Comparative Education Society of Hong Kong
香港比較教育學會

2018 SPRING ANNUAL CONFERENCE

Saturday 17th and Sunday 18th March 2018
The Education University of Hong Kong

Meaning and role of education amid global changes and local challenges

Basic education: Its equity and quality
Lifelong learning and other education:
Their potential and challenges
Higher education: Coping with changes

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ACKNOWLEDGEMENTS

Dear Honourable Guests and Participants,

It is my great pleasure to welcome you all to the 2018 conference organised by the Comparative Education Society of Hong Kong (CESHK). This annual conference is a wonderful opportunity for us to welcome new members and further our friendship, and exchange our research and insights to deepen our understanding of education, through our shared, comparative perspective.

This year, the Executive Committee has organised the conference around the theme of '*Meaning and role of education amid global changes and local challenges'*. We are facing new conceptualisation of education inside and outside of it, due to the fast-changing global context. Today we will collectively seek to understand related issues and find some potential solutions for them.

With a panel and over seventy papers, we will explore three selected sub-themes; they are, basic education: its equity and quality; lifelong learning and other education: their potentials and challenges; and, finally, higher education: coping with changes. We are delighted to have three keynote speakers to stimulate our thinking with their cutting-edge research on the respective themes. Professor Rui Yang from the University of Hong Kong will open the conference by delving into the meaning of developments in higher education, and how best conduct comparative research in order to capture the changes within the sector.

On the second day, Dr. Fang Gao from the Education University of Hong Kong, and Professor Bob Lingard from the University of Queensland will help us further our understanding of the issues of educational equity and quality. Dr. Gao will examine the issue of minority students' life chances in the wider context of lifelong learning and other education. Professor Lingard will discuss them in the context of basic education, in particular focusing on the neoliberal, global changes, using the national testing as a case.

Our society, I believe, through these gatherings, provides wonderful opportunities to bring about synergy of work by like-minded educationalists with different expertise and perspectives, and thus, contributes to developing a solid knowledge base in the field of comparative education.

I hope you all thoroughly enjoy this two-day rich banquet of knowledge. Thank you very much.

The UNESCO Chair in Comparative Education at the University of Hong Kong and the UNESCO Chair in TVET & Lifelong Learning at the Education University of Hong Kong are proud to be associated with the conference of the Comparative Education Society of Hong Kong (CESHK).

The CESHK conference offers a supportive and collegial venue for nurturing, disseminating and discussing high quality comparative education research in Hong Kong and the region.

We wish all participants a productive event to advance scholarship and interpersonal networks.

Mark Bray
Chairholder
UNESCO Chair

Bob Adamson
Chairholder
UNESCO Chair
Education University of Hong Kong
(and past CESHK President)

Time: 10:00 – 10:40
Venue: D1-LP-03

YANG Rui (The University of Hong Kong)

Doing higher education research comparatively in East Asia

Over the past decades, most East Asian societies have made some remarkable progress in higher education. Based on the speaker's decades of theoretical and professional inquiry and on the findings from his most recent General Research Fund project supported by Hong Kong Research Grants Council, this paper explores the profound meanings of the development for those societies themselves as well as for the region and globally. Using higher education research in East Asia as an example, it then interrogates what comparative education is and should be, and how its study could be improved.

Time: 10:00 – 10:40
Venue: D1-LP-03

GAO Fang (The Education University of Hong Kong)

Politics, power, and ethnic minority children's rights – Some implications for inclusive lifelong education in post-colonial Hong Kong

Globalization, massive migration and increased intercultural contact have brought two interrelated political/educational issues into the spotlight: 1) the globalization of economy and changes in the labor market and organizational structures have pushed lifelong learning high on the political/educational agenda; and 2) increased mobility and global flows of immigrant and migrants on an unprecedented scale have increased the racial, ethnic, cultural and religious diversity within societies. Since diversity remains on the rise, with minority population growing faster in many countries/regions, it is now widely recognized that education has to address the new social, economic, political and intercultural challenges, to promote lifelong learning opportunities, and to maintain and improve a country's/region's global competitiveness. Hong Kong is not alone in having a sizeable number of ethnic minorities and face specific challenges in retaining its global economic standing while remaining a substantial number of minority people who have been defined as failures by the education system, inside the lifelong learning agenda. This keynote addresses the urgent problem of significance for Hong Kong. Dr. Gao Fang reports her studies on colonial and post-colonial language-in-education policies and planning pertaining to underprivileged South/Southeast Asian minorities. Bourdieusian concepts of capital are employed to explore historically noteworthy progressive steps towards language education juxtaposed with recent indicators of policy development. Based on the research findings, Dr. Gao argues that Hong Kong still has a long way to go in including language as 'a prohibited discriminatory ground' in education, in managing ethnolinguistic diversity against linguicism, and in providing inclusive lifelong education as a means to enable social, political, and economic activities of all individuals and groups at both local and global contexts.

Time: 10:45 – 11:25
Venue: D1-LP-03

Bob LINGARD (The University of Queensland)

Rethinking equity and quality in schooling in the contexts of globalization and datafication

This address will show how the concepts of equity and quality in schooling have been reframed in the context of international large scale assessments such as the OECD's PISA and in the context of data driven systems of schooling and broader datafication of the social. This reframing will be demonstrated through an analysis of how PISA represents the quality and equity of schooling systems through numbers and how the National Assessment Plan – Literacy and Numeracy (NAPLAN), which assesses the literacy and numeracy of all students in all Australian schools at Years 3, 5, 7 and 9 each year, also reconstitutes the meanings of both equity and quality in reductive ways. These cases will demonstrate the datafication of both equity and quality and their policy untethering from more philosophical framings of the two concepts. Additionally, it will be argued that globalization and the emergence of the post-Westphalian present necessitates a rethinking, a reconceptualisation of the two concepts as frames for educational policy and practice. The address will attempt to suture the two concepts to philosophical frames taking account of the current challenges to Westphalian constructions of the nation and related attempts to reassert national policy sovereignty. The growth of inequality associated with a performative neo-liberal rendering of globalization in politics and policy today makes this a pressing necessity for rethinking social justice in schooling.

CONFERENCE OVERVIEW
SATURDAY 17TH MARCH 2018

TIME	EVENT	VENUES
09:00 onwards	Registration	D1-LP-03
09:30 – 10:40	Opening Address AGM Keynote Speech 1 –YANG Rui (10:00 – 10:40)	D1-LP-03
10:40 – 11:10	Coffee / Tea break	D1-LP-07
11:10 – 12:50	Session 1	D2-LP-02; D2-LP-03 D2-LP-04; D2-LP-09
12:50 – 13:40	Lunch	D1-LP-07
13:40 – 15:20	Session 2	D2-LP-02; D2-LP-03 D2-LP-04; D2-LP-09; D3-LP-07
15:20 – 15:50	Coffee / Tea break	D1-LP-07
15:50 – 17:30	Session 3	D2-LP-02; D2-LP-03 D2-LP-04

SUNDAY 18TH MARCH 2018

TIME	EVENT	VENUES
	Registration desk open from 9:30am	D1-LP-03
09:30 – 10:00	Coffee / Tea break	D1-LP-07
10:00 – 11:25	Keynote Speech 2 – GAO Fang (10:00 – 10:40) Keynote Speech 3 – Bob LINGARD (10:45 – 11:25)	D1-LP-03
11:30 – 13:00	Session 4	D2-LP-02; D2-LP-03; D2-LP-04; D2-LP-09
13:00 – 13:10	Closing Ceremony	D1-LP-03
13:10 –	Light Lunch	D1-LP-07

NOTES TO PARTICIPANTS

Approximately 20 minutes have been allocated for your presentation, including 5 minutes for Q&A.
Please decide who will be timekeeper within your session. Usually, the last presenter will take on this role.
Timekeeping signs for '5 minutes to go', '2 minutes to go', '1 minute to go' and 'times up!' will be in the presentation rooms for you to use.
A student helper will also be available in each classroom should you need any assistance.

SATURDAY 17TH MARCH 2018

SESSION 1: 11:10 – 12:50			
Room D2-LP-09 Theme – Basic education: Its equity and quality	**Room D2-LP-02** Theme – Higher Education: Coping with changes	**Room D2-LP-03** Theme – Lifelong learning and other education: Their potential and challenges	**Room D2-LP-04** Theme – Higher Education: Coping with changes
English	English	English	Mandarin/Putonghua
Paper 1 **Pedagogical challenges of multigrade schoolteachers in Albay, Philippines** Vanessa BOBIS; Judy BONGALA; John Paul CASTILLO; Arlyne MARASIGAN (Philippine Normal University) **Paper 2** **Education resource sharing for quality compulsory education in China: Paradigm shift, mechanisms, and characteristics** LIU Jing (The University of Tokyo) **Paper 3** **Hidden privatization of education in Hong Kong: Teachers' and school leaders' view of the practice and implications of education outsourcing** Tae-Hee CHOI (The Education University of Hong Kong) **Paper 4** **Being competitive: A multimodal critical discourse analysis of the tutorial advertisement** TAO Zhen (The Chinese University of Hong Kong)	**Paper 1** **Enhancing information literacy of University students: Do male students benefit more than their female peers?** YANG Lan (The Education University of Hong Kong); QIAO Shen (The Education University of Hong Kong) **Paper 2** **Institutionalization of university-industry linkages and its effects on university research: Similarities and differences in Germany and Korea** LEE Soo Jeung (Sejong University) **Paper 3** **Significant changes of teaching methods in higher education in Japan** Takayuki HARA (Kagoshima University) **Paper 4** **Colonization and decolonization of Asian Higher Education** Jae PARK (The Education University of Hong Kong)	**Paper 1** **The relationship between Social Economic Status (SES) and social values with parity family** Fahmi Fahrudin FADIRUBUN (Jakarta State University) **Paper 2** **Comparative study on the expansion of IBDP in China, Japan, and Hong Kong: With focus on educational policies and social factors** Tansei KO (Mejiro University); Yoko YAMATO (Aoyama Gakuin University) **Paper 3** **The power of comparative method in education: Some evidence based on students' dissertations** I Made PUTRAWAN (Jakarta State University) **Paper 4** **Globalizing discourse as epistemicide: China's 21st-Century Suyang curriculum reform as an example** ZHAO Weili (The Education University of Hong Kong)	**Paper 1** "双一流"建设背景下研究型大学师资队伍建设的现状与对策 ——基于 16 所 985 高校师资队伍基本状态数据的分析 吴薇；刘璐璐 (Xiamen University) **Paper 2** 我国一流大学建设的目标、举措和保障——基于一流大学建设方案文本的内容分析 YUAN Dongheng (Xiamen University) **Paper 3** 一流大学建设高校科研投入类型与科研产出的实证研究 LIU Xiaowen (Shanghai Jiaotong University)

