an enlightened citizen". Real education plays a scintillating and constructive role in making a glorious world which is free from all sorts of confrontations and conflicts. Modern education produces innumerable technocrats but not good humans with great values. Almost for all crises in this world, we can find fault only with the present educational system. Scientists and specialists are concentrating only in their inventions and achievements and not in negative consequences. The ongoing crisis in Syria, Palestinian imbroglio, economic crisis in Greece, religious conflicts in western countries, civil war in Afghanistan and African continent, are all fitting examples to be scrutinized properly for in order to make basic alteration in the educational systems of each country. Probably according to this academician, spiritual education must be a great avenue and an everlasting solution for all sorts of problems in this world. This piece of descriptive article is an endeavor to evaluate and analyze value oriented ideals cum educational reforms to rejuvenate the world society

SHARMA, Alka (Hong Kong University) [CS2.10]
South Asian Students in the Local Education System and their Parents' Perceptions
The quality of ethnic minority education has been defined from a social mobility perspective, that is, to what extent education system of a host society enables them higher occupational attainment. Research also shows that response of ethnic minority parents to the education system employs critical evaluation of its quality and social justice. This paper developing on the previous research showing high expectations of parents as indicator of child's academic performance establish that ethnic minority parents' high expectations are strongly based on the principles of suitability and justice or its

applicability in terms of needs. Specifically, through a qualitative approach it shows that absence of high expectations among the low-income South Asian (SA) parents of Hong Kong (HK) is a consequence of acceptance that HK education system favors the Chinese students. While expressing this, the SA parents emphasized the need of having their own community schools as they believed their children not only receive poor quality of education but also feel alienated from the educational process due to the cultural – gap. Data shows detached attitude of most teachers adding to the unsuccessful learning process of the SA students. Findings reflect the need to move beyond the functionalist perspectives of education and develop the transformational pedagogy based on the intercultural education.

SHEN, Youlu 沈有祿 (Guangxi University) [CS4.8]
Nanning Xixiangtang District migrant children and children left behind in rural areas
南寧市西鄉塘區城市流動兒童與農村留守兒童受教育問題研究調研報告
爲了瞭解南寧市西鄉塘區城市流動兒童與農村留守兒童的教育現狀和問題，課題組在參考同行相關課題研究成果的基礎上自編設計了《城市"流動兒童"學生調查問卷（3-9 年級）》和《農村"留守兒童"學生調查問卷（3-9 年級）》，運用問卷調查、訪談等方法對 2502 名城市流動兒童、919 名農村留守兒童進行了研究。研究結果表明，農村留守兒童和城市流動兒童在住宿、安全、學習資源等方面存在許多教育問題，且具有一定的差異；另外，兩者在性格、行爲、情緒、社會適應等方面也存在顯著差異。

SHI, Lili (Nagoya University) [CS1.7]
University-Industry Relationships in China: Evidence from Case Studies of Shanghai Jiaotong University
Since 1980s, universities, in addition to education and research, were endorsed with a new mission as an engine to facilitating economic development through commercializing university research outcomes. Among the various channels through which university research outcomes are transferred to industry, formal channels such as patenting and licensing were once deemed as the most efficient and thus received sole emphasis from the academia. However, increasing studies have identified that instead, informal channels featuring a more interactive nature such as joint research are the most used channels by industry partners and thus more attention is needed. This paper focuses on analyzing the most prevalent cooperative form of joint research through case studies of Shanghai Jiaotong University at the project level. One project was selected for each firm type of partner firms, namely state-owned-enterprise, foreign-owned firm and small-and-medium private firm. Through story-telling of the three projects, this study elaborated the characteristics of those university-industry relationships which tend to yield prominent outcomes and also highlighted how institutional factors have posed impacts on shaping those features. This research expects to contribute to the understanding on the nature of fruitful university-industry relationships in the context of developing countries such as China.

SUMAYLO, Steven J. (Siquijor State College) [CS3.6]
Job Satisfaction of Faculty in Higher Education Institutions: Input to Teacher Education and a Challenge to Globalization

Organizational excellence begins with the performance of people. It is what people do or do not do that ultimately determines what the organization can or cannot become. Truly, human resources are valuable, however, if they are not thought of and treated as assets, the organization blunders. Hence, this study assessed the satisfaction level of the 150 HEI's faculty members in Siquijor Province on work status, feed backing system and social influences. The study utilized the descriptive survey using self-made questionnaire which yielded that majority of the respondents are aged 21-40, married, baccalaureate degree holders with master's units, and are hired on temporary and part-time basis. Handling subjects related or within filed of specialization gives them a <u>Very Satisfied</u> feeling but <u>Satisfied</u> in all the items under physical working conditions except on faculty lounge which is <u>Undecided.</u> Likewise, they are <u>Undecided</u> on Compensation/Privileges except on basic salary and on tuition fee discount for dependents which they are <u>Satisfied</u>. They are <u>Dissatisfied</u> with attendance to seminars in international level but are <u>Satisfied</u> of the opportunity for local seminars, scholarships, security of tenure and membership to professional and civic organizations. Moreover, they are <u>Satisfied</u> with the social influences and the feed backing system but generally the composite mean indicates <u>Undecided</u> which means they are neither Satisfied nor Dissatisfied with their work. A need-based seminar therefore should be initiated at least once a year to boost the faculty member's morale.

SUN, Guoyuan 孫國嫄 (Lingnan University) [CS1.11]

Imagination of an Alternative Social Change through Education: A Study of a Youth Volunteering Programme in the Non-formal Education Sector in China

With a rapid economic development in the past three decades, China has also witnessed an increasing social inequity and environmental degradation. This research is an attempt to examine the possibility to transform society through cultural change, which is imbedded into the individual's consciousness. Education, as a cultural action (Freire, 1970), will be closely inquired through volunteering programmes organized by non-governmental organizations (NGOs) in non-formal education sectors: what and how are the ideas of mainstream and/or alternative social change imbedded in the young people's minds and behaviors? What are the attempts of NGOs of transforming the young people's consciousness and actions for an alternative social change at conceptualization level as well as pedagogical level? Its implications will be analyzed for the scholarship and practice in the adult education specifically considering that it has integrated Asian philosophies of understanding social transformation and education such as Engaged Buddhism.

SUN, Qilin 孫啓林 (Northeast Normal University) [CS1.3]

Build and Run the Confucius Institute in the Context of Social Transformation: Ties and Bridges of the East and West

社會轉型背景下的孔子學院構建與運行——東西方的紐帶與橋梁

2012 年漢語國際推廣事業實現新發展，已建立 400 所孔子學院、500 多家孔子課堂，註冊學員 65 萬人，爲各國人民開啓了認識中華文化和當代中國的視窗，對溝通人民與人民之間的情感與友誼、促進不同文明間的交流互鑒發揮了重要作用。本文從國際、國內兩個方面介紹了孔子學院建設的背景，認爲孔子學院假設和發展有助於世界瞭解中國、提升中國軟實力、促進中華文化的復興和教育的國際化。此外，研究還從辦學模式、管理機制、教學形式等方面分析了孔子學院的管理與運行現狀，發現其在發展中面臨諸多問題，如急功近利、缺乏規範、存在偏見和

阻撓等。最後，文章提出了一些解決問題與應對挑戰的策略以供參考。

SUN, Yanan (University of Hong Kong) [CS1.11]
Internationalization of Japanese Higher Education

There is no doubt that 21st century is the century of internationalization and knowledge society, and in this sense, keeping education not only dynamic but globally competitive seems to be a powerful weapon to fight for our own educational dignity in the strong flow of internationalization. Internationalization of Japanese Higher Education is facing a drastic transformation in light of global trends and challenges, not only for those top elite universities, but they are ongoing in the less-prestigious ones. For this "small-island nation" with a long history of closed and exclusive culture, internationalization seems to be the most difficult task to accomplish. However, despite these challenges, Japanese government, universities and even the individuals are acutely aware of the brand-new tendency and the corresponding efforts has already been made since the end of 1980s. My presentation will be presented in the following four parts. "The problem that Japan faces today has been shaped by its past history" (Hideo Aoki, 1957). Therefore, the necessities for internationalization of Japanese Higher Education will be first situated by analyzing of a specific virtuous circle in light of the development and maintenance of the existing ranking position. Here I would address a brief "sorry history "of Japanese Higher Education referring to its simulated education which directly resulted in the problem of quality lacking. Then the national condition impeding the pace of internationalization of higher education in Japan will be generally presented. In the subsequent stage, the importance of internationalization of Japanese Higher Education will be discussed. Thirdly, earlier and current policies initiated by the government and institution are outlined, focusing on the efforts made to acquire status of world-class universities. Lastly, I would analyze how Japan universities could effectively assure the position within the world ranking system. Therefore, in this essay, he main idea of how Japan "internationalize" its higher education regarding to the institutional and national strategies and whether Japan could develop and maintain world-class universities in the foreseeable future.

