Comparative Education Society of Hong Kong (CESHK)
Annual Conference 2014

Policy and Educational Development
in a Global Context

Conference Program

28 FEBRUAY - 01 MARCH 2014
2/F & 3/F, Admiralty Centre, HKU SPACE

CDP
HKU SPACE
Centre for
Degree Programmes
香港大學專業進修學院
學位課程中心

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

香港浸會大學
HONG KONG BAPTIST UNIVERSITY
教育學系
Department of Education Studies

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ACKNOWLEDGEMENTS

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Roger Yap CHAO Jr. (Vice-President)
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THE HOSTING INSTITUTION

HKU School of Professional and Continuing Education

THE CO-ORGANIZER

The Department of Education Studies, Hong Kong Baptist University

Welcome to HKU School of Professional and Continuing Education.

HKU SPACE is pleased to be the host of the Comparative Education Society of Hong Kong (CESHK) Annual Conference 2014. The theme of the Conference "Policy and Educational Development in a Global Context" is timely and important. As Asia's World City, it is our strong belief that close international collaboration will enable us to learn from our international peers to strive for excellence. Therefore, we strongly support this conference which can pool scholars from every corner of the globe together. Your presence has enriched the academic life at HKU SPACE. We are excited that the CESHK Annual Conference 2014 is a platform where international perspectives on education are facilitated and examined through the angle of comparative education.
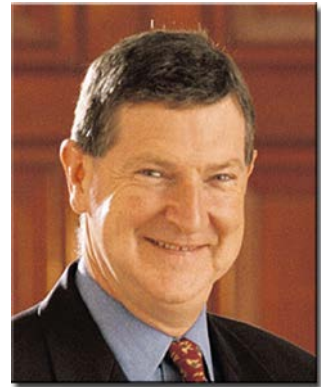
Today, technological advances have brought fundamental changes to many aspects of our lives and removed barriers among cities and countries. Educators and policy-makers need to have a global perspective in order to fully grasp the opportunities available. Taking advantage of the diverse international backgrounds of participants, the CESHK Annual Conference 2014 will engage researchers in dialogues that go beyond global perspectives. I trust the conference will enrich our understanding of education, cultivate collaborations on educational research and intervention, and identify multiple approaches to solving local and global education concerns and issues.

The fact that we received over 200 proposals from around 20 countries and areas, clearly exemplifies the international significance and response to CESHK 2014. I expect this very enthusiastic participation will be fruitful and I am confident that you have chosen the right venue for academic and scholarly exchanges.

I have to acknowledge CESHK's trust in supporting the organisation and delivery of this international conference at the HKU SPACE Admiralty Town Centre. It has provided us a valuable opportunity to exchange ideas with prestigious professors and professional educators from around the world. This echoes with our School's mission in developing and extending lifelong learning opportunities for the community as well as to become a leading world-class centre of excellence for the provision of professional and continuing education serving Hong Kong, Mainland China and the region. Currently, we have 60 institutional partners drawn from Hong Kong, Mainland China and overseas (principally the UK, the USA and Australia). We will also continue to explore opportunities for further cooperation with reputable institutions, both local and overseas, in order to offer a greater variety of high quality and relevant programmes to students.

Our warmest welcome to all local and international participants. We look forward to a successful and rewarding CESHK Annual Conference 2014.

Dr. John CRIBBIN
Deputy Director (Academic Services)
HKU School of Professional and Continuing Education

On behalf of the Centre for Degree Programmes, I would like to extend to you a warm welcome to Hong Kong!

It is the Centre's great pleasure and privilege to host the CESHK Annual Conference 2014. This year's conference, putting an emphasis on "Policy and Educational Development in a Global Context," offers us the opportunity to explore and discuss the challenges of educational policy and development in the 21st century. Researchers, teachers and educational practitioners will be involved in a wide range of panel discussions and presentations on the latest trends and frontiers of research and achievements in the field of comparative education.

Living up to its motto "Education with a Global Vision", the Centre has brought numerous sub-degree holders to world-class undergraduate education. As it approaches its eleventh anniversary, the Centre's long-standing devotion to global-local learning defines it as a site that is both intellectual and intercultural by nature. At present, the Centre offers 35 full-time undergraduate programmes in collaboration with ten international universities, with 2,000 full-time students studying in the Centre.

Since 2011, the Centre has also introduced an Executive Series in partnership with Central Saint Martins College of Arts and Design, University of the Arts London. Starting in 2014, a brand new collaboration will be launched with the Royal Central School of Speech & Drama, University of London. I truly believe that these two collaborations can both enrich the learning experience of senior executives in the region and also strengthen co-operation across different global cities.

With a large number of participants, I am sure that the CESHK Annual Conference 2014 will be a memorable and highly successful knowledge exchange and experience sharing event. I am glad that the conference can also serve as a doorway for my colleagues and students to expose to new ideas from delegates from different cities. Learning from scholars and researchers with different backgrounds and experiences can often make for fascinating discoveries that can educate and profoundly affect us.

I look forward to meeting all of you during our time together and to share views and experiences in the quest for global/ transnational education. This conference will, I hope, augur an exciting process of cross-cultural collaboration.

Allow me to wish you a fruitful conference and to those who have travelled a long way, may I wish you a pleasant stay in Hong Kong – an Asia's world city.

Mr. Ken WONG
Head, Centre for Degree Programmes
HKU School of Professional and Continuing Education
Chair, Organizing Committee of the CESHK Annual Conference 2014

Good morning, Colleagues, Fellow Scholars, Ladies and Gentlemen,

It is a great pleasure to welcome you all to the Annual Conference of the Comparative Education Society of Hong Kong 2014. I would especially like to welcome those attendees and speakers from abroad who have kindly come to share their wisdom and insights.

During this Conference, you are going to hear a number of presentations which address issues central to the theme "Policy and Educational Development in a Global Context". Many of the prime concerns of educational development have broken across the borders. The development of coherent policies is thus pivotal to real and sustainable change in education systems across the world. This is a crucial moment for educational development and it is essential that policy and practice respond to it. By building on the legacy of the previous conferences, I sincerely hope that this conference will help provide an opportunity for us to contemplate issues on education development in a global context.

Last but not least, I would like to specifically congratulate the HKU SPACE Center for Degree Programmes and the Comparative Education Society of Hong Kong for organising this Conference. I wish you all a very fruitful discussion today and tomorrow.

Professor Sandy LI
Head, Department of Education Studies
Hong Kong Baptist University

PRESIDENTIAL OPENING ADDRESS FROM DR. JUN LI

Welcome to you all to the CESHK Annual Conference 2014!

Comparative education is a unique field that empowers us to better understand policy, education and development. We are stimulated to probe into and reflect on how we may contribute to policy, educational development and social change for a better future in various contexts.

The CESHK has been a fast-growing community in recent years, with registered members having doubled in 2012-2014. In terms of institutional development, CESHK has built stronger official collaborations with her sister societies in the region, such as the Societies of Comparative Education of Japan, Mainland China and Taiwan, and more broadly with the World Council of Comparative Education Societies. Additionally, CESHK has digitalized and upgraded her *Comparative Education Bulletin* to the biennial, peer-reviewed *International Journal of Comparative Education and Development* (*IJCED*), the latest issue of which was just released online with 14 articles. I have no doubt that the next Executive Committee will lead this community to continue growing in the future.

The CESHK Annual Conferences offer great opportunities for us to learn from and share with each other. With the theme "Policy and Educational Development in a Global Context" this year, the Annual Conference brings together around 200 comparativists, reformers, practitioners and theorists from 20 countries and areas in the Asia-Pacific Region and beyond, probably for the first time that the CESHK has so many diversified participants in a two-day conference. I am proud that you will bring in and contribute to indigenous and global perspectives, sharing inspiring ideas and professional experiences for education and development in individuals, societies and the international community.

The Year of the Horse in Chinese culture anticipates dynamism, productivity and adventure. I am confident that this conference will create a wonderful occasion for everyone to enrich, encourage and enjoy each other, with solid findings and ideas garnered from vibrant, multifaceted policy settings. I urge all of us to make the most of our participation in this event, to explore each other's company, and to enjoy the many delights Hong Kong has to offer.

It is my great honor to extend our deep appreciation, on behalf of the CESHK Executive Committee, to our distinguished keynote speakers, discussants and the rest of you, for your valuable contributions to this conference. My hearty thanks go to the Organizing Committee, Miss Emily Mang and the student volunteers who have devoted endless hours to putting together for us a great event today and tomorrow. Special thanks also go to the HKU School of Professional and Continuing Education Centre for Degree Programmes and the Department of Education Studies of Hong Kong Baptist University as our co-organizers.

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

Jun LI
President, the CESHK
Editor-in-Chief, *Int. J. Comp. Educ. Dev.* (*IJCED*)

KEYNOTE SPEECH 1

Basic Structure of the University: Traditions and Reforms

Yingjie WANG

Institute of International and Comparative Education
Beijing Normal University, China

ABSTRACT   The modern university inherited traditions formed by the University of Paris in middle ages. The basic organizational structure was built on the basis of academic disciplines. The main features of the structure are the autonomy of the department or colleges and schools, and the professors' central position in the department, colleges and schools. Now globalization, commercialization and new management trends are fundamentally changing the basic structure. Many applied research centers are established outside of traditional departments and colleges. The paper analyzes the pros and cons of the changes and tentatively gives its principles for the policy to control or manage the changes.

BIO-SKETCH   *Yingjie Wang is a professor of education at the Institute of International and Comparative Education of Beijing Normal University (BNU). He received his Ph.D. in Education from BNU in 1988, and later served as BNU's Dean of Education Studies and Vice-President. He is a panel chair of the Academic Degree Committee of China's State Council. He currently serves as President of China's Comparative Education Society and Vice-President of China's Higher Education Society, in addition to Vice-President of the World Council of Comparative Education Societies. His main research interests are comparative higher education, higher education administration and policy analysis, and he has extensively published, including several books and dozens of academic journal articles.*

KEYNOTE SPEECH 2

A Comparative Study of International Students and Students Going International among the Four Little Dragons

Ru-Jer WANG
Department of Education
National Taiwan Normal University, Taiwan

ABSTRACT The so-called "Four Little Dragons" of Asia: Singapore, Hong Kong, South Korea and Taiwan, which the IMF now designates the four "Asian Newly Industrialized Economies. In response to the impact and challenges of globalization both, the Little Four Dragons have adopted strategies for attracting international students, and encouraging home students going international. The main purpose of this paper is to examine the change of international students in Taiwan, Hong Kong, South Korea, and Singapore on the one hand, and the trend of home students going international on the other. As for the future prospects of international mobility of college students in the four little dragons, this paper presents conclusions and suggestions for the improvement and enhancement of student's mobility in the little four dragons.

BIO-SKETCH *Ru-Jer WANG, conferred a Ph.D. from the University of Manchester, is a Professor at National Taiwan Normal University, Department of Education and Graduate Institute of Educational Policy and Administration, also served as Executive Director, Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) concurrently. His fields of study cover educational administration, comparative education, higher education, knowledge economy and education, educational knowledge management as well. Recently he published International Evaluation of University Research Performance (2008) and Higher Education Systems across Countries (2009) (editor and co-author). He also published more than 200 Chinese and English academic papers, which include SSCI and TSSCI journals.*

KEYNOTE SPEECH 3

Integrating Academic Systems: Balancing Quantity and Quality in China's Research Universities

Gerard POSTIGLIONE

Wah Ching Centre of Research on Education in China
University of Hong Kong, Hong Kong

ABSTRACT   The economies of the two Chinese systems are already highly integrated. However, this is not the case in higher education. The research universities in the two systems differ in size, academic salaries, legal frameworks, and other national factors, as well as academic culture and institutional governance. Moreover, Hong Kong's research universities are deeply integrated into the global academy but minimally integrated into the Chinese mainland academy. Nevertheless, research universities on the Chinese mainland are increasingly internationalized and on the rise in the global rankings. Academics in both systems are engaged in a lively debate about how to have universities that are deeply rooted in indigenous cultural traditions. This research uses survey data to examine the differences between academics in the two systems, and raises possibilities for mutually beneficial academic integration that addresses indigenous traditions in higher education.

BIO-SKETCH   *Gerard POSTIGLIONE is Chair Professor of Sociology and Educational Policy, Associate Dean for Research, and Director of the Centre of Research on Education in China, Faculty of Education, The University of Hong Kong. He has published 14 books and 140 articles and book chapters. His books include: Education and Social Change in China, China's National Minority Education, Asian Higher Education, Crossing Borders in East Asian Higher Education, and East Asia at School.   He is also editor of the journal, Chinese Education and Society, two book series about Hong Kong, three book series about education in China, and is a member of 14 editorial boards. He was a researcher/consultant for projects of the Asian Development Bank, Department for International Development, Institute of International Education, Organization of Economic Cooperation and Development, United Nations Development Programme, the World Bank, and advised international foundations, including the Carnegie Foundation for the Advancement of Teaching on the academic profession, and he was senior consultant at the Ford Foundation/Beijing for a year to establish a grants framework for educational reform and cultural vitality. His recent books include: China's Assimilationist Language Policy: Impact on Indigenous/Minority Literacy and Social Harmony (Routledge, 2012) and Improving Transitions: From School to University to Workplace (Asian Development Bank, 2013).*

KEYNOTE SPEECH 4

Asian Comparative Education Research Crossing Borders: Searching for Global and Regional Governance Framework

Kazuo KURODA
Waseda University, Japan

ABSTRACT   With socioeconomic globalization, many issues now cross national borders. It has become impossible for single nations to recognize the full picture of these cross-border issues, find solutions and seek appropriate directions by implementing their policies alone. In order to address these issues, various frameworks of global and regional governance are being formulated by the international community, composed of various actors including international organizations, multilateral cooperation entities, alliances of institutions, markets and civil society. Education, which used to be mainly discussed and conducted by individual states, is also greatly affected by the rapid development of global and regional knowledge economy and the fast progress of information technology. Not only students but also educational programs and institutions cross borders. On the other hand, there are still more than 50 million out-of-school children in the world. To achieve "Education for All," members of international community must cooperate with each other. Education now becomes a subject of global and regional governance.   This presentation investigates these emerging global and regional governance frameworks of education and presents the possibilities of academic field of Comparative Education to understand and theorize these trends as well as prospect them for the future.

BIO-SKETCH   *Kazuo KURODA is Professor of International Education at Graduate School of Asia Pacific Studies of Waseda University and Director of Center for the Study of International Cooperation in Education of Waseda University. He has long been interested in educational development and policies in developing countries, international cooperation in education and internationalization of higher education. He graduated from Waseda University (B.A.), Stanford University (M.A.) and Cornell University (Ph.D.) and was Researcher of Overseas Development Council in Washington, D.C., Assistant Professor and Associate Professor at Center for the Study of International Cooperation in Education of Hiroshima University, Visiting Fellow at UNESCO's International Institute of Educational Planning and Visiting Professor at the University of Tokyo. Kuroda is currently Research Fellow at the Japan International Cooperation Agency (JICA) Research Institute and Member of the Japanese National Commission for UNESCO. He also serves as board members for Japan Society for International Development and Japan Comparative Education Society and editorial board members of several academic journals including. His recent publications include <u>Migration and Mobility in Asia Pacific Higher Education</u> (2012) and <u>Asian Regional Governance of Higher Education</u> (2013).*

KEYNOTE SPEECH 5

Systemic Differences across Countries in Education, Knowledge, and Economic Productions

Jung Cheol SHIN
Seoul National University, South Korea

ABSTRACT Academics and policymakers do not doubt that education, knowledge production, and the economy are interconnected, but this interconnectedness is rarely theorized and discussed in academia. This paper pays attention to the fact that these three sub-social systems are invented and institutionalized based on different assumptions about human ability. Based on a metaphysical overview of social systems, the author proposes three types of human ability assumptions: a distributional assumption, a positive assumption, and a developmental assumption. Traditional European society is based on a distributional assumption while modern US society on a positive human ability assumption. In contrast, Confucian tradition is based on a developmental assumption which is a mixture of both distributional and positive assumptions. The author argues that social systems are invented differently based on their different human ability assumptions and their interconnectedness between education, research, and economic systems differs depending on the assumptions. The author selects some countries – Germany, USA, and Korea-based on human ability assumptions and show how these assumptions are integrated as a social system in each country.

BIO-SKETCH *Jung Cheol SHIN is an associate professor at Seoul National University. He served for the Korea Ministry of Education about 20 years. His research interests are higher education policy, knowledge and social development, and academic profession. He is Co-editor-in-Chief of the <u>International Encyclopedia of Higher Education</u>, to be published by Springer in 2014. Currently, he the co-editor of <u>Knowledge Studies in Higher Education</u> series (Springer), and a board member of <u>Higher Education</u>, <u>Tertiary Education and Management</u> and <u>Peabody Journal of Education</u>. His recent book publications include <u>University Rankings</u> (2011), <u>Institutionalization of World-Class University</u> (2012), <u>Teaching and Research in Contemporary Higher education</u> (2013), <u>The Future of the Post-Massified University at the Crossroads</u> (2014), and <u>The Dynamics of Higher Education Development in East Asia</u> (2014).*

DAY	TIME	EVENT	VENUE
28 Feb	0800-1700	REGISTRATION	ADC205
	0900-0925	Welcome Speech: Dr. John CRIBBIN Deputy Director, HKU SPACE Opening Address: Dr. Jun LI President, the CESHK	ADC204/202
	0925-1045	Keynote 1: Yingjie WANG, Beijing Normal Univ. Keynote 2: Ru-Jer WANG, National Taiwan Normal Univ. Chaired by Dr. Jun LI	ADC204/202
	1045-1105	Tea & Coffee Break	ADC311
	1105-1240	Parallel Sessions 1	
	1240-1355	Lunch	ADC311
	1400-1520	Parallel Sessions 2	
	1525-1645	Parallel Sessions 3	
	1645-1705	Tea & Coffee Break	ADC311
	1705-1745	Keynote 3: Gerard POSTIGLIONE, Hong Kong Univ. Chaired by Dr. Tracy LAU	ADC204/202
	1745-1800	Annual General Meeting (AGM) Chaired by Dr. Tracy LAU	ADC204/202
1 Mar	0900-1020	Parallel Sessions 4	
	1025-1145	Parallel Sessions 5	
	1145-1205	Tea & Coffee Break	ADC311
	1205-1325	Keynote 4: Kazuo KURODA, Waseda Univ. Keynote 5: Jung Cheol SHIN, Seoul Nation Univ. Chaired by Dr. Jae PARK	ADC204/202
	1325-1330	Closing Ceremony: Dr. Jun LI	ADC204/202

Main Theatre: ADC204   *Second Theatre (Live broadcasting): ADC202*   *Book Exhibitions: 2/F Gallery*

FOR PRESENTERS 報告者指南

1. Please register and wear your nametag before you make your presentation. 請在做報告之前註冊並佩戴好您領取的名簽。

2. Please bring hardcopies of your ppt or full paper for distribution (usually around 10-30 copies). If your full paper is not ready for presentation at the conference, please submit it to ceshk.ijced@gmail.com as soon as possible, or no later than 31 May 2014, for the consideration of publication in *The International Journal of Comparative Education and Development* (*IJCED*). 請攜帶 10-30 份論文或報告 ppt 至小組會場。如果論文全文暫時未能作大會交流，請儘早或最遲於 5 月 31 日向《比較教育與發展國際期刊》編輯部提交（ceshk.ijced@gmail.com），供審稿發表之用。

3. Please keep your presentation on time by watching the time cards shown to you, and serve as the timekeeper for the presentation of other participants at your session if needed. 請報告者在做報告時主動掌握時間，特別注意時間牌的提醒。如有需要請為同一小組會議的其他報告者掌握時間。

FOR CHAIRS/CO-CHAIRS 會議主席或共同主席指南

1. Please register and wear your nametag and make sure your presenters wear theirs before you chair your session. 請在主持本組分會之前註冊並佩戴好您領取的名簽，並確認發言者同樣佩戴好他們的名簽。

2. Introduce yourself and presenters at the first session. 請介紹您自己及其他報告者。

3. Keep your presenter(s) on time using the time cards as necessary, and ask the first presenter, other participant, or the student helper to be the timekeeper for your own presentation. 請用時間牌提醒本組的報告者守時，並請第一位報告者、其他報告者或學生志願者幫您掌握您做報告的時間。

4. Leave 5-10 minutes for questions and answers after all presentations are finished. 請確保本組的所有報告結束後有 5-10 分鐘作爲答問環節。

5. Ensure the session finishes on time and thank the audience for participating. 確保本組會議按時結束，並感謝各位報告者和其他參會者。

HIGHLIGHT

PS1.8	Panel 1	11:05-12:40 (28 Feb.)	ADC 306

COMPARATIVE PERSPECTIVES ON PRIVATE SUPPLEMENTARY TUTORING

Chair: LEI, Kong   **Co-chair: KOBAKHIDZE, Magda Nutsa**

Presenters: **SIUM, Tedros** (University of Hong Kong)

RAFSAN, Mahmud (University of Hong Kong)

MAHESHWARI, Sulata (University of Hong Kong

KOBAKHIDZE, Magda Nutsa (University of Hong Kong)

LEI, Kong (University of Hong Kong)

PS2.8	Panel 2	14:00-15:20 (28 Feb.)	ADC 306

Research on Continuing Education at HKU School of Professional and Continuing Education

Chair: ZHANG, Weiyuan

Presenters: **ZHANG, Weiyuan** (HKU School of Professional and Continuing Education)

CHEUNG, Dorothy W. Y. (HKU School of Professional and Continuing Education)

DUAN, Chenggui (HKU School of Professional and Continuing Education)

LAU, Norris K. Y. (HKU School of Professional and Continuing Education)

PS3.6	Panel 3	15:25-16:45 (28 Feb.)	ADC 303

HIGHER EDUCATION RESEARCH IN EAST ASIA: REGIONAL AND NATIONAL EVOLUTION AND PATH-DEPENDENCIES

Chair: YONEZAWA, Akiyoshi   **Co-chair: LO, Yat Wai**

Presenters: **HORTA, Hugo** (Technical University of Lisbon) & **JUNG, Jisun** (University of Hong Kong)

CHEN, Shuangye (Chinese University of Hong Kong)

HU, Lifang (Renmin University of China)

LO, Yat Wai & **NG, Felix Sai Kit** (Hong Kong Institute of Education)

YONEZAWA, Akiyoshi (Nagoya University)

PS4.1	BOOK LAUNCH	09:00-10:20 (1 Mar.)	ADC 204

INTRODUCING THE SECOND EDITION OF A COMPARATIVE EDUCATION TEXTBOOK: WHAT CHANGED AND WHY?

Chair: BRAY, Mark

Presenters: **BRAY, Mark** (University of Hong Kong)

ADAMSON, Bob (Hong Kong Institute of Education)

JACKSON, Liz (University of Hong Kong)

YANG, Rui (University of Hong Kong)

PS5.1	Panel 4	10:25-11:45 (1 Mar.)	ADC 204

IN PURSUIT OF ASIAN HIGHER EDUCATION REGION

Co-chairs: CHAN, Sheng-Ju   **Co-chair: LO, William Yat Wai**

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

PAVLOVA, Margarita (Hong Kong Institute of Education)

LO, William Yat Wai (Hong Kong Institute of Education)

CHAN, Sheng-Ju (National Chung Cheng University, Taiwan)

PARALLEL SESSIONS

PARALLEL SESSION 1 (28 Feb.)

PARALLEL SESSION 1		11:05-12:40	

PS1.1   **Paper Presentation**   **11:05-12:40**   **ADC 204**

Chair: YANG, Rui

Paper 1: Chinese University 3.0 and Its Global Influence
LI, Jun (Chinese University of Hong Kong)

Paper 2: Customized Talent Training in Higher Education: The Taiwan Experience
NYEU, Fong-Yee (Tamkang University)

Paper 3: Status and Causes of Faculty Inbreeding in China
SHEN, Hong; XU, Zhiping & **ZHANG, Bingbing** (Huazhong University of Science and Technology)

Paper 4: Is Chinese Higher Education Responsive to the Labor Market Needs? From a Non-Chinese Perspective
SUEBNUSORN, Wanwisa (Thailand Development Research Institute)

Paper 5: The West Does not Exist in the West: Chinese Construed West and Its Impact on Chinese-Western Relations in Higher Education
YANG, Rui (University of Hong Kong)

PS1.2   **Paper Presentation**   **11:05-12:40**   **ADC 202**

Chair: WOO, David   **Co-chair: MENEFEE, Trey**

Paper 1: Methodical Branch Council as One of the Effective Forms of Social Partnership
CHUGAEV, Konstantin & GOLOVNIN, Andrey (Ministry of Labor and Manpower Employment, Novosibirsk Region)

Paper 2: Research on the Science and Technology Communication of Shanghai
ZHAO, Jiajia & **CHEN, Liang** (East China Normal University)

Paper 3: What Does Profession Learning Community Mean in Chinese Schools?
ZHANG, Jia (Chinese University of Hong Kong)

Paper 4: Rethinking the Socio-Economics of Education: Correlations Between Socio-Economic and Educational Indicators in Medium Human Development Countries
MENEFEE, Trey (University of Hong Kong)

Paper 5: Educational Technology Professionals: Why the Categories are Inconclusive and What can Be Done about It
WOO, David (University of Hong Kong)

PS1.3 (Chinese Session)   **Paper Presentation**   **11:05-12:40**   **ADC 207**

Chair: CAO, Lei 曹蕾   **Co-chair: YAO, Chenli 姚振黎**

Paper 1: Practice from Shenzhen, China：The Research about Intervention of Middle School Students'

Homework Amount 來自中國深圳的實踐——中學生作業量幹預研究
LIU, Xiaoqing (Shenzhen Studio of Education Scientific Research Experts)

Paper 2: Analysis of Equity in Central Allocation of School Choices among School Nets under the Primary One Admission System in Hong Kong: An Alternative Application of the Theil's T Statistic
WU, Mei Jiun & FAN, Chun Wai (University of Macau)

Paper 3: Special Education Reform Under the Background of Globalization 全球化背景下中國特殊教育的變革
LI, Jia; LIU, Yan; LIU, Shujun; MA, Jing & WEI, Mengjiao (South China Normal University)

Paper 4: 台灣語文教育本土化政策之流變因應與展望
YAO, Chenli 姚振黎 (National Central University & University of Chien Hsin Science & Technology)

Paper 5: A Comparative Study of High School Curriculum Standard in China and Russia
CAO, Lei 曹蕾 (Beijing Normal University)

PS1.4	Paper Presentation	11:05-12:40	ADC 206
Chair: OLEKSIYENKO, Anatoly		**Co-chair: MASHKINA, Olga**	

Paper 1: Corporative System of Education In Transnational Company
IVANOV, Oleg (Moscow State University of Means of Communications, MIIT)

Paper 2: Industry Cooperation in Taiwan Technological and Vocational Education
ZHOU, Wei (Wuhan University)

Paper 3: Education as A Soft Power Instrument in EU-China Relations
GOETHALS, Lin (Beijing Normal University & Ghent University)

Paper 4: The University as a Center of Regional and Global Influence: Comparing Leading Universities of Russia, Taiwan, China, Hong Kong
MASHKINA, Olga (Moscow State University)

Paper 5: What Does Literature Say and Not Say About Sino-Russian University Partnerships?
OLEKSIYENKO, Anatoly (University of Hong Kong)

PS1.5	Paper Presentation	11:05-12:40	ADC 302
Chair: KING, Elizabeth		**Co-chair: CHONG, King Man**	

Paper 1: National Education in Hong Kong Schools from Post-war to Post-retrocession: A Political Process Perspective
LAU, Chui Shan (Hong Kong Baptist University)

Paper 2: School Leadership in Shanghai, China: A Micro-Political Perspective
XU, Shuqin 徐淑芹 (Sun Yat-Sen University)

Paper 3: Framing Eco-pedagogy as an Element of Global and Local Citizenship Education: A Comparative Education Study in South and North America of Critical Environmental Education Models
MISIASZEK, Greg (Beijing Normal University)

Paper 4: Global Citizenship Education in Hong Kong Secondary School Curriculum
CHONG, King Man (Hong Kong Institute of Education)

Paper 5: National Priorities-Teachers' Reality: How Cambodian Primary School Teachers Translate Policy into Practice
KING, Elizabeth (University of Melbourne)

PS1.6 (Chinese Session)	**Paper Presentation**	**11:05-12:40**	**ADC 303**
Chair: WU, Siu Wai 胡少偉		**Co-chair: LI, Kongzhen**	

Paper 1: The Realization of Small Class Spirit in a Kindergarten in Hong Kong, How Far Does the Understanding Ally with the Early Childhood Educational Reform Policy and Development in Hong Kong? A pilot Investigation
LAU, Grace &TAI, Yin Yi Tanny (Hong Kong Institute of Education)

Paper 2: An Analysis on Value Orientation of Shenzhen Preschool Education Policies 深圳市學前教育政策價值取向的分析
ZHANG, Chun 張純 (Shenzhen University)

Paper 3: On the Criterion of Selection of Outstanding Moral Teacher
LIN, Hailiang 林海亮 (Southwest University)

Paper 4: The Six Models of Basic Educational Policy Implementation
LI, Kongzhen (Capital Normal University)

Paper 5: The Development of the Basic Education Reform of Hong Kong in the Global Context 全球情境中香港基礎教育改革的發展
WU, Siu Wai 胡少偉（香港教育學院國際教育與終身學習學系）

PS1.7	**Paper Presentation**	**11:05-12:40**	**ADC 304**
Chair: JACKSON, Liz		**Co-chair: KHAIRUK, A. M. J.**	

Paper 1: Teachers' Gender Attitude and Factors of Attitude Formation: A Case of Teachers at ATVET Colleges in Ethiopia
SHIMAZU, Yuki 島津侑希 (Nagoya University)

Paper 2: "Out of School" Ethnic Minority Young People in Hong Kong: The Extent of the Phenomenon
BHOWMIK, Miron Kumar (Hong Kong Institute of Education)

Paper 3: Access and Equity of Female Students in a Globalized Context
ONDITI, Mary (East China Normal University)

Paper 4: Empowering Female Teachers' Roles in Promoting Multiculturalism in Malaysia

KHAIRUL, Aini Mohamed Jiri (English Language Teaching Centre, Ministry of Education, Malaysia)

Paper 5: A Preliminary Examination of the Representation of Religious and Ethnic Minorities in Liberal Studies Curriculum
JACKSON, Liz & **SHAO, Yanju** (University of Hong Kong)

PS1.8	Panel 1	11:05-12:40	ADC 306

COMPARATIVE PERSPECTIVES ON PRIVATE SUPPLEMENTARY TUTORING
Chair: LEI, Kong   **Co-chair: KOBAKHIDZE, Magda Nutsa**

Paper 1: Private Supplementary Tutoring in Asmara, Eritrea: Context and Perceptions
SIUM, Tedros (University of Hong Kong)

Paper 2: Shadow Education: Determinants and Implications of Private Supplementary Tutoring in English at Secondary Level in Bangladesh
RAFSAN, Mahmud (University of Hong Kong)

Paper 3: Private Tutoring in West Bengal: An Empirical Study
MAHESHWARI, Sulata (University of Hong Kong)

Paper 4: Teachers as Tutors: Teachers' Dual Lives in the Republic of Georgia
KOBAKHIDZE, Magda Nutsa (University of Hong Kong)

Paper 5: A Comparative Study of Students' Evaluations of Teaching Effectiveness (SET) on Public School Teachers and Private Tutors
LEI, Kong (University of Hong Kong)

PS1.9	Paper Presentation	11:05-12:40	ADC 305

Chair: MENEFEE, Hera Montellano   **Co-chair: BUTT, Salaeya**

Paper 1: The Implementation of the New Fine-tuned MOI Policy in Hong Kong: Partial Representations in Research and Public Discourses
LIN, Angel & WU, Yanming (University of Hong Kong)

Paper 2: Bilingual Education Policy: A Guillotine or a Panacea
FERNANDEZ, Ana Marie (Cebu Normal University); **RAMI, Gaurang** (Veer Narmad South Gujarat University)

Paper 3: The Highly-Preferred Utilization of the Cebuano MTB-MLE Program in the Philippines
QUITEVIS, Chona C.; BARBAS, Constantina A.; BARRIOS, Pepita L.; GRAVADOR, Marylou Q. & **MIER, Ann Concordia F.** (Negros Oriental State University-Bais City Campuses I & II)

Paper 4: Investigating the Efficacy of English as a Medium of Instruction at the Primary Level in Punjab
BUTT, Salaeya (Society for Advancement of Education [SAHE]; Campaign for Quality Education [CQE])

Paper 5: A Return to the Mother Tongues: Comparing the Localization of Medium of Instruction in Hong Kong and the Philippines

PARALLEL SESSIONS

MENEFEE, Hera Montellano (University of Hong Kong)

LUNCH (12:40-13:55)

PARALLEL SESSION 2 (28 Feb.)