SESSION 2: 13:40 – 15:20

Room D2-LP-09 Theme – Basic education: Its equity and quality	Room D2-LP-02 Theme – Higher Education: Coping with changes	Room D2-LP-03 Theme – Lifelong learning and other education: Their potential and challenges	Room D2-LP-04 Themes – Higher Education: Coping with changes and Basic education: Its equity and quality	Room D3-LP-07 Theme – Higher Education: Coping with changes
English	English	English	Mandarin/Putonghua	English
Paper 1 **Researcher positionalities and the research space: (Re)presenting the identities of ethnic minority youth in Hong Kong from insider/outsider perspectives** Casey BURKHOLDER (University of New Brunswick); Jan GUBE (The Education University of Hong Kong) **Paper 2** **Meaning and role of Early Childhood Education amid global changes and local challenges: A double standard experienced in Hong Kong since 1980s to 2018** Grace LAU (The Education University of Hong Kong) **Paper 3** **Teachers' competencies of integrated STEM education perceived by secondary school teachers in Korea** Miran SONG (Beijing Normal University) **Paper 4** **Kindergarten teachers' beliefs about their readiness for early STEM education----Comparison between East and West in China** SUN Chunrong (Qujing Normal University) **Paper 5** **The demand and supply in the Educational Public Private Partnerships in Japan** Yoko YAMATO (Aoyama Gakuin University)	**Paper 1** **A comparative study on Teaching Practice - by questionnaire research of student teachers among four East-Asian areas** Yasuyuki IWATA (Tokyo Gakugei University); Minah KIM (Yonsei University) **Paper 2** **Comparative study on the Chinese Language Education in the UK and Japan-focusing on the influence of mass media portrayals of China** QU Ming (Muroran Institute of Technology, Japan) **Paper 3** **Russian - South Korean academic exchange programs: the development of a bicultural identity** Irina BALITSKAYA (Sakhalin State University, Russian Federation) **Paper 4** **Applying social justice principles to education: Comparing Eastern and Western applications** Carla BRIFFETT AKTAŞ (The Education University of Hong Kong) **Paper 5** **Aspirations of becoming a world class university: Actor's interpretations and organizational change processes at the University of Ghana** Emmanuel INTSIFUL (Beijing Normal University)	**Paper 1** **Building an AES study-program for e-learning implementation** CHANG Che-shin (Tam-Kang University); CHANG Che-fan (National Taipei University of Technology) **Paper 2** **The effect, problem and strategy of internationalization of vocational and technical education under the context of Belt and Road Initiative** ZHANG Ting (Zhejiang Normal University) **Paper 3** **Comparing fishermen's quality of life (QoL) based on individual modernity** Eka APRIYANTI (Jakarta State University) **Paper 4** **Implementation evaluation of Perda Konawe Article 5 Year 2007 about management of public mining through a case study of mining management C in Tuoy Subdistrict** Yuslan YUSLAN (Jakarta State University) **Paper 5** **Origins and Traditions in Comparative Education: Challenging Some Assumptions** Maria MANZON (The Education University of Hong Kong)	**Paper 1** 台灣大學整併政策與發展之研究 林雅君(淡江大學教育政策與領導研究所) **Paper 2** 苏黎世联邦理工学院国际化战略分析 QIU Wenjie (Xiamen University) **Paper 3** 動手做實驗對於國民中小學學生之學習動機與成效 CHIEN Fanhsuan (Tamkang University)	**Paper 1** **Reconsidering the provider-recipient relationship in university-community service-learning** TSUI Chak Pong Gordon (The University of Hong Kong) **Paper 2** **Psychological and sociocultural adaptation and experience of Non-Local Students in Hong Kong: A case study at the Education University of Hong Kong (EdUHK)** YU Baohua; Peter BODYCOTT; Anita MAK (The Education University of Hong Kong) **Paper 3** **Transforming beyond Higher Education teaching: Engaging third mission challenges through Knowledge Transfer strategies – Tales of two public universities in Hong Kong** Eddy CHUNG (The Education University of Hong Kong) **Paper 4** **The changing landscape of higher education in China and the academic's strategies to survive in their early career.** LIU Jiajie (University College London) **Paper 5** **Motivations and strategies of Higher Education cooperation and outgoing Higher Education student mobility in the EU's relations with its external partners - A multi-level comparative study of China and Taiwan** Lin GOETHALS (Ghent University and Beijing Normal University)

SESSION 3: 15:50 – 17:30

Room D2-LP-09 Theme – Higher Education: Coping with changes	Room D2-LP-02 Theme – Higher Education: Coping with changes	Room D2-LP-03 Theme – Lifelong learning and other education: Their potential and challenges
English	English	English
Paper 1 **The relationship between teaching skills and learning motivation with student learning outcomes** Idah YUNIASIH (State University of Jakarta) **Paper 2** **The institutional research agenda of select teacher education institutions in the Philippines: policy implications and future directions** Steven L. BAYLAN (Cebu Normal University – College of Teacher Education) **Paper 3** **Passing on the torch: A case study of multicultural positive education through experiential learning in a Hong Kong University residential hall** LEUNG Nixon Tit-hei; CHENG Parrey Yiu-him; LEUNG Jasper Ka-chai; Gurpreet, SINGH; HO Wayne Lok-heng (Ricci Hall Archives Conservation and Acquisition Project, The University of Hong Kong) **Paper 4** **Visualized analysis of international entrepreneurship education research: Hot topics and fronts in the new century** Tirong YANG; (South China Normal University) ZHAO Rui (South China Normal University)	**Paper 1** **Effect and strategy of the international science research cooperation at the University of Yaoundé I, Cameroon** ZHANG Shengyun (Zhejiang Normal University) **Paper 2** **Constructing employability with a Liberal Arts background: A comparison of young adults in Mainland China and Hong Kong** HE Shan (University of Nottingham Ningbo China & Lingnan University); John LOWE (University of Nottingham Ningbo China) **Paper 3** **The effect of instructional video in the making of mock up ice cream towards student learning outcomes** Cucu CAHYANA (State University of Jakarta) **Paper 4** **Is internationalization the typical development model of African Higher Education in new century? A study on the international cooperation and exchange of University of Yaounde I of Cameroon** TIAN Xiaohong; (Zhejiang Normal University) ZHANG Shengyun (Zhejiang Normal University)	**Paper 1** **The role of Universal Basic Education (UBE) programme in the provision of school facilities in Ibadan South-West Local Government Area, Oyo State, Nigeria** Moses Oladele OGUNNIRAN (Beijing Normal University) **Paper 2** **Time for creativity? A moment of reflection amid the development and implementation of a teacher training course focused on awakening creative opportunities in Chinese classrooms** Ezekiel Arron CHATTELL (Beijing Normal University) **Paper 3** **The effect of personal commitment and personal investment to intention to act on students' citizenship behavior** Stien Johanna MATAKUPAN (Jakarta State University) **Paper 4** **The effect of personality and healthy life motivation on students' understanding about reproductive health: A comparative analysis** Rasminto RASMINTO (State University of Jakarta)

SESSION 4: 11:20 – 12:50

Room D2-LP-09 Theme – Basic education: Its equity and quality	Room D2-LP-02 Theme – Higher Education: Coping with changes	Room D2-LP-03 Theme – Lifelong learning and other education: Their potential and challenges	Room D2-LP-04 Theme: Shadow Education Panel
English	English	English	English
Paper 1 **An analysis on the individual children's enrolment processes in Myanmar's primary education with longitudinal data** Natsuho YOSHIDA (Kwansei Gakuin University) **Paper 2** **The dynamism in pursuit of quality education in Nepal: Focusing on individual children's enrollment flow** Naruho EZAKI (Kwansei Gakuin University) **Paper 3** **Public, government-subsidized or private school: who is better at narrowing student achievement gap between socioeconomic groups in Macau?** WU Mei Jiun (University of Macau) **Paper 4** **What have been changed and what have not changed yet: delving the history of public education system in Myanmar** KAM Tung Tuang (The University of Hong Kong) **Paper 5** **Basic Education's effect on the human capital of rural-to-urban workers in China** ZHANG Xinyi (Waseda University)	**Paper 1** **International collaboration in Higher Education and China's One Belt One Road Initiative: A perspective from Kazakhstan** LO William Yat Wai (The Education University of Hong Kong); Jack LEE (University of Bath); Dana ABDRASHEVA (The Education University of Hong Kong) **Paper 2** **Perspectives of Vice Chancellors about public university fundraising in Pakistan** Maria KHAN (Beijing Normal University); Chengwen HONG (Beijing Normal University) **Paper 3** **The changes of College English policy** Lina DONG (The Education University of Hong Kong) **Paper 4** **Fantasy and reality: English-medium instruction policy implementation in a Chinese University** ZHENG Qun (The Education University of Hong Kong)	**Paper 1** **Fostering sustainability consciousness with Liberal Studies curricula: A Hong Kong teachers' story** Tamara SAVELYEVA (The Education University of Hong Kong) **Paper 2** **Pre-service teachers' preparation: A case of teacher education program in Pakistan** Shahid KARIM (The Education University of Hong Kong) **Paper 3** **Assessment of Teachers' Professional Learning Communities (PLCs) at selected schools in Pakistan** Takbir ALI (The Aga Khan University Institute for Educational Development Pakistan); Shahid KARIM (The Education University of Hong Kong) **Paper 4** **Task-based language teaching method in Chinese public middle schools: Its potential and challenges** LI Mingyu (University of Edinburgh)	**Panel Organiser** ZHANG Wei (Comparative Education Research Centre, The University of Hong Kong) **Paper 1** **Shadow education as a means to get out of poverty: A case study of a student from a low-income family** Kevin W. H. YUNG (The Education University of Hong Kong) **Paper 2** **Rethinking outside-school time: A comparative review of literature** Siyuan FENG (Comparative Education Research Centre, The University of Hong Kong) **Paper 3** **Tutoring institutions in Public-Private Partnerships:** **Modes of collaboration and role differentiation in Japan and China** ZHANG Wei; Mark BRAY (Comparative Education Research Centre, The University of Hong Kong) **Paper 4** **Demand for private tutoring among secondary science stream students in West Bengal, India: An ecological perspective** Pubali GHOSH (Comparative Education Research Centre, The University of Hong Kong) **Paper 5** **Shadow education: Impact of private supplementary tutoring on students' social factors in Bangladeshi secondary education** Rafsan MAHMUD (Bangladesh Open University, Bangladesh)

ABSTRACTS (in alphabetical order of surname)

ALI Takbir (The Aga Khan University Institute for Educational Development Pakistan); KARIM Shahid (The Education University of Hong Kong)
Assessment of Teachers' Professional Learning Communities (PLCs) at selected schools in Pakistan

Strengthening Teacher Education in Pakistan (STEP) project was a multi-faceted intervention with the goal of improving the quality and delivery of essential education services appropriate to the poor, mainly women and children. The immediate purpose of the program was to strengthen the professional development and performance of teachers, teacher educators and education managers. The project was implemented in eleven districts of Sindh, Balochistan, and Gilgit-Baltistan. This study aimed to assess the contribution of the project towards developing professional learning communities of teachers at thirty-nine schools in the targeted districts. Two hundred and two (202) teachers form both public, and private schools completed the survey tool. Data analysis using SPSS revealed that project interventions substantially facilitated the process of developing professional learning communities of teachers in the targeted districts. Comparative analyses suggest that girls' schools and female teachers exhibit maximum features of a PLC than their counterparts. Moreover, private schools offer better conditions for developing PLCs as compare to public school in both rural and urban settings. Similar studies in various geographic and socio-economic backgrounds in future may help highlight the context-specific challenges and foresee the opportunities of teacher-to-teacher learning in Pakistan.

