香港教育大學
The Education University
of Hong Kong

The First International Conference of Global Studies in Education: SDG4 and Education in Global Context

The Education University of Hong Kong (Taipo Campus)
6 June 2025

國際教育學系
International Education

Table Of Contents

Programme Rundown

Time	Event description	Location
8:45-8:55	Registration	Outside B4-LP-06
9:00-9:25	Opening	
9:05-9:10	Welcoming by Professor CHIU Ming Ming Chair Professor, Department of Special Education & Counselling	B4-LP-06
9:10-9:15	Opening by Dr LAM Chi Ming Acting Head, Department of International Education	
9:15-9:20	Opening by Dr Tina GAO Fang Chair, Organising Committee	
9:20-9:25	Group Photo	
9:30-10:30	Keynote Speech on Education futures Dr ZHONG Zhou, Tsinghua University	B4-LP-06
10:45-11:45	1st parallel (please refer separate schedule)	B4-LP-02 / B4-LP-03 / B4-LP-06/ B4-LP-07
11:50-13:10	Lunch	Chinese Canteen
13:20-14:20	Keynote Speech on Higher education internationalization and student mobility Prof Fazal RIZVI, The University of Melbourne	B4-LP-06
14:30-15:30	2nd parallel (please refer separate schedule)	B4-LP-02 / B4-LP-03 / B4-LP-06/ B4-LP-07
15:45-16:45	Keynote Speech on Educational equity and justice Dr Michael MU, University of South Australia	B4-LP-06
17:00-18:00	3rd parallel (please refer separate schedule)	B4-LP-02 / B4-LP-03 / B4-LP-06/ B4-LP-07

Abstracts of Keynote Speeches

Keynote Speech on *Higher education internationalization and student mobility*

Deglobalization and the Need to Reimagine Educational Futures
Prof Fazal RIZVI
The University of Melbourne

In recent years, anti-globalization sentiments have been widely promoted around the world. These sentiments suggest that the assumptions regarding the ever-increasing global mobility of capital, people and ideas can no longer be taken for granted, and that the experiences relating to the pandemic, geopolitical tensions and the populist politics have invariably led nations and communities to look inwardly. The idea of de-globalization is now widely invoked to reimagine the future beyond the narratives that were once popularized by the so-called 'globalists'. In this talk, I will consider the various claims associated with the rhetoric of deglobalization and argue that these claims are either mistaken or misguided; and that while the neoliberal imaginary of globalization has indeed become exhausted, another view of globalization is nevertheless possible, based on the realization that in a 'world risk society', as Ulrich Beck called it, most of our current and emerging problems cannot be addressed adequately within the nation-state but require global cooperation, and that higher education has a major role to play in reimagining globalization.

Fazal Rizvi is an Emeritus Professor of Global Studies in Education at the University of Melbourne, as well as at the University of Illinois at Urbana-Champaign. He has written extensively on issues of identity and culture in transnational contexts, globalization and education policy, internationalization of higher education, and Australia-Asia relations. He is an author of *Globalizing Education Policy* (Routledge 2010) and editor of *Reimagining Globalization and Education* (Routledge 2022). He is an editor-in-chief of the 4th edition of *International Encyclopedia of Education* (Elsevier 2022). Fazal is currently researching issues of educational reform in Bhutan, and the challenges of cosmopolitan learning in turbulent times. Fazal is a past Editor of the journal, *Discourse: Studies in Cultural Politics of Education*, a past President of the Australian Association of Research in Education, and an elected Fellow of the Australian Academy of the Social Science. He has served on Hon Kong's RAE 2014 and 2021 and currently serves on the Board of Governors of Yew Chung College of Early Childhood Education.

Abstracts of Keynote Speeches

Keynote Speech on *Education equity and justice*

Beyond the Buzzword: Sociologising Resilience with the Multi-Rs Model
Dr Michael MU
University of South Australia

Different from much sociological research on the structural disadvantage of certain student populations, this presentation takes a strengths-based approach, delving into children's journeys of resilience. I begin by mapping resilience from a multidisciplinary perspective, framing it as a highly contested human construct. Then, I sociologise resilience not merely as a matter of individual triumph in precarious conditions but also transformative, reflexive, and power-rejective everyday practices that render social change possible, probable, and even inevitable. Drawing on a multi-year Australian study, I recast resilience sociologically into the Multi-Rs Model, comprising Reconciliation, Recalcitrance, Retreat, Redirection, Reconstruction, and Reflexivity. I conclude with an invitation to rethink resilience sociologically for the purpose of educational and social change.

Guanglun Michael Mu is Associate Professor and Enterprise Fellow at the University of South Australia. He is also the Portfolio Lead Research of the Centre for Research in Educational and Social Inclusion. Michael is a sociologist of education interested in building resilience in (im)migration contexts. His work has attracted a total research income of over 1.7 million Australian dollars and generated over 100 scholarly publications. His current research on international students has been featured in major national and international media outlets such as ABC news, SBS news, Times Higher Education, and University World News. His recent paper Scapegoating international students for the rental crisis? Insights from large-scale evidence (2017-2024) in Australia has generated a significant impact among academics, politicians, and the general public. The altmetric of this article is among the top 4% of all tracked journal articles of a similar age of all disciplines across the world.

Michael is the chief editor of Routledge book series *Bourdieu and Education of Asia Pacific* and the chair of the *AERA SIG Bourdieu in Educational Research*. Beyond academia, Michael is a classical pianist and picture book writer. His picture books *Journey to Resilience: Kaya's First Day of School* and *Journey to Resilience: Feng and the Phoenix Fruit.* are widely read by children in Australasia and north America.

Abstracts of Keynote Speeches

Keynote Speech on *Education futures*

Spatialising Internationalisation: Education for Sustainable Development and Global Competence Cultivation at Tsinghua University

Dr Zhou ZHONG
School of Education, Tsinghua University

Purpose – As the global sustainable development agenda advances, universities are transforming from traditional scale expansion models towards connotative development that serves the Sustainable Development Goals (SDGs). This study explores how Tsinghua University's global competence cultivation achieves Education for Sustainable Development (ESD) objectives through the spatialisation of internationalisation processes.

Design/Method – This research adopts spatial theory as an analytical framework, using Tsinghua University's global competence cultivation as an in-depth case study. A theoretical framework of "spatialising internationalisation" is constructed based on Lefebvre's spatial production theory, establishing a ternary analytical model of "spatial practice–spatial representation–representational space" to examine how global competence cultivation reconstructs educational spaces, reorganises relationships, and innovates practices to achieve the organic integration of internationalisation and sustainable development.

Findings – The research reveals four key findings: (1) Global competence cultivation responds to SDG 4.7's mandate of "ensuring all learners acquire the knowledge and skills needed to promote sustainable development" while effectively integrating the dual requirements of SDG 4 (Quality Education) and SDG 17 (Global Partnerships) through spatialisation processes; (2) The "Internationalisation at Home" model overcomes traditional geographical constraints of internationalisation by creating localised global learning spaces; (3) Through four-dimensional coordination of conceptual space, institutional space, practical space, and experiential space, effective transformation from educational concepts to spatial practices is achieved; (4) Multi-scale spatial nesting mechanisms provide replicable and scalable pathways for Education for Sustainable Development implementation.

Originality – This study makes a theoretical contribution by systematically explicating the conceptual connotations and operational mechanisms of "spatialising internationalisation", providing a novel spatial analytical perspective for ESD research. Practically, it offers spatial strategic guidance for the sustainable transformation of higher education internationalisation and innovative talent cultivation.

Dr Zhou ZHONG, associate professor at the School of Education, Tsinghua University. She holds a DPhil in Educational Studies from Oxford University, along with an MSc in Comparative and International Education from Oxford and a BA in English Language and Literature from Peking University, Her scholarly work focuses on comparative and international education with particular expertise in higher education internationalisation, Education for Sustainable Development (ESD), and "trans-boundary" education that spans international, intercultural, interdisciplinary, physical-digital domains. She teaches Comparative Education Research, Education and International Development, Introduction to Pedagogy, and Curriculum and Instructional Design. She serves as chief editor for two international book series with Sustainability and Interdisciplinarity (Springer) and Innovation in Asian Higher Education (Routledge), and has guest-edited special issues for journals including Higher Education Quarterly (HEQ), Journal of International and Comparative Education (JICE), China Development (in Chinese), and Digital Humanities (in Chinese).