PARALLEL SESSION 2		14:00-15:20	

PS2.1	Paper Presentation	14:00-15:20	ADC 204
Chair: HORN, Robert		Co-chair: FORESTIER, Katherine	

Paper 1: Examining the Intertwined Dimension of Regionalization and Internationalization of East Asian Higher Education
SHIMAUCHI, Sae (Japan Society of the Promotion of Science)

Paper 2: The System of Assessment of the Results of Education Under Different Pedagogic Approaches in Russia and in the Countries-Participants of Bologna Process
ELKINA, Irina (The Institute of Theory and History for Pedagogic of RAE, Moscow)

Paper 3: International Education Policy Transfer: Borrowing Both Ways: the Hong Kong and England Experience
FORESTIER, Katherine (University of Bristol)

Paper 4: Internationalization Strategy Formulation and Implementation at Japanese Universities
HORN, Robert (University of Sheffield)

PS2.2	Paper Presentation	14:00-15:20	ADC 202
Chair: YANG, Cheng-Cheng		Co-chair: ALTYNBEKOVA, Dana	

Paper 1: SUCs: Front Liners of Effective Educational Researches
FERNANDEZ, Ana Marie (Cebu Normal University)

Paper 2: Ecological Discourses in Comparative Education Research: Russian Noospherism, Korean Neo-Confucianism, and Western Sustainability
SAVELYEVA, Tamara (Hong Kong Institute of Education)

Paper 3: Academic Mobility Development and Issues in Kazakhstan
ALTYNBEKOVA, Dana (Xiamen University)

Paper 4: A National-Level Comparison of Research Publication Outcomes in Taiwan, Japan and South Korea
YANG, Cheng-Cheng (National Chiayi University)

PS2.3	Paper Presentation	14:00-15:20	ADC 206
Chair: PARK, Jae		Co-chair: KE, Xiaoling	

Paper 1: Return of Education among People with Disabilities in Vietnam
MIZUNOYA, Suguru; YAMAZAKI, Izum & **MITRA, Sophie** (Chinese University of Hong Kong)

Paper 2: Emerging Researches on Mathematics Education in Asia for the Last Five Years
POGOY, Angeline; CAHILOG, Arturo Jr.; QUINGCO, Gilbert; SOCIAS, Jay–Ar; UGDAMEN Kathleen &
VILLANUEVA, Jean Aprile (Cebu Normal University)

Paper 3: A Comparative Study of Ethical Theories of Noddings, Levinas and Confucianism
KE, Xiaoling (Guangdong University of Foreign Studies)

Paper 4: Sociocultural Conception of Giftedness and Confucian Heritage
PARK, Jae (Hong Kong Institute of Education)

PS2.4	Paper Presentation	14:00-15:20	ADC 207

Chair: DULIN, Velessa Jane   **Co-chair: LIU, Shujie**

Paper 1: Assessment and Certification of Professional Qualifications as a Factor to Increase Graduates'
Competitiveness in the Modern Market
LUDMILA, Holina (Novosibirsk Construction Assembly College); **ANDREY, Brikman** (Novosibirsk Aviation
College); **IVAN, Syrmolotov** (Novosibirsk College of Car Service and Road Economy); **SARTAKOVA, Helen**
(Novosibirsk Chemical and Technological College & **PESHNYAK, Peter** (Novosibirsk Machine-Building College)

Paper 2: Regression Analysis of Faculty Publication Productivity: A Cross-National Comparison
WANG, Jianhui & **SHEN, Hong** (Huazhong University of Science and Technology)

Paper 3: Impact of Performance Pay on Teachers' Collaboration and Motivation
LIU, Shujie (Qufu Normal University)

Paper 4: Philanthropy Onto Chinese Higher Education Development in the Past Decade: Its Impact, Trends And
Challenges
DULIN, Velessa Jane & HONG, Chengwen 洪成文 (Beijing Normal University)

PS2.5	Paper Presentation	14:00-15:20	ADC 302

Chair: LIU, Peng   **Co-chair: MARUYAMA, Hideki**

Paper 1: Japan's Private Tutorials Going into the Global Market
YAMATO, Yoko 大和洋子 (Toyo Eiwa University)

Paper 2: Self Sufficiency and Empowerment through Community Education: The Caputatan Model
PANO, Jennifer D. (Cebu Normal University)

Paper 3: Role of Education in a Process of Reconstruction of Community after Natural Disasters: A Comparison
among China, Japan, New Zealand, and Sri Lanka
MARUYAMA, Hideki (National Institute for Educational Policy Research); **SUGIMURA, Miki** (Sophia
University)

Paper 4: Comparing Chinese and Canadian Transformational School Leadership: A Cultural Analysis
LIU, Peng (Hong Kong Institute of Education)

PS2.6   **Paper Presentation**   14:00-15:20   **ADC 303**
Chair: NDAZHAGA, Jere   **Co-chair: FALCON, Ines**

Paper 1: Multi-grade Instruction in Selected Countries in Asia
MONTALBO, Imelda; BANTOLINAO, Niña; BARAGA, Balsy Jean; DOYDORA, Chinkee; LASTIMOSO, Marnellie; MARTINEZ, Honey Faye & **YONGCO, Daryl Lyn** (Cebu Normal University)

Paper 2: Problem Solving, Thing and Communication Skills in Research and Motivation Factors: Enhancement on Instructional Procedure
FALCON, Ines (Southern Leyte State University)

Paper 3: Students' Perception of Lecturers' Reaction to Incivility: A Case Study of A College of Education in North-Central Nigeria
NDAZHAGA, Jere (Hong Kong Institute of Education)

PS2.7 (Chinese Session)   **Paper Presentation**   14:00-15:20   **ADC 304**
Chair: JIANG, Hua   **Co-chair: QI, Xiaoping** 齊小萍

Paper 1: Vocational Training and Legal Education in China: With Legal education in the USA as Reference
LI, Wenjie (Shanghai Jiaotong University)

Paper 2: The Requirements of "21st Century Skills" towards TCFL Teachers in Professional Development: Taking "A Chinese Immersion Program: Virginia in Shanghai Program" as an example
SHEN, Youjiazi (Chinese University of Hong Kong)

Paper 3: 全球化視野下的高技能人才培養
QI, Xiaoping 齊小萍 (寧波職業技術學院)

Paper 4: Comparison of Dutiful Wife and Devoted Mother Philosophy in East Asia
JIANG, Hua (Waseda University)

PS2.8   **Panel 2**   14:00-15:20   **ADC 306**
Research on Continuing Education at HKU School of Professional and Continuing Education
Chair: ZHANG, Weiyuan

Paper 1: Online Career Guidance for Students in Hong Kong
ZHANG, Weiyuan (HKU School of Professional and Continuing Education)

Paper 2: Demand for continuing education in Hong Kong
CHEUNG, Dorothy W. Y. (HKU School of Professional and Continuing Education)

Paper 3: E-Learning Development: PCTME Model and its Application
DUAN, Chenggui (HKU School of Professional and Continuing Education)

Paper 4: Blended Learning: Case study of Korean language course
LAU, Norris K.Y. (HKU School of Professional and Continuing Education)

PARALLEL SESSIONS

PS2.9   **Paper Presentation**   14:00-15:20   ADC 305
Chair: KIRITA, Nana   **Co-chair: LIU, Ye**

Paper 1: Professional Degrees Rising within Knowledge Production Theory
LI, Yunpeng 李雲鵬 (Shandong Women's University)

Paper 2: Multi-layered inequality in Public School Admission to Junior High Schools of Urban China
LIU, Jing (Nagoya University)

Paper 3: Is It a Fair Play? Geographical Inequality, Higher Education Selection and Decentralisation Policies in China
LIU, Ye (Bath Spa University)

Paper 4: How Equivalency Education Can Be an Alternative to Formal Education: A Case of Indonesia
KIRITA, Nana (University of Nagoya)

PARALLEL SESSION 3 (28 Feb.)

PARALLEL SESSION 3	15:25-16:45

PS3.1   **Paper Presentation**   15:25-16:45   ADC 204
Chair: IWATSUKI, Ayaka   **Co-chair: SUZUKI, Kaeko**

Paper 1:   Secondary School Teachers' Training for Organized Career Planning Guidance
PECHERITSA, Elza (Tomsk Regional Teachers' Professional Re-Training Institute of The Russian Federation)

Paper 2: Diversity Profiling the Irish Student Teacher Body-Research Design & Analysis of Participants' Socio-Demographic Positionalities
HEINZ, Manuela & KEANE, Elaine (National University of Ireland Galway)

Paper 3: The Responsibility and the Problems of Teacher Training Programs in Japan
SUZUKI, Kaeko (University of Teikyo)

Paper 4: Multilingual Teacher-Student Interaction in Senegal: A Case of an Elementary School in Louga Region
IWATSUKI, Ayaka (Nagoya University)

PS3.2   **Paper Presentation**   15:25-16:45   ADC 202
Chair: OBAOB, Geronimo   **Co-chair: YIN, Tingting**

Paper 1: The Political Economy of the Right to Education For Migrant Children in China
ZHOU, Yisu (University of Macau)

Paper 2: Educational Equity for Migrant Children in China: A Policy Analysis
LIU, Shuiyun (Beijing Normal University)

Paper 3: An Interpretation of Migrant Workers Expectations on Their Children Education: A Survey in Seven Specialized Primary Schools for Migrant Children in M District, Shanghai 解讀外來務工人員對子女的教育期望——基於上海市 M 區 7 所隨遷子女學校的系列調研報告（之一）
YIN, Tingting 印婷婷 & LI, Jiacheng 李家成 (East China Normal University)

Paper 4: Stress and Coping Mechanisms of Filipino Migrant Teachers in Doha, Qatar
OBAOB, Geronimo (Cebu Normal University)

PS3.3 (Chinese Session)	**Paper Presentation**	**15:25-16:45**	**ADC 206**
Chair: Qu, Qiongfei 屈瓊斐		**Co-chair: ZHANG, Qinggen 張青根**	

Paper 1: From the "Function Must" to "Preference": The Evolution Path of Faculty Inbreeding Policy in Chinese Mainland 從"功能必須"到"偏好選擇" ——中國大陸地區高校近親繁殖政策的演變路徑
XU, Zhiping & SHEN, Hong (Huazhong University of Science and Technology)

Paper 2: The Teachers Identity Reconstruction during the Process of UK Performance Reform "表現主義"改革進程中的英國教師身份認同
HUANG, Yating (Chinese University of Hong Kong)

Paper 3: The Successional Difference in Rate of Return of Higher Education Investment: An Analysis Framework of the Capacity-based New Human Capital 高等教育投資收益率的連續性差異——基於能力的新人力資本理論的分析框架
ZHANG, Qinggen 張青根 & SHEN, Hong (Huazhong University of Science and Technology)

Paper 4: Analysis of the Way for Student Affairs Professionalization with the Chinese Reforming of Institutional Autonomous in Govern 中國大學自治改革與學生事務專業化道路的分析
QU, Qiongfei 屈瓊斐 (Sun Yat-Sen University)

PS3.4	**Paper Presentation**	**15:25-16:45**	**ADC 207**
Chair: SZIEGAT, Hongmei		**Co-chair: HIRAYAMA, Takehiro**	

Paper 1: Culturally Responsive Citizens through Transformative Learning in Health
ADARLO, Genejane (University of Hong Kong)

Paper 2: A Comparison Dutch and Chinese Research-University Teachers' Cross-Cultural Teaching Experience
WU, Wei (Xiamen University)

Paper 3: The Actual Situation of Modern School Circumstances in Bhutan before 1961
HIRAYAMA, Takehiro (Waseda University)

Paper 4: A Comparative Research on Cross-border Higher Education: China and EU Countries
SZIEGAT, Hongmei (Vocational College, SFS Hamburg)

PS3.5	**Paper Presentation**	**15:25-16:45**	**ADC 302**
Chair: AKOOJEE, Salim		**Co-chair: AHMED, Manzoor**	

Paper 1: Vocational Education in Global Community

LOYKO, Olga (Tomsk Polytechnic University, Tomsk) ; **IVANOVA, Svetlana** (The Institute of Theory and History for Pedagogic of RAE, Moscow) & **RUDNEVA, Elena** (Kuzbass Regional Institute of vocational education, Kemerovo state University, Kemerovo)

Paper 2: Conceptualizing the Intersectionality of Early Career, Gender, and Crisis in Higher Education

MISIASZEK, Lauren Ila (Beijing Normal University)

Paper 3: The Interface of Foundational Capabilities and Vocational/Technical Skills Development in Bangladesh

AHMED, Manzoor (BRAC University)

Paper 4: Skills Development in Democratic Context: Between Creative Tinkering and Radical Revisioning

AKOOJEE, Salim (University of Witwatersrand)

PS3.6	Panel 3	15:25-16:45	ADC 303

HIGHER EDUCATION RESEARCH IN EAST ASIA: REGIONAL AND NATIONAL EVOLUTION AND PATH-DEPENDENCIES

Chairs: YONEZAWA, Akiyoshi   **Co-chair: LO, Yat Wai**

Paper 1: Higher Education Research in Asia: Moving at Different Speeds? Looking at Different Issues?

HORTA, Hugo (Technical University of Lisbon) & **JUNG, Jisun** (University of Hong Kong)

Paper 2: Organized Academic Community of Higher Education Research and Its Impacts: The Case of China

CHEN, Shuangye (Chinese University of Hong Kong) & **HU, Lifang** (Renmin University of China, China)

Paper 3: Trends and Developments of Hong Kong's Higher Education Research

LO, Yat Wai & **NG, Felix Sai Kit** (Hong Kong Institute of Education)

Paper 4: The Changing Role of Japanese Comparative Higher Education Research in the Global Era

YONEZAWA, Akiyoshi (Nogoya University)

PS3.7	Paper Presentation	15:25-16:45	ADC 304

Chair: MADE, Putrawan I   **Co-chair: DAGUPLO, Marvin**

Paper 1: University Cooperation for Global Teacher Education in Asia

LEE, Inhoi; **KANG, Dong Shik**; **KIM, Seongbaeg** & **JEON, Jeeung** (Jeju National University)

Paper 2: Policies on Teacher Education and Educational Development in Global Context

SURYAVANSHI, Shamim (Smt. Kapila Khandvala College of Education)

Paper 3: Reasons for Choosing Teaching as a Second Career

DAGUPLO, Marvin (Southern Leyte State University)

Paper 4: Globalizing Teachers Policies on Continuous Professional Development (CPD) in Indonesia

PUTRAWAN, I Made & CAHYANA, Ucu (State University of Jakarta)

PARALLEL SESSIONS

PS3.8   **Paper Presentation**   **15:25-16:45**   **ADC 305**
Chair: VONG, Keangieng   **Co-chair: TSANG, Kwok Kuen**

Paper 1: Lived Experiences of Elementary School Leavers
ENANOZA, Feleeh (Cebu Normal University)

Paper 2: Comparing Cultural Differences in Two Quality Measures in Chinese Kindergartens
HU, Biying (University of Macau)

Paper 3. Hong Kong Teachers' Emotional Experiences in The Context Of Education Reforms
TSANG, Kwok Kuen (University of Hong Kong)

Paper 4: Professional Judgment in Curriculum Decision Making: Chinese and Swedish Preschool Teacher Education Programme Revision
VONG, Keangieng (University of Macau)

PS3.9 (Chinese Session)   **Paper Presentation**   **15:25-16:45**   **ADC 306**
Chair: LIU, Hui 劉惠   **Co-chair: XIA, Peiyuan 夏培源**

Paper 1: The professional development trend of school principal in Hong Kong 香港校長專業發展的延續與變革
LEUNG, Yick Wah (Chinese University of Hong Kong)

Paper 2: The Research and Evaluation to the Adjustment of Rural Compulsory Schools Layout
WANG, Shuai (Beijing Institute of Technology)

Paper 3: Analysis of Development of ALCUE Common Area of Higher Education in the Background of Internationalization of Higher Education 高等教育國際化背景下拉美-歐盟高等教育區發展研究
XIA, Peiyuan 夏培源 (Beijing Normal University)

Paper 4: Establishing an Institution of Educational Supervision Consisting of Public Participation Mechanism in China
LIU, Hui 劉惠 (Beijing Normal University)

PARALLEL SESSION 4 (1 Mar.)

PARALLEL SESSION 4	09:00-10:20

PS4.1   **BOOK LAUNCH**   **09:00-10:20**   **ADC 204**
INTRODUCING THE SECOND EDITION OF A COMPARATIVE EDUCATION TEXTBOOK: WHAT CHANGED AND WHY?
Chair: BRAY, Mark

Speakers: BRAY, Mark (University of Hong Kong); **ADAMSON, Bob** (Hong Kong Institute of Education); **JACKSON, Liz** (University of Hong Kong); **YANG, Rui** (University of Hong Kong)

PS4.2 (Chinese Session)   **Paper Presentation**   **09:00-10:20**   **ADC 206**

Chair: DING, Ruichang   **Co-chair: XU, Ling**

Paper 1: Research on the History, Situation, and Trends of China's Overseas Education as well as Its Development Strategies under the Context of Globalization
LIU, Qiang (Beijing Normal University)

Paper 2: Influences of SSCI on Academic Research of Chinese Scholars: Taking Education Discipline as an Example SSCI 對中國學者學術研究的影響——以教育學科為例
DING, Ruichang 丁瑞常 (Beijing Normal University)

Paper 3: The Coordination of Higher Education and Regional Economic Development
XU, Ling (Guangdong Polytechnic Normal University)

PS4.3	Paper Presentation	09:00-10:20	ADC 303

Chair: FURUSAKA, Hajime   **Co-chair: LI, Lijuan**

Paper 1: Gender, Identity and Language Use: A Comparative Study of ESL and EFL Language Learners
QIAN, Yamin (Guangdong University of Foreign Studies)

Paper 2: NESTs' Teaching in Chinese University: A Sociocultural Perspective
WANG, Liumei (Jiaying University)

Paper 3: Effectiveness of Multilevel Modeling at Accounting for School Value-added Effects on Student English Reading Attainment
LI, Lijuan (Hong Kong Institute of Education)

Paper 4: Innovation and Internationalisation of English Public Schools Today
FURUSAKA, Hajime (Waseda University)

PS4.4 (Chinese Session)	Paper Presentation	09:00-10:20	ADC 202

Chair: CHEN, Pei-Chi   **Co-chair: LAU, Cheng Man Diana**

Paper 1: A Study of Private Higher Education in Macau: Development and Characteristics 探討澳門私立高等教育的發展和特徵
LAU, Cheng Man Diana 劉靜文 (Macau University of Science and Technology); **YUEN, Pong Kau 阮邦球** (University of Macau) & **IU, Lai Chu 餘麗珠** (Chinese University of Hong Kong)

Paper 2: A Study of the Establishment of Taiwan's Qualification Frameworks based on the EU, Australia, Hong Kong, and Singapore's Experience 歐盟、澳洲、香港、新加坡經驗建立臺灣職能標準架構之研究
CHEN, Pei-Chi & LAI, Yi-Ju (National Taiwan Normal University)

PS4.5	Paper Presentation	09:00-10:20	ADC 207

Chair: BERNAL, Daniel   **Co-chair: WANG, Dan**

Paper 1: Structural Changes in Chinese Higher Education System: Private versus Public Sector
HAN, Mengjie (Dalian University of Technology) & **ZHANG, Dexiang** (Dalian University of Technology)

Paper 2: New Teacher Education Policy into Practice: A Critical Exploration of the Ethical Dimension of School-University Partnerships
HEINZ, Manuela & FLEMING, Mary (National University of Ireland Galway)

Paper 3: Corrosion of Professional Ethics: Rural Teachers in Neoliberal China
WANG, Dan (University of Hong Kong)

Paper 3: Sustainability in Higher Education in Hong Kong: Views from Inside
BERNAL, Daniel (University of Hong Kong)

PS4.6 (Chinese Session)	Paper Presentation	09:00-10:20	ADC205
Chair: YANG, Qiguang 楊啟光		Co-Chair: LIU, Meiyun 劉美雲	

Paper 1: 從臺灣十二年國民基本教育談教師專業發展
HUANG, Wanting 黃琬婷 (National Taiwan Normal University)

Paper 2: Globalization, Regionalization and Patriotism in Hungarian National Core Curriculum 2007
ZHENG, Jia 鄭佳 (South China Normal University)

Paper 3: Research on Development Comprehensive Index Model of Independent College Young Teachers 獨立學院青年教師發展綜合指數模型研究
LIU, Meiyun 劉美雲 (Wuhan University of Technology)

Paper 4: A Study on Chinese-Characterized Educational Policy System from a Family Perspective
YANG, Qiguang 楊啟光 (Jiangnan University)

PS4.7	Paper Presentation	09:00-10:20	ADC 314
Chair: DENMAN, Brian D.		Co-chair: CHENG, Quan	

Paper 1: International Student Policy in Japanese Higher Education: Recent Government Initiatives and Challenges
KURODA, Chiharu (Kobe University)

Paper 2: A Comparative Study of Local Policies on the International Branch Campuses in Singapore, Malaysia and Mainland China
LI, Yi (Northeast Normal University)

Paper 3: A discussion on the Policy Which Aims at Regulating the "International Class" Market in One City in Mainland China
CHENG, Quan (Shanghai International School)

Paper 4: Regionalising Higher Education in the Asia-Pacific: A Network Capital Paradigm for Teaching and Research in Comparative Education
DENMAN, Brian D. (University of New England)

PS4.8 (Chinese Session)	Paper Presentation	09:00-10:20	ADC 305
Chair: HSUEH, Ya-Ci Selena		Co-chair: ZHANG, Bingbing	

Paper 1: Gender, Scientific Output and Cumulative Advantage Effect: An Empirical Study Based on A Survey of Faculty in Mainland China and Hong Kong

ZHANG, Heping (Hubei University of Education); **ZHANG Qinggen & SHEN, Hong** (Huanzhong University of Science and Technology)

Paper 2: The Model and its Comparison in Regional-Education Cooperation: Based on Teacher Education Cooperation in Guangdong, Hong Kong and Macao

SHI, Yudan (South China Normal University)

Paper 3: Reexamination of Academic Inbreeding and Scientific Output

ZHANG, Bingbing & SHEN, Hong (Huazhong University of Science & Technology)

Paper 4: The Development of Collegiate Curriculum in Higher Education of Taiwan under Globalization

HSUEH, Ya-Ci Selena (Tamkang University)

PS4.9	Postgraduates' Research 1	09:00-10:20	ADC 304

CHINA'S HIGHER EDUCATION

Co-chairs: YANG, Tong & **SHAO, Jiangwei**   **Discussant: Prof. YANG, Rui**

Paper 1: Transnational Higher Education in China: The Retreat of Central Government and Increasing Role of Local Governments

HAN, Xiao (Hong Kong Institute of Education)

Paper 2: The Analysis of the Admission Policy of Shanghai New York University 上海紐約大學的招生政策解析

CHEN, Liang (East China Normal University)

Paper 3: Does Current Chinese Private Higher Education Satisfy the Public Demands of China?

SHAO, Jiangwei (Waseda University)

Paper 4: The Development of General Education Policies and General Education Reform in China and Japan since the 1990s

YANG, Tong (University of Tokyo)

PS4.10	Postgraduates' Research 2	09:00-10:20	ADC 306

ISSUES IN EDUCATION DEVELOPMENT

Co-chairs: MITA, Yukiko & **NOGAMI, Ikuru**   **Discussant: Dr. EDWARDS, Brent**

Paper 1: Analysis of Factors Causing Poor Passing Rates and High Dropout Rates among Primary School Girls in Malawi

KAPUTE, Maureen (East China Normal University)

Paper 2: Teacher Absenteeism and Community Involvement in Sub-Saharan Africa

NOGAMI, Ikuru (University of Tokyo)

Paper 3: China's Education Aid to Africa: Case Study in Uganda

MITA, Yukiko (Kobe University)

PARALLEL SESSIONS

PARALLEL SESSION 5 (1 Mar.)

PARALLEL SESSION 5	10:25-11:45

PS5.1	Panel 4	10:25-11:45	ADC 204

IN PURSUIT OF ASIAN HIGHER EDUCATION REGION

Chair: CHAN, Sheng-Jua   **Co-chair: Dr. LO, William Yat Wai**

Paper 1: A Conceptual Model for Integrating Higher Education in Asia: Structural and Organic Approaches
MOK, Ka Ho (Hong Kong Institute of Education)

Paper 2: Skills Development Initiatives in Asia in the Context of Regional Development
PAVLOVA, Margarita (Hong Kong Institute of Education)

Paper 3: The Extent and Impact of Higher Education Reform Across Asia
LO, William Yat Wai (Hong Kong Institute of Education)

Paper 4: Deepening Regional Integration in Asian Higher Education: Emerging Frameworks and Challenges
CHAN, Sheng-Ju (National Chung Cheng University, Taiwan)

PS5.2	Postgraduates' Research 3	10:25-11:45	ADC 202

HIGHER EDUCATION REFORMS

Co-chairs: JIA, Xuejiao & **SHI, Yuanyuan**   **Discussant: Prof**. **KURODA , Kazuo**

Paper 1: New Choice of French Higher Education in a Global Context: Analysis of Policy Teaching in English in French Universities
ZHANG, Mengqi (Beijing Normal University)

Paper 2: Comparing General Education Reforms in Japan and China: Aims, Content, and Institutional Context
SHI, Yuanyuan (Kyushu University)

Paper 3: Teacher Education in Germany: Transformation and Development during the Bologna Process
JIA, Xuejiao (Freie Universität Berlin)

PS5.3	Postgraduates' Research 4	10:25-11:45	ADC 206

VOCATIONAL EDUCATION IN GLOBAL CONTEXT

Co-chairs: TSENG, Ming-Shang & **Yu, Yu-Ying**   **Discussant: Dr. EDWARDS, Brent**

Paper 1: Research and Analysis of the Development of Secondary Vocational and Technological Education Curriculum in Macau 澳門中等職業技術教育課程發展之研究
LIN, Yahsin (National Taiwan Normal University)

Paper 2: The Role of Vocational Skills Competition on the Improvement of Vocational Schools
DING, Yan (Nagoya University)

Paper 3: Study of the Development and Enlightenment of High School's Vocational Education in India

Yu, Yu-Ying (National Taiwan Normal University)

Paper 4: The Exploration of Study Programmes for 16-19 Year Olds in the United Kingdom
TSENG, Ming-Shang (National Taiwan Normal University)

| PS5.4 | Postgraduates' Research 5 | 10:25-11:45 | ADC 207 |

EDUCATION ISSUES IN REGIONALIZATION, INTERNATIONALIZATION AND INTERNATIONAL COOPERATION
Co-chairs: ISHINO, Sayako & YAO, Shun   **Discussant: Prof. ADMSON, Bob**

Paper 1: International Cooperation in Higher Education: In the Case of Engineering Education in Cambodia
OSAWA, Aki (Nagoya University)

Paper 2: An Exploration of the Postwar Regional Education in Japan
YAO, Shun (Northeast Normal University)

Paper 3: A Comparative Study of Education Cooperation in Africa between Japan and China
ISHINO, Sayako (Fudan University)

| PS5.5 (Chinese Session) | Postgraduates' Research 6 | 10:25-11:45 | ADC 314 |

EDUCATION POLICY: INTERNATIONAL PERSPECTIVES
Co-chairs: CHEN, Xiaoguang & LEE, Wingtat   **Discussant: Prof. WANG, Yingjie**

Paper 1: The Privatization of American Public Universities: Reasons, Courses and Effects
ZHUO, Zelin (South China Normal University)

Paper 2: 德國高等學校教學研究會的特點及其啟示
YANG, Yingying (Xiamen University)

Paper 3: Discussions on the development of Putonghua Teaching in Hong Kong in the Context of the Biliteracy and Trilingualism Policy
LEE, Wingtat (Tsinghua University)

Paper 4: Current situation and Problems of Talent-producing of Transnational Education in Chinese Higher Education
CHEN, Xiaoguang (Dalian University of Technology)

| PS5.6 | Postgraduates' Research 7 | 10:25-11:45 | ADC 303 |

EDUCATION FOR MIGRANT CHILDREN IN CHINA
Co-chairs: FU, Qianqian   **Discussant: Prof. POSTIGLIONE, G.**

Paper 1: Parental Labor Migration and Left-Behind Children's Development in Rural China
HOU, Yuna (Chinese University of Hong Kong)

Paper 2: Attainment of Affective Objective in Rural China: Left-behind Children and Non-left-behind Children
FU, Qianqian (Hiroshima University)

PS5.7   **Postgraduates' Research 8**   **10:25-11:45**   **ADC 304**
HIGHER EDUCATION POLICIES FOR FOREIGN STUDENTS
Co-chairs: HAN, Na & MA, Ao   **Discussant: Prof. YONEZAWA, A.**

Paper 1: Internationalization of Higher Education Innovation: The Case of Organized Research Units of Chinese Research Universities
MA, Jinyuan (University of Hong Kong)

Paper 2: How Australia Enhances International Students Experience 澳大利亞完善留學生體驗的政策與實施研究
MA, Ao (Beijing Normal University)

Paper 3: A Study of Korean Students' Perspectives on China Government scholarship
HAN, Na (Beijing Normal University)

PS5.8   **Postgraduates' Research 9**   **10:25-11:45**   **ADC 305**
EDUCATIONAL ISSUES IN GLOBAL CONTEXT
Co-chairs: ZHAO, Li & KWOK, Henry   **Discussant: Prof. BRAY, Mark**

Paper 1: Psychology and Morality: Transforming Global Mental Health Discourse in a Beijing Middle School
DAVIDSON, Shannon (Stanford University)

Paper 2: As You 'Like' It on Facebook: Collecting Historical Memories of Colonial Hong Kong in Cyberspace as an Alternative to Knowledge Construction
KWOK, Henry (Open University of Hong Kong/University of Cambridge)

Paper 3: World Council of Comparative Education Societies and its Impact on the Disciplinary Construction of Comparative Education in China 世界比較教育學會聯合會及其對中國比較教育學科建設的影響
ZHAO, Li (Xiamen University)

PPS5.9   **Postgraduates' Research 10**   **10:25-11:45**   **ADC 306**
EDUCATIONAL STANDARD, POLICY AND PRACTICE IN GLOBAL CONTEXT
Co-chairs: CHUNG, Yan-yi, Eddy & KONG, Siu Ping Lucy   **Discussant: Prof. PARK, Jae**

Paper 1: New Principal Leadership Standard: A Study by Comparing Chinese and United States Principal Leadership Standard
MA, Huanhuan (Hong Kong Institute of Education)

Paper 2: Community College Student Perception of Multiple Intelligences Inspired General Education Course in Hong Kong
KONG, Siu Ping Lucy (Chinese University of Hong Kong)

Paper 3: Comparing Higher Education Institution's Knowledge Transfer Policies and Practices in a Global Context: Experience from Developed and Developing Countries
CHUNG, Yan-yi, Eddy (Hong Kong Institute of Education)

ADARLO, Genejane (University of Hong Kong) [PS3.4]
Culturally Responsive Citizens through Transformative Learning in Health

At first glance, the academic curriculum of a Jesuit higher education institution in the Philippines for its undergraduate students preparing for a career in health does not specifically offer a course subject explicitly espousing multicultural education per se. However, there are course subjects, which students take, so that they can gain further awareness and knowledge of their own and of other's cultures. There is likewise a strong liberal arts orientation that is quite distinct for students to undergo transformative learning. Several academic opportunities, such as service learning experiences in health, are provided for students to put theories into practice and, thereby, to acquire certain skills that are necessary in an ever increasing globalized world and multicultural society. Thus, this study tries to explore whether the health sciences curriculum of a Jesuit university in Quezon City can make culturally responsive citizens out of its students. Using a survey to measure multicultural competence among health sciences students about to complete the four-year bachelor's degree, this study not only aims to provide feedback on the teaching-learning process of a specific academic program but it also intends to gather evidences linking multicultural education, service learning, and Ignatian pedagogy to citizenship formation.

