



Conference Theme: "Uncertain Futures"

Programme & Abstract Book

CHER/ACLA2019

November 08–10, 2019

Lingnan University, Hong Kong

The IAFOR Conference for Higher Education Research (CHER)
The Asian Conference on the Liberal Arts (ACLA)

Co-organised by The International Academic Forum (IAFOR), Lingnan University (Hong Kong), the Asia Pacific Higher Education Research Partnership (APHERP), and in affiliation with the Centre for Global Higher Education (CGHE), the IAFOR Research Centre at Osaka University and IAFOR's Global University Partners.



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IAFOR Global Partners



IAFOR has entered into a number of strategic partnerships with universities across the world to form the IAFOR Global Partnership Programme. These academic partnerships support and nurture IAFOR's goals of educational cooperation without borders, connecting the organisation with institutions that have an international and internationalising profile, and a commitment to interdisciplinary research.

The IAFOR Global Partnership Programme provides mutual recognition and scope for Global Partner institutions and organisations to showcase their research strengths, as well as engage in the development of projects and programmes with IAFOR.



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CHER2019 Conference Theme: Uncertain Futures: Repurposing Higher Education

Given the rate of change in today's world, the future has never seemed less certain, to either students or teachers. This conference will concentrate on the role of formal education in preparing students for uncertain futures, and for societies that are changing at great speed.

In addition to the positive aspects of globalisation that have transformed how we work and interact with each other, we must also consider the more negative impacts on societies and the natural environment. Nationalism, regionalism, populism and authoritarianism are frequently driven by fear-based politics, rooted in the idea of an uncertain present, and a scary future.

Technologies have made life better in so many ways, but they have also contributed to great losses of personal privacy, and increased reports of alienation as social media and online life vie for time with "real" life. Until fairly recently, technology was driven by policy, as opposed to the current situation where it exists before any ramifications can be fully considered.

Artificial intelligence and robots are already replacing many more routine jobs, and while technology may create many as yet unimagined jobs, teachers and professors are in the position of having to educate for the unknown. How then do we respond effectively to uncertain futures by repurposing education? How do we reimagine teaching, lecturing, nurturing, mentoring, and the curation and transmission of knowledge? How do we prepare for students to thrive when confronted with the unexpected? How do we plan for as yet unknown disruptive change?



ACLA2019 Conference Theme: Uncertain Futures: The Role of Liberal Arts Education

Given the rate of change in today's world, the future has never seemed less certain, to either students or teachers. This conference will concentrate on the role of formal education in preparing students for uncertain futures, and for societies that are changing at great speed.

In addition to the positive aspects of globalisation that have transformed how we work and interact with each other, we must also consider the more negative impacts on societies and the natural environment. Nationalism, regionalism, populism and authoritarianism are frequently driven by fear-based politics, rooted in the idea of an uncertain present, and a scary future.

Globalisation has been driven by massive leaps forward in technology. Technologies have made life better in so many ways, but they have also contributed to great losses of personal privacy, and increased reports of alienation as social media and online life vie for time with "real" life. Until fairly recently, technology was driven by policy, as opposed to the current situation where it exists before any ramifications can be fully considered.

Artificial intelligence and robots are already replacing many more routine jobs, and while technology may create many as yet unimagined jobs, teachers and professors are in the position of having to educate for the unknown. How do we keep the Liberal Arts relative in this high-tech world? How then do we respond effectively to uncertain futures by repurposing liberal arts education? How do we reimagine teaching, lecturing, nurturing, mentoring, and the curation and transmission of knowledge? How do we prepare for students to thrive when confronted with the unexpected? How do we plan for as yet unknown disruptive change?

The past decade has been a challenging one for liberal arts education as it has been seen by some governments and actors as less useful than "more practical" areas of study, by which they mean it is difficult to quantify in the same ways as the sciences, and in particular the "hard" sciences. This has led, in many countries, to a reappraisal of their role in the face of budget cuts in favour of other subjects, but has also led to a reconceptualisation and rebranding of the liberal arts, from the futile and fanciful of their caricature, to instead hard-nosed selling of their fundamental need in both analysing and interpreting information, and framing and exploring all other subjects. This is a recognition of their crucial importance in helping foster and nurture the skills that will be required for future generations.

Letter of Welcome



Welcome to Hong Kong and to the 2nd IAFOR Conference for Higher Education Research (CHER2019) and the inaugural Asian Conference on the Liberal Arts (ACLA2019).

Held concurrently at Lingnan University, Hong Kong's liberal arts university, and recognised as one of the top 100 Asian universities by QS and one of the top 10 liberal arts college in Asia by Forbes, these events will see a combined total of over 100 delegates, from more than 25 countries sharing and discussing research on the shared conference theme, "Uncertain Futures". This timely theme speaks to the role of formal education and the liberal arts in preparing students for uncertain futures, and for societies that are changing at great speed. In these times of change, one

thing is certain, we have a lot to learn from each other. We look forward to challenging discussions, engaging ideas, and helping to shape the future when we meet at the conference.

Through IAFOR's unique global platform, including the OSIPP-IAFOR Research Centre at Osaka University and our partners across the world, we continue to engage in many global cross-sectoral events, projects, and interdisciplinary initiatives that will have an important impact on domestic and international public policy conversations and outcomes.

Recent and ongoing projects include those engaging leading universities (Virginia Tech, UCL, Singapore Management University, University of Belgrade, Lingnan University, Barcelona University, University of Hawai'i, Moscow State University); think tanks, research organisations and agencies (the East-West Center, The Center for Higher Education Research, The Asia Pacific Higher Education Research Partnership, The World Intellectual Property Organization); governments, and international governmental organisations (Government of Japan through the Prime Minister's Office, the United Nations in New York); and global media (*The Wall Street Journal*, JWT, HarperCollins).

This event will generate discussion around specific subject areas, with the goal of generating new knowledge and understanding, and forging and expanding new international, intercultural and interdisciplinary research networks and partnerships. We hope and expect that much of this work will be developed and shared as part of the Open Access IAFOR Research Archive, through either the official conference proceedings, or one of our peer-reviewed journals.

Since its founding in 2009, IAFOR has brought more than 30,000 people together across its events around the world to promote and celebrate interdisciplinary study, and underline its growing importance. I have no doubt that CHER/ACLA will prove a remarkable opportunity for the sharing of research and best practice, and for the meeting of people and ideas.

I'd like to recognise Joshua Mok of Lingnan University for his pivotal role in the organisation and planning of CHER/ACLA, as well as the members of the conference Advisory Board and Organising Committee. I'd like to also thank and welcome to the conference our distinguished Keynote Speakers, Leonard K. Cheng (Lingnan University, Hong Kong), Francis Green (University College London, Institute of Education, UK), Simon Marginson (University of Oxford, UK), Adam R. Nelson (University of Wisconsin-Madison, USA) and Deane Neubauer (East-West Center, USA) as well as Bernard Charnwut Chan from the Executive Council of the Government of the Hong Kong SAR, who joins us as the Officiating Guest and will be giving welcoming remarks during the plenary session on Friday.

Special thanks also go to our partners at the Asia Pacific Higher Education Research Partnership (APHERP), and affiliates at the Centre for Global Higher Education (CGHE) for their roles in ensuring the success of this event.

I look forward to meeting you all.

Dr Joseph Haldane

Chairman & C.E.O, The International Academic Forum (IAFOR)

Guest Professor, Osaka School of International Public Policy (OSIPP), Osaka University, Japan

Visiting Professor, Doshisha University, Japan & The University of Belgrade, Serbia

Member, Expert Network, World Economic Forum

Organising Committee



Padmore Adusei Amoah
Lingnan University, Hong Kong



Joseph Haldane
IAFOR



Barbara Lockee
Virginia Tech, USA



Joshua Mok
Lingnan University, Hong Kong



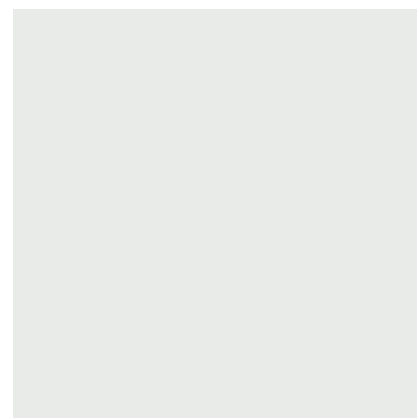
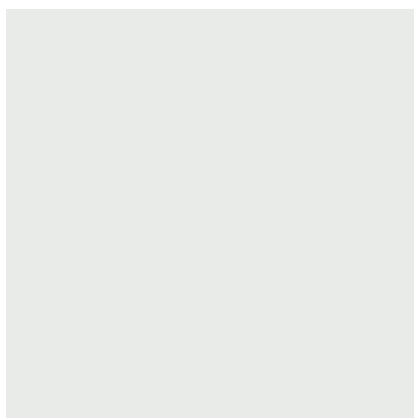
Justin Sanders
Temple University, Japan Campus



Ada Wong
Lingnan University, Hong Kong



Weiyan Xiong
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Susan Robertson

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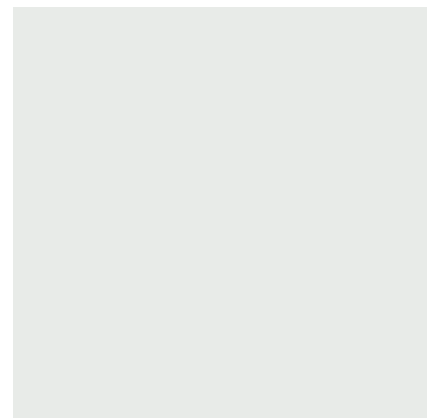
Justin Sanders

Temple University, Japan Campus



Winnie Tang

Smart City Consortium, Hong Kong



Conference Guide

Conference at a Glance

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On Campus Eateries

General Information

Presentation Guide

IAFOR Membership

Professor Stuart D. B. Picken (1942–2016)

IAFOR Publications

IAFOR Academic Grant & Scholarship Recipients



November 08, 2019 | Lingnan University | Main Hall (2F)

Friday at a Glance

09:00-09:30	Conference Registration, Coffee & Networking Session
09:20-09:30	Lion Dance
09:30-09:35	Announcements Brian Aycock, IAFOR, Japan
09:35-09:40	Welcome Address Recognition of IAFOR Scholarship Winners Joseph Haldane, IAFOR, Japan
09:40-09:50	Welcome Address Joshua Mok Ka-Ho, Lingnan University, Hong Kong
09:50-10:00	Video Show: Lingnan University
10:00-10:15	Opening Remarks from the Officiating Guest Bernard Charnwut Chan, Executive Council of the Government of the Hong Kong SAR, Hong Kong
10:15-10:25	Opening Ceremony: Promoting Sustainable Development Goals
10:25-10:35	Conference Photograph
10:35-11:15	Keynote Presentation <i>Boya Education in China: Lessons from Liberal Arts Education in the U.S. and Hong Kong</i> Leonard K. Cheng, Lingnan University, Hong Kong
11:20-11:35	Coffee Break



November 08, 2019 | Lingnan University | Main Hall (2F)

Friday at a Glance

- | | |
|-------------|---|
| 11:35-12:20 | Keynote Presentation
<i>Equal but Different: Global and Regional Implications of the Rise of China in Universities and Science</i>
Simon Marginson, University of Oxford, UK |
| 12:20-13:30 | Lunch Break |
| 13:30-14:15 | Keynote Presentation
<i>Graduate Employment and Under-employment</i>
Francis Green, University College London, Institute of Education, UK |
| 14:15-15:00 | Keynote Presentation
<i>Engaging the Forces Propelling the Repurposing of Higher Education</i>
Deane Neubauer, East-West Center, USA |
| 15:00-15:30 | Coffee Break & Networking Session |
| 15:30-16:00 | Keynote Presentation
<i>Uncertain Futures of the Past: 'Repurposing' American Higher Education, 1945-1965</i>
Adam R. Nelson, University of Wisconsin-Madison, USA |
| 16:00-16:30 | Featured Presentation
<i>Questing for Sustainable Development in Higher Education: The Role of Liberal Arts Education</i>
Joshua Mok Ka-ho, Lingnan University, Hong Kong |
| 16:30-17:30 | Conference Poster Session |
| 17:15-18:30 | Conference Welcome Reception & Musical Performance by Lingnan Artists |



November 09, 2019 | Lingnan University

Saturday at a Glance

09:00-10:40	Parallel Session I
10:40-11:00	Coffee Break
11:00-12:15	Parallel Session II
12:15-13:30	Lunch Break
13:30-14:45	Parallel Session III
14:45-15:00	Coffee Break
15:00-16:40	Parallel Session IV
18:00-20:00	Official Conference Dinner (optional extra)



November 10, 2019 | Lingnan University

Sunday at a Glance

09:00-10:40	Parallel Session I
10:40-11:10	Coffee Break & Networking Session
11:10-12:25	Parallel Session II
12:30-12:45	Closing Session

Friday Schedule | November 08, 2019

	Main Hall (2F)
09:00-09:30	Registration
09:20-16:30	Plenary Session
16:30-17:30	Poster Session
17:15-18:30	Welcome Reception

Saturday Schedule | November 09, 2019

	Main Hall (2F)	Gallery Small Hall (2F)	Art Gallery (3F)	Room AD301 (3F)	Council Chamber
09:00-10:40	Literature	Curriculum Design	Innovations in Blended & Online Learning	Management & Governance Issues	Asia Pacific Higher Education Research Partnership (APHERP) Sessions
10:40-11:00	Coffee & Snacks				
11:00-12:15	Liberal Arts Education	Internationalisation of Education	Innovations in Language Learning	Innovations in University Structures	
12:15-13:30	Lunch Break				
13:30-14:45	Globalisation & Universities	Workshop	Arts & Culture	Inclusion & Social Justice	
14:45-15:00	Coffee Break (no snacks)				
15:00-16:40	Curriculum Development	Globalisation & Inclusion	Student Learning & Liberal Arts	Globalisation & Universities	
18:00-20:00	Conference Dinner (optional extra)				

Sunday Schedule | November 10, 2019

	Main Hall (2F)	Gallery Small Hall (2F)	Art Gallery (3F)	Room AD301 (3F)
09:00-10:40	Symposium	STEM in Higher Education	Education & Employment	Open
10:40-11:10	Coffee Break & Networking Session			
11:10-12:25	Globalisation & Education	Student Learning	Innovation, Entrepreneurship, & Graduate Employment	Open
12:30-12:45	–	Closing Session	–	–



Lunch & Dinner

A buffet lunch is available on Friday (12:45-14:00) and Saturday (13:00-14:00) at the conference venue during the designated lunch hour. On Sunday morning, there will be an extended coffee break with light snacks.

Lunch Times

Friday, November 08	12:45-14:00	Room 701 Foyer (7F)
Saturday, November 09	13:00-14:00	Room 601 Foyer (6F)
Sunday, November 10	No lunch	

Conference Dinner

The Conference Dinner is a ticketed optional event (approx 280 HKD) on Friday, November 08.

The Conference Dinner is held at Lingnan House in the conference venue, and offers conference participants an excellent chance to enjoy delicious food in a relaxed setting while getting to know each other and making new connections outside the main conference environment. Lingnan House is a Chinese restaurant providing full table service with a comprehensive seasonal menu of Chinese cuisine and dim sum.

Conference Dinner attendees should meet in the Gallery Main Hall on the second floor of the conference venue at 17:30 on Friday, November 08. The group leaves for the restaurant at 17:40. Please remember to bring your name tag to the Conference Dinner. Dinner starts from 18:00.

Restaurant name: Lingnan House (Chinese Restaurant)

Restaurant address: 1F of Amenities Building, Lingnan University

Lingnan University

Directions & Access

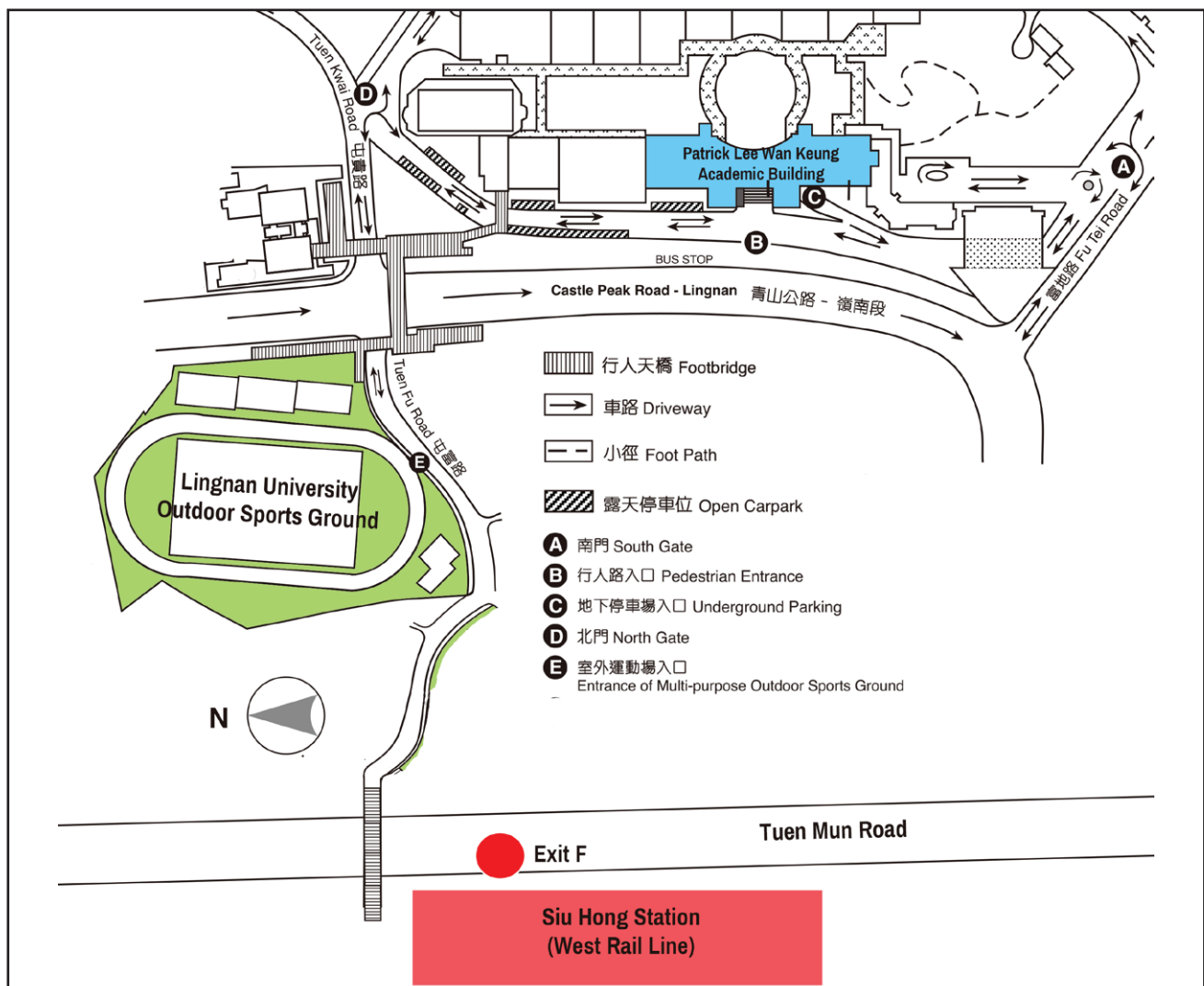
From Hong Kong Airport to Lingnan University by MTR (57 minutes)

1. From Hong Kong Airport, take the Airport Express to TSING YI
2. Change to the Tung Chung Line at TSING YI (Platform 4) towards Hong Kong and get off at NAM CHEONG
3. Change to the West Rail Line at Nam Cheong (Platform 1) towards Tuen Mun and get off at SIU HONG Station.
4. Take Exit F, cross the footbridge, and follow the road to the main building. It is a 10-minute walk to campus from the Station.

Address: Lingnan University, 8 Castle Peak Road, Tuen Mun, Hong Kong

From Hong Kong Airport to Lingnan University by Taxi (around 35 minutes)

1. From Hong Kong Airport, take GREEN taxi (to New Territories).
2. Address: Lingnan University, 8 Castle Peak Road, Tuen Mun, Hong Kong.
3. The cost of taxi will be HK\$270-320.