TIAN, Linghui 田淩暉 (Fudan University) [CS1.3]
Turning Around the Low-performing Schools in A Service–Oriented Government Context：Policy Analysis on Empowered Administration
服務型政府建設背景下的薄弱學校質量改進——委託管理政策分析

Closing the achievement gap among schools is the common central issue of public education policy in different countries. Empowered Administration was innovated in the process of forging the service–oriented government. Under the Empowered Administration, The government purchases administrative and pedagogical services from high – quality schools or professional NGOs. As an institutional innovation, Empowered Administration not only reconstructed the relationship among government, the low-performing schools, and the professional NGOs, also challenged the government' capacity in public services and the NGOs' professional services ability. This research is based on a 7 years follow-up research on the first empowered administration school in China. We tried to evaluate the Empowered Administration policy implementation at micro level-school level, in order to find out how government, school and NGO understand their "new" roles, to examine what works with the low-performing school.

縮小學校間教育質量鴻溝是許多國家公共教育改革面臨的重點和難點。隨著中國教育經費投入的加大，薄弱學校改造的核心任務逐漸從硬體改造轉變爲質量提升。委託管理是政府出資向專業性教育管理仲介組織購買管理服務對學校進行 綜合教育改革的項目，其在重塑了政府、學校和社會關係的同時，更挑戰了政府 的公共服務能力。本研究運用案例研究的方法，通過對全國第一所委託管理學校 質量改進過程的跟蹤研究，嘗試從微觀的學校層面分析政府、學校和社會的利益 關係發生了怎樣的變化？委託管理的制度創新在學校層面哪些起作用了？哪些沒有？進而提出完善委託管理制度的建議。

TOLLEFSON, James W. (University of Hong Kong) [CS3.4]
The Role of the Mass Media in Language Policy: A Comparative Case Study

Language policies in education are among the most important influences on educational access and equity. In particular, medium of instruction (MOI) policies not only influence the academic performance of students, they also determine various forms of social and economic inequality. Despite their importance in education, however, MOI policies are often determined by political agendas influenced by political actors within the context of public debates in mass media. This paper examines the role of mass media in shaping MOI policies in two contexts: Hong Kong and the United States. I focus especially on media representations of 'experts' on language in education. In Hong Kong, I examine English-language newspaper coverage of the 'fine-tuning' of language policy in education during 2007-09; in the United States, I examine newspaper coverage of three important voter initiatives to ban bilingual education. Based on 'directed content analysis' (Hsieh & Shannon, 2005) of media texts, I describe the ideological framing of the language policy issues in the two contexts, and examine techniques used for the (de)legitimization (Chilton, 2004) of researchers, practitioners, and other political actors in the policymaking process.

TSANG, Kwok Kuen (University of Hong Kong) [CS3.11]
Teachers' Work and Emotions in Hong Kong Secondary School Context

The aim of this study is to understand teachers' work and emotions in Hong Kong secondary school context under educational reforms. This study interviewed 21 secondary schoolteachers from 10 different schools with different ages, genders, teaching experiences, and expertise. The major findings include: (1) the interviewed teachers' workload was very high because they needed to respond for many responsibilities in the schools; (2) they feel negatively in general about the working condition because of the heavy workload that made them exhausted and the lack of leisure; (3) the negative emotions toward the workload may be different in degree between the teachers in different career stages, because the teachers in different career stages had different interpretation and definition of teachers' work.

TZENG, Sy-Yi and HAN, Feng-Nien (National Taiwan Normal University) [CS1.8]
Study of Implementing Environmental Education into the Graphic Communication Curriculum in Taiwan

Along with the rising awareness of environmental protection and green consumption development, the curriculum of graphic communication has become a major concern of environmental education and an important issue for cultivating manpower in graphic communication field. The purpose of this study is to developer the proper EE content and methods of its curriculum. The study method began with

comparing the current development of both Taiwan and overseas. This analysis is done by literature analysis and experts interviews. Expert interviews with half-structure way, and the experts consist of 7 business managers in graphic communication field, 3 environmental education experts and 3 chairmen of the department of graphic communication in Taiwan. The content of the curriculum is divided into 8 sections; introduction, general condition of the businesses, technology field, techniques application, material usage, quality control, environmental management, and future development. The method of implementing environmental education into graphic communication curriculum is planned at the same time. Finally we had the following 2 study conclusions: (1) the content of the curriculum is led by snail model and based on systems both in macro and micro viewpoint. (2) the implementing methods with the single course model would plan the key events related, and provide future curriculum development mechanism as well. The suggestions help organizational curriculum, adult environmental literacy and develop sustainable competition.

UDOMSIANG, Prapaporn; PONSIT, Prakong and PHUENCHOMPOO, Saowalak (Khon Kaen University) [CS4.10]

Comparative Study on Basic Education in Scandinavian Countries, Europe, America and Australia

The study was conducted to compare the basic education of countries in Skandinavien, Europe, America and Australia. Countries investigated are Sweden, Canada, England, Finland, United States, Germany, Brazil and Sweden. The design of this study was in the form of descriptive and comparative research in nature. The methodology employed in this study included methods of documentary analysis. The research instrument used was the recorded form of the important issues. The issues studied are 1) philosophy of education, 2) compulsory education, 3) free schooling, 4) education administration, 5) curriculum, 6) core contents, 7) instructional methods, 8) time allocation for studying, 9) instructional context, 10) codes of moral, 11) staff recruitment, 12) budget allocation, 13) evaluation, and 14) educational quality assurance. Results of the study are:

1) Quality education must be provided for students with distribution of equitable education opportunities, in cities, rural and outreached areas. Learners are fully developed according to their potentials with no limits of imagination

2) Years of compulsory education is different. Namely, countries in America continents, Skandinevian; Finland, Brazil, America, Sweden provide students compulsory education 9 years. While 10 years in New Zealand, 12 years in Germany and Canada.

3) Germany, New Zealand and Sweden provide students free schooling from primary to higher education. While Brazil, America and Canada gives students free schooling only primary to secondary education. Especially in Canada, the government gives free schooling and free ticket for both actual Canadian people and newcomers who have been settled down in Canada. However, in Finland gives students free schooling from primary to junior secondary.

4) Education Administration: Ministry of Education in each country: Germany, Finland, Brazil, Britain, Sweden is responsible for national educational policy. While each state of the countries is responsible for education management.

5) Education organization was specially set to be responsible for national core–curriculum in all countries.

6) All countries prepare both core subjects and elective courses in order to serve students' needs.

7) Students-centered teaching and learning, integrated learning, authentic teaching and learning, real world instruction was promoted to students in all countries at all levels of education.

8) Time of studying mostly in the morning part only. While afternoon part is set for students' self-study or other extra curriculums in order to fulfill students' needs.

9) Instructional environment at all levels of education was specially prepared for students in order to create better context of learning. Appropriate and authentic context of learning can encourage learning. Teachers treat students equally.

10) All Countries set national practical policy on morals for basic education to promote students to be world citizen with moral and social responsibility and social awareness.

11) Educational staffs recruitment; teachers administrators varies in all countries

12) Budget allocation for basic education was directly given to institution as subsidy excluding teachers' salary and other education personnel.

13) Students assessment was made in terms of grading system and authentic assessment.

14) Internal and external education assurance must be conducted to meet education standard and serve public requirement.

WAN, Xiulan 萬秀蘭 (Zhejiang Normal University) [CS1.6]

Education in Africa regional development strategy and its significance on China-Africa Cooperation

非洲教育區域化發展戰略及其對中非合作的意義

非洲教育區域化 (regionalization)，是指非洲各類區域組織在非洲主權國家的支援下，為了應對地區內外的各種教育挑戰、促進區域內的教育改革和發展，從本區域整體的角度，設計和推行教育領域的制度性合作的過程和趨勢。這一過程始於 19 世紀初興起的"泛非主義"，隨著 2002 年非盟的成立而進入新的發展階段。非洲教育區域化發展戰略在非洲教育改革與發展中不斷湧現，方興未艾，發揮著越來越重要的作用。它們包括非盟的《非洲教育"二·十"行動計畫》、《非洲高等教育一體化戰略》、《非洲職業技術教育與培訓振興戰略》等全洲性的一體化教育發展戰略，非洲大學協會的"非洲品質保障網路"、南部非洲地區大學協會出臺《構建 2025 高等教育願景：一項南共體發展的戰略議程》等教育專業組織的一體化、區域化發展戰略，等等。西非經濟和貨幣聯盟理事會正式通過的"學士-碩士-博士"學位系統改革、東部與南部非洲教育品質檢測聯盟的活動等等，則體現了非洲次區域組織的區域化教育發展戰略的重要舉措。

由於非洲教育在經費和研究、管理能力上的有限性，上述區域組織的發展戰略都離不開全球性國際組織的參與和援助。這些國際組織也積極投入到非洲教育的一體化努力之中。比如聯合國教科文組織"撒哈拉以南非洲師資培訓計畫"（2006-2015）、《歐盟和非洲共同戰略綱要》的教育條款等等。不過，非洲內外推動非洲教育區域化改革的動機是有差異的。外部力量的參與和援助的性質是複雜的。概括起來這些戰略主要有如下主題：1.教育發展——達成千年發展目標與義務教育普及，增加高等教育入學機會；2.教育公平——促進女子和處境不利兒童的教育；3.教育品質保障——建立品質保障體系，推出品質聯保項目，統一品質檢測，統一認證標準，等等；4.教育管理——加強能力建設，加強民主管理；5.教育條件——促進教育資訊化。非洲教育區域化發展戰略實施的一個顯著阻礙因素是：殖民時期遺留下來的非洲不同國家的教育體制有重大差異。另外，阻礙非洲一體化的因素都在阻礙非洲教育的一體化：1.殖民和冷戰時期的遺產使得非洲極易在政治上分化；2.非洲區域組織權威與國家主權存在矛盾；3.非洲總體發展水準有限而且不同國家發展水準不一，區域化發展戰略的制訂與實施所面臨的經濟與管理能力欠缺；4.國際組織的改革方案適切性有限，區域化發展戰略的本土化問題重重。