AHMED, Manzoor (BRAC University) [PS3.5]
The interface of foundational capabilities and vocational/technical skills development in Bangladesh

Bangladesh, like other South Asian countries, has a large, low-skilled labor force, mostly employed in the informal sector. Could Bangladesh be locked into a "low-skill, low-productivity, low-wage" trap, in which workers' skills are insufficient to support innovation and higher productivity and the low demand for skills discourages workers to acquire higher skills? Does the much-hyped cheap labor edge of Bangladesh create the condition for a persistent low-skill-low-productivity trap? There is a consensus that a strong foundational education imparted through basic formal education is an essential condition for the success of measures taken to avoid the "tarp" and derive the benefits of demographic dividends of a young labor force. The foundational capabilities are an essential corollary to developing the skills potentials of young people, facilitating transition from schooling/training to skills/jobs; and creating opportunities for skills upgrading and re-skilling through lifelong learning, thus spurring innovation and productivity; and contributing to structural shifts in the economy from informal to formal and farming and agriculture to manufacturing and services. There is growing interest and various initiatives in Bangladesh in both TVET and the interface between foundational capabilities and TVET. The nature of these initiatives and the related discourse are proposed to be critically examined and strategies for the future, drawing on relevant international and national experience suggested.

YONEZAWA, Akiyoshi (Nogoya University, Japan) [PS3.6]
The Changing Role of Japanese Comparative Higher Education Research in the Global Era

This research uses a global context to examine the historical, current, and future roles of higher education research in Japan. The international academic community has strongly influenced Japanese higher education research and has contributed to the development of Japan's higher education system. Japanese higher education researchers have participated in international projects, and Japan has become a leading country in terms of both economy and academic research in East Asia. Especially since the 1980s, some researchers have started to take a more active initiative through funding their own projects.

AKOOJEE, Salim (University of Witwatersrand, Johannesburg) [PS3.5]
Skills development in democratic context: Between creative tinkering and radical revision

South African skills development is evolving amidst quite significant and impressive attention given to post-school education and training since the establishment of the establishment of the new Ministry in 2010, the Department of Higher Education and Training. In response to the myriad skills development challenges, the DHET has provided considerable attention to system review in an attempt to resolve the skills development deficits in the country. Clearly the range of attention accorded to skills development in the country underpinned by quite significant increased enrolment in the VET system in particular and the various ministerial commissions designed to re-orient both the public vocational system in particular and the skills system in general suggests that some quite

significant review is currently underway and the various recommendations that underpin them.. This paper explores the range of initiatives to revitalise the skills system in the country and the possible impacts of the proposals that are currently under consideration and their likely impact on the skills system in the country. It suggests that the range of initiatives is more reflective of problem identification than resolution. The paper provides an analysis of the possible reasons for, and consequences of, this piecemeal, as opposed to a systemic approach, to resolving national skills development challenges.

ALTYNBEKOVA, Dana (Xiamen University) [PS2.2]
Academic mobility development and issues in Kazakhstan
哈薩克學術流動發展和問題探究

With the great loss of academics during the Soviet Union breakdown, the newly emerged independent countries attempted to fulfill the human capital deficiency. Since Kazakhstan promptly recovered from an instilled ideology that eliminates the national identity through education. The Soviet elements in national system lost dominance by the extensive government reforms; however the impact still remained. Moreover, the rising global competition in training skilled population and worldwide great stream of students across the borders seemed to have a brain drain effect. In the circumstances of influences of external and internal factors on national education system, Kazakhstan attempts to approach to these issues with outbound student education. This historic generic study focuses in particular on government efforts to develop academic mobility, and the recent trends relying on pertained discourses from primary and secondary resources. It identifies government provisions and national strategies, determines key drivers of academic mobility, and addresses the issues of program implementation.

BERNAL, Daniel (The University of Hong Kong) [PS4.5]
Sustainability in Higher Education in Hong Kong: views from inside

This comparative study looks at the perceptions of staff in Sustainability Offices at three universities in Hong Kong regarding conceptual and contextual aspects of sustainability in Hong Kong, particularly within Higher Education. Adopting a qualitative approach, data was collected through in-depth semi-structured interviews with key staff of the offices. Data was coded according to key themes and presented in a narrative style. The results offer an insiders' perspective into what these staff make of the concept of sustainability, the current state of sustainability in Hong Kong, the state of sustainability in their higher education institutions, and the development, role and operations of these offices.

BHOWMIK, Miron Kumar (Hong Kong Institute of Education) [PS1.7]
'Out of school' ethnic minority young people in Hong Kong: The extent of the phenomenon

This presentation provides an understanding on the extent of 'out of school' phenomenon for ethnic minority young people in Hong Kong. Drawing on ethnic minority educational data from the recent 2011 census report it found that a good number of ethnic minority young people are 'out of school' which includes the pre-primary, lower secondary, upper secondary and post-secondary age-group young people. Then the analysis of school enrolment data and interview data from one primary and two secondary Hong Kong schools confirmed that 'out of school' ethnic minority students prevail in all these three schools. Although the analysis of ethnic minority educational data from census report could not suggest the presence of 'out of school' ethnic minority children at primary level, however, field work data from the primary school showed that 'out of school' children very much exist in the studied primary school. The interview data with the participants both from three schools and outside school further provided a richer understanding that helped conceptualize the magnitude of 'out of school' phenomenon for ethnic minority young people in Hong Kong.

ABSTRACTS

BRAY, Mark (Hong Kong University); ADAMSON, Bob (Hong Kong Institute of Education) [PS4.1] Introducing the Second Edition of a Comparative Education Textbook: What Changed and Why?

In 2007, the Comparative Education Research Centre at the University of Hong Kong co-published with Springer a book entitled Comparative Education Research: Approaches and Methods (edited by Mark Bray, Bob Adamson and Mark Mason). The book was well-received. It was translated into six languages (Chinese, Farsi, French, Italian, Japanese and Spanish), and became a core text for comparative education courses in five continents. It has also been a core text in the editors' own courses, especially at the masters and doctoral levels. In 2013, the editors and authors decided to embark on a second edition which was published at the beginning of 2014. Some chapters were dropped, one was added, and all were revised. This presentation will reflect on the strengths of the book and will summarize the changes. It will consider on the one hand the ways in which the changes for the second edition respond to the evolving field, and on the other hand the ways in which the editors and authors hope to shape further evolution.

BUTT, Salaeya (Society for Advancement of Education [SAHE] Campaign for Quality Education [CQE]) [PS1.9]
Investigating the efficacy of English as a medium of instruction at the primary level in Punjab

English is privileged due a historical nexus between employment and language that has been preserved since it was enacted through colonial policies (Jalal, 2000). Pakistan's National Education Policy (NEP, 2009) requires English to be the Medium of Instruction (MOI) for Mathematics, Science and English subjects at the primary level. Punjab province has enacted this. This paper is motivated by the concerns about implementation of this policy. The use of language and its relation to learning is examined through use of a mixed - methods approach involving detailed classroom observations of Mathematics, Science and English at grade 4 for mapping the use of language during instruction to ascertain meaningful interaction. The quantitative aspect of the research has to do with the detailed analysis of the bilingual classroom discourse. The result of this study will be used to provide meaningful input to the policy makers by scrutinizing the assumptions about the effectiveness of early introduction of English as a medium of instruction. This is particularly important, given the existence of compelling arguments developed in other contexts that advocate the use of language of daily use as medium of instruction (Cueto et al., 2009; UNESCO, 2008; Benson, 2005; Woldemikael, 2003).

CAO, Lei 曹蕾(Beijing Normal University) [PS1.3]
A comparative study of high school curriculum standard in China and Russia

High school (Среднее общее образование in Russian) is a transitional period for a child to grow up to an adult, and is a very important way to guarantee the human resource of our country. High school education is mainly realized in the form of curriculum. From the new century both China and Russia has promoted a series of revolution in the field of basic education and has published new standard of high school curriculum. In this passage the standards in both countries will be compared and discussed from the perspective of curriculum objectives and curriculum structure. And the curriculum structure is described by fields of principles and types of curriculum. Only from the comparative study can we see the commons and differences between the basic education system in China and Russia. The conclusions in this passage could offer some advices for our education revolution.

CHAN, Sheng-Ju   (National Chung Cheng University, Taiwan) [PS5.1]
Deepening Regional Integration in Asian Higher Education: Emerging Frameworks and

Challenges

In the process of regionalization, some regional platforms have been constructed in order to coordinate the bilateral and multilateral collaboration. These notable frameworks include ASEAN, APEC, APQN, UMAP and SATU etc. Whilst these platforms are considered to be key instruments for regionalization of higher education and provide a function upholding the structural approach of regionalization, the paper explains that the emergence of a regional intellectual field, in form of intensified interaction among policy-makers, universities/institutions, researchers, academics, managers and students, is important in terms of formulating a regional scholarship. It argues that network capacity is essential in promoting regional collaboration and integration, which can be connected with individual perceptions of the concept of a higher education region as well as the related national agendas. The challenges involved in relation to emerging frameworks are also examined and discussed so as to reflect on the previous conceptual approaches and provide implications to relevant stakeholders.

CHEN, Liang (East China University) [PS4.9]
The Analysis of the Admission Policy of Shanghai New York University
上海紐約大學的招生政策解析

The growth of any country's education system is largely influenced by its policies. Our country (China) highly emphasizes internationalization of universities. The establishment of the Shanghai New York University (SNYU) in 2013 is a perfect case for both policy and educational development, which in turn, triggers a move towards internationalization of universities. This paper analyses the admission of policy of SNYU, focusing on its current situation, reasons and its challenges. The paper concludes by giving recommendations and ways forward.

任何時期,教育的發展總離不開教育政策的影響。隨著全球化的影響,我國高度重視高校國際化的發展。2013年成立的上海紐約大學作為全球化過程中教育政策與教育發展的完美結合體,在國內高校的國際化發展過程中邁出了重要一步。本文將聚焦在上海紐約大學的招生政策上,對其進行深入解析,深入分析其成因、存在的問題及面臨挑戰,並提出一些有針對性的建議,為國際合作辦學得出一些有益的啟示。

CHEN, Pei-Chi; LAI, Yi-Ju (National Taiwan Normal University, Taiwan) [PS4.4]
A Study of the Establishment of Taiwan's Qualification Frameworks based on the EU, Australia, Hong Kong, and Singapore's Experience
歐盟、澳洲、香港、新加坡經驗建立臺灣職能標準架構之研究

In an environment of global competition, building up a qualification framework has become the important interface between the demand of the industry and labor supply. Also, it is urgent for Taiwan to promote the policy. Through taking a closer look of the literature review and document analysis, documentation, review of the European Union, Australia, Hong Kong, Singapore, and Taiwan's current status of implementation, this research illustrates the principles of establishing qualification framework; furthermore, provides policy suggestions for the government to build our own qualification framework, in order to give important criteria of planning it. This research also aims to be a significant reference for practical operation in the future, the central competent authority the Council of Labor Affairs in combining the industry commissioned by the competent authorities and Industry Association of professional groups and standards development functions, the functions of certification and training programmes for actual driving. At the same time, it expects to be able to effectively promote the cooperative production and shorten the gap between learning and training.

在全球化競爭的環境下,建立職能標準架構已成為產業需求和勞動供給間的重要介面,且在台灣已具政策推動的迫切性。本研究透過文獻探討、檔分析法的檔記錄,檢視歐盟、澳洲、香港、新加坡等國及台灣的目前實施現況,以闡明建立職能標準架構的原則,進一步提出建立我國職

能標準架構的政策建議，以作為職能標準架構規劃的重要參據。本研究亦對於未來實務運作上，中央主管機關勞委會在結合目的事業主管機關及委託產業專業公會團體，進行發展職能標準、職能認證以及訓練課程等實際推動時有重要的參考依據，預期可以有效促進產學合作縮短學用、訓用落差。

CHEN, Shuangye (The Chinese University of Hong Kong, Hong Kong) & HU, Lifang (Renmin University of China, China) [PS3.6]
Organized academic community of higher education research and its impacts: The case of China
In our case study of Chinese higher education research, academic organizational forms and degree programs will be focused to envisage the development and impacts of higher education research. The following four questions will guide our analysis: First, what is current development of academic units in China dedicated to higher education research? Second, why are they tightly organized phenomena of higher education research in China? Third, what impacts do they generate to higher education practice and how? Last, what have been found to facilitate or impede research impacts to practice in the Chinese organized field of research?

CHEN, Xiaoguang (Dalian University of Technology) [PS5.5]
Current situation and Problems of Talent-producing of Transnational Education in Chinese Higher Education
Sino-foreign school-running cooperation, a part of Chinese higher education, has made lots of progress. However, talent-producing of internationalization are confronted with new chance and challenge in Sino-foreign school-running cooperation. By observing about current situation of talent-producing, we found some problems that the low level educational resources in the cooperation, the similar talent-producing mode and over-concentration of specialties, and so on. In order to resolve these problems, we make some suggestions that are key measures by introducing high quality educational resources, setting up specialties more reasonably and innovating the talent-producing mode.

CHENG, Quan (Shanghai International School) [PS4.7]
A discussion on the policy which aims at regulating the "international class" market in one city in mainland China
The market of international classes has recently arisen in one major city in mainland China. These classes in local highs schools enroll students with Chinese nationality, and prepare them for higher education abroad. Developing within a centralized educational environment, these classes are controversial, for example, whether the students' national identity can be confused through learning non-Chinese curriculum, whether it is equal for their parents to buy quality educational resource through paying extremely high tuition fees. It is under this circumstance that the policy aims at regulating this market was issued in May. However, measures are different towards international classes in public schools and private schools. Those classes in public schools are required to stay "public", e.g. they should set the same enrollment requirements with local classes, and they should charge the same tuition fee with local classes. Those classes in private schools, however, are allowed to enjoy more autonomy in deciding how much they charge, and who they enroll. This paper is going to examine the nature of this policy, to find out how it is acting a double-tracked role between ensuring education equality and promoting educational diversity, between effective control and going international.

CHEUNG, Dorothy W. Y. (HKU School of Professional and Continuing Education**) [PS2.8]**
Demand for continuing education in Hong Kong
There has been little systematic research on the development of continuing education in Hong Kong for the past two decades. To understand the local demand for continuing education better, from 1999 onwards HKU SPACE has commissioned an independent market research agency to conduct territory-wide biennial studies of the demand for continuing education in Hong Kong. The primary objective of this longitudinal study is to inform the government and the public on the trend of continuing education engagement by Hong Kong citizens – their undertaking of award bearing and/or non-award bearing programmes/courses in educational institutions during the previous twelve months at the time of each survey.   For each round of survey, stratified sampling was employed to obtain 1,500 successful cases – interviewees aged from 18 to 64. Interviews were conducted by telephone for which the residential numbers were obtained through a double-random procedure. A comparison of the findings of the last three rounds of survey (2007, 2009, 2011) in terms of interviewee profiles, continuing education participation rates, estimated number of learners, annual personal expenditure on continuing education and estimated volume of trade will be discussed.

CHONG, King Man (Hong Kong Institute of Education) [PS1.5]
Global Citizenship Education in Hong Kong secondary school curriculum
There have been discussions on what is and whether we have 'global citizenship', since the focus of citizenship education has always been on the nation-state's political sovereignty and on citizens' rights and responsibilities. Nevertheless, globalization has challenged the notion of citizenship and citizenship education. Schools and NGOs in Hong Kong have engaged themselves in global citizenship education after the education reform in early 2000. This paper attempts to characterize global citizenship education in Hong Kong, which shows learning themes such as moral obligation to the world, "learning to live together" through understanding and respect for other peoples and cultures, and concerns for peace and human rights. Hence, as a dynamic process, the school-based curriculum such as project learning and civic education has continually revised their goals.

CHUGAEV, Konstantin (Konstantin-College) & GOLOVNIN, Andrey (Ministry of Labour and manpower employment, Novosibirsk region) [PS1.2]
Methodical branch Council as one of the effective forms of social partnership
The branch-wise Council of sewing branch in Novosibirst region consists of representatives of many sewing enterprises, including Novosibirsk College of light industry and service.
Urgent and present-day questions which are of great interest for both partners are discussed at the meetings. We pay special attention to integration of students' research work and employers' to solve the problems of sewing branch. The main thing in the Council is an opportunity to aid decision making, aimed at the effective implementation of the requirements of state educational standards and employers' needs.

CHUNG, Yan-yi, Eddy (Hong Kong Institute of Education) [PS5.9]
Comparing Higher Education Institution's Knowledge Transfer Policies and Practices in a Global Context – Experience from Developed and Developing Countries
Apart from the core missions of "teaching / education" and "research", knowledge transfer (KT) is always regarded as the "third mission" of contemporary Higher Education Institutions (HEIs), in particular of the knowledge-based economy / society (UGC, 2006; Lockett, Kerr & Robinson, 2008; OECD, 2011). However, irrespective of the globalization trend, there are different conceptual understanding and interpretation of the "third mission" or knowledge transfer amongst contemporary Higher Education Institutions from developed and developing countries. In this regards, different knowledge transfer policies and practices have been formulated and adopted

amongst these HEIs whereas emphasis and/or formalization of the (socio)-economic role of HEIs were shaping by multiple channels, such as public policy, various research funding and/or academic-industry collaboration, or one's own experience in KT. This paper aims to examine and compare what kinds of knowledge transfer policies and practices have been adopted and used amongst HEIs from developed and developing countries as well as their conceptual understanding of knowledge transfer within the global context. It is expected that similarities and differences could be constructed between developed and developing countries to the extent that any discrepancies found could become a point for rethinking and rearticulating the issue in a global context perspective.

DAGUPLO, Marvin (Southern Leyte State University-Tomas Oppus) [PS3.7]
Reasons for Choosing Teaching as a Second Career
For decades, the traditional path to a teaching career has involved entering the classroom immediately after graduating from college. However, the demographics revealed that about half of modern teachers filling the nation's classrooms are second-career teachers. These are professionals who graduated a special program for teachers and passed the LET Exam qualifying then to teach. As a prevalent phenomenon, this study was conducted to uncover motives and reasons that continually attract professionals to choose teaching as a second career. A total of 41 DBET students of SLSU-Tomas Oppus from SY 2011-12 to SY 2013-14 were purposively chosen as respondents of this descriptive-longitudinal study. Data were analyzed using frequency counts, percentages, and mode. Data revealed that more female students in SLSU-Tomas Oppus chose teaching as second career. At an average age of 30, they were previously working with an average monthly income of P8, 000.00 per month. They revealed that Social and Economic Status; Enjoyment and Knowledge of Working with Adolescent; Personal Satisfaction were major reasons for choosing teaching as a second career. This study, therefore, provides more evidence alongside with previous studies in the literature which considers personal and social concern as the motivating factor for choosing teaching as a profession.

DAVIDSON, Shannon (Stanford University) [PS5.8]
Psychology and morality: Transforming global mental health discourse in a Beijing middle school
Mental health is an urgent global health concern, and global discourse on child and adolescent mental health has proliferated through the work of international organizations such as WHO. School systems worldwide increasingly develop mental health education programs reflecting this normative discourse, but disparities exist between policy rhetoric and the reality of programs in schools. In China, for example, national policy mandates that schools hire counselors (xīnlǐ lǎoshī), but implementation remains limited. Guided by a neo-institutional sociological framework, I conducted a qualitative case study at a Beijing middle school, which was piloting a mental health education project in collaboration with education faculty at a major Beijing university. I utilized an iterative process guided by grounded theory to analyze interviews and observations of teachers, counselors and moral education administrators, asking: How do educators in China adapt and transform global mental health discourse when implementing a progressive, imported educational model? Results suggest that while global paradigms of mental health were pervasive in the pilot project, significant instances of localization also emerged. The connection between mental health and moral education emerged as a distinctly indigenous feature. My findings highlight the challenges of participating in global normative discourse while honoring traditional educational values.

DENMAN, Brian D. (University of New England) [PS4.7]
Regionalising Higher Education in the Asia-Pacific: A network capital paradigm for teaching and research in comparative education

Given an increasing obsession with rankings of world universities worldwide (Shanghai Jiao Tong's ARWU; Times Higher Education World Rankings), higher education authorities in the Asia-Pacific are reconsidering their mission, function, organisation, and finance. Demographic data in most of the countries within the region reflect a marked shortfall in supply of institutions available to meet future student demand. Student and staff mobility are also on the increase, but often one-way and outside of region. Moreover, because of highly differentiated and deregulated educational systems, teaching and research quality are often in disrepair. Developing a standardised, regulated, and unified labour market system similar to that advised in the Bologna Accord is considered unattainable and an the alternative approach utilising an educational free trade zone through formalised agreements between nation-states is also questionable. A new strategy must be considered. This discussion outlines the feasibility of a regionalised network of academics and scholars within the Asia-Pacific region who choose to work together to develop a framework for international co-operation. Among other things, it suggests giving operational expression and support in behalf of improving research quantums and research capacity within the region. It also presents a new and innovative approach to showcasing comparative education-teaching and research-in the Asia-Pacific region.

DING, Ruichang 丁瑞常 (Beijing Normal University) [PS4.2]
Influences of SSCI on Academic Research of Chinese Scholars: Taking Education Discipline as an Example
SSCI 對中國學者學術研究的影響——以教育學科為例

Under the dual demand of internationalization of external educational and scientific research and standardization of internal research performance management, China has gradually formed the academic appraisal mechanism in humanities and social sciences based on SSCI. In recent years, such a kind of academic appraisal mechanisms based on "Western standards", "publications" and "quantity deciding quality" is receiving more and more controversy. In this paper, taking education discipline as an example, the author reviews the educational research findings published by Chinese scholars with the bibliometric method and analyzes the guiding function of SSCI journals on educational research of scholars in China and its causes by comparing the characteristics of papers published by Chinese scholars in CSSCI journals in the same period. Finally, through summarizing the viewpoints of scholars at home and abroad, the author makes comments on the advantages and disadvantages of SSCI's academic appraisal function and believes that the critical point for China to establish its academic appraisal system that meets its own academic development needs and reflects its own academic culture is to properly deal with the two basic contradictions between internationalization and localization and between standardization and diversification.

在外部的教育與科研國際化和內部的科研績效管理標準化雙重需求作用下，我國逐步形成了以 SSCI 為導向的人文社會科學學術評價機制。近些年來，這種"以西為准""以刊論文""以量論質"的評價機制受到越來越多的爭議。本文以教育學科為例，運用文獻計量學方法，梳理了中國學者近十年在 SSCI 期刊上發表的教育研究成果的基本情況，並通過對比中國學者同一時期發表在 CSSCI 期刊上的論文特徵，剖析了 SSCI 期刊對中國學者教育研究的導向作用及其成因。最後，筆者通過綜述國內外學者的有關觀點，反思了 SSCI 學術評價功能的優點與不足，認為我國建立符合自身學術發展需求、反映自身學術文化的學術評價體系的關鍵是要處理好國際化與本土化、標準化和多元化這兩個基本矛盾。

DING, Yan (Graduate School of International Development, Nagoya University) [PS5.3]
The role of vocational skills competition on the improvement of vocational schools

This thesis focuses on the role and effect of vocational skills competition among schools of Non-ferrous Metal Industry in China on the development and improvement of vocational schools which attend this competition actively. Vocational education in China is facing difficulties to meet

the market needs sufficiently which are caused by the formidable co-ordinate problem between vocational schools and workplace and market. Non-ferrous Metal Industry is one of the industries which need more and more high-tech skills workers. Non-ferrous Metal Industry has reached 1.9% of GDP of China in the year 2010. The vocational skills competition among schools has already held 4 times from the year 2010 which focuses on reflecting student performances and employer needs. This article examines in what way the competition effects the vocational schools.

DUAN, Chenggui (HKU School of Professional and Continuing Education) [PS2.8]
E-Learning Development: PCTME Model and its Application
E-learning has become an important learning and teaching mode in the education and training sector. This presentation introduces a five-part model on e-learning development, called the PCTME model, which includes Platform, Courses, Tutoring, Management, and Evaluation in an online learning environment. The purely online course entitled Design and Development of E-learning Courses was selected as a case study. This course lasts eight weeks with 82 study hours in total. Based on instructional design, each topic includes a learning guide, learning objectives, learning scaffolding, interactive video lectures, interactive learning exercises, essential and extensive reading, and discussion. Salmon's five stage tutoring model, including access and motivation, online socialization, information exchange, knowledge construction and development, was adopted and employed in this project. According to summative evaluation from 120 students using 17-items in a three-dimensional online questionnaire, the degree of satisfaction, teaching effectiveness, and learning effectiveness reached excellent compared with face-to-face courses (which were evaluated using normal HKU SPACE evaluation criteria).

DULIN, Velessa Jane & HONG, Cheng Wen 洪成文 (Beijing Normal University) [PS2.4]
Philanthropy onto Chinese Higher Education Development in the Past Decade: Its Impact, Trends and Challenges
This study will explore how philanthropy has evolved over time at Project 985/211 Universities and Colleges and the kind of impact it has on students. A parallel examination of the history of philanthropy and the benefits that students have gained from philanthropy will give us an understanding on how it has been meeting the needs of the students. Moreover, it will clarify issues whether philanthropy has directly or indirectly financially supported the students. Direct funding includes as augmenting of increasing tuition fees, providing research grants, allowances or free internship. Indirect funding, on the other hand, implies that funds were channeled to other sources such as to improve facilities, build teachers' capacity. Finally, this study will trace the history of philanthropy, quantify data available from fundraisers and probe qualitatively the impact on students, administrators and fundraisers. Understanding the impact of philanthropy on the said sector will provide the Chinese Higher Education wider perspectives on policy-making involving private donations and thoughtful management of funds that will be maximized to improve quality education.

ELKINA, Irina (The Institute of Theory and History for Pedagogic of RAE, Moscow) [PS2.1]
The system of assessment of the results of education under different pedagogic approaches in Russia and in the countries-participants of Bologna process
Existing Russian pedagogical approaches – traditional (cognitive), competence-based and student-centered – apply different systems of assessment to educational outcomes. Objects, forms and methods of assessments vary significantly. Traditional assessment approach is well developed as it has been used in Russia for a long time. But it is deservedly criticized for its limited methods of assessment. Competence-based approach appeared only recently and its terms need accurate definition. Some new forms and methods of assessment introduced have presented difficulties in practice. Student-centered approach means a deep understanding of personality of a student by his

teacher, the work with such psychological features as self-esteem and his/her expectations from learning of the subject. As not all the researches of this approach determine accurately criteria of assessment of the educational results there are certain difficulties with application of such a system of assessment. Russia's signing Bologna's agreements influences further development of our system of education. It is necessary to compare and possibly apply the achievements of the other countries in the development of their systems of assessment of educational results. Study of a successful foreign experience and its introduction is one of the aspects of this scientific research.

ENANOZA, Feleeh (Cebu Normal University) [PS3.8]
Lived Experiences of Elementary School Leavers
To address the school leavers' phenomenal crisis requires a deeper understanding of why students leave school. This study explored an in-depth analysis of the authentic life stories of school leavers in the selected schools of the Division of Cebu Province, SY 2009-2010. Specifically, it identified individual and institutional factors which accounted for institutional departure. A workable intervention may be proposed based on the findings of the study, thus led to an Emergent Theory, "Family Marginalization Theory of Leaving School". Based on this premise, this study examined and utilized both qualitative and quantitative methods of research. Factors which predicted students' leaving school were associated with individual characteristics, institutional characteristics of their families, schools and communities. These indicators together with their numerical ratings subsequently helped identify and validate the causes for students' leaving school. Findings revealed that for institutional factors, poverty emerged as the major cause of students leaving school. For individual factors, students' attitude and behavior likewise caused of students' leaving school. Therefore, both the institutional and individual factors invariably contribute to the causes of students' leaving out school.

FALCON, Ines (Southern Leyte State University) [PS2.6]
Problem Solving, Thinking and Communication Skills in Research and Motivating Factors: Enhancement on Instructional Procedures
Academic research has been considered as one of the major sources of providing direction and guidance to managers and practitioners (Khojatest & Herring, 2002). Aquino (2003) strengthened these idea by saying "One much needed area of concern in education is the promotion and encouragement of research on teaching effectiveness. Before the teachers can conduct research studies they should have the adequate training for upgrading their research skills and competencies." The aim of this study is to design a module and to conduct research competency training specifically on problem-solving, thinking and communication skills of the three hundred fifty (350) teachers composing Southern Leyte State University in Southern Leyte, Philippines to enhance their capability in the improvement of their instructional procedure. The author derives this topic from the findings of her dissertation which pointed out that the problem-solving, thinking, and communication skills of the teachers are incompetent. Additionally, this study will also assess the extent of the effect on factors affecting the faculty to engage into research activities. These factors are: sustainable training on proposal writing and statistical tools, financial support from external funding agencies for bigger requirement researches, NBC 461 unit credits, advanced equipment, facilities and references in the research office, and time allocation to balance instruction and research.

FERNANDEZ, Ana Marie (Cebu Normal University) & RAMI, Gaurang (Veer Narmad South Gujarat University) [PS1.9]
Bilingual Education Policy: A Guillotine or a Panacea
This study aims to investigate the positioning of teacher education institutions (TEIs) in the globalization continuum of bilingual complexities in responding to the global and local demands for

harmonious and peaceful nation building. Present study is exploratory in nature. The researchers use survey questionnaires and focus group discussion (FGD) to account the effect of the forty long years of enforcement of Bilingual Education in the microcosm area in Cebu City and uses TIMSS, Philippine government national data and researchers' made questionnaires: English Language Relevance and Usability (ELRU-S; Filipino Language Relevance and Usability (FLRU-Q); Native Language Relevance and Usability (NLRU-SQ); Teacher Education Institution Support-Resource System on Bilingual Education Effectivity (TEI-SRS-BEE-SQ); Non-Native Language Cultural Complexities Survey (N-NLCC-SQ); and English as Unifier Language Survey Questionnaire (EUL-SQ). Researchers have used stratified sampling technique; strata have been divided based on specialization of pre-service teachers. The total sample size of the present study is 213. Bilingual Education Policy is neither a guillotine nor a panacea in a non-native English country but a great recourse and a tool that can prosper nation building however, lies in the hands of the molder (teacher education institutions) its power and capacity to ignite other industries of the country.

FERNANDEZ, Ana Marie (Cebu Normal University) [PS2.2]
SUCs: Front Liners of Effective Educational Researches
This study evaluates the frontline service of state universities and colleges (SUCs) Teacher Education Institutions (TEIs) of the Philippines- delivery of effective educational researches. As one of their core functions and as the main resource of the end user institutions which are the Department of Education and how do these researches answer the gap between insufficiencies of research resources in the field, as the reservoir of knowledge transfer for educators in responding to the need of their classrooms. This also examines how the triangulation of accountability between the government's support, teacher education institutions and the department of education in resolving educational problems. This study uses a descriptive correlation study and a deductive approach research design with the use of researchers made questionnaires, UNESCO large scale data on ICT curriculum of higher education and the Commission on Higher Education national data. The findings show that the coping of responsibilities is delayed by the lack of strong national policy on ICT teacher resource, national plan, regulatory institution and national open educational resources for research resources. ICT indeed revolutionizes the delivery of effective educational researches and performance level of teacher-training of teacher education institutions.

FORESTIER, Katherine (University of Bristol) [PS2.1]
International education policy transfer: borrowing both ways: the Hong Kong and England experience
This paper analyses how the impact of international student achievement studies and recent economic crisis in Europe are influencing the development of educational policy transfer and borrowing, from East to West. This is contrasted with reform movements in East Asia where systems have long been seen to borrow from so-called 'progressive' western discourses of education. England and Hong Kong are used as case-studies. Since 2010, England's coalition government has stood out for its determination to look to jurisdictions like Hong Kong to inspire and justify reforms that emphasize traditional didactic approaches to teaching and learning; whilst Hong Kong's policymakers have sought to implement reforms related to less pressured, more student-centred lifelong learning. Research and scholarship from both the East and the West are drawn on to argue that for educational reform to be more successful in practice, it must move beyond simplistic dichotomies in the education discourse, and involve greater collaboration, nationally and internationally, between researchers, policymakers and practitioners than is evident worldwide, and in the specific context of contemporary educational reform in England.