Schedule of the 1st parallel (10:45-11:45)

[3 presentation each 15-min plus 15-min Q&A]

Sub-themes	Education futures	
Room	**B4-LP-06**	**B4-LP-07**
10:45-11:00	*1A*. Navigating the Local and Global Values in Civic Education: An Analysis of Secondary School Civics Textbooks in Tanzania Mr Moyo Osiah MWAIHOLA (The Education University of Hong Kong)	*1E*. Leading Education Reform with Academic Expertise? A Network Ethnography of the Role of Esteemed Scholars in Shaping Social and Emotional Learning Worldwide Dr Jin JIN & Ms Chenwei PENG (East China Normal University)
11:00-11:15	*1B*. An Inquiry into the Impact of Online Education on University Student Engagement in Hong Kong Ms FAN Kehan (The Education University of Hong Kong)	*1F*. Reimagining Teaching and Learning in Higher Education for Sustainability Competencies: An Integrated Approach for Public Universities in Hong Kong Dr XIONG Weiyan (The Education University of Hong Kong)
11:15-11:30	*1C*. Uncertain futures and the rethinking of Global Citizenship Education Dr Stephen CHATELIER (The University of Melbourne)	*1G*. Transforming Teacher Preparation: Insights from the Internship Experience at an Alternative School Dr LEUNG Wing Tat & Ms LEE Cho Ying [*online*] (The Education University of Hong Kong)
11:30-11:45	Q&A	Q&A

Schedule of the 1ˢᵗ parallel (10:45–11:45)

[3 presentation each 15-min plus 15-min Q&A]

Sub-themes	Higher education internationalization and student mobility	
Room	**B4-LP-02**	**B4-LP-03**
10:45-11:00	**1I**. Internationalization of academic staff in the Mainland China: the issue of institutional collaborations Dr Giulio MARINI (University of Catania, Italy)	**1L**. An exploratory study of ASEAN students' engagement dynamics with local communities in China, Japan, and South Korea Xin LI, Lilan CHEN & Dr Yingxin LIU (The Chinese University of Hong Kong, Shenzhen)
11:00-11:15	**1J**. Geopolitics, Mobility, and Perceptions: Chinese Students in the U.S. amid Shifting Higher Education Landscapes Dr Xin WANG (Baylor University, USA)	**1M**. Rejuvenating Chinese civilization along the Silk Road? PhD Journeys of international 'peripheral' students in Humanities and Social Science field in China Dr Kenicho DOI (International House of Japan) & Dr Kun DAI (The Chinese University of Hong Kong)
11:15-11:30	**1K**. "What experiences in the short-term study abroad tour have developed my cultural understanding"? Narratives of undergraduate students in Hong Kong Dr CHENG Tak Lai Mic (The Education University of Hong Kong)	**1N**. Reframing international mobility as student agency situated within knowledge structures Dr Soyoung LEE (Seoul National University, South Korea)
11:30-11:45	Q&A	Q&A

1A   *Sub-theme: Education futures*

Title: Navigating the Local and Global Values in Civic Education: An Analysis of Secondary School Civics Textbooks in Tanzania

Presenter: Mr MWAIHOLA, Moyo Osiah (The Education University of Hong Kong)

Abstract:
As the world is increasingly becoming global, countries are faced with developing citizens who possess the 'global' ethos, values, and competencies that will enable them to integrate into the global community. However, not all global values resonate well with the local values, often leading to tensions. In Tanzania, there has always been tension between the local and global, with the latter usually discursively constructed or perceived as colonial or alien, especially Western, and hence a threat to local people and their values. Despite these global-local tensions in the public and political domain, no research has explored how local and global values are represented in civic education in Tanzania. Civic education textbooks can offer a critical lens for understanding how Tanzania navigates global and local values in civic education, as they are a crucial venue for mirroring the specific ideologies, values, and competencies needed to develop citizens. Based on Ubuntu values and liberal and neoliberal citizenship values framework, we employ content analysis technique to analyze four Tanzanian secondary school Civics textbooks to navigate and capture the representation of local and global values in civic education in Tanzania. Initial findings reveal that civic education textbooks are influenced more by global values and less by local values. We argue that while global values are important for citizens' effective integration into the global community, local values remain important in the lives of local people and communities in specific local contexts. We advocate for more appreciation and inclusion of local values in textbooks to allow for diversity and multiplicity of perspectives and identities, and we highlight how Ubuntu values could offer this possibility.

Keywords: Civic education, Globalisation, Textbook, Tanzania, Ubuntu

First Parallel Session (10:45–11:45)

1B   *Sub-theme: Education futures*

Title: An Inquiry into the Impact of Online Education on University Student Engagement in Hong Kong

Presenter: Ms FAN Kehan (The Education University of Hong Kong)

Abstract:
Background & Problem Statement: Since the 2019 COVID-19 pandemic, online education has grown rapidly, reshaping global higher education. However, student engagement in online courses is lower than in traditional face-to-face settings. This research examines low engagement in online learning at public universities in Hong Kong. The challenge lies in identifying key factors behind this decline, as prior studies have noted engagement issues but not reached consensus on their causes or solutions.

Purpose of the Study: This study aims to analyze the factors affecting student engagement in online education, focusing on public universities in Hong Kong. It seeks to bridge the gap between theory and practice by identifying key drivers and barriers to engagement, providing actionable insights for improving online learning and informing policy decisions.

Method of the Study: This study employs a qualitative mixed-method design, combining a literature review with empirical data collection via questionnaires. The literature review analyzes key works on interactive engagement strategies in online education since the post-COVID-19 era. Empirical data were gathered from a selected group of Hong Kong university students who completed a questionnaire about their experiences and perceptions of online courses. The survey includes demographic and closed-ended questions to better understand student engagement dynamics.

Key Findings: Preliminary results highlight the importance of interactivity in boosting student engagement in online learning. Quizzes, discussions, and collaborative activities are key factors that enhance motivation and involvement. The study confirms Moore's classification of interaction types—learner-learner, learner-instructor, and learner-content—as essential components for fostering engagement. Insights from Social Learning Theory also provide cognitive and behavioral strategies to improve student participation and learning outcomes.

Significance: This research emphasizes integrating interactive elements in online education to boost student engagement. It offers educators practical strategies for designing engaging courses and informs policymakers about enhancing virtual learning environments. As online education evolves, this study deepens our understanding of engagement dynamics and supports future improvements in teaching methodologies.

1C   *Sub-theme: Education futures*

Title: Uncertain futures and the rethinking of Global Citizenship Education

Presenter: Dr Stephen CHATELIER (The University of Melbourne)

Abstract:
It has now become commonplace to accept that the world should adopt the 2030 Agenda for Sustainable Development, including the education specific goal of SDG4. Beyond the Agenda's influence on policy thinking, the SDGs are now often included within schools' and universities' curricula related to Global Citizenship Education (GCE). Commonly, GCE presents the SDGs as an important mechanism for achieving greater inclusion and equity, or a more prosperous and equal world. Rather than interrogating the logics and aims of the SDGs, or indeed the broader global infrastructure in which they are situated, this approach to GCE places the SDGs as both the assumed foundation for, and telos of, a better future world.
In this paper, I make the argument that such an approach to teaching global citizenship is more akin to training or formation than it is to education. In other words, it is aimed at the developing of global citizens. While such an orientation has its place, I argue here for an approach to teaching global citizenship that is more firmly aimed at providing an education in global citizenship. The argument is based on the premise that education should educate, and that education is more than training or formation; it involves inquiry into the histories, politics, and undetermined futures of discourses. This means that students should be able to examine both the normative and empirical dimensions of global citizenship – and globalization – as part of the process in determining their own views and commitments. In contrast to a training or formation orientation, the education approach does not aim for a certain outcome and impact of GCE. While perhaps a more risky approach, I argue that prioritising the 'E' in 'GCE' is not only faithful to the task of education, but also enables a robustness to students' position-taking.

1E   *Sub-theme: Education futures*

Title: Leading Education Reform with Academic Expertise? A Network Ethnography of the Role of Esteemed Scholars in Shaping Social and Emotional Learning Worldwide

Presenters: Dr Jin JIN & Ms Chenwei PENG (East China Normal University)

Abstract:
Social and Emotional Learning (SEL) first emerged in the United States in the 1980s and has become a globally popular form of education 'best practice' worldwide. Studies demonstrate the role of esteemed scholars in psychology, economics, education, and neuroscience in shaping the policy legitimacy and attractiveness of SEL in the United States and beyond (e.g., Williamson, 2019).

Our study, using the method of network ethnography (Ball et al., 2017), depicted and critically engaged with a policy network shaping the rise and development of SEL in the United States and beyond. We focused on the Collaborative for Academic, Social, and Emotional Learning (CASEL) in the United States, which produced the most widely used conceptual and practical SEL frameworks, handbooks, and reference resources worldwide (Shen & Wang, 2019). Based on the intensive online searches focusing on CASEL and its founders and collaborators, we presented and analysed the policy network comprising esteemed scholars, education practitioners, philanthropists, news reporters, and politicians, as well as their work and influences in the United States, United Kingdom, and major international organisations.

Our findings highlight 'applied policy' (Auld & Morris, 2016) as the dominant policy discourse shaping the global dissemination and popularity of SEL and its being taken up as the new direction of education reform and innovation. Correspondingly, esteemed scholars tend to draw on marketised and mediatised habitus rather than academic dispositions and sensibilities if they want to influence the policy dialogue in SEL. Our findings problematise the acclaimed academic foundations of SEL and raise questions on the role of scholars in shaping education reforms and practice.