對中國而言，非洲教育區域化發展戰略是一個值得推動的過程和趨勢。中非教育合作既是一個雙邊的過程，也應該是多邊的過程。中國應該獨立地或者與全球性國際組織一道，與非盟、非洲各個次區域組織、非洲一些重要的教育專業組織加強聯繫、瞭解與溝通，積極參與到這些組織區域化教育發展戰略的討論、制定、落實和評估中去，讓富有中國特色的一些教育觀念、方法和經驗，在非洲發揮應有的作用，為非洲教育發展模式提供更多的選擇。

LEUNG, Wan Yan Lynette; LEE, Moosung (University of Hong Kong); TENG, Yue (Hong Kong Institute of Education); LI, Jun (Chinese University of Hong Kong) and GAN, Adrian (IB-MYP Coordinator Discovery College) [CS2.3]

Where do They Head for University Studies? The University Destinations of Chinese IBDP Graduates: A Study of the International Baccalaureate Diploma Program in China

Over the last decade, the number of IB programs adopted by schools around the world has dramatically increased by almost 400% (IB, 2009; Lee et al., in-press). In recent years China has also evidenced an impressive gain in the number of schools adopting IB programs in general and the DP in particular. Specifically, as of 2011, there were 50 IB schools authorized for the implementation of the DP in China. Of these, 43 schools have been authorized since 2003 (IB, 2012), illustrating the fast growth of IBDP schools in China in recent years. Despite such fast growth (and by implication, popularity) of the IBDP schools in China, empirical studies exploring the impact of Chinese IBDP students' learning outcomes in terms of their university matriculation to foreign universities seems to be almost nonexistent. With this in mind, the primary goal of this proposal is to document the patterns of university destination of IBDP graduates in China over time. To this end, our analysis centers on the following overarching question: Where have Chinese students who previously graduated from the 50 IB schools been educated? Alongside the focus of the main question, we seek answers to more specific questions: Are there any trends in their university destinations in terms of geographical region or university prestige (by ranking)? Are there any significant differences in students' enrolment in foreign universities before or after the 50 IB schools' adoption of the DP (in the case that the 50 IB schools implemented different international programs other than the DP before they adopted the IB)? Does the adoption of the DP contribute to the growth (rate) of DP graduates enrolled in foreign universities? To investigate these questions, we adopt a theoretical framework from research of international student mobility. Specifically, we focus on internal and external forces (Altbach, Reisberg & Rumbley, 2009; Li & Bray, 2007) that influence IB graduates' international flow in terms of university destination. We employ a sequential explanatory design (Creswell, Plano, Gutmann, & Hanson, 2003). As part of the mixed-methods research project, we plan to collect longitudinal data on DP graduates' destinations for university study since the adoption of the DP. A series of quantitative analysis (e.g., descriptive trend analysis, pre/post comparison "before and after" the 50 IB schools' adoption of the DP, and longitudinal analysis using piecewise modeling) will be employed to determine trends and patterns in terms of university matriculation of the 50 schools over time. As first of its kind, this study will evidence the impact of the DP on student preparation for university studies abroad. In addition, the dataset may be employed for broader purposes (e.g., program development or evaluation) within the IB and the community of schools in China or East Asian countries.

WANG, Danping (Technological and Higher Education Institute of Hong Kong) and ADAMSON, Bob (Hong Kong Institute of Education) [CS4.3]

Perceptions of Confucius Institutes from China and USA

In this presentation, we will present a comparative study of perceptions of China's Confucius Institute between China and the United States of America. Plenty of interdisciplinary studies came along in both sides since the first establishment of Confucius Institute in 2004, discussing the impact of China's soft power in the United States, however, never been examined in a comparative way. The complexity and controversy of Confucius Institute could provide scholars with a rich research agenda. We will begin with categorizing perceptions of Confucius Institutes first from the United States and then China, followed by a brief analysis of the core issues involved in the two sides. The presentation ends with a call for longitudinal in-depth case studies of Confucius Institutes and an academic dialogue between the scholars in Chinese and western universities. We suggest that future research of Confucius Institutes should give equal consideration on its teaching pedagogies, teacher training, language policy, as well as collaboration work with local universities in China and related overseas stakeholders.

WANG, Danping (Technological and Higher Education Institute of Hong Kong) & Li, Zhen (University of Hong Kong) [CS3.2]
A Comparative Study of Chinese as a Foreign Language Teaching in Beijing and Hong Kong

In recent years, the increasing demand in learning Chinese as a foreign language (CFL) worldwide has motivated teachers of CFL worldwide to cultivate CFL pedagogy, learning programs and learning resources. In order to keep pace with the globalizing opportunities for teaching CFL, educators of CFL face with enormous difficulties and challenges across different socio-cultural contexts. In this paper, based on narrative inquiry of two teachers who taught CFL in Beijing and Hong Kong respectively, we tease out the features of CFL teaching practices in these two cities through a comparative study of the socio-linguistic context, pedagogical practice and teacher development. The comparison highlights commonalities and context-bound differences in CFL teaching practices. Drawing from these commonalities and differences, the context-bound dilemmas in the practice of CFL education in the two cities will be discussed.

WANG, Juei-Hsin (National Chiayi University, Taiwan) [CS2.8]
The Characteristic and High Quality of Transforming Schools – The Research of Principal Leadership and Policy Implementation

The study will discuss the principal leadership and policy implementation in the three characteristic and high quality of transforming elementary schools. This research not only discusses the principal leadership but also analyzes the policy implementation before and nowadays, but searching the related documents of teacher evaluation for profession development. The researcher took research analysis to reach the goal in this study.In short, the purposes of the research for this year are as following:

1. To understand the three school principal leadership strategies how to influence transforming elementary schools.
2. To inquire into the policy implementation during the school transformation process.
3. To discuss the influence of the leadership in each county and city schools.
4. To analyze the influence and process of the principal leadership in the teacher evaluation for profession development and teacher professional learning communities.
5. To discover principal leadership how to construct special characteristic and high quality schools, then understand the policy implementation thought and strategies.

WANG, Lijia (Chinese University of Hong Kong) [CS3.11]
Teacher's Life and Work under the Quality Assurance System in the Chinese Mainland

Educational quality has become a key concept in the international educational reforms. Accountability is a core idea around which different techniques used to improve and assure quality. Teacher's work life has changed a lot, a process of de-professionalization or re-professionalization and compounded professionalism appeared. In the Chinese Mainland, quality assurance system is a hybrid form. My thesis attempts to delineate the current picture of Chinese teachers' work life under the quality assurance system from a perspective of professional ethics. Teacher's interpretation of professional responsibilities, accountability measures' influences on their work and teacher's understanding of professionalism were the three questions it seeks to answer. A qualitative approach with case study method was used. Two secondary schools in Shanghai were chosen as purposive samples. In this presentation, domain's influence will be showed. It was found that educational policies and government's administration were perceived as of great influence on school and teacher's work. Teachers faced dilemmas caused by teaching method innovation, textbook reform and student extracurricular activities. School evaluation and supervision were of high stakes and teachers believed they should do their best to assist school performance well. The paper ends with a conclusion of domain's impact on teachers' work life and professionalism.

WANG, Ying 王穎 (Chinese University of Hong Kong) [CS1.10]
Meta-evaluation of Compulsory School Evaluation Programs in China's Basic Education Stage
中國基礎教育階段學校督導評估方案的元評估研究

In this study, 17 provincial-level programs in basic education stage of China mainland were taken as samples, content analysis and rating scale methods were used. A coding system framed with evaluation planning, evaluation design, evaluation implementation, evaluation results and uses, and meta-evaluation was established. Besides, a meta-evaluation rating scale was developed based upon Stufflebeam's program evaluations meta-evaluation checklist, which finally includes 4 dimensions of utility, feasibility, propriety, accuracy, 23 evaluation criteria, and 115 check items. The study found there were significant differences in the amount of information and the integrity of the program. The overall school evaluation demonstrated in the range between general and poor on average. Among the 4 dimensions, the utility was slightly better, followed by the accuracy and feasibility; propriety was the most unsatisfactory one. Besides, an international comparison was conducted. the study located the strengths and weaknesses of China's school evaluation, and in response to these issues, recommendations from 7 aspects were made in the study to address the problems, which refer to the program text, the integrity of evaluation, the customer orientation, the reliability and validity of evaluation, the public relationship, the efficiency and effectiveness, as well as the ethical considerations.