Lingnan University

On Campus Eateries

There are several on-campus eateries available.

1. Canteen

The Canteen serves a wide selection of Chinese and Western Cuisine, set meals and snacks. The Coffee Corner inside Canteen provides freshly ground coffee, pastry, sandwiches with specialty bread and salads.

Open Times:

Friday, October 19	07:45-21:15
Saturday, October 20	08:00-18:00
Sunday, October 21	08:00-18:00

Location: Ground Floor of Amenities Building

2. Cafe

The Cafe serves Western cuisine, salads, snacks and sandwiches.

Open Times:

Friday, October 19	08:00-17:30
Saturday, October 20	closed
Sunday, October 21	closed

Location: Ground Floor of Amenities Building

3. Lingnan House

Lingnan House is a Chinese restaurant provides full table service with a comprehensive seasonal menu of Chinese cuisine and dim sum.

Open Times:

Friday, October 19	11:00-23:00
Saturday, October 20	09:00-23:00
Sunday, October 21	09:00-23:00

Location: 1F of Amenities Building



General Information

Registration Desk

You will be able to pick up your registration pack and name card at the Conference Registration Desk. The Conference Registration Desk will be situated at the following locations during the conference:

Friday, November 8	08:45-17:00	Art Gallery (2F)
Saturday, November 9	08:30-17:00	Art Gallery (2F)
Sunday, November 10	08:30-13:00	Art Gallery (2F)

If you have any questions or concerns, IAFOR staff and volunteers will happily assist you in any way they can.

Name Badges

When you check in, you will receive a registration pack, which includes your name badge. Wearing your badge is required for entrance to the sessions. You must wear your badge at all times during the conference.

Internet Access

There is free Wi-Fi internet connection at the conference venue. However, this can be unreliable so we would strongly suggest that you do not rely on a live connection for your presentation.

Instructions on how to connect to the Wi-Fi will be available at the registration desk.

Refreshment Breaks

Complimentary coffee, tea and water will be available during the scheduled coffee breaks. Light snacks will be provided once in the morning and once in the afternoon.



General Information

Smoking

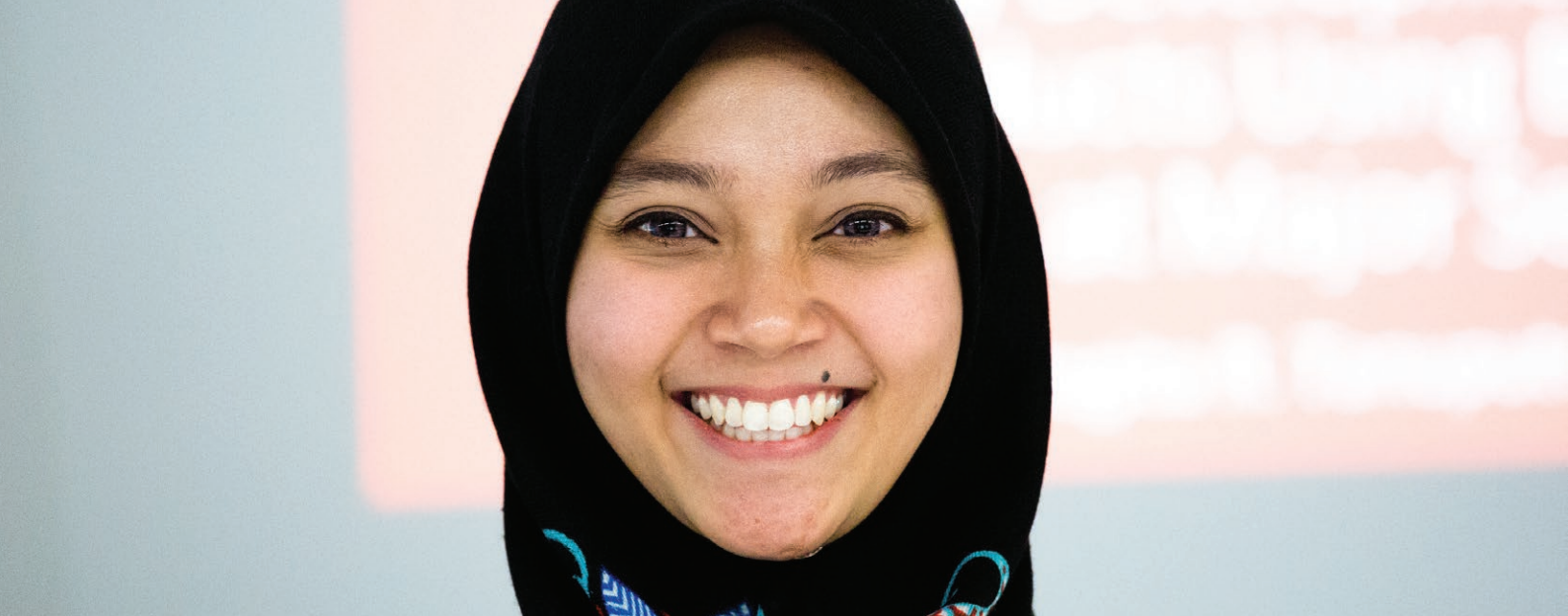
Smoking is only permitted in designated areas.

What to Wear & Bring

Attendees generally wear business casual attire. You may wish to bring a light jacket or sweater as meeting rooms are air-conditioned and sometimes cool.

Photo/Recording Waiver

Human interaction through networking, and dissemination of this knowledge, is at the core of what IAFOR does as an academic research organisation, conference organiser and publisher. As part of the archiving of the conference event, IAFOR takes photos in and around the conference venue, and uses the photos to document the event. This also includes the filming of certain sessions. We consider this documentation important and it provides evidence of our activities to members, partners and stakeholders all over the world, as well as to current and potential attendees like you. Some of these photos will therefore appear online and in print, including on social media. The above are the legitimate interests of the organisation that we assert under the new European Union law on General Data Protection Regulation (GDPR). Under this legislation, you have an absolute right to opt out of any photo. We are committed to protecting and respecting your privacy. Read our full privacy policy – www.iafor.org/about/privacy-policy



Presentation Guide

Oral & Workshop Presentations

Oral Presentations are normally scheduled in sessions comprising three presentations, lasting 75 minutes in total. In sessions with two Oral Presentations, the session will last 50 minutes, and in the case of four Oral Presentations, an extended session lasting 100 minutes will be scheduled.

The time in the sessions is to be divided equally between presentations. We recommend that an Oral Presentation should last 15–20 minutes to include time for question and answers, but should last no longer than 25 minutes. Any remaining session time may be used for additional discussion.

Equipment

All rooms will be equipped with a MacBook computer pre-installed with PowerPoint and Keynote and connected to a LCD projector or LCD screen. If you wish, you may directly link your own PC laptop, although we advise you to use the computer provided by plugging in your USB flash drive. We recommend that you bring two copies of your presentation in case one fails, and suggest sending yourself the presentation by email as a third and final precaution.

Session Chairs

Session Chairs are asked to introduce themselves and other speakers (briefly) using the provided printouts of speaker bios, hand out the provided presentation certificates at the end of the session, ensure that the session begins and ends on time, and that the time is divided fairly between the presentations. Each presenter should have no more than 25 minutes in which to present his or her paper and respond to any questions. The Session Chair is asked to assume this timekeeping role, and to this end yellow and red timekeeping cards are used as a visual cue for presenters, letting them know when they have five minutes remaining, and when they must stop.

Please follow the order in the programme, and if for any reason a presenter fails to show up, please keep to the original time slots as delegates use the programme to plan their attendance.



Presentation Guide

Presentation Certificates

Presenters will receive a certificate of presentation from their Session Chair or a member of staff at the end of their session.

Conference Proceedings

The Conference Proceedings are published on the IAFOR website (papers.iafor.org), and can be freely accessed as part of IAFOR's research archive. All authors may have their full paper published in the online Conference Proceedings.

Full text submission is due by December 10, 2019 through the online system. The proceedings will be published on January 10, 2020. Authors will have PDF copies of their offprints emailed to them by February 10, 2020.

A Polite Request to All Participants

Participants are requested to arrive in a timely fashion for all presentations, whether to their own or to those of other presenters. Presenters are reminded that the time slots should be divided fairly and equally between the number of presentations, and that presentations should not overrun.

Participants should refrain from talking amongst themselves and ensure that mobile phones are switched off or set to silent mode during presentations.



Become an IAFOR Member

IAFOR provides an excellent personal and professional environment for academics and scholars of all ages and backgrounds to come together and exchange the latest ideas, and inform each other's perspectives through their own cultural and disciplinary background and experiences. We are able to do this thanks to the exceptional network of individuals and institutions around the world who support our work and help shape our exceptional events globally. We emphasise the nurturing and supporting of young academics from different backgrounds, providing mutual advice and guidance, and offer more senior academics the chance to forge working relationships outside of their traditional networks.

In a world where division and strife are underlined and played up in national and local contexts, and political posturing frequently seeks to ostracise and demonise, IAFOR is committed to working across cultural and national borders, and to work to bring people together. We believe that mature human interaction and academic and cultural exchange are essential to offering positive versions of the future, where cooperation happens with individuals and institutions who share a commitment to bridge divides, to being good global citizens, and to making the world a better place.

By becoming a member, you will become a stakeholder in the IAFOR mission of facilitating international exchange, encouraging intercultural awareness, and promoting interdisciplinary discussion in the hope and expectation of generating and sharing new knowledge. Join us now in this growing global organisation, and help make a difference today.

To learn more about IAFOR membership, please visit: www.iafor.org/membership



The Reverend Professor Stuart D. B. Picken (1942–2016)

The late Reverend Professor Stuart D. B. Picken began his distinguished career in academia as a Rotary Scholar on a research trip to Japan. A native of Scotland who had dedicated himself to religious studies, he immediately became fascinated by Japanese culture and the practice of Shinto. He was particularly drawn to the parallels and differences he saw in Western pedagogy compared to that of the East and began a lifelong mission to bridge the communication and knowledge gap between the two worlds.

Picken was appointed Professor of Philosophy at the International Christian University (ICU) in 1972. Here he turned his Western theological and philosophical training to comparative religious and cultural studies of Japan, at a time when the country was emerging from the shadows of the Second World War.

His groundbreaking and controversial work on suicide in Japan made his name within the country, but it was his subsequent work on Shinto that influenced the rehabilitation of the religion at a time when it was dismissed in the West as pagan and primitive, or unjustly caricatured for its wartime associations.

Whether in his research or teaching, Picken devoted much of his life to increasing understanding between his adopted country of Japan and the West, and in 2007 he was recognised with the Order of the Sacred Treasure, an imperial decoration for his pioneering research and outstanding contribution to the promotion of friendship and mutual understanding between Japan and the United Kingdom. He also served as the International Adviser to the High Priest of the Tsubaki Grand Shrine, one of Japan's largest and oldest shrines.

From 2009 he was the founding Chairman of The International Academic Forum (IAFOR), where he was highly active in helping nurture and mentor a new generation of academics, and facilitating better intercultural and international awareness and understanding.

Stuart D. B. Picken was a cherished friend and an inspiration to IAFOR and its community of supporters. In honour of Professor Picken and his dedication to academia, the ideals of intercultural understanding and the principles of interdisciplinary study, IAFOR has created the Stuart D. B. Picken Grant and Scholarship, an award supported by the Stuart D. B. Picken Memorial Fund. Awards are made to PhD students and early career academics who are in need of funding to complete their research, and whose work demonstrates excellence in the core values of academic rigour, intercultural sensitivity and interdisciplinarity.

Introduction

IAFOR's publications provide a constructive environment for the facilitation of dialogue between academics at the intersections of nation, culture and discipline. Since 2009, when the organisation was established, over 20,000 academics have presented their research at IAFOR conferences – a wealth of ideas have been generated and partnerships formed. Our various publications, from Conference Proceedings, to peer-reviewed journals, to our online magazine, provide a permanent record of and a global online platform for this valuable research. All of our publications are Open Access, freely available online and free of publishing fees of any kind. By publishing work with IAFOR, authors enter into an exclusive License Agreement, where they have copyright, but license exclusive rights in their article to IAFOR as the publisher.

Conference Proceedings

As a presenter at an IAFOR conference you are encouraged to submit a final paper to our Conference Proceedings. These online publications are Open Access research repositories, which act as a permanent record of the research generated at IAFOR conferences. All of our Conference Proceedings are freely available to read online. Papers should be uploaded through the submission system before the Final Paper Submission Deadline, which is one month after the end of the conference. Please note that works published in the Conference Proceedings are not peer-reviewed and cannot be considered for publication in IAFOR journals.

IAFOR Journals

IAFOR publishes several editorially independent, Open Access journals across a variety of disciplines. They conform to the highest academic standards of international peer review, and are published in accordance with IAFOR's commitment to make all of our published materials available online.

How are papers submitted?

Submissions should be original, previously unpublished papers which are not under consideration for publication in any other journal. All articles are submitted through the submission portal on the journal website and must conform to the journal submission guidelines.

How does IAFOR ensure academic integrity?

Once appointed by IAFOR's Publications Committee, the Journal Editor is free to appoint his or her own editorial team and advisory members, who help to rework and revise papers as appropriate, according to internationally accepted standards. All papers published in the journal have been subjected to the rigorous and accepted processes of academic peer review. Neither editors nor members of the editorial team are remunerated for their work.

Where are the journals indexed?

IAFOR Journals are indexed in Scopus, DOAJ, ERIC, MIAR, TROVE, CiteFactor and EBSCO, SHERPA/ROMEO and Google Scholar. DOIs are assigned to each published issue and article via Crossref. Please note that indexing varies from journal to journal.

What's the reach?

Each of our journal issues is viewed thousands of times a month and the articles are frequently cited by researchers the world over, largely with thanks to our dedicated marketing efforts. Each issue is promoted across our social media platforms and to our tailored email marketing lists. On average, each journal publishes biannually.

Selected IAFOR Journals are available for purchase on Amazon. Search for The International Academic Forum (IAFOR).

What's the cost?

IAFOR Journals are Open Access publications, available online completely free of charge and without delay or embargo. Authors are not required to pay charges of any sort towards the publication of IAFOR Journals and neither editors nor members of the editorial boards are remunerated for their work.

How are IAFOR Journals related to IAFOR Conferences and Conference Proceedings?

IAFOR Journals reflect the interdisciplinary and international nature of our conferences and are organised thematically. A presenter can choose to publish either in Conference Proceedings or submit their manuscript to the corresponding IAFOR Journal for review.

Current IAFOR Journal titles include

IAFOR Journal of Arts & Humanities
IAFOR Journal of Cultural Studies
IAFOR Journal of Education
IAFOR Journal of Language Learning
IAFOR Journal of Literature & Librarianship
IAFOR Journal of Media, Communication & Film
IAFOR Journal of Psychology & the Behavioral Sciences

THINK

THINK, The Academic Platform, is IAFOR's online magazine, publishing the latest in interdisciplinary research and ideas from some of the world's foremost academics, many of whom have presented at IAFOR conferences. Content is varied in both subject and form, with everything from full research papers to shorter opinion pieces and interviews. *THINK* gives academics the opportunity to step outside of the traditional research publishing status quo – to get creative, explore different disciplines and to have their ideas heard, shared and discussed by a diverse, global audience.

For more information on *THINK* please visit www.think.iafor.org

If you would like more information about any of IAFOR's publications, please contact publications@iafor.org

IAFOR Academic Grant & Scholarship Recipients

Our warmest congratulations go to Paola Eiras, Ruzica Jurcevic and Traci-Ann Garrad, who have been selected by the conference Organising Committee to receive grants and scholarships to present their research at CHER/ACLA2019.

IAFOR's grants and scholarships programme provides financial support to PhD students and early career academics, with the aim of helping them pursue research excellence and achieve their academic goals through interdisciplinary study and interaction. Awards are based on the appropriateness of the educational opportunity in relation to the applicant's field of study, financial need, and contributions to their community and to IAFOR's mission of interdisciplinarity. Scholarships are awarded based on availability of funds from IAFOR and vary with each conference.

Find out more about IAFOR grants and scholarships: www.iafor.org/financial-support

Paola Eiras | Stuart D. B. Picken Grant and Scholarship Recipient

52115

Repurposing Higher Education: Are Transnational Universities in Local Contexts Preparing Students for a Globalised Society?

Paola Eiras, University of Surrey, United Kingdom

Paola Eiras is currently a PhD researcher in the Department of Sociology of the University of Surrey (UK). With a background in linguistics, Paola has more than 10 years of experience teaching in higher education (HE), mostly in intercultural contexts. Her most recent experience in China has inspired her doctoral research, which is in the third year of study. It is expected that upon completion of her PhD, further research in higher education can be undertaken under interdisciplinary approaches so as to contribute to changes in educational policies and practices, positively impacting the most important stakeholder in this scenario – HE students.

Ruzica Jurcevic | IAFOR Scholarship Recipient

51592

The Clash of Humanism and Neoliberalism: A Research on Practices and Ideologies in Croatian Universities

Ruzica Jurcevic, University of Zagreb, Croatia

Ruzica Jurcevic is a researcher at the University of Zagreb, in Croatia. She earned her MA and PhD from the same university. Prior to her current post, Ruzica served as an associate in the Department of Education and as Head of Section for International Cooperation at the Agency for VET and Adult Education. She has also been a school counselor and has served as an expert advisor on matters of adult education.

Traci-Ann Garrad | IAFOR Scholarship Recipient

52539

Rethinking Tertiary Online Learning Unit Design: Proactive Planning for Students with Disability

Traci-Ann Garrad, University of New England, Australia

Traci-Ann is in the final stages of her doctoral degree focussing on teachers' decision-making processes in the adoption and cessation of evidence-based practices when working with students with autism spectrum disorders. Traci-Ann is a member of the Inclusive Education team at UNE and is currently teaching in a range of units in her area of specialisation. These include Educating Students in Inclusive Environments, Autism: Psychological Theories and Educational Approaches, Functional Behaviour Assessment, Transitions: School to Community, Positive Behaviour Support (Special Education) and Classroom Behaviour Management. She is also the creator of the ARTE project, an online database and forum bringing together members of the autism community, researchers, teachers and educators from across the country to facilitate collaboration and research into efficacious classroom strategies for students with ASD. The aim of the project is to capture effective strategies to inform research rather than relying on research informing classroom practices.



Friday, November 8 | 17:15-18:30 | Art Gallery (2F) **Conference Welcome Reception**

Join fellow delegates for a drink or two at the Conference Welcome Reception. This event provides a great opportunity for delegates to network and get to know each other. All registered presenters and audience members are welcome to attend. Admission is included in the conference registration fee.

The Welcome Reception will be held in the Art Gallery on the second floor at 17:15.



Friday November 08

Plenary Session

Welcome Address from the Officiating Guest: Bernard Charnwut Chan

Friday, November 08 | 09:40-09:55 | Main Hall (2F)



Bernard Charnwut Chan

Mr Chan is President of Asia Financial Holdings Limited and Asia Insurance Company Limited. He is the Chairperson of the Hong Kong Council of Social Service, Chairman of Hong Kong Palace Museum Ltd., Chairman of the Steering Committee on Restored Landfill Revitalisation Funding Scheme and Chairman of the Committee on Reduction of Salt and Sugar in Food. He is also a Hong Kong Deputy to the National People's Congress of the People's Republic of China and a board member of West Kowloon Cultural District Authority. He previously served as a Legislative Council Member as well as Chairman of the Council

of Lingnan University, the Council for Sustainable Development, the Antiquities Advisory Board, the Advisory Committee on Revitalisation of Historic Buildings and the Standing Committee on Judicial Salaries and Conditions of Service. Mr Chan was awarded the Gold Bauhinia Star in 2006.

Keynote Presentation: Leonard K. Cheng

Boya Education in China: Lessons from Liberal Arts Education in the U.S. and Hong Kong

Friday, November 08 | 10:25-11:10 | Main Hall (2F)

In this paper I shall discuss the importance of China's "boya" education (BYE), which has a tradition similar to that of the West's liberal arts education (LAE), in the era of computer-based automation and Artificial Intelligence (AI) technologies. Drawing on the experience of BYE in Mainland China and LAE in the United States and Hong Kong, I argue that (a) for BYE to achieve its goals in China it should occupy a central rather than tangential role in the undergraduate curriculum, (b) professional or technical training is not only compatible with the fundamental values of boya or liberal arts but also is helpful in showcasing the touted strengths of BYE and LAE, and (c) the combined benefits of BYE or LAE on the one hand and professional or technical training on the other may be achieved by pursuing both undergraduate and postgraduate studies.