APRIYANTI Eka (Jakarta State University)
Comparing fishermen's quality of life (QoL) based on individual modernity

Quality of life is a part of development concept which usually used for finding out the Human Development Index (HDI) that was determined by enrollment rate, life expectation, Gross Domestic Product (GDP) of each country. The research was aimed at finding out the differences of fishermen's Quality of Life (QoL) based on individual modernity. An expost facto was used by involving 157 fishermen as sample. There were two instruments for measuring fishermen QoL (18 items, rel .816) and individual modernity (17 items rel .845). Data was analyzed by t test. The results revealed that there was significant differences of fishermen's QoL between those who have high individual modernity compared to those who have lower individual modernity. Therefore, it could be concluded that fishermen's QoL might be affected by individual modernity. The implication of this research would be beneficials for improving QoL instrument by considering the role of individual modernity concepts.

BALITSKAYA Irina (Sakhalin State University, Russian Federation)
Russian - South Korean academic exchange programs: the development of a bicultural identity

Along with the trends of globalization and internationalization of higher education worldwide, cross-border mobility and exchange program between Russian and Korean universities have seen a significant rise in recent years. Many Korean Universities follow the policy of recruiting international students and can witness an increased number of Russian students. This paper aims to investigate the processes of enculturation of Russian students in Korean universities. The period of training in Korea has a sufficient length to form a bicultural identity. The paper studied the conditions in Korean universities, which help Russian students adapt to the new social and cultural environment. It reviews the Korean context of culturally-sensitive education system. Two groups of conditions that affect the enculturation: institutional and individual have been identified. The research also explores how development of a new cultural identity relates to the perceiving of cultural values and stereotypes constituting the core of Korean culture. A survey method is used by involving 12 students as a sample. In the process of enculturation students face the realities and attitudes differ significantly from their culture settings. The findings revealed that the developing of bicultural identity is determined not only by the Korean cultural environment, or by the objective conditions of study at the university, and the cultural distance between the Republic of Korea and Russia, but mainly by the subjective factor - the attitude of the student to their immersion in Korean culture.

BAYLAN Steven L. (Cebu Normal University – College of Teacher Education)
The institutional research agenda of select teacher education institutions in the Philippines: policy implications and future directions

This paper focuses on the imperative to imbue teacher education programmes at universities with Global Citizenship Education. The first part of the paper deals with theoretical issues around the concept of Global Citizenship Education and its place in teacher education programmes. The second part of the paper offers snapshots of innovative, interesting and inspirational approaches and practices of Global Citizenship Education in teacher education programmes from different

parts of the world. The paper is based on a forthcoming book, edited by the two presenters, part of the Routledge Book Series on Global Citizenship Education.

BOBIS Vanessa (Philippine Normal University); BONGALA Judy (Philippine Normal University); CASTILLO John Paul (Philippine Normal University); MARASIGAN Arlyne (Philippine Normal University)
Pedagogical challenges of multigrade schoolteachers in Albay, Philippines
Multigrade Education (MG) is one of the Philippine's strategies to provide access to quality education in remote communities. This study investigates pedagogical problems of multigrade teachers in terms of strategy, materials, assessment and preparation. A semi-structured interview and questionnaire was used to collect data from ten MG schoolteachers in Albay. The data gathered were analyzed and results show that MG teachers encountered several challenges such as lesson planning, focused instruction and lack of instructional materials. Most of MG teachers have limited pedagogical training and preparation to handle multigrade students and hope for more enrollees and teacher deployment in their area.

BRIFFETT AKTAŞ Carla (The Education University of Hong Kong)
Applying social justice principles to education: Comparing Eastern and Western applications
Social justice in education is a relatively new field of educational research and historically has concentrated on economic distribution and the representation of minority groups. The previous conceptualization needs to change to meet the current needs of students in a globalizing world. Social justice must include 'the political' (participation, student voice, and student empowerment). How social justice principles can be applied to educational contexts in Eastern and Western traditions will be examined and the links between social justice theory and practice will be explored.

BURKHOLDER Casey (University of New Brunswick); GUBE Jan (The Education University of Hong Kong)
Researcher positionalities and the research space: (Re)presenting the identities of ethnic minority youth in Hong Kong from insider/outsider perspectives
There is increasing research on the integration of ethnic minority youth in Hong Kong, including how they make sense of their identities in relation to their schooling experiences. Drawing on two critical studies with Hong Kong-based ethnic minority youth using 1) cell phone video production and 2) interviews with photo-elicitation we highlight the ways in which researchers' positionalities have implications on the ways in which they (re)present their findings. Using the axes of insider and outsider, we offer a nuanced account of the ways in which researchers working with ethnic minority youth in Hong Kong understand and analyze research data through specific cultural, racialized and contextual lenses.

CAHYANA Cucu (Jakarta State University)
The effect of instructional video in the making of mock up ice cream towards student learning outcomes
In this research, the students studied about making mock-up ice cream by using instructional video. After the class, 20 multiple choices questionnaire were given to determine their understanding of the lesson before and after the class. The Quasi-experimental methods used to conduct the effect of the instructional video by using 25 students as experimental and control groups respectively. The reliability of the questionnaire was 0.94 while the t-test showed 1.62. It means there is no effect on $\alpha = 0.05$, though the null hypothesis is true on $\alpha = 0.1$.

CHANG Che-shin (Tam-Kang University); CHANG Che-fan (National Taipei University of Technology)
Building an AES study-program for e-learning implementation
This paper presents a computer program, which also is a kind of building block for e-learning implementation, to provide an easy study of the step-by-step AES (Advanced-Encryption-Standard) encryption-decryption process. It can shows the decrypted texts or image output from the encrypted data, is just the same as the original plain-text or image input if the right key is entered, otherwise a random-texts or no image is appeared on the screen. AES is a data encryption standard endorsed by US government for replacing DES (Data-Encryption-Standard) in 2001. AES offers far greater security than DES for data communications over internet.

CHATTELL Ezekiel Arron (Beijing Normal University)
Time for creativity? A moment of reflection amid the development and implementation of a teacher training course focused on awakening creative opportunities in Chinese classrooms
Time for Creativity? The Question is twofold; firstly, is it time for Creativity in basic education to be given the focus and attention it deserves? And secondly it asks, do teachers, who are already overburdened and under pressure, have time to develop Creative Opportunities in their classrooms? This paper asks these questions amidst the backdrop of mainland

China, whilst focusing on an innovative teacher training course which has been designed to equip and enable Chinese teachers to expand Creative Opportunities in their classrooms; using organically developed classroom activities appropriate to the Chinese context.

CHIEN Fanhsuan (Tamkang University)
動手做實驗對於國民中小學學生之學習動機與成效
在台灣，十二年國民基本教育是最新一波的教育改革，以「自發」、「互動」、「共好」為其主要的理念，發展出「啟發生命潛能」、「陶養生活知能」、「促進生涯發展」、「涵養公民責任」四個課程目標。在國民中小學自然科，「動手做」恰恰符合教改目標，故本研究將以文件分析法，綜合探討動手做實驗對於國民中小學學生之學習動機與成效，以了解台灣國民中小學學生在動手做實驗上的現況與發展。

CHOI Tae-Hee (The Education University of Hong Kong)
Hidden privatization of education in Hong Kong: Teachers' and school leaders' view of the practice and implications of education outsourcing
Outsourcing of the curriculum delivery to educational service providers (ed-outsourcing) has been widely practiced around the globe. Hong Kong is not an exception, but the phenomenon remains rather hidden and under-researched. Drawing on a survey with teachers from 62 schools in Hong Kong (N=215), this study investigates the current practice of ed-outsourcing across subjects, teachers' and school leaders' perceptions of it, and its implications on the issues of quality and equity of education. Some interesting and even controversial findings from the study show that there are efforts to ensure the quality and equity of outsourced education, but more is needed.

CHUNG Eddy (The Education University of Hong Kong)
Transforming beyond Higher Education teaching: Engaging third mission challenges through Knowledge Transfer strategies – Tales of two public universities in Hong Kong
Over the last decade, there has been considerable transformation of local higher education institutions from a traditional role of teaching towards a contemporary role of diversified teaching, with intensive research and engaging third mission challenges through knowledge transfer strategies. To succeed in knowledge transfer and achieve the third mission, do different knowledge transfer strategies matter at the institutional level for striking challenges derived from the contemporary role and the mission of institutions? This paper attempts to use a storytelling approach to compare the scenarios of two public universities in Hong Kong.

DONG Lina (The Education University of Hong Kong)
The changes of College English policy
The recent College English (CE) reform tends to promote communicative language teaching (CLT) and foster student's ability of practical usage of English. In the CE curriculum, syllabi is the guiding policy document. As a manifestation of curriculum, syllabi describe the general goals and structure of CE. Through comparative textual analysis of the syllabus from 1985-2007, this current study portrays how CE reform attempts to achieve CLT at policy level. The planning of CE curriculum is so complicated that inconsistency is inevitably generated during the planning process. This study will help gain a deeper understanding of difficulties of planning CE curriculum.