1F   *Sub-theme: Education futures*

Title: Reimagining Teaching and Learning in Higher Education for Sustainability Competencies: An Integrated Approach for Public Universities in Hong Kong

Presenter: Dr XIONG Weiyan (The Education University of Hong Kong)

Abstract:
Higher education institutions are increasingly recognized as vital platforms for advancing the United Nations' 17 Sustainable Development Goals. In Hong Kong, eight public universities have made notable efforts in embedding sustainability into their institutional strategies. However, these initiatives predominantly target environmental management, with a pressing need to incorporate sustainability into both formal and informal educational contexts. This study employs a desk-research methodology to assess and compare the progress made by these universities in integrating sustainability into teaching and learning. The findings indicate that while these institutions enjoy a significant level of autonomy and adopt a grassroots approach to sustainability, they face a major challenge due to the absence of institutional guidelines for embedding sustainability competencies within educational practices. Furthermore, the growing emphasis on sustainability-related rankings has led to a pragmatic focus that risks resulting in superficial undertakings. To address these challenges, this chapter suggests a practice-oriented holistic framework as a pragmatic guide for the eight universities, aimed at effectively integrating sustainability into their teaching and learning processes and fostering sustainability competencies among both students and faculty.

1G   *Sub-theme: Education futures*

Title: Transforming Teacher Preparation: Insights from the Internship Experience at an Alternative School

Presenters: Dr LEUNG Wing Tat & Ms LEE Cho Ying (The Education University of Hong Kong)

Abstract:
The Department of Education Policy and Leadership at the Education University of Hong Kong offers pre-service teachers a unique learning opportunity through the "Exploring Alternative Education: Internship Experience in Alternative School" course. This programme places undergraduate students as assistant teachers at RTC Gaia School, a representative alternative school in Hong Kong that embodies nature-affective, people-oriented, and autonomous learning principles, promoting sustainable development values.

This research explores how alternative education experiences impact participants' views on educational philosophies and pedagogical approaches amid evolving technological and economic changes. As traditional pedagogies struggle to meet diverse learning needs, exploring alternative educational models becomes increasingly vital.

Data will be collected through in-depth interviews and reflective journals from 5 out of the total 9 participants, allowing an exploration of their evolving perspectives on education. This study aims to uncover how engagement with an alternative school's practices informs pre-service teachers' professional identities and approaches to teaching.

By analyzing participants' integration of these experiences into their pedagogical frameworks, the research seeks to highlight the potential of alternative education to foster critical thinking and adaptability in future educators. The findings will provide insights for teacher preparation programmes, emphasizing the importance of equity and inclusivity in education.

Ultimately, this research contributes to broader discussions about the future of education, advocating for a teaching workforce equipped to navigate the complexities of an AI-influenced economy while meeting the diverse needs of learners. Through this lens, the study underscores the necessity of diversifying educational experiences to challenge traditional notions of schooling and enhance the effectiveness of teacher preparation.

11   *Sub-theme: Higher education internationalization and student mobility*

Title: Internationalization of academic staff in the Mainland China: the issue of institutional collaborations

Presenter: Dr Giulio MARINI (The University of Catania, Italy)

Abstract:
The contribution of internationality in pursuing research is known. We look at collaborations between internationals (foreign passport-holders), returnees (people affiliated in their own country, but with experience abroad, such as having got a PhD abroad), and "locals" (academics who never have been affiliated abroad) within institutions as a focal interplay in treasuring internationality. Operationally, we investigate quality of publications out of different combinations of institutional collaborations in research-intensive Chinese Mainland universities via observable co-authorships. We predict which combination of collaborations generate more likely success – citations over Scopus or target journals ("Q1"). We check by a variety of covariates derived from funding and extra-institutional co-authorships. Findings reveal that despite internationals are scarcely involved in co-authoring with local peers, those circumstances reveal good degrees of success. Recommendation at institutional level is primarily that of involving more closely the still small share of internationals along with returnees with colleagues. However, it is also found that not all combinations yield advantages, building up evidence about institutional efficiency.

1J   *Sub-theme: Higher education internationalization and student mobility*

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1K   *Sub-theme: Higher education internationalization and student mobility*

Title: "What experiences in the short-term study abroad tour have developed my cultural understanding"? Narratives of undergraduate students in Hong Kong

Presenter: Dr CHENG Tak Lai (The Education University of Hong Kong)

Abstract:
This presentation reports the initial findings of a study of the learning experiences of undergraduate students on a short-term study abroad tour at a university in Hong Kong. Short-term study abroad has become increasingly popular in higher education as a means of developing undergraduate students' global citizenship. Recent research has shown that this effective pedagogical practice can contribute to students' development of intercultural competence and maturity, which are essential in today's globalized world and future diverse workforces. While the benefits of student development in the context of higher education have been highlighted, the extent to which their learning has been realized during the tour is still questionable. Indeed, researchers are called upon to expand the discussion by engaging in multidisciplinary and applied empirical research. In this regard, this presentation aims to fill this gap by capturing the abroad experiences of undergraduate students from a Mongolia study tour organized in the summer of 2024 at a Hong Kong university. Empirical data from 11 participant-led photo elicitation interviews were collected to provide evidence of what the tour experience developed Hong Kong undergraduate students' understanding of Mongolian culture. The participants' narratives were analyzed and will be presented in the findings section. At the end of the presentation, wider implications will also be addressed, in particular how the short-term study abroad tour can contribute to students' cultural understanding of another country in practice.

1L   *Sub-theme: Higher education internationalization and student mobility*

Title: An exploratory study of ASEAN students' engagement dynamics with local communities in China, Japan, and South Korea

Presenters: Dr Yingxin LIU, Xin LI & Lilan CHEN (The Chinese University of Hong Kong Shenzhen)

Abstract:
Over the past decade, significant geopolitical and economic transformations in East Asia have profoundly altered the patterns of intra-regional mobility among tertiary students. Notably, ASEAN students have increasingly pursued higher education in China, Japan, and South Korea (hereafter referred to as "Korea") as preferred destinations, reflecting shifting regional academic mobility patterns. Rising ASEAN student enrollment is reshaping the internationalization patterns in the three countries, diverging from previous student mobility paradigms within this culturally aligned Northeast Asian triad. This change affects not only the universities themselves but also the local societies that host these universities. However, there is limited understanding of how international students engage with local communities, highlighting a gap in current research. This study addresses the existing research gap by exploring the engagement dynamics between the increasing ASEAN student population and the local societies in China, Japan, and Korea. This study aims to (1) explore how ASEAN students engage with the local societies and (2) compare these interactions across the three host nations. This study adopted qualitative interviews, with twenty-seven participants, including full-time ASEAN students, university staff in international affairs, and representatives from local governments and NGOs across the three countries. A thematic analysis was conducted, given the explorative and interpretative purpose of this study. The findings identified varying degrees of engagement among ASEAN students with local societies of the three countries across economic, socio-cultural, and diplomatic-political dimensions. This cross-national variance is potentially attributable to divergent governmental strategies and university motivations for recruiting ASEAN students.

1M *Sub-theme: Higher education internationalization and student mobility*

Title: Rejuvenating Chinese civilization along the Silk Road? PhD Journeys of international 'peripheral' students in Humanities and Social Science field in China

Presenters:
Dr Kenichi DOI (International House of Japan) and
Dr Kun DAI (The Chinese University of Hong Kong)

Abstract:
Chinese universities face tensions between the global and the local academic contexts as they strive to absorb Western knowledge and modernise their academic systems. In particular, most previous research points out that research in China's humanities and social sciences (HSS) has significantly lagged behind its remarkable progress in the natural science and engineering. However, international education has expanded under the Belt and Road Initiative (BRI), including in the HSS fields. Through programmes such as the Confucius China Study Program, the Chinese government and universities have offered generous public scholarships to PhD students from their geographically 'peripheral' partner countries under the BRI. These students are now engaging with China's local HSS discourses, often grounded in Confucian, Marxist, or state-defined frameworks. Drawing on the lens of world system analysis, this study explores China's gradual shift to a regional 'core' in the HSS—an area that conventional wisdom has often overlooked—through its doctoral education of international students from BRI countries. Specifically, based on in-depth interviews with ten doctoral student, three supervisors, and two relevant policy officials, the research examines how China's international doctoral education in HSS is evolving as international students navigate the epistemic, institutional, and cultural complexities of undertaking doctoral study in China. The findings reveal both the potential and limits of China's evolving role as a knowledge hub for its 'peripheral' countries, with its emerging international influence and rich historical and cultural legacies. This study contributes to a nuanced understanding of China's international HSS education and research by offering insights into China's changing positionality, and it presents practical implications for universities and policy actors seeking to cultivate international talent from BRI partners within China's nationalised frameworks.