Leonard K. Cheng

Professor Leonard K. Cheng is President of Lingnan University, Hong Kong. After his PhD at the University of California, Berkeley, he taught at the University of Florida for 12 years. He joined the School of Business and Management of the Hong Kong University of Science and Technology in 1992, where he served as Head of Economics, Associate Dean, Director of PhD and MBA programmes, Acting Dean and Dean. He joined Lingnan University as President in September 2013.

Professor Cheng's research interests include applied game theory, market structure, currency crisis, international trade and investment, technological innovation and imitation, and China's inward and outward foreign direct investment.

Keynote Presentation: Simon Marginson

Equal but Different: Global and Regional Implications of the Rise of China in Universities and Science

Friday, November 08 | 11:25-12:10 | Main Hall (2F)

The rapid development of higher education and the associated research in China is now well documented. The gross enrolment ratio, the proportion of school leavers entering tertiary education, rose from 5 per cent in 1996 to 51 per cent in 2017. The number of Chinese mainland universities in the Shanghai ARWU top 500 grew from eight universities in 2005 to 58 in 2018. In physical sciences STEM research, the leading Chinese universities now produce as many high citation research papers, in English, as the leading universities from the United States. The growth of science in China has coincided with the emergence of the global system of science publishing which has now achieved a dominant role in research, and has been built on a high level of internationalisation, including US-China collaboration. In the next period, the processes of rapid growth and improvement in China may become impeded by geo-political conflict, including restrictions on people mobility and exchange of technology, but one suspects that China's higher education and science systems are now sufficiently developed and self-sufficient to sustain a strong regional and global role under such conditions. The paper will reflect on the similarities and differences between universities in China and Euro-America and the implications of the emerging bipolar world for the evolution of both global higher education and China.



Simon Marginson

Simon is Professor of International Higher Education at the University of Oxford, Editor-in-Chief of the journal *Higher Education*, and a member of the Editorial Board of the *Tsinghua Journal of Education*. Simon has worked at the University of Oxford since September 2018. Prior to that he was Professor of International Higher Education at the UCL Institute of Education (2013–2018), Professor of Higher Education at the University of Melbourne (2006–2013), and Professor of Education at Monash University (2000–2006). He was the Clark Kerr Lecturer on higher education at the University of California, Berkeley in 2014, and in the same year received the Distinguished Research Award from the Association for Studies of Higher Education in the United

States. He is a member of Academia Europaea, a Lifetime Fellow of the Society for Research into Higher Education in the UK, and a Fellow of the Academy of Social Sciences in the UK and Australia.

Simon is one of the most cited scholar-researchers in the world in the field of higher education studies (h-index Google Scholar 51, Web of Science 16). He draws on and integrates a range of social science disciplines in his work, primarily political economy and political philosophy, historical sociology and social theory. He works primarily on globalisation and higher education, international and comparative higher education, and higher education and social inequality. He is currently researching the public good contributions of higher education, and completing a book with colleagues on the implications of the worldwide trend to high participation systems of higher education.

His books include *Markets in Education* (1997), *The Enterprise University* (with Mark Considine, 2000), *Global Creation* (2009) and *Imagination* (2010) with Peter Murphy and Michael Peters, *International Student Security* (with Chris Nyland, Erlenawati Sawir and Helen Forbes-Mewett, 2010), *Higher Education and Globalisation* (edited with Roger King and Rajani Naidoo, 2011), *Higher Education in the Asia-Pacific: Strategic Responses to Globalisation* (edited with Sarjit Kaur and Erlenawati Sawir, 2011), *Higher Education in Vietnam* (with nine co-authors, 2014), *The Age of STEM* (edited with Brigid Freeman and Russell Tytler, 2015), *The Dream is Over: the Crisis of Clark Kerr's Californian Idea of Higher Education* (2016) and *Higher Education and the Common Good* (2016).

Keynote Presentation: Francis Green

Graduate Employment and Under-Employment

Friday, November 08 | 13:30-14:15 | Main Hall (2F)

For those investing their time and money in university study, the uncertain prospects of finding a “graduate job” after achieving their qualification has been casting a gloom over higher education in many countries. Pessimists argue that the number of graduate jobs are not expanding fast enough to absorb the increasing number of graduates, and fear that the widespread introduction of robotic production will exacerbate this trend; while optimists emphasise the continuing average “returns” to higher education in the labour market, and expect that new jobs will emerge to replace those that disappear with new technologies. At the root of the issue is the fact that the graduate labour market is not a typical short-term micro-market, with an equilibrating price-mechanism ensuring that the supply of and demand for graduate skills remain closely aligned. With institutional and macroeconomic differences across nations, the risk for graduates of not finding employment in graduate jobs is expected to vary. In this talk I will report on a project that has been building a comparable picture of recent graduate labour markets in countries with high participation systems of higher education, especially drawing on evidence from Europe. I will analyse the supplies of graduates, the numbers of graduate jobs and the disequilibrium trends over a decade, alongside evidence of the changing dispersion of graduates' wages.



Francis Green

Francis Green is a Co-Investigator on CGHE's social and economic impact of higher education research programme. Francis is Professor of Work and Education Economics at UCL Institute of Education. He writes on skills, education, training, job quality and industrial relations issues, and has worked as an advisor to the OECD, the European Union, the World Bank, and the UK and Singapore governments.

He is the author of *Skills and Skilled Work. An Economic and Social Analysis* (Oxford University Press, 2013).

Keynote Presentation: Deane Neubauer

Engaging the Forces Propelling the Repurposing of Higher Education

Friday, November 08 | 14:15-15:00 | Main Hall (2F)

This paper explores the nature and some of the probable effects on higher education (HE) of four major emergent global dynamics: the emergence of the Work 4.0 culture, climate change, the continuing pattern of national and international realignments, and transforming population dynamics--in particular, the aging of global populations. All four of these macro social changes will impact HE in a variety of ways. This paper focuses on suggesting ways in which HE as a social value and set of practices may respond to these macro changes. In specific I inquire into the varied elements of Work 4.0 and seek to link them to the repurposing of HE. I also ask how an impending global climate change emergency will impact higher education with particular emphasis on the likely responses of both national governments and international organizations. This focus dovetails in some national settings (most specifically the USA) with the rise of nationalism and a policy predilection for national versus international solutions to various issues. And finally, the paper raises the question of how changing population dynamics are affecting HE, in specific, the kinds of novel subject matter, research and delivery systems that will likely emerge with a globally aging population?



Deane Neubauer

Deane Neubauer is Professor Emeritus of Political Science at the University of Hawaii, Manoa. He currently also serves as the Associate Director of the Asia Pacific Higher Education Research Partnership (APHERP) which conducts a wide range of policy-focused research with a special focus on higher education. He is also currently an adjunct fellow of the East-West Center, in Honolulu, Hawaii. Deane holds a BA from the University of California, Riverside, and MA and PhD degrees from Yale University. Over the course of his career he has focused on a variety of political and policy areas including

democratic theory, public policy, elections and various policy foci, including education, health, agriculture and communication. He has held a wide variety of administrative positions at the University of Hawaii, Manoa and the 10 campus University of Hawaii system. He also has over twenty-years experience in US-oriented quality assurance.

Keynote Presentation: Adam R. Nelson

Uncertain Futures of the Past: “Repurposing” American Higher Education, 1945–1965

Friday, November 08 | 15:30-16:00 | Main Hall (2F)

On the one hand, the United States after World War II built a higher-education system that became the envy of the world. On the other hand, the construction of that system provoked such intense student backlash that it nearly fell apart. While the story of global student protest during the late 1960s is well known, this lecture considers the causes and consequences of student alienation during the early 1960s, when many students became increasingly critical of the mass institutions – including the “multi-versities” – they inhabited. As they expressed their fears of an “uncertain future” marked by seemingly inexorable technological change (from industrial automation to nuclear proliferation to environmental degradation), they saw the university as both “the problem” and “the solution”. This story may hold lessons for global university leaders today.



Adam R. Nelson

Adam R. Nelson is Professor of Educational Policy Studies and History at the University of Wisconsin-Madison. He received his Ph.D. in history from Brown University. His publications include *Education and Democracy: The Meaning of Alexander Meiklejohn, 1872-1964* (2001); *The Elusive Ideal: Equal Educational Opportunity and the Federal Role in Boston's Public Schools* (2005); *Education and the Culture of Print in Modern America*, co-edited with John L. Rudolph (2010); and *The Global University: Past, Present, and Future Perspectives*, co-edited with Ian P. Wei (2012). He is currently writing a book

titled *Empire of Knowledge: Nationalism, Internationalism, and American Scholarship, 1780-1830*. His research has been funded by grants from the National Endowment for the Humanities, the National Academy of Education/Spencer Postdoctoral Fellowship Program, the Charles Warren Center for Studies in American History at Harvard, the Advanced Studies Fellowship Program at Brown, and the Vilas Associate Program at the University of Wisconsin-Madison. He co-directs the “Ideas and Universities” project of the Worldwide Universities Network (WUN; see <https://wun.ac.uk/wun/research/view/ideas-and-universities>).

Featured Presentation: Joshua Mok Ka-ho

Questing for Sustainable Development in Higher Education: The Role of Liberal Arts Education

Friday, November 08 | 16:00-16:30 | Main Hall (2F)

In the last two decades, higher education enrollments have increased significantly globally and many higher education systems have been transformed from elite to mass systems. When the supply of university graduates consistently increases, graduate unemployment and underemployment have both become major social, economic and political issues confronting many countries globally. This paper sets out against the wider political-economy context briefly outlined above to critically examine the role and contributions of liberal arts education in Asia. Making reference to the importance of student learning, the paper discusses how liberal arts education contributes to nurturing caring leaders with global vision that would prepare them for uncertain futures with knowledge and skill sets adaptive to rapid socio-economic changes. This paper also offers an alternative approach in higher education development and student learning with focus on whole person development against the growing influences of STEM education.



Joshua Mok Ka-ho

Professor Joshua Mok Ka-ho is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University. Before joining Lingnan, he was the Vice President (Research and Development) and Chair Professor of Comparative Policy of The Hong Kong Institute of Education, and the Associate Dean and Professor of Social Policy, Faculty of Social Sciences of The University of Hong Kong. Prior to this, Professor Mok was appointed as the Founding Chair Professor in East Asian Studies and established the Centre for East Asian Studies at the University of Bristol, United Kingdom.

Professor Mok is no narrow disciplinary specialist but has worked creatively across the academic worlds of sociology, political science, and public and social policy while building up his wide knowledge of China and the region. Professor Mok completed his undergraduate studies in Public and Social Administration at the City University of Hong Kong in 1989, and received an MPhil and PhD in Sociology from The Chinese University of Hong Kong in 1991 and The London School of Economics and Political Science in 1994 respectively.

In addition, Professor Mok has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In particular, he has contributed to the field of social change and education policy in a variety of ways, not the least of which has been his leadership and entrepreneurial approach to the organisation of the field. His recent published works have focused on comparative social development and social policy responses in the Greater China region and East Asia. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer.



Friday November 08

Poster Session

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

16:30-17:30 | Main Hall (2F)

Friday Poster Session

53150 | Friday Poster Session: 16:30-17:30

A Study Toward Improving Japanese College Students' English Writing Skills and Confidence: Japanese College Students' Familiarity With English SNS

Kaoru Mita, Jissen Women's Junior College, Japan

This study is a part of the project to improve Japanese students' L2 writing ability and confidence through activities in a mandatory general English class at a junior college in Japan. All the first-year 226 students were divided into seven levels of classes. Each class was taught by both native and non-native English teachers both in the spring and fall semester. Teachers worked in pairs and taught the same class on different days of a week. For the spring semester, six activities were given in non-native teacher's class: 1) use of a smart phone dictation app, 2) ten-keyword reading, 3) making an English-like sentence structure from typical Japanese-like sentence structure, 4) use of a vocabulary building app, 5) practice of logical way of thinking, 6) access to the international school networking site iEARN. Five activities were given in native teacher's class: 1) reading aloud the materials used in the previous non-native teacher's class, 2) dictation of them, 3) the CLOZE test, 4) pronunciation practice, 5) access to the iEARN site and post comments. A questionnaire was administered about the students' familiarity with English SNS, and about their favorite activities in class. Over 75% of the top and second top classes replied that they checked English SNS sites already in their high school days, and more than 42% of them had experiences of posting English comments. The most popular activities in non-native teacher's class was "ten-keyword reading", and the one in native teacher's class was the reading aloud activity.

53542 | Friday Poster Session: 16:30-17:30

Addressing the Uncertain Future: Self-Assessment Rubrics in University Education

Misa Otsuka, Jissen Women's Junior College, Japan

Kaoru Mita, Jissen Women's Junior College, Japan

Teruhiko Matsushima, Jissen Women's University, Japan

Mika Shirao, Jissen Women's University, Japan

Today's rapidly changing world foments unprecedented anxiety about uncertainty, and we lack any specific remedy to solve this. Under such difficult conditions, universities, undoubtedly, play an important role. We faculty members are responsible for encouraging each student to develop his or her full potential. This is already reflected in three policies including the Diploma Policy or Degree Awarding Policy (DP) in each university. Our university, Jissen Women's University joins the others in encouraging this trend. In DP, two attitudes related to depth of humanity and three abilities demonstrating independence are established, and each subject is tied to at least two of these five. The applicable attitudes and abilities appear in the course guide and syllabus of each subject; however, it is not certain that all students fully understand this program. Our present study investigates how the trial use of self-assessment rubrics can convey the importance of DP for each subject. This can help elucidate the degree of achievement in students' studies and encourage them to self-reflect. In this presentation, we will show the results of our attempt to apply the DP in the general-purpose rubrics used across various departments in our university. The findings will shed light on the ideal role of universities and faculty members and what we can realistically do now.

53550 | Friday Poster Session: 16:30-17:30

Dictionaries and Reference Actions in Uncertain Futures

Misa Otsuka, Jissen Women's Junior College, Japan

The rapid speed of communication due to technological advancements in today's world has deeply affected society. Linguistic behavior is not an exception and we can see the typical example in reference behaviors or consulting dictionaries. When we Japanese mainly wrote by hands, paper dictionaries were often used to be consulted to check the form of Chinese characters. According to the results of the presenter's survey, the function of character conversion in flip phones (an early type of mobile phone) replaced this role of dictionaries in the late 1990s, instead, dictionaries retrieved their own function to consult references for meanings. However, as soon as this phenomenon was recognized, smartphones appeared on the market and strongly influenced society. Moreover, lesser the face-to-face communication among individuals, the fewer times individuals ask others about the meaning of an unknown word. Presently, APP students do not consult a dictionary; instead, they input the phrase "what is ...?" into a search engine. Their subsequent search is a hash-tag search of social networking service. No one could have forecasted this phenomenon 30 years ago. This presentation reviews how the activity of consulting dictionaries has changed from 2002 to 2018 Furthermore, it investigates the significance of the existence of dictionaries and discusses whether paper dictionaries can persist across the centuries. The findings help predict how linguistic behavior in the context of smartphones could change communication in the next decade.

53986 | Friday Poster Session: 16:30-17:30

Institutional Strategy and Knowledge Sharing in Higher Education

Hidehiro Nakajima, Nagoya University, Japan

This study aims to describe the process of implementing institutional strategies for quality improvement of teaching and research in colleges and universities as a consequence of knowledge sharing and collective understandings of the strategies among the member of staff and faculty. We examine what kind of interpretation and learning can promote actions towards the achievement of goals shown in the strategic plan. To this purpose, this study endeavors to describe the knowledge transfer process, focusing on how each department in the institution interprets the strategy and how they exchanged them with other departments. Qualitative surveys are performed at two Japanese institutions which are renowned for successful institutions with presidential leadership in the journal for university executives. The results indicate that organizational learning capabilities determine the level of collective understandings. The results imply that shared vocabularies or "learning" in Carlile (2004) play an essential role to interpret the goals and to create shared meanings among the member. Carlile's model of organizational knowledge flows consist of three conditions as the syntactic, semantic and pragmatic boundary. The theoretical implication of this study suggests that semantic boundary is crucial for knowledge transfer at the collegial organization such as higher education institutions. Therefore, the implication for managers and executives is that focusing on learning and translating knowledge will contribute to engaging faculty and staff to the institutional strategic plan.

16:30-17:30 | Main Hall (2F)

Friday Poster Session

54211 | Friday Poster Session: 16:30-17:30

How to Improve Nurses' Capability for Electrocardiogram Interpretation in Higher Education Training?

Jonathan Ka-Ming Ho, The Open University of Hong Kong, Hong Kong
Caroline Hau-Yee Yau, Alice Ho Miu Ling Nethersole Hospital, Hong Kong
Chi-Yip Wong, Queen Elizabeth Hospital, Hong Kong
Jason Sung-Shan Tsui, Queen Elizabeth Hospital, Hong Kong

Background: Electrocardiogram is the first-line diagnostic test for evaluating chest pain which is a typical sign of cardiovascular disease. However, nurses lack capability of interpreting electrocardiogram although electrocardiogram interpretation is included in most curricula of higher education. Aim: The purpose of this study was to determine the capability of nurses for electrocardiogram interpretation and thus suggest how to improve their capability for electrocardiogram interpretation in higher education training. Methods: This was a cross-sectional descriptive study. A convenience sample of 96 nurses was obtained from two acute general hospitals in Hong Kong. The capability of nurses for electrocardiogram interpretation was determined by a self-developed questionnaire consisting of 10 questions about electrocardiogram interpretation (Content validity index: 0.98; Cronbach's alpha: 0.72). Each question carried one point so that the maximum score was 10 points. The higher the score, the higher was the capability of nurses for electrocardiogram interpretation. Results: The mean score achieved by the participants was 7.7 ± 1.8 . Over 90% of the participants were able to recognize asystole, ventricular tachycardia, ventricular fibrillation, atrial flutter, and normal sinus rhythm. A significant proportion of the participants could not recognize first-degree heart block (74.0%), second-degree heart block (52.1%), and third-degree heart block (39.6%). Conclusions: The capability of nurses for electrocardiogram interpretation was generally satisfactory. Nevertheless, the curricula of higher education should be strengthened to help nurses recognize different kinds of heart block that can be life threatening; hence early and appropriate treatment can be initiated for those patients.

54882 | Friday Poster Session: 16:30-17:30

The Relationships Between Concept Mapping and Learning in Higher Education: Classic Grounded Theory Approach

Julia Sze Wing Wong, School of Nursing, Tung Wah College, Hong Kong

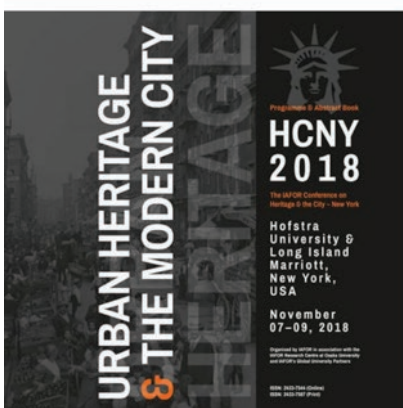
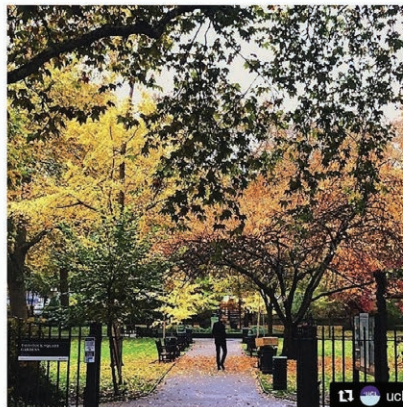
The aim of this study was to explore the impact of concept mapping (CM) on Chinese student nurses studying medical and surgical nursing. This study was conducted by using mixed methods to collect data and eventually utilized the grounded theory approach to develop a substantive theory to illustrate the relationship between concept mapping and learning. The quantitative results showed that there was statistical improvement in overall marks between non-CM and CM groups ($p=0.000$) with a large effect (Cohen's $d=2.21$). Thus, the first takers' overall marks in the CM group was significantly better than those of the re-takers ($p=0.016$) but the magnitude of difference was small (Cohen's $d=0.344$). Through the focus group interviews, the findings revealed the advantages of CM, its impact on group work, stimulation of students' thinking, disadvantages of CM and approach for written examination preparation, and the effective way of using CM. Moreover, CM seemed to benefit the first takers only. To explore the detailed relationships between CM and the human learning process, Barney Glaser's classic grounded theory approach was used. At the initial stage, two pathways were developed. One illustrated the relationship between CM and new takers' learning and the other one illustrated the relationship between CM and the re-takers' learning process. After combining these two pathways, an emerging theory was developed which included four categories, i.e. senses, building of knowledge, storage of information and consolidation of knowledge by re-organising information. Eventually, after constant comparison and further conceptualisation, a substantive theory with the properties of each category.