EZAKI Naruho (Kwansei Gakuin University)
The dynamism in pursuit of quality education in Nepal: Focusing on individual children's enrollment flow
The growth and increasing popularity of private schooling in developing countries has attracted much research and policy attention. This study examined the dynamism in pursuit of quality education in Nepal, focusing on individual children's flow (transfer). The school records and interview results were analyzed. The result found that about 10% of children at target schools (5 public schools, 1 private school in suburb area) transferred to private schools in urban area, and there was a gap between flow of children from public and private schools in suburb area. The dynamism, parents' strategies, and educational inequality will be discussed in presentation.

FADIRUBUN Fahmi Fahrudin (Jakarta State University)
The relationship between Social Economic Status (SES) and social values with parity family
The objective of this study was to finding out the relationship between Social Economic Status (SES) and social values with parity family. A survey was used by involving 83 housewife as sample. There were three instruments have been developed, social economic status (rel .895), social values (rel .954), and family parity (rel .945). Regression and correlational analysis were used to verify its relationship. There was positive and significant correlation between SES and social values with parity

family. These findings are still consistent even though partial correlation, by controlling both independent variables have been carried out. Therefore, it could be concluded that in improving the family parity, in order not to have more than a couple child, the role of social economic status and social values could not be neglected.

FENG Siyuan (Comparative Education Research Centre, The University of Hong Kong)
Rethinking outside-school time: a comparative review of literature
For most children around the world, the end of a school day does not mark the end of the education day. From leisure-time activities to surging shadow education, OST research involves diverse fields with dynamic contexts. This comparative literature review discusses the nuances and characteristics across countries and comments on challenges to comparative studies in this field.

GHOSH Pubali (Comparative Education Research Centre, The University of Hong Kong)
Demand for private tutoring among secondary science stream students in West Bengal, India: An ecological perspective
A large proportion of science-stream secondary students in West Bengal, India receive private tutoring for entrance into higher education. However, few have investigated demand for tutoring among science-stream students. Although several shadow education studies focus on factors influencing demand at various levels, few explore the processes through which these factors interact with students and with each other to shape demand. Using Bronfenbrenner's ecological model of human development as the theoretical framework, the proposed longitudinal, qualitative study aims to understand how patterns of demand for private tutoring are shaped by interactions within and between settings in the West Bengal education ecosystem.

GOETHALS Lin (Ghent University and Beijing Normal University)
Motivations and strategies of Higher Education cooperation and outgoing Higher Education student mobility in the EU's relations with its external partners - A multi-level comparative study of China and Taiwan
Cross-border Higher Education Cooperation and international student mobility are taking up a more prominent role in education debates. The EU and its Member States are taking up an active role in these processes. This study will offer valuable insights in the motivations and strategies behind Higher education cooperation and outgoing student mobility from the EU towards China and Taiwan. It will offer a comparative analysis of the strategies and motivations applied at the EU, Member States, Higher Education Institutions and student levels, followed by a typology of outgoing EU Higher Education student mobility to China and Taiwan.

HARA Takayuki (Kagoshima University)
Significant changes of teaching methods in higher education in Japan
In order to meet the demands of fostering skillful university students in a global era, we have tried to change higher education programs drastically. One of changes is not teacher-centered education but student-centered education. In this study, we investigate recent general education reforms in Japan. In particular, we focus on English language education in universities. First, the purposes of changes of teaching contents in higher education in Japan are considered. Second, changes to English education in Japanese universities are examined. Finally, some example classes, which I introduced as Project Based Learning, are shown.

HE Shan (University of Nottingham Ningbo China & Lingnan University); LOWE John (University of Nottingham Ningbo China)
Constructing employability with a Liberal Arts background: A comparison of young adults in Mainland China and Hong Kong
The research reported in this paper investigates the choices, plans and decisions made by liberal-arts graduates in their transition from higher education to workplace in two Chinese societies. By using recent employment reports and in-depth interviews with students and staff, initial findings indicate that the construction of individual employability is becoming more diverse and flexible for Chinese middle-class individuals, especially those with less applied or vocational degrees. Responding to economic, cultural and ideological reforms in China, the youngest working generation have projected new orientations, goals and demands for career and life on the basis of their current material security.

INTSIFUL Emmanuel (Beijing Normal University)
Aspirations of becoming a world class university: Actor's interpretations and organizational change processes at the University of Ghana
Ever since Shanghai Jiao Tong University coined the notion 'World Class University' (WCU) in 2003, it has been subscribed widely by most universities. However, one should not assume such imported templates are as a result of institutional isomorphism due to globalization, hence there is the need to look at how such templates are indigenized. In 2010, the University of Ghana (UG) envisions of becoming a WCU by 2020. Using an interdependency management perspective, this study sought to examine how actors interpret the WCU concept and to what extent are these interpretations the cause of organizational change processes at the UG.

IWATA Yasuyuki (Tokyo Gakugei University); KIM Minah (Yonsei University)
A comparative study on Teaching Practice - by questionnaire research of student teachers among four East-Asian areas
This paper tries to make a comparative analyze on teaching practice among four areas of East Asia: Tokyo, Seoul, Shanghai and Hong Kong. In these large cities, lots of universities are providing teacher education programme including teaching practice. So it may cause some confusion on teaching practice between schools and universities. In this context, authors have made a questionnaire research for approximately 800 student teachers (primary education courses, 4th year of undergraduate) to clarify how they have felt during and after their teaching practice and to describe uniqueness on programme arrangements of each areas.

KAM Tung Tuang (The University of Hong Kong)
What have been changed and what have not changed yet: delving the history of public education system in Myanmar
Since the rise of liberalism to the current neoliberalism era, Myanmar encountered many challenges amidst the global trend. Significantly, the traditional Buddhist monastic education system confronted with Western style secular education system and Christian missionary schools. From that time, education has developed as: a worker training and political-power investment industry for the governments, a cultural and power maintaining project for Buddhism monks and nationalists, a fishing pool for Christian evangelists, and a status-branding company for parents and students. By reviewing literature, this paper presents the conceptual and structural [un]changes in the current educational system of Myanmar since 18th century.

KARIM Shahid (The Education University of Hong Kong)
Pre-service teachers' preparation: A case of teacher education program in Pakistan
Preparing teachers for improved quality of teaching and learning at the classroom level is the primary goal of almost all teacher education institutions around the world. For this purpose, a range of teacher education programs and courses are designed and implemented aimed at developing the required teaching competencies among the prospective teachers to meet the teaching needs in various school settings. However, in many contexts, the impact of teacher education initiatives is seldom evaluated whether or not the prospective teachers are capable of addressing the challenges in practice. Thus, the primary purpose of this quantitative study was to assess the impact of two-years pre-service teacher preparation program called ADE (Associate Degree in Education), one of the teacher education courses in Pakistan, in preparing teachers in four significant aspects of teaching at the classroom level. These included Multi-Grade Teaching, Adaptation of Local Teaching Material, Teaching to a Diverse Student Body, and Gender Sensitive Teaching. Altogether 104 future teacher students in the final semester of ADE course from seven teacher education colleges of Sindh, Balochistan and Gilgit-Baltistan participated in the study. Based on participants self-reported level of teaching competence, results suggest that teachers claimed to have an above average level of competence in four selected areas of teaching. Comparative analysis across gender, teacher education institutions, and provinces revealed differences in the level of competence but were significant. By using a qualitative research approach, future studies may investigate teachers' teaching practices and their experiences at the classroom level in addition to students learning outcomes for effective evaluation of teacher education initiatives in Pakistan.

KHAN Maria (Beijing Normal University); Chengwen HONG (Beijing Normal University)
Perspectives of Vice Chancellors about public university fundraising in Pakistan
Funding dearth in higher education institutions is a global phenomenon and in Pakistan this issue needs more focused attention because fundraising is a new phenomenon for the existing higher education institutions. Above Research in Pakistan has not brought this matter in focus yet. This qualitative case study has brought in focus the fundraising perspectives of the one public University Vice Chancellor in higher education institutions of Pakistan. The findings of the

study articulates that institutes in Pakistan are not yet ready to respond to this change but they are preparing to focus on this important matter.

KO Tansei (Mejiro University); YAMATO Yoko (Aoyama Gakuin University)
Comparative study on the expansion of IBDP in China, Japan, and Hong Kong: With focus on educational policies and social factors
In both China and Japan, the IB programme has continued to expand in local schools. However, when we look into the education after students obtain their IB Diploma there are some big differences between the two countries. Chinese IBD holders seek further education overseas or in Hong Kong, while Japanese IBD holders proceed mainly to Japanese universities. These differences are the outcomes of the major differences in the aims of implementing IB Diploma in public schools. This paper analyses the differences in education system and social factors

LAU Grace (The Education University of Hong Kong)
Meaning and role of Early Childhood Education amid global changes and local challenges: A double standard experienced in Hong Kong since 1980s to 2018
Early childhood education in Hong Kong has experienced drastic changes since 1982 following the criticism made by the Llewellyn visiting panel and a western style play-based curriculum was recommended. The Curriculum Development Council in 2006 stated that curriculum development is a continuing process of renewals that should devetail with the development of education system globally. The curriculum renewal, however, has been based on continuous fostering the play-based approach of the 1980s, despite that in the Western world, there have been calls for a reversion to the traditional teacher-centered education paradigm in recent years. Is there a double standard in designing curriculum in this respect?

LEE Soo Jeung (Sejong University)
Institutionalization of university-industry linkages and its effects on university research: Similarities and differences in Germany and Korea
This paper focuses on the imperative to imbue teacher education programmes at universities with Global Citizenship Education. The first part of the paper deals with theoretical issues around the concept of Global Citizenship Education and its place in teacher education programmes. The second part of the paper offers snapshots of innovative, interesting and inspirational approaches and practices of Global Citizenship Education in teacher education programmes from different parts of the world. The paper is based on a forthcoming book, edited by the two presenters, part of the Routledge Book Series on Global Citizenship Education.

LEUNG Nixon Tit-hei; CHENG Parrey Yiu-him; LEUNG Jasper Ka-chai; SINGH Gurpreet; HO Wayne Lok-heng (Ricci Hall Archives Conservation and Acquisition Project, The University of Hong)
Passing on the torch: A case study of multicultural positive education through experiential learning in a Hong Kong University residential hall
Based on the long-standing tradition of educational innovations of a Hong Kong University Residential Hall, this paper discusses a case of positive education (Seligman et al., 2009) programme development by the hall through diversified school outreaches, to foster residents' and secondary students' understanding of career paths with intercultural and interdisciplinary career guidance. It concludes that the education programmes have been able to enhance whole-person development (Cress et al., 2001) and community solidarity (Leung, 2016), as well as the diversity and efficacy of hall education while adhering to the University's mission in an era of social change.