First Parallel Session (10:45–11:45)

1N   *Sub-theme: Higher education internationalization and student mobility*

Title: Reframing international mobility as student agency situated within knowledge structures

Presenter: Dr Soyoung LEE (Seoul National University, South Korea)

Abstract:

Purpose/Objectives:
This paper investigates how international student mobility functions as a deliberate act of student agency aimed at academic self-formation. Rather than viewing mobility as a background context or economic investment, this study reconceptualises it as a transformative engagement with knowledge structures—contributing to a more educationally grounded understanding of internationalisation in higher education aligned with SDG 4.

Theoretical Framework:
Grounded in realist social theory, Vygotskian views of human learning, and boundary-crossing theory, this study frames cross-border mobility as student agency enacted through and within disciplinary knowledge structures.

Methods/Modes of Inquiry:
Using multi-sited ethnography, the study followed 13 South Korean postgraduate students—six studying in the UK and seven in Korea—over a 15-month period. Data were generated through class observations, interviews, photo-elicitation, and reflexive fieldnotes.

Data Sources/Evidence:
A mixed-mode analysis was conducted across over 150 hours of interviews and observational data. Comparative coding between the UK and Korea cohorts highlighted how mobility reshaped students' disciplinary environments, epistemic agency, and academic engagement.

Findings and Implications:
Findings reveal that mobility allows students to (1) reposition themselves within global hierarchies of knowledge, (2) transform their relationship with academic knowledge through shifting epistemic cultures, and (3) engage reflexively with both local and global content in their disciplines. The study introduces the concept of 'academic self-formation', where disciplinary knowledge becomes a boundary-crossing artefact that enables students' transformation. These insights offer a powerful rethinking of international education policy and practice by centering students' epistemic agency as central to equity and quality education (SDG 4).

Schedule of the 2nd parallel (14:30–15:30)

[3 presentation each 15-min plus 15-min Q&A]

Sub-themes	Educational equity and justice	Higher education internationalization and student mobility
Room	B4-LP-06	B4-LP-07
14:30-14:45	*2A*. Is the west the best? How to promote truly global educational scholarship Prof Liz JACKSON (The University of Hong Kong)	*2D*. Educated for the Greater Bay Area? Exploring Macao Students' Career Aspirations and Trajectories of Integration Dr LI Xiaoyuan (City University of Macau) & Dr Kun DAI (The Chinese University of Hong Kong)
14:45-15:00	*2B*. The Role of Teachers in Holistic Development: Fostering Non-Academic Growth for Left-Behind Children in Rural Areas Ms Jiahe HU (The Education University of Hong Kong)	*2E*. Only Number Matters? The Analytics of Government in China's International Student Education Policies Dr HAN Xiao Ivy (The Education University of Hong Kong)
15:00-15:15	*2C*. Bridging the Digital Divide for Educational Justice: Challenges and Innovations in Achieving SDG4 for Developing Countries Ms FANG Jingning (The Education University of Hong Kong)	*2F*. Intercultural competence in the context of China's higher education: A systematic review of student IC assessment and development in the past 20 years Ms KANG Jingdan (The Education University of Hong Kong *online*)
15:15-15:30	Q&A	Q&A

Schedule of the 2nd parallel (14:30–15:30)

[3 presentation each 15-min plus 15-min Q&A]

Sub-themes	Educational equity and justice	Higher education internationalization and student mobility
Room	B4-LP-02	B4-LP-03
14:30-14:45	*2G*. On the verge of 'post-secondary education-for-all' and deficit thinking: teachers' paradoxical identities towards minority students in Hong Kong Dr Jan GUBE & **Dr Tina GAO** (The Education University of Hong Kong)	*2J*. Policy innovation and future imaginaries of higher education internationalisation: New ideas for the grand strategy of China's Greater Bay Area Dr Yingxin LIU (The Chinese University of Hong Kong, Shenzhen) & **Dr Hayes TANG** (The Education University of Hong Kong)
14:45-15:00	*2H*. Social Equity Challenges and Strategies in Rural Chinese Primary Schools Ms ZHANG Jiahui (The Education University of Hong Kong)	*2K*. Bridging Borders, Building Futures: Cross-Border Education as a Maternal Strategy for Intergenerational Mobility Ms LIU Jing & Dr Kun DAI (The Chinese University of Hong Kong)
15:00-15:15	*2I*. A narrative inquiry into the ethical identity of exemplary Filipino teachers: Teaching as a vocation, *kaloób* and *pakikipagkapwa* Ms. Eunice Tan CONTRERAS (The Education University of Hong Kong)	*2L*. Whose Language Counts? Language Policy as Identity Pedagogy: Mandarin Promotion and Portuguese Preservation in Macau's Schools Ms Yifei WANG (University of Macau)
15:15-15:30	Q&A	Q&A

Second Parallel Session (2:30–3:30)

2A   *Sub-theme: Educational equity and justice*

Title: Is the west the best? How to promote truly global educational scholarship

Presenter: Prof Liz JACKSON (The University of Hong Kong)

Abstract:

Purposes
This essay considers the challenges of conducting educational research in East Asia that is truly global or international in perspective rather than western-oriented. Historically, many have viewed western social sciences and humanities fields underpinning educational research as superior to those methods and approaches that developed in East Asia. However, epistemic injustice is a risk when global scholars are continuously asked to be western-facing and appeal to western scholars to conduct high-quality scholarship. This presentation examines the historical and political factors involved in this promotion of western scholarship as global scholarship and ways to correct the unjust status quo that favors the west over the east.

Perspective and methods
This project is based in philosophical analysis of relevant policies and frameworks involved in assessing high-quality educational research and teaching post-graduate students from a global perspective. It uses conceptual analysis and reflective equilibrium to develop original arguments about what is taking place, why it is problematic, and how the situation can be improved.

Conclusions
There are a number of historical factors leading to the unequal regard for approaches and lenses developed in western countries over those in East Asia. These include the history of colonization and imperialism, the greater openness of colleagues to international perspectives in East Asia in comparison with the sense of superiority and lack of understanding in western academia, and the reliance on assessment frameworks and educational research guides that promote western views as global exemplars. This project spreads awareness about the situation and makes recommendations for promoting truly global educational scholarship in universities in East Asia in terms of the research and teaching conduct of doctoral students and academics.

2B   *Sub-theme: Educational equity and justice*

Title: The Role of Teachers in Holistic Development: Fostering Non-Academic Growth for Left-Behind Children in Rural Areas

Presenter: Ms Jiahe HU (The Education University of Hong Kong)

Abstract:
This article examines the critical role of teachers in fostering the holistic development of children, specifically addressing non-academic growth among left-behind children (LBC) in rural China. Due to economic disparities and labor migration patterns, many parents relocate to urban areas, leaving their children under the care of relatives, often grandparents. These children face unique challenges in their social-emotional, mental health, and physical development due to prolonged parental absence. Research highlights that left-behind children often suffer from issues such as delays in physical growth, increased rates of depression, low self-esteem, vulnerability to bullying, and inadequate social skills. Such noticeable developmental gaps require authorities' attention and targeted intervention strategies. Grounded in Bronfenbrenner's Ecological Systems Theory and Attachment Theory, the paper emphasizes the significance of positive teacher-student relationships and supportive classroom environments. Teachers not only impact students academically but also profoundly influence their social-emotional and interpersonal skills, which is especially important for children who are left behind in rural areas.

Furthermore, the study underscores the importance of equipping teachers with emotional literacy skills and enhancing their self-efficacy through specialized training programs. Drawing from personal involvement with the Electronic Classroom Project (ECP) in Chongqing, this paper provides insights into innovative teaching methods, such as storytelling and role-playing, to effectively address the non-academic needs of LBC. Additionally, professional development programs tailored to both online and onsite educators are highlighted as essential in empowering teachers to meet these children's unique needs. It argues for a comprehensive approach to fulfill the unique educational needs among LBC communities, emphasizing emotional well-being, social competence, and social-emotional learning alongside academic achievement. Through ongoing reflection and improvements in teacher training and curriculum development, educators can better support the holistic development of left-behind children.

Second Parallel Session (2:30–3:30)

2C   *Sub-theme: Educational equity and justice*

Title: Bridging the Digital Divide for Educational Justice: Challenges and Innovations in Achieving SDG4 for Developing Countries

Presenter: Ms FANG Jingning (The Education University of Hong Kong)

Abstract:
This study investigates how the digital divide exacerbates educational inequality in developing countries, undermining progress toward Sustainable Development Goal 4 (SDG4). It aims to identify systemic barriers and propose actionable strategies to align digital education initiatives with SDG4's equity-driven targets.

Theoretical Framework
Grounded in Amartya Sen's "capability approach" and critical "technology justice" perspectives, the analysis frames digital inequity as a multidimensional deprivation of educational rights. It integrates SDG4's monitoring framework to evaluate gaps between policy aspirations and on-the-ground realities.

Methods
A mixed-methods approach combines:
1. Comparative case studies: Southeast Asia and sub-Saharan Africa, focusing on Indonesia, Ghana, and Tanzania.
2. Quantitative analysis: UNESCO's SDG4 datasets (2020–2024) and World Bank infrastructure surveys.
3. Critical discourse analysis: National digital education policies.