55078 | Friday Poster Session: 16:30-17:30

Engaging International Students With the Complexities of Social Interaction in Higher Education: A Research Report

M. Gregory Tweedie, University of Calgary, Canada

By employing the theoretical framework of second language socialization (L2), the study investigates sociolinguistic awareness of EAP students as expressed in speech acts. Data from a discourse completion test (DCT), where students responded to socioculturally situated speech events, indicated that while grammatically correct in form, responses lacked features of typical speech acts for higher education contexts, such as apologies, excuses and expressions of regret. Follow-up semi-structured interviews indicated a relatively low access to social capital which would enable L2 socialization. Students expressed limited engagement with the host culture, thereby limiting language development important in academic success. Among the implications of the findings are the importance of integrated curriculum design which facilitates L2 socialization opportunities.



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Saturday November 09

Parallel Sessions

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:00-09:50 | Main Hall (2F)

Saturday Session I

Literature

Session Chair: Hina Nandrajog

53525 09:00-09:25 | Main Hall (2F)

Re-evaluating the Role of Translation in the Teaching of World Literature: Experimenting a Poundian Pedagogy

Chen Zhang, The Chinese University of Hong Kong, Hong Kong

At once construable as a convenient actualization of literary cosmopolitanism and a conspiratorial tool of monolingual homogeneity, translation is often deemed either positively subsidiary or negatively subordinate to “world literature”, itself a controversial taxonomy. Uncertainties about translation also complicate pedagogical practices of World Literature programs already gaining popularity in English departments worldwide. While critics have suggested ways for the politics of translation to be exploited fruitfully in classrooms, these methods usually require linguistic competence of the source language and are thus applicable only to a limited group of students. Inspired by Ezra Pound's famed re-translation of Chinese poetry based on Ernest Fenollosa's manuscript, this paper proposes a supplementary pedagogy of world literature that foregrounds translation as both an ideologically influenced and culturally determined process to be understood and a linguistically malleable practice to be experienced closely by all learners proficient in English. In the light of the descriptive branch of translation theory, esp. “Manipulation School”, this paper devises three means of communicating ideological and poetological motives of translation to students by contextualizing Pound's rendition (in comparison with Arthur Waley's and Herbert Giles's) in poetic modernism. Furthermore, it advocates a general form of teaching that provides a Fenollosan literal translation of a certain text for students to produce Poundian creative translations thereof. Taking further Lawrence Venuti's idea of the “relatively autonomous” status of translation, this paper ultimately appeals to translation as a fertile but underexplored site for developing metatheoretical pedagogies that offer valuable insights into the mechanism of world literature.

53298 09:25-09:50 | Main Hall (2F)

Fiction as Truth: Does Literature Entertain or Teach?

Hina Nandrajog, Vivekananda College, University of Delhi, India

Education, especially higher education, needs to be an enriching experiential exercise that enables an individual to grasp, practice and hone life skills. It is expected to enable one with the ability to remain buoyant in the ocean of uncertainties that form the personal and the collective, the local and the global. Seeking to unsettle the hierarchy that favours knowledge domains like science, technology and commerce over liberal arts and humanities, the paper explores the role that literature, as a limitless repository which is both educative and entertaining, can play in harmonising various fields of knowledge into palatable and digestible intellectual nourishment. When our songs and stories reflect the reality around us, they provide the launch pad to dream and aspire in life. Contact with the literature of other cultures, too, offers windows to other worlds and results in building bridges of empathy and understanding across cultures. The paper draws upon insights from Ngugi wa Thiong'o and Frantz Fanon to understand the dynamics of language learning and domain knowledge; and is based on personal experience of teaching English literature and language to undergraduate students. The paper argues that liberal arts, especially literature, needs to be reimagined as the roots that provide benediction of the earth to the nourish the structure above to spread outwards towards the limitless sky. This may not only address the imbalance in the hierarchy between branches of knowledge but redeem the ideal of holistic education and nurture resilient societies to deal with the uncertain futures looming ahead.

09:00-10:40 | Gallery Small Hall (2F)

Saturday Session I

Curriculum Design

Session Chair: Keiichiro Yoshinaga

54020 09:00-09:25 | Gallery Small Hall (2F)

Peer Feedback, Does It Really Work?

Gonca Subasi, Anadolu University, Turkey

The main purpose of the study is to investigate the effects of training for peer feedback on the development of writing skills of the students and also to explore their opinions about this training. For this purpose, an empirical study was conducted with 32 first year students who were enrolled in the ELT Department of Faculty of Education at Anadolu University. The participants were trained in providing constructive peer feedback and asked to write a total of 3 different types of essays. Firstly, they were asked to write an essay. Then, they were required to provide written comments on each other's writings and revise their essays after having given written feedback. The first and revised drafts were collected and scored holistically by two scorers through the ESL Composition Profile. The written comments on the first drafts were also collected and analyzed by the same scorers via the "Coding Scheme for Students' Written Comments" and the "Rating Scale for Students' Written Comments". Furthermore, a semi-structured interview was carried out with some students to reveal their opinions about peer feedback and the training procedure. The results of the study revealed that the students produced better writing quality in the revised drafts compared to the first drafts. The findings also indicated that training students for peer feedback led to significantly more and significantly better-quality feedback. Finally, the interview results yielded that the students developed a positive attitude towards peer feedback and they were aware of the potential benefits of it.

53029 09:25-09:50 | Gallery Small Hall (2F)

Purpose Driven Repurposed Education: Learning From Personas

Ray O'Brien, Otago Polytechnic, New Zealand

Samuel Mann, Otago Polytechnic, New Zealand

In repurposing education there needs to be a different way of thinking about our learners and how we can create future fit learning experiences. Learning design and tertiary education systems are still predominantly focused on the provision of education services and products rather than transformational experiences. The existing literature speaks clearly to the need for constructive alignment. It does not adequately deal with the complexity and responsiveness needed to design for the future of work, which is driven by exponential change and increasingly purpose-driven learners. In this presentation, we describe the use of purpose-driven personas and human centred design in the development and implementation of a new degree. We present an evaluation of the use of personas to design learning experiences, based on learner's experiences in the first two years of implementation. Our findings will inform the design of future-focused, learner determined educational experiences.

52615 09:50-10:15 | Gallery Small Hall (2F)

Effectiveness of Frequency of Testing on Anxiety and Achievement in Mathematics Among Secondary School Students in Ogun State, Nigeria

Olaotan Kuku, Federal College of Education (Technical), Nigeria

Achievement Testing is the general means of finding out how much the students have learnt, but it could lead to test anxiety, which may affect students' achievement. Thus, this study examined the effectiveness of frequency of testing on test anxiety and academic achievement in mathematics among secondary school students in Ogun State, Nigeria. Four research hypotheses were postulated to direct the study. Quasi experimental pre-test/post-test control group research design was used for the study. The population of the study comprised all Senior Secondary II Students in Ogun State. The sample for the study comprised 157 (76 male and 81 female) Senior Secondary II students selected using multistage sampling process. The study used five Schools as experimental groups and each of these schools was tested at varying test frequencies. The Mathematics Achievement Test (MAT) and Mathematics Anxiety Rating Scale (MARS) were the instruments used for collecting data for the study. The data generated were analysed using Analysis of Covariance (ANCOVA), tested at 0.05 level of significance. The findings showed that there were significant differences in the mean scores of students experiencing test Anxiety and Achievement in Mathematics as a result of exposing students to varying test frequencies. In addition, the study revealed that gender was not a significant factor when planning to moderate students' Mathematics Anxiety and improving Achievement in Mathematics. A periodic testing of every two weeks was recommended for students experiencing poor achievement in Mathematics. Also, weekly testing was recommended for students experiencing test anxiety.

54800 10:15-10:40 | Gallery Small Hall (2F)

An Experiment of Innovation Education in a Japanese University

Keiichiro Yoshinaga, Kanazawa University, Japan

A knowledge-based society is urging universities to change education. There are three factors to consider for this change: student-centered learning, rapid change of specialization, and the power of group work. Although Asian students study hard and earn good scores in paper tests, their learning is often solitary and passive. This is a serious issue in a knowledge-based society where innovation requires inner motivation, a strong commitment, and cooperation. Seven professors worked together for experimental innovation courses at Kanazawa University in 2019 to develop an innovative mind. This presentation will discuss the two of the four courses, how students changed, and their implication for the higher education in the future. In the first course, the students made a simple business proposal and learned how to develop their ideas through the interaction with other students. In the second course, the students made an effort to put their ideas into reality by making prototypes with cardboard and Styrofoam. In this type of education, learning is different in three ways. First, students find their topics based on their curiosity and social needs. Second, they try to find their answers in groups with a series of exchanges. Third, they find knowledge and skills by themselves after fully understanding their necessities. Although this is a simple experiment, it is a beginning to transform learning at the university.

09:00-10:40 | Art Gallery (3F)

Saturday Session I

Innovations in Blended & Online Learning

Session Chair: Na'ama Sheffi

52992 09:00-09:25 | Art Gallery (3F)

Applying Blended Thinking Intelligence for Innovation and Entrepreneurship

Raymond Tsoi, MFR-training & Consultancy, Singapore

Blended Thinking Intelligence focuses on blending cognitive, social and corporate processes in thinking to effectively develop skillful innovation and entrepreneurship. This encompassing approach anchored in a research evidence-based hybrid learning model accentuates a range of crucial skills and dynamic processes blended to skillfully provide leadership for innovation and entrepreneurship. The model is advanced from the science of inquiry and experiential learning. Inevitably the norm is training of skills and processes as standalone and usually more inclined towards being academic in nature as in education. This may be inadequate, insufficient connectedness and relevance especially if there is a purposeful direction to pursue interrelation of innovation and entrepreneurship. A team-based exemplar is used to showcase the practical workings of Blended Thinking Intelligence on how to blend the cognitive (applying thinking graphic organizer for critical / creative thinking), the social (infusing collaborative learning related to distributed actions theory of leadership) and the corporate (engaging business decision making strategies and techniques) to develop and provide leadership for skillful innovation and entrepreneurship be it a process, product or business model.

53517 09:25-09:50 | Art Gallery (3F)

Replacing Traditional Classroom Teaching With Blended Learning: Is It Effective in Improving Vocabulary?

Ruwini Dharmawardene, University of Colombo, Sri Lanka

As learners enrolling in Business English Diploma course in the University of Colombo in Sri Lanka find it challenging to improve English business vocabulary, we explored whether different delivery modes influenced this outcome achievement. Three tutors taught the same content to three groups of students using face-to-face, online and blended modes over 3 months in the University of Colombo. With the face to face mode continuing as a control group (n=15), the blended (n=15) and online (n=15) groups received six online modules and four quizzes on vocabulary. While the online group received all lessons and quizzes online, the blended group received 70% of the materials online with six face to face lessons to cover up the balance 30% of the course. The control group too received the same vocabulary learning lesson materials and practiced these only in their face to face classes. While the three groups showed the performance as Blended mean score=43.07, Online mean score= 39.27, Face to face mean score =45.00 at the pre-test having sixty fill in the blank questions in dialogue completion, a similar course-end test showed the blended group to have scored significantly increased marks (mean score=51.20, t=-7.176, p=.000), compared to the others (Online mean score= 47.60, t= -5.593, p=.000, Face to face mean score =50.67, t= -5.330, p=.000) at the significance level $p < .005$. This study, with further confirmatory evidence, can have implications for teaching Business English vocabulary in the context of teaching English as a second language in higher education.

52539 09:50-10:15 | Art Gallery (3F)

Rethinking Tertiary Online Learning Unit Design: Proactive Planning for Students with Disability

Traci-Ann Garrad, University of New England, Australia

Since the advent of Inclusive Education in Australia, there has been a concerted push for the differentiation of pedagogical teaching approaches by educators. Such approaches have been shown to meet a diverse range of learner needs in today's classrooms. While progress is evident at the primary and secondary levels of education, significant barriers to the implementation of effective differentiation persist in tertiary education settings. A lack of differentiation has led to students with disability at the tertiary level experiencing unintended barriers including inaccessibility to curriculum elements due to limited representations of learning materials and restrictive assessment modalities. These barriers have resulted in disproportionate attrition rates for students with a range of disability. Utilising the principles of Universal Design for Learning (UDL) in an online pre-service teacher training unit, multiple means of representation of the learning content and multiple means of engagement were explicitly incorporated in the online unit design. This approach aimed to provide explicit modelling of UDL in practice for pre-service educators, as well as proactively supporting the engagement of students with disability. The UDL approach resulted in lower rates of student attrition overall and higher-grade attainment. This presentation will provide an in-depth look at the unit design, supporting tools utilised in the creation of the online content, the impact on student learning and a discussion of how such an approach can work as a useful template for broader application in tertiary online study.

53459 10:15-10:40 | Art Gallery (3F)

Online Teaching: An Unpredicted Silver Lining

Na'ama Sheffi, Sapir College, Israel

A-synchronous online teaching accords with the unique geographic location of Sapir Academic College. The college was founded in 1995 as part of the higher education revolution in Israel, aiming to add public colleges to the existing seven universities. Consequently, accessibility to higher education for the economic and geographic periphery would increase dramatically and new students, many of whom are first generation higher education students, would enter the Israeli academy. Also, the location of Sapir College near the Israeli-Gaza 1949 ceasefire border enforces un-planned semester breaks due to local armed eruptions. Such circumstances make online courses particularly valuable for the maintenance of continuity of academic studies in the college. It also helps students, frequently older than their western peers and often from disadvantaged backgrounds, maneuver between work, young family life and army reserve service. In this paper I shall argue that the necessity only emphasizes the classic advantages of online teaching: the accurate preparation of courses; the engagement of students in their studies; and an effective means of introducing liberal arts to social sciences students. My claim will be demonstrated through three models of a-synchronous online history courses: enrichment BA courses for large cross-campus classes; elective BA course for a small group of third-year communication students; and a mandatory MA course for film students.

09:00-10:40 | Room AD301 (Wong Administration Building 3F)

Saturday Session I

Management & Governance Issues

Session Chair: Maria Theresa Pelones

54722 09:00-09:25 | AD301 (Wong Administration Building 3F)

Exploring Experiences and Challenges of Junior Female Academics (JFAs) in Japanese Universities

Yangson Kim, Hiroshima University, Japan

Machi Sato, Hiroshima University, Japan

The purpose of this study is to explore experiences of female academics in Japan especially focus on the academics who are preparing to be faculty members or who are in the first stage of academic career in university. Japanese higher education has dramatically changed since the early 2000s and this was based on neoliberal policy for enhancing the competitiveness and effectiveness of higher education in a global society. Moreover, the application of a limited tenure system in Japanese higher education, where lifetime employment and guaranteed academic autonomy is valued, is directly related to the academic lives and activities of junior academics (Kano, 2015). In this situation, this study digs into experiences of Japanese junior female academics as one of minor groups of academia whom the national and institutional policies have been applied to involve but still have some limitations to take a part actively in. As a theoretical framework, the perspective of "professional growth" of faculty members from O'Meara, Terosky, and Neumann (2008) was applied to understand the junior academics in the socio-cultural contexts mainly based on the academic culture with intersectional influence of gender. For the study, seven female junior academics were interviewed with semi-structured questions. The study could provide implications to encourage participation of females in the diversity of academic society looking through the current status and challenges of female junior academics in Japan.

53535 09:25-09:50 | AD301 (Wong Administration Building 3F)

State, Universities and Society: Intertwined Roles and Relations in Modern Confucian Taiwan

Warangkana Lin, I-Shou University, Taiwan

Higher education in Taiwan possesses a unique feature where the system has been built on western experiences in a seemingly modern democratic society with highly preserved traditional values. In these recent years, an impressive rise of higher education institutions in East Asia has drawn much attention from world scholars to understand the generative mechanisms of their success. The fundamental trait among East Asian Confucian societies is the role of the state that has long been salient in the higher education governance. Reporting a significant part of the findings from a research project funded by the Ministry of Science and Technology in Taiwan, this study examines roles and relationships of three actors – the state, universities and society. Despite the changing context of society that determines to embrace democracy, the role of the government remains strong in invigorating premier universities in Taiwan in their quest for world-class status. However, public opinion generated from civic society has increasingly become influential and often affects the government policies. These intertwined roles and coexisting power relations among the three have dialectically shaped Taiwan's higher education landscape. Applying a critical realist framework, the study interrogates university-government relationship in Taiwan with a particular focus on how Taiwan's premier universities work with the government and how the government maintains its support and influence through the system of checks and balances. In a larger extent, the study explores the reality concerning how society's expectation has altered Taiwan's political culture resulting in the shift of power relationship in higher education system. Adopting a case study research method, data were collected through in-depth semi-structured interviews with academics and administrators at two premier universities and with policy makers who have been associated with higher education. Through an in-depth analysis of empirical phenomena and their underlying mechanisms, the study sheds light on some key opportunities and issues at systemic level for future direction of Taiwan's higher education after a successful process of its development in the past years.

53280 09:50-10:15 | AD301 (Wong Administration Building 3F)

The Fourth Industrial Revolution, Knowledge Production and Higher Education in South Korea

Jisun Jung, The University of Hong Kong, Hong Kong

Previous studies have examined past knowledge production achievements in South Korea and the factors of successful knowledge production including economic and educational backgrounds. However, few researchers have considered Korea's future agenda in terms of knowledge production and higher education. Recent discourse about the fourth industrial revolution has revealed several issues in Korea, suggesting the need for fundamental changes in the industrial structure and higher education systems, which can prepare Korea for potential periods of technological unemployment caused by automation. For example, labour expenses in Korea are predicted to be rapidly reduced if many jobs are replaced by machines, and the structure of the current manufacturing industry will not exist within the next 10 years. Based on a document analysis, this study addresses the following research question: What are the current challenges of the Korean knowledge production system in the context of the fourth industrial revolution? Korea has several strengths in knowledge production and higher education, such as a skilled workforce with high levels of education, extensive R&D spending by public and private sectors and world-leading companies with the capacity to undertake large research projects. However, the system also has weaknesses, such as a heavy concentration of R&D fund in large firms, the higher education sector's lack of contribution to knowledge production, a lack of university-industry collaboration, a lack of an open network culture for innovation and regional discrepancies between universities. The system will have to upgrade the roles of its government, industry and universities in knowledge creation and skill formation.

53804 10:15-10:40 | AD301 (Wong Administration Building 3F)

Bridging Technological Uncertainties: Fostering Globalized Higher Education

Maria Theresa Pelones, Mindanao State University - General Santos City, Philippines

Aida Docena, Mindanao State University - General Santos City, Philippines

Quality education plays a pivotal role for teachers in pursuit for technological advancement to become competent, resilient, productive and globalized individuals in this volatile, uncertain, fast changing, and ambiguous world of education. The digital divide is getting wider and failure to meet the demand would mean deepening the gap between learners, students and its learning environment. In General Santos City, Philippines the study dwell on how the tertiary schools both private and state university are taking the challenge in providing adequate technological equipment and globalized competent teachers ready to embrace the 21st century schools. The study revealed that the ratio of school and computer laboratory is 1:4, with an average of 110 computer units per laboratory and with 10 regular laptops intended for teachers use in ICT classroom integration. The laboratories have adequate technological equipment and facilities which are necessary for the full functioning of the computer operations & programs. In terms of connectivity, tertiary schools has an average of 100 units connected to the internet with a speed ranging from 30mbps-100mbps only and were connected using Fiber optic. Teachers in the tertiary were also found to be moderately competent in basic computer literacy and ICT integration in the classroom while they are highly competent in information literacy. It is evident that most of the tertiary schools doesn't have specific continuing programs or short courses for teachers instead capability building needs to be requested or organized by the group or department who would like to undergo the training.