FU, Qianqian (Hiroshima University) [PS5.6]
Attainment of Affective Objective in Rural China: Left-behind Children and Non-left-behind Children

The 'Reform and Opening up Policy' has brought economic development particularly to some cities, and as consequence the inevitable massive transfer of the workforce from the country side to the cities, looking for better incomes for their families, many young children have been left behind in the countryside in the care of relatives and friends. These children are usually called "left-behind" Children. 58 million Left-behind Children in rural China have taken almost one fifth of the whole children population by June, 2011 (Zhang, 2012). These children who are emotionally deprived are likely to develop insecure or disorganized attachment disorder behaviors. Such difficulties are correlated with the presence of behavioral and emotional problems. Having based on this background, this study aims to explore the impact of affect experience on left-behind children's social cognition in rural China. Further it aims to make a deep analysis on the factors in different level of affect experience, and explain how they influence social cognition of left-behind children.

FURUSAKA, Hajime (Waseda University) [PS4.3]
Innovation and Internationalisation of English Public Schools Today

Amidst the rapid progression of internationalisation, you may also notice various reforms in English Pubic Schools which have maintained their own school histories and traditions for several centuries until today. Internationalisation is clearly recognized even amongst the most traditional English Public Schools called 'The Great Schools' which are the nine original Public Schools as defined by the Public Schools Act 1868. There are some schools which actively accept foreign students or provide scholarships to the student from certain specific countries or families of refugees overseas. Many Public Schools conduct international exchange programmes and overseas expeditions now. In addition, it is notable that some Public Schools actively demonstrate to construct networks with schools abroad or to found international schools in some cities overseas such as Bangkok, Beijing, and Hong Kong. For instance, there are Harrow International Schools in these cities. On the other hand, Shrewsbury School has one in Bangkok and Shrewsbury is enthusiastic to establish more in some other cities. Consequently, it seems that traditional English Public Schools actively undertake reforms on school innovation and internationalisation today. The purpose of this paper is to survey a variety of their activities and efforts in the current period of progressive globalisation.

GOETHALS, Lin (Beijing Normal University and Ghent University) [PS1.4]
Education as a soft power instrument in EU-China relations

Education plays an increasingly significant role in EU-China relations. Embedded in the EU-China (High Level) People-to-People Dialogue (HPPD)-the third pillar of Sino-European relations-education is becoming an integral part of EU-China cooperation and is being applied as an instrument to improve cultural understanding and enhance collaboration, research and information exchange. By applying such strategies, education is becoming a vital aspect of soft power and public diplomacy policies in EU-China affairs. Although there is currently a strong emphasis on increasing the cooperation in quantitative terms, practical implementation raises challenges and concerns regarding quality, achievements and actual performance. Yet, taking into consideration the economic, political and strategic importance of Europe-China relations, the long-term benefits of educational exchange and cooperation are numerous and deserve close attention. How can people-to-people exchanges at the EU-China level play a role in developments at the global scale in international cooperation and serve as a comprehensive foundation for multilateral dialogue and cooperation and what are the challenges, hurdles but also the potential and benefits of intensified EU-China cooperation in the field of education?

HAN, Mengjie; ZHANG, Dexiang (Dalian University of Technology) [PS4.5]
Structural Changes in Chinese Higher Education System: Private versus Public Sector
The paper examines the political-economic process of increased private participation and critically evaluates the major public policy decisions on private HE in China from the perspective of efficiency and equity. Though China has a long history of PHE, the government prohibited the operation of PHE after Communist China was founded. Since the Opening-up Policy in 1978, PHE has revived and expanded greatly. As newly-established institution, PHEI usually lacks funds and depends on tuitions. The privatization exerts great influence on the structural changes in Chinese higher education system. Also, the privatization of higher education draws great criticism from the public. To let the market work or government regulate, it is still a question. The paper will discuss this topic in comparison with the US.

HAN, Na (Beijing Normal University) [PS5.7]
A Study of Korean Students' Perspectives on China Government scholarship
Chinese Government has put a lot of efforts to invite competent international students these days in terms of globalization. One of the ways to invites talented students from other countries is Chinese Government Scholarship Program (CGSP), which offers them the chance to have an education at Chinese universities for free. According to the statistics from China Scholarship Council (CSC) in 2011, the number of CGSP international students studying in China has been increased. Specifically, among CGSP students, Asian students take account of around 65% of total, especially in terms of countries; Korean students are the most received of total. However, in spite of implementing this program for several decades, there has been little research about the Chinese scholarship for international students. Besides, it is very difficult to find researches about students' perspectives on CSC scholarship. Therefore, this study is to investigate Korean students' perspectives on Chinese government scholarship program.

HAN, Xiao (Hong Kong Institute of Education) [PS4.9]
Transnational Higher Education in China: The Retreat of central government and Increasing Role of Local Governments
The impact of globalization leads to more and more fierce competitions among nations, which compels nearly every country place great emphasis on education, especially on higher education with the hope to cultivate more qualified labor force. China is not an exception and since the education reform in 1980s, the central government has released a series of policies to provide more higher education opportunities to its citizens and to improve the research and teaching quality of universities. Transnational higher education (TNHE), is one of the methods Chinese government adopts to satisfy these demands. However, during the developing process of TNHE in the last two decades, it can be seen a clear retreat trend of central government and the local governments, in the contrast, are playing increasingly crucial roles in these transnational cooperation activities. This paper, from the perspective of education policy changing and the case studies of Sino-foreign cooperation universities, one of the TNHE cooperation types in Mainland China, illustrates the shrinking role of central government and the important status of local governments, especially the governments of prosperous areas in China, pointing out the central governments has gradually devolve autonomy to the local authorities and transnational cooperation institutions.

HEINZ, Manuela & FLEMING, Mary (National University of Ireland Galway) [PS4.5]
New teacher education policy into practice: A critical exploration of the ethical dimension of school-university partnerships
Following many calls for more overt forms of collaboration between schools and teacher education institutions, the Irish Teaching Council has recently mandated the development of 'innovative school

placements' based on 'collaborative arrangements between HEIs and schools' in its Criteria and Guidelines for Programme Providers of Initial Teacher Education (2011). Policy discourses in the area of school-university partnership often portray a simplistic picture of a harmonious win-win scenario whilst ignoring the reality of the ethical and cultural challenges and dilemmas experienced by the key actors involved. Using Ireland as an example, this paper aims to explore and analyse ethical and cultural platforms for school-university collaboration and their theoretical underpinnings. It draws on the experiences and critical reflections of teacher educators who have been involved in stakeholder meetings focusing on the development of school placement guidelines in Ireland and who led the design and implementation of an innovative school-university partnership initiative at one Irish university. The personal experiences of 30 participating teachers, school principals, university tutors and student teachers are also recounted in an accompanying narrative study. The influences of historical, cultural, and economic dimensions on school-university partnerships are analysed and explored for their impact and the authors propose an ethical framework for school-university partnership in the Irish context.

HEINZ, Manuela & KEANE, Elaine (National University of Ireland Galway) [PS3.1]
Diversity Profiling the Irish Student Teacher Body: Research Design & Analysis of Participants' Socio-Demographic Positionalities
Research focusing on teacher candidates' diversity profiles is important and timely since contemporary school contexts have, in many Western countries, drawn attention to the mismatch between the ethnic, cultural and language backgrounds of pupil and teacher populations. The desirability of diversifying teaching cohorts is evident from both contemporary research studies and policy documents focusing on teacher education in Ireland and internationally (Boland and Keane, 2012; Heinz, 2011; Irish Teaching Council, 2008; Zumwalt & Craig, 2008; Moran, 2008). The overall aim of the DITE (Diversity Profiling Initial Teacher Education) project is to gather and analyse background and attitudinal data from applicants and entrants to initial teacher education programmes in Ireland in order to explore their diversity profiles, experiences with and beliefs about diversity and career motivations. New understandings will enable us to make recommendations regarding reviewing entry procedures and selection criteria for teacher education programmes and to explore ways of facilitating entry to the profession by under-represented groups. We will explore the DITE research design and associated challenges. Findings from the first implementation of the questionnaire with the 2013 Professional Diploma in Education (PDE) applicant cohort will be discussed, specifically participants' socio-demographic positionalities in the context of the Irish education landscape.

HIRAYAMA, Takehiro (Waseda University) [PS3.4]
The Actual Situation of Modern School Circumstances in Bhutan before 1961
The purpose of this presentation is to examine the actual circumstances of modern school education in Kingdom of Bhutan before 1961, which is before the start of First Five Years Plan under the full support from India. This period is not been done particularly mentioned in the history of modern school education in Bhutan, and has been overlooked in helping to talk about education in Bhutan. In this presentation the presenter divided schools founded before 1961 into two groups of "schools of Bhutanese" and "schools of Nepalese immigrant", and attempts to clarify characteristics of the establishment form and the language of instruction of each school. As a result of the analysis, it can be concluded that schools of Nepalese immigrants and schools of Bhutanese are characterized by a contrasting each. And then it would also form the features of the entire modern school education in Bhutan before 1961. Before the expansion of modern school education planed in real earnest, there were the bases of school education degrees shown in this presentation.

HORN, Robert (University of Sheffield) [PS2.1]
UK Internationalisation Strategy Formulation and Implementation at Japanese Universities
The purpose of this study is to explore the internationalisation strategy formulation of Japan's higher education institutions (HEIs), and to analyse the implementation of such strategies.
- Is there a 'disconnect' between strategy and implementation, and does this help to explain the perceived 'lag' in Japanese university internationalisation?
- What is the cause of such a 'disconnect'?
- How do the perspectives of those actors at universities affect this?
The importance of the various international rankings of universities has contributed to the competitive environment at Japan's elite institutions. Whereas the demographic decline in future domestic student numbers heightens the competitive pressure on HEIs in Japan. Additionally, the shifting relationship between universities, the state, and the market, and the international prevalence of New Public Management (Christensen, 2011) and neo-liberal ideas for funding higher education, means that HEIs in Japan and worldwide face a tough competitive environment, and need to diversify funding sources. An analysis of the various internationalisation strategies pursued by HEIs in Japan are interesting therefore in light of this increased autonomy of institutions since the 2004 reforms, as Japanese higher education enters its 'third generation' (Goodman, 2010).

HORTA, Hugo & JUNG, Jisun (Center for Innovation, Technology and Policy Research (IN+/IST), Technical University of Lisbon, Portugal; University of Hong Kong, Hong Kong) [PS3.6]
Higher Education Research in Asia: Moving at Different speeds? Looking at Different Issues?
This study explores higher education research in Asia with a comparative national perspective on research themes. Drawing on scientometrics and social network analytical approaches, we examine the publications related with higher education in the past three decades. To examine what topics being mainly researched in several countries in Asia, we classified the main research topics in higher education into 8 categories (teaching and research, course design, student issues, quality, system policy, institutional management, academic profession, knowledge, and internationalization) based on Tight' (2004)'s framework.

HOU, Yuna (Chinese University of Hong Kong) [PS5.6]
Parental Labor Migration and Left-Behind Children's Development in Rural China
This paper uses data from five western provinces in Rural China to investigate the impact of parental labor migration on both academic scores and non-cognitive skills of left-behind children in rural China. To solve the potential problem of self-selection bias, we employ the propensity score matching method which is widely used no-experimental research. Results show that parental migration has a significant positive impact on boys' math score and girls' language score, and also improves children's self-concept significantly. However, left-behind boys show timidity, anxiety and aggressive or disruptive behaviors. Our results also suggest while there is no effect of short-term migration on left-behind children' academic performance, parental migration benefits the left-behinds' academic scores, and harms their emotion and behaviors when the time of migration exceeds three years. The comparison of parents', father's and mother's migration shows that father's migration have a positive influence on left-behind boys while parents' migration benefits girls significantly. Although we find mother migration is negatively associated with left-behinds' academic achievement, this effect is not statistically significant. Furthermore, the non-cognitive skills of left-behinds are negatively affected only when both parents are absent: they have problem emotion and behaviors and refuse to admit that.

HSUEH, Ya-Ci Selena (Graduate school of curriculum and instruction, Tamkang University) [PS4.8]
The Development of Collegiate Curriculum in Higher Education of Taiwan under Globalization

This research is firstly aimed to elaborate the knowledge transformation under globalization. Secondly, the ideas and Practice of undergraduate collegiate curriculum around the world are reviewed. Third, the development and growth of collegiate curriculum in the higher education of Taiwan are explored. Moreover, several of the collegiate curriculums are analyzed as the ideas and practices reveal the key global competences undergraduate students are assumed to cultivate, which is consistent with the knowledge transformation under globalization.

HU, Biying (University of Macau) [PS3.8]
Comparing Cultural Differences in Two Quality Measures in Chinese Kindergartens

This study examined the degrees of congruence between the two early childhood evaluation systems on various quality concepts: the Early Childhood Environment Rating Scale-Revised (ECERS-R) and Zhejiang's Kindergarten Quality Rating System (KQRS). Analysis of Variance (ANOVA) and Post hoc LSD tests were employed to show the extent to which the ECERS-R ratings predict a kindergarten's placement on the KQRS. Results found two quality dimensions (Language-reasoning and Interaction) that did not distinguish the quality between any levels of kindergartens, whereas one dimension (Space and Furnishing) successfully distinguished the quality between all levels of kindergartens. Activities and Program Structure only distinguished the quality differences between Level-two and Level-three kindergartens, whereas Personal Care and Routines only distinguished the quality differences between Level-one and Level-three kindergartens. Findings based on item level analysis provided further insights into underlying cultural and contextual reasons for differences found in the concepts of quality in the two evaluation systems.

HUANG, Wanting 黃琬婷 (Department of Education, National Taiwan Normal University 國立臺灣師範大學教育學系)[PS4.6]
從臺灣十二年國民基本教育談教師專業發展

隨著社會經濟發展及工作結構改變，臺灣於 1968 年延長國民教育為九年，紮根基礎教育。由於當時臺灣缺乏師資，故實施九年國民教育並未引發教師專業發展熱潮。1980 年教育部開始修訂「師範教育法」，提出教師在職進修，教師專業發展漸漸成為提升教育品質的重要條件。為了因應教師專業發展需求，小學訂定週三為共同進修時間，中學則是以領域為共同進修方式，讓研習進修成為教師工作生活的一部份。即將於 2014 年上路的十二年國民基本教育重視以學生為中心的教學，並強調中小學課程的連貫與統整，教師專業發展的內涵與面向也隨著教學及課程的改變而需要調整。因此，本文首先探討教師專業發展的意義和相關法令依據，其次分析教師專業發展與十二年國民基本教育之關係，嘗試提出建議以提供教育單位與教育工作者參考。

HUANG, Yating (Chinese University of Hong Kong) [PS3.3]
The Teachers Identity Reconstruction during the Process of UK Performative Reform
"表現主義"改革進程中的英國教師身份認同

"表現主義"教育改革對英國教師的工作和生活帶了顛覆性影響。本文遵循制度變遷和自我重構這兩條身份認同分析路徑，總結 "表現主義"相關改革，為英國教師身份認同提供的新社會情境和制度期待，分析教師個體在制度變遷過程中所進行的各種不同于傳統的教師身份重構。本文認為，教師個體需要調動自身經驗在與改革環境的互動過程中尋找到自身身份的平衡點。
Performativity has drastically impacted the life and work of teachers in the United Kingdom. This

paper, following the paths of institutional change and self- reconstruction in analyzing professional identity, summarizes the new social context and institutional expectation for teachers' professional identity, and analyzes the unconventional self-reconstruction of individual teachers occurring in the process of institutional change. The authors think individual teachers ought to employ personal experience in interacting with institutional context, in order to find a balance for professional identity.

ISHINO, Sayako (Fudan University) [PS5.4]
A Comparative Study of Education Cooperation in Africa between Japan and China
The purpose of the study is to compare the contribution of Japan - Africa and China- Africa cooperation to education development and to examine their difference. While China is a large developing country and recipient of ODA (Official Development Assistance), it plays a special role in the international cooperation as well. Japan also has a long history as a donor. The largest part of these cooperation flows directly into Africa where many countries face the educational problem. These two countries have developed each cooperation framework. China started to exchange students with Africa in higher education level in 1950s and holds FOCAC (Forum on China–Africa Cooperation) every three years since 2000. On the other hand, Japan sent science and mathematics teachers or gave technical vocational training to Africa since 1960s, and it has TICAD (Tokyo International Conference on African Development) every five years since 1993. This study is based on the comparative analysis of the cooperation policy of Japan and China to Africa especially the education field.

IVANOV, Oleg (Moscow State University of Means of Communications [MIIT]) [PS1.4]
Corporative system of education in transnational company
Presentation is devoted to the development of the system of the professional development in a large company which needs adaptation to the peculiarities of corporation business, implementation not only general theoretical training but also taking into account in the educational programmes certain conditions of business activity of the company, its external environments and internal special features of the company. At the same time formation of understanding of philosophy, policy, strategy of the company's development, its perspective goals and current objectives play an important role during training process. Training in a transnational corporation should be guided by best world practices, be adapted to the conditions of trans-boundary company's activity and it should be based on the principle of observance of national interests in the global world. This practice is considered on the example of JSC "Russian Railways" which has a large system of branch offices, affiliated companies and other business units on the territory of Russia and many representative offices and joint ventures in many foreign countries. JSC "Russian Railways" has multisectoral business: passenger and goods transportation, building and maintenance of infrastructure, maintenance of vehicles, civil and industrial building, system of healthcare, trading, social security system etc. Altogether 1,200,000 people work in the company which needs ramified system of training of all employees' categories: from engine drivers and railway workers to top managers. The corporations' system of professional development meets the highest demands and this experience will be interesting to be considered at the conference.

IWATSUKI, Ayaka (Nagoya University) [PS3.1]
Multilingual Teacher-Student Interaction in Senegal: A Case of an Elementary School in Louga Region
This research aims to grasp the linguistic situation at school in Senegal from a comparative view. In elementary schools in Senegal, students and teachers mix French (official language of instruction) and Wolof (lingua franca). Interviews to teachers and all students, and classroom observations were

conducted in two third grade classes at an elementary school in Kebemer city, which is located in the northwest regions of Senegal. This research purports to analyze how teachers use two languages and attitudes of teachers and students toward languages. By analyzing the classroom observations, it was found that they used Wolof more as a classroom management technique such as highlighting the certain lessons. However, contrary to the previous research, the teachers did not often use Wolof as an alternative language to French. Finally, the main findings of this research are 1) the teachers' levels of acceptability of using Wolof and 2) the relationship between attitudes and actual practices of languages.

JACKSON, Liz & SHAO, Yanju (University of Hong Kong) [PS1.7]
A Preliminary Examination of the Representation of Religious and Ethnic Minorities in Liberal Studies Curriculum
This presentation examines Senior Secondary Liberal Studies textbooks to assess the degree to which they align with the stated aim of enabling students to "appreciate...diversity in cultures and views in a pluralistic society." The main objective is to analyze how ethnic and religious minorities in mainland China and Hong Kong are represented in textbooks. The aim of the analysis is to develop more substantive understanding of how Liberal Studies textual resources represent and portray multicultural diversity in society. After elaborating on definitions of religious and ethnic minorities used in the research, this paper will share quantitative and qualitative results of the content analysis of textbooks for 3 of 6 modules of Senior Secondary Liberal Studies, "Modern China," "Globalization," and "Hong Kong Today.

JIA, Xuejiao (Freie Universität) [PS5.2]
Berlin Teacher Education in Germany: Transformation and Development during the Bologna Process
The Bologna Process aims to address challenges of globalization in higher education, which focuses on increasing international compatibility of higher education and addressing key problems, such as quality assurance. The Bologna Process is particularly challenging for teacher education, whose structure and length, preparation institutions, and required qualifications have varied greatly across Europe. Germany, as a member of the Bologna Process, its teacher education has undergone substantial transformation and development during this process. This paper will provide a general picture of what transformation and development have taken place in German teacher education during the Bologna Process. It argues that Bologna Process will contribute to increasing the quality of German teacher education and making German teacher education more academic and competence-oriented.

JIANG, Hua (Waseda University) [PS2.7]
Comparison of Dutiful Wife and Devoted Mother Philosophy in East Asia
"良妻賢母"是代表近代日本女子教育的一個代名詞，很多人都認為它是一個"負面影響"的存在。同樣是擁有儒家思想的國家（在本文僅限於韓國和中國，日本等三個國家），每個國家都存在著各自不同的內涵。例如就"良妻賢母"這一詞，在日本把它叫做"良妻賢母"，在中國把它叫做"賢妻良母"，在韓國把它叫做"賢母良妻"等。本次發表是以分析日本"良妻賢母"的女子教育理念為中心，明晰日本的"良妻賢母"教育理念給周邊的國家帶來的影響和薰陶，對此來考察三個不同國家的女子教育理念的特徵。

KAPUTE, Maureen (East China Normal University) [PS4.10]
Analysis of factors causing poor passing rates and high dropout rates among primary school girls in Malawi

The aim of this study was to analyse factors that cause poor examination passing rates and high drop out among primary school girls in Malawi. Primary school head teachers (82), teachers (481) and girls repeating Standard eight (402) in all the three regions of Malawi were interviewed using a structured questionnaire. Lack of parental care (54.6%) ranked as the highest, lack of teaching and learning materials (51.6%), lack of learners' interest (44.1%) and finally peer pressure (19.3%) were found to be reasons for causing poor examination passing rates and dropout amongst girls in primary schools in Malawi. Though problems relating to parental influence featured high, on overall, lack of learners' interest is the major cause to girls' poor performance in primary schools. It is concluded that factors affecting the girl-child education in Malawi are multi-dimensional hence need a multi-sectoral approach to solve. These findings may likely apply to other countries in developing countries globally. It is recommended that government should examine policies before instituting them to avoid future implications.

KE, Xiaoling (Guangdong University of Foreign Studies) [PS2.3]
A Comparative Study of Ethical Theories of Noddings, Levinas and Confucianism

Modern ethics is under frequent attack for the reason that it adopts a problematic relationship between the self and the other. In order to solve the moral crisis, new ethical system began to emerge. The Western scholars further seek wisdom from the Eastern ethical system and quest for alternative ethical system to supplement the rule-based and principle-based approaches to ethics that have dominated the West for decades. This article conducts a comparative study of Nel Noddings' care ethics, Levinas's ethics as the first philosophy, and Confucianism, with an emphasis on the similarities and differences on the understanding of the relationships between self and other. The paper further discusses the implications of such a comparative study on the development of moral education curriculum in China in this globalized world. It is hoped that such a comparison between the ethics in the West and Confucianism in the East will shed new lights on the present debates on ethics and enrich our academic dialogues on ethics and morality.

KHAIRUL, Aini Mohamed Jiri (English Language Teaching Centre Ministry of Education, Malaysia) [PS1.7]
Empowering Female Teachers' Roles in Promoting Multiculturalism in Malaysia

Malaysia is a multicultural and multilingual country consisted of three main different races namely the Malays, Chinese and Indians. Besides, this country is also inhabited by people from other races such as the indigenous people in Peninsular Malaysia as well as in Borneo Malaysia (Sabah and Sarawak). This diversity acquires the country to put the matter of racial harmony and integration at its upmost concern. One place that commonly cited as a conductive venue to inculcate racial integration among Malaysia diverse populations is school. Thus, teachers play vital role in instilling awareness towards multiculturalism among the younger generations in Malaysia. This paper is an attempt to focus the lens to the Asian perspective on how female teachers' voice and role can be utilized and benefitted in promoting multiculturalism in Malaysia with some considerations put on the unique cultural, societal norms and expectation of the Malaysian society towards education. My analysis of the topic will be carried out with three purposes in mind: first, to discuss the standard of education among female in Malaysia, second to trace the development of teaching profession among women in Malaysia. I concluded the paper by proposing an empowerment of the female teachers' roles in school in promoting multiculturalism in Malaysia.

KING, Elizabeth (University of Melbourne) [PS1.5]
National priorities-teachers' reality: How Cambodian primary school teachers translate policy into practice

The virtual destruction of Cambodia's education system in the 1970s continues to impact current

education policies. The Ministry of Education, with its Development Partners, has drawn upon the global agenda for education reform to address its most pressing concern of developing a quality education system. One of its biggest problems is developing teachers who can implement a child-centred pedagogy encapsulated in its Child Friendly Schools (CFS) policy. Prompted by my work as a teacher-trainer in Cambodia and motivated by wanting to understand why teachers often enact policy in ways contrary to those envisaged by policy-makers, this study uses the concept of translation (Stone 2012) which is based on the suggestion that the ways in which policy moves from formulation to enactment is not linear and must take into account other factors that influence and shape how actors enact policy. Using a multi-site case study in three schools in different provinces, this paper uses 'translation' to enable a more nuanced understanding   of how and more importantly why teachers in this study enacted policy differently to that prescribed by CFS policy. It is hoped these findings will offer important insights for policy-makers that will enable an improved understanding of the policy-practice nexus.

KIRITA, Nana (University of Nagoya) [PS2.9]
How Equivalency Education Can Be an Alternative to Formal Education: A Case of Indonesia
The objective of this paper is to examine conditions under which equivalency education can be an alternative to formal education, discusses implications for policy making and puts forward corresponding recommendations. Indonesia is selected as a case study since equivalency education in the country is well supported by robust national policies while being subsumed under the non-formal education system. Equivalency education is still widely viewed to be second-rate or inferior to FE. Cognizant of this, qualitative field interviews with a wide range of stakeholders were conducted in order to determine whether equivalency education can be nationally recognized as an alternative to formal education. Interviews were also carried out with teachers and students from both the formal and non-formal systems, as well as industry employers to analyze how equivalency education is implemented and perceived on the ground. Findings reveal that employers, consistent with their human resource policy, treat Package C and formal upper secondary school graduates equally in the workplace.   Although it appears that students who completed equivalency education can easily gain access to the same institutions or employment opportunities as formal students, this paper's findings confirm that equivalency education is indeed regarded as substandard, particularly in urban areas.

KOBAKHIDZE, Magda Nutsa (University of Hong Kong) [PS1.8]
Teachers as Tutors: Teachers' Dual Lives in the Republic of Georgia
Supplementary private tutoring in Georgia has a history dating back to the Soviet era, but over the last two decades the scope of private tutoring has widened and its nature changed considerably. This paper explores the role and nature of shadow education in Georgia, in particular, how this phenomenon functions in parallel to mainstream schooling and how it affects teachers' professional lives. The paper will draw on data from interviews of 17 public and private school teachers in different parts of Georgia in 2013. The study examines how teachers perceive and respond to social, educational, and economic aspects of private tutoring and what are the positive and negative features of the phenomenon.

KONG, Siu Ping Lucy (Chinese University of Hong Kong)   [PS5.9]
Community college student perception of Multiple Intelligences inspired general education course in Hong Kong
Hong Kong has experienced unprecedented education reform in 2012. The new academic structure comprises a 3-year school curriculum at senior secondary level and a 4-year undergraduate programme at university. The important part of a new senior secondary curriculum is to include Liberal Studies and integrates knowledge from other subjects, focuses on contemporary issues, and

emphasizes student-centred pedagogy. For community college level which was implemented in 2000, the Education Bureau announced the revised common descriptors for Associate Degree and Higher Diploma Programmes under the new academic structure. According to the new regulation, at least 60% of curriculum consists of generic contents including language, information technology and general education. Most of community college students may have had a history of difficulty with linguistic and logical spheres, it may be especially important to open up learning to other modes of representation. In lights of the system-wide education reform in Hong Kong, this study attempts to suggest factors within the new academic environment in Hong Kong that make it particularly important to examine the educational implications of Howard Gardner's multiple intelligences which may assist community college students to be aware of what are their intelligences in learning general education and how they develop their own learning strategies to improve success at community college.

KURODA, Chiharu (Kobe University) [PS4.7]
International Student Policy in Japanese Higher Education: Recent Government Initiatives and Challenges
This study examines the recent international student policies and practices towards the internationalization of higher education initiated by the Japanese government. It also illustrates the challenges and dilemmas that major Japanese universities encountered in a highly competitive era of globalization. First, the changes and features in the latest Japanese government initiatives regarding international student policy and practices for enhancement of further internationalization of higher education are introduced. Second, the rationales behind the policy change are outlined from both socioeconomic and political perspectives. Third, the author highlights a few (how many?) cases of major Japanese national universities enhancing international student education illustrating the challenges and dilemmas that Japanese universities have encountered in a sociocultural context. Finally, the author concludes the discussion with arguing how the Japanese government and universities have addressed internationalization of higher education in order to cope with the growing pressure of globalization as well as drastic demographic changes in Japanese society.

KURODA, Kazuo (Waseda University) [KS4]
Asian Comparative Education Research Crossing Borders: Searching for Global and Regional Governance Framework
With socioeconomic globalization, many issues now cross national borders. It has become impossible for single nations to recognize the full picture of these cross-border issues, find solutions and seek appropriate directions by implementing their policies alone. In order to address these issues, various frameworks of global and regional governance are being formulated by the international community, composed of various actors including international organizations, multilateral cooperation entities, alliances of institutions, markets and civil society. Education, which used to be mainly discussed and conducted by individual states, is also greatly affected by the rapid development of global and regional knowledge economy and the fast progress of information technology. Not only students but also educational programs and institutions cross borders. On the other hand, there are still more than 50 million out-of-school children in the world. To achieve "Education for All," members of international community must cooperate with each other. Education now becomes a subject of global and regional governance. This presentation investigates these emerging global and regional governance frameworks of education and presents the possibilities of academic field of Comparative Education to understand and theorize these trends as well as prospect them for the future.

KWOK, Henry (Open University of Hong Kong/University of Cambridge) [PS5.8]
As You 'Like' It on Facebook: Collecting Historical Memories of Colonial Hong Kong in Cyberspace as an Alternative to Knowledge Construction

The rise of innovative media and social networking sites such as Wikipedia, Facebook and Twitter has opened up a new dimension in educational studies that challenge traditional school-based research practices. The widespread use of Facebook amongst users in Hong Kong has witnessed a new form of learning and knowledge construction, and thus calls into question the sufficiency of school-bound conception of learning, curriculum and knowledge. In the realm of historical knowledge, several pages have been set up on Facebook for public access, which primarily serve its users in Hong Kong, where old images of the city under the British rule are posted online and viewers could leave comments, exchange information and opinions and contribute their own collections. What is the educational significance behind the action of collecting historical memories in a digital archive for public use like Facebook? This paper attempts to illustrate a theoretical framework for approaching this question and consider Paul Ricoeur's theory of hermeneutics as methodology for guiding the potential research. It will explore themes and concepts such as history, memory, identity, 'tools for conviviality' and 'learning webs' from the long-forgotten works of Freud, Halbwachs, Heidegger, Ellul, and Illich and discuss the relevance of their works to educational development in the twenty-first century.

LAU, Cheng Man Diana 劉靜文 (Macau University of Science and Technology); YUEN, Pong Kau 阮邦球(University of Macau) & IU Lai Chu 餘麗珠(Chinese University of Hong Kong) [PS4.4]
A Study of Private Higher Education in Macau: Development and Characteristics
探討澳門私立高等教育的發展和特徵

Macau's private higher education has expanded rapidly since the establishment of East Asia University in 1981. It has gradually optimized in terms of student enrolment, quantity and variety of institution, and forms of education and training. To meet the needs of socio-economic growth and human resources development, education policy is an important item in the agenda for both government and institution. The presentation reviews the growth of Macau's private higher education, analyzes the nature of private higher education institutions, and explores the relationship between government policy and developmental trends of private institution.