WANG, Zhanjun 王占軍 (Zhejiang Normal University) [CS2.6]
Production Mechanism of Social Trust in Education
社會信任的教育生產機制

教育學視域把對社會信任的研究建立在信任的主體和個體——人的角度之上，認為人有關信任的觀念和行為可以經由教育改變。從此邏輯前提出發，本文將信任分為交往經驗產生的信任、

源於特徵的信任和源于制度的信任，進而從組織、行為、制度和觀念四個維度構建了社會信任的教育生產機制。

WANNAKHAN, Wiyada; RATANAVARAHA, Dusanee; YUANKRATHOK, Panadda; TOUINPAK, Mariya; SAWEANGPHOL, Wanida; KARSEEWONG, Wiramon; PONPUAK, Wilai; RUANGVORABOON, Somsamorn; SARNRATTANA, Unchalee and RAKSASATAYA, Sarintip (Khon Kaen University, Thailand) [CS4.10]
The Comparison of Educational Curriculums in Republic of Singapore, the Republic of Korea, the People's Republic of China, the Lao People's Democratic Republic, the Republic of Finland and the Kingdom of Thailand

The purpose of the study was to compare Educational Curriculums which are offered in Republic of Singapore, the Republic of Korea, the People's Republic of China, the Lao People's Democratic Republic, the Republic of Finland and the Kingdom of Thailand. The samples were chosen by purposive sampling. The data were collected from primary and secondary documents, such as the reports of the ministry of education (Singapore), the curriculum documents of the National University of Laos, the curriculum documents of Seoul National University (Korea), the curriculum documents of Beijing University and Nanjing University (China), the notification of the Teachers Council of Thailand and also the curriculum documents of the Faculty of Education, Chulalongkorn University (Thailand). The results showed that: 1) the bachelors' degrees in all countries were focused on developing the desirable characteristics of undergraduates and facilitating professional career development. 2) the available programs were various 3) the curriculum structures were clear in all countries. 4) with the exception of three years in Finland and five years in China, the majority of the program duration was four years, 5) the comparison of the master and doctoral program could not be done because of most countries did not show the in-depth information.

WATTANAUDOMCHAI, Surachai (Khon Kaen University) [CS2.12]
The Comparison Model of Anti-Drug Training Program

Drug abuse is a problem in every country. It's impact to social environment, economy and health of people in the country. Each country have invested all resources to find many solutions to prevent and resolve drug abuse problem, especial to prevent children and young people in their countries from drugs problem by designing many model of training program. The key concept of those training programs is. "Prevention is better than cure". A comparative study of the anti-drug training program model includes model of anti-drug training program from three countries as follow: D.A.R.E. Program from the United States, the Preventive Drugs Education from Singapore and the Boy Scout Training for anti-drugs problem in Thailand. The main study is to find out the similarities and differences of the model as well as the strengths of each program. The results from study will adapt to formulate a training program to protect and to solve drugs problems for young people especially student in Thailand.97. The study found that the purpose and target group of three models are quite similar to educate children and young people for knowledge, attitude, and skill to resist and to reject drug abuse. Each program had some different content such as duration of training, way to educate, and so on. We will discuss about the detail of study.

WONG, Koon Lin Linnie (Hong Kong Institute of Education) [CS1.13]

Teachers' Beliefs and Perceptions of Moral, Civic and National Education in Preparing Students to Citizens: Hong Kong Case

Teachers not only are the key players Moral and Civic and National Education (MCNE), but also are the key figures in implementing government policies in schools. More importantly, they are the key bridge and interpretative actor between the intended and implemented curriculum (Lee & Fouts, 2005). The draft of Moral and National Education: Curriculum Guide (primary 1 to Secondary 6) (Hereafter referred to as the *Guide of MNE*) was issued by CDC in May, 2011. There were numerous counter-arguments against national education implementation. The biggest fear was that national education could become a form of "political brainwashing" and "indoctrination". On October 8, 2012, HKSAR announced to shelve the *Guide of MNE*. Therefore, gaining a greater understanding of teachers' perceptions, concepts of MCNE will enhance MCNE implementation. This paper is to study teachers' beliefs and perceptions of Moral and Civic Education (MCE) in preparing students to be citizens by using IEA ICCS 2009 study data. Hong Kong samples don't meet ICCS 2009 sampling requirements. Thus its findings can't make comparisons with other counties. However, its findings provide some implications for the policy and implementations regarding MCNE in Hong Kong.

WU, Yishan and KUAN, Pingyin (National Chengchi University, Taiwan) [CS3.5]
The Relationship between Intergenerational Network Closure and Students' Academic Achievement: Evidence from Junior High Students in Taiwan

We used the longitudinal data collected by Taiwan Education Panel Study (TEPS) in 2001 and 2003 (N=16,530) to examine James Coleman's thesis that intergenerational network closure among students and their parents would increase students' academic achievement. Empirical findings so far have offered inconclusive support to Coleman's thesis. Some researchers in Taiwan argued that under the pressure of high-stake entrance examination systems, intergenerational network closure might not matter in Taiwan. Our analysis using hierarchical linear modeling to investigate the effects of intergenerational network closure at both student's and school's level revealed that (1) intergenerational network closure outside of schools at the student's level had a positive effect on students' learning achievement, and (2) intergenerational network closure within schools would increase students' achievement only at the school level and its positive influence was not related to average parental SES at school.

XIAO, Lan (Nagoya University Graduate School) [CS2.9]
The Actual Situation and Development of Community Education in Mainland China: Focus on the Socially Disadvantaged Support

The purpose of this paper is to discuss a possibility and a new role which community education plays in the changing society of China nowadays, through an investigation about the development and actual situation of community education from a viewpoint of the socially disadvantaged support.

In recent years, there are many serious social problems in China, such as unemployment, poverty, etc. Due to the low public expenditures on social welfare, the education starts taking an important role in the independence of the poor people, like the unemployed, the migrant workers, the disadvantaged and so on. In the field of Adult Education in China, the community education is becoming popular, provides educational support to those socially disadvantaged people and has been discussed a lot recently. Although there are many actual educational activities ongoing in the community, the object

of Adult Education is still regarded as a laborer in the theory of Adult Education. This paper will discuss the employment and independent support, mainly the educational support for those unemployed in the community, and try to reexamine the concept of Adult Education in China.

XU, Shuqin (University of Hong Kong) [CS3.8]
School Leadership in Citizenship Education: The Experiences of School Leaders in Shanghai, China
Many works have studied the models and teaching of citizenship education, while numerous other studies have examined school leadership. However, school leadership in citizenship education remains under-researched. With reference to China, the paper explores the dynamics and complexity of school leadership in citizenship education. The data of this qualitative study was drawn from document analysis, non-participant observation and individual interviews with principals, school party secretaries who are equally important as school principals in the Chinese school system and are specially assigned to lead and supervise citizenship education and political work on campus, deputy principals of citizenship education, and subject heads and teachers of citizenship education. The data were analyzed according to interpretative and constant comparative data analysis methods. It reveals the complex division of power and labor between school principals and school party secretaries, as well as their power contentions over leadership in citizenship education. The findings show that, China school leadership in citizenship education is a process of political action, and is conducted in a socio-political context characterized by the integration of administration and politics, and involves complex relationships and interactions of school leaders and other stakeholders with diverse interests.

XU, Shuqin (University of Hong Kong) [CS4.11]
The Dynamics in School Party Secretaries' Leadership in Citizenship Education
School party secretaries (SPSs), the head of school party line, represented the Communist Party of China (CPC) to conduct school political and ideological work, including citizenship education. With reference to Shanghai in China, the paper explores the dynamics and complexity of SPSs' leadership in citizenship education. Specifically, the study investigates (a) how the SPSs establish and exercise their leadership in citizenship education, (b) how they handle the micro-politics from their superiors and followers in school, and (c) how their micro-political leadership was affected by external forces. In addition to non-participant observation and document analysis, in 2011 the study adopted semi-structured interviews to solicit views of SPSs, principals, and directors and teachers of citizenship education of secondary schools in Shanghai. The study has two major findings. First, Chinese SPSs can develop different strategies to handle policies and instructions from the government. Second, they also adopted different strategies to work with their principals regarding leading citizenship education. The paper concludes that in China SPSs' leadership in citizenship education is a process of political action in which they exercise power and pursue interests, and they confront a dilemma between obedience to their superiors and exercise of power in shaping and promoting citizenship education.

YAMATO, Yoko (Hong Kong University, Lecturer at Toyo-Eiwa University) [CS1.4]
The Out-Of-School Private Educational Services in Japan and Their Roles in the Public Education Sector

The paper focuses on out-of-school private educational services particularly for senior secondary schools and students in reference to university entrance examinations in Japan. Japan introduced nation-wide public entrance examinations to public universities over 30 years ago and the mode of operation and the university entry systems have diversified over time. As the university entry systems get too intricate and complicated for school teachers to give appropriate guidance to their individual students, there is a need of an educational service that gathers and offers comprehensive data for their students. Private preparatory schools are seen as a shadow of the public sector but in Japan's current situation public and private sectors tie up to provide better and accurate guidance for individual students. The private educational institutions offer services that schools need but cannot undertake themselves; 1) nation-wide mock examinations, 2) comprehensive and complete nation-wide data set on entrance examinations of individual universities, 3) information on study abroad opportunities. Private tutorial schools were originally established to give extra after-school lessons to prepare and train students for entrance examinations. They now have new roles in the educational market.