11:00-12:15 | Main Hall (2F)

Saturday Session II

Liberal Arts Education

Session Chair: Javier Cha

53560 11:00-11:25 | Main Hall (2F)

Liberal Arts Education in East Asian Context: A Multiple-Case Study of Universities in Mainland China, Hong Kong, and Taiwan

Leping Mou, University of Toronto, Canada

The American liberal arts education had been brought into East Asia through the founding of Christian universities in China by North American missionaries in the 20th century (Hayhoe, 2001; Hayhoe & Luo, 2010; Lutz, 1971). Recently, liberal arts education has a resurgence in East Asian contexts (Peterson, 2012) where education has a common tradition based on Confucianism (Yang, 2016). The purpose of this research is to examine the understanding and implementation of liberal arts education in the three institutions, Yuanpei College of Peking University in mainland China, Lingnan University in Hong Kong, and Tunghai University in Taiwan, because these institutions have inherited and are built on the tradition of China's former Christian universities with the American liberal arts model (Lingnan University, 2019; Tunghai University, 2019). In this study, I employ a qualitative method of document analysis and examine the mission statements, educational goals, and curriculum design of the three case institutions. Through the theoretical framework of the world order theories (Acharya, 2016; McKinlay & Little, 1986), I examine how socialists and liberals view liberal arts education differently and how culture and traditions from non-American contexts contribute to the whole person education in the current changing global order. By exploring the implementation of liberal arts education, the study explores how local culture and tradition could contribute to whole person cultivation and therefore informs the model of liberal arts education in the 21st century.

52571 11:25-11:50 | Main Hall (2F)

The Development of Liberal Arts Education in Indonesia

Matthew Malcolm, Universitas Pelita Harapan, Indonesia

The remarkable recent development of liberal arts education in Asia has received increasing interest in scholarship. With new colleges and departments springing up in Japan, Korea, China, Malaysia, Singapore, Vietnam, India, and other locations, there have been numerous attempts to make sense of this development across Asia, and to compare it with the US and Europe (Kirby & Van der Wende 2016; Marber & Arya 2017; Rajakumar 2018; Nishimura & Sasao 2019). The present study seeks to contribute to this growing body of research by focusing on just one country in Asia, describing the history and features of liberal arts education in Indonesia. This paper draws on numerous resources, including qualitative studies of the perspectives of various stakeholders, as well as publicity materials and documentation for relevant institutions. The picture that emerges is of a particular type of supplementary general education, in which the study of religion is especially prominent, and unifying societal transformation is an explicit goal. Comparisons and contrasts are made with liberal arts education in other parts of Asia and the rest of the world, and conclusions are drawn about how this account of the Indonesian situation contributes to a growing picture of redefined higher education in the twenty-first century.

54792 11:50-12:15 | Main Hall (2F)

Thoughts on Liberal Arts Education in the Korean Context

Javier Cha, Seoul National University, South Korea

This paper proposes some directions and strategies for liberal arts education in Korea using quantitative analysis, policy research, interviews, and autoethnography. Particular attention will be given to the College of Liberal Studies at Seoul National University, which was launched in 2009 to provide innovative education to creative young minds who defy the stereotype of the reticent Korean learner. The College of Liberal Studies currently offers an integrated liberal arts curriculum to 1,000 undergraduates who are encouraged to choose any two concentrations of their choosing. As an academic who has experience with higher education in Canada, the United States, Hong Kong, and the Netherlands, I have noticed some intriguing trends in the College of Liberal Studies. Pedagogical strategies such as active learning, flipped classroom, and peer teaching are effective but only if certain conditions are met. Business and economics remain majors of choice but demand is starting to dwindle. Numerous female students admitted via the arts stream are pursuing a STEM degree, especially in disciplines related to data science. Area studies or ethnographic content tied to extracurricular field work draws much enthusiasm, and so do interdisciplinary fields such as science and technology studies and the digital humanities. I will share my working thoughts and preliminary conclusions on my ongoing observations and situate the College of Liberal Studies in the broader contexts of Korean, East Asian, and global liberal arts education.

11:00-12:15 | Gallery Small Hall (2F)

Saturday Session II

Internationalisation of Education

Session Chair: Ted Poon

54241 11:00-11:25 | Gallery Small Hall (2F)

Cross-Cultural Student Encounters in a Transnational University Collaboration: Struggles for Cultural and Academic Recognition

Alexander Støvelbæk, Roskilde University, Denmark

Between 1995 and 2015, China established over 61 transnational university collaborations with primarily European and North American (He 2015). These institutions offer international higher education, sometimes as dual degrees, to both Chinese and foreign students in China, and contribute to the increasing reputation of Chinese higher education (Yang 2018). Accepting both Chinese and foreign students, many transnational universities in China are spaces for cultural encounters on a student level, shaping students' study experiences and learning processes in complex and still unknown ways. This presentation will present the findings from a three-week ethnographic field work at a Sino-Danish university in Beijing, focussing on how Master's students from Denmark and China experience and cope with cross-cultural encounters in an intercultural learning environment. Applying Bourdieu's socio-analytical framework, stressing the symbolic dimension of culture and social life, and with plenty of empirical examples, the presentation will show how the students draw on wider social and political struggles and a global cultural and academic hierarchy, dominated by an idea of Western superiority. However, the Western hegemony is contested and challenged by some Chinese students, struggling for the recognition of their academic competencies and cultural background. This contestation is partly legitimized by the rise in global recognition of the Chinese higher education system, and China's increasing economic and political influence globally. As such, the presentation provides an empirically founded perspective on how globalization and internationalization impacts students learning processes in higher education.

54127 11:25-11:50 | Gallery Small Hall (2F)

Enhancing Generic Competency Development

Vanessa Liu, Singapore University of Social Sciences, Singapore

Calvin Cheng, The Hong Kong Polytechnic University, Hong Kong

Joseph Lee, The Hong Kong Polytechnic University, Hong Kong

Joseph So, The Hong Kong Polytechnic University, Hong Kong

The importance of international education has been recognized by various stakeholders, including employers, universities, and graduates. Also known as study abroad or student exchange, international education offers a number of perceived benefits in developing graduate competences and skills. Very little research, however, reported on the effect of international education on generic competency development. This study aims to address this gap in the literature. A case study was conducted with close to 400 participants of a study abroad program of a self-financed tertiary institution in Hong Kong. The participants were required to take part in study abroad programs held within and outside Asia respectively. The program curriculum includes lectures, company visits, service learning and other cultural experiential activities. Students were asked to complete a survey about whether they learned and improved their problem-solving skills and communication effectiveness after their study abroad experience. As supplementary analyses, a study abroad program director with more than 15 years of experience in conducting international education was interviewed on his perception on the impact of studying abroad on generic competency development. Our findings show that international education is salient to the development of generic competency. In particular, the choice of a foreign program location was found to lead to significantly greater improvement in communication skills. Engagement in service-learning enabled students to acquire significantly more extra-curricular knowledge. Implications were drawn to develop guidelines on the design of study abroad programs to enhance generic competency development.

53494 11:50-12:15 | Gallery Small Hall (2F)

Teaching in an International Setting: Perceptions of Excellent Teachers Between HK and US Community College Students

Ted Poon, Hong Kong Polytechnic University, Hong Kong

Joseph Lau, Hong Kong Institute of Vocational Education, Hong Kong

Extensive research studies have looked at the characteristics of excellent teachers under the belief that teacher quality is a main contributor to excellent teaching. In this study, the characteristics of an excellent teacher from the viewpoint of students are investigated. Specifically, from the perspective of community college students, what constitute as the salient attributes and behaviours of an excellent community college teacher? In answering this question, a mixed-method research design is adopted. The quantitative technique (survey) was used in the first phase of this study. A questionnaire which was similar to the Teacher Behaviors Checklist (TBC) developed by the Auburn team (Buskist et. al. 2002) was adopted to identify the noticeable attributes and behaviours of "excellent teachers" as perceived by the community college students. 468 students (74.8% return rate) from a basic business management course of a community college in Hong Kong were surveyed with the TBC questionnaire. The results obtained were compared against a similar study based on US community college students (Schaeffer et. al. 2003). The findings of both studies are generally consistent; the only significant difference is on the strand of Respectful, denoting differences in culture and national backgrounds of the two student groups. The finding of this study sheds light on pedagogy in classroom settings consist of students from the international communities.

11:00-12:15 | Art Gallery (3F)

Saturday Session II

Innovations in Language Learning

Session Chair: Hiroaki Watanabe

54289 11:00-11:25 | Art Gallery (3F)

Teachers' Experimenting With an Innovative Practice in Their EFL Classes

Neslihan Aydemir, Anadolu University, Turkey

Roles of teachers and students alike have evolved into partnerships in the learning process. Changing roles means that teachers need more opportunities for continuing their education on the job. Meeting learner needs in the classroom means meeting teacher needs to be prepared for the classroom. Accepting the need to change, the researcher believes that teachers should be encouraged to try new things, and reflect on its consequences to bring these new things (innovations) into their own teaching practices. By learning and changing, teachers are investing in their programs and the benefits for both teachers and students are significant. For teachers, these include increased instructional effectiveness, high morale, and job satisfaction. For students, the benefits include student satisfaction and effective, enjoyable learning. Gardner's theory of a pluralistic idea of intelligences has been the initiative of this study. The researcher, believing that the pluralistic view of mind will contribute to teaching practices and learning environment in the School of Foreign Languages at Anadolu University, designed a study in which voluntary teachers experiment with the innovation-MI theory in their EFL reading classes. This study is conducted in the hope that its findings will lead teachers to have a wide range of teaching strategies by using MI theory in their classrooms which will end up with a more effective teaching/learning environment.

54775 11:25-11:50 | Art Gallery (3F)

English as Liberal Arts – How to Teach English to Engineering Students Using TILT

Masako Mouri, Toyohashi University of Technology, Japan

It is imperative for engineering students to learn English as well as to teach English for them in Japan. They are expected to work around the globe, however, most of them don't like to learn English, or even hate English itself. They say that they don't like English learning, since curriculums at junior/senior high school strictly focus on grammar and some teachers still do grammar-translation method to check students' understanding. The author introduced Translation in Language Teaching (TILT) to classes so that students could learn English without feeling difficulties and hesitation to English learning; i.e. movie subtitles, transcription of news or entertainment programs, translation of pop music lyrics or translation of novels. Students first hesitated to do them or reluctantly did, however, they were gradually accustomed with those methods, and changed their attitude to positive direction as well as started saying that their negative image to English learning was disappearing. The levels of those students are not still high, but favorable attitude is of a fruitful result. English as liberal arts is indispensable for engineering students now, and all students need to get credits to graduate from university in Japan. The author would like to explain that TILT is and how to teach English with TILT to students who have negative impression to English.

53104 11:50-12:15 | Art Gallery (3F)

Missing the Mark: A Longitudinal Study of Japanese Students' L2 Oral Grammar

Robert Long, Kyushu Institute of Technology, Japan

Hiroaki Watanabe, Kyushu Institute of Technology, Japan

It is assumed that teachers' educational lectures and materials are having some impact on students' knowledge and skills. This longitudinal study examines the reality of how Japanese L2 university students' accuracy in English changes over an academic year. In April / May 2018, 15 Japanese university students provided a self-introduction monologue followed by a three-question dialogue, which was repeated in early 2019. These L2 interactions by Japanese speakers formed the JUSFC2018 corpus and the JUSFC2019 corpora. This study examines the oral grammar of students' monologues. Research questions related to whether or not there was a significant difference between in grammatical accuracy from the first interview session to the second year (regarding errors in clauses per 100 words, global errors and local errors, and in specific errors related to parts of speech) and what were the most frequently occurring errors in both corpora. Descriptive statistics showed that error-free clauses / 100 words and clauses with errors / 100 words doubled. Global errors showed a marginal decline, yet local errors increased by 27.3 percent. For errors related to parts of speech, a t-test confirmed there was a significant difference between the two speech corpora with more error frequency occurring in the 2019 corpus. The most common error reiteration involved incorrect phrasing, article omission, preposition omission, and errors related to plurals. In short, little improvement in oral grammatical accuracy was noted. This data highlights the difficulty in having students self-edit themselves and paying more attention to being more accurate with their speech.

11:00-12:15 | Room AD301 (Wong Administration Building 3F)

Saturday Session II

Innovations in University Structures

Session Chair: John Lowe

52811 11:00-11:25 | AD301 (Wong Administration Building 3F)

Re-imagining the University: Taking Stock of Strategic Changes

Bob Fox, University of New South Wales, Australia

Mark King, University of New South Wales, Australia

The University of New South Wales (UNSW) community spent 18 months developing, discussing and refining a new strategic plan, identified as UNSW2025. A key component of the plan focussed on boosting the quality of research as well as the quality of education provision. The University had already a tradition of research excellence and is one of eight (Go8) leading research-intensive universities in Australia. The intent of the ten-year strategic plan was to position the University as a leader, as both a research- and as an education-intensive university by 2025. An essential component in implementing the strategic plan was to source additional funding as well as reallocate existing funding channelled into specific research and education initiatives and to reorganise the University's support provision to ensure increased efficiency and effectiveness. This paper focusses on the educational components of the plan, outlining what the University set out to do in 2015 in implementing 'educational excellence' and what major educational projects the University has supported. Towards end of 2019 will act as the half-way mark for implementing the UNSW2025 plan. It is therefore a good time to stop and take stock of what has happened, what has worked and what are the major challenges the University currently faces as well as what the second five years of the plan is projected to produce.

54325 11:25-11:50 | AD301 (Wong Administration Building 3F)

Becoming Entrepreneurial and Innovative: Repurposing the Debate in Indian Higher Education

Manasi Thapliyal Navani, Ambedkar University Delhi, India

A significant challenge that characterises the Indian higher education (HE) system is that of simultaneously addressing the issues of scale, cost and quality. HE in India is still considered the last refuge of the 'license raj', with severe political, administrative and regulatory interference in every aspect of the sector, from admission policies, governance, funding, salaries, and even curriculum. Unwieldy focus on narrowly specialised research institutions instead of multidisciplinary research universities has skewed the institutional landscape adversely. Within such a centralised and excessively controlling regulatory framework, diversity has become a casualty by design. Given India's demographic profile, innovation is also not simply a matter of choice but imminent to reimagine the prototype, nature and purpose of HEIs. Amidst a transforming political economy and emergent global imperatives, alternative imaginations of the roles of HEIs are required; which is more likely in a policy environment that allows for institutional diversity to flourish and rewards innovation among institutions. This paper draws on the experience of a Delhi-based liberal arts university, to explore how it may be possible to navigate past the rigidities of bureaucratic control and engage with the idea of what an entrepreneurial university can look like in the Indian context. What could be its pre-requisites? What can engender change and innovation within the institutional design of a public-funded university? Within this framework, this paper would focus on the challenges and opportunities that inhere in public universities' tryst with organisational and curricular innovation and the imagination of the entrepreneurial.

54757 11:50-12:15 | AD301 (Wong Administration Building 3F)

Eliminate Degrees! Exploring Radical Restructuring of Higher Education for Knowledge Societies

John Lowe, University of Nottingham Ningbo China, China

Zhen Li, Xiamen University, China

Claims that HE has undergone radical change are contrasted with the observation that the basic structure of teaching and learning provision, in the form of three levels of degree-bearing courses, has changed little if at all over centuries. While critical energies have been vehemently directed at issues such as new structures of institutional governance, we continue with a programmes structure that is archaic - and has been further entrenched by the Bologna process - but which exhibits deep dysfunctionalities. We question current HE programme structures in relation to contemporary social and individual needs and to affordances offered by developments that support provision of more flexible and relevant education. We suggest that personal, social and economic needs would be better served by abandoning fixed degree programmes and introducing more flexible linkages between universities and the social, cultural and economic demands and stakeholders they serve. We extend the notion of 'unbundling' of university programmes to question the need for 'fixed-point' qualifications, suggest examples of how this might be done, and argue these might ameliorate social pathologies in current HE. We use China as a context to illustrate our more general points since China offers both common dysfunctional HE features, and some more locally specific concerns. Of the former we highlight qualification inflation and intense positional competition, and amongst the latter we identify a feature of contemporary Chinese society that concerns us as educators: the role of HE in an oppressive social structuring of narrow 'life trajectories' for Chinese youth, from childhood onwards.

13:30-14:45 | Main Hall (2F)

Saturday Session III

Globalisation & Universities

Session Chair: Paola Eiras

53541 13:30-13:55 | Main Hall (2F)

A Research on the Methodology of Establishing Cross-national University Partnerships – A Case Study

Ping Huang, Deakin University, Australia

Opportunities created by globalisation have enabled universities to establish international partnerships with each other for several decades. Some practical challenges and difficulties arise during the process of establishing these partnerships. Therefore, the research objectives are: to investigate why universities establish partnerships with each other, to explore the methodology of universities establishing cross-national partnerships, to promote an understanding of establishing cross-national partnerships in practical and theoretical dimensions, and how the development of theories of collaboration and partnerships can inform the practice of educational administrators and policy makers. This research has selected two-pairs of university partnerships from both Australia and China. It has employed unstructured interviews to investigate why and how Australian and Chinese universities establish partnerships through interviewing twenty-five participants including university administrators, deans, coordinators, lecturers of students programs and researchers. It will utilise the concepts of Neoliberalism, Ranking and New Knowledge, and the theories of Stier's Ideologies Framework together with Harre's Positioning Theories to interrogate interview data to explore the methodologies that universities use when establishing partnerships. Firstly, it will explain why the globalisation of higher education pushes universities to establish transnational partnerships, as well as the understanding of the mission of higher education and some particular reasons for choosing each other. Secondly, it will analyse the process and strategies of setting up and maintaining partnerships. Then, it will cite evidence and argue some of the challenges and difficulties that occurred during the establishment and operation of these partnerships. Finally, some recommendations for establishing cross-national partnerships will be made.

53570 13:55-14:20 | Main Hall (2F)

Internationalization Strategies for China's Higher Vocational Education in a Socialist Market Economy

Qian Huang, The University of Hong Kong, Hong Kong

Jisun Jung, The University of Hong Kong, Hong Kong

To cope with the globalized world, higher education institutions in China have adopted different internationalization strategies. However, among many studies about internationalization of higher education, there is little on higher vocational education (HVE). The research aims to examine the internationalization strategies of China's HVE in a socialist market economy. Literature on policy borrowing and its application on vocational education were reviewed. Documents at the national, provincial, institutional and industry level were collected in this research including education yearbooks, annual reports on HVE, regulations and policies at national and provincial level, official webpages and documents at school level. Also, selective higher vocational institutes from different areas of mainland China were covered in the document analysis. Moreover, the websites of partner multinational companies were reviewed to find related policies and news. The preliminary results showed that China's higher vocational institutes have been borrowing vocational education policies from different countries and adapting the policies to its own situation, for instance, borrowing policies from German dual-system model, Australian TAFE model and UK modern apprenticeship model. Meanwhile, HVE institutes have industry-school partnership with multinational companies covering student internship, industry field trips, curriculum design, work transit training. This study is valuable to bring historical approaches to show how China's HVE has developed in a globalized world, and how HVE has interacted with Chinese industry and its socialist market economy.

52115 14:20-14:45 | Main Hall (2F)

Repurposing Higher Education: Are Transnational Universities in Local Contexts Preparing Students for a Globalised Society?