Data Sources
Primary: National education ministry reports, field interviews with teachers/NGOs.
Secondary: UNESCO's Global Education Monitoring Reports (2024), World Bank's Digital Dividends datasets, African Development Bank case studies.

Findings
1. Three-tiered inequality: Digital disparities operate through infrastructure (32% rural vs. 89% urban schools with stable internet), skills (<20% teachers trained for hybrid instruction), and content (Western-dominated platforms neglecting local languages/cultures).
2. Policy-practice gaps: Technocentric initiatives (e.g., India's Digital Blackboard Program) often prioritize hardware over contextual adaptability, worsening exclusion.
3. Successful innovations: Hybrid low-tech models (e.g., Ghana's offline USB curriculum) significantly improved marginalized students' access while costing 60% less than tablet-based programs.

Implications
To reclaim SDG4's equity mandate, policymakers must:
1. Redesign digital indicators to prioritize accessibility over connectivity metrics.
2. Establish global funding mechanisms for localized EdTech solutions.
3. Empower communities as co-designers of digital education systems.

2D   *Sub-theme: Higher education internationalization and student mobility*

Title: Educated for the Greater Bay Area? Exploring Macao Students' Career Aspirations and Trajectories of Integration

Presenters:
Dr Xiaoyuan LI (City University of Macau) and
Dr Kun DAI (The Chinese University of Hong Kong)

Abstract:
This study investigates the tensions embedded in Macao students' educational trajectories and career aspirations amid the Greater Bay Area (GBA) initiative's promise of regional and national integration. Drawing on qualitative interviews with 28 Macao students in mainland Chinese universities, the research employs Giddens's structuration theory to analyze how students navigate the GBA initiative in their career planning. While the GBA's economic and policy frameworks initially attract students to mainland institutions — often located beyond the GBA itself — their post-graduation plans frequently prioritize returning to Macao or the Cantonese-speaking GBA. This paradoxical mobility reflects cultural affinities with Lingnan identity, familial ties, and the SAR's favorable migration policies, which simultaneously empower and circumscribe their trajectories beyond the GBA. Findings reveal the GBA's dual role as an inclusive driver of educational mobility and an exclusive boundary reinforcing ethno-regional belonging, exposing contradictions in China's national integration project. Students' aspirations, mediated by Macao's postcolonial hybridity and the mainland's meritocratic modernity, challenge the GBA's vision of seamless integration, underscoring tensions between regionalization and localized identities. The study argues that Macao students' career decisions reflect a pragmatic negotiation of belonging, where the GBA operates as both a geopolitical aspiration and a socio-cultural limit. Practical implications call for policies addressing the disjuncture between students' mobility aspirations and the GBA's integrationist rhetoric, while theoretical contributions critique linear models of regionalization in higher education.

Keywords: Macao students; mainland universities; Greater Bay Area (GBA); structuration; career planning

2E   *Sub-theme: Higher education internationalization and student mobility*

Title: Only Number Matters? The Analytics of Government in China's International Student Education Policies

Presenter: Dr HAN Xiao Ivy (The Education University of Hong Kong)

Abstract:
The examination of disciplinary system in China, in this case the evaluation criteria for the administrators' performance in higher education institutions (HEIs), could thus better explain the co-existed central control and local innovation/creativity during policy enactment, especially the consistent prioritizing of quantity over quality in international students' introduction, which, in effect, neither contributes to the national plan nor caters for the local interest.

2F *Sub-theme: Higher education internationalization and student mobility*

Title: Intercultural competence in the context of China's higher education: A systematic review of student IC assessment and development in the past 20 years

Presenter: Ms KANG JINGDAN (The Education University of Hong Kong) [Online]

Abstract:
Research Interest: Intercultural competence; International students mobility and adaptation; China-Foreign cooperation running school

Intercultural competence (IC) has been considered as a pivotal soft skill in the internationalized higher education landscape. While there is a pressing need for higher education institutions to develop and assess students IC, the empirical studies in the context of China are inadequate. This research aims to systematically review current academic research in the scope of assessment and development of students IC in the context of China's higher education. The research objective is to gain insight into the overall level of tertiary-level students. It also explores the categories of interventions used by teachers to promote students' IC levels and the effectiveness of those interventions. The researcher adopts systematic literature review (PRISMA) as a research method, screening relevant articles from WoS, Scopus and CNKI databases in the past 20 years. Thematic analysis is used to analyse data and draw conclusions. These findings reveal that Chinese university students demonstrate low-level IC. The intervention categories are specific teaching materials, activities and designed workshops or programs. This study concludes that current Chinese student's IC level is unsatisfied and intervention types are limited. Therefore, further studies are expected to explore students' IC levels in different settings. Education practitioners and researchers conduct diverse types of interventions and examine the effectiveness of interventions.

2G *Sub-theme: Educational equity and justice*

Title: On the verge of 'post-secondary education-for-all' and deficit thinking: teachers' paradoxical identities towards minority students in Hong Kong

Presenters: Dr Jan GUBE & Dr Tina GAO (The Education University of Hong Kong)

Abstract:
This research examined cross-border Hong Kong students' access to and accumulation of campus-based social capital (CBSC), and its influences upon their university navigation and persistence. The data of interviews and network maps, collected from ten Hong Kong students in a Mainland university located in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) suggested that their distinct peer networks were based on the complex mixture of Cantonese speaker identity and origin of place. Associated with the friendship ties was the pastoral care received from university counsellors, who sometimes also assumed an intermediary role in steering the participants toward valued resources. These campus-based social networks complemented existing home-based relations and together created a home away from home. However, a lack of networking with wider university faculty and domestic students negatively impacted their border-crossing learning and socialising experiences, contrary to the Chinese government's policy and efforts to integrate Hong Kong youth into Mainland China.

2H *Sub-theme: Educational equity and justice*

Title: Social Equity Challenges and Strategies in Rural Chinese Primary Schools

Presenter: Ms ZHANG Jiahui (The Education University of Hong Kong)

Abstract:

Purpose: The study will explore the social equity problems confronting Chinese rural primary school teachers and the strategies set by school leaders to lessen these challenges. Another objective of this research is to look at the policies initiated to promote social equity between rural and urban schools in China. In light of this, the study will look at these aspects for insight into how effective the equity-building strategies and policies have been while pointing out areas where improvement is needed.

Theoretical framework: Paulo Freire critical pedagogy

Method: Mix
Quantitative for surveys and questionnaires, qualitative methods research for interviews and focus groups

Data sources：literature review
Findings：Based on this, this study anticipates that primary school teachers in rural areas of China mainly face inequities in resource allocation, professional development, and student learning opportunities. At the same time, it is also expected that rural school leaders will face the difficulties positively and adopt appropriate strategies to overcome them. In addition, the paper's analyses suggest that although policies aimed at improving educational equity in rural areas exist, they are not standardised, and rural schools are often hampered by structural barriers that prevent them from fully benefiting from these initiatives. Policymakers and educators can use this research to design more precise interventions to meet the specific needs of rural schools, improve educational outcomes, and promote social equity.

21   *Sub-theme: Educational equity and justice*

Title: A narrative inquiry into the ethical identity of exemplary Filipino teachers: Teaching as a vocation, kaloób and pakikipagkapwa

Presenter: Ms CONTRERAS, Eunice Tan (The Education University of Hong Kong)

Abstract:
The consecutive dismal performance of the Philippines on PISA has put the spotlight on the quality of teachers, purported to be the most important in raising student outcomes. Consequently, there is an increasing push from different stakeholders to recruit the best and the brightest for pre-service teacher education programs. In this paper, I respond to the question of what makes a quality teacher by examining the life stories of exemplary teachers. Informed by Hansen's (2021) notion of the call to teach and indigenous Filipino psychology, this narrative research ultimately explored the ethical identity of exemplary Filipino teachers, guided by the following questions: How does the call to teach emerge in Filipino teachers' lives?, How does the call to teach manifest in their stories?, and How is the call to teach expressed in practice? Despite teacher identity being recognized as sustaining commitment to teaching their best and well (Day, 2021), teacher identity scholarship within the Global South context is considerably limited (Rushton et al., 2023). This paper addressed this gap by focusing on three teachers working in Philippine public schools, thereby allowing for a deeper understanding of the unique challenges and lived experiences of teachers in such underexplored contexts. The teachers' narratives highlight that a teacher's ethical identity, shaped by life experiences and ongoing teacher practice, is essential for exemplary teaching. In particular, the teachers' stories reveal a not-necessarily-inborn call to teach that continues to fuel their exemplary practice, manifesting in a kapwa ethical orientation in relating with students. I argue that predicating teaching excellence on prior academic results or leadership potential, no matter how helpful, overlooks a key aspect of teacher quality. I suggest that attention to ethical dispositions in prospective teacher recruitment and developing such ethical identity in the teacher education program are worthwhile efforts in achieving quality education.