自 1981 年東亞大學成立以來，澳門私立高等教育規模急速發展。私立高等教育無論在學生數量、院校數目和類型、以及教育和培訓方式等方面都得以持續優化。為了滿足人力資源和社會經濟的長遠發展需要，高等教育政策的重要性無可替代。本報告文從澳門私立高等教育的發展、私立高等院校和政府教育政策的關係，探討澳門私立高等教育的特徵。

LAU, Chui Shan (Hong Kong Baptist University)[PS1.5]
National education in Hong Kong schools from post-war to post-retrocession: A political process perspective

This paper depicts the continuity and change in the educational discourses that revolve around the articulation of national identity in Hong Kong over the period that straddles the post-war to post-handover eras. I locate this analysis within the context of the recent emphasis on national education as a policy response to growing public and political response in an increasingly tension between Hong Kongese and Chinese and related concerns about the intensification of 'nationalisation' in Hong Kong society. Forces and elements that promote different forms of Chinese national education have existed in the system since the post-war years, but state-centred national education was not widely practiced in the mainstream schools. The socialisation of students in a set of common values and beliefs about their motherland has been a major element in education and the

central raison d'etre of national education during the post-handover Hong Kong. This article focuses on the question of why the implementation of national education has grown by proposing a political process perspective that highlights the effects of Hong Kong's reintegration with China.

LAU, Grace & TAI, Yin Yi Tanny (The Hong Kong Institute of Education) [PS1.6]
The realization of small class spirit in a kindergarten in Hong Kong, how far does the understanding ally with the early childhood educational reform policy and development in Hong Kong? A pilot investigation
Since the late 1990s, early childhood education in Hong Kong has progressively lounged a series of reforms to raise the quality of early year education. Along with the emphasis on adopting the 'child-centred' concept of children's learning, the Guide to the Pre-primary Curriculum issued in 2006 recommend an integrated approach in the curriculum design. The integrated "holistic" approach calls for a shift of paradigm from the formal didactic teaching of academic knowledge to an informal development of the children through quality teacher-children interactions. Hitherto, small class teaching environment is created via the increase in teacher-student ratio at the start of the 2003-2004 academic year. A review of literature on small class teaching suggested that teacher-children ratio, classroom settings and the relevant pedagogic applications are important ingredients for the philosophical enhancement of the small class spirit. This paper will report some preliminary data collected in a pilot study conducted in two classrooms in a Hong Kong Kindergarten. The findings are reported as case studies which suggest that the spirit of small class teaching is not restricted in an informal teaching environment but in some formal teaching settings in the school as well. Discussion and implications on this understanding will be made.

LAU, Norris K. Y. (HKU School of Professional and Continuing Education) [PS2.8]
Blended Learning: Case study of Korean language course
Advances in technology facilitate a proactive approach to providing e-learning solutions to learners. Blended learning in which online learning material complements traditional face-to-face learning is one of them. A number of programme teams in HKU SPACE have been actively involved in this area of development. This presentation shares a case involving a Korean language course. Topics include how blended learning was incorporated in this course, the pedagogical benefits and the overall results in this implementation.

LEE, Inhoi; KANG, Dong Shik; KIM, Seongbaeg & JEON, Jeeung (Jeju National University, Korea) [PS3.7]
University Cooperation for Global Teacher Education in Asia
The influence of globalization has increased the necessity and demand of social changes toward globalization in national level as well as in Asian regional level. Especially, the creation of educational needs of globalization brings inevitably teacher education into international education cooperation in this global context. According to Darling-Hammond and Bransford (2005), teacher education institutions have played a major role of educating pre-service teachers about teaching abilities and administrative skills for the various educational settings. Therefore, it is quite suggestive and critical that universities and educational intuitions should discuss the cooperation of internationalization for teacher education that is called global teacher education, in order to cope with the demand and necessity of educational globalization and strengthen competitiveness in Asia. The study aims to examine the demand and necessity of globalization in the field of teacher education, and to seek for and build the university cooperation of global teacher education in Asia.

LEE, Wingtat (Tsinghua University, P. R. China) [PS5.5]
Discussions on the development of Putonghua Teaching in Hong Kong in the context of the

"bi-literacy and tri-lingualism" policy

To keep up with the trend of economic globalization in the turn of century ,the Hong Kong government adopt its policy of promoting "bi-literacy and tri-lingualism"(兩文三語), aiming at equip Hong Kong people with sufficient language proficiency in both Chinese (Cantonese and Putonghua) and English in order to cope with the challenges and opportunities in the new era. This paper attempt to give an overview of the development of Hong Kong Putonghua teaching, seek to find out the position of Putonghua teaching under the background of bi-literacy and tri-lingualism language policy. Furthermore, It also contain discussions on several controversial issues of Putonghua Teaching, including arguments about whether or not Putonghua should be treated as the mother tongue of Hong Kong people, comments about the current curriculum design and allocation of Putonghua subject in primary and secondary school, and also the prevailing trend of using Putonghua as medium of instruction(PMI),etc. Through the discussion, it can reveal that although the importance of Putonghua to Hong Kong society seems to be increased substantially in recent years, the social status of Putonghua still remain in doubt on some aspects, which require more concern and discussion to the issue.

面對經濟全球化的發展趨勢，特區政府因應本港政治及社會情勢，於世紀之交制訂推廣"兩文三語"的政策，期望培養兼通英語、粵語和普通話三語的人才，以應對新時代的機遇與挑戰。針對港府的語文政策，本文擬先回顧兩文三語政策下香港普通話教學的發展歷程，並進一步探討目前學校教育中的普通話教學的定位問題；另一方面，也希望藉由若干有關普通話教學的議題，如普通話是否港人的第一語言、普通話是否應獨立設計，以及近年來關於普教中與粵教中的爭議等，引出思考與討論。通過以上的考察，或許透視出一個問題：儘管近年來由於中港經濟的連繫使普通話的價值與重要性似乎大為提升，但其在港人心目中的社會地位仍不免存在疑問。這一點將有待於社會更多的關注與討論，始能促進普通話教育在港的推廣與發展。

LEI, Kong (University of Hong Kong) [PS1.8]

A Comparative Study of Students' Evaluations of Teaching Effectiveness (SET) on Public School Teachers and Private Tutors

This study attempts to obtain student's evaluation on teaching effectiveness by comparing the ratings for the public school teachers and private tutors in tutoring centers in a Chinese context. This study adopts a quantitative research with questions on overall teaching effectiveness and teaching behaviors. A survey questionnaire - based on an internationally validated instrument is conducted in Guangzhou. Statistical analyses including factor analysis, two-way ANOVA and one-way ANOVA were used to examine the data. It is found that students who claimed to have private tutoring experience scored higher for the tutors in most issues compared in this study.

LEUNG, Yick Wah (The Chinese University of Hong Kong) [PS3.9]

The professional development trend of school principal in Hong Kong 香港校長專業發展的延續與變革

The school principal always plays a crucial role in school management and leadership. The professional development of principal is not only the key to successful school operation and education reform, but also reflects the government's understanding and expectation of the role of principals (Bush, 2008; Dye, 1998). In Hong Kong, however, little attention has been paid to the policies about the principal's professional development. To close the research gap, this study has thoroughly reviewed the relevant document in the past 30 years so as to identify different concepts and leading trends of the purpose, strategy and principal's profession in the policies concerned with professional development of principals. From the textual analysis, several distinct trends are discerned. First, both preparation and in-service programme aims to prepare for the challenge in the

future, instead of the passive approach to problem solving in schools; Second, the government allows more diversity in professional development of the principal, from structured and systematic training to different kinds of school-based analysis and personal reflection; Third, the professional community of in-service principals has taken over the dominant role of the government through their active participation in the design of the pre-service preparation programme, as well as the continuous development among in-service principals. This article has identified different key milestones for the professional development of principals, while the programme objective and strategy have also evolved accordingly. The policy is now being implemented at a mature enough phase to face the potential challenge in the rapid changing environment.

LI, Jia; LIU, Yan; LIU, Shujun; MA, Jing & WEI, Mengjiao (South China Normal University, Guangzhou) [PS1.3]
Special Education Reform under the Background of Globalization
全球化背景下中國特殊教育的變革

With the rapid development of society, more and more countries start to pay their attention to the special education. China special education has accomplished remarkable achievements in recent years. Not only have the disabled children who receive compulsory education significantly increased, but also preschool education, higher education, and vocational education, all of which are open to disabled children, have been greatly developed. However, I think, with the increasingly developing Chinese economy, China's increasing international status, and the new trend of the development of international special education, China's education is supposed to make changes in the following aspects: the change from the special education which merely attaches importance to hardware investment to the special education which caters to the needs of disabled children; the change from the special school education to the school education permitting disabled children to learn in regular classes; the change from the school construction in developed eastern regions of China to the school construction in central and western regions of China; and the change from the teacher training by higher institutions of learning recruiting disabled students to the teacher training by common universities.

LI, Jun (Chinese University of Hong Kong)   [PS1.1]
Chinese University 3.0 and Its Global Influence

As the largest post-secondary education system in the world since 2003, Chinese universities are rapidly rejuvenating their global status, visible in their international aid in Africa and elsewhere and in Confucius Institutes flourishing all over the world. Recent empirical findings have revealed that the Chinese model of the university is emerging to have its global impact in the 21st century (Li & Hayhoe, 2013). This paper will first examine the rhetoric of world-class universities and explores both institutional initiatives and government agendas in China's drive for global status. It then reflects on the core features of Chinese University 3.0 which differs from the dominant Anglo-Saxon and American models, such as ethics-centered knowledge and application, secular and social missions, self-mastery with dominant roles of government, intellectual freedom of scholar-officials, hierarchical and meritocratic system, and institutional and disciplinary diversity. It concludes that Chinese University 3.0 has been profoundly influenced by Confucian epistemology and Chinese way of knowing and normative application of knowledge. Finally, the presentation anticipates that the rise of Chinese University 3.0 will serve as an alternative global force in contributing to international development and global dialogue among civilizations in the 21st century.

LI, Kongzhen (Capital Normal University) [PS1.6]
The six models of basic educational policy implementation
Different basic education policy implementation models can be found from different dimensions.

ABSTRACTS

Analysis from the government dimension, basic education policy implementation can be divided into the overall propulsion model and phase transformation model, the first model is based on execution system of "from top to bottom, relying mainly on county", the second one has the early stage of the overall propulsion model, the subsequent stages go into "from bottom to top" execution path. From the analysis of relationship between government and school dimensions, basic education policy implementation can be divided into autonomy model which is suitable for "resource unified allocation" policy and competition model which is suitable for the policy of "resource allocation for key schools". From the analysis of the school dimension, there are collective collaboration model which is suitable for small size schools and individual performance model which is suitable for large size schools.

從不同的維度分析，可以發現不同的基礎教育政策執行模式。從政府維度分析，基礎教育政策執行可以分為整體推進模式和階段轉換模式，整體推進模式的基礎是"自上而下、以縣為主"的基礎教育政策執行體制。階段轉換模式的初期階段具有整體推進模式的特徵，後續階段轉變為"自下而上"的執行路徑。從政府與學校關係的維度分析，基礎教育政策執行可以分為適用於資源統一分配型政策的自主模式與適用於資源重點分配型政策的競爭模式。從學校維度分析，主要有適合於小規模學校的集體協作模式和適合於大規模學校的個體績效模式兩種。

LI, Lijuan (The Hong Kong Institute of Education) [PS4.3]
Effectiveness of Multilevel Modeling at Accounting for School Value-added Effects on Student English Reading Attainment

This study is an extension of a previous methodologically exploratory study which established several multilevel value-added models to identify how different student and school factors influenced student English reading attainment in the nested school structure. The present study moved a step further to compare effectiveness of the models and determined the one most efficient at estimating school effects on adding value to their students' English reading ability from Secondary 1 to Secondary 6. Effectiveness of the most parsimonious model at presenting and interpreting the substantive findings was further tested using the same set of data. The data was collected from 3,993 students of 66 Hong Kong secondary schools in 2006. Students' English ability was tested at Form 1 intake and tested again at Form 6. The background information, such as student and school demographic and contextual factual data, was also collected. Partialing out influence from student and school level background factors, the relative progress made by students from different schools was compared. Specific findings on value-added effects of the schools are plotted thus providing distinctive graphic information. The findings will provide some insightful indications to the authorities and educational practitioners for student improvement and school effectiveness.

LI, Wenjie (Shanghai Jiaotong University) [PS2.7]
Vocational Training and Legal Education in China: With Legal Education in the USA as Reference

Currently the higher education sector of legal and judicial education in China is still featured by the forced-feeding style of theoretical knowledge transformation and teaching contents independent of social occurrence. After receiving four years of higher education, law graduates can still hardly meet the demands of market for professional legal practitioners, let alone play the function of law to control social order and settle disputes between people. The problematical legal education severely hinders the process of democratization and legalization of the country. Through questionnaire survey and interviews with legal practitioners in China, this study will identify weaknesses and problems of legal education in China, and provide constructive initiatives. Further the author will take the current vocational legal education mode in the USA as reference to explore a theoretical paradigm specified for legal education in Chinese context. It is hoped that the paradigm will guide the system design of

legal education in China, and stimulate innovation of teaching methods and approaches. Further it will enable the integration of theoretical education and vocational training, foster the integrity of legal practitioners, and ultimately meet the needs of legal education and market.

現階段，中國高等法學教育依然採用一種填鴨式的理論教學模式，教學內容與社會現實嚴重脫節，無法滿足法律職業化的市場需求，甚至阻礙了法律的社會控制和止爭定紛功能。這一現象嚴重影響國家法治、民主發展的進程。鑒於此，本文通過對中國當下法律從業者的問卷調查與訪談，剖析中國法學教育存在的缺陷，並提出建設性意見。借鑒美國既存法學職業化教育模式，作者將探索一種符合中國發展需要的法學教育理論範式，旨在引導法學教育制度的設計及授課方法的完善和創新，促使法學教育與市場需求、理論教學與職業化發展有效結合。本項研究的成果將有助於推動高等院校法學教育與市場需求的緊密結合，培育執業者的完整法律人格及價值追求。

LI, Yi (Northeast Normal University; Shenzhen Institute of Information Technology) [PS4.7]
A Comparative Study of Local Policies on the International Branch Campuses in Singapore, Malaysia and Mainland China

With the robust expansion of the global higher education market, a rapidly growing number of universities across the world are establishing branch campuses in other countries in order to reach their financial, reputational, and academic goals. Due to their national strategy for boosting knowledge-based economies, Singapore and Malaysia have been two leading profitable target markets for the higher education exporting providers. Mainland China, as the world's second biggest economy and the biggest developing country, has also been attracting more and more attention from the home universities seeking to set up new international branch campuses (henceforth IBC). Although the three countries shared many similarities in their higher education market, they adopt different local policies in dealing with the importation of foreign university campuses, and consequently, the ways in which the IBCs operate in the local educational market in the three countries demonstrate a certain extent of difference. In this paper, I conduct a comparative study of the local polices on the IBCs in the three countries by evaluating the effects of the local policies upon the operation of IBCs. Based upon the comparative study, I further suggest some improvements in the policies for IBCs to achieve a sustainable development and to promote the benefits to all the stakeholders involved in IBCs, including local national governments, home universities, teachers and students.

LI, Yunpeng 李雲鵬 (Shandong Women's University) [PS2.9]
Professional Degrees rising Within Knowledge Production Theory

According to Gibbons' theory of knowledge production modes, knowledge production model is shifting from single Mode 1 to Mode 1and Mode 2 coexistence. Transformation of knowledge production modes has had a profound impact on professional degree education' the type of degree is getting more and more diversified. Worldwide professional degrees' rising is in response to the transformation of University's knowledge production modes. Training Mode of professional degree has inherent unity with Mode 2 knowledge production.

LIN, Angel; WU, Yanming (University of Hong Kong) [PS1.9]
The Implementation of the New Fine-tuned MOI Policy in Hong Kong: Partial Representations in Research and Public Discourses

With globalization and the domination of English in educational institutions, language policies in education, particularly the medium of instruction (MOI) policy, have increasing impact on educational access and development. The new fine-tuned MOI policy for secondary schools in Hong Kong introduced since September 2010 is such an interesting case for study, under which schools can

have more flexibility in MOI decisions (e.g., up to 25% of the junior secondary curriculum can be conducted in English). This paper first analyzes the discourses on the implementation of this policy as represented and interpreted in three sources since 2010: official documents, mass media, and academic publications, focusing on their pedagogical representations. Calibrated with well-supported research evidence of multilingual education worldwide and our ethnographic case studies of the interpretation and implementation of this policy in Hong Kong schools, the partiality of representations in the discourses in these three sources is identified, which, in our view, limits the possibilities for educational and social development, and the Hong Kong situation is not alone in the world. A critical intervention approach to language policy and language development is thus proposed based on the core principles of egalitarian multilingualism and epistemic diversity in language policy and planning and educational design and practice.

LIN, Hailiang (Southwest University) [PS1.6]
On the Criterion of Selection of Outstanding Moral Teacher

中國的優秀德育教師評選工作持續多年，但是評選條件存在幾個問題：第一，評選條件不具可操作性，給評選工作留下了很大"可操作空間"，導致評選活動不公平；第二，評選條件對德育的諸方面涵括不夠全面，未能全面反映德育要求；第三，評選條件對教師本身的德育素質沒有做要求，對教師德育能力發展難以起到引導教師德育能力專業化發展的作用。

LIN, Yahsin (Department of Industrial Education, National Taiwan Normal University) [PS5.3]
Research and Analysis of the Development of Secondary Vocational and Technological Education Curriculum in Macau
澳門中等職業技術教育課程發展之研析

Since Macau's Portuguese colonial affected education developed slowly over the neighboring countries and regions, vocational and technological education has also been positioned as a complement to the formal education and training; until 1999 after the reunification, the economic situation and social environment change, vocational and technological education in Macau currently has upgraded to the strategic position of the reform measures being carried out, and its ample funds obtained from gaming industry, and actively with neighboring regions, including Taiwan, Hong Kong and Guangdong province exchanges, the introduction of vocational and technological education system, talent, experience and other resources to promote. This paper discusses the Macau vocational and technological education in the reunification, and the use of document analysis, focusing on vocational and technological education and curriculum development, understand the current status vocational and technological education in Macao, sort out of Macau's technological and vocational education faced four challenges and propose technological and vocational education and curriculum development five responses and strategies. Although the develop history of technological and vocational education and curriculum in Macao late than Taiwan, but have considerable uniqueness, diversity and international character Macao education and policy making process through full communication two aspects, is worth of Taiwan to reference and learning.

澳門受葡萄牙殖民之影響，教育發展較鄰近國家及地區緩慢，職業技術教育也被定位為一種補充性質的教育訓練；直到 1999 年回歸後，由於經濟情勢及社會環境變遷，目前澳門職業技術教育已提升至戰略地位，正進行各項改革措施，並以其博彩產業所獲得的充裕經費，積極與鄰近區域包括臺灣、香港及中國大陸廣東地區交流，引進職業技術教育制度、人才、推動經驗等資源。本文探討澳門職業技術教育在回歸後的改革，並運用文件分析法，聚焦在中等職業技術教育及課程發展，瞭解職業技術教育在澳門發展及現況，以及分析整理出職業技術教育面臨之4 項挑戰，並提出職業技術教育及課程發展 5 項回應與策略。澳門職業技術教育及課程發展歷

史雖較臺灣晚，然具有相當獨特性，澳門教育的多元化與國際化特色，以及政策制定過程經過充分溝通二方面，值得臺灣技職教育發展參考及學習。

LIU, Hui 劉惠(Beijing Normal University) [PS3.9]
Establishing an Institution of Educational Supervision consisting of public participation Mechanism in China

In China, the institution of educational supervision is one of the basic institutions for education and really plays an important role. However, in practice, its effectiveness and efficiency is not satisfactory, because of lacking in supervision for itself. Therefore, to establish an institution of educational supervision which consists of a kind of public participation mechanism is a good way to make it more effective and efficient. In the paper, the 'democracy cube' model, which was put up by Archon Fung, an associate professor at Harvard University, helps to illustrate the problem and provide some policy advice.

LIU, Jing (Graduate School of International Development, Nagoya University) [PS2.9]
Multi-layered inequality in Public School Admission to Junior High Schools of Urban China

There are increasing practices in choosing schools for children called as "Ze Xiao" in public school admission of urban China in recent years. These practices challenged and violated Chinese government's statement on 'Free, no entrance exam and proximity based' public school admission in compulsory education. Moreover, they are considered as practices which broke equality in public school admission. This study aims to elucidate how stakeholders interact in the practices for public school admission to junior high schools of urban China. I utilized the concepts of exclusion and usurpation of social closure theory to visualize the interaction among stakeholders and inequality in public school admission. Data on the interaction for Ze Xiao was collected from government documents, interviews with parents and principals of two public schools within Community A in Beijing. The findings show that there is a multi-layered inequality in public school admission to junior high schools of urban China. On the one hand, stakeholders in public school admission are positioned by various resources they absolutely hold. On the other hand, their practices are comparatively shaped by systematic inequality generated by current social, economic, political and cultural system of Chinese society.

LIU, Meiyun 劉美雲 (Wuhan University of Technology, School of Management Research) [PS4.6]
On Development Comprehensive Index Model of Independent College Young Teachers
獨立學院青年教師發展綜合指數模型研究

Development of young teachers in Independent colleges has become a major subject of higher education. How to effectively promote the young teacher's professional skills and their service attitudes not only meet the needs of Independent colleges' developing characteristics, but also reach the request of realizing fair education. By studying the results of empirical research on those young teachers' coordination and development as well as creating the overall model in Independent colleges, this paper analyzes the main reasons of uncoordinated development of those young teachers in those institutes. At the same time, it also proposes a new management system for human resources, which based on "guiding", "cultivation", "evaluating" and "helping". Finally, it offers a theoretical basis for guiding and helping young teachers in their development.

獨立學院青年教師發展問題已經成為了高等教育發展的重要課題，如何有效促進青年教師職業發展，提升青年教師服務態度和能力既是獨立學院內涵與特色發展的需要，也是實現教育公平的迫切要求。本文通過獨立學院青年教師發展的協調度與發展度及綜合模型構建的證實研究，分析了獨立學院與青年教師的發展現狀及不協調發展的主要原因，提出了"指導"、"培養"、"評

價"、"幫助"的獨立學院人才管理模式，進而為指導和幫助青年教師發展行動提供了理論依據。

LIU, Peng (Hong Kong Institute of Education) [PS2.5]
Comparing Chinese and Canadian Transformational School Leadership: A cultural analysis
Although Leithwood's (1999) model of Transformational School leadership (TSL) is arguably the most influential model of its kind in the North American context, it is relatively unknown here in China. In addition, little research into the applicability of this model has been carried out specifically with regard to the potential differences between the Chinese and North American educational contexts. Therefore, the purpose of this article is (i) to outline a tentative basis for a discussion of TSL in the Chinese educational context, and (ii) to discuss areas of potential cultural dissimilarity. In order to provide a bicultural basis for a discussion of TSL, this paper will first outline Leithwood's set of 29 effective leadership principles. Second, 12 practices will be identified as potentially useful for cross-cultural comparison, and a further 17 practices will be elaborated as principally applicable to the Chinese educational context. Third, a tentative framework is suggested in which TSL practices may be effectively categorized. This tentative framework will draw on similar leadership principles and practices culled from other comparative educational models of TSL (Hofstede, 2001; Kluckhohn and Strodtbeck, 1961; Sagiv & Schwartz, 2000; Schwartz, 2000; Trompenaars, 1993). Some of the principles and practices considered relate to the following dimensions of TSL: 1) long- or short-term implementation; 2) environmental impact 3) time orientation 4) performance appraisals, 5) intellectual autonomy 6) individualism and collectivism 7) power distance beliefs 8) beliefs about human nature,   and 9) human orientation. This presentation seeks both to provide a basis for a discussion of TSL in the Chinese context and to identify effective TSL practices cross-culturally.

LIU, Qiang (Beijing Normal University) [PS4.2]
Research on the History, Situation, and Trends of China's Overseas Education as well as Its Development Strategies under the Context of Globalization
It is generally recognized that China's overseas education emerged in its late Qing Dynasty, marked by the event of sending 120 children to study in USA by the government occurred in 1872, due to the ambition of learning from the western countries and exploring approaches to save the nation from subjugation. After more than one hundred years development, it presents lots of new features, under the context of globalization. In order to give a distinct full picture of China's oversea education, the article firstly does a historical review on the Studying abroad for Chinese since its generation, which has been divided into four phases as the period of late Qing Dynasty, the period of National Government, the period of Early New China and the period after Reform and Opening Up. Then, its main features and trends today including the whole scale, the percentage of self-finance students, the quality of the students studying abroad and etc., and the factors causing such situation get an elaborate discussion. At last, conclusions and some recommendations are provided based on the above two parts.

LIU, Shuiyun (Beijing Normal University, China) [PS3.2]
Educational Equity for Migrant Children in China: A Policy Analysis
The education of migrant children has become a big challenge for the Chinese society since the end of the 1990s. This research analyzes the migrant children education (MCE) policies that have been implemented in China. It seeks to find out whether these policies have brought the equal educational opportunities and conditions to migrant children as expected, and explores the reasons for its success and failure. In order to do this, Beijing, as one of the largest migration cities, was chosen as a case city to study. Secondary analysis and in-depth interviews were conducted to collect data. The interviewees include the officers of Ministry of Education and Beijing Municipal Commission of Education in charge of basic education and the principals of eight public schools enrolling migrant

children in Beijing. The empirical study shows that the MCE policies have pushed public schools to enroll migrant children, but the objective of providing educational opportunities equally for migrant children and local children has not been realized. These policies have not been implemented to a full extent, and both the capacities and motivation of the implementors were inadequate. The policy effects are related to both the policy design and its implementation environment.

LIU, Shujie (Qufu Normal University) [PS2.4]
Impact of Performance Pay on Teachers' Collaboration and Motivation
Teacher performance pay is currently a heated educational topic worldwide. Starting from January 2009, China has implemented a performance-related pay policy in all K-9 public schools. This study was to investigate Chinese teachers' attitudes toward performance pay. The research questions for this study were as follows: (a) What is the surveyed Chinese teachers' overall opinion about performance pay? (b) How are teachers' attitudes toward performance pay related to teacher characteristics such as teaching experience and gender? (c) How do performance pay policies affect teachers' collaboration, motivation, and job stress? One hundred and thirty-two Chinese teachers participated in this study. A principal component analysis was conducted and four factors were extracted. They were named as Fairness and Effectiveness, Competition and Stress, Motivation, and Peer Collaboration. A series of analysis of variance revealed no statistically significant differences in any of the four factors in terms of teaching experience or gender. Regarding the effects of performance pay policies on teachers, a general conclusion from the qualitative data was that the level of teachers' stress, work enthusiasm, and peer relationships were related to performance evaluation standards, the amount of incentive pay, and the proportion that teachers could receive.

LIU, Xiaoqing (Shenzhen Studio of Education) [PS1.3]
Scientific Research Experts Practice from Shenzhen, China: The Research about Intervention of Middle School Students' Homework Amount
來自中國深圳的實踐——中學生作業量幹預研究
Homework amount means the total amount of homework felt by every single student, which involves difficulty, quantity, form and other aspects of the homework. Based on the feelings of the students and with the help of the manager, we can intervene into the interior of the homework system consisting of both teachers and students to establish a professional platform which includes intervention standard, intervention time, intervention form as well as teachers' professional support with a purpose of intervening middle school students' homework amount. This experiment has been brought into effect in a high school in Shenzhen since September 2005 with a result showing that the successful rate of the intervened teachers who automatically adjust their homework amount under "confidential" conditions reached 89.1%, which realized a peaceful and stable interaction between teachers and students towards the homework amount. Teachers are "the main driving force" of running the intervention system of middle school students' homework amount. Managers' or interveners' attitudes have a direct effect on the intervention. The differences of middle school students' adaptation to homework show no effect on the intervention.

LIU, Ye (Bath Spa University) [PS2.9]
Is it a fair play? Geographical inequality, higher education selection and decentralisation policies in China
This paper examines how the interplay of the state, the national selection system and decentralised funding and admission policies have affected students' opportunities to get access to higher education and to different types of universities, particularly in relation to their geographical origins in contemporary China. I will draw on the analytical framework on the correlation between decentralisation governance and the rise of geographical inequality and extend it to the context of

China. By analysing the Gaokao competition, the decentralised cutting-off points and the quota policy, I argue that political justification on decentralisation policies in higher education results in a deep-seated contradiction between the state's national development strategy and uneven regional interests.

LO, William Yat Wai (Hong Kong Institute of Education) [PS5.1]
The Extent and Impact of Higher Education Reform across Asia
Although local dimensions remain important, globalization has led to dramatic changes to the character and functions of higher education in many countries. In these many changes, the pursuit of the world-class status on higher education and the commodification of higher education have caused an intensification of competition for reputation and resources among higher education systems and universities. In response to the increased global competition, higher education sectors in Asia have recently been undergoing significant restructuring processes to enhance their competitiveness in the emerging global higher education market. This paper aims at describing and discussing these recent transformation processes of higher education in Asia, especially delineating reform agendas in major countries in Asia. It is argued that these reform processes made by governments of individual countries have not only caused impacts within their own countries, but have also evolved to promote international collaboration. Therefore, the paper also attempts to examine the implication of these reforms for the regionalization process of higher education in Asia.

LO, Yat Wai & NG, Felix Sai Kit (Hong Kong Institute of Education) [PS3.6]
Trends and Developments of Hong Kong's Higher Education Research
This study is aimed at exploring the evolution and characteristics of higher education research in Hong Kong within the special context where neoliberalization, internationalization and "sinicization" simultaneously drive the development of universities and academic community in the city-state. This study analyzes the research outputs of Hong Kong on higher education between the 1980s and the 2000s. The publication data on higher education research will draw on Scopus database and will focus on journal articles. The selected research outputs will be analyzed by themes and issues so as to explore what types of issues higher education researchers have been most interested in and the extent to which their interests have reflected and responded to the systemic changes in higher education in the last three decades.

LOYKO, Olga (Tomsk Polytechnic University, Tomsk); IVANOVA, Svetlana (The Institute of Theory and History for Pedagogic of RAE, Moscow); RUDNEVA, Elena (Kuzbass Regional Institute of vocational education, Kemerovo state University, Kemerovo) [PS3.5]
Vocational Education in global community
In the modern education the importance of comparative researches of foreign progressive educative practices is steadily increasing. Thus, the specifics of modernization of vocational education significantly depend on the level and status in employment of graduates of vocational education institutions. This research monitored readiness of vocational education students to professional activity in the West Siberia, where the Executive Board of Kuzbass Regional Institute of Vocational Education Development in Kemerovo created a net of the Multipurpose Centre's of vocational education by studying foreign experience and analysis of requirements of business community. The experience of the Centre received a positive summing up from the Government of the Russian Federation. This research paper reports the effectiveness of training system, which enables young people to qualify for their future professional activities. Among others, our research findings were: (1) Vocational education is in contradiction with the requirements of changeable labour market; (2) The demotivation of youth for involving in the professional experience; and (3) The fundamental defects of school education, which don't contribute to getting a job.

LUDMILA, Holina (Novosibirsk Construction Assembly College); ANDREY, Brikman (Novosibirsk Aviation College); IVAN, Syrmolotov (Novosibirsk College of Car Service and Road Economy); SARTAKOVA, Sartakova (Novosibirsk Chemical and Technological College) & PESHNYAK, Peter (Novosibirsk Machine-Building College) [PS2.4]
Assessment and certification of professional qualifications as a factor to increase graduates' competitiveness in the modern market

In contemporary Russia, the emerging free-market industries are a call for new approaches to vocational training, which often require substantial changes in program contents and professional development. These in turn define new forms of quality control of educational process and professional competences. To this end, an assessment and certification system of professional qualifications of graduates and personnel needs to be developed. In this paper, we present a case study about a system adopted by several vocational colleges in Novosibirsk, in which some foreign experience of quality assessment and level of professional qualifications were adopted.

MA, Ao (Beijing Normal University) [PS5.7]
How Australia Enhancing International Students Experience
澳大利亞完善留學生體驗的政策與實施研究

This research analyzes how Australia enhances international experience. According to Australian government's *International Students Strategy for Australia 2010-2014*, Australian Education International and conducted a program named *Enhancing International Students Experience* in collaboration with Universities in Australia. And seven projects were awarded grants under this progarm to a total value of $180,000. This research will focus on the aim, implementation, effect and the improvement of the seven projects.