Paola Eiras, University of Surrey, United Kingdom

Formal higher education (HE) has had its traditional purpose increasingly transformed in recent years by a range of factors, and perhaps nowhere faster than in transnational education (TNE) in China, where some students attend English speaking universities in a Chinese context. This paper explores Chinese students' identity constructions in a TNE context in China (Xi'an Jiaotong-Liverpool University) through their transnational experiences. It draws on two rounds of analysis of 31 semi-structured arts-based interviews with Chinese undergraduate students, applying both Interpretative Phenomenological Analysis (IPA) and Critical Discourse Analysis (CDA). Under an IPA lens, the phenomenon of identity showed that their learning experience was impacted by socialisation processes in the TNE institution, suggesting a relational identity construction whereby social roles and relationships to others were constitutive of individuals' identities. The transition from a Chinese educational system to a westernised university appears to have significantly affected the construction of students' personal and HE learner identities, through their perceived sense of belonging in a TNE institution. Under a CDA lens, students' discursive identities showed that their negotiated identities were permeated by intersecting and conflicting discourses, practices and positions, while trying to balance a sense of being both the same and different from others, thereby raising the issue of whether TNE universities are adequately preparing and mentoring students to thrive in the uncertain futures of a globalised society. This study shows the complexities of identity construction in TNE contexts and potential implications for educational policies and practices.

13:30-14:30 | Gallery Small Hall (2F)

Saturday Session III

Workshop Presentation

52102 13:30-14:30 | Gallery Small Hall (2F)

Conflict: Nightmare or Opportunity in Higher Education Leadership and Administration

Marcel Lebrun, Plymouth State University, United States

Conflict is paramount to leadership administration and innovation. Unfortunately, too many leaders struggle with conflict and its implications for change and creativity. This workshop will explore the roots of conflict, resolving conflict through negotiation, mediation, understanding one's styles, and the impact of power on decision making and innovation. Throughout the workshop exploring resistance as a construct will be supplemented by reviewing Thomas & Kilman's conflict response styles and French & Raven's 6 Bases of Social Power. This workshop is for anyone who has struggled with conflict in the work place, as a leader, as a team member or as an employee. The focus will be predominately on new and evolving leaders who are looking to enhance their skill set in conflict resolution and more effective administration of their program or department or organization.

13:30-14:20 | Art Gallery (3F)

Saturday Session III

Arts & Culture

Session Chair: James Ellis

53021 13:30-13:55 | Art Gallery (3F)

Encountering Rubber Duck: Serving the Public Good?

Ying Chen, Southern Methodist University, United States

To conceptualize public art in the digital age, it is indispensable to accommodate a multiplicity of relationships and connections among individuals, public spaces, and the social environment. Robert D. Putnam explains that to explore the idea of social capital involves "social networks, norms of reciprocity, mutual assistance, and trustworthiness," all of which emphasizes the vital role of pursuing high-quality social interactions to achieve cohesion among citizens. A contemporary public installation exhibited in urban waters worldwide, Rubber Duck demonstrates the shift in identity between public and private domains within both physical and digital dimensions. An analysis of encountering Rubber Duck reveals how humans search for a uniting foundation that joins quests for the meaning of existence with social interactions in urban places. Exploration of Rubber Duck provides a framework for evaluating the efficacy of social involvement across a spectrum of five interrelated categories: integration, interruption, engagement, imagination, and fulfillment. Contextualizing the fluidity of social practices in American and Chinese societies with a cyber-geographical understanding of the public domain helps elucidate the concepts of the self, the public, and social network building demonstrated in Rubber Duck. Allied to the continuing development of information and communications technologies, public art in cyberspace is expected to create connections, foster social participation, and nourish everyday life in the digital age.

52750 13:55-14:20 | Art Gallery (3F)

'Pictures of Persuasion': Hong Kong's Colonial Travel Posters

James Ellis, Hong Kong Baptist University, Hong Kong

Hong Kong Baptist University recently purchased one of the world's finest collections of vintage Hong Kong travel posters. The collection, which includes approximately one hundred posters dating from 1930-1980, is significant in many ways. These pictures of persuasion 'offer a wealth of art, history, design, and popular culture for us to understand'. The posters provide a glimpse into evolving mid-century commercial art and the visual languages of Western modernism. Perhaps more importantly, however, they offer a valuable historical and social perspective on Hong Kong's self-conception and its image in the West during the city's late colonial period. The posters touch on many important historical themes, including a defence of colonialism, Hong Kong's local and overseas identities and the ways people shared a now-lost urban environment. Hong Kong's colonial travel posters belong to the collective memory of Hongkongers and the city's rich cultural heritage.

13:30-14:45 | Room AD301 (Wong Administration Building 3F)

Saturday Session III

Inclusion & Social Justice

Session Chair: Pamela Maseko

53879 13:30-13:55 | AD301 (Wong Administration Building 3F)

Inclusive Education in Tertiary Institutions in Nigeria: How Far, How Well

Samuel Adeniyi, University of Lagos, Nigeria

The provision of Education for All citizens in a country is a *sin qua non* for the achievement of Sustainable Development Goal. However, the facilities required in the provision of such education vary particularly among citizens with disabilities. As a result, this study assessed the supporting facilities for undergraduates with disabilities in tertiary institutions in Lagos State. The population of the study comprised all undergraduates with disabilities in public tertiary institutions in Lagos State. Ex-post facto research design was used. Six tertiary institutions which include Federal and State Universities, Polytechnics and Colleges of Education were selected using simple random sampling technique. A total sample size of thirty-one (31) undergraduates with disability was selected. Focus Group Discussion, Observation/Photo Documentation and Facilities Assessment Checklist were used to gather data. Three research questions were answered in the study. Data gathered were analysed using descriptive analysis tools. The findings showed that efforts made providing supporting facilities to undergraduates with disability is still below expectation. Also, there is paucity of facilities in our tertiary institutions. From the findings, it was recommended that supporting facilities such ramp, lifts, radio, audio, and visual aids and interpreters should be made adequate and available in our tertiary institutions. Conscious and deliberate effort should be made to employ personnel to handle undergraduates with different forms of disability in our institutions since the enrolment tilted towards limited types of disabilities. Value re-orientation should be carried out via our media on the need to educate and employ persons with disability.

52173 13:55-14:20 | AD301 (Wong Administration Building 3F)

Gen Z Deconstruction of Social Justice Based 21st Century Literature

Ma Rosalie Abeto Zerrudo, University of San Agustin, Philippines

Frances Marie Montano, University of San Agustin, Philippines

As part of academic service learning, Gen Z are exposed to real life situations and social justice based projects beyond classroom instruction. Academic discussion and skills enhancement considers the importance of substance in the content of literature. The personal reflections of students as their commentary to a particular social issue is subjected to content analysis to understand their emotional concerns based on the patterns and themes identified. The creative process brings out the personal and social commentary of students as a venue for discussion, reflection and to develop higher social consciousness. This research involves student's participation using written text and reflection. The researcher uses textual and visual narrative as class output. The interactive chat group consolidates a class dialogue with pictures and comments. The research in general identifies the patterns and themes of personal reflections and social commentary by students. The research looks at the benefits and advantages of integrating creative arts expression in the classroom instruction. A collaborative creative interventions among the academic peers and community strengthens a social-justice based education.

52975 14:20-14:45 | AD301 (Wong Administration Building 3F)

Decolonising Knowledge in South African Higher Education: Proposals for the Inclusion of Marginalised Early African Writings in Higher Education Curriculum

Pamela Maseko, North West University, South Africa

The South African higher education is under scrutiny as calls for African-centred curriculum gained momentum in the recent student protests. These calls were constructed around the demands for transformation of universities in the provision of their core function: generation of knowledge through inclusive teaching and learning practices that also affirm endogeneity and centre African self-knowing. While visible numerical necessities of inclusion compelled by South Africa's socially unjust apartheid past, such as physical access of students unbiased by race, language, gender and social class were achieved since democracy, the content of the curricula offered at university remains entrenched in the past, and is alienating and in discordant with black students' experiences, and privileges white experience. The curriculum is dominated by the canon from the global, and marginalises that from the global South. In view of the foregoing, the paper presents proposals for an inclusive higher education in South Africa where African writings are considered as a way of mitigating the dominance global North in the academic canon. The paper focuses on three broad themes: the history of the African literary tradition in South Africa with a focus on one of the indigenous languages of South Africa, the forebears of indigenous African literature and their intellectual thought, and possible the contribution of their intellectual thought in the transformation of university curriculum. The intention is that scholarship from African intellectuals should contribute to multiplicity of voices and an inclusive canon in the South African higher education.

15:00-16:15 | Main Hall (2F)

Saturday Session IV

Curriculum Development

Session Chair: Maria Dolores Paculanang

52659 15:00-15:25 | Main Hall (2F)

Improving the Reading Comprehension of Bachelor of Public Administration Students Through the Use of Scaffolding Strategies

Gloria Capanang, Pangasinan State University Bayambang Campus, Philippines

With reading as the foundation of all academic learning it becomes imperative that the reading ability of the learners be assessed as the onset. In support of the government and of the university's program on literacy, teachers have developed innovations and/or interventions aimed at improving the reading comprehension of learners. It is in this vein that the study was conducted. It looked into the influence of scaffolding strategies in improving the reading comprehension of Bachelor of Public Administration students in Pangasinan State University during school year 2018-2019. Employing a quasi-experimental design, mean scores of the learners in the pretest and post test were computed to determine if there was a significant difference in their performance vis-a-vis reading comprehension before and after their exposure to the intervention -the utilization of scaffolding strategies. Results show that of the 36 total number of students in the experimental group 35 or 97.2% proved to be outstanding and only 1 or 2% was found satisfactory. The noteworthy performance of the students in the test affirmed the good there was to scaffolding strategies. It is hereby recommended that a parallel study using scaffolding strategies be conducted to see if it will yield similar results.

52313 15:25-15:50 | Main Hall (2F)

Developing Possible Strategies for Academic Achievement Improvement of Tourism Management Students in the University through Organization Development Intervention [ODI]

Olukemi Fagbolu, Kwara State University, Malete, Nigeria

A wide gap exists between labor requirement and academic grades of graduates in Nigeria. As a result, this empirical study focused on developing possible strategies for academic achievement improvement of hospitality and tourism management (HTM) students in the nation. The study employed mixed methodology and semi structured questionnaires to collect data for the study in a participatory action research and survey feedback through three phases of Organization Development Intervention (ODI). The pre and post quantitative data are presented using tables, bar and pie charts and analyzed using SPSS statistical analysis free software tool comprising simple percentages, means (M), standard deviations (SD), linear Regression and Analysis of Variance (ANOVA). It presents, codes, and analyzes qualitative data using thematic analysis on Microsoft Excel spread sheet. It was found that output, that is; students' academic achievement depended on the quality of teaching environment, input, process and feedback. Thus, in a strategic development meeting, possible academic achievement improvement strategies were developed for the students' academic achievement improvement. The study, therefore, recommended implementation of the strategies developed for academic achievement improvement of the students. Thus, this paper contributes towards closing the existing gap between labor requirement and academic grades of the graduates.

53549 15:50-16:15 | Main Hall (2F)

Quality Audit: Facilitating Curriculum Alignment, Enrichment, and Enhancement

Maria Dolores Paculanang, Negros Oriental State University, Philippines

Cesar Estrope, Negros Oriental State University, Philippines

Negros Oriental State University has innovated a curriculum enrichment/enhancement that emphasizes both competencies and outcomes in the standards of its programs as reflected in the syllabuses. In its commitment to elevate students' desirable performance as to the identified outcomes, the university formulated a Competency/Outcome-Based Education (COBE) framework encompassing competencies with specific learning outcomes in the College of Teacher Education. The Curriculum Quality Audit (CQA) strategy facilitates the construction of audit matrices that examine the alignment of course outcomes, content, assessment (OCA) and feedback to achieve course learning outcomes. Since the O-C-A constructive alignment is the focal point in the basic and differentiated curriculum maps, its mapping results are used to revisit the curriculum and as a basis for curriculum enrichment/enhancement.

15:00-16:15 | Gallery Small Hall (2F)

Saturday Session IV

Globalisation & Inclusion

Session Chair: Kelvin Chu

52655 15:00-15:25 | Gallery Small Hall (2F)

Global, Regional and Local Challenges in Human Rights Education: A Case Study of Teaching Gender Studies in Malaysia

Ting-Fai Yu, Monash University Malaysia, Malaysia

While gender studies as a multidisciplinary field of inquiry has been progressively institutionalised in global university settings over the past decades, little scholarly work has considered the challenges in teaching topics on gender, sexuality, feminist politics, masculinity, human rights and intersectional analysis in Asia and/or for Asian audiences. Amid the global populist backlash against gender studies (e.g. the Hungarian government banning the gender studies master's program at Central European University), it is increasingly pressing that we develop better understandings of the cultural constraints and institutional struggles in teaching gender studies outside Anglo-American contexts. Drawing on the cultural studies of human rights education and academic activism (Erni 2018; Morris and Hjort 2012; Offord 2013), this paper seeks to initiate conversations by discussing the states and challenges of gender studies education and program implementation in Asian contexts. Through reflecting on my experience as a lecturer in gender studies in Malaysia, this paper moreover generates critical relevance towards developing praxes of human rights education in other multicultural and/or religious Asian societies.

53501 15:25-15:50 | Gallery Small Hall (2F)

Reflections on Writing to Learn: Students' and Teachers' Voices in a Gender Studies Course

Kelvin Chu, Chinese University of Hong Kong, Hong Kong

Joseph Cho, Chinese University of Hong Kong, Hong Kong

Jose Lai, Chinese University of Hong Kong, Hong Kong

Katheleen Choi, Chinese University of Hong Kong, Hong Kong

One dominant model of Writing Across the Curriculum (WAC) is Writing to Learn (WTL). Under this framework, writing is not only a communicative medium but also a mode of learning. By connecting the process of writing to the process of learning subject content, students engage in a discovery that enhances their overall comprehension of disciplinary knowledge. This study tracks the implementation of a collaborative project between the English Language Teaching Unit and the Gender Studies programme at a university in Hong Kong. In a semester-long course focusing on feminist theories, English language instructors offered three writing workshops within regular content subject lecture hours. The materials covered in these workshops were aligned with formative and summative writing prompts in the course, and sought to improve students' understanding of the different approaches to communicating disciplinary concepts. This presentation will first describe the implementation model and then discuss students' feedback on the writing workshops, which highlighted the benefits of WTL in their experience and provided a caveat on the importance of task design. Further, the presentation will reflect on the collaboration between language and content subject teachers, putting forward recommendations for future iterations of the project. The implications for the WTL model will be addressed as well.

54764 15:50-16:15 | Gallery Small Hall (2F)

Examining the Effectiveness of Inclusive Education in Malang City, Indonesia

Ucca Arawindha, Brawijaya University, Indonesia

Slamet Thohari, Brawijaya University, Indonesia

This research aims to measure and analyze the effectiveness of inclusive education in Malang city by using Booth index of inclusive education. Data collected by questionnaire that was distributed to 47 respondents consist of headmasters and teachers of Malang Inclusive School and by in-depth interview to Malang education authorities and parents. This study shows that Malang inclusive school level of inclusivity considered high as 66% due to the high awareness of inclusive education in some schools. However the schools encounter such obstacles as unavailability of Malang government fund for special education teacher salary, the availability of special education teacher itself, the lack of infrastructures for disabled students and the unclear criteria of inclusive education in Malang city. These obstacles need to be managed from all stakeholders for the sustainability of inclusive education in Malang City. The conclusion is inclusive education in Malang is relatively effective because the level of school inclusivity is high.

15:00-16:40 | Art Gallery (3F)

Saturday Session IV

Student Learning & Liberal Arts

Session Chair: Safnil Arsyad

53572 15:00-15:25 | Art Gallery (3F)

Influence of Social Media in Undergraduates Writing: Where are they heading?

Namal Wickramasekera, University of Colombo, Sri Lanka

English is a living language and it is changing every day. Words originating from social media have an effect on the popular usage of the English language especially in the new generation of students. The problem arises when the undergraduate are using some of the words in their academic writing. If the undergraduate are linguistically underprivileged in the English language they are not able to differentiate formal language from informal language. This study was carried out as a classroom-based action research with qualitative and quantities data. Thirty, first-year low proficient in English undergraduate who are following lectures in English medium were taken as the sample. They were given five writing tasks and a questioner was also administrated to obtain their background with the semi-structured interviews. The study found out a lot of Facebook language was used in their writings. Those who lack English proficiency was affected the most. The uses of acronyms substituting the whole sentences, the words add, like, block used in giving an entirely new meaning but very inappropriately in their writing. Technology has made a transition into undergraduates' writing especially the Facebook however we have to teach them the correct usage.

54745 15:25-15:50 | Art Gallery (3F)

Synchronic and Diachronic Exploration in Faith-based History Teaching

Elya Kurniawan Wibowo, Pelita Harapan University, Indonesia

Yenty Rahardjo, Pelita Harapan University, Indonesia

Historicity is a fundamental element in the effort to mediate tensions between Christian Liberal Arts critical thinking, interdisciplinary, and holistic citizenship with pragmatic, economic utility. In Art, Design, and Architecture, design thinking has shifted away from designing material object towards socio-materiality as an end goal. The design process is increasingly appointed towards building, recreating, redefining social frameworks, rituals, habit, and placement; how to use, mediate, or synthesizes various perspectives to create pre-determined conditioning. This disciplinary development made historical consciousness a dominant aspect in comprehending the direction and possibilities of competing narratives and cultural hermeneutics. To mediate learning that allows socio-materiality and faith-based emphasis, history of Art, Design, and Architecture must be taught not as a chronological exploration of artefacts produced, but as a critical reflection of human being, worldviews, civilization, artefacts produced by individual and social groups, in particular time and place. The Initial Historical Reflection is designed to constrain the quantity of data and information; providing an in-depth analytical reading of a given text, visual, supporting narratives. Initial Historical Reflection utilizes Cultural Studies and Design categorizations to allow students to build collective reflection synchronically across all variables of one place and timeframe. The result of this initial reflection is collected as a repository to execute Diachronic Historical Reflection. This Diachronic Reflection is designed to allow students to build a hypothetical correlation between different timeframe and place on a selected phenomenon. Combined Synchronic-Diachronic historical reflection produces historically grounded ideation, post-course discourses for further stages of disciplinary praxis.

53201 15:50-16:15 | Art Gallery (3F)

Bottom-up Media Literacy: Checking the Media or Cynicism? The Case of Hong Kong

Ho Chun Wong, University College London, United Kingdom

In the age of misinformation and fake news, scholars believe it is essential to cultivate media literacy, which allows citizens to critically read the news (Mihailidis & Viotty, 2017). Amid the declining media credibility in Hong Kong (HKUPOP, 2019), grassroot efforts of checking the media have been made by netizens. Social media provided a convenient platform for user interactions and contributions. This study examined two Hong Kong Facebook pages, kauyim (求驗傳媒) and upmud9.nu (新聞嘢9), quantitatively and qualitatively. Both pages demonstrated how media literacy empowered ordinary users in the critical reading of the news. Kauyim focuses on verifying information on the Internet, including those from traditional media, partisan media and Internet rumours. They trace down the news source while evaluating the credibility and bias of the author. On the contrary, upmud9.nu concentrates more on mainstream online media. They are sarcastic on the typos, language mistakes and careless mistakes made in the news. Most of the Facebook posts are making fun of the muddiness in the media. On the one hand, both pages check media contents and better inform the public. On the other hand, their distinct attitudes towards the media could carry opposite effects. While Kauyim represented the possibility of enhancing media literacy through online participation, upmud9.nu showed cynicism against the media. This research suggested some possible consequences. Cynicism continues to harm the trust in the media, but check on news authenticity distinguishes the problematic information and facilitates quality news consumption. Implications for media practitioners and educators are discussed.

53171 16:15-16:40 | Art Gallery (3F)

The Impact of Genre-Based Mentoring Method on Research Article Drafts by Indonesian Lecturers in Social Sciences and Humanities

Safnil Arsyad, Bengkulu University, Indonesia

Indonesian scholars in social sciences and humanities are far behind scholars in sciences and engineering in international journal publication and their unfamiliarity with English rhetorical style has been blamed as the main cause. The purpose of this study is to improve the rhetorical quality of research article drafts written by Indonesian university lecturers in social sciences and humanities. Using genre-based method, a group of 20 lecturers were mentored to improve the rhetorical quality of their research article abstracts, introductions, methods and discussions and their drafts were evaluated following the frameworks suggested by Swales (1990 and 2004), Swales et al., (2009), Peacock (2011) and Lim (2006). The results show that the rhetorical quality of the lecturer's article drafts satisfactorily improved in terms of the rhetorical moves and steps, the way they justify their research project and the number of references they use in their drafts. This implies that genre-based mentoring is effective enough to improve the ability of lecturers in writing research articles to be published in reputable international journals.