YANG, Miaoyan (University of Hong Kong) [CS3.12]
Ethnicity, Education and the Discourse of Exclusion: A Comparative Research Note

This paper examines how the discourse of exclusion contributes to the differentiated academic performance of Tibetan students from Department of Tibetan Studies (DTS) and Department of Ethnology and Sociology (DES) at Minzu University of China, the best university designed specifically for the education of China's ethnic minorities. Ethnographic data was collected between 2011 and 2012. It finds that students at DES generally show poor academic performance. Few students showed interest in their professional majors and course failure was very popular. Each year, at DES, there was one or two (5%-10%) students could not get the Bachelor's Degree as they could not pass the designated CET4 score required by the university. Students at DTS, nevertheless, show good academic performance. Many students showed great passion for professional knowledge as it relates strongly to their ethnicity. Course failure rate was very rare. Many students at DTS planned to pursue a Master's Degree whereas few at DES showed interests. Students at DES contributed their academic failure to cultural exclusion in the Chinese dominated classrooms, whereas students at DTS blamed the institutional exclusion in job markets as a push factor for further education. The research provides useful reflections on China's ethnic minority policy.

YANG, Rui (University of Hong Kong) [CS1.1]
Education and Global Cultural Dialogue: Analyses of the Chinese Knowledge Diaspora at a Major Canadian University

Based on a case study of a major Canadian university, this paper examines the potential to deploy China's large and highly skilled diaspora in the service of Chinese and Canadian scientific and technological development. It studies more broadly the Chinese faculty members of Western universities as a kind of Chinese knowledge diaspora, and argues that they are a modern kind of cosmopolitan literati, who could contribute actively to higher education internationalization in both China and Canada. This case study of demonstrates that the Chinese knowledge diaspora could, under the right circumstances, contribute much to both Canada and China, and they are keen to do so. As potential knowledge bridges, they can play a unique role in integrating China more closely with the international scholarly community. In practice, however, a variety of factors have restricted successful

research collaboration. With rich experiences in different cultures and intellectual traditions, such individuals are a particularly important asset in an era of intensified globalization, and thus deserve special consideration at both institutional and national levels. However, many of the respondents reported that their qualities had been much undervalued.

YANG, Rui (University of Hong Kong) [CS3.9]
Who Controls the Chinese Mind? Internationalization of Social Science at Fudan University

Recent international studies have shown that the meaning of internationalization, the means to implement it and the extent of internationalization policies all depend on specific subject matter. The general situation is that the "hard" sciences usually attain higher levels of internationalization than the "soft." Hence development in the "hard" sciences, like engineering, tends to be much more emphasized, while the humanities and social sciences become under-represented in international programs, basically due to the varied ideologies, paradigms and discourses inherent in the humanities and social sciences and the high dependency on language to convey their meanings. In these fields, domestic considerations are given more weight than in the natural sciences, technology, and medical sciences. Since reform and opening up, a significant change in China's scholarly world has been the upsurge of social sciences. China's humanities and social sciences scholars have not achieved the emerging visibility of their natural science and engineering peers in the international community. While China's overall representation in the international scientific community has grown rapidly since reopening itself to the world, few publications produced by Chinese social scientists have appeared in international citation indices, an assessment that has become increasingly important in the evaluation of research at the institutional, departmental and individual levels, but has not been popularly employed as an effective means in China's social sciences simply because Chinese social scientists rarely publish internationally. In 1985, for example, Mainland China social scientists had 80 international publications. The number increased to 202 only in 1996. The humanities and social sciences in China are important to demonstrate who controls the Chinese mind. They are confronted with an unprecedented global context. The international knowledge network has divided nations into center, semi-center and periphery. Its function has been substantially strengthened by the exponential growth of the Internet, and by the fact that English has become a global language. Meanwhile, many signs indicate that in the 21st century, China's Open Door policy is going to continue. Under such a scenario, one urgent task for China is to raise the level of internationalization of its humanities and social sciences research, as an indicator of China's intent to integrate with the international scholarly community. It is high time that we look at the tensions, dilemmas, costs and benefits in the process of internationalizing Chinese humanities and social sciences. This paper reports my findings from a case study of Fudan University, one of the most prestigious universities in China with nationally leading programs in the humanities and social sciences.

YI, Quanyong 易全勇 (University of Hong Kong) [CS2.5]
Hidden Scene: Case Studies Graduate Dormitory Exchanges
隱蔽的光景——研究生寢室交往的個案研究

研究生之間的交往深深地影響著他們的社會生活和個人成長，他們之間的交往不僅可以作為教育手段，而且作為教育目的統一在研究生的培養過程之中。作為一個原生態的探索性研究，本研究主要遵循社會問題——社會事實——社會理論相結合的研究思路，採取質性研究方法，通

過"走進"研究生"寢室"這一情境，從日常生活中捕捉研究生在寢室的交往行為，描繪一幅幅研究生寢室生活的圖景并對研究生的寢室交往內容、形式、頻率，衝突的產生、經過、結果等進行分析，揭示研究生寢室交往過程中潛在的意識形態和權力關係。

YONEZAWA, Akiyoshi (Nagoya University) [CS1.2]

The Changing Role of Japanese Comparative Higher Education Research in the Global Era

This research examines the historical, current, and future role of higher education research in Japan, within the global context. Japanese higher education research has been strongly influenced by the international academic community, and this has contributed to the development of Japan's higher education system. The language barrier, however, and its early development as an identifiable field, has meant that Japanese higher education research has rather isolated characteristics. Currently, Japanese higher education research is undergoing rapid expansion, through the participation of new emerging professionals such as institutional researchers and faculty/staff developers. In terms of the internationalization of the academic community, this diversification is having both a progressive and a retrogressive impact. In the global era, the sharing of knowledge, information, and best practices across borders is a daily phenomenon, and the channels for these exchanges are highly diverse. The role of comparative higher education research should thus be transformed from mere "bridging" to the creation of knowledge through comparison and multi-dimensional dialogue.

YUEN, Pong Kau 阮邦球 (University of Macau) and LAU, Cheng Man Diana 劉靜文 (Macau University of Science and Technology) [CS3.3]

Exploring the characteristics of students studying at public higher education in Macau
探討澳門公立高等院校學生的特點

高等教育是與文化、政治和經濟息息相關的社會系統。公共高等院校在人才培養、學術交流、研究創新和社會服務等方面，都承擔著重要的義務。澳門公立高等院校對澳門社會的可持續發展肩負著獨特的責任，本文嘗試以澳門公立高等院校學生為研究對象，以歷年學生量化數據的變化來探討公立學生的特點。

Higher education is a social system which strongly relates to culture, politics and economics. Public higher education bears responsibility in cultivating human resources through teaching, research and service. In Macau, public higher education is a key element in promoting the sustainable development of the society. This paper studies the characteristics of students studying in public higher education. The writers analyze the situation by investigating quantitative data provided by official sources.

ZHA, Qiang (York University) [CS1.1]

Transnational Higher Education in China: Towards a Critical Culturalist Research Agenda

Transnational higher education (TNHE) in China refers to the programs and institutions which are operated jointly between Chinese universities and colleges and their foreign counterparts. The seemingly booming TNHE activities in China may now be confronting a looming crisis. Yet, the research so far focuses on aspects of policy or policy changes by the Chinese government and operational issues at the institutional level. There are few attempts to explore the reasons why these transnational higher education activities are happening on Chinese soil, whether they bring in what is needed by Chinese society and higher education, and how they may contribute to progress for the Chinese system. Put in another way, the current research seems to have affirmed the value of the dominant TNHE patterns and practices, suggesting that the focus should be placed on how to improve

them. This paper challenges this judgment by proposing a critical culturalist research agenda on transnational higher education in China, and drawing on perspectives from neo-liberalism, post-colonialism and in particular Ruth Hayhoe's historical culturalist approach as potential theoretical tools to justify and solidify such a research agenda.

ZHAN, Shengli (University of Hong Kong) [CS2.10]
Study on Educational Policies on Private Tutoring in the City of Taipei
Compared to western countries such as USA and UK, students in Eastern Asian countries and regions are more likely to take private tutoring in academic subjects (Bray, 2003). Official data in Taiwan shows that the number of cram schools in humanity and sciences has risen from 1,248 in 1997, 2,500 in 2000, to over 7,000 in 2006 (Taiwan Department of Education, 2006). Private tutoring has both positive and negative effects on student's cognitive and psychological development. Educational policies are crucial to keep the positive effects and meanwhile to monitor and constrain the negative effects. Along with educational reforms in formal schooling system and change of people's concept of education, policies on private tutoring has changed over past decades (Liu 2006). This paper attempts to analyze the development and current status of policies, especially regulations, of short-term private tutoring centers in Taipei City. Based on literature review, it is found that educational authority in Taipei has enlarged the areas of establishing short-term private tutoring centers in the market and meanwhile strengthened inspection and supervision of those centers by various means. Provision of private tutoring by mainstream school teachers is also an important concern in policies on private tutoring. Based on interviews on eight teachers in secondary schools in Taipei, the paper also discusses teachers' attitudes towards the policy and the effective implementation of the policy. Finally similarities and differences of public-private and government-market relationship between East and West are discussed.