LI Mingyu (University of Edinburgh)
Task-based language teaching method in Chinese public middle schools: Its potential and challenges
As an extension of the communicative language teaching (CLT) approach (Harmer, 2007), the task-based language teaching method (TBLT) was first initiated in the 1970s by Brumfit and Johnson. TBLT can be defined as a teaching method by which learners are required to practice the TL through various classroom tasks with the emphasis on language use in order to achieve desired learning outcomes (Willis, 1996; Ellis, 2003; Nunan, 2004; Harmer, 2007). The present paper aims to illustrate how TBLT was introduced into Chinese public middle school, what potential it might have, as well as the challenges it had encountered.

林雅君 (淡江大學教育政策與領導研究所)
台灣大學整併政策與發展之研究

本文採用文件分析法檢視並分析台灣大學整併政策之發展與執行情形。首先將檢視台灣大學教育的緣起與發展，其後分析教育部近年來推動的大學整併相關政策之主要內容與執行情形，接著再剖析大學整併面臨的問題並做結論。

LIU Jiajie (University College London)
The changing landscape of higher education in China and the academic's strategies to survive in their early career
Early-career academics in China as same as their peers in many places are facing increasing pressures within a higher education context in particular during their transition from research students to lecturers. The transition processes are unstable due to the changing landscape of Chines higher education. At the same time, the reforms have shaken the higher education landscape in China and brought considerable changes to academics. Very few, if any, of literature specifically addresses the issue of academics in the context of Chinese higher education, let alone those younger academics. This paper explores the construction of early career academic in a changing HE context in China.

LIU Jing (The University of Tokyo)
Education resource sharing for quality compulsory education in China: Paradigm shift, mechanisms, and characteristics
There is a rise of global discussion about school-to-school collaboration as a means for school improvement. By reviewing policy documents and relevant literature on the reform in China, this study visualizes a paradigm shift of policy change of sharing education resource, as a school-to-school collaboration, to improve quality of education in public schools. Then, it presents the diversity of mechanisms of education resource sharing for quality improvement in China's compulsory education. As a conclusion, it summarizes an analysis framework of education resource sharing mechanisms by comparing China's practices with a broader global discussion on school-to-school collaboration for school improvement.

LIU Xiaowen (Shanghai Jiaotong University)

一流大学建设高校科研投入类型与科研产出的实证研究

本研究选取高校人力、物力、财力三方面的投入指标，并以论文发表、成果获奖、专利等为产出指标，运用相关分析和回归分析，对我国一流大学建设高校的科研投入与产出进行实证研究。并根据研究结果，提出相应的政策性建议，以期高校能够进一步优化科研投入结构，提升我国整体的科技创新能力。

LO William Yat Wai (The Education University of Hong Kong); LEE Jack (University of Bath); ABDRASHEVA Dana (The Education University of Hong Kong)
International collaboration in Higher Education and China's One Belt One Road Initiative: A perspective from Kazakhstan
This study aims to investigate the educational aspect of the "OBOR" initiative, an important strategic agenda of China, by conducting a case study on leading universities in Kazakhstan. The research adopts an embedded, multiple case study design involving university leaders and academics, and examines how their engagements with OBOR-related frameworks and activities shed light on the intersection between cultural diplomacy and higher education. Specifically, this study interrogates the internationalization of higher education in the context of the Chinese narrative in international relations.

MAHMUD Rafsan (Bangladesh Open University, Bangladesh)
Shadow education: Impact of private supplementary tutoring on students' social factors in Bangladeshi secondary education
Shadow education reproduces official school systems and provides academic lessons outside school hours. The study shows social implications with a focus on how students face social issues for receipt of tutoring between urban and rural areas in Bangladesh. The study identifies inequality between high-income/urban and low-income/rural students. It reveals teachers' commercial tendency, parents' burden of tutoring cost, time reduction for physical sports, and spread of corruption. The study used both quantitative and qualitative data employing a survey and individual interview. A sample of 802 participants including students and their parents was chosen for the survey, and 48 participants comprising students, parents and teachers attended individual interviews.

MANZON Maria (The Education University of Hong Kong)
Origins and Traditions in Comparative Education: Challenging Some Assumptions
Comparative education is two centuries old. Many mainstream historical narratives claim that the field began with the iconic opus of Marc-Antoine Jullien de Paris (1817). This article offers to re-theorise the histories of comparative education. It suggests casting a far-sighted and panoramic look at the field's origins. An underlying assumption in these histories is the embeddedness of comparative education in ever-changing world orders. The paper concludes with a puzzle for future work on a global history of comparative education.

MATAKUPAN Stien Johanna (Jakarta State University)
The effect of personal commitment and personal investment to intention to act on students' citizenship behavior
The objective of this research is to verifying whether there is a direct effect of students' personal commitment to environmental issue resolution and students' personal investment in environmental issues on student's intention to act and on students' citizenship behavior. The study was conducted at a senior high school in Bojonegoro, Indonesia. A survey method with path analysis is applied and 170 samples was selected by simple random sampling. The conclusions of this research were: (1) There was a direct positive effect of students' personal commitment on students' citizenship behavior. (2) There was a direct positive effect of personal investment on students' citizenship behavior. (3) There was a direct positive effect of students' intention to act on students' citizenship behavior. (4) There was an indirect effect of students' personal commitment on students' citizenship behavior through students' intention to act. (5) There is an indirect effect of students' personal investment on students' citizenship behavior through intention to act. (6) There was a direct effect of students' personal commitment on students' personal investment. Based on these findings, it could be revealed that any changing or variation occurred in student's citizenship behavior might have been directly significant effected by student's personal commitment and student's personal investment and indirectly significant effected by intention to act. Hence, if we want to minimize the variation occurred in student's citizenship behavior, factors such as students' personal commitment, personal investment, and intention to act are important to be considered.

OGUNNIRAN Moses Oladele (Beijing Normal University)
The role of Universal Basic Education (UBE) programme in the provision of school facilities in Ibadan South-West Local Government Area, Oyo State, Nigeria
Despite the quarterly intervention of UBE, school facilities are over stretched due to the student population explosion in Nigeria. The study was a descriptive survey design of ex-post facto type. Based on eight research questions and three null hypotheses, the study employed three research instruments. The Pearson Product Moment Correlation was used to test hypotheses at 0.05 level of significance. The findings revealed that there was a strong correlation between total enrollment into Junior Secondary School and available blocks of classroom, furniture was highly related with enrollment and the school facilities were not statistically significant in relating to graduates.

PARK Jae (The Education University of Hong Kong)
Colonization and decolonization of Asian Higher Education
This paper critically examines the dominant Asian Higher Education managerialism from the perspectives of the so-called Southern and/or Post-colonial Epistemology. Despite the fact that the archaic form of colonization—with its territorial occupation, exploitation, loss of subjectivity and knowledge manipulations —seems to be over, Asian Higher Education today shows clear signs of being engulfed, once more, by new forms of colonization and imperialism under the guise of rational administration and management that affect its core missions of knowledge production and subjectivity formation. This paper compares Higher Education in Korea, Japan and Hong Kong to argue that there is a significant resemblance between Asian modernization process hijacked by colonialism and the ongoing neo-liberal waves against Asian higher education.

PUTRAWAN I Made (Jakarta State University)
The power of comparative method in education: Some evidence based on students' dissertations
One of the most important things for scientists to be understood is their ability in relating and comparing at least two factors or more. It could be seen when researchers formulated their research problems which should be consisted of two or more variables by stating…is there any relationship between…or is there any difference between… Comparing is one of methods if researchers prefer to find out the differences. It could be conducted by experiment or if researchers could not be able to manipulate its independent variables and it is impossible for them to do a treatment, ex post facto is an appropriate choice. Based on around five students' dissertations, this meta-analysis study found out that differences were significantly as results of comparative method which reflected by ex post facto through ANOVA. Those were scientific

evidences which lead to formalize that a comparative methods are powerful to be scientific tool in any field of scientific research. However, most of research methods text books put it aside among other classical methods such as correlational study, experiments, qualitative, mix methods, etc. it sound to be neglected. Empirical evidences and theoretical arguments would be in detail described during the presentation.

QU Ming (Muroran Institute of Technology, Japan)
Comparative study on the Chinese Language Education in the UK and Japan-focusing on the influence of mass media portrayals of China
This study explores how media portrayals of China have influenced Chinese language education in the UK and Japan. It is a documented report on how recent Chinese language learners in these two countries have become interested in Chinese languages and cultures and what seems to affect their motivations to learn Chinese. Data was collected through interviews and questionnaires in both countries. The results were analyzed using qualitative and quantitative methodologies. The results can contribute to a better understanding of the role of mass media in language education.

QIU Wenjie (Xiamen University)
苏黎世联邦理工学院国际化战略分析

在全球化日趋加速的今天，时代赋予了高等教育国际化更多的机会与挑战。目前国内对于高等教育国际化的域外经验研究主要集中在英、美等发达国家，对瑞士高等教育研究甚少。位于欧洲中部的瑞士苏黎世联邦理工学院一直以来都致力于深化发展国际化战略，在 2017 年的"全球最国际化大学"排名中荣登榜首，是高等教育国际化的典型。本文基于简·奈特的高等教育国际化战略分析框架，通过对苏黎世联邦理工学院国际化战略文本的梳理，从驱动目标、项目策略、组织策略三个维度进行探讨，总结其在高等教育国际化中的经验，以期对我国高校在发展国际化战略中有所启示。

RASMINTO Rasminto (Jakarta State University)
The effect of personality and healthy life motivation on students' understanding about reproductive health: A comparative analysis
The objective of this research is to finding out the effect of personality and healthy life motivation on the understanding of reproductive health. An expost facto method have been used which participated by 92 samples. Reliability of personality was .929, Reliability of healthy life motivation .879, and understanding of reproductive health was .89. Data analyzed by two-way ANOVA. Research results revealed that there was a significant difference in understanding of reproductive health between students who have high motivation to live healthy compared to those low motivation to live healthy. Moreover, there was significant interaction effect between personality and healthy live motivation on understanding of reproductive health.

SAVELYEVA Tamara (The Education University of Hong Kong)
Fostering sustainability consciousness with Liberal Studies curricula: A Hong Kong teachers' story
Sustainability gained a new vision and pioneered new curricular application patterns after implementation of the 2009 New Senior Secondary Liberal Studies in Hong Kong. For the first time, sustainability entered into formal schooling on a compulsory bases as part of a liberal studies subject. Yet, to what degree the curriculum has affected sustainability consciences of Hong Kong students? The interviews of ~30 teacher-participants of a two-year RGC study tell a story of the success and challenges and provide a collective teachers' narrative. The presentation will connect this to Bateson's transformative learning model and discuss emerging grassroots patterns of fostering sustainability consciousness in Hong Kong students.