15:00-16:40 | Room AD301 (Wong Administration Building 3F)

Saturday Session IV

Globalisation & Universities

Session Chair: Shangbo Li

51592 15:00-15:25 | AD301 (Wong Administration Building 3F)

The Clash of Humanism and Neoliberalism: A Research on Practices and Ideologies in Croatian Universities

Ruzica Jurcevic, University of Zagreb, Croatia

The prevailing economic ideologies that entered the European higher education in the last few decades disrupted the long tradition of so-called 'humanistic' ideals and values. This resulted in changing shifts from 'learning per-se' to 'learning for the labor market', which challenged everyone involved in education at the universities. While many universities welcomed the neoliberal paradigm in teaching and learning, a growing number of literature started questioning whether the superiority of this paradigm led to irreversible reduction of humanistic values such as freedom, autonomy, emancipation, etc. In an attempt to explore the relationship between humanistic and neoliberal approaches to the university and to understand the attitudes of the main actors of higher education regarding the goals and mission of a modern university, a study among students was conducted in 2018. This paper presents the results of this study which involved 735 students from 12 universities from Zagreb (Croatia), from different fields of study. The results show that more than 90% of students agreed that developing a human being must be university's primary goal. However, when ranking the university missions, the students from technical fields put "preparing a person for the labor market" as the most important mission, while students from social fields gave priority to "developing a free and independent human". Both groups favored gaining specific knowledges and skills over general ones. Both groups were uncertain about the role of university in Europe's growth, which is an interesting point of discussion, considering the high priority Europe gives to higher education.

52915 15:25-15:50 | AD301 (Wong Administration Building 3F)

Confronting the Challenges Facing Japanese Higher Education in 2020 and Beyond

David Brooks, Kitasato University, Japan

Mikio Brooks, Asia University, Japan

Some major and unsettling changes in Japanese society are currently ongoing and are having a large impact on many aspects of how the higher education system operates, evolves, and on its global interrelationships. This paper begins by describing the current nature of change in Japan's society and economy and the ways these changes are impacting higher education in that country. The upheaval in the higher education sector in Japan seen in the last several years actually appears as a dire challenge to its continued viability. Yet, an alternative view is to envision this era of change as an opportunity for renewal of the Japanese higher education system as it exists today. The primary purpose of this paper is to offer some concrete proposals for how the national government, university governance, and individual university educators can assist their institutions in surviving, and even thriving, in this seemingly disruptive era in tertiary education in Japan. Plausible and practical steps are offered as recommendations in seven major areas for facing these challenges: 1) revitalize the mission of the Japanese university, 2) sustain the financial livelihood, 3) adopt global standards for degree-granting universities, 4) promote quality assurance through accreditation and improved assessments, 5) initiate leadership development, 6) structure IT policy and promote its integration, 7) begin internationalization. As such, the paper is meant to be a scholarly approach to answering the question of how Japanese higher education institutions can find strategic and practical ways to benefit by overcoming the challenges they now face.

53447 15:50-16:15 | AD301 (Wong Administration Building 3F)

Re-examining the Purpose of Private Higher Education in East Asia from the Institutional Logics Perspective

Ha T. Ngo, The University of New South Wales, Australia

This research aims to re-examine the purpose of private higher education (PHE) in three East Asian (EA) countries, namely Vietnam, China and Korea, using the concept of institutional logics as the theoretical basis. The research findings reveal that firstly, contemporary HE in these countries is strongly influenced by two main ideologies, namely Confucianism and Neoliberalism. These two ideologies are the major materials to construct logics that justify the functions and existence of HE in EA. Secondly, Neoliberalism, as the external ideology that has been widely adopted in contemporary HE in EA, categorises higher education institutions (HEIs) into public and private institutions, implying that public universities contribute to the public good while private HEIs only generate private benefits. Meanwhile, Confucianism, as the internal ideology on which HE of this region is deeply rooted, acknowledges both the public and private nature of HE. The empirical data collected from the three countries has also confirmed this argument, providing significant examples to illustrate the publicness and privateness of the two sectors. Based on this findings, I argue that the general, taken-for-granted categorization of public and private HEIs as suggested by Neoliberalism is unable to capture the complexity and ambiguity of the nature of HE in this region and may result in inappropriate policies. This study therefore, is theoretically and empirically significant in forming sound foundations to reconsider, restructure, and redesign the purpose of HE generally and of PHE in particular to ensure the effectiveness and efficiency of HE in EA.

54756 16:15-16:40 | AD301 (Wong Administration Building 3F)

Japanese Higher Education in the Reiwa Era: Prospects for 2040

Shangbo Li, University of International Business and Economics, China

What are the prospects for Japanese higher education in the Reiwa era, which began on May 1, 2019? Some hints are given by two reports issued in 2018 by Japan's Ministry of Education, Culture, Sports, Science and Technology (hereafter, MEXT). First, on November 26, 2018, MEXT issued a policy report entitled "Grand Design for Higher Education toward 2040." Against the background of sharp population decline and great changes in economic and social development, the report comprehensively examined the blueprint of higher education through 2040 from many angles, in order to enable higher education institutions to play their due role for Japanese society. According to the report, by 2040 higher education should be transformed into learner-centered education; Japan's educational research system should be more diversified and more flexible; and the government should improve the quality assurance system for higher education at the university level. Taken together, these two MEXT reports clearly describe the outline of Japanese higher education in the Reiwa era. This presentation (1) introduces the reports, (2) asks "what directional adjustments have taken place in Japanese higher education?," and (2) sets out to explore the implication of these adjustments in order to clarify their impacts in Japanese society in the Reiwa era. Sources used include Japanese government documents, data related to Japanese higher education, and the results of previous research.

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Saturday November 09

APHERP Sessions

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:30-10:30 | Council Chamber (Wong Administration Building GF)

Saturday Session I

Book Launch and Sharing of International Publication Opportunities

Simon Marginson, Oxford University, UK

Ka Ho Mok, Lingnan University, Hong Kong

Deane Neubauer, East-West Center, University of Hawaii, United States

Darryl S. L. Jarvis, Education University of Hong Kong, Hong Kong

In this session, the authors of three new intriguing books about higher education internationalisation, governance and development will take turns to present the critical arguments of and contributions of their books. Following the introduction of the books will be a question and answer segment. The three books are:

Contesting Globalization and Internationalization of Higher Education

Editors: **Neubauer**, Deane, **Mok**, Ka Ho, **Edwards**, Sachi (Eds.)

New York: Palgrave Macmillan, 2019;

The book presents exciting new research and ideas related to the ongoing internationalisation of higher education, particularly in the Asia Pacific region, where this phenomenon has been rapidly developing in recent years. It also specifically focuses on analysing the extent to which resurgent nationalisms from around the world affect the growth and direction of this sector of education.

Transformations in Higher Education Governance in Asia: Policy, Politics and Progress

Editors: **Jarvis**, Darryl S.L., **Mok**, Joshua Ka Ho (Eds.)

Springer, 2019;

In this book, the authors document existing experimentation with various policy and governance approaches that produce structural differences in the composition and organisation of Asia's higher education systems in various countries. Given the wide variation in the public and private provision of higher education, it showcases how issues of access, equity and modes of participation are addressed, how institutional and programme quality are managed and how academic labour is treated and developed.

Massification of Higher Education in Asia: Consequences, Policy Responses and Changing Governance

Editors: **Wu**, Alfred M., **Hawkins**, John N. (Eds.)

Springer, 2018.

This book addresses essential questions and puzzles regarding the massification of higher education in Asia. It equips readers to critically evaluate and understand the consequences and challenges that massification entails, while also prompting policymakers and higher education administrators to tackle emerging issues related to the massification of higher education. Readers will gain a more in-depth, nuanced understanding of this trend, including its impacts and governance issues

10:30-11:30 | Council Chamber (Wong Administration Building GF)

Saturday Session II (A)

Session Topic: Critical Review of Higher Education (A)

The Chinese Idea of a University in Academic Discussions: A Critical Review

Rui Yang, University of Hong Kong, Hong Kong

Recent decades have witnessed some remarkable higher education development in Chinese societies including Mainland China, Hong Kong and Taiwan. Higher education development in these societies has reached a critical yet uncertain stage. On one hand, it is substantial to challenge some long-held doom and gloom about Asia's higher education development based fundamentally on their traditional culture as twisted roots. On the other, a closer scrutiny would find the increasingly eye-catching note of optimism about higher education development in the societies is not always well-founded. There has been insufficient theorisation to effectively come to terms of their newly-gained experiences, especially how it differs from Western experiences, and in what direction it would lead the higher education systems. As these societies, Mainland China in particular, are rapidly becoming rising players in global higher education, a review of the literature on the Chinese idea of a university is highly timely with both theoretical and practical significance. The paper reviews the literature on the Chinese idea of a university in both English and Chinese languages. For the first time, it sorts out the scholarly and professional pursuit of this theme internationally and across the Chinese societies, with particular attention to the contributions made by eminent scholars including the Canada-based Ruth Hayhoe (許美德) and the Hong Kong-based Ambrose King (金耀基) as well as Yang Gan (甘陽) in Mainland China.

ILLIBERAL ARTS? Innovation and resistance in Liberal Arts in China

Geoff Hall, University of Nottingham Ningbo China, China

Liberal Arts in a mainstream modern sense is widely acknowledged to have originated in the United States. Normally speaking, required liberal arts modules will complement a chosen major, probably being taken in earlier years of an undergraduate degree programme (to use the British terms for these elements). China decided in recent years to adopt this model of liberal arts to confront identified problems in its higher education system including over-specialisation/ lack of breadth, lack of innovation and creativity and knowledge transfer models of education where what an ambitious society and economy rather needed were original thinkers, able to make new and productive connections. Early assessments suggest that adopting varied understandings of a US model is not really working as intended in China, though the interest and motivation remain strong and if anything are growing along with dissatisfactions with the Chinese education system. Leading universities in the UK have in recent years been elaborating their own models of Liberal Arts. A key difference from the U.S. model has been the named degree programme as a BA (usually) in Liberal Arts, with required Liberal Arts modules, designated as such, rather than a smorgasbord 'take modules from outside your major area' approach. The major area is 'Liberal Arts'. Different UK universities have identified different models of this core area but the key difference from the US is to offer programmes ('majors') rather than majors from liberal arts institutions. Recent attempts to introduce a British model of LA to China have met with incomprehension and resistance and this presentation attempts to engage with these challenges, both speculatively but also with reference to actual objections and barriers raised. It is believed the paper would be of interest to the wider liberal arts community particularly those operating in China.

Development of National Qualification Frameworks in Asia and Its Challenges From Quality Assurance Agencies' Perspective: New Regulation, Regional Mobility, or Institutional Isomorphism? [Skype Presentation]

Angela Yung Chi Hou, National Cheng Chi University & Executive Director, Higher Education Evaluation & Accreditation Council (HEEAC) of Taiwan, Taiwan

Grace Lu, Higher Education Evaluation & Accreditation Council (HEEAC) of Taiwan, Taiwan

Monica Tang, Higher Education Evaluation & Accreditation Council (HEEAC) of Taiwan, Taiwan

In order to facilitate international student mobility, a regional Qualification References Framework, like ASEAN Qualification Reference Framework (AQRF), was developed to accommodate different types of NQFs within the region. Given Asia's position in the emerging global market and the competition it faces from other regions, having a global outlook has become more and more pressing. Asian governments have realized that it is more and more pressing to develop a national qualification framework followed by a national quality assurance system. Generally speaking, both quality assurance (QA) and qualification framework (QF) are regarded as strong policy tools by governments to achieve the specific educational goals in an either direct or an indirect manner. Asian quality assurance agencies are expected to engage in the process of national qualification framework development due to increased talent mobility across the region, particularly in ASEAN countries. As a matter of fact, several East Asian nations without qualification framework mainly rely more on external quality assurance system to ensure and regulate the quality of higher education providers and programs such as Japan, South Korea and Taiwan. The main purpose of the chapter is to explore the roles of Asian quality assurance agencies in qualification framework development and its impact on regional mobility and regulating higher education in Asia. The current development of national qualification framework in Asian nations will be discussed first. The role of quality assurance agencies played and the challenges encountered in the implementation of qualification framework will be analyzed next. The impacts on regional mobility and regulating higher education in Asia will be discussed at the end of the paper.

11:50-12:50 | Council Chamber (Wong Administration Building GF)

Saturday Session II (B)

Session Topic: Critical Review of Higher Education (B)

Theorizing the Governance of Higher Education: Beyond "The Republic of Scholars" Ontology

Giliberto Capano, University of Bologna, Italy

Darryl S. L. Jarvis, Education University of Hong Kong, Hong Kong

Scholarship on higher education has long been dominated by organisational and functionalist literatures, leading to what we argue has been a 'republic of scholars' ontology which has denuded the prospects for theory development or explanatory models able to account for the configuration and changing patterns of higher education governance. To address this problem, this chapter proposes three correctives to traditional analytical frameworks. First, abandoning standpoint-guildism perspectives and adopting political economy and market segmentation lenses of inquiry. Second, abandoning methods of inquiry that situate the locus of change in higher education governance predominantly in mechanistic institutional-group processes and adopting instead frameworks that focus on the sociology of goods, their classification and value construction (esteem, reputation) as central drivers in market stratification and coextensive processes of divergence and convergence. And third, adopting more analytically rigorous conceptions of convergence and governance as a means of overcoming what we term has been a false empiricism; i.e., the tendency to conflate policy labels and political rhetoric with policy instruments and governance tools to produce overly inflated images of convergent higher education governance trajectories.

Higher Education Expansion and College Earnings Premium: A Comparative Study of Two Systems in One Country

Jin Jiang, Lingnan University, Hong Kong

Hon-Kwong Liu, Lingnan University, Hong Kong

Higher Education in both Mainland China and Hong Kong Special Administrative Region experienced two waves of rapid expansion since 1980s. In Mainland China, the first wave of expansion was introduced in 1993, and the gross enrolment ratio of higher education doubled from 1992 to 1998. From the beginning of 1999, an unprecedented college expansion started, resulting in the enrolment ratio increased from less than 6 percent in 1998 to over 50 percent in 2017. In Hong Kong, the enrolment ratio has one-fold increase from 1989 to 1995. The second wave of the dramatic increase took place since 2000, when a policy was launched to raise the participation rate in higher education from 33 percent to 60 percent within ten years. The two waves of expansion in two systems in China provides an excellent case to examine the impact of rapid college expansion in two different economic systems under the same country on the earnings premium for higher education graduates. Drawing on the nationwide surveys of Mainland China and the 5% census data of Hong Kong, this study adopts the Difference in Differences (DiD) method to compare the earnings premium of higher education degree holders (versus upper secondary graduates) before and after the two waves of college expansion. While the general public believes that the crowding effect is the culprit, the results support the view that the declining quality of university graduates is the prime candidate for the shrinking earnings premium during the second wave of expansion in both systems.

Why do International Students Fail to Integrate?

Wing-kit Jack Chan, Sun Yat-sen University, China

Xiao Wang, Sun Yat-sen University, China

Intensively studying and living in a host country for a significant period of time should be sufficient to enrich an international student's understanding of the local community, in terms of its social norms, culture, history and perhaps values and ideologies. This is also a prerequisite for the student, when return home, being able to facilitate future collaboration between the sending country and the host one. However, recent development in a few top destinations indicates that such an expectation does not turn out to be the case among a large number of international students, particularly those from mainland China. Chinese students as a whole has constituted the biggest share among overseas students in a number of top destinations: US, UK, Australia, Canada, New Zealand and even Hong Kong. But in the past one or two decades, evidence suggests that this group of international students are not integrating well in the local communities. This paper suggests that obstacles are lying on three fronts. The first front is associated with the host country's domestic policy of cultural integrity. From a sociologist perspective, the long-lasting debate between integration and cultural integrity provides a clue to reflect on the reasons behind, isolated from the mainstream for example. The second one is the principle of quality education compromised in the face of fiscal survival of universities: namely, the thirst to enroll Chinese students for one-year programs in order to earn their fees overwhelms the concerns on incapability of local facilities to accommodate. Off-campus lodging is particularly worrying. Lastly but not the least, is the changing priority of sending countries: international students are encouraged by their government to stay with their home fellows or participate in activities organized to promote the sending country. The advancement of technology of the country and the popularity of its social media nevertheless enables and facilitates the implementation of such a policy shift. By exploring typical cases with in-depth interviews, this paper concludes that a return to the wish of "winning hearts and minds" would be very difficult but still possible in the discourse of either competition or charity, as the state intervention remains relatively strong. But for programs delivered in the discourse of cash, profound changes are less likely taking place at university level although its cost to local community grows. To tackle, promoting a better diversity of international student population is a feasible possible way out for these destination countries. But the core must be addressing the universities' desire to pursue fees over their reputation.

14:20-15:50 | Council Chamber (Wong Administration Building GF)

Saturday Session III

Session Topic: Innovation, Entrepreneurship, and Higher Education

Transformation of Cross-border Regional Innovation System: A Case Study of Hong Kong and Shenzhen

Jue Wang, Hong Kong University of Science and Technology, Hong Kong
Kevin Chandra, Hong Kong University of Science and Technology, Hong Kong
Coco Du, Hong Kong University of Science and Technology, Hong Kong
Weizhen Ding, Hong Kong University of Science and Technology, Hong Kong
Xun Wu, Hong Kong University of Science and Technology, Hong Kong

While the systems of innovation approach has been used extensively as an analytical framework to understand innovation activities at the city, regional, and national levels, less attention has been devoted to cross-border regional innovation system, which is defined in our study as adjacent regions divided by a nation-state border line. On the one hand, technological transformations have redefined the boundaries of regional innovations; on the other hand, the institutional differences between cross-border regions may continue to impede the interaction and collaboration. This study applies the systems of innovation approach to examine the dynamics of cross-border regional innovation system in the context of Hong Kong-Shenzhen metropolis. Being adjacent to each other and having close social and economic linkages, Hong Kong and Shenzhen present an intriguing case for studying cross-border regional innovation. On the one hand, Hong Kong has its distinctive legal, economic and administrative system as a special administrative region of China, presenting a range of institutional differences that are common for cross-border regions; on the other hand, recently announced Greater Bay Area Initiative calls for greater integration and synergetic development in technological innovations between Hong Kong and Shenzhen. In this research, we will use publication and patent output data from Web of Science and USPTO to study the degree of integration in the innovation areas and actors in the cross-border regional innovation system. We will also apply social network analysis to illustrate the existing and potential collaboration network. Our study seeks to shed lights on potential complementarities, institutional barriers, and collaborative mechanisms for fostering cross-border regional innovation system.

How Hong Kong Lost Six Years: Applying Multiple Streams Framework in Analyzing the Observed Change of Policy Priority Assigned to Innovation and Technology Policies in Donald Tsang's Tenure between 2006 and 2012

Lei Shi, Hong Kong University of Science and Technology, Hong Kong

This paper presents the investigation and analysis using the Multiple Streams Framework (MSF), based on data gathered from both the publicly available policy debate records as well as interviews with people familiar with the internal operations of the Hong Kong government, in an attempt to analyze and explain an observed substantial change of policy priority moving away from strengthening the technological innovation capacity of Hong Kong, which was barely several years into operation as one of the top policy priorities of the city since its hand-over to China in 1997. Believed to be one of the few (but growing) pieces focusing on innovation policy-making and the operational characteristics of Hong Kong government, the paper joins the growing empirical application of MSF arguing for the framework to extend its application range from national economies to cities.