研究關注於澳大利亞如何完善留學生體驗。為了回應澳大利亞政府的《國際學生策略2010-2014》，澳大利亞國際教育司與澳大利亞高校聯盟合作開展了題為"改善留學生經歷"的項目。在這個專案中，7 個計畫受到總獎金為 18 萬澳元的獎勵。本研究將探討這 7 個計畫的目的，實施，效果和改進。並嘗試探索國際學生體驗之於留學生個體的文化認同和之於澳大利亞國家高等教育國際化的功能。

MA, Huanhuan (Hong Kong Institute of Education) [PS5.9]
New Principal Leadership Standard: A Study by Comparing Chinese and United States Principal Leadership Standard

Principals' leadership decides the quality of a school. The improvement of principals' leadership is the key to improve all aspects of school performance. This paper aims to construct an effective leadership standard to improve school principal leadership based on the comparison and analysis of two sets of principal leadership standards from China and United States respectively. This paper started from the comparisons and analyses of strength and weakness of these two leadership standards, and followed by the analysis of principles of establishing leadership standards in these two countries. The new principle to create leadership standards is established based on previous discussion. This paper concluded that the principles of establishing leadership standards should include the dimensions which are important elements in school organization, such as"Identify Educational Purpose", "Concern Teaching and Learning", "Set Direction", "Develop people", "Emphasize Collaboration and Interaction", "Sustain Reflection and Evaluation", "Use Technology" and "Ethic" in the process of leading. Finally, according to the new principles, a new leadership standard was proposed, which argues that the dimensions include "Leader of school development", "Manager of school organization", "Propagandist of school development", "Guider of Teaching and Learning", "Header of Educational Research"，and "Maintainer of Educational system". The

presentation will focus on the process of comparison and analysis the original leadership principles and standards in these two countries for the sake of generating new principles and standards.

MA, Jinyuan (University of Hong Kong) [PS5.7]
Internationalization of Higher Education Innovation: The Case of Organized Research Units of Chinese Research Universities
The study investigates the international, intercultural and global dimensions integrated, through the interactions and cooperation between university-based organized research units (ORU) and their international stakeholders. It examines how these relations reflect on and contributes to the university-industry-government relations in China and how do these dimensions affect the innovation capacity of Chinese research universities and the entire national innovation system (NIS). The study engages the Triple Helix (TH) model as the analytical framework in exploring the international R&D impacts on Chinese research universities. Positioning the university-based ORUs at the center of the discussion, it examines how university-based R&D initiatives absorb, reject or negotiate collaborative initiatives that internationalize the local TH relations. The study draws insights from qualitative data collected through a four-phase research process: Phase One is an extensive content analysis of key documents and website information. Phase Two is a basic descriptive quantitative analysis of the R&D data with regards to Chinese higher education, which are available publicly. The indicators for measuring the impacts are identified in this Phase. Phase Three of the study consists of extensive semi-structured interviews. Phase Four involves field visits to Peking University and Tsinghua University as well as their affiliated research institutes located outside the main campuses. Moreover, this phase involves possible agency visits to offices of selected international stakeholders.

MARUYAMA, Hideki (National Institute for Educational Policy Research) & SUGIMURA, Miki (Sophia University) [PS2.5]
Role of Education in a Process of Reconstruction of Community after Natural Disasters: A Comparison among China, Japan, New Zealand, and Sri Lanka
Reconstruction of community from natural disasters is a very crucial issue in many countries. In particular, reconstruction means not only recovering facilities and infrastructures but rebuilding a human network or people to people connectivity in some cases, the pre-event original connectivity can be hardly recovered and should be rebuilt as a new form in a community building after the event. In this process, how can education take a role? This presentation will focus more on human connectivity in community and roles of education policy and institutes, based on results of literature review and a series of fieldworks in Chnegdu/Sichuan-China, Tohoku-Japan, Christchurch-New Zealand, and Galle-Sri Lanka. Human interaction is rarely the main issue in recovery study, although the process of recovery is categorized differently into five aspects: economy, governance, infrastructure, population, and disparity between people (Aldrich 2012). One of our temporary findings is that human connectivity is the strongest factors toward personal recovery for those experienced severe damage because they lost all properties and relations. Others are that school infrastructure ensured the safety and religion took an important roles. In addition to them, it was observed that international aids brought advantages and disadvantages in accelerating community recovery, dependency, competition, and disparity.

MASHKINA, Olga (Moscow State University) [PS1.4]
The University as a Center of Regional and Global Influence: Comparing leading universities of Russia, Taiwan, China, Hong Kong
An analysis of global trends reveals universal characteristics common to all universities at certain stages of development. In the Middle Ages, the purpose of university education was   to explain

one's nature and one's place in the world and society. Despite the differences, European and Chinese universities both were the centers of influence within areas of two civilizations. The demands of industrial development made it necessary to provide human resources with professional knowledge. Universities became national centers of professional training. The general trend for higher education has become a technocratic bias. In the end of XX century universities have faced an urgent task to integrate scattered subjects knowledge into the whole system of thought to achieve harmony in the relations between nature and human society. Modern universities are entering a new stage of development at which they again become supranational centers responsible for forming culture of life and management of global processes. Role change of universities in the world today has actualized the task of study how these changes are reflected in the mission and strategy of the leading universities of Russia, Taiwan, China, and Hong Kong? What do they select as a priority in its development, and what determines this choice?

MENEFEE, Hera Montellano (University of Hong Kong) [PS1.9]
A Return to the Mother Tongues: Comparing the Localization of Medium of Instruction in Hong Kong and the Philippines
With a nod to their colonial past and a response to the demands of international competitiveness, Hong Kong and the Philippines have maintained English as a dominant language. However, previous political, social and economic changes prompted a re-assessment of medium of instruction (MOI) in Hong Kong and the Philippines, which both acknowledged the merits of teaching in the mother tongue. This paper explores why the decision to switch to mother tongue MOI was made in Hong Kong and more recently, in the Philippines through the K + 12 Basic Education Programme. It investigates whether the policy changes in Hong Kong and the Philippines could be a signpost for a retreat of English language dominance, and the emergence of local languages that could also be evident in other multilingual societies. The paper concludes with an analysis of how languages in schools, looked upon as the "legitimate language", permeates and shapes societies' cultural identities and quality of education.

MENEFEE, Trey (University of Hong Kong) [PS1.2]
Rethinking the Socio-Economics of Education: Correlations between Socio-Economic and Educational Indicators in Medium Human Development Countries
The UNESCO Global Monitoring Report (2012) clams that "every \$1 spent on education would generate \$10 to \$15 in economic growth." Similar claims are found throughout the educational development literature. This paper challenges this claim by exploring global statistical correlations between educational inputs and socio-economic outcomes across development levels. It examines variables like average years of schooling, net enrolment rates in primary and secondary school, and adult literacy rates and correlates them with socio-economic indicators like gross domestic product per person (GDP/pc), income inequality (Gini scores), and the economic complexity index (ECI). It finds that there is little linkages with higher rates of schooling and economic performance, especially in countries with Medium Human Development Index scores, but that there is a strong correlation between economic performance and adult literacy rates. The paper concludes with explanations with why this might the case and what can be done to improve socio-economic performance through education systems. Among the explanations is that our current use of education as a system of reproducing socio-economic hierarchies hinders labor mobility and decreases an economy's ability to respond to new opportunities.

MISIASZEK, Greg (Beijing Normal University) [PS1.5]
Framing Ecopedagogy as an Element of Global and Local Citizenship Education: A comparative education study in South and North America of critical environmental education

models

Ecopedagogies are critical, dialectic environmental education models that focus on learning the connections between environmental devastation and social conflict for the transformation of oppressive social systems rather than change only able to be done within these systems. A comparative education research study involving over 35 informal and non-formal eco-pedagogues in regions of Argentina, Brazil and the United States was conducted to determine what defines effective (or "successful") ecopedagogy. Critical and dialectical eco-pedagogy emerged as an essential element of citizenship education- the need to reinvent citizenship and its education with the necessary inclusion of environmental rights necessary for human rights. Shallow environmental education models that ignore social consequences of environmentally devastative acts and defines sustainable development only framed within economics was seen as sustaining or even intensifying current oppressor/oppressed social structures. Participants expressed that ecopedagogical tools are founded on the reading and rereading of socio-environmental oppressions to learn how to reconstruct citizenship so that citizenship incorporates socio-environmental justice models. Citizenship education must be focused on both social and environmental justice as neither will progress if the other absent, undoubtedly, they are dependent on one another.

MISIASZEK, Lauren Ila (Beijing Normal University) [PS3.5]
Conceptualizing the intersectionality of early career, gender, and crisis in higher education
In this presentation, the results of a 2012-2013 UK Fulbright Scholar research project, I lay out a conceptualization of the intersectionality of early career, gender, and crisis. I will first give a brief introduction and overview of the study. Second, I will explore new ways to operationalize "crisis" and "early career" by tracing some strains of relevant literature. Third, I will employ participant examples from the focus groups: In the first section of analysis of the participant responses, I will examine how crisis affects the identities of early career academics. In the second section of analysis, I will focus on early career academics' relationship with higher education pedagogies. In both sections, issues of gender are interwoven. Finally, I will conclude with some recommendations for furthering a research agenda around this intersectionality.

MITA, Yukiko (Graduate School of International Cooperation Studies, Kobe University) [PS4.10]
China's Education Aid to Africa: Case Study in Uganda
China's support has been bringing about a lot of benefits to Uganda through trade, infrastructure development, and exchange of people. In 2013, Uganda celebrated the 51st anniversary of bilateral ties with China. Now, for Ugandan people, China becomes one of the most important partners. Although China's aid activities in Africa keep attracting people, in the Chinese side, "consolidated data on 'aid to Africa' do not exist; concessional flows are often closely linked to trade or investment so that levels of aid are hard to determine" (Morrissey and Zgovu, 2011). Also, there are very few papers which discuss a case of China's aid in one specific country. This paper elaborated on procedure of China's education aid in Uganda. In order to get more information about China's education aid to African countries than previous literature, I carried out fieldwork in Uganda in September and October 2013, and conducted 9 on-site interviews with government officials in seven organizations in Uganda. This paper revealed that regarding the situation in Uganda, most of government officials acknowledged China's contribution to development of Uganda. Moreover, from conducted interviews and related documentations, China's education aid in Uganda is still on the way for the further growth.

MIZUNOYA, Suguru; YAMAZAKI, Izumi & MITRA, Sophie (Chinese University of Hong Kong) [PS2.3]
Return of Education among People with Disabilities in Vietnam
Investment in education is essential to promote development and left poor households from poverty. A World Bank cross-country study suggests that one year of additional schooling leads to a 7.3 percent increase in wages in Sub-Saharan Africa (Psacharopoulos & Patrinos, 2004). The return could be much higher for children with a disability. Lamichhane and Sawada (2013) estimated that the rate of return among children with a disability ranged from 19.3 to 25.6% in Nepal. This is a significant finding as this would shift the nature of expenditure for special needs education from "consumption" to an "investment". However, the return of education among people with disabilities has not received adequate attention from academic communities to date. There are only two major studies which addresses the endogenous bias due to disability and employment. One is a study mentioned above by Kamel and Sawada (2009) and the other is by Hollenbeck and Kimmel (2008). Hollenbeck and Kimmel (2008) estimated return of education for males with a disability who acquired their disability after the age of 25 years old was 21.1% whereas that of people without a disability was 10.2%. This paper adopted the methodology used by Hollenbeck and Kimmel (2008) and examined the rates of educational return in Vietnam using VHLSS 2006 datasets. The study found out that the rate of return of education among people with late-onset disabilities is significant.

MOK, Ka Ho (Hong Kong Institute of Education) [PS5.1]
A Conceptual Model for Integrating Higher Education in Asia: Structural and Organic Approaches
This paper is concerned with the dual approach for integrating higher education in Asia. The dual approach consists of structural and organic forces. The former is concerned with the role of states in the process of higher education regionalization in Asia. It sees relevant governmental organizations and policy frameworks as a form of structural approach facilitating and promoting the regional integration in a top-down manner. It then conceptualizes the policy initiatives and governmental agenda in light of the power relations in global higher education. This article also looks into the regional network with a focus on the non-governmental initiatives. It argues that these non-governmental initiatives can be seen as an organic approach promoting the higher education regionalization in a bottom-up manner. Again, it turns to conceptualize the issues with an emphasis on the disciplinary effects of regional cooperation. It also explains how this organic form of collaboration interacts with the structural one.

MONTALBO, Imelda; BANTOLINAO, Niña; BARAGA, Balsy Jean; DOYDORA, Chinkee; LASTIMOSO, Marnellie; MARTINEZ, Honey Faye & YONGCO, Daryl Lyn (Cebu Normal University) [PS2.6]
Multigrade Instruction in Selected Countries in Asia
This study examined the multigrade instruction in the five selected Asian countries namely India, Nepal, Indonesia, Malaysia and Philippines. A descriptive analysis was used to determine and compare multigrade instruction in terms of aims, curriculum, teachers' training, resources and teacher-pupil ratio. Results revealed that the selected countries slightly differ in learning content and strategies. Different pre-service and in-service packages were offered in teacher training, however, the resources are limited. Teacher-pupil ratio ranges from 1:17 in Malaysia to 1:60 in populated country like India. Multigrade schools continue to provide access to education as a response to Education for All (EFA) goals. Curriculum, teachers' training, resources and teacher-pupil ratio of multigrade instruction are imperative to achieve quality education.

ABSTRACTS

NDAZHAGA, Jere (Hong Kong Institute of Education) [PS2.6]
Students' perception of lecturers' reaction to incivility: A case study of a college of education in North-Central Nigeria

Classroom incivility appears to be a global phenomenon. It has been reported that it poses a great challenge to instructors at all levels of learning. These challenges range from its perceived negative effects on the classroom atmosphere to the choice of strategies to employ by instructors to curb, reduce or cope with it. This study through survey explored students' perception of the strategies lecturers adopted in checking classroom incivility. It also found out the effectiveness of those strategies. The study also found out how lecturers' gender and experience were related to classroom incivility. Based on the findings, it was recommended that lecturers should utilize more of the strategies adjudged most effective by the respondents.

NOGAMI, Ikuru (University of Tokyo) [PS4.10]
Teacher Absenteeism and Community Involvement in Sub-Saharan Africa

Teacher absenteeism is a critical issue in education especially in developing countries because teachers are one of the most important factors in improving academic achievement. Also, community involvement is recently gathering more attention in a relation to improving the quality of education as it contributes to making schools and teachers more accountable. In order to examine the influence of community involvement on teacher absenteeism, the author made an analysis on the relationship between them using the data of the third assessment of Southern and Eastern Africa Consortium for Monitoring Educational Quality, or SACMEQ III for short. SACMEQ is a network of fifteen Ministries of Education in Southern and Eastern Africa and it has conducted international assessments on the quality of education three times. Its latest assessment was held during the last quarter of 2007.The assessment contains a wide range of data on the quality of education and, among them, the author especially focused on physical and financial contribution from communities to schools. As a result, the author found that more community involvement is associated with less teacher absenteeism. In conclusion, it can be said that community involvement may be effective for reducing teacher absenteeism.

NYEU, Fong-Yee (Graduate Institute of Educational Policy and Leadership, Tamkang University) [PS1.1]
Customized Talent Training in Higher Education: The Taiwan Experience

Taiwan has been experiencing serious problems in talent shortage and talent mismatch. The expansion of higher education has caused a deterioration of the quality and competitiveness of higher education graduates. Also, technical and vocational education has shifted its focus to academic rather than practical work, resulting in students who lack skills needed by the industry. Disparity between knowledge acquired in higher education and skills needed by the industry, along with the problem of an unmet talent demand, has become even more serious as the economic woes deepen. The Ministry of Education has come to stress the importance of matching knowledge and practical work, as well as pushing forward customized education in technical and vocational higher education institutions. This study examines the implementation of customized education in Taiwan from the academic and industry's viewpoints. This study suggests that customized education is best and most easily implemented with large companies and that the success of customized education depends on the commitment of all stakeholders including the university, the students and the companies involved. Finally, although customized education may solve employment problems, employers emphasize the importance of soft skills in addition to working knowledge.

OBAOB, Geronimo (Cebu Normal University) [PS3.2]
Stress and Coping Mechanisms of Filipino Migrant Teachers in Doha, Qatar

This research study on stress and coping mechanisms of Filipino migrant teachers unravels the realities and experiences of the Filipino teachers overseas. It revealed the levels of stress that the teachers encountered and it probed deeper into the ways of coping with these challenges. It was found out that threats, frustration and conflict were the different sources of stress having frustration as the number one source. Results showed that work overload, work interfering with family and personal life and unfulfilled job responsibility and self-expectation stressors had moderate level of stress. While low evaluation results, unnecessary tasks and red tape, insufficient support from colleagues and superiors had caused a mild source. There was The researchers recounted that the Filipino migrant teachers frequently attempted to deal with the problematic situation, had changed perspective, sought advice and support from others, did some relaxations and suppressed their emotions in order to cope with all of the sources of stress.The Filipino migrant teachers have fit in the environment that they are in. They have realized the realities in life, faced the challenges, carried out their duties and responsibilities. The fit between the individual teacher and his environment is dependent with his ability to meet the demands of his or her job.

OLEKSIYENKO, Anatoly (University of Hong Kong) [PS1.4]
What Does Literature Say and Not Say About Sino-Russian University Partnerships?
Sino-Russian university partnerships are becoming increasingly important, as the BRICS alliance seeks to strengthen its geopolitical position by improving cooperation and establishing more dynamic interaction among the human and institutional agencies of the member states. Strongly influenced by the Soviet past, the higher education systems in China and Russia are managing seemingly similar legacies, but with different strategies and outcomes. While the higher education literature has considered key policy and organizational dimensions in the internationalizing academic domains of each country, there has been scant coverage of partnerships between higher education institutions of the two countries. This study examines the existing literature to understand where the major gaps in the comparative analysis exist, and seeks to determine in which cases juxtaposition strengthens or weakens introspection of a university internationalization perspective. Organizational and political challenges are discussed within the context of international research projects, joint teaching programs, student exchange, and knowledge transfer initiatives. This paper will map out major themes, methodological approaches, and findings, as they have been presented in the policy and academic literature in general, and in higher education journals in particular. While this paper focuses on relations between China and Russia, it also takes into account their relations with other members of the BRICS alliance.

ONDITI, Mary (East China Normal University) [PS1.7]
Access and Equity of Female Students in a Globalized Context
Globalization of higher education has brought the issue of access and equity. The number of students competing to have access to higher education has increased rapidly under the backdrop of constrained resources in terms of finance and capacity of the existing higher education institutions to accommodate this upsurge. This research uses quantitative and qualitative analysis to investigate access and equity among female students in higher education institutions in China and Kenya. Factors which influence female access in higher education like cultural and socio-economic; enrollment trends and students' representation in selected subjects were considered. Policy issues were analyzed in terms of its role to address access and equity in higher education. The general trend of disparity has reduced significantly in China mainland, though it has taken a different perspective. In Kenyan, parity issue still has a long way to go, as there is relatively low enrollment of female students in universities. Gains have been realized in languages and human resource management. There are existing gender related policies, though, the two countries should put more emphasis on implementing existing policies.

OSAWA, Aki (Graduate School of International Development, Nagoya University) [PS5.4]
International Cooperation in Higher Education: In the Case of Engineering Education in Cambodia

With the advent of globalization and knowledge-based economy, the importance of technology and innovation is highly recognized globally. Diversification of economy and transformation of industries with higher additional values are needed for developing countries to advance their global competitiveness and for sustainable economic growth in the long run. Improvement of human resources with knowledge and skills to sustain such an economy is essential. Sustainable human resource development to some extent depends on the country's capacity to foster local researchers and engineers needed by its own national demand. Higher educational institutions are expected to contribute to such human resource development through education and research. Cambodia is experiencing growing economy with foreign investment increasing since 2005. Higher education has expanded in recent years in terms of number of institutions. However, the economy still relies on a few leading sectors such as garments, construction and tourism, which are susceptible to external factors. The country faces human resource deficits with low tertiary education enrollment. Furthermore, students in Engineering and Mechanic courses account for only 3.2% of total students in tertiary education. In this context, foreign assistance is provided multilaterally and bilaterally from international organizations and developed countries, and though an ASEAN network to strengthen the country's leading university in the field of Engineering. Human resource development as a precursor of economic growth has been taken place. The research attempts to investigate the roles of a leading university in contributing to human resource development in the field of Engineering in Cambodia aligning with foreign assistance and to examine rising difficulties it faces.

PANO, Jennifer D. (Cebu Normal University) [PS2.5]
Self Sufficiency and Empowerment through Community Education: The Caputatan Model

Education has been the flagship program of Cebu Normal University (CNU). It has committed itself to help Caputatan Norte Elementary School particularly on their Science and Math performance. Several collaborative steps were conducted after the benchmarking to ensure that the most urgent need(s) is addressed. The EHELP (Education, Health, Environment, Livelihood and Peace) extension program initiated by CNU envisioned to fulfill its vital functions as partners in community development Science and Math Made Easy explored innovative teaching interventions in these subject areas. Indicator of the efficacy of the intervention was the Regional Achievement Test Performance (RAT) of the school.   The concept benchmarked on the level of performance of elementary pupils (grades III and VI) in the Regional Achievement Test (Science: 63.7%; Math: 70.9%) results in 2009.   This qualitative-quantitative study made use of survey and quasi-experimental designs, with block sampling of respondents.   Series of interventions like face-to-face tutorials, group tutorials and several collaborative learnings were employed. Pupils' performance rating in the Science Aptitude resulted to an increase from 63.7% to 77.61% for RAT, 2010 - 2011and from 77.61% to 80.52% (School Scorecard on Pupil's Academic Performance for RAT, 2011 - 2012). While these initiatives indicated increase in the performance in Science and Math during the Regional Achievement Tests, further, it also reflected the transformation of the school community to its elevated status of self-sustenance.

PARK, Jae (Hong Kong Institute of Education)   [PS2.3]
Sociocultural conception of giftedness and Confucian heritage

The literature on education of gifted and talented is rather prominent in education library bookshelves. Extant works could loosely be classified into psychometrics-based empirical studies and corresponding conceptual speculations on the one hand and, controversies between pros and

antis over policy and effect size of ability grouping that form the main bulk on the other hand. Across these categories, the sociocultural perspective is perhaps among the least visited and the latest to develop. Instead of a lineal comparative analysis of 'this culture' with 'that culture', this paper takes cue from existing empirical and theoretical scholarship in Confucian Heritage Culture to problematize the very sociocultural approach to high ability research and some of its customary claims: (1) a concept of high ability follows geographical frontiers of nation-states or, at best, language groups; (2) one nation consistently renders one concept of high ability; (3) a concept of high ability remains static unless a paradigm shift occurs in the academic field; and (4) hegemony of psychometrics even in sociocultural conceptualization of high ability.

PAVLOVA, Margarita (The Hong Kong Institute of Education) [PS5.1]
Skills development initiatives in Asia in the context of regional development
Education and training for productive employment is vital for economic and social development in Asia and the Pacific region. The last decade brought significant growth to the region that is reflected in many ways in the recent developments in technical and vocational education (TVET). The development of human resources in the global economic competitiveness landscape links TVET to general education at school and higher education. Governments are strengthening policy guidance and regulatory frameworks for TVET, and partnerships with the private sector and employers are increasing. TVET is viewed as a tool for productivity enhancement and poverty reduction in Asia and the Pacific. Countries in the region have achieved visible progress in TVET within such major areas as the improvement of organisational and management structures, the development of occupational standards, the establishment of financial incentives and improvement in accountability of results, the expansion of private provisions and collaboration with industry. This paper discusses a number of common trends that can be observed in the region, with particular attention to green skills development.

PECHERITSA, Elza (Tomsk Regional Teachers' Professional Re-Training Institute of the Russian Federation) [PS3.1]
Secondary school teachers training for organized career planning guidance
This report focuses on ways to overcome the contradiction between the lack of clear educational policy in career planning guidance in Russia and the need of a comprehensive support to secondary school students in their career choices. It has looked at how teachers training institutions can assist to advance career planning guidance at secondary schools in more flexible ways. The study summarizes the experience of Tomsk Regional Teachers' Professional Re-Training Institute in supporting the teachers of different subjects for career orientation work through their subject and by means of out-of-class activities. The emphasis is on the management role of the teacher career planning guidance on the basis of three components: student development (learning skills), interpersonal development (social skills), and career development. It involves the integration of all experiences of academic, extracurricular education, community involvement as well as traditional career planning activities. In particular, the sample of Foreign Language teachers training course is considered, which enables teachers to help students in making right choices for their future careers. The findings from this research provide evidence that improving efficiency of career planning work at secondary school needs a prepared teacher as the most important factor influencing the state and development of the national strategy for career or 'profile' education.

POGOY, Angeline; CAHILOG, Arturo Jr.; QUINGCO, Gilbert; SOCIAS, Jay–Ar; UGDAMEN, Kathleen & VILLANUEVA, Jean Aprile (Cebu Normal University) [PS2.3]
Emerging Researches on Mathematics Education in Asia for the Last Five Years
This paper attempts to trace the emerging researches on Mathematics Education in Asia for the last

five years (2008-2012). The purpose of this study is not to trace the fine details of the researches as it is impractical to do so but to come up with the emerging themes for this period of time. Descriptive method was used in the study with the randomly selected seventy-five (75) researches per year across the twenty-six (26) Asian countries. Results revealed five emerging themes namely; pedagogy, curriculum, assessment, ICT Integration, and teacher quality in Mathematics education. The findings showed that pedagogy and integration of technology in Mathematics Education were the prevailing themes for the last five years. Researches on ICT Integration were combined to pedagogy, curriculum, assessment, teacher quality and a combination of these themes were also identified. Developing countries contributed to more research outputs. Single and collaborative researches were done between and across countries not just in Asian region but globally. The themes in mathematics education researches confirmed the diverse needs of the country to access quality education, thus, significant in policy formulation and recommendation.

POSTIGLIONE, Gerard (University of Hong Kong) [KS3]
Integrating Academic Systems: Balancing Quantity and Quality in China's Research Universities

The economies of the two Chinese systems are already highly integrated. However, this is not the case in higher education. The research universities in the two systems differ in size, academic salaries, legal frameworks, and other national factors, as well as academic culture and institutional governance. Moreover, Hong Kong's research universities are deeply integrated into the global academy but minimally integrated into the Chinese mainland academy. Nevertheless, research universities on the Chinese mainland are increasingly internationalized and on the rise in the global rankings. Academics in both systems are engaged in a lively debate about how to have universities that are deeply rooted in indigenous cultural traditions. This research uses survey data to examine the differences between academics in the two systems, and raises possibilities for mutually beneficial academic integration that addresses indigenous traditions in higher education.

PUTRAWAN, I MADE & CAHYANA, Ucu (State University of Jakarta) [PS3.7]
Globalizing Teachers Policies on Continuous Professional Development (CPD) in Indonesia

With the implementation of the Indonesian Government Regulation no.14 in 2005, new policies have been developed about teachers and academics. Starting the same year, there are many related policies produced by Ministry of Education and Culture. One of the most important policies is concerning professional development which regulates teachers' certification and their career development. What competences should be mastered by teachers at all levels of education; how do they compete for promotion; how is their Continuing Professional Development (CPD) process; and how their performance would be evaluated are the topics to be discussed on this paper. It will also try to compare teachers' motivation based on their Self Efficacy variables, which are believed to be supporting factors for teachers' performance (Colquitt, et. al., 2013).

QI, Xiaoping 齊小萍(寧波職業技術學院) [PS2.7]
全球化視野下的高技能人才培養

教育部與寧波市人民政府共建教育國際合作與交流綜合改革試驗區的啟動,標誌著寧波國際化人才培養工作全面推進。寧波作為國際港口城市,越來越多的企業走向國際市場,亟需大批國際化的人才。以培養高技能應用型人才為主要任務的高等職業院校,在服務區域經濟進程中將發揮越來越重要的作用。本文從全球化的視角,通過對《寧波教育國際合作與交流綜合改革試驗區總體發展規劃》解讀,對高技能人才的全球化能力要素及培養途徑進行了闡述。

ABSTRACTS

QIAN, Yamin (Guangdong University of Foreign Studies) [PS4.3]
Gender, identity and language use: A comparative study of ESL and EFL language learners

This presentation discusses three mothers and daughters' experiences of language use both in Canada and China, in particular, the following research questions (a) What are the dynamics between mothers and daughters as multiple language users in Canada and in China? (b) What are effective strategies and resources of English use from mother's and daughter's perspective both in Canada and China? (c) What are mother's and daughter's perception of bilingual language users both in Canada and China? Findings indicated that adolescent participants were significantly impacted by their mother's identity as a multiple language user. Their experiences in China also impacted their identity in Canada. Disputes arose regarding effective strategies and resources. One major reason was mother's limited English proficiency and knowledge of resources and supports in North America. Another significant reason was the mother's belief in regard to what makes an ideal female both in China and Canada. The findings suggest that the conflicts between the mothers and the daughters were complicated, yet their language identities as an English language learner are significantly different between ESL and EFL contexts. Those conflicts manifest the negotiation, frustration and consolidation between the sociocultural images of females in China and in North America.

QU, Qiongfei 屈瓊斐 (School of Education, Sun Yat-Sen University, Guangzhou) [PS3.3]
Analysis of the Way for Student Affairs Professionalization with the Chinese Reforming of Institutional Autonomous in Govern
中國大學自治改革與學生事務專業化道路的分析

The position of the Student affairs of institutional administration and academic system is different between Chinese and the west institutions. The model of Chinese student affair is community serve style with general staffs report to the dean in the school or the department. While the west with professional student affairs staffs report to the director of the offices of student affairs. What is the professionalization way for student affairs staffs of Chinese institutions with the Reforming of institutional Autonomous in Govern? The paper analyses the possible way by comparing the cases of Chinese and American institutions.

QUITEVIS, Chona C.; BARBAS, Constantina A.; BARRIOS, Pepita L.; GRAVADOR, Marylou Q., & MIER, Ann Concordia F. (Negros Oriental State University-Bais City Campuses I & II) [PS1.9]
The Highly-preferred Utilization of the Cebuano MTB-MLE Program in the Philippines

The Mother Tongue-Based Multi-Lingual Education (MTB-MLE) Program was implemented in all public schools since February 12, 2012 by virtue of Department of Education (DepEd) Order No.16 in consonance with the K to 12 Basic Education Program in the Philippines.

This study aims to obtain the highly- preferred utilization of the Cebuano MTB-MLE program as perceived specifically by kindergarten to Grades I- III teachers and administrators in one of the public elementary schools in Negros Oriental, Philippines. The respondents of this study use Cebuano or Bisaya as medium of instruction in their classes. Based on the data gathered from the questionnaires filled out by twenty-four (24) teachers and ten (10) school administrators, the researchers found that they have common high preference on the utilization of the Cebuano MTB-MLE program. Considering the Teachers' Guide provided to them with limited learning resources using Cebuano as the lingua franca, this study serves as basis in the preparation of various Instructional Materials (IMs) per instructional unit such as Cebuano alphabet charts, word lists, poems, songs, letters, stories, and booklets. These IMs can be utilized to develop language practice among learners and to enhance their skills in listening, speaking, reading, and writing skills using the mother tongue.

RAFSAN, Mahmud (University of Hong Kong) [PS1.8]
Shadow education: Determinants and implications of private supplementary tutoring in English at secondary level in Bangladesh

Shadow education has expanded remarkably in Bangladesh and parallels mainstream school learning like other parts of the world. Shadow education is here defined to embrace private supplementary tutoring with additional fee. English is one of the most popular subjects for private tutoring, and many students receive tutoring in English after school hours. This study will focus on underlying reasons why secondary school students demand supplementary tutoring, and will outline the patterns, intensity, scale, costs and nature on the basis of a pilot survey. Both quantitative and qualitative methods are used in the study. The presentation will address some positive and negative impacts on social and educational aspects of secondary schooling in Bangladesh.