Keywords: teachers, life story, identity, ethics, Philippine teacher education

2J   *Sub-theme: Higher education internationalization and student mobility*

Title: Policy innovation and future imaginaries of higher education internationalisation: New ideas for the grand strategy of China's Greater Bay Area

Presenters:
Dr Yingxin Liu (The Chinese University of Hong Kong, Shenzhen and
Dr Hei-hang Hayes Tang (The Education University of Hong Kong)

Abstract:
Future imaginaries shape the policy innovations that guide universities in their approaches to internationalisation. China's Greater Bay Area (GBA) represents a transformative grand strategy aimed at fostering a regional innovation system through knowledge creation, cross-boundary collaboration, and the cultivation of high-quality talent via inward-oriented higher education internationalisation. This paper investigates how innovative universities within the GBA construct future imaginaries of internationalisation, and the way in which they communicate these images and imaginaries to stakeholders. Employing a multiple case study approach, the study focuses on two innovative GBA universities, utilising discourse analysis of institutional policies and social media, complemented by semi-structured interviews with stakeholders. Findings reveal that these universities align their internationalisation imaginaries with a state-directed vision that emphasises political, diplomatic, and cultural partnerships over entrepreneurial motives. Unlike Anglo-Saxon models influenced by neoliberalism and academic entrepreneurialism, China's approach leverages higher education as a tool for cultural diplomacy and soft power, promoting Chinese characteristics in a multipolar, multicultural world. This research contributes to reimagining indigenous higher education internationalisation, offering insights into how future imaginaries guide policy innovation and approaches to higher education internationalisation. By situating university practices within national frameworks, the study underscores the interplay between state-led visions and institutional agency in advancing the regional innovation ecosystem.

2K   *Sub-theme: Higher education internationalization and student mobility*

Title: Bridging Borders, Building Futures: Cross-Border Education as a Maternal Strategy for Intergenerational Mobility

Presenter:
Ms LIU Jing (The Chinese University of Hong Kong)
Dr Kun DAI (The Chinese University of Hong Kong)

Abstract:
This article explores the experiences of Mainland Chinese mother-students who reside in Shenzhen and commute to Hong Kong for postgraduate studies. The unique geographical proximity of Shenzhen and Hong Kong facilitates daily or weekly cross-border commuting, which plays an important role in these mothers' educational strategies. For these women, cross-border education is not only a personal opportunity but also a key strategy to enhance their children's future educational prospects. By navigating the complexities of dual roles—as graduate students and educational brokers—they work to secure Hong Kong school placements for their children while maintaining jobs and family life in Shenzhen. Through 12 narrative interviews, the article uncovers the stories of international students balancing academic aspirations with long-term family goals. It reveals how these women make decisions regarding cross-border study and addresses the challenges they face in managing academic and family responsibilities. The article analyzes how their motivations evolve in response to the uncertainties and adjustments encountered during their academic journeys. Framed within Bourdieu's thinking tools of capital and social reproduction, the analysis deepens our understanding of how cross-border mobility between Shenzhen and Hong Kong influences both personal and familial trajectories. It theorizes this academic commute as a spatial tactic for intergenerational social reproduction, offering fresh insights into family-centered educational strategies for international students.

2L   *Sub-theme: Higher education internationalization and student mobility*

Title: Whose Language Counts? Language Policy as Identity Pedagogy: Mandarin Promotion and Portuguese Preservation in Macau's Schools

Presenter: Ms WANG Yifei (The University of Macau)

Abstract:
As multilingualism gains global recognition in education policy, the challenge of balancing national language integration with local linguistic identities has become increasingly urgent. Macau, a Special Administrative Region of China, offers a compelling yet under-examined case where four official and semi-official languages — Mandarin, Cantonese, Portuguese, and English — coexist within a postcolonial, post-handover educational landscape. While Mandarin promotion aligns with national integration goals, the symbolic protection of Cantonese and Portuguese reflects both local legacy and cultural pluralism. How does language education shape students' identity formation in the multilingual school environment? To explore this question, this research conducted field research in multiple secondary schools across Macau, combining classroom observations with semi-structured interviews, to examine how language education can be interpreted, negotiated, or even resisted in the everyday practices of schooling. Our findings reveal a dual-layered linguistic reality. While Mandarin has increasingly become the institutional language of instruction, especially in schools aligned with national curricula or mainland affiliations, Cantonese remains the dominant language of peer interaction. This shift, however, is uneven across school types and often met with ambivalence. Importantly, the ability to speak Cantonese fluently acts as a cultural boundary marker: local and non-local students are informally stratified by their competence in the local language, revealing tensions between imposed national identity and grassroots cultural belonging. This points to a broader challenge of language sustainability under policies that promote surface-level multilingualism but lack systemic integration. By situating Macau's case within broader debates in language education and comparative education, this paper underscores the need for more culturally responsive and context-sensitive language policies.

Schedule of the 3rd parallel (17:00–18:00)

[3 presentation each 15-min plus 15-min Q&A]

Sub-themes	Educational equity and justice	Higher education internationalization and student mobility
Room	B4-LP-06	B4-LP-07
17:00-17:15	**3A**. Introducing Integrative Genre-Based Pedagogy Dr Karoline Anita ANDERSON (The Education University of Hong Kong)	**3D**. Navigating Cultures and Connections: BRI International Students' Educational Journeys in China Ms Yabing LIU (The Education University of Hong Kong), Ms Jie XU & Dr Kun DAI (The Chinese University of Hong Kong)
17:15-17:30	**3B**. How gender shapes Mainland PhD experiences in Hong Kong: A qualitative study Ms Yingda GUO (The University of Hong Kong)	**3E**. The impacts of one-year master degree programmes on non-local students' employability: A case study of a public university in Hong Kong Ms HUANG Zhe (The Education University of Hong Kong)
17:30-17:45	**3C**. Student as the Arbiter: An Evolving Ideology of Parentocracy to Understand Hong Kong Parents' Changing Aspirations in the post-pandemic period Ms Yvette LEUNG (The Education University of Hong Kong)	**3F**. Rethinking Internationalisation: Identity, Inequity, and Symbolic English Medium Instruction (EMI) in Japanese Higher Education Ms WANG Kexin (The Education University of Hong Kong - *online*)
17:45-18:00	Q&A	Q&A

Schedule of the 3ʳᵈ parallel (17:00–18:00)

[3 presentation each 15-min plus 15-min Q&A]

Sub-themes	Educational equity and justice	Higher education internationalization and student mobility
Room	B4-LP-02	B4-LP-03
17:00-17:15	*3G*. A critical review of higher education budget cut-off policy in Hong Kong Mr Qibang SU (The Education University of Hong Kong) & Ms Chengyao ZHANG (Xiamen University)	*3J*. Interculturality and the Cosmopolitan Teacher: The Role of International Mobility in Mexican Teacher Education Mr FLORES OROZCO, Octavio (The Education University of Hong Kong)
17:15-17:30	*3H*. Urban Hierarchies and AI Policy in Higher Education: Insights from Beijing, Hangzhou, and Guiyang Ms Wanru ZHAO (The Education University of Hong Kong)	*3K*. Dual-City Journey: Exploring the rise, responses, and daily lives of cross-boundary students in Shenzhen and Hong Kong Ms LI Yuting (The Education University of Hong Kong)
17:30-17:45	*3I*. How to Sustain: Exploring Stabilization Mechanisms for "Nomadic" Rural Teachers Ms Xuetong DONG (Wuhan University *online*)	*3L*. Understanding the Experiences behind International Students Decision to Study in the Greater Bay Area: A Cultural and Identity Perspective Mr WANG Haoran (The Education University of Hong Kong - *online*)
17:45-18:00	Q&A	Q&A

3A   *Sub-theme: Educational equity and justice*

Title: Introducing Integrative Genre-Based Pedagogy

Presenter: Dr Karoline Anita ANDERSON (The Education University of Hong Kong)

Abstract:
This presentation reports on a conceptual paper explicating integrative genre-based pedagogy (IGBP), aimed at fostering social responsiveness in English-medium of instruction (EMI) education. Genre-based pedagogy is often employed in EMI classes to enhance the communication of knowledge. Yet, this practice may subjugate culturally diverse forms of knowledge and its communication. IGBP intends to resolve these issues by merging socially responsive practices within traditional EAP/ESP genre-based approaches using three pillars of practice: identifying, enhancing, and critiquing. The pillars promote ongoing critiquing and integrating of culture to generate awareness of bias and its reflection in communication practices and knowledge-building.

The presentation will introduce the four major schools of genre-pedagogy, explicate the rationale behind the expansion of the EAP/ESP school of genre-pedagogy, and illustrate the employment of IGBP within EMI contexts. It serves to share knowledge on pedagogical methods enhancing cultural inclusivity in education.