ZHAN, Yueshan (Zhejiang University) [CS4.10]
The Mechanism Analysis of Sino-British College Student Loans
In the 1980s, the American education economist D. Bruce Johnstone put forward the cost-sharing theory, advocating that higher education costs should be borne by government, taxpayers, parents or students. After that, George Psacharopoulos indicated that in higher education the private rate of return is greater than the social rate of return. Since the biggest beneficiary of higher education belongs to individual and they benefit from higher education throughout their life, individual ought to bear a certain percentage of the costs of higher education. Paying tuition is one way to share the costs of higher education. The countries all around the world gradually began to charge tuitions for higher education. Accordingly, to improve education equality and make more students from economically disadvantaged families to receive higher education, all colleges and universities continue to perfect student subsidy policy. As student loan policy is the focus of the subsidy policy, causing more attention of the colleges and universities. This article mainly makes a comparative mechanism analysis of Sino-British college student loans policy, which combined with the actual situation of student loans in China, it proposes some thoughts or suggestions.

ZHANG, Chun 張純 (Shenzhen University) [CS3.13]
China's Pre-school education learn from the reflection of the Reggio educational

中國學前教育借鑒瑞吉歐教育的反思

當今開放的中國學前教育越來越多地關注到國外學前教育的發展及研究現狀，幷將世界學前教育的前沿理論引入到中國的幼兒教育領域中。源於義大利小城鎮瑞吉歐的學前教育受到各國幼教界的關注，自然也成爲當前中國學前教育改革借鑒的對象。我們學習瑞吉歐教育理念時，大多從瑞吉歐的教育方法、課程設置等方面入手，缺乏對瑞吉歐學前教育理念産生的社會背景、文化背景等深層次原因進行剖析，同時也忽視了對本土文化和傳統的理解，導致我們學習的瑞吉歐教學法成效不明顯。本文通過探討中國借鑒瑞吉歐學前教育的成果，反思本土文化及教育傳統對於學習外國學前教育的影響。

ZHANG, Guiju 張桂菊 (South China Normal University)　[CS1.10]
港澳臺"多言多語"教育政策的比較研究

由於歷史與現實的原因，港澳臺地區的語言教育政策分別呈現出"兩文三語"、"三文四語"和"一文多語"的特徵。不瞭解或不慎重對待對港澳臺語言教育政策的獨特性，就難以真正把握港澳臺地區語言教育改革的路徑和關鍵，難以對全球化背景下的語言教育政策做出科學的規劃，更會延宕港澳臺地區的經濟發展，以及和諧社會的保持。目前的語言教育政策迫切需要以學生利益爲上，培養有利於港澳臺三地政治、經濟和文化發展及國家長遠利益的"多言多語"人才，實施"多言多語"共存共榮的發展戰略。本研究認爲，港澳臺地區未來的"多言多語"教育政策，將朝著尊重公民權利，以及慷慨滿足社會不同群體多種需求的方向發展；將朝著能夠注重平等與教育效率相互平衡的方向發展；將朝著港澳臺地區語言和文化的相互交融、和諧共生的方向發展，讓所有兒童從不同的語言大花園裏相互受益。

ZHANG, He Anita 張鶴 (Hong Kong Institute of Education) [CS3.13]
The Survey Report Mandarin language communication culture - pupils Putonghua language usage from Nanjing to see the Mandarin language communicative culture
普通話語言交際文化方面的專題調查報告——從南京市的小學生普通話語言使用情況看普通話語言交際文化

什麼是普通話的定義？普通話是以北方語言爲基礎，以北京口音爲標準音的語言稱爲普通話。普通話做爲中華民族共同使用的語言，它不僅是官方語言，同時也是被大眾普遍使用的語言。普通話做爲官方語言在社會普及，幷被講不同的方言區的人學習。如果能在小學就培養好學生普通話的基礎，對將來學生運用普通話有更大的幫助。

ZHANG, Jia 張佳 (Chinese University of Hong Kong) [CS4.9]
Exploring the Nature and Development of Professional Learning Communities: A Survey on Schools of Shanghai
教師專業學習社群的內涵與發展——基於對上海市中小學教師的調查

International studies consistently show that professional learning communities contribute to student learning, teacher development and school reform. In this study, the author conceptualized PLC and developed a survey instrument accordingly based on Chinese context. Questionnaire survey was administered in 7 secondary and primary schools in Shanghai. Principal component analysis was used to analyze the data to explore the existence of subscales that fit for schools in Shanghai. The development of PLCs in these 7 schools was also analyzed. Findings show that schools had good performance in terms of teacher professionalization, collaborative learning, leadership, and organizational structure, and organizational reform barriers were relatively small. However, all of the

schools seemed to lack assessing and motoring on PLCs. To promote teacher professionalization and collaborative learning, improving leadership and organizational structure, and controlling organizational reform barriers are effective strategies.

國際上越來越多的研究表明，專業學習社群能夠改善學生學習，促進教師發展，及推動學校變革。本研究對專業學習社群進行概念化，並基於中國大陸的學校背景，開發出一套教師專業學習社群的表現指標，對上海市 7 所中小學進行抽樣調查。運用主成份分析法對資料進行分析，得到適用於上海市中小學的指標體系，並進一步分析教師專業學習社群的內涵與發展狀況。研究發現，所調查的學校在教師專業化、合作學習、領導力、組織結構方面均具有良好的表現，且組織變革障礙不大，但普遍缺乏對專業學習社群的監控與評量。可通過改善學校領導力和組織結構，控制學校內部的組織變革障礙等途徑促進教師專業化和合作學習的水準。

ZHANG, Limin 張麗敏 **(Chinese University of Hong Kong) [CS1.9]**
1978-2010 年我國中小學教師隊伍結構與工作環境的變遷研究——基於 1978-2010 年《中國教育統計年鑒》統計數據

爲較全面呈現出我國中小學教師的歷史發展與變遷，本研究採集 1978-2010 年《中國教育統計年鑒》教師隊伍的統計數據進行考察，主要關注教師隊伍結構與工作環境兩個方面。教師隊伍結構方面包括群體結構，即代課教師在教師群體中比例，以及個體特徵的年齡和性別結構三個指標；教師工作環境方面主要包括班額、師班比和師均辦公面積三個指標。通過歷時數據，呈現 1978 年以來，我國中小學教師隊伍結構與工作環境六個指標在總體、城鄉、區域的變遷情況與趨勢。

ZHANG, Shasha (Nagoya University) [CS3.11]
The Comparison of Different Parental Involvement in Home-School Partnerships of Migrant and Non-migrant Students in Urban Public Schools of China: Impact of Cultural/Social Capital

Recent decades, with the increasing urbanization and industrialization in China, the emergence of "Migrant Workers" has become a special phenomenon and affects the trend of China's population structure. These "migrant workers" are those who from impoverished rural areas move to more developed urban regions in search of work and higher income within mainland China. Since 1990s, more and more migrant workers sprung up into the tide. Among these migrant workers, some of them bring children together into the cities, intended to provide kids better education in urban areas. However, the China's compulsory education system is still not able to meet the updated education demands, together with other constraints, which in fact have led to the marginalization of those children of migrant workers in urban areas within mainland China. According to new policies and compulsory law, Chinese government has made commitment to encourage destination local governments to settle the nine-year compulsory education of migrant children in urban areas, mainly in public schools. In order to understand the real educational situation of migrant children who have already been accepted by urban public schools, especially their parental involvement into school-home partnerships as a complementary support of children's schooling to realize better achievement, the study tries to compare the different parental involvement between migrant family and local non-migrant family in urban public schools, to investigate the different type of migrant family and non-migrant family in terms of parental involvement into school-home partnerships, finally, to analyze these different types from the perspective of cultural/social capital. The study will provide implications to both parents and schools sides to promote better school-home partnerships and

suitable support from urban public schools to respond different parental demands, especially for migrant family.

ZHANG, Wenwen 張雯雯 **(Chinese University of Hong Kong) [CS3.10]**
Multi-ethnic higher education population in the United States and India: A preferential policy analysis
多民族國家族群高等教育優惠政策分析——以美國和印度爲例
多民族國家的常常制定一些面向特定族群的優惠政策用以促進本國內部的族 群間教育均等，通過促進教育均等增加族群的社會流動的能力，從而實現國家的整 合減少民族衝突。本文旨在分析上世紀六十年代以來美國和印度在高等教育領域實 施的優惠政策，幷將其放置在政治的場景中討論改政策的過程及其政策可能產生的 政治結果，以及美國和印度的高等教育優惠政策對中國優惠政策的制定實施，尤其 是高等教育優惠政策的制定實施的啓示。

ZHANG, Xiaolei 張曉蕾 **(Chinese University of Hong Kong) [CS2.1]**
Talk on the Implementation of the Current School-based Teacher Learning Chinese Mainland Policy
對當前中國大陸校本教師學習政策執行的議論
為學生提供優質和公平的教育不僅是教育工作者一直努力的方向，更牽涉社會各界的訴求和期望。當前，在中國大陸情境中，促進教師專業發展和實施課程改革的政策即被認為同促進學生學習、實踐教育的訴求和目標相契合。期間，校本教師學習又被視為實現這一政策目標的策略之一。從審視一種政策執行的角度，當下，校本教師學習的政策策略在何種程度上實現促進教師專業發展和課程改革落實？這一政策策略在實施中暴露的問題為何？以及如何深入理解問題之癥結所在以幫助我們慎思和檢視今後的行動策略？圍繞這些問題，接下來，本文即將從校本教師學習策略的政策脈絡、現實情況、策略分析及問題與反思四個部分展開討論。

ZHANG, Yu-ting (Chinese University of Hong Kong) [CS4.8]
The Way to College: A Study on College Choice in Mainland China
The paper investigates college choice in Mainland China. The process of college choice, the interaction between structure and agency, and students' perception of their choice are discussed.