SONG Miran (Beijing Normal University)
Teachers' competencies of integrated STEM education perceived by secondary school teachers in Korea
This study aims to investigate teachers' opinions on teaching integrated science and to understand teachers' competencies and environmental factors of integrated STEM as perceived by secondary school teachers using mixed method. Total 24 variables of teachers' competencies and 9 variables of environmental factors are extracted from the qualitative research. And the questionnaire survey was undertaken with STEM teachers. As a result of factor analysis, the teachers' key competencies are separated into six factors: Professional development, Tolerance, Instructional, Transformative,

Knowledge, and Integrative competencies. The Environmental factors are separated into two levels: School and Policy levels.

SUN Chunrong (Qujing Normal University)
Kindergarten Teachers' Beliefs about Their Readiness for Early STEM Education----Comparison between East and West in China
STEM education is a hot topic in early childhood education nowadays. Teachers play an important roles in implementation a new pedagogy into actual practices. This study aimed to investigate kindergarten teachers' beliefs about their readiness for early STEM education, and compare the difference in East and West China. A qualitative open-ended survey was employed, and the participants were 40 kindergarten teachers in Yunnan and 40 kindergarten teachers in Guangdong. Results found some common features and specificities in teachers' beliefs in the two provinces. Finding from this study support the necessity for diversity professional development program for teachers in different areas.

TAO Zhen (The Chinese University of Hong Kong)
Being competitive: A multimodal critical discourse analysis of the tutorial advertisement
'Being competitive' is what Chinese students always have in mind. High scores are what Chinese students are pursuing. Under this pressure, students begin to attend private tutoring. Consequently, the industry of private supplementary tutoring quickly overspread. The paper focuses on the advertisement of the tutorial centers in Mainland China. With theoretical glasses of neoliberalism and toolkits of multimodal critical discourse analysis, the researcher analyzes the semiotic choices of the multimodal advertisement to understand how the tutorial advertisement uses multimodal semiotic resources to 'sell' and 'represent' a particular ideology of educational success. Indeed, I argue that the tutorial center produces the 'neoliberal advert', within which 'competitiveness' is a central ideology.

TIAN Xiaohong (Zhejiang Normal University); ZHANG Shengyun (Zhejiang Normal University)
Is internationalization the typical development model of African Higher Education in new century? A study on the international cooperation and exchange of University of Yaounde I of Cameroon
Cross-national cooperation and exchange is the pillar of the internationalization of University of Yaounde I, with the form of South-North Cooperation and South-South Cooperation. There are five approaches of the internationalization of University of Yaounde I, including the cooperation and exchange with its former suzerains, with other developed countries, with the countries and organization in Africa, with international agencies, and with the emerging economies as well. In University of Yaounde I, Internationalization strongly supported and is supporting the research output, the cultivation of talents of the final degrees of higher education, and the innovation of teaching and construction of programmes. However, in the process of internationalization, the University of Yaounde I faces some serious challenges, such as lacking the international strategy at the institutional, sectoral and national level, the instability of foreign funds, and the functional and cultural dependency etc.. With the development of times, the ways of internationalization of University of Yaounde I have extended from South-North cooperation to South-South cooperation, from passively accepting to actively integrating the resources abroad, and also the African regionalization is playing an increasingly important role in terms of orientation and supporting the development of African Higher Education. From the emerging changes and the function of internationalization on realization the core mission of African higher education, this paper argues that internationalization is the typical development model of African higher education in the new century, which is the third path of the development of the global higher education.

TSUI Chak Pong Gordon (The University of Hong Kong)
Reconsidering the provider-recipient relationship in university-community service-learning
This presentation aims to discuss whether university-community service-learning can break down or deepen the notion of "provider-recipient relationship" between university and community by case-studying a Hong Kong-Kenya university-community service-learning trip in January, 2018. Through interviews, reflection writing and researcher's observations from the Kenyan community, it has been found out that while Hong Kong university participants have been very dedicated to work with the Kenyan community, their interactions with villagers are reported as inadequate, making the villagers feel distanced. The finding allows the audience to rethink how university students should be aware of when joining university-community service-learning.

WU Mei Jiun (University of Macau)
Public, government-subsidized or private school: who is better at narrowing student achievement gap between socioeconomic groups in Macau?

This paper investigates whether the 15-year free education scheme of Macau helps bring students of different socioeconomic stats (SES) closer in achievement. The size of achievement gaps on the 2015 PISA science, math and reading tests was analyzed between SES groups in each school type using two-way ANOVA. This study shows that the largest achievement gaps between the top and bottom SES quartile on all three tests are similarly found in private schools, ranging from 61 to 68 points. Public-subsidized schools are least segregated by SES and have the smallest gaps, averaging only between 18 to 28 points.

吴薇；刘璐璐 (Xiamen University)
"双一流"建设背景下研究型大学师资队伍建设的现状与对策 ——基于 16 所 985 高校师资队伍基本状态数据的分析

高水平的师资队伍是建设世界一流大学的重要引擎之一，理清研究型大学师资队伍现状对于研究型大学师资队伍的供给侧改革具有重要意义，有利于推动研究型大学的师资队伍建设由外延式发展向内涵式发展过渡。通过对 16 所 985 高校师资队伍的数量和结构进行梳理发现：当下我国研究型大学师资队伍建设存在生师比过高、师资队伍结构不尽合理、教育教学水平有待提高、国际化水平有待提高、培训覆盖面不够广等问题。在"双一流"建设背景下，研究型大学的师资队伍建设应着眼于六点：加强师资队伍建设的顶层设计，保证合理的生师比，优化师资队伍结构，提高教育教学水平，提升教师国际化水平，充分发挥教师发展中心的作用。

YAMATO Yoko (Aoyama Gakuin University)
The demand and supply in the Educational Public Private Partnerships in Japan

The demand and supply of private supplementary education reflects the society of the times, and private supplementary education has changed roles accordingly. In this age of declining birth rates, the widening gap between the 'haves' and 'have-nots' and opportunities between urban and rural areas, private educational providers seek new responsibilities they can fulfil. This presentation reports the new trend of supplementary educational providers, where they are involved in the public-private-partnership in Japan. The public-private partnerships can be classified into three types depending on which societal need they cover.

YANG Lan (The Education University of Hong Kong); QIAO Shen (The Education University of Hong Kong)
Enhancing information literacy of university students: Do male students benefit more than their female peers?

Despite the importance of information literacy (IL) competence in shaping/determining university students' success in this technology era, to foster university students IL competency through higher education remains a challenging goal for educators to achieve. This study was an exploratory intervention study in nature aiming to cultivate university students' IL through a general education course in Hong Kong (N=40). A mixed research method was used. An innovative feature of this study was its development of a short scale (6 items) to assess students' IL competency enhancement as not only a product, but also a process. Male students achieved higher IL scores in both process and product domains of the IL competency scale, but not statistically significant. Qualitative data provided detailed information revealing these university students' IL improvements. Implications are discussed in relation to challenges and chances of IL enhancement in higher education.

Tirong YANG (South China Normal University); ZHAO Rui (South China Normal University)
Visualized analysis of international entrepreneurship education research: Hot topics and fronts in the new century

As obvious changes in international entrepreneurship education research call for deep study of the latest findings, it is necessary to analyze the hot topics and fronts during the changing process. With the visualized analysis on articles published on worldwide professional journals since 2000, the research finds four major hot topics including ontology of entrepreneurship education, entrepreneurship education and students, indirect effect of entrepreneurship education as well as programs and activities of entrepreneurship education. Meanwhile, the research reveals that social entrepreneurship and meta-analysis of entrepreneurship education mainly direct the development of research currently in this field. In order to well understand, apply and exchange successful experience of entrepreneurship education, researchers and other stakeholders should gain insight into hot topics, catch these fronts and trace the development trends of international entrepreneurship education research closely.

YU Baohua (The Education University of Hong Kong); BODYCOTT, Peter (The Education University of Hong Kong); MAK Anita (The Education University of Hong Kong)
Psychological and sociocultural adaptation and experience of Non-Local Students in Hong Kong: A case study at the Education University of Hong Kong (EdUHK)

This paper aims at examining the predictors of psychological and sociocultural adaptation of non-local students to study in Hong Kong. In addition, it explores the level and effect of contact between local and nonlocal students, and students' views of social and institutional support in their adaptation and academic self-efficacy.

YUAN Dongheng (Xiamen University)
我国一流大学建设的目标、举措和保障——基于一流大学建设方案文本的内容分析

日前，中国各一流大学建设高校发布了其一流大学建设方案，方案包括建设目标、举措、保障等内容。本文通过文本分析法对我国 42 所一流大学建设高校的建设方案文本进行剖析，发现一流大学建设高校按照"三步走"战略，分阶段制定了建成一流大学的发展目标。围绕人才培养、科学研究和社会服务等方面多举措并举推进一流大学建设。通过深化改革、多方参与、加强管理等方式进行组织保障。建设方案具有以下特点：以政策为基础，以学科为依托，以校情为纽带。为促进一流大学建设方案落地生根，各一流大学建设高校要找准自身定位，坚持发展目标，凝聚师生共识，健全监督体系。

YOSHIDA Natsuho (Kwansei Gakuin University)
An analysis on the individual children's enrolment processes in Myanmar's primary education with longitudinal data

As a result of a nationwide effort to advance the educational situation in Myanmar, access to primary education has greatly improved (the net enrolment rate has reached 94.8%), whereas the survival rate through the final grade of primary remains low (74.8%). These kinds of cross-sectional data provide a holistic view of the national situation, but they obscure the details of individual cases of dropping-out of school etc. Therefore, this study examines factors hindering continuity of primary education by focusing on individuals' enrolment processes with longitudinal data. Findings gained from analysing 3,317 children in Myanmar's government schools are discussed.

YUNG Kevin W. H. (The Education University of Hong Kong)
Shadow education as a means to get out of poverty: A case study of a student from a low-income family

Research has shown that private tutoring has exacerbated education inequality. However, private tutoring can be seen as an investment for students with low socioeconomic status to pursue higher education, in the hope of getting out of poverty in the future. This paper focuses on the case of a secondary school student from a low-income family. The year-long study based on six rounds of in-depth interviews and three reflective journals reveals how shadow education is perceived as a means to help the student increase her self-esteem and confidence in learning, and maximise the opportunity to move socially upward.