3B   *Sub-theme: Educational equity and justice*

Title: How gender shapes Mainland PhD experiences in Hong Kong: A qualitative study

Presenter: Ms Yingda GUO (The University of Hong Kong)

Abstract:
My research explores the gendered experiences of Mainland Chinese PhD students in Hong Kong, focusing on how gender role expectations from both society and family shape their family relationships and perceptions of gender equality in academia. Through in-depth, face-to-face, and semi-structured interviews with twelve Mainland PhD students at the University of Hong Kong, my pilot study examines how diverse identities, such as age, relationship status, and academic discipline, intersect with one another and influence their lived experiences. This research contributes to the fields of gender and sociology of education and argues that gender equity matters to men PhD students too.

Using intersectional feminism as the main conceptual framework, my study highlights rich narratives across three student groups: single PhD students navigating relationship pressures from family, coupled but childless students managing financial and household responsibilities with partners, and parent PhD students balancing childcare duties with academic demands.

Findings reveal that while all single participants face relationship pressure from family, women report more intense and persistent expectations than their male peers. Strategies to cope with such a pressure include strategic communication, passive resistance, and non-traditional dating practices behind parents' back without direct confrontation with family on a face-to-face level. Among partnered participants, men often maintain important decision-making power despite claiming an equal share of domestic responsibilities with their partners. Additionally, mother PhD students face additional challenges due to COVID-19 disruptions and strict age limits for academic job applications.

I will also reflect on potential improvements, future research directions, and the broader implications of these findings for gender equity and justice in the higher education in my presentation.

3C   *Sub-theme: Educational equity and justice*

Title: Student as the Arbiter: An Evolving Ideology of Parentocracy to Understand Hong Kong Parents' Changing Aspirations in the post-pandemic period

Presenter: Ms Yvette LEUNG (The Education University of Hong Kong)

Abstract:
Studies on parental investment and involvement reveal middle-class parents' aggressive strategies in enhancing their children's learning outcomes, which inevitably exacerbates the problem of educational inequalities in the wider context. However, the global Covid-19 pandemic disrupted student's normal schooling routines worldwide. Drawing on the ideology of prentocracy in the context of the post-pandemic and under an emerging trend of self-care and uplifting of students' well-being, this paper seeks to explore how parents' aspirations has been (re)shaped, under a changing social landscape in Hong Kong.

From a qualitative study interviewing 41 Hong Kong parents of a local girls' secondary school, findings of this paper suggest a shift away from exclusive academic performance to a basket of parents' aspirations ranging from a balancing mix of mental well-being, to an alternative definition of success and personality development. The emphasis on academic performance is softened and coupled with a greater awareness of students' well-being, given the climbing cases of student suicide in recent years. Importantly, this paper also highlights the emerging presence of students' desires and preferences, suggesting a growing sense of student's agency and a shift in the original framework of parentocracy since its introduction in 1990s.

Keywords: Parentocracy, Parental Involvement, Student Agency, Covid-19, Well-being

3D   *Sub-theme: Higher education internationalization and student mobility*

Title: Navigating Cultures and Connections: BRI International Students' Educational Journeys in China

Presenters:
Ms Yabing LIU (The Education University of Hong Kong),
Ms Jie XU and Dr Kun DAI (The Chinese University of Hong Kong)

Abstract:
China's Belt and Road Initiative (BRI) has catalysed a significant increase in international student enrolment at Chinese universities, accompanied by systematic efforts to cultivate these students' understanding of and affinity for China. While existing research has examined international students' motivations and learning experiences in China, limited attention has been paid to the comprehensive mechanisms deployed across institutional levels to cultivate students' understandings of and affinity for China and students' responses to these initiatives. This study employs Bronfenbrenner's ecological systems theory to analyse the experiences of 30 international undergraduate students from BRI partner countries at a leading Chinese university. Through in-depth interviews and qualitative analysis, the research reveals a sophisticated multi-layered ecosystem involving various institutional actors implementing coordinated strategies to promote international students' cultural integration. The findings demonstrate that while this ecosystem provides extensive support and engagement opportunities, it simultaneously exhibits exclusionary aspects through policies/practices limiting student integration and post-graduation pathways. Students' responses varied significantly, with some developing strong cultural affinity despite structural barriers to long-term integration, while others leveraged their acquired cultural capital for opportunities in their home countries. This study enriches scholarly understanding of non-Western approaches to international education and highlights the need for more nuanced policy frameworks that can accommodate diverse student trajectories. The findings have important implications for international student support services and higher education policy in emerging education hubs.

Third Parallel Session (17:00–18:00)

3E *Sub-theme: Higher education internationalization and student mobility*

Title: The impacts of one-year master degree programmes on non-local students' employability: A case study of a public university in Hong Kong.

Presenter: Ms HUANG Zhe (The Education University of Hong Kong)

Abstract:
Master degree postgraduate education is rapidly growing worldwide, attracting students from increasingly diverse backgrounds. Despite the rising demand for one-year master degree programmes and their increasingly diverse purposes, limited research has examined the nature of these programmes and students' experiences of their master degree education, particularly in relation to students' employability and career trajectories after graduation. This case study aims to explore how one-year master degree programmes at a public university in Hong Kong impact the employability of non-local students who aspire to work in Hong Kong after graduation.

The researcher adopts a qualitative research design and case study approach by conducting (a) off-line student questionnaires; (b) in-depth, face-to-face semi-structured interviews with four non-local postgraduate students; and (c) analysis of related documents and artifacts of a one-year master degree programme in a public university in Hong Kong. Research participants are categorized into three groups based on their prior work experience. The study is guided by the USEM conceptual model, a powerful framework for understanding and improving employability through four key dimensions: Understanding (U), Skills (S), Efficacy (E), and Meta-cognition (M).

The findings reveal that the impacts of the one-year master degree programme on employability vary significantly depending on students' backgrounds and prior work experiences. For some, the program effectively enriches subject knowledge, broadens professional horizons, deepens awareness of social issues, enhances language proficiency, boosts self-confidence, and stimulates career planning. However, due to the programmes' tight schedule and limited resource utilization, students still face certain challenges, including (a) developing practical skills, (b) cultivating reflective and critical thinking, (c) preparing for the job market, and (d) making long-term career planning, etc. Particularly, students without prior work experience are more likely to struggle with practical job preparation and clarifying career goals.

The study focuses on non-local master degree students in Hong Kong and addresses the gap in the existing literature on postgraduate employability. Although the research participants represent a specific group, the study offers valuable reference for understanding the career development experiences of international students in a globalized context. It also provides evidence for universities, programme designers, and policymakers to supply more targeted and effective support, which can effectively respond to diverse students' needs in career development.

3F   *Sub-theme: Higher education internationalization and student mobility*

Title: Rethinking Internationalisation: Identity, Inequity, and Symbolic English Medium Instruction (EMI) in Japanese Higher Education

Presenter: Ms WANG Kexin (The Education University of Hong Kong) [Online]

Abstract:
This study explores the experiences of international students in English Medium Instruction (EMI) degree programs—also known as English-Taught Programs (ETPs)—at Japanese universities. While international students are frequently used as rhetorical tools in the discourse of internationalisation in Japan, their lived experiences are often overlooked. This research aims to fill that gap and critically examine the future of EMI in Japan.

Although EMI is widely promoted as a pathway to globalising higher education, findings from this study reveal a stark disconnect between its symbolic promise and the realities on the ground. Drawing on in-depth interviews with 15 international students and guided by Non-Representational Theory (Thrift, 2007), this research analyses EMI as a product of top-down policy shaped by neoliberal agendas and global branding ambitions.

Participants, all highly proficient in English, actively claimed ownership of English as a Lingua Franca (ELF). Yet, they experienced contradictory identity tensions—asserting global competence while simultaneously seeking validation from Western models and native-speaker norms. Their multilingual abilities were often undervalued, and many felt pressure to conform to Japanese societal expectations, both linguistically and culturally.

Structurally, the study found that ETPs suffer from inconsistent course design, limited student support, and a high turnover of administrative staff, which undermines continuity and institutional memory. Participants noted that Japanese returnees—Japanese students raised or educated abroad—benefit disproportionately, highlighting deeper questions of equity and access: Who are ETPs truly designed for?

This qualitative study adopts a narrative inquiry approach, supported by thematic analysis and policy document reviews. It contributes to the sub-theme Higher Education Internationalisation and Student Mobilities by exposing how EMI can reproduce inequalities and remain performative unless rooted in ethos, inclusivity, and long-term commitment to educational justice.