The traditional ways to inquire into the inequality of educational opportunities focus on the correspondence between social stratification and distribution of opportunities. As to the micro-level interpretation, rational choice theory is very popular. However, the social stratification studies give no room for agency, while the rational choice theory pays no attention to the constraint from social structure. As a way out of the binary opposition, Bourdieu's theory, the logic of practice, was introduced. College choice is seen as a practice according to habitus. Structure and agency encounter each other in a certain field through the recognition of the rules in this field.

Since this paper aims to study the process of practice, In-depth interview is used as the main technique for data collection. The data source helps to study the whole process of college choice as a trajectory and encourages researcher to understand the college choice in the Chinese context, which will extend the theory of logic of practice.

ZHANG, Yuyu and YANG, Chaomei 張裕瑜和楊朝梅 **(South China Normal University) [CS3.10]**

Studies on Effective Teaching for Minorities Pupils in Yunnan China
中國雲南少數民族小學有效教學研究

This paper is a report by the research group of Effective Mathematics Teaching for Minority children led by Professor QIANG Haiyan, South China Normal University. The work of the research team is a sub-project of the Ministry of Education-UNICEF Project "Mobile Educational Resources and Training". As the members, we are on behalf of the sub-project group to present the report. This research aims to the equity education for ethnic minorities in Yunnan Province. Found in the research, the minority pupils become disadvantaged learners as soon as they enrolled into grade one of elementary schools, due to Chinese as second language and language for instruction, teaching materials are not relevant from minorities life and their cultural experience, lacking of early childhood education, as well as the minority' multiple intelligences strengths failing to play a role in teaching and learning. The minority's children have mostly failed in the achievement of Chinese and mathematics subject's studies. Comparing with the Chinese language course study, the math subject leaning is even much more tough and difficult for minority pupils. These failures have resulted in serious educational inequity issue. This paper describes the disadvantage situation faced by minorit y school children in Tengchong County and Jinghong District of Yunnan Province, and analyses causal factors that lead the poor school performance. Based on the survey done by the project, a "Four Approaches" Model has been constructed by our research group, including learning mathematics through "Chinese as Second Language learning", "Multiple Intelligences mobilizing", "Thinking skills developing" and "National Culture Combining", aiming at achieving effective math teaching for minority primary schools in Yunnan, China.

本論文是教育部—聯合國兒童基金會"移動教育資源與培訓"專案中由華南師範大學強海燕教授負責的"少數民族兒童數學有效教學"研究團隊的一個初步研究報告,作為成員,我們代表該研究團隊參會發言。這個專案旨在解決雲南少數民族的教育品質和教育公平問題。在調研中我們發現,由於少數民族兒童母語與教學語言的不一致、教材遠離民族生活、缺乏早期教育、少數民族的多元智力優勢未能在教學中得以發揮等問題,導致少數民族兒童一入學就成了學困生,語文數學成績普遍很差,不及格率很高,與語文成績相比數學成績更差、數學學習障礙更大,造成了嚴重的教育不公平現象。本論文概述了雲南省專案縣區騰沖和景洪的少數民族小學生學校教育處境不利的狀況,分析了導致教育品質差的影響因素,基於對少數民族學校的考察和調研,建構了通過"第二語言"、"多元智慧"、"思維訓練"和"民族文化"學習數學的"四路徑"模式,旨在實現少數民族小學有效教學。

ZHANG, Zheng Evangeline (Chinese University of Hong Kong) [CS3.2]
Mapping the Contact Zone: A Case Study of an Integrated Chinese and Canadian Literacy Curriculum in a Secondary Transnational Education Program in China

This case study using ethnographic tools was conducted in an Ontario transnational education program in China where Ontario secondary school curricula were integrated with the Chinese national curricula. The study investigated how literacy was conceived and practiced at the various levels of curriculum at the elite secondary school, namely, intended, implemented, lived, hidden, and null curriculum. The theoretical tools of the study included: multi-literacies, curriculum ideologies, theories on internationalizing curriculum, and various levels of curriculum. Sources of data included the documents that underpinned the school's intended curriculum, interviews of Chinese and Ontario policy makers about the local/global factors affecting decision-making, interviews with Chinese and

Canadian instructors about implementing curricula in a cross-border context, observations of 84 periods of their English and Mandarin literacy-related classes, and interviews with students to illuminate how local and global discourses limited and/or expanded their literacy and identity options. Findings concern the ways in which various local and global curriculum discourses interacted and competed with one another to create a contradictory social space at the school. This unique space of local/global nexus enabled new forms of literacy and fluid identities, but it also restricted the transnational education students' opportunities of developing certain literacies.

ZHAO, Huijun and WANG, Fu-Rong 趙惠君和王芙蓉 **(National University of Defense Technology) [CS1.5]**

On the Reform and Development of Faculty Initial Training in Chinese Mainland during the Social Transition Period
社會轉型期中國大陸高校教師入職培訓改革與發展研究

No profession in the world expects new comers' full contribution even with those who have received very severe pre-service education. Attention has been paid to the training and development of new faculty in the world as they are valuable human resources in college substantial development. Policy in Chinese mainland is a large-scale top-down institutionalized initial training, which has been put into practice for more than a decade. Although this kind of centralized and compulsive training has good intention, there is an efficacy crisis because of its irrational design. The paper carried out a sampling survey towards 1,080 new teachers from six provinces in Chinese mainland, employing Sino-U.S. comparative study, questionnaire and interviews. The paper tried to dissect the issue and make attribution analysis, finding out that it will be a trend to reform college faculty initial training in Chinese mainland during the social transition period. The key is the change of the idea. We propose that one practical solution lies in the moving-down of management center and the raising-up of service idea, together with the transformation from managerialism to public service.

世界上任何職業，即便從業者受過充分嚴格的職前學歷教育，也難以期望他從業伊始即能做出充分的貢獻。高校新進教師是高校持續發展的重要人力資源，他們的培訓與發展受到世界各國的關注與重視。目前中國大陸實行的是自上而下的制度化、規模化高校教師入職培訓政策，這種統一性與強制性并存的高校教師入職培訓政策雖有良好初衷，但缺乏合理設計，該政策運行至今十餘年，在社會轉型期已然出現功效危機。筆者就此問題對中國大陸 6 省 1080 位高校新進教師進行抽樣調研，運用問卷調查、個別訪談、中美比較等研究方法，系統剖析問題并進行歸因分析，指出轉型期中國大陸高校教師入職培訓的改革勢在必行，理念轉變是關鍵，在管理重心下移與服務理念上揚的雙重保障下，從管理主義走向公共服務，是消解當前培訓功效危機、真正促進高校教師發展的可行選擇。

ZHENG, Jia 鄭佳 **(South China Normal University) [CS2.1]**

The Mission of Social Transition, China Comparative Education
社會轉型期中國比較教育的時代使命

當前我國的社會轉型具體表現爲民主法制建設不斷完善；經濟體制改革繼續深化；人民文化水準逐步提高。而社會的轉型直接促使了國家的繁榮與崛起，進而，人民的大國意識開始顯現。作爲曾經爲改革開放過程中貢獻特殊力量的比較教育理應順應時代的發展，轉變研究範式與使命，在批判性地研究與借鑒國外教育經驗的同時，更應該承擔起大國責任，弘揚本土教育實踐經驗，推進國際理解教育，爲世界教育的發展貢獻本土的力量。

ZHOU, Yisu (University of Macau) [CS1.4]
The Parent Gap: Family Involvement of Private Tutoring in Chinese Societies