SAVELYEVA, Tamara (Hong Kong Institute of Education) [PS2.2]
Ecological discourses in comparative education research: Russian Noospherism, Korean Neo-Confucianism, and Western Sustainability

Ecological discourses have been offering insightful policy perspectives and promising methodological avenues to educational researchers for over 60 years. Resulted from a rise of ecology as scientific discipline and a demand for international sustainability–oriented policies, ecological discourses display a broad array of evaluative and normative variations. However, ecological discourse as a research method and a policy-driving concept, are often misinterpreted in comparative education studies due to two reasons: first, researchers employ an outdated 'static' ecosystem approach and, second, apply culturally irrelevant policy measures. The presentation will bring you up to speed with 'dynamic' ecology, situate western ecological discourse of sustainability in Asian and Eurasian cultures, and discuss their potential to enrich educational methods and policies with new perspectives.

隨著社會文明的進步,科學技術的迅猛發展,特殊教育的發展水準已經成為衡量一個國家和地區綜合實力、文明程度的重要標誌,並在一定程度上反映了以人為本的時代精神。中國特殊教育縱向比較確實取得了令人矚目的成就，不僅接受義務教育的殘疾兒童數量顯著增加，殘疾學生學前教育、高中教育、高等教育、職業教育等也都取得了很大的發展。但全球化背景下面臨國際特殊教育發展的新趨勢和國內殘疾人日益多樣化的特殊需求，中國特殊教育要想健康發展，必須進行變革。 如在政策層面由特殊教育條例向特殊教育法律法規的轉變； 特殊教育投入由單純重視硬體投入向滿足殘疾兒童需要的轉變,縮小殘疾兒童入學、在學的城鄉差異和地區差異;教育形式由特殊學校教育逐漸向隨班就讀學校教育的轉變;師資培訓方式由單一的特殊高校師資培養向普通大學開設特教專業培養方式的轉變。

SHAO, Jiangwei (Graduate School of Education, Waseda University) [PS4.9]
Does Current Chinese Private Higher Education Satisfy the Public Demands of China?

Since Open and Reform, the development of Chinese Private Higher Education attracts the world's eyes, and it is playing an important role in the whole higher education of China. It is important to clear the question of how much Chinese private higher education satisfy the public demands currently. Referring to five indicators of school-running quality, teaching quality, scientific research standard, school management and social appraisal, this paper aims to answer the question above while listing out some international comparisons. Both positive and negative aspects will be mentioned in each indicator analyzing.

SHEN, Hong; XU, Zhiping & ZHANG, Bingbing (Huazhong University of Science and Technology) [PS1.1]
Status and Causes of Faculty Inbreeding in China

This paper discusses the definition of faculty inbreeding from theoretical and practical perspectives, thinks that it is a kind of social phenomenon but mainly takes place in research universities in China. The study introduces Chinese higher education system, and reviews relative literatures published by American and Chinese scholars, and announces three groups of data sources and of hypotheses on the relationships between inbreeding rates and organization, discipline and individual. It proclaims the current status of faculty inbreeding in research universities through three national investigations - Changing Academic Profession survey 2007 (CAP), Curriculum Vitae Online search 2013 (CVO), and Undergraduate Teaching Assessment 2006 (UTA), finds out that there are various Faculty Inbreeding Ratios (FIR) in organizations (institutions) by rank and location, and in disciplines of economics, engineering, life sciences and physics. It also finds out that there exist differences in publications and promotions of faculty individuals between inbred and noninbred. Then this study analyses the causes why faculty inbreeding forms and changes in Chinese academic system from three perspectives. It thinks that the inbreeding is the necessity of self-sufficiency from Chinese history, the regularity of cross-tier match of doctor supply and faculty demand from human resources market, and the habituation of self-enclosed in organizational hierarchy, disciplinary boundary and intellective defense from academia. The final conclusions of the paper are two points: the verification and explanation to hypotheses provided in the beginning, and the characteristics of faculty inbreeding in China.

SHEN, Youjiazi (Chinese University of Hong Kong) [PS2.7]

The Requirements of "21st Century Skills" towards TCFL Teachers in Professional Development: Taking "A Chinese Immersion Program: Virginia in Shanghai Program" as an example

21 世紀技能"對對外漢語教師專業發展的要求及體現 ——以漢語沉浸式專案為例

Based on the requirements of "21st Century Skills" to teachers' professional developments and considered the speciality of TCFL (Teaching Chinese as a Second Language), we take a Chinese immersion program (Virginia in Shanghai Program) as an example to introduce its representation of TCFL teachers' professional development under "21st Century Skills" and point out that we should pay attention to the innovation ability, multiple ability and stress tolerance of TCFL teachers in training courses of TCFL under "21st Century Skills".

通過簡述 21 世紀技能對教師專業發展的要求，以某個漢語沉浸式專案（維吉尼亞-上海項目）作為個案研究的特例，結合對外漢語教學的特殊性，介紹 21 世紀技能對對外漢語教師專業發展的要求。並結合這些要求和國內對外漢語教師素質的現狀，提出對外漢語教師培訓應注意教學與培訓相結合，注重培養對外漢語教師創新能力、多元能力及抗壓性等 21 世紀技能。

SHI, Yudan (South China Normal University) [PS4.8]

The Model and its Comparison in Regional Education Cooperation: Based on Teacher Education Cooperation in Guangdong, Hong Kong and Macau

The Model of Regional-Education Cooperation is one of the important development trends under the context of globalization. In the field of Regional Education, Regional Education Cooperation is the core problem, and its main purpose is to fully develop the advantages of different Regional Education Resources in different areas, by means of the reasonable division of labor cooperation to improve the overall competitiveness of the Regional Education. This article tries to compare the current situation analysis of Teachers Education Cooperation in Guangdong, Hong Kong and Macau with that in the Yangtze River Delta, and exploring their strategies and courses selection of Teacher Education Cooperation in Guangdong, Hong Kong and Macau.

SHI, Yuanyuan (Graduate School of Human-Environment Studies, Kyushu University) [PS5.2]
Comparing 'General Education' Reforms in Japan and China: Aims, Content, and Institutional Context

In recent years, a number of Japanese and Chinese universities have initiated curricular and institutional reforms aimed at promoting 'general education'. This article introduces an ongoing research project that investigates these reforms comparatively. The project aims first of all to explain why these ostensibly similar reforms have been introduced at around the same time both in Japan and China, examining not only government policies, but also academic discussions and debates, relating to the role of general education in higher education. Secondly, by analyzing the curricula of 'general education' courses at Kyushu University and Peking University, this research will compare the content and implicit aims of such programmes at relatively 'elite' institutions of higher education in Japan and China. It will also examine related initiatives aimed at fostering broader intellectual horizons and interdisciplinary approaches amongst students, namely Kyushu University's 'Twenty-First Century Program' and Peking University's 'Yuanpei College'. Focusing in particular on these two initiatives, this paper will discuss the ways in which they relate to and reflect the kinds of concerns that have purred broader efforts to promote 'general education', and what they reveal about the similarities and differences in the terms of current Chinese and Japanese debate over the nature and aims of higher education.

SHIMAUCHI, Sae (Japan Society of the Promotion of Science) [PS2.1]
Examining the Intertwined dimension of Regionalization and Internationalization of East Asian Higher Education

The purpose of this presentation is to illustrate the landscape of internationalization and regionalization of higher education in East Asian region. Regionalization of higher education is often interpreted as a counterforce against the US-driven globalization in European higher education. In East Asia, with driven by the de facto regionalization in student mobility, higher education institutions started to establish the regional collaborative programs and framework to expand its regional activities and mobility. The questions here are: is regionalization of higher education a counterforce or antithesis of internationalization? Or is regionalization a stepping-stone for gaining international competence? With close look at uprising English-medium international programs as one of the example of contextualizing internationalization strategy at universities in Japan and South Korea, the author analyze changing dynamics in international students' motivation and their push and pull factors for studying abroad in English medium programs to reveal the intertwined relationship between internationalization and regionalization.

SHIMAZU, Yuki 島津侑希(Graduate School of International Development, Nagoya University) [PS1.7]
Teachers' Gender Attitude and Factors of Attitude Formation: A Case of Teachers at ATVET Colleges in Ethiopia

Agricultural Technical and Vocational Education and Training (ATVET) College is one of the senior secondary-level educational institutions which aims to train frontline agricultural extension workers in Ethiopia. Currently, one of the biggest discussions on ATVET College is how to make its education more gender-sensitive. Although the Ministry of Agriculture has set an institutional framework, what actually have been done in a classroom totally depends on each teacher. However, since the word 'gender' includes a lot of meanings, each teacher understands the meaning of 'gender-sensitivity' differently according to their gender attitude. This research aims to find out what kind of gender attitude each teacher has, which leads the opinion towards gender-sensitivity in education at ATVET College, and what are the factors of their attitude formation. The fieldworks were done at two ATVET colleges and in-depth interviews were given to 16 teachers (8 teachers at

each college). The result shows that each teacher consider the target and objectives of 'gender-sensitivity' in education at ATVET college differently, and there are three main factors affecting teachers' attitude formation; such as 1) experience in rural areas, 2) experience related to gender, and 3) social recognition.

SHIN, Jung Cheol (Seoul National University) [KS5]
Systemic Differences across Countries in Education, Knowledge, and Economic Productions
Academics and policymakers do not doubt that education, knowledge production, and the economy are interconnected, but this interconnectedness is rarely theorized and discussed in academia. This paper pays attention to the fact that these three sub-social systems are invented and institutionalized based on different assumptions about human ability. Based on a metaphysical overview of social systems, the author proposes three types of human ability assumptions: a distributional assumption, a positive assumption, and a developmental assumption. Traditional European society is based on a distributional assumption while modern US society on a positive human ability assumption. In contrast, Confucian tradition is based on a developmental assumption which is a mixture of both distributional and positive assumptions. The author argues that social systems are invented differently based on their different human ability assumptions and their interconnectedness between education, research, and economic systems differs depending on the assumptions. The author selects some countries – Germany, USA, and Korea-based on human ability assumptions and show how these assumptions are integrated as a social system in each country.

SIUM, Tedros (University of Hong Kong) [PS1.8]
Private Supplementary Tutoring in Asmara, Eritrea: Context and Perceptions
This paper reports findings of a questionnaire survey. The survey utilized purposive sampling method, characterized by convenience sampling. Its objective was to gather preliminary data on private supplementary tutoring in Asmara with a focus on the motivations behind the practice, the perceptions of students, teachers, school directors, supervisors, and members of Parent Teachers Association (PTA), the nature of the private supplementary tutoring and on the target group beneficiaries. Preliminary findings shade some light on context and perceptions of private supplementary tutoring in the capital and also on the implications for issues of equity and quality of education in the country.

SUEBNUSORN, Wanwisa (Thailand Development Research Institute) [PS1.1]
Is Chinese Higher Education Responsive to the Labor Market Needs? From a Non-Chinese Perspective
There is no concert agreement regarding how serious of the unemployment of higher education graduates in China. Some research positively pointed out that it is just a frictional unemployment and the Chinese labor market still requires more and more higher education graduates in order to boost its economy. While some research emphasized that this is a serious issue which should be later put on the policy agenda as those over-supply graduates are not equipped with necessary skills required by the Chinese labor market. The suggested policy direction for higher education is consequently ambiguous. Therefore, the current research employs the Systems Approach for Better Education Results-Workforce Development or the SABER-Workforce Development as a framework for the in-depth semi-structured interview with key informants and secondary analysis of related research and statistics. The focus is to assess whether higher education system in China is responsive to the labor market needs by specially looking at three dimensions: Strategic Framework, System Oversight, and Service Delivery. All the nine policy goals according to the SABER-Workforce Development framework are considered as a background, but the most focus is on the Policy Goal 2: Fostering a Demand-Driven Approach to Workforce Development.

MAHESHWARI, Sulata (University of Hong Kong) [PS1.8]
Private Tutoring in West Bengal: An empirical study
The study explores the dynamics of private supplementary tutoring in West Bengal (India), which shows high enrollment rates. It is based on an empirical study done in 7 schools looking into different aspects of private tutoring, including perceptions, cost and reasons secondary students purchase private tutoring. Equity considerations have been core to policy development in educational context, more so in a developing country with wide wealth gaps. Among factors considered by policy makers for educational equity, the emergence of shadow education has been consistently ignored. The study also highlights the need for policy interventions to ensure educational equity in the context of West Bengal.

SURYAVANSHI, Shamim (Smt. Kapila Khandvala College of Education) [PS3.7]
Policies on Teacher Education and Educational Development in Global Context
Educational development comprises of all the work that is done systematically to foster student learning. Research on student learning shows that of those variables potentially open to policy influence, factors to do with teachers and teaching are the most important influences on student learning. The search for evidence to develop high quality, sustainable teacher education systems continues to intensify as national economies seek to compete globally. There is a large diversity of organizational models, expertise and experiences. There are differences in history of education, student population, goals, and culture and teacher motivation. Although teacher education is the result of more than hundred years of development, it is the legislation and litigation in the last few decades that contributed to its present status in the world. It is important to study the diversity and evaluate the outcome to enhance educational development globally. Nations would profit from each other's experience. The paper will cover the study of policies and legislations on pre- service teacher education in selected countries. The countries will be chosen on the basis of status of teacher education achieved. Special emphasis will be laid on study of India and People's Republic of China as these two countries host the world's two largest education systems.

SUZUKI, Kaeko (University of Teikyo)   [PS3.1]
The Responsibility and the Problems of Teaching Training in Japan
These days, the lack of nurture, leadership, and preparation of new teachers, teaching them new skills is a big problem in Japan. This has caused a lot of difficulties in places of education. To help eliminate these problems, last year, The Ministry of Education (Ministry of Education, Culture, Sports, Science and Technology; MEXT) proposed some reforms to the teacher training programs in university. In this study, it introduces the Japanese teacher training system compering with some countries and it will focus on three of these proposed changes of MEXT. In conclusion, to implement a quality of education, the responsibility that Teacher training course in the university has become more serious. These reforms that the MEXT is going to promote have difficulty, but the teacher training course of the university should provide education depending on on-site needs by catching up the voice of the educational front.

SZIEGAT, Hongmei (Vocational College, SFS Hamburg, Germany) [PS3.4]
A Comparative Research on Cross-border Higher Education: China and EU Countries
The development of the Global economy forces the new reform of the higher education for all countries. Cross-border higher education has been an international issue and the most important part of the globalization in educational areas. It is also the result of the reform in education due to the globalization. What's more, cross-border higher education is not only the process of developing higher education but also the model of delivering higher education in the future. However, in what

way can cross-border higher education develop sustainably in the future? Although cross-border higher education is the tendency in the future, the development of cross-border higher education has not been going hand in hand with the development of global economy. European countries have carried on the Bologna Process in order to keep the educational standard in European countries at the same level. However, cross-border higher education has expended not only in European but also worldwide. How can EU countries develop cross-border higher education not only in the EU member countries or the other European countries but also none-European countries? As a developing country, China has explored ways of the cross-border higher education in cooperation with EU member countries such as Germany, England and France and other EU countries. How will China develop its cross-border higher education strategy regarding EU countries and vice versa? The comparative research is focused on to what extent the cross-border higher education has developed regarding China and EU countries, the present situation and the existing problems. Literature review will be done in order to review the latest literatures and researches on cross-border higher education. The quantitative research method will be adopted and data will be collected and analyzed. The summary will be offered to show the differences and the similarities in the development of cross-border higher education between China and EU countries such as Germany, UK and France. The conclusion and further discussions will be forwarded. The suggestion for further research will be pointed out.

TSANG, Kwok Kuen (University of Hong Kong) [PS3.8]
Hong Kong teachers' emotional experiences in the context of education reforms
In recent years, Hong Kong education system has undergone many reforms resulting in a lot of critical changes in the system. One outcome of the changes is the teaching profession is full of negative emotional experiences at work, such as dissatisfied, stress, depression, anxiety, and burnout. The negative emotional experiences affect both educational quality and teachers' well-beings, so it is necessary for in-depth investigation. Accordingly, this paper examines what make the teachers become unhappy in the context of education reforms. It is found that Hong Kong education reforms had created two transformation processes of teachers' work, including institutionalization of whole-person education and centralized decentralization of school education, since the 1980s. The major impacts of the processes were the intensification of teachers' administrative workload and the displacement of educational purposes of teachers' work by administrative purposes. As a result, it was difficult for the teachers to pay attention to facilitate students to learn and grow and to discover the purpose and meaning of their work in teaching. In this situation, the teachers perceived most of their work as purposeless and unworthy and in turn experienced certain negative emotions at work, like dissatisfaction, meaninglessness, powerlessness, and self-estrangement.

TSENG, Ming-Shang (National Taiwan Normal University, Dept. of Industrial Education) [PS5.3]
The exploration of Study Programmes for 16-19 year olds in the United Kingdom
Professor Wolf's Review of Vocational Education, published in March 2011, published in March 2011, and championed vocational education as vital for the economy and providing many young people with a route into employment and further education. The Study Programmes represents a radical and much needed change to the way that provide education and training for young people aged 16- to 19-year-olds and represents a further and significant contribution to this Government's commitment to raise educational attainment and achievement. In this study, the way of literature review to explore the Study Programmes for 16-19 year olds that response to Professor Wolf's Review of Vocational Education and the effectiveness of the implementation for U.K., promote vocational education reference f or Taiwan.

VONG, Keangieng (University of Macau) [PS3.8]
Professional judgment in curriculum decision making: Chinese and Swedish preschool teacher education programme revision

This article is based on study of a Chinese and a Swedish preschool teacher education programme, in particular, the curriculum decision-making considerations involved in the respective programme revision process, in search for the critical decisions made in the process. The major findings include: (1) in terms of programme goals, structure and interpretation of teacher qualities, the two programmes have shifted orientations and become more similar in various aspects; (2) generally speaking, the Swedish preschool teacher education programme has been heavily influenced by political agenda and national curriculum guidelines while the Chinese one gives considerable attention to the opinions from the preschool circle; (3) the discourse of programme revision revolved around the diverse views of quality preschool education and teacher education, and in spite of tension and dilemma experienced by participating teacher educators, there was no fundamental paradigmatic shift in the two programmes after the revisions; (4) a certain relationship between the organisational features identified and the programme orientations was found. The empirical data suggested that despite social and cultural differences, teacher educators' professional views of quality preschool education are critical to the curriculum decision-making in the specific contexts.

WANG, Dan (The University of Hong Kong) [PS4.5]
Corrosion of Professional Ethics: Rural Teachers in Neoliberal China

Neoliberal policies in China have created dramatic social polarization as well as a widespread moral crisis in society. Corruption in the educational system has become a severe problem, causing broad public outrage. This study examines the impact of neoliberal ideology on teachers' professional ethics. Drawing on ethnographic fieldwork in a rural school, this research depicts and analyses the doubly negative consequences of neoliberalism that marginalize the rural education and erode teachers' professional ethics through the commodification of teaching work. The findings echo the argument of Ci (2009) that the contagious moral crisis in China is a crisis of justice.

WANG, Jianhui & SHEN, Hong (Huazhong University of Science and Technology) [PS2.4]
Regression analysis of faculty publication productivity—a cross-national comparison

This study is a cross-national empirical analysis of the correlates of faculty publication productivity in a four-area sample. The countries and areas include in the study are as follows: the United States, Germany, Mainland China, and Hong Kong China. Publication productivity was measured with different weights in articles, books and reports published over a three-year period. The aims of this study were to identify the similarities and differences in the patterns of publication productivity across the examined countries and areas by a model of work performance created by Blumberg and Pringle. Samples of this study were based on responses to CAP (The Changing Academic Profession) in 2007. The statistical analyses conducted for each country and area revealed that willingness, capacity and opportunity plays different roles in different countries and areas, some important factors impacting greatly on a country does not on another, but some similarities also exist between them.

WANG, Liumei (Jiaying University, Meizhou, Guangdong,China) [PS4.3]
NESTs' Teaching in Chinese University: A Sociocultural Perspective

The differences between native English speaking teachers'（NESTs）teaching expectations and Chinese students' learning are extremely great, and are typically mismatched. Using qualitative and quantitative methods，this study empirically examines 25 NESTs' teaching experience in a Chinese university, which can be seen their teaching professional development as specified in a sociocultural perspective theory. The study shows that the majority of NESTs experience classroom culture shock mainly because of the past Chinese assessment system. This impacts the students' typical English

learning motivation, their English learning strategies as well as their classroom interaction. The sociocultural perspective allows the NESTs to redefine themselves as teacher-learners in a new and unfamiliar environment in which they are allowed to learn and adapt. NESTs' teaching practice can be seen as a dynamic social activity that is situated in physical and changeable social contexts.   This can help NESTs to form alternative teaching strategies by recognizing this context and adapting their approaches to teaching. The study implies that NESTs should value their teaching experiences, both positive and negative, and can also make good use of it for bridging expectations and their own development as international teachers.

WANG, Ru-Jer (National Taiwan Normal University) [KS2]
A Comparative Study of International Students and Students Going International among the Four Little Dragons
The so-called "Four Little Dragons" of Asia: Singapore, Hong Kong, South Korea and Taiwan, which the IMF now designates the four "Asian Newly Industrialized Economies. In response to the impact and challenges of globalization both, the Little Four Dragons have adopted strategies for attracting international students, and encouraging home students going international. The main purpose of this paper is to examine the change of international students in Taiwan, Hong Kong, South Korea, and Singapore on the one hand, and the trend of home students going international on the other. As for the future prospects of international mobility of college students in the four little dragons, this paper presents conclusions and suggestions for the improvement and enhancement of student's mobility in the little four dragons.

WANG, Shuai (Beijing Institute of Technology) [PS3.9]
The Research and Evaluation to the Adjustment of Rural Compulsory Schools Layout
The adjustment of rural schools layout resulted from the decline of rural school-age population, rural tax and fee reform, as well as the urbanization process and so on. The policy sprouted in the late 1990s, and then had a long process of being promoted by central government and carried out by local government. The official data suggest that rural compulsory schools has reduced substantially, especially that rural primary schools and teaching schools have been canceled overly. While the concentration of education resources to some extent improve rural schools conditions, the massive canceling rural schools leads to long way of rural students to reach school in the midland and western region, farmers' increase educational burden, and latent dropping out. Meanwhile, school scale in cities and towns expands greatly and the class with overmuch students appears. There is a situation of "crowd city, even empty village", since the disappearance of rural schools has aggravated the depression of rural area.

WANG, Yingjie (Beijing Normal University) [KS1]
Basic Structure of the University: Traditions and Reforms
The modern university inherited traditions formed by the University of Paris in middle ages. The basic organizational structure was built on the basis of academic disciplines. The main features of the structure are the autonomy of the department or colleges and schools, and the professors' central position in the department, colleges and schools. Now globalization, commercialization and new management trends are fundamentally changing the basic structure. Many applied research centers are established outside of traditional departments and colleges. The paper analyzes the pros and cons of the changes and tentatively gives its principles for the policy to control or manage the changes.

WOO, David (University of Hong Kong) [PS1.2]
Educational Technology Professionals: Why the categories are inconclusive and what can be done about it?

The aim of this paper is to review literature on educational technology professionals to explore the limitations and opportunities of categories for these professionals. I review literature on learning technologists, educational technologists, information and communication technology (ICT) coordinators, and other educational technology professionals. I address to what degree these educational technology professionals are similar units of analysis by geographical and organizational levels, non-locational demographic groups and aspects of education and society. While there is a degree of cohesiveness in category construction of educational technology professionals, there is also great ambiguity and incoherence. I include a case of several educational technology roles from a university in Australia to demonstrate this. This paper highlights the tension between cohesiveness and incoherence in operationalizing categories of educational technology professionals. It raises methodological implications, ways to improve rigor in category construction, and the question of whether such categorization is necessary and worthwhile in an age of technological and professional change.

WU, Mei Jiun & FAN, Chun Wai (University of Macau) [PS1.3]
Analysis of Equity in Central Allocation of School Choices among School Nets under the Primary One Admission System in Hong Kong: an Alternative Application of the Theil's T Statistic

The issue of whether the current Primary One Admission (POA) System adequately affords every child a place at the school of her or his preference remains one of the most heated disputes in Hong Kong. Policymakers and general public are especially concerned with allocation disparities in school choice among school nets. In order to understand how equal/unequal the allocated school choices are across school nets under the current POA system in Hong Kong, this paper attempts to explore the between-net allocation inequalities between the school years of 2010 to 2012 by using the between-group element of Theil's T Statistic. The results of this study show that the distribution of Theil elements across school nets ranges from -.0119 to .0065, -.0082 to .0054 and -.0098 to .0053 in 2010, 2011 and 2012 respectively. Despite of the gradual narrowing of inequality gaps across school nets over this three-year period, the schools nets that had the largest positive contributions and the largest negative distributions with their Theil elements remained fairly unchanged within the period. This suggests that the school nets which had below average allocated places of school choices and large student populations continued to be at disadvantage throughout the years.

WU, Siu Wai 胡少偉 (香港教育學院國際教育與終身學習學系) [PS1.6]
The development of the basic education reform of Hong Kong in the global context
全球情境中香港基礎教育改革的發展

The popularity of the Internet, global economic integration, convenient transportation, updated communication technology, businesses of multi-national Corporation, internationalization of university education, increase in immigrant population, and tourism development have brought people all over the world closer together. Under globalization, countries all over the world are undergoing reform in education system. The HKSAR government released the Reform Proposal for the Education System in Hong Kong in September 2000 and launched a comprehensive education reform in Hong Kong schools. This paper aims to review the development of the basic education reform in Hong Kong. It also addresses the significant development of kindergarten, primary and secondary education during this period.

全球化是從廿世紀末由資訊科技革命所引起的人類大變革，互聯網的普及、全球經濟一體化、交通工具的便利、通訊技術的更新、跨國公司的貿易、大學教育國際化、各地移民人口的增加和旅遊事業的發展，使世界各地的人更親近。在全球情境中，各地政府推出不少教育改革以促進教育發展；教育統籌委員會於 2000 年 9 月公佈《香港教育制度改革建議》，正式開展了香港

教育改革。這篇文章整理香港基礎教育改革的發展，並分析期間香港中小學和幼稚園教育的發展。

WU, Wei (Xiamen University) [PS3.4]
A comparison Dutch and Chinese research-university teachers' cross-cultural teaching experience
The purpose of this study was to improve our understanding of educational beliefs both in Dutch and Chinese research university teachers. This study explores the educational beliefs of Dutch and Chinese teachers who have cross-cultural teaching experience. Their narratives identify rich insights. We investigated differences and similarities between Dutch and Chinese university teachers' beliefs with respect to teaching, learning and teacher-student relations and changes that happened in their beliefs after their cross-culture teaching experiences by using semi-structured interviews. Twenty research university teachers that had cross-cultural university teaching experience from different subjects were interviewed, which means that Dutch teachers who had teaching experience in Chinese research universities and Chinese teachers who had teaching experience in Dutch research university. Based on the cross-cultural communication theory, a qualitative analysis of interviews suggested that teachers' beliefs were strongly held and difficult to change. At the first moment of Chinese and Dutch research university teachers' cross-cultural teaching, they all experienced "culture shock" and found the differences between Chinese and Dutch research university teaching culture in the ideas about teacher-student distance, time, individualism, politeness and meaning of critical thinking. The majority of Chinese and Dutch teachers rejected full academic acculturation into Western or Asian norms of university teaching respectively. Instead, many of them opted for a "Middle Way" that synergized those elements of Western academic norms or Chinese academic norms that were perceived to be culturally acceptable with the traditional cultural academic values held by Chinese or Dutch teachers. And all of them found that this cross-cultural teaching experience was good to their professional development. The findings of this study might complement previous comparative studies of teacher beliefs in higher education. Since this study focuses more on differences between Dutch and Chinese research university teachers and changes in teachers' beliefs after they have had cross-cultural teaching experiences. Exploring these relationships is not only important for scientific-theoretical reasons. It might also be helpful to improve the understanding in university teachers of the possible differences in academic cultures and explain teachers' actions in practice and be used in the development of educational exchanged programs for Chinese students in the Western countries and vice versa.

XIA, Peiyuan 夏培源 (Beijing Normal University) [PS3.9]
Analysis of Development of ALCUE Common Area of Higher Education in the Background of Internationalization of Higher Education
高等教育國際化背景下拉美-歐盟高等教育區發展研究
Since the end of the last century, the internationalization has become the main trend of the development of higher education. Worldwide communications and cooperation of higher education have developed rapidly. The construction of an open and unified common area of higher education has become the main object of the cooperation relationship between Latin America and European Union. During this process, both sides hope to achieve fruitful results in aspects like, the cooperation of educational project, the trans-regional mobility of talents, the reform of the internationalization of courses and the international cooperation of academic research and activities. Latin America has gained great progress due to this policy which effectively promoted the process of modernization and internationalization of higher education in Latin America. Talking about the methodology, this paper uses the historical approach and documentary analysis as the main methods. Taking advantages of

the languages, the author has collected a lot of Spanish documents and data and done a complete and detailed analysis about concepts, evolution and policy achievements of the ALCUE Common Area. About the whole content and structure, firstly this paper introduces the trend of internationalization of higher education all over the world in order to point out the background of the construction of the ALCUE Common Area. The main body is divided into three parts: the first chapter mainly introduces the establishment and main goal of the common area, interpreting the bilateral efforts and contribution; the second chapter mainly introduces the concrete measures and policies under a specific framework of internationalization of higher education, in order to show the active changes on both districts; the third chapter mainly introduces the problems and concerns brought by the ALCUE Common Area. Finally expresses the original opinions from the perspective of the anther.

20 世紀末以來，國際化成為高等教育發展的主要趨勢，世界範圍內的高等教育交流與合作進展迅速。建設一個開放、統一的高等教育區成為拉美與歐盟在高等教育領域合作中的重要目標，雙方希望在促進教育專案合作、跨地區的人才流動、國際化的教學模式改革、科研和學術活動共建等方面加強合作與交流。拉美各國在這一政策實施過程中得到了實惠，有效地推動了拉美高等教育體系的現代化、國際化進程。研究方法上，本文採用文獻法與歷史法作為主要研究方法。利用筆者的語言優勢，搜集大量西班牙語文獻，對"拉美-歐盟"高等教育區的相關理念、歷史沿革、政策實施等方面進行了詳細完整的分析。文章結構上，本文首先介紹高等教育國際化發展的趨勢與進程，為"拉美-歐盟"高等教育區的建設鋪墊背景。正文共分三章：第一章主要介紹"拉美-歐盟"高等教育區的建立過程及其基本目標，詳細解讀建設過程中雙邊的努力與貢獻；第二章主要介紹"拉美-歐盟"高等教育區建設過程中的具體措施，以國際化發展的具體維度作為框架（教育專案與合作、跨地區的人才流動、國際化的教學模式、科研和學術活動），詳細展示了該政策對雙邊教育的積極影響；第三章主要介紹"拉美-歐盟"高等教育區建設過程中所帶來的問題與影響。最後表達了筆者自己的思考。

XU, Ling (Guangdong Polytechnic Normal University) [PS4.2]
The Coordination of Higher Education and Regional Economic Development
With the application of the method of Principal Component Analysis and based upon the cross-section data from 2004 to 2011, this essay conducts an empirical survey upon the coordination between regional higher education and economic development of 31 provinces (including autonomous regions and municipalities directly governed by the Central Government) of China. The survey shows that in whole the coordination level between regional higher education and economic development has been gradually strengthening, while the problems of either regional economic development lags behind higher education or regional higher education lags behind economic development exist at the same time. Taking Guangdong as a typical case and through an in-depth comparative analysis on the index systems of Guangdong, Jiangsu and Zhejiang, this essay further depicts the status quo of the coordinating between the regional economic development of Guangdong and its higher education.

XU, Shuqin 徐淑芹 (Sun Yat-Sen University)[PS1.5]
School leadership in Shanghai, China: A micro-political perspective
With reference to junior secondary schools in Shanghai, China, this qualitative empirical study examines the dynamics and complexities of leadership in school exercised by principals and school party secretaries (SPSs), who are de facto equally-ranked school leaders. Specifically, it examines, from a micro-political theoretical perspective, the interactions between these two types of school leaders in school leadership. Data were gathered from document analysis, non-participant observation and semi-structured interviews with 44 school leaders from 24 schools, conducted in 2011. This study has three major findings. First, in addition to the leadership responsibilities inherent

to their particular portfolios, the interviewed principals and SPSs were also politically and administratively responsible for leading the school, and struggled to balance these (at times conflicting) responsibilities. Second, they enjoyed a complicated working relationship at the micro-political (school) level in which they collaborated with each other and competed for power over school. Third, their leadership in school was shaped by inter-related factors, including diverse influences in a multi-leveled world, the integration of politics and education, the demands of macro- and micro-political actors, and personal factors. This study proposes a theoretical framework for understanding leadership in school in China as a political exercise.