Third Parallel Session (17:00–18:00)

3G   Sub-theme: Educational equity and justice

Title: A critical review of higher education budget cut-off policy in Hong Kong

Presenters:
Mr Qibang SU (The Education University of Hong Kong) and
Ms Chengyao ZHANG (Xiamen University)

Abstract:
The Hong Kong government claimed to decrease its financial support for the Hong Kong public universities in February 2025, with some reserve funds of universities also having to be returned. We made a critical review on the coming challenges for Hong Kong higher education. As a capitalist special administration region, it could be reasonable for Hong Kong to decrease part of funding for higher education in the age of neo-liberalism as many Western countries did, especially during the challenging time of government deficit. Neoliberalism has appeared in Hong Kong's higher education since the 2000s. Three pathways to getting enough income exist: students' tuition fees, research commercialisation, and community resources mobilisation. Nevertheless, current research has found that Hong Kong's universities may overextend their enrolment of non-local postgraduate students and fail to provide corresponding high-quality education. For instance, the University of Hong Kong increased over 60% of its postgraduate student's enrolment from 2020 to 2023, while an Ex-employee of the Poly University of Hong Kong claimed that some graduate programs use outside, low-cost part-time staff to teach classes. The qualitative research has pointed out that some graduates who finished their postgraduate studies in Hong Kong did not get the expected returns on career or financial development. Therefore, more research is needed to improve the quality of higher education in Hong Kong, especially in postgraduate programmes, to achieve Hong Kong higher education's sustainable leadership during the uncertain Sino-US rivalry age.

Third Parallel Session (17:00–18:00)

3H   *Sub-theme: Educational equity and justice*

Title: Urban Hierarchies and AI Policy in Higher Education: Insights from Beijing, Hangzhou, and Guiyang

Presenter: Mr Wanru ZHAO (The Education University of Hong Kong)

Abstract:
How does city hierarchy shape the development of artificial intelligence (AI) education in China? This study investigates how AI policy implementation differs across first-tier (Beijing), second-tier (Hangzhou), and third-tier (Guiyang) cities, and how these differences influence universities' approaches to AI education, research, and talent development.

Using a qualitative multi-case approach and policy document analysis, the study reviews local government initiatives and institutional practices between 2015 and 2025. The first case, Beijing, illustrates how a first-tier city leverages abundant resources and international partnerships to focus on core AI technology R&D and high-end talent cultivation. Universities such as Beijing Union University are integrated into global innovation networks through strong policy support and curriculum reform. The second case, Hangzhou, reflects a second-tier city driven by the digital economy. It emphasizes building an AI industrial ecosystem through university–industry collaboration and interdisciplinary programs, with platforms like Zhejiang University's "Zhihai Platform" supporting application-oriented training. The third case, Guiyang, demonstrates how a third-tier city with fewer resources promotes localized innovation by investing in big data infrastructure and exploring initiatives like "AI + agriculture." Institutions such as Guizhou University exemplify a model of pragmatic adaptation to regional needs.

The comparative analysis highlights how city tier affects policy strength, resource input, and execution pathways. Higher-tier cities demonstrate greater strategic coordination and institutional capacity, while lower-tier cities rely more on central support and local adaptability. Despite limited resources, some lower-tier universities exhibit strong flexibility and innovation in response to local needs.

By linking urban hierarchy with education policy outcomes, this study fills a gap in AI policy literature and offers actionable insights for optimizing regional resource distribution and promoting educational equity. Future research should explore how evolving AI technologies may further shape talent development and institutional change across diverse city contexts.

Keywords: AI policy; Higher education; City tier; Comparative study; Resource Allocation

31 ***Sub-theme: Educational equity and justice***

Title: How to Sustain: Exploring Stabilization Mechanisms for "Nomadic" Rural Teachers (online)

Presenter: Ms Xuetong DONG (Wuhan University) [Online]

Abstract:
The phenomenon of teachers commuting between urban and rural areas, characterized by a dissonance between their professional and residential environments, exemplifies the uneven distribution of educational resources. The causes of this issue are complex and multifaceted. In the context of urbanization, the "nomadic migration" of rural educators who continually travel between their workplaces and residences has become a way of life for some rural teachers in China. This study, set in a specific rural township in China, uses a mixed-method approach to explore generational differences and inequalities within the "nomadic" rural teacher population, and discusses the educational challenges that arise from this "nomadic" trend. It finds that rural teachers in real life undergo a dual "migration state" - an interplay of physical and mental factors that influence each other, resulting in staffing instability and a recurring cycle of turnover. This situation has led to a gradual decline in the quality of rural education, producing individuals who are "rootless," existing in a state of suspension between urban and rural environments, and being increasingly swayed by urban culture. In order to establish a stable environment for rural teachers and rejuvenate rural education, it is imperative to employ a comprehensive array of educational policy tools. Globally, teacher mobility between urban and rural areas has evolved into three main models: "institution-driven" (Japan and South Korea), "market selection" (US and Canada), and "compensation-oriented" (Northern Europe). Addressing job-residence separation requires a comprehensive management framework that includes economic compensation, career development, life support systems, and digital administration. This provides a multidimensional reference for developing new policies on teacher mobility in the world.

3J   *Sub-theme: Higher education internationalization and student mobility*

Title: Interculturality and the Cosmopolitan Teacher: The Role of International Mobility in Mexican Teacher Education

Presenter: Mr FLORES OROZCO, Octavio (The Education University of Hong Kong)

Abstract:
FLORES OROZCO, Octavio has been a language educator for more than 10 years and his academic and professional experience involves various international settings and levels. Before commencing his current PhD in the department of Education Policy and Leadership at The Education University of Hong Kong, he served as a lecturer at a Normal School dedicated to teacher education in Mexico.

Teachers are challenged by growing cultural diversity in schools and the need to prepare students for an interconnected world. Policymakers have recognised this phenomenon and urged teacher education to promote global citizenship. One strategy to achieve this is through the internationalisation of teacher education, particularly by offering pre-service teachers opportunities to study abroad as part of their training. Although international mobility in teacher education has been slow to develop in Latin America, it has become an established area of focus. However, most research has focused on the mobility of teachers within the Global North, which misses other circuits of mobility within the Global South.

This presentation reports on semi-structured interviews with teachers in Mexico as part of an ongoing qualitative project. Applying the concepts of "interculturality" and the "cosmopolitan teacher" as a framework, the presentation discusses how the mobility experiences of teachers can shape their perspectives and practices in K-6 education. Key preliminary findings, such as the integration of foreign and local languages into the mainstream curriculum and the inclusion of school activities that foster global perspectives and interactions, will be highlighted. Finally, the discussion will address the role of the Global South in addressing current issues related to social justice and equal access in international student mobility and it implications.

3K   *Sub-theme: Higher education internationalization and student mobility*

Title: Dual-City Journey: Exploring the rise, responses, and daily lives of cross-boundary students in Shenzhen and Hong Kong

Presenter: Ms Li Yuting (The Education University of Hong Kong)

Abstract:
Every day, more than ten thousand students who live in Shenzhen cross the boundary to go to school in Hong Kong. CBS between Shenzhen and Hong Kong are a distinctive phenomenon in global cross-border educational mobility. Although the flow of CBS is within a country, they need to undergo identity and security checks at border control points, and the nature of this mobility is more like mobility across national borders. The emergence of CBS has acted as a catalyst for social and political issues in Hong Kong. This thesis investigates the historical emergence, challenges and policy responses, and lived experiences of CBS students in Hong Kong. It provides an in-depth analysis of CBS and answers three main research questions: (1) How has the phenomenon of CBS in Hong Kong emerged and evolved over time? (2) What major issues and challenges regarding CBS have been identified by the government and local schools, and how have they attempted to address them? (3) To what degree do official accounts and policies reflect the lived experiences and daily challenges facing CBS? To address these questions, the thesis first traces the historical emergence and evolution of CBS mobility. This phenomenon is the result of the synergy between institutional differences and economic strength between Hong Kong and mainland of China. Next, it explores the challenges faced by CBS and the measures taken by the government and schools. Despite efforts by the government and schools to address learning issues such as language barriers and commuting fatigue, personal development issues, such as concerns about their sense of identity and a lost sense of belonging to Hong Kong, have not been adequately addressed. Finally, drawing on ethnographic fieldwork and interviews, it examines students' lived experiences to surface previously unidentified and unresolved issues, providing reflections for policy.

Keywords: Cross-boundary students, education mobility, education policy

3L *Sub-theme: Higher education internationalization and student mobility*

Title: Understanding the Experiences behind International Students Decision to Study in the Greater Bay Area: A Cultural and Identity Perspective

Presenter: Mr WANG Haoran (The Education University of Hong Kong) [Online]

Abstract:
This study examines the phenomenon of international students' experiences study in the Greater Bay Area (GBA) of China from a cultural and identity perspective. The GBA's modern culture, unique blend of multiple ethnicities and globalization has made it a hot spot for international students. This research uses semi-structured interview method to extract narrative data from international students attending different universities within the GBA Region. The study attempts to understand cultural factors, such as image of China, prestige of academics, and employment opportunities, into account within the decision-making process. It also seeks to understand the interaction of international students' identities constructed from home culture, personal experiences, and expectations, with the phenomenon of studying in the GBA. As a preliminary analysis, findings suggests that international students' engagement goes beyond academic and career goals, but also includes their interest to interact with a multicultural and globalizing culture. The research ends with the discussion for implication on university advertisement policies and responses to international students' concerns towards changing conditions in the world.

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