YUNIASIH Idah (Jakarta State University)
The relationship between teaching skills and learning motivation with student learning outcomes

This research investigated the impact of teaching skills and learning motivation on student's learning outcomes. The population of this study was all students in Bekasi, West Java. Total sample are 154 students. Teaching skills, learning motivation, and students' learning outcomes were measured by giving instruments and test. The analysis data use descriptive analysis and multiple linear regression analysis. The result showed that there was a positive effect between teaching skills and learning motivation toward student's learning outcomes. Teaching skills give more affect (40.80%) than learning motivation (35.60%) because teachers are the ones who influence the student most. The studies have showed that teaching skills surely affect his students.

YUSLAN Yuslan (Jakarta State University)
Implementation evaluation of Perda Konawe Article 5 Year 2007 about management of public mining through a case study of mining management C in Tuoy Subdistrict

Tuoy subdistrict in Unaaha district was one of the mining activity center C level di Konawe regency. This research was conducted with title Implementation Evaluation of Perda Konawe Article 5 year 2007 about management of public mining through a case study of mining management C in Tuoy subdistrict, which was a research of policy evaluation with an aim to find out how was the implementation of Perda Konawe regency focused on mining activity C level in Tuoy subdistrict. In doing public policy analysis in this research, the researcher used Merille S. Grindle's theory where the success probability

was determined by the level of the policy implementation itself, which consisted of Content of Policy and Context of Policy. The approach of the research used by the researcher was post-positivist approach. While the techniques of data collection in this research were observation, in-depth interview and study document. The research result showed the implementation of Perda Konawe article 5 year 2007 about the management of public mining through mining activity in Tuoy subdistrict was still ineffective. It could be seen on the impact existed caused by the mining activity such as soil dirt after the mining material taken and there was no further action to cover the soil surface. Later, this condition strengthen with the lack number of employee to supervise the mining especially in post-mining.

ZHANG Shengyun (Zhejiang Normal University)
Effect and strategy of the international science research cooperation at the University of Yaoundé I, Cameroon
International cooperation and communication is the most important content of the Internationalization of the University of Yaoundé I, and the international science research cooperation has become the important way of the science research in recent years. The international co-authorship of published papers can reflect the level of the science research and the contribution of the academic influence of the University of Yaoundé I. Analyzing the published papers from 1996-2017 of the University of Yaoundé I, to explain the effect of international science research for the research development, to explore the future development path of the international science research cooperation.

ZHANG Ting (Zhejiang Normal University)
The effect, problem and strategy of internationalization of vocational and technical education under the context of Belt and Road Initiative
To build a Belt and Road Education Action of Ministry of Education provides an exchange platform and development opportunities for internationalization of vocational and technical education. In recent years, vocational and technical education went abroad with industrial enterprises, carrying out various forms of overseas cooperation, has achieved some success. Through the analysis of the situation of internationalization of vocational and technical education, this paper summarizes the characteristics and existing problems of Going Global of vocational and technical education in terms of modes, contents, quality assurance and so on. It will give some effective countermeasures and suggestions to further improve the internationalization of vocational and technical education.

ZHANG Wei (Comparative Education Research Centre, The University of Hong Kong); BRAY Mark (Comparative Education Research Centre, The University of Hong Kong)
Tutoring institutions in Public-Private Partnerships: Modes of collaboration and role differentiation in Japan and China
Across the globe, neoliberal reforms have increased the roles of private actors in education systems. Among these actors are private tutorial institutions. Many operate alongside public schools with little direct interaction, but some collaborate in Public-Private Partnerships (PPPs). The models for such partnerships are diverse, and deserve more exploration. This paper draws on a set of case studies in Japan and China. Noting different types of PPP, it starts with a typology of contractual relationships based mainly on initiation, financing and accountability mechanisms. The paper then discusses issues arising in the PPP operations in practice, with attention to access (selection of students and tutors), roles of various providers, and power relations between stakeholders. Finally, the presentation examines the implications of various models for education, and considers lessons to be learned from juxtaposition of models both within and across countries.

ZHANG Xinyi (Waseda University)
Basic Education's effect on the human capital of rural-to-urban workers in China
This research focuses on basic education's effect on the human capital of rural-to-urban workers in China. The research takes a quantitative approach by employing Mincer equations and other models to estimate basic education's effect. The research uses data from the Chinese Households Income Project. The research also focuses on the poverty and gender gap in the rural-to-urban worker group caused by the quality and inequality of basic education in rural China.

ZHAO Weili (The Education University of Hong Kong)
Globalizing discourse as epistemicide: China's 21st-Century Suyang curriculum reform as an example
Globalization, a homogenization of Western discourses-practices in the rest of the world, is a hidden form of epistemicide, killing knowledge systems in the latter. Drawing upon Heidegger-Foucault's critique of the modern language, this paper unpacks China's suyang-curriculum reform discourses as an example of such epistemicide, which has largely gone unnoticed by the Chinese academia. As an alternative paradigm, this paper calls for a language-body lens to recalibrate China's curriculum reform in an age of globalization.

ZHENG, Qun (The Education University of Hong Kong)

Fantasy and reality: English-medium instruction policy implementation in a Chinese University

English-medium instruction (EMI) in higher education is an increasingly popular phenomenon in universities in non-English spoken territories, especially in Asia. This study focuses on the EMI policy implementation in a Chinese university with the qualitative approach. Walker and Qian (2012)'s reform disconnection framework is borrowed to explore the features of the implementation and the impact of the policy on teachers. The findings show that disconnections are rooted in students and teachers' conditions, insufficient resources and the administrative system, and EMI teachers' cognitions and lives are reshaped by the policy. The study is significant to the policymakers of different levels.

Arrangements

Transportation

Saturday 17ᵗʰ March

To EdUHK

Complimentary shuttle buses will be available from University station located on the East Rail line to EdUHK campus. Please see the following link for a map of the MTR transportation system:

http://www.mtr.com.hk/en/customer/services/system_map.html

Go to Exit B at University station and turn right. The shuttle bus stop can be found close to the taxi stands. The shuttle buses will be leaving at 08:00, 08:10, 08:20, 08:30, 08:40 and 08:50.

Alternatively, taxis can be taken from University station to EdUHK campus (approximately HK$100).

In addition, on the East Rail line, the next railway station travelling north is Tai Po Market. Taxis can be taken from here to EdUHK campus (approximately HK$50) or the 74K bus service. There are signs showing where the taxi stands are located. Taxi drivers speak English. Below is the logo for EdUHK with the Chinese characters that you can show the driver. It is suggested that you tell the driver that you want to disembark at B1 block.

There are also minibuses (26 or 26A routes) which go to EdUHK campus. The closest bus stops are on Kwong Fuk Road, approximately 10 minutes' walk from Tai Po Market railway station.

If you are travelling by 74K, 26 or 26A buses, you will arrive at the bus terminus. The entrance to the campus is very easy to locate.

From EdUHK

Complimentary shuttle buses will be in operation from EdUHK campus returning to University station.

They will be leaving at 16:00, 16:10, 16:20, 16:30, 16:40, 16:50, 17:00, 17:10, 17:20, 17:30, 17:40 and 17:50.

Sunday 18th March

To EdUHK

There will be one complimentary shuttle bus from **Tai Po Market station** to EdUHK campus at 9am.

When you arrive at the station, take Exit A1 and turn right. Walk along the footpath. You will see other shuttle buses. The Conference shuttle bus will have a sign on the windscreen with the CESHK logo on it (as shown below). The number plate number of the bus will be: GW1629.

From EdUHK

There will be one complimentary shuttle bus from EdUHK campus back to Tai Po Market station. It will leave at 13:45 after light lunch from the shuttle bus stop near the main entrance where you arrived.

EdUHK Campus

Please follow the directions and photographs shown below.

The campus building is on five floors. From highest to lowest they are: 2F (Second Floor), 1F (First Floor), GF (Ground Floor), P (Podium) and LP (Lower Podium). The Lecture Theatre (D3-LP-07) being used for the opening address and closing ceremonies, AGM and keynote speeches, and rooms for presentations and lunch are all located on LP floor.
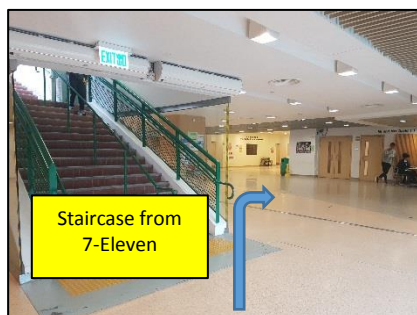
From the main entrance where the shuttle buses stop, the blocks follow the sequence: B1, B2, B3, B4, C, D1, D2, D3 and D4. Walk along the main corridor (as shown by the blue arrow in the photograph above). When you reach B4, there is a coffee shop on the right and the library on the left. After the coffee shop, there is a staircase. If you walk down two floors and do a U-turn, you will find the Pacific Coffee shop.

Alternatively, if you continue walking along the corridor and past the library, you will arrive at another staircase on the right. If you walk down this staircase, you will see a 7-Eleven on the left hand side (P floor). To the right, you will find an HSBC ATM and other restaurants.

Library

7-Eleven

ATM on Podium (P) Level

Whichever staircase you walk down, you will be in C block. On LP floor, you will need to turn left. Continue walking along the main corridor. This block is D1. The registration desk will be located in (or outside) room D1-LP-07 on the right hand side. This room will also be used for tea/coffee breaks and lunch. Please note: rooms are identified by the block, the floor and the room number.

Staircase from 7-Eleven

Registration

Presenters will have already been sent their acceptance letter. Please bring this with you for identification (either printed out or on your mobile will be fine). If you have not received one (non-presenters), please tell the assistants your name. They will have a list. You will be given a Conference programme, official receipt and your Conference certificate.

Venues

D1-LP-03

The Opening Address, AGM, Keynote Speeches and Closing Ceremony will all be held in D1-LP-03.

D2-LP-02, D3-LP-03, D3-LP-04 and D3-LP-07

Classrooms D2-LP-02, D3-LP-03, D3-LP-04 and D3-LP-07 are located near to each other. Walk along the corridor towards 7-Eleven, Pacific Coffee etc. Once in block D2, you will signs above. Walk through a door and the classrooms are on the right hand side.

D2-LP-09

D2-LP-09 is located on the left hand side of the main corridor.

D1-LP-07

This room will be used for conference registration, coffee/tea breaks and lunch. The room is located along the main corridor, very close to D2-LP-09.