Chinese parents have a standing history of active involvement in their children's academic life. Past research has shown that private supplementary tutoring is a common strategy that parents use to improve their children's learning outcome. In recent years, as the private tutoring industry commercializes, it provides more options for the parents and students to choose from. In this study, we use the PISA 2009 data to analyze the patterns of taking out-of-school classes in four Chinese regions. We are able to confirm that tutoring is prevalent in junior secondary schools across different subjects. There are clear cross-regional differences by the types of classes taken. The probability of taking such classes is positively correlated with student's socioeconomic status. For families of high socioeconomic background, taking up private tutoring is a well-calculated strategy. We found that high-SES families have a clear goal to prioritize tutoring in mathematics. There is evidence that the reliance of using private tutoring grows as families move up the socioeconomic ladder. This finding show an increasing unleveling educational marketplace where affluent family are more adept at taking advantage of various supplementary service to help their children gain a competitive edge.
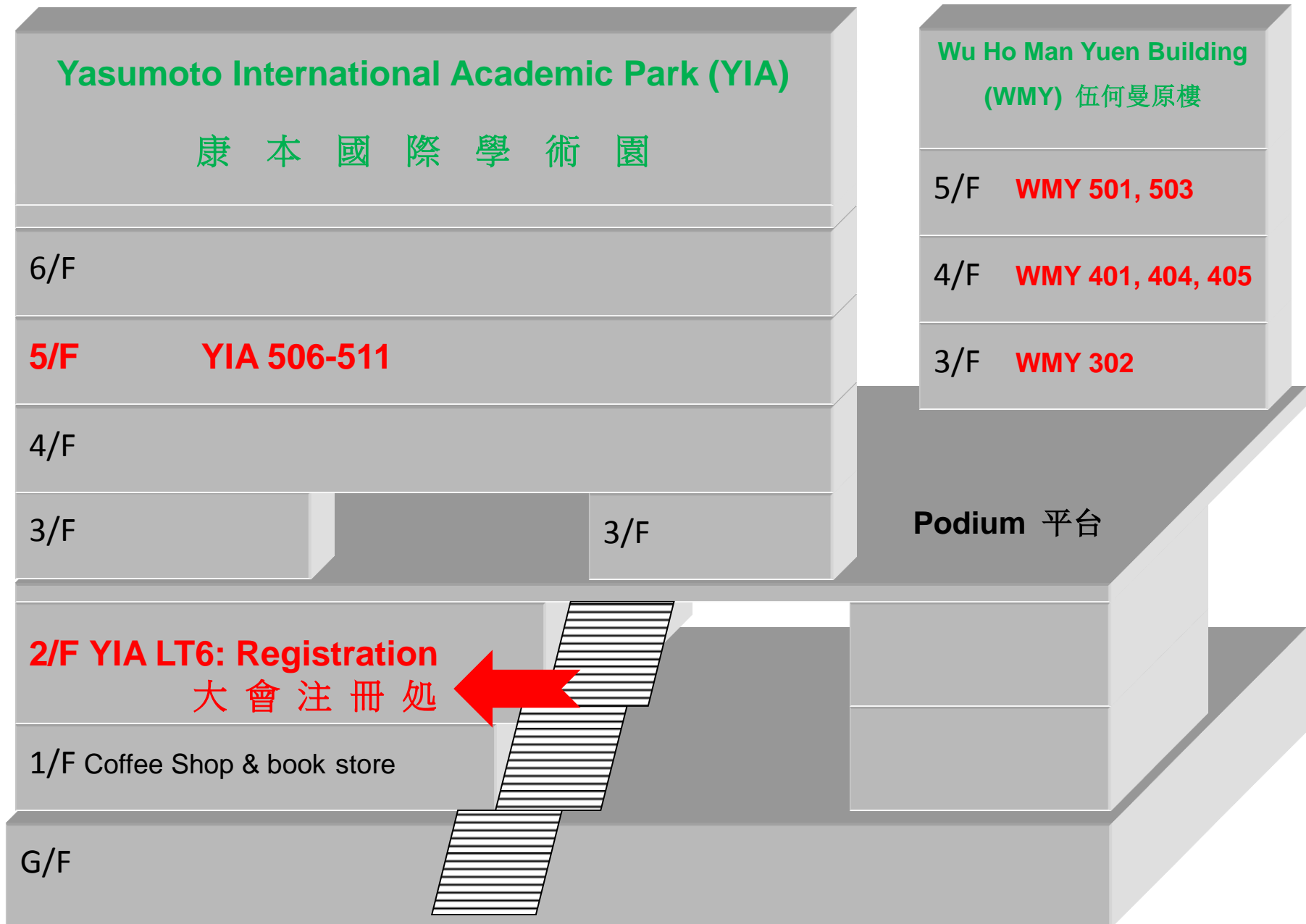
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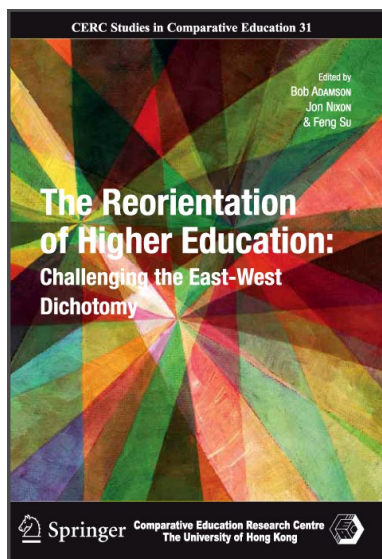
The Reorientation of Higher Education: Challenging the East-West Dichotomy

Edited by
Bob Adamson, Jon Nixon & Feng Su

ISBN 978-9881785-275
September 2012; 314 pages; HK$250

This book presents accounts of the repositioning of higher education institutions across a range of contexts in the East and the West. It argues that global governance, institutional organisation and academic practice are complementary elements within the process of institutional repositioning. While systems, institutions and individuals in the different contexts are subjected to similar global trends and pressures, the reorientation of higher education takes diverse forms as a result of the particularities of those contexts. That reorientation cannot be explained in terms of East-West dichotomies and divisions, but only with reference to the interflow across and within systems. Globalisation necessitates complex interconnectivities of regionality, culture and geopolitics that this book explores in relation to specific cases and contexts.
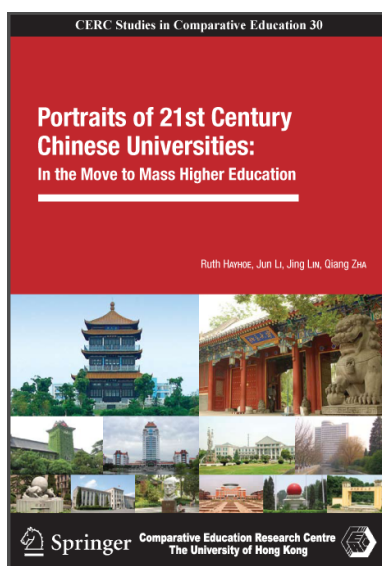
Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education

Ruth HAYHOE, Jun LI, Jing LIN, Qiang ZHA

ISBN 978-988-1785-237
2011; 483 pages; HK$300

This book examines the ways in which China's universities have changed in the dramatic move to a mass stage which has unfolded since the late 1990s. Twelve universities in different regions of the country are portrayed through the eyes of their students, faculty and leaders.

The book begins with the national level policy process around the move to mass higher education. This is followed by an analysis of the views of 2,300 students on the 12 campuses about how the changes have affected their learning experiences and civil society involvement. The 12 portraits in the next section are of three comprehensive universities, three education-related universities, three science and technology universities, and three newly emerging private universities. The final chapter sketches the contours of an emerging Chinese model of the university, and explores its connections to China's longstanding scholarly traditions.
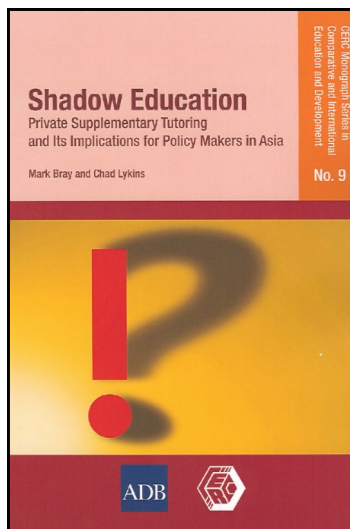
No.9: **Shadow Education: Private Supplementary Tutoring and Its Implications for Policy Makers in Asia**

Mark Bray and Chad Lykins

In all parts of Asia, households devote considerable expenditures to private supplementary tutoring. This tutoring may contribute to students' achievement, but it also maintains and exacerbates social inequalities, diverts resources from other uses, and can contribute to inefficiencies in education systems.

Such tutoring is widely called shadow education, because it mimics school systems. As the curriculum in the school system changes, so does the shadow.

This study documents the scale and nature of shadow education in different parts of the region. For many decades, shadow education has been a major phenomenon in East Asia. Now it has spread throughout the region, and it has far-reaching economic and social implications.
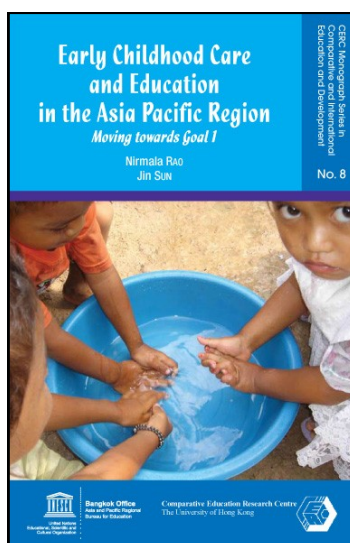
No.8: **Early Childhood Care and Education in the Asia Pacific Region: Moving towards Goal 1**

Nirmala Rao and Jin Sun

In 2000, the global community set six goals as part of the Education for All (EFA) agenda. This monograph considers progress towards Goal 1, namely "to expand and improve comprehensive early childhood care and education".

Compelling reasons have been provided for investment in the early years, and much progress has been achieved in Asia and the Pacific. Particularly important are improved access and strengthened quality in early childhood services. However, much remains to be done to enhance child and maternal health, enhance the quality of services, and expand access particularly for children below the age of three. Further progress will require improved monitoring and attention to legislation. The book shows that policy priority and funding for early childhood care and education should markedly increase throughout the region.

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