XU, Zhiping & SHEN, Hong (Huazhong University of Science and Technology) [PS3.3]
From the "function must" to "preference": The Evolution Path of Faculty Inbreeding Policy in Chinese Mainland
從"功能必須"到"偏好選擇" ——中國大陸地區高校近親繁殖政策的演變路徑
Since 1949, the faculty inbreeding policy in Chinese mainland has gone from "function must" stage to the "preference" phase. "Function must be" phase mainly as follows: the government full control of the university teachers training and appointment process, faculty inbreeding is universal phenomena in all universities, no matter which type, which discipline and which area. Preference stage mainly as follows: the government and the universities boycott faculty inbreeding by changing the full control policy to assessment guide policy and faculty inbreeding is common only in some areas and in some disciplines. The core dynamic of the evolution is the changing of academic labor market. As China's college graduates end unified distribution system, the expansion of the scale of training doctoral students and university personnel gradual internationalization of the market, China's academic labor market gradually moved from a closed academic planning and control into the open, market-driven academic the labor market.
1949 以來，我國高校近親繁殖政策經歷了從"功能必須"階段到"偏好選擇"階段的轉變。"功能必須"階段的主要表現為：政府完全控制了高校教師的培養和任用過程，近親繁殖在全國範圍，全部高校和全部學科中都是普遍現象。偏好選擇階段的主要表現為：政府通過政策引導的方式抵制近親繁殖，近親繁殖只在部分區域和部分學科中比較普遍。導致這種轉變的核心動力是我國學術勞動力市場變化。隨著我國高校畢業生統一分配制度的結束，博士研究生培養規模的擴大和高校人才市場逐漸的國際化，我國的學術勞動力市場逐步由封閉的計畫控制學術勞動力市場轉變為開放的市場化驅動的學術勞動力市場。

YAMATO, Yoko 大和洋子 (Toyo Eiwa University) [PS2.5]
Japan's private tutorials going into the global market
Japan is one of the countries where private tutoring or out-of-school educational services are widely spread for some decades. With long history and experience, some of the private tutorial schools and educational services now look for their new business outside of Japan. Juku schools have been operating their overseas classes for school aged Japanese children residing overseas. However, the current movement is not for overseas Japanese but for local students. It is partly due to the shrinking number of children within the country and the Japanese style private tutoring caught attentions and attracted people in some countries. The paper looks for the background for such current movement of Juku schools and their strategies. The private tutoring schools are not supervised by the Ministry of Education, Science and Culture (MEXT) but by the Ministry of Economy, Trade and Industry (METI) which indicates the private tutoring is classified and regulated as an industry, not as part of school education. Since they are market driven and profit making, they are very sensitive to the needs of the society and quick to respond to such needs. They are to be competitive to survive in the market. The paper discusses how private sector collaborates with the public sector mainstream schools in Japan and overseas at the same time, raises the possible issues to be solved.

YANG, Cheng-Cheng (National Chiayi University, Taiwan) [PS2.2]
A National-Level Comparison of Research Publication Outcomes in Taiwan, Japan and South Korea

Globalization and international higher education rankings have fostered the international competition amongst universities in the world. The academic competition traditionally happens in the local and domestic level, but now became occurring in the international sphere and thus international publications became an important index for governments and universities in the world. One of the drivers of pursuing international publications came from international higher education ranking methodology's emphasis of internationally recognized journal article numbers and citations. Here we have several debates and arguments. First, does internationalization policy intervention really encourage faculty to do international publication? Second, will the changes of international publication be different among different disciplines? Third, will local and domestic publications decline along the trend of internationalization? To answer the above research questions, scopus database and local database in Taiwan were used for analysis and comparison and to show the longitudinal trends of national-level research publication outcomes. Taiwan, Japan, and South Korea are selected as three cases and their recent higher education reform policies will be reviewed and added into discussions with the findings of national-level research outcome analyses.

YANG, Qiguang 楊啟光 (Jiangnan University)[PS4.6]
A Study on Chinese-characterized Educational Policy System from a Family Perspective

Since the Reform and Open to the Outside World, China has experienced important demographic and family changes. It is significant to understand the meaning of family change background and education policy tools to enhance family development capacity building. Western welfare nations lay emphasis on education issues as an important element in the development of family policy by optimizing the allocation of public education resources to strengthen the family investment in education and human capital content. China's current education policy from a family perspective is still mainly family- supported and supporting family policies in the building of human capital and development are very limited. As a result, it is supposed to seriously analyze the different stages of development in the Chinese family life cycle and education policy demand content to build Chinese characterized family-oriented educational policy system for the sake of promoting the quality of family life.

YANG, Rui (University of Hong Kong) [PS1.1]
The West Does not Exist in the West: Chinese Construed West and Its Impact on Chinese-Western Relations in Higher Education

The way we approach and understand an idea is cultural-bound. This is especially true in intercultural communication. Ever since China's door was burst open by Western powers in the late Qing dynasty, China has been struggling to manage her relations with the West with great difficulty. A fundamental reason for such difficulty is that the relationship, although touching upon various social dimensions such as trade and education, is essentially civilizational. Due to the strikingly different modes of thinking, neither side has found it to be easy to manage the relationship. With an epistemology of all-under-heaven, the West does not exist in the West for Chinese thinkers. Rather, the West is something either at the periphery or at the centre. Unlike their Western counterparts who rely on opposing the concrete, historical, yet backward "Other" to claim to be universal, the Chinese focus on self-rectification to strive to move closer to the centre. Acknowledging their peripheral position during modern times while the West at the centre, the Chinese practice self-rectification to simulate the West. The West is therefore not geographically Western, but at the centre of the Chinese selfhood. No matter Western or Eastern, Chinese or foreign, there have only been two positions: centre and periphery, instead of West or East. Such mind-set has had profound impact on how the

Chinese perceive Australia. This paper discusses the imagined West in contemporary China. It interrogates some of China's intellectual discourses on West to provide a perspective from within China and examines its impact on Chinese international relations with the Western world in higher education.

YANG, Tong (University of Tokyo)   [PS4.9]
The development of general education policies and general education reform in China and Japan since the 1990s
In the past 20 years, there has been a notable increase in enrollment in higher education and changes in its educational aims and content in both China and Japan. In China, the aim of higher education since the 1990s has been to cultivate generalists better able to withstand changes in society, rather than specialists, as in the past. On the other hand, in Japan, since the deregulation of standards for the establishment of universities in 1991, the reorganization of general education curricula and institutions has progressed in many universities. Therefore, a common trend toward reform can be identified in both Japanese and Chinese higher education in this period. This article explores why general education policies were set by governments and how general education reforms were implemented in universities by comparing general education policies in Japan and China since the 1990s. It first outlines how general education is understood in both countries and the context in which general education policies were set. Secondly, it explains the respective development of such policies since the 1990s. Thirdly, it examines the institutions responsible for general education and their characteristics. Finally, it identifies the different issues that confront universities in both countries.

YANG, Yingying (Xiamen University) [PS5.5]
德國高等學校教學研究會的特點及其啟示
德國高校教學研究會（簡稱 DGHD）作為德國的一個高等教育聯盟，成立的目的在於促進德國高等教育教學、學術和教師的發展。DGHD 通過舉辦年會、制定標準化框架、研究與制定高校教師專業發展的認證問題等形式，發揮其對德國高等教育的影響。目前，許多教育系統發達的國家或地區均成立了國家性或區域性的高等教育發展機構，我國應充分認識到教育聯盟的重要作用，借鑒德國高校教學研究會的經驗，構建聯盟共用平臺。

YAO, Chenli 姚振黎 (National Central University & University of Chien Hsin Science and Technology, Taiwan)[PS1.3]
台灣語文教育本土化政策之流變因應與展望
本文藉"中國文學"與"教育政策"跨領域學術研究(interdisciplinary)之背景，佐以教研審查之實務經驗，使教育政治學與漢語教學兼顧；針對漢語教學面臨臺灣教改沸沸揚揚、本土化政策、創意教育、創新教學撲天蓋地而來，如何達成"宗經"、"養正"、"群言之祖"的有效教學。寫作方法(methodology)自課程設計、教材教法、教學成效檢視之，以理論為經、實務為緯，使經定緯成，提出振弊起衰之"文言文與經典閱讀"教學策略及實踐；包括：壹、臺灣語文教育本土化之流變，貳、臺灣本土教育的定位與實踐問題，參、文言文：漢語本土化創意教學的津梁，肆、經典閱讀：漢語熱下的創造性轉化(creative transformation)，結語：舊學商量加邃密，新知培養轉深沈。在台灣教育本土化政策面對全球中文熱下，蘄藉文言文與經典閱讀教學，穿越時空、跨越地域，擦出智慧火花，從傳統智慧擁抱未來。

YAO, Shun (Northeast Normal University) [PS5.4]
An Exploration of the Postwar Regional Education in Japan
This paper addresses the problem of regional educationin Japan. In Japan, the combination of region

and education means to attach great importance to regional culture and heritage. The regional education is not only conducive to the formation of regional power, while also providing a powerful guarantee to solve the education pathological phenomena and to promote regional development. So, this paper faces on these three questions. The first question is the definition of regional education, the second is the explanation of history about the regional education in Japan, and the last is the introduction of Japan's current status. This study is based on desktop study using by the methodology of literature review. The findings of this research show that the experience of the regional education in Japan could benefit the construction of the regional education in China.

YIN, Tingting印婷婷 & LI, Jiacheng李家成 (Institute of Schooling Reform and Development, East China Normal University) [PS3.2]

An Interpretation of Migrant Workers' Expectations on Their Children's Education: A survey in seven specialized primary schools for migrant children in M District, Shanghai
解讀外來務工人員對子女的教育期望——基於上海市 M 區 7 所隨遷子女學校的系列調研報告•之一

With an increasing number of migrant workers in cities, the issues on their children's education have become a crucial social problem for China's future development. This paper focuses on three aspects: basic facts of migrant workers、migrant workers' primary understanding of education、migrant workers' educational expectations on their children. By connecting the means of interview, observation and questionnaire, researchers find that: though lack of economic, cultural and social resources, migrant workers still have extremely high expectations on their children's educational outcomes especially on academic performance, quality improvement and future career planning. Finally, researchers give some suggestions to help those immigrant parents to realize their educational expectations.

隨著城市外來務工人員數量的不斷增加，外來務工隨遷子女的教育問題越來越成為關涉中國未來發展的社會問題。本文主要聚焦於外來務工隨遷子女家長的基本情況、他們對教育的理解以及他們對子女的教育期待三個方面。通過問卷、訪談、觀察等方法，研究者發現：儘管缺乏相應的經濟、文化和社會資源，外來務工隨遷子女家長仍對子女的教育抱有極高的期待，特別是學業發展、素質提升和未來職業規劃方面。據此，研究者就如何幫助外來務工隨遷子女家長實現其教育期待提出了具體建議。

YU, Yu-Ying (Department of Industrial Education, National Taiwan Normal University) [PS5.3]

Study of the Development and Enlightenment of High School's Vocational Education in India

In recent years, India government has been carrying out diversified Vocational Education and had some reformations and enforcements in the structure of Vocational Education. The government of India hopes that the young people could acquire professionalism and become the economic advantage of India by offering them the Vocational Education and Training. This article is about the literature review and analysis of India vocational education, and the main idea is summarizing the evolution and reformation of India vocational education, which is from the introduction of vocational education and training included current educational system, as well as the current executing status of high school's vocational education. Through the understanding of the background and the current status in India Vocational Education, we are looking forward to learning from India for both of its advantages and disadvantages.

ZHANG, Bingbing & SHEN, Hong (Huazhong University of Science & Technology) [PS4.8]

Re-examination of academic inbreeding and scientific output

Academic inbreeding is inevitable in the development of high education system. The effect of

academic inbreeding on the scientific output is still uncertain. However, Administrators of HIEs are excluding academic inbreeding on a world scale. Reexamination of the effect of academic inbreeding on scientific output is needed. This study collects online curriculum vitae of 1,415 faculties in six research universities located in the earth, middle and west part of China and their scientific output measured by SCI, SSCI and CNKI. We have found evidence that inbred faculty publishes more in the domestic journals and less in international journals than non-inbred faculty. The differential of academic capital can explain the scientific output differences. The complex academic background can narrow scientific output differentials between inbred faculty and the non-inbreds. This study can also have policy significance in the recruitment and development of faculty.

ZHANG, Chun 張純 (Shenzhen University) [PS1.6]
An analysis on value orientation of Shenzhen's preschool education policies
深圳市學前教育政策價值取向的分析
2006 年深圳市政府對市屬 22 所公辦幼稚園進行了改企實驗，這是深圳市政府實現"幼教財政投資公平化"的學前教育政策策略，但該做法卻在全國學前教育領域引發了一場關於學前教育性質的大討論。2010 年 11 月，國務院印發了《關於當前發展學前教育的若干意見》要求各省市積極發展學前教育。深圳作為改革的先鋒城市，當然也積極參與其中。針對深圳市學前教育的特點，出臺並實施了各項發展舉措。本文通過梳理深圳市有關學前教育的政策檔，及對其實施情況的分析，來探究深圳市學前教育政策的價值取向。

ZHANG, Heping (Hubei University of Education); ZHANG, Qinggen & SHEN, Hong (Huanzhong University of Science and Technology) [PS4.8]
Gender, Scientific Output and Cumulative Advantage Effect: an Empirical Study Based on a Survey of Faculty in Mainland China and Hong Kong
According to the cumulative advantage theory, a social selection process exists in scientific research. To be specific, various awards, opportunities, resources are aggregated to those with leading edge, resulting to the formation of authority and social stratification in science. The cumulative advantage effect (the Matthew Effect) in scientific research can be found both in men and women researchers; nonetheless this effect differs in genders. A fundamental hypothesis is supported by experience and the latest research, which is men's cumulative advantage effect obviously stronger than women. The paper takes advantage of the faculty survey data in mainland China and Hong Kong, analyzing the relationship between cumulative advantage variables (degree, professional title, oversea degree, school type) and men and women researchers' scientific output (papers published by the first author in latest three years). Also, a regression analysis was used by controlling the cumulative advantage variables, testifying the explanatory power of the number of children, scientific collaboration, and scientific time allocation onto the gender difference of cumulative advantage effect. Moreover, the paper made a comparison analysis on the performance of gender difference of cumulative advantage effect between mainland China and Hong Kong.

ZHANG, Jia 張佳 (Chinese University of Hong Kong) [PS1.2]
What Does Profession Learning Community Mean in Chinese Schools?
Since 1990s, the concept of professional learning community (PLC) has received considerable discussions. However, most of the existing literatures on PLCs have focused on Western settings; the practice of PLCs in Asian cultural contexts has been largely ignored. Schools in the contemporary China have a long history of practice in terms of PLCs, including teaching research groups, lesson preparation groups, and grade groups. This study adopts qualitative approach to examine the characteristics of PLCs in Chinese schools. In-depth semi-structural interviews on eight teachers from different schools of Shanghai were carried out to understand and identify the practices of PLCs.

Results show that although PLCs in Chinese schools share the core elements found in Western literatures, including shared vision and values, collective inquiry, shared personal practice, supportive leadership, and collaborative culture, the meaning hidden in these characteristics is quite unique. Factors that facilitate the development of PLCs such as structural conditions of school organizations and human and social resources will also be discussed.

ZHANG, Qinggen & SHEN, Hong (Huazhong University of Science and Technology) [PS3.3]
The Successional Difference in Rate of Return of Higher Education Investment: An Analysis Framework of the Capacity-based New Human Capital
高等教育投資收益率的連續性差異——基於能力的新人力資本理論的分析框架
Ability is the core element of the New Human Capital Theory, which takes on two characters, one is the multi-stages in the formation of ability, featured by the irreplaceability of education input at different periods; the other is the multiplier effect of ability, characterized by self-generating and dynamically supplement. Using the data of Changing Academic Profession (2008) with 18 countries and regions, this paper attempted to answer the question that whether the rate of returns of higher education varies due to one's different continuity in the process of receiving higher education. The research indicated that the rate of returns of higher education to those receiving continuous undergraduate, postgraduate, and doctoral education is significantly higher than those receiving discontinuous ones, and the rate of returns of higher education to those receiving continuous undergraduate and postgraduate education is significantly higher than those receiving discontinuous ones. The results could make some reference to the strategy on higher education investment by individual, family and public sectors.

ZHANG, Mengqi (Beijing Normal University) [PS5.2]
New choice of French higher education in a Global Context: Analysis of Policy teaching in English in French universities
In the era of globalization, English has become "quasi-world language". In the meantime, English-speaking nations occupied the largest market share in the area of higher education. And it seems that the French higher education is being at a disadvantage in the global competition for educational resources. Therefore, in France, the< LAW OF HIGHER EDUCATION AND RESEARCH/ LOI DE L'ENSEIGNEMENT SUPÉRIEUR ET LA RECHERCHE >was revised, named< LAW OF FIORASO /LOI FIORASO > by Ministry of Higher Education and Research. This law sets that foreign language teaching, especially English will be allowed if the French universities sign an agreement with foreign universities. Even though this policy spared much debate, it reflects that France has actively adjusted its strategies in the field of higher education, which aims to cultivate the new talents with an awareness of globalization and enable their higher education become more competitive.

ZHANG, Weiyuan (HKU School of Professional and Continuing Education) [PS2.8]
Online Career Guidance for Students in Hong Kong
The higher continuing education sector in Hong Kong has experienced remarkable growth in the last decade. While the Government maintains its consistent commitment in funding higher education directly, the self-financing continuing education sector has expanded, with Government support and encouragement, to meet the learning needs of secondary school graduates at sub-degree level. The purpose of this project was to provide an online one-stop service in career guidance for potential students and existing students of sub-degree programmes in the self-financing post-secondary sector in Hong Kong. The outcome of this project consists of five parts, including (a) an intelligent online psychological career test instrument (b) experiences of successful graduates who studied sub-degree programmes in the self-financing post-secondary sectors using the semi-structured interview method

(c) a comprehensive online database on career information for graduates of the self-financing post-secondary sectors (d) a career development kit, and (e) an online one-stop-shop service in career guidance that accommodates all the information above for potential students, existing students, graduates, parents, teachers, career counselors, and employers to use free of charge. It is expected that the outcomes of this project would be an effective and efficient student support service for potential students, existing students, and graduates in the self-financing post-secondary sector in making wise career choices, improving career awareness, planning their future careers, and enhancing their employability.

ZHAO, Jiajia & CHEN, Liang (East China Normal University) [PS1.2]
Research on the Science and Technology Communication of Shanghai
上海民間科技傳播力量的調查研究

There is a no doubt that science and technology communication are playing an increasing important role in today's world. Besides the official power of science and technology communication, some non-government powers, including NGO, are playing an increasingly important role. Among those, the Science and Technology Training Institute is an extremely important one. We will deeply analyze the current situation, characteristics and problems of the Science and Technology Training Institute of Shanghai and give some critical suggestions according to the problems. It is meaningful in both science and technology theory and in practice.

當今世界，科技傳播的重要性已經不言而喻。除了官方的科技傳播力量之外，民間科技傳播力量開始扮演越來越重要的角色，其中科技教育培訓機構又是其中非常重要的一股力量。本文將對科技教育培訓機構的發展現狀、特點及存在問題進行較為深入的分析，從而提出一些有針對性的建議，無論在科技傳播理論還是實踐方面，都具有一定的意義。

ZHAO, Li (Xiamen University)   [PS5.8]
World Council of Comparative Education Societies and its Impact on the Disciplinary Construction of Comparative Education in China
世界比較教育學會聯合會及其對中國比較教育學科建設的影響

The World Council of Comparative Education Societies (WCCES) is not only an international organization that works to bring different associations of comparative education and their members together, but also a B-level subsidiary non-governmental organization of the United Nations Educational, Scientific and Cultural Organization (UNESCO).This paper draws the overall outline of WCCES in terms of foundation and development, management and operation, and it analyzes the influence which WCCES has exerted upon the disciplinary construction of comparative education in China. WCCES has made significant contribution in facilitating the foundation of the Chinese Comparative Education Society (CCES), enriching comparative theories and promoting localization of research.

世界比較教育學會聯合會，是溝通全球各地區比較教育學會和研究人員的國際性組織，也是聯合國教科文組織的一個 B 級非政府組織。本文中筆者試圖從建立與發展、管理與活動兩個維度對世界比較教育學會聯合會作一整體勾勒，並淺析它對於我國比較教育學科建設的影響。世界比較教育學會聯合會在推動中國教育學會比較教育分會的成立和發展、提升比較教育的學術地位和豐富比較教育理論以及促進中國比較教育重視本土化研究三方面產生了重要的影響。

ZHENG, Jia 鄭佳 (South China Normal University) [PS4.6]
Globalization, Regionalization and Patriotism in Hungarian National Core Curriculum 2007
This article is concerned with the framework of National Core Curriculum 2007(NCC) and its influence in Hungary. The main issue of NCC is what kind of key competences that students in

public education should acquire. Due to Hungary didn't have its own system on key competences, thus, Hungary designed its framework of NCC based on the European Union's results about the key competences. The principal function of the NCC is to define the principles and the approach which govern the content of public education. And the NCC put forward 9 key competences: Communication in the Mother Tongue; Communication in Foreign Languages; Mathematical Competence; Competences in Natural Science; Digital Competence; Learning to learn; Social and Civic Competences; Sense of Initiative and Entrepreneurship; Aesthetic and Artistic Awareness and Expression. Moreover, there are succinct key development tasks for teachers and students build upon the key competences. According to the NCC,15-year- old students in Hungary have made a big progress in reading skills measured by PISA 2009 compared 2006.

ZHOU, Wei (Wuhan University) [PS1.4]
University-Industry Cooperation in Taiwan Technological and Vocational Education
University-industry cooperation is not only a promotion of research but also an economic activity. It is essential for the purpose of science development and technology innovation. Vocational education plays an important role in product development and technology research in Taiwan. This study surveyed the performance of university-industry cooperation on productivity of patent, paper and resources of funding across eight academic disciplines in Taiwan technological and vocational institutions by providing an overview of research productivities and funding resources. The results reveal that college of agriculture, college of engineering and college of design perform quite well in university-industry cooperation with better mean of patent, paper and funding.

ZHOU, Yisu (University of Macau) [PS3.2]
The political economy of the right to education for migrant children in China
The right to education for children from rural migrant families in urban areas has sparked heated debates in China. While public opinion increasingly indicate that education as basic right should be accessible to all the citizens regardless of their residency, it is less clear how to provide education to this constantly moving and ever-growing population. Using archival and interview data, we analyze the constraints faced by local government to provide full-scale free education to migrant children. We find public finance scheme, teacher staffing policy, and land use policy are the three factors deterring local government from expanding public education. Our analysis also show that under the current decentralization of government responsibility, local government alone does not have the capacity to resolve these constraints which eventually calls for some sort of national level coordination among various state branches beyond ministry of education.

ZHUO, Zelin (South China Normal University) [PS5.5]
The Privatization of American Public Universities: Reasons, Courses and Effects
Because of retrenchment of Public funding and the transformation of Policymakers' political ideology that has led American public universities to privatize become more obvious. The privatization mainly by increasing the proportion of tuition fees in the budget implementation of Incentive-Based Budgeting Systems, through the new "contract" to strengthen the autonomy of Public universities, expanding resources of the auxiliary and service units in campus and reduce the ratio of staff salaries in the budget expenditure, such increasing revenue and reducing spending to implement. "Privatization" to some extent made public universities out of fiscal crisis and the dilemma of insufficient investment, and improve the operation efficiently at the same time. It also brings multiple influences on the relationship between the public university and state and higher education opportunity. The analysis indicates that how to keep balance between ideal and reality, or between the "privatization" and the public service, which need university leaders to think and make efforts.

ABSTRACTS

公共財政壓力和執政者政治理念的轉變導致美國公立大學在運營上"私營化"傾向變得愈加明顯。這種"私營化"運作主要通過提高學費在財政預算中的比重、推行激勵預算管理機制、通過新"契約法案"強化大學辦學自治權、擴大校園輔助性單位的收入、縮減教職員工工資在預算支出中的比例等開源節流的舉措來實施。"私營化"在相當程度上使公立大學擺脫公共經費和投入不足的困境，並提升了效率，同時，對公立大學與政府的關係和高等教育機會公平帶來了多方面的影響。分析表明，如何在理想與現實之間，在"私營化"與公共服務之間，取得平衡是需要大學領導層思考和做出努力的。

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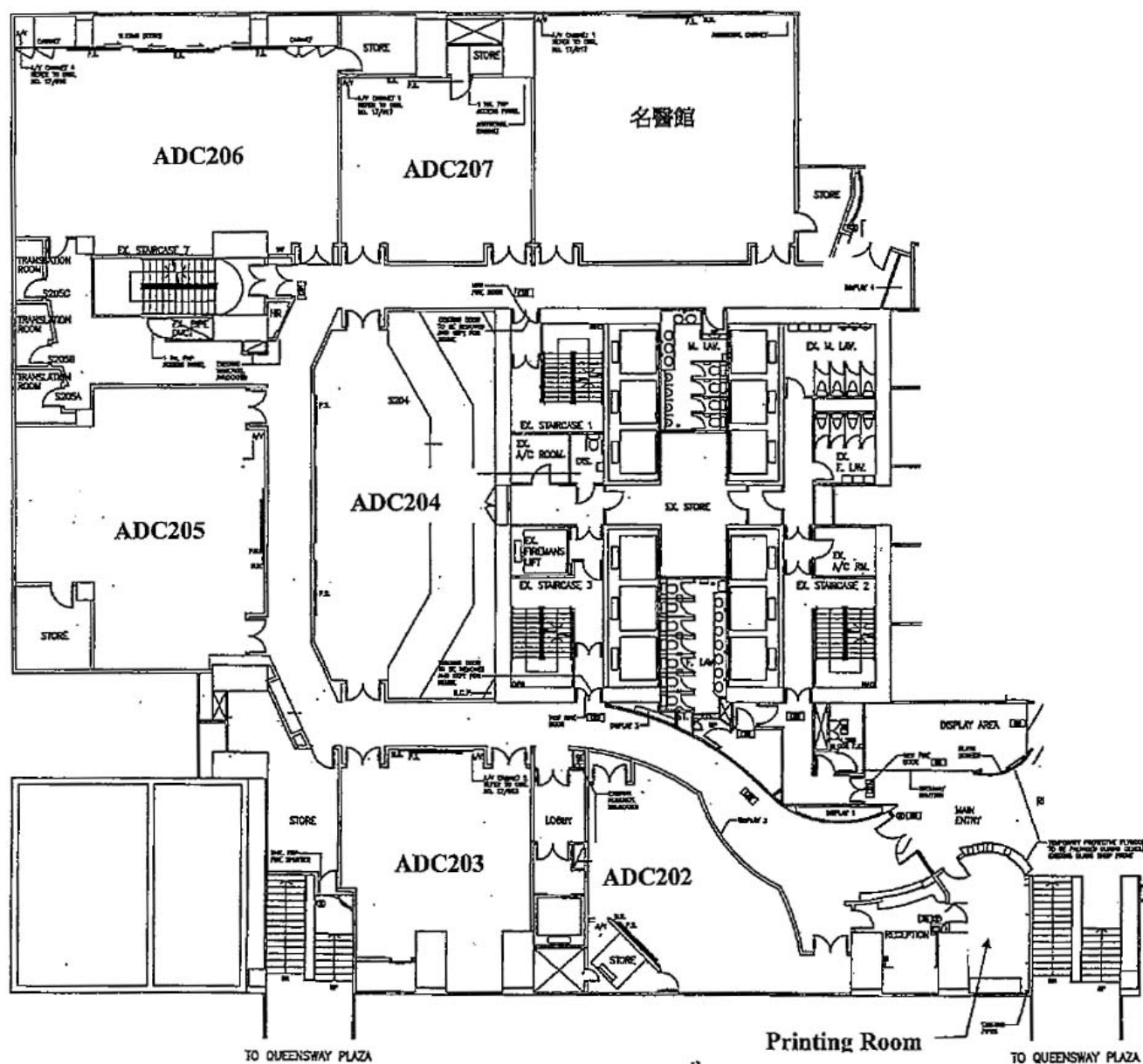
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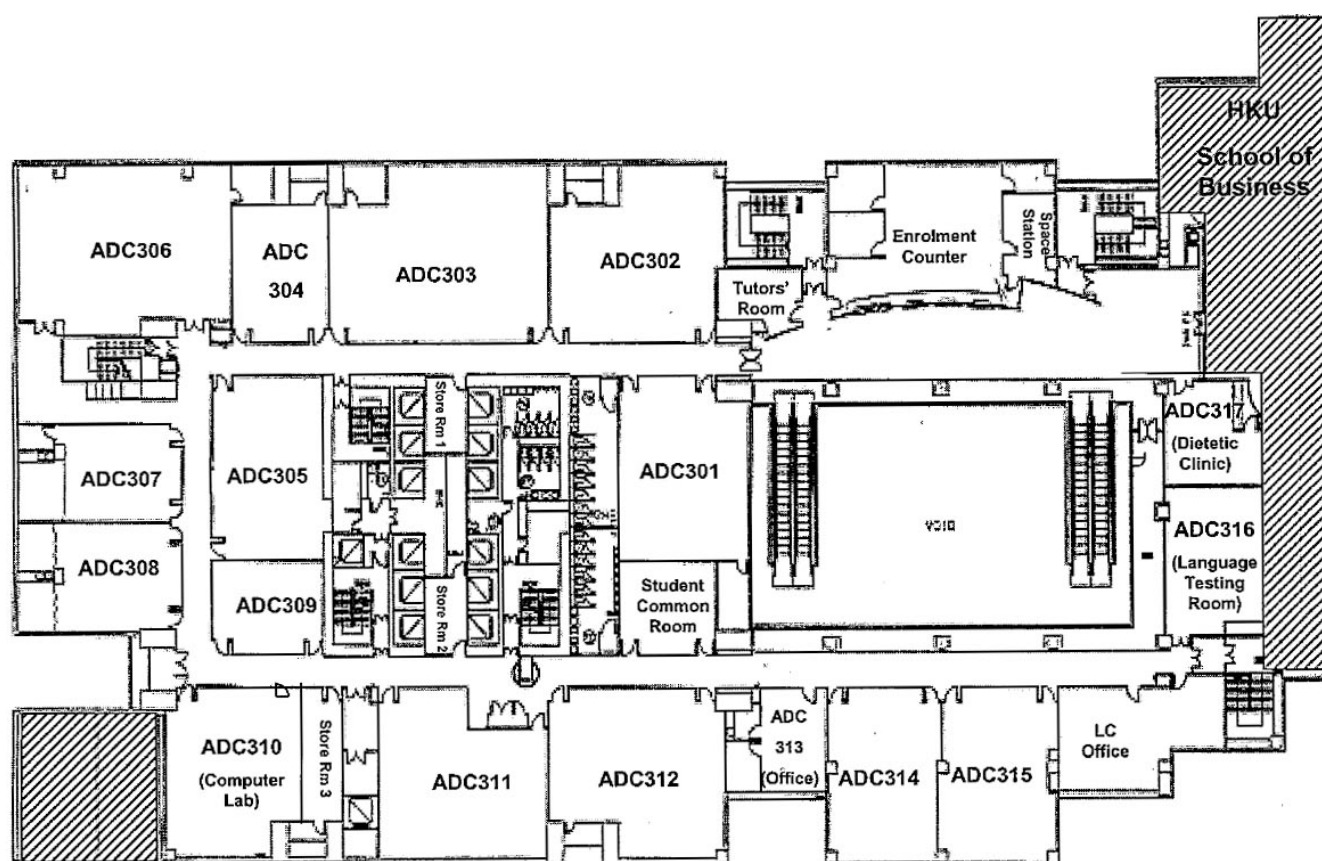Opening Hours: Weekdays: 8:30am-7:30pm; Saturdays: 8:30am-5:30pm

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