There will be signs around campus, but please do ask if you are unsure about the locations of any venues.
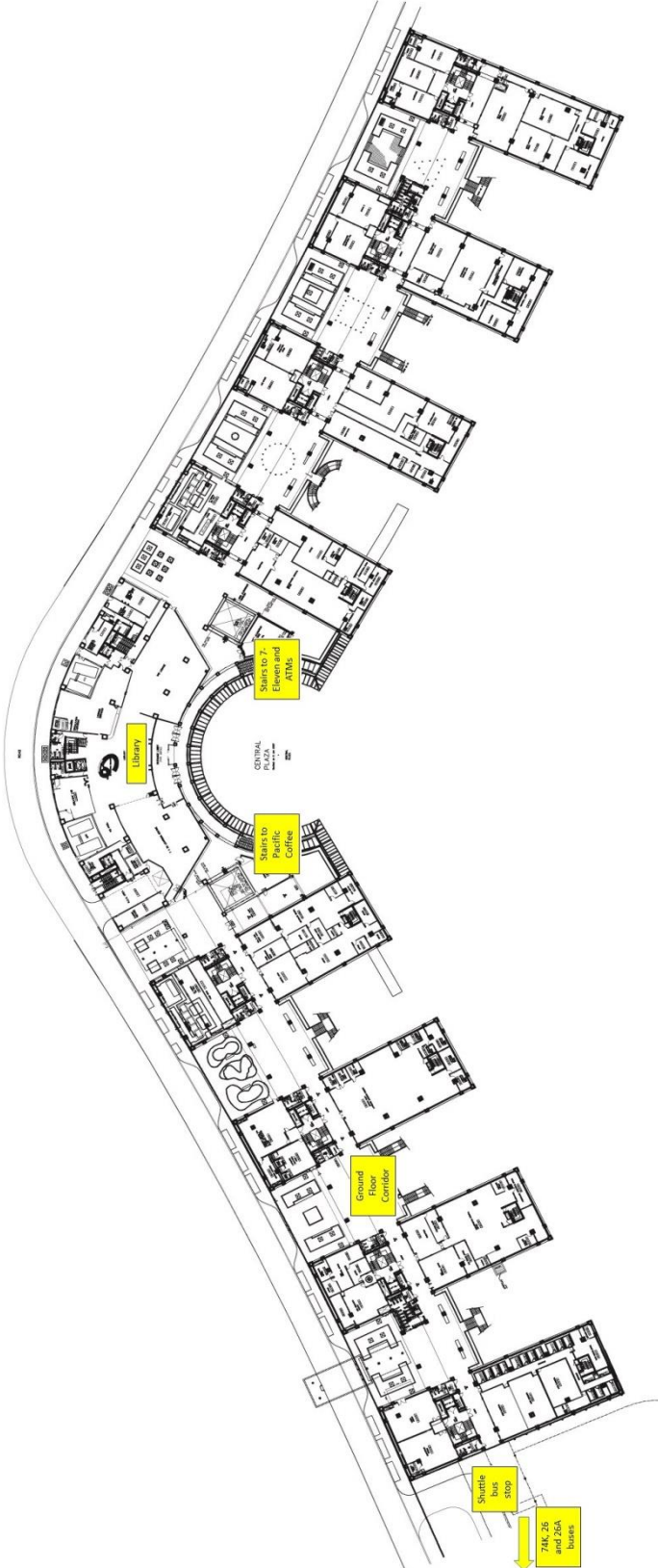
Toilets

Toilets can be found along the corridor which runs parallel to the corridor where the registration desk will be located. There are also toilets located near to Pacific Coffee.
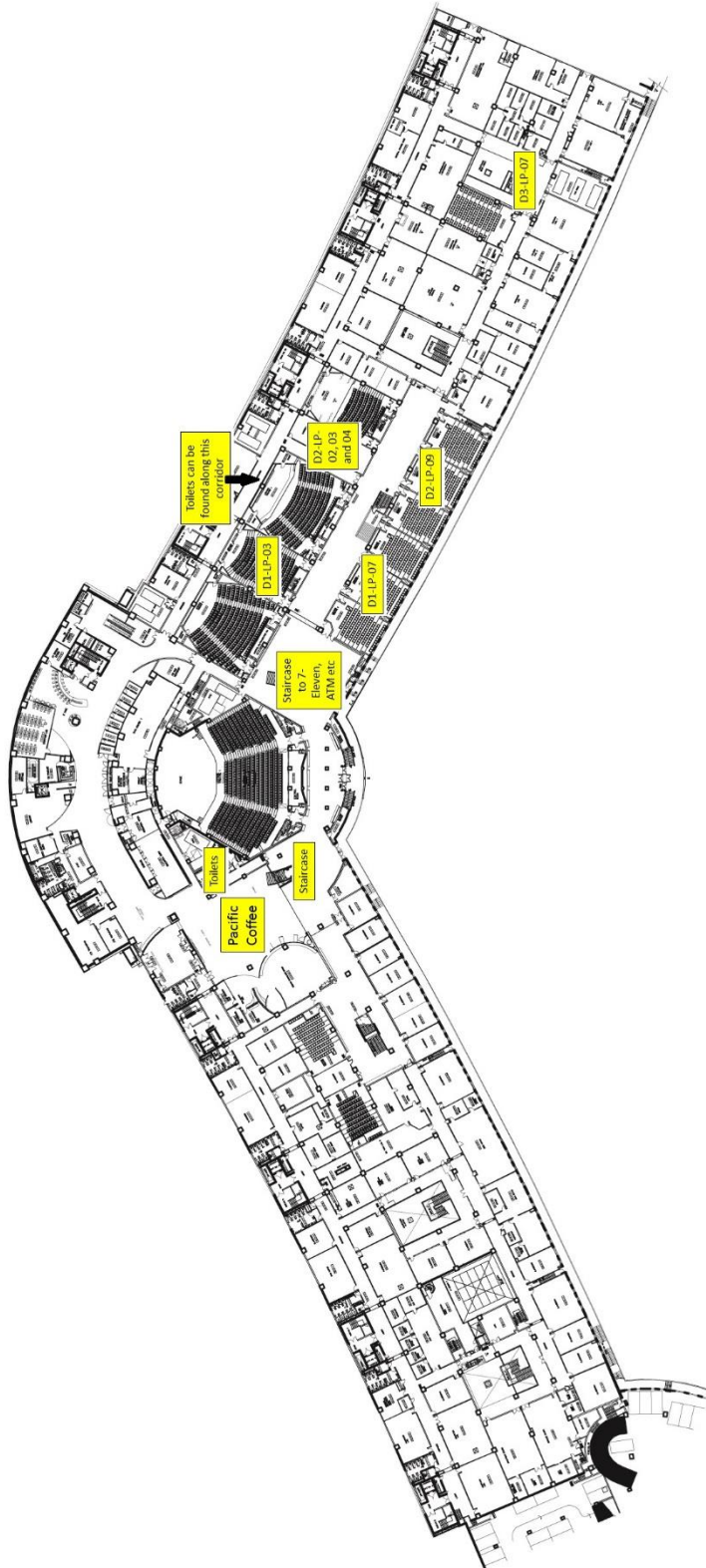
Wi-Fi Access

Visitors can use the SSID "**Wi-Fi.HK via EdUHK**" to enjoy free Wi-Fi service in public areas on campus.

EdUHK Campus Map (Ground (G) Floor)

Library

Stairs to 7-Eleven and ATMs

CENTRAL PLAZA

Stairs to Pacific Coffee

Ground Floor Corridor

Shuttle bus stop

74K, 26 and 26A buses

EdUHK Campus Map (Lower Podium (LP) Floor)

ARRIVING IN HONG KONG

By air to Hong Kong International Airport

You need to complete a small Arrival Form (distributed on the plane) before the passport check. Have your passport details and Flight No. handy. Baggage claim is generally quite efficient.

You come out into a large arrival hall. You can take a train (Airport Express), taxi or hotel shuttle bus to the urban areas.

By through train from Guangzhou

You will arrive at Hung Hom terminus in Hong Kong. You can then transfer to a local train (MTR) to your destination. (See MTR map)

By train from Shenzhen, cross the border at Lo Wu or Lok Ma Chau and catch the MTR to your destination. (See MTR map)

GENERAL INFORMATION

Taxis

Red taxis serve the urban area.

Green cabs serve the New Territories (including EdUHK) and have a cheaper rate.

Light blue taxis serve Lantau Island.

Luggage and toll fees are added to the meter fare.

Tips: just round up the fare to the nearest HK$.
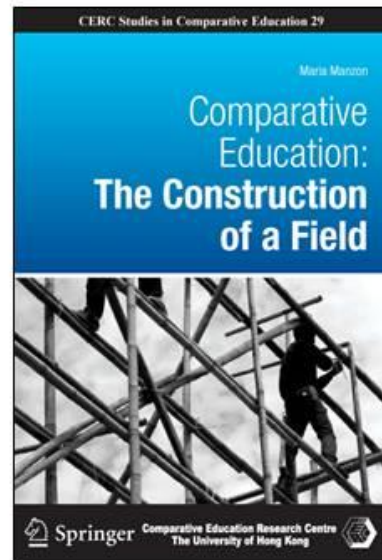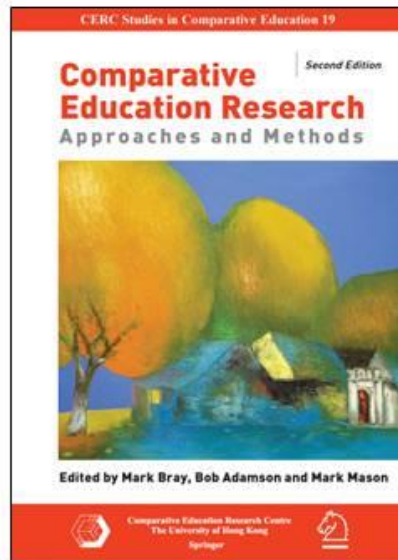
Public transport

Buses and minibuses are quite cheap. You need the right change, so carry coins with you or obtain an Octopus card from an MTR station.

OTHER INFORMATION

The weather here in spring is quite warm and pleasant. You may want to bring some extra layers for chilly weather or if you go into the air-conditioned shopping malls. Also, have some light rain wear.

Tipping culture is not strong. Just three or four HK dollars in a restaurant.

British style plugs/sockets.

港鐵路綫圖 MTR system map

For the above books and many more, please visit the Comparative Education Research Centre table at the Conference or contact them at the details below:

Comparative Education Research Centre (CERC)

Faculty of Education, The University of Hong Kong

Enquiries: telephone (+852) 2241 5460 or email cerc@hku.hk website: http://cerc.edu.hku.hk/