Smart City, Innovation and Entrepreneurship: Policy Response in Hong Kong

Ka Ho Mok, Lingnan University, Hong Kong
Jin Jiang, Lingnan University, Hong Kong

Given the urgency of enhancing innovation and technology/knowledge transfer in Hong Kong, the HKSAR identified problems that universities and the industry need to address synergistically to commercialize research. The highly competitive environment compelled HKSAR to become proactive in promoting collaboration between universities and the industry through innovation and technology transfer and supporting knowledge transfer and entrepreneurship activities across the university, industry, business, and the community. Setting out against the policy context outline above, this paper examines what major policies and strategies that the Government of the Hong Kong Special Administrative Region has adopted to promote innovation, creativity and entrepreneurship in the city-state by advocating deep collaboration between the university sector, the industry and business. More specifically, this paper reviews the establishment of Innovation and Technology Bureau instrumentally promoting universities on knowledge transfer, and the collaboration between Hong Kong and Shenzhen for the development of the Lok Ma Chau Loop. The final part of the paper examines the major achievements and challenges facing Hong Kong when pushing for smart city, innovation and entrepreneurship project, critically reflecting upon the performance measurement issues critical for the success when promoting entrepreneurialism.

What Prohibits University Graduates from Becoming Entrepreneurs in Shenzhen? An Exploratory Study through Online Posts and Interviews

Yuyang Kang, Lingnan University, Hong Kong

In the last two decades, Chinese higher education system has expanded rapidly from an elite model to a massified one, which inevitably leads to oversupply of university graduates. In the meantime, the Chinese economy reaches a point of transformation where the country is losing its global advantage in cheap labour price while still shorts of cutting-edge innovation capacity. Chinese policy leaders thus began to promote mass innovation and entrepreneurship, especially innovation-centric entrepreneurship among higher education degree holders, aiming to transform domestic economy and solving graduate unemployment issue. Set against this context and the broader theoretical debates regarding the role of individual and structural factors in driving entrepreneurship, this article critically examines how graduate entrepreneurs in Shenzhen reflect upon their entrepreneurial experiences. An exploratory text analysis of more than 400 online posts on entrepreneurs in Shenzhen reveals that impenetrable high housing price and shortage of high scale talents are the most frequently mentioned weakness when Chinese netizens talking about Shenzhen and entrepreneurship. Further in-depth interviews with 32 entrepreneurs show that barriers prohibiting entrepreneurship among Chinese young graduates can be both cultural and structural.

16:10-17:40 | Council Chamber (Wong Administration Building GF)

Saturday Session IV

Session Topic: International and Regional Perspectives on Higher Education

Inequalities in the Distribution of Registration Facilities and Birth Registration in Nigeria

Uchechi Shirley Anaduaka, Lingnan University, Hong Kong

One of the important indicators of the Sustainable Development Goal (SDG) 16 (Peace, Justice and Strong Institutions) is to track the proportion of children under-5 years whose births have been registered with the appropriate civil authorities. Without an appropriate proof of a child's age, it would be difficult to ensure they receive age-specific education, immunizations and dosages of medicines. This could hamper the achievement of quality education (SDG 4), promotion of good health and well-being (SDG 3) and in the long-term reduction in poverty rates (SDG 1). In 2013, only 31% of children were reported to be registered and only 15% were considered certified at the time of the interview (NPC2014). Most of these children are hypothesized to be living in areas with poor access to public services. However, there is little research in the economic literature that has focused on the link between accessibility and birth registration. This paper aims to fill this gap by providing answers to the following questions: 1) Are registration centers equally distributed in Nigeria? 2) Are there spatial correlations in the distribution of registration centers in Nigeria? The findings suggest that registration centres are unequally distributed in Nigeria especially within the Northern Nigerian states. The average catchment area is 9529.67kms in the north compared to 1888.16kms in the south. At the state level, the average catchment area for Taraba state is 1057.75kms compared to Lagos state with a catchment area of 28.66kms. Overall, the Gini coefficient of 0.19 suggests moderate inequality with the north-west has the greatest inequality at the zonal level. Given this established inequality, an exploratory spatial data analysis is carried out at the state level. The global Moran's suggests a spatial auto-correlation, suggesting spatial clustering albeit a modest one across the states. A local spatial analysis at the state level show no hotspots in the distribution of registration centers, however six states (Adamawa, Gombe, Sokoto, Taraba and Yobe) were identified as cold spots. When the land size is considered, the results identified three hotspots (Abia, Imo and Rivers states) and ten coldspots (Adamawa, Bauchi, Borno, Gombe, Kebbi, Plateau, Sokoto, Taraba and Yobe states). Finally, the Federal Capital Territory was a significant spatial outlier.

An Examination of Opportunities and Challenges of Higher Education Collaboration in the Greater Bay Area

Weiyan Xiong, Lingnan University, Hong Kong

The promulgation of Guangdong-Hong Kong-Macao Greater Bay Area (GBA) development plan in February 2019 brings a prospect of establishing a regional higher education hub in East Asia. Higher education collaboration within GBA is one significant step. The current collaboration includes the branch campuses of Hong Kong universities in Guangdong area, the sharing of Guangdong government research funding with Hong Kong institutions, as well as the establishment of joint research centers among universities in GBA. While the opportunities for building a higher education hub is self-explained from the development plan of GBA, the challenges and potential issues are existing. Different from other bay areas in the world like San Francisco Bay Area, the higher education governance and markets are different among Hong Kong, Guangdong, and Macau. Also, the unbalanced higher education levels among GBA further complicate the situation. Therefore, through policy analysis and in-depth interviews with university administrators, government policymakers, and content area experts in GBA, this article aims to examine the realization of opportunities and challenges in higher education collaboration in GBA. The present study hopes to provide some insights derived from the early implementation of higher education collaboration under the development outline of GBA.

Enhancing Regional Interconnections to Motivate Youths to Pursue Tertiary Education and Achieve Social Mobility: Evidence from the Greater Bay Area

Ao Liang, Lingnan University, Hong Kong

Jie Qie, Macau University, Macau

Pursuing education to attain social mobility has been a long history in China. However, the massification of tertiary education in China has displayed various detrimental effects gradually since 1999, particularly in the social mobility. In the present, a large number of higher education graduates surge into the labor market, which has caused various precarious phenomena, such as mismatch of positional qualifications, fierce positional competitions, and so on. The massification of tertiary education has increased upward social mobility possibilities, yet also caused fierce competitions in the labor market. Much more people have suspected the possibilities of upward social mobility by pursuing higher education. The central government of China has introduced the Greater Bay Area policy in 2017, which aims to enhance the connections of Hong Kong, Macao and Guangdong Province to pursue more development possibilities. The authors focus on enhancing connections of different economic and political bodies to investigate whether this policy can enhance the motivations of youths to pursue higher education for social mobility. This study focuses on investigating the higher education of Shenzhen, Zhuhai, Macao and Hong Kong to analyze if enhancing regional interconnection can change youths' motivations for higher education. The results from the multiple linear regression prove the interconnected regions can benefit youths and enhance their motivations of pursuing tertiary education and achieving social mobility.

China's "1+X" Model: Remodeling Learning Procedure by Overplaying Certificate

Bo Li, Lingnan University, Hong Kong

The State Council of the People's Republic of China promulgated the Implementation Scheme on National Vocational Education Reform (hereinafter the Scheme) in February 2019, and proposed a "diploma + vocational certificate(s)" model that has been disseminated as the "1+X" model since then. This model is projected to encourage students studying in either application-oriented undergraduate universities or higher vocational colleges to earn one or more vocational certificates in addition to their diplomas amid the higher education learning procedures. According to statistics, more than 2,000 higher education institutes (including application-oriented undergraduate universities and higher vocational colleges) have participated in the "1+X" model, and more critically, it is anticipated that more institutes in the cohort are much likely to follow up (Huang, 2019). Along with the national proposal to establish "Top Higher Vocational Colleges" and to transform "Non-top and New-born Undergraduate Universities" into "Application-oriented Undergraduate Universities", higher education institutes related have entered into an era of restructuring and redevelopment. Within the theoretical framework of pragmatism and utilitarianism, literature has well illustrated in what ways Chinese students and parents value higher education. More straightforwardly, under an increasing pressure of unemployment, a prevalent standpoint overgrowing among higher education learning pursuers and their parents is to be employed and employed favorably. Nonetheless, how do students savvy their learning meaningfulness under the influence of the "1+X" model, whether or not the "1+X" model can better off employment prospects of students involved, and what are the side effects of the campaign? There has been little evidence provided by literature to explain so far. This study therefore unveiled stories covered by this national policy from the perspective of learning procedures of students that come from application-oriented undergraduate universities, and pointed out that the effect of the "1+X" model on students' employment prospects certainly makes a difference while students' academic performance revealed by indicators such as Grade Point Average is usually neglected by employers, which simultaneously deteriorates the quality of teaching and learning. In addition, the "1+X" model has great potential to influence not only present university students but also high school students preparing to choose undergraduate programs, which further marginalizes programs of liberal arts.



Sunday November 10

Parallel Sessions

Abstracts appear as originally submitted by the author. Any spelling, grammatical, or typographical errors are those of the author.

09:00-10:40 | Main Hall (2F)

Sunday Session I

Symposium Presentation

Session Chair: Riyadh Shahjahan

53565 09:00-10:40 | Main Hall (2F)

Complex Dynamics, Asian Higher Education, and Global University Rankings

Riyad Shahjahan, Michigan State University, United States (Chair)

William Lo, The Education University of Hong Kong, Hong Kong

Ryan Allen, Chapman University, United States

Anatoly Oleksiyenko, University of Hong Kong, Hong Kong

Amid debates about global university rankings (GURs), there has been growing attention to the institutional impact and policy utility of GURs in Asian HE, alongside the growing mediatisation of 'Asia' rising in GURs. This panel of four papers addresses and nuances this above debate by presenting conceptual and empirical accounts of contemporary national and regional case studies of GURs impact on Asian HE institutions, academics, policymakers, alongside probing rankers role in constructing a social imaginary of Asian HE. The first paper examines Taiwanese case, illuminating the recent national policy changes with respect to global university rankings and its higher education development. The second paper builds on the first, by highlighting the plight of Chinese 'striving' HEIs. Based on interviews with 48 academics and administrators from Chinese universities, it explores the striving behaviors of Chinese universities in response to global competition with international rankings. Based on critical discourse analysis of scholarly/policy texts and interviews with Chinese, Russian, Kazakhstani and Mongolian experts, the third paper illuminates Eurasian academics affective responses when encouraged by China to compete in the western-dominated university rankings. The final paper adds a cultural studies perspective to debate, illuminating the ways in which Times Higher Education (THE) and Quacquarelli Symonds (QS) websites's visual imagery constructs a social imaginary of Asian HE, reproducing particular imagined communities and imagined selves, in an era of platform capitalism.

Presentation 1

Are Global University Rankings Still Important? Perspectives from Taiwan

The prevalence of global university rankings in Taiwan was largely attributed to the aspirational goal of building world-class universities. However, a new initiative known as the Higher Education Sprout Project emphasises the importance of the link between universities and local communities. This new policy initiative illustrates a shift from an outward-oriented strategy that is featured by an eagerness to transplant norms and standards from the West for achieving the world-class status to a relatively inward-oriented approach that highlights university social responsibility. Owing to their close alignment with the outward-oriented strategy adopted for higher education, global university rankings were influential in Taiwan. However, the recent shift toward a relatively inward-oriented approach may imply that the close alignment no longer exists. Based on this observation, this paper discusses the possible impact of the policy change on the relevance of global university rankings to the higher education development in Taiwan.

Presentation 2

Adding an International Lens to the University Striving Model: Influences of Global and Local University Rankings on the Chinese Higher Education Hierarchy

Institutions that are most attuned to university rankings are known as "strivers." These striving universities chase prestige by altering policies to match league table indicators, while also benchmarking against elite universities within the domestic hierarchy. However, this model has mostly been posited through studies in the United States and it has not been considered in non-Western contexts. Through interviews with 48 academics and administrators from Chinese universities, I explore striving behaviors in China and expand the US-centric model to include global competition with international rankings. I find that striving universities in China have placed considerable emphasis on international rankings, but distinctions from the central government have still dominated competition within the domestic hierarchy. Isomorphic pressures brought from rankings must be balanced between the local and global. These new considerations offer a global outlook on the domestic university striving model.

Presentation 3

In China's Shadow on the Westward Road? Global University Rankings and Eurasian Academic Anxieties

The post-Soviet Eurasians can easily relate to China's transformation strategies, given the similarities in their shared discourse and practice championed by the Soviet university model. However, they are also cognizant of the dilemmas that accompany global academic competition, with its demanding standards and international audits. Drawing on insights from scholarly publications, policy reports, expert interviews in research universities in China and Russia, and expert communities in Kazakhstan and Mongolia, this paper employs critical discourse analysis to examine how the reinterpretation and reengagement of the Soviet political, economic, and educational legacies contributes to mitigating anxieties in the Eurasian higher education when it is trying to catch up with the Chinese progress in global university rankings. The paper argues that China has significant impact in the like-minded intellectual space (especially in Russia), when political forces seek to redefine the global hierarchy of knowledge development for defiance of Western hegemony.

Presentation 4

Unpacking the Social Imaginary of 'Asian' Higher Education: Visual Campus Gaze and Global University Rankings (GURs) Websites

Amid debates about global university rankings (GURs), very few have closely examined how GURs' media outlets construct meanings of higher education (HE) in their visual representations. Furthermore, there has been increasing mediatisation of Asia's universities rise in prominence in GURs relative to established Western counterparts. To address these trends and gaps, it critically examines 135 publicly available visual media (photographs) in the Times Higher Education (THE) and Quacquarelli Symonds (QS) websites to uncover the rankers' 'Asian visual gaze' to extend our understandings of GURs and the significance of Asian universities within global discourse. Drawing on Arjun Appadurai's 'imaginary,' Stuart Hall's heuristics of representation, and attending to photographic techniques, it posits that THE and QS GUR imagery constructs a 'social imaginary' of Asian HE simultaneously as a: 1) technological frontier, 2) site of educational prestige, and 3) environmental and cultural paradise.

09:00-10:40 | Gallery Small Hall (2F)

Sunday Session I

STEM in Higher Education

Session Chair: Oluwakemi Aladenusi

54804 09:00-09:25 | Gallery Small Hall (2F)

Active Learning in STEM Higher Education – An Approach in Introductory Physics and Its Evaluation

Jun Saito, Obihiro University of Agriculture and Veterinary Medicine, Japan

As an approach to promoting active learning in STEM higher education, a reformation of an introductory physics course held in a Japanese university of agriculture and its outcomes found through analyzing quantitative learning data are presented. The class size of the course was about hundred, and the background of the students were diverse in that three forth of them was biology-oriented whereas one forth was physics-oriented. In order to take advantage of this diversity, each class of the course was provided in an active learning style that the students took part in exercise groups of mixed characteristics of the students. The groupworks were designed based on the so-called "jigsaw method". The students were encouraged to prepare for the groupworks by taking an e-learning course including flipped-class videos on LMS before and after attending each class. By conducting a simple learning analytics on data taken from the LMS log, we show that biology students tend to need more amount of learning time than physics students to catch up the course while that there is no correlation between simple amount of learning time and their grade. We then find that the amount of time remaining after the students' completion of each e-learning session and before its deadline is, in contrast to the simple learning time, shows a moderate positive correlation with their grade. We conclude from this learning analytics that students' attitudes appearing as a quantitative log data can be a good measure to evaluate the quality of students' learning outcomes.

53215 09:25-09:50 | Gallery Small Hall (2F)

Enlighten Learning with Environmental Experience: A Case Study on 360-Degree Panoramic Virtual Reality and Augmented Reality Adoption in Vocational Education

Sin Yee Lau, Vocational Training Council, Hong Kong

360-degree Panoramic Virtual Reality (VR) and Augmented Reality (AR) Technology amaze us with 360-degree view and multi-sensory stimulation. With the advancement in the Wearable Technology development, VR/AR technologies are widely adopted in various fields such as entertainment and transportation. At the meantime, education sector also embraces these fast-growing technologies and aims to take learners to an indifferent learning journey with specially designed, immersive environments. It enhanced Vocational and Professional Education and Training (VPET) with the possibility and flexibility in offering a wide spectrum of experience and knowledge to learners under safe and controlled environments. Various immersive environments were designed as specified learning context for trade subjects of Tourism Studies, Disciplinary Force, Construction and Applied Science. This study aimed at investigating 360-degree Panoramic VR and AR Technologies' impacts on improving Construction students' learning efficiency, in term of their cognitive performance, safety awareness and learning motivation. A 1:5 ratio construction site model and a 15-storey virtual construction site were built and vividly presented with AR and 360 Panoramic VR technologies respectively. Positive results and feedback were well-recorded with 4 notable implications: (1) offered an authentic and diverse learning environment for professional development;(2) provided more flexibility and variety for the design of teaching and learning activities;(3) importance of balance arrangement in VR/AR facilitation and traditional teaching and (4) correct students' passive learning attitude to active knowledge acquisition and embrace the bloom of Technology-enhanced Learning.

53518 09:50-10:15 | Gallery Small Hall (2F)

Preparing Critically Conscious School Leaders of STEM

Evangelina Aguilera, University of Texas San Antonio, United States

Timothy Yuen, University of Texas San Antonio, United States

Juan M. Niño, University of Texas San Antonio, United States

This research investigates how principal preparation programs in higher education settings help develop a critical consciousness within future principals in STEM. This nationally recognized cohort-based program takes a transformative approach to preparing school leaders through an explicit focus on social justice, intensive critical reflection, autoethnography, equity audit and community project. All activities are designed to engage students in identifying and examining the core beliefs and values that guide their educational philosophies and practices. Participants teach in communities where there is a high need to increase Latinx participation in STEM career fields. We were interested in studying how the strategies used to prepare of school leaders as transformative, reflective practitioners informed their perspective on how to lead STEM education. Qualitative research methods are used to assess the possible effects of transformative learning strategies on aspiring school leaders' attitudes toward STEM. Participants were asked to discuss their perspective on what makes up the knowledge base that school administrators need to lead STEM and who has a voice in this discussion. Findings indicate that students believe that school leaders need to advocate for equity in STEM. This means ensuring access for all students, advocating for adequate quality resources, supporting strong instructional practices, and building community partnerships as key components. They stated that every teacher needed to be equipped with the resources necessary to ensure access to and progress in STEM. Findings suggest that participation in transformative learning processes may increase students' awareness and action as advocates for equity in STEM.

52603 10:15-10:40 | Gallery Small Hall (2F)

Test Item Response Types as Factor in Score Validity and Reliability in Mathematics Among Southwest Universities Undergraduates in Nigeria

Oluwakemi Aladenusi, Federal College of Education (Technical), Nigeria

Scores generated from test instruments should measure what it is purported to measure and consistently too. When scores failed to achieve these two, they are meaningless and cannot be used for accurate decision making. Investigating and providing evidences of score validity and reliability are the main objective of this study. Thus, this study examined test item response types as factor in score validity and reliability in mathematics among southwest universities undergraduates in Nigeria. A survey research design was adopted. Simple random and systematic sampling techniques were used to select 400 participants. Mathematics Achievement Test (MAT) developed and refined by the researcher was the instrument used for data collection. Two hypotheses were tested in the study. Scores generated were factor analysed and interpreted. Results indicated that validity and reliability scores of Mathematics test multiple choice item type administered by the use of computer is significantly higher than the validity and reliability scores of Mathematics test true or false item type administered by the use of computer. It was recommended that multiple choice item should still be encouraged as a mode of test administration for Mathematics achievement test.

09:00-10:40 | Art Gallery (3F)

Sunday Session I

Education & Employment

Session Chair: Yuen Wah Li

53082 09:00-09:25 | Art Gallery (3F)

How Higher Education Institutions Prepare Students For Job Market: Lingnan University as a Case Study

Yao Lujia, Lingnan University, Hong Kong

The study on higher education is conducted under qualitative research method through interviews. That the post-secondary level of education is on expanding these years. At the same time, the world economy is developing. The deeper level of collaboration among different institutions is needed. In that way, higher education also provides an assistance to industry through teaching and research. Higher education itself also experienced structural change. The combination trend among Asia higher education sector is described as massification. It points out that the expansion not only influences economy flow, but also affects the quality in teaching (Mok, 2007). The student satisfaction is more and more being considered by education sector in its reform process. The same attention is also paid to industry satisfaction as from a stakeholder view. How to combine different side of partner in higher education to meet their different needs is a challenge. The trend of internationalization is also a force that shaped education function. Under this trend the human resource is more and more mobile and flow with job market needs. That Lingnan University is also influenced by this education trend. It is an institution that focused on Liberal Arts education under this education trend to face the competition. In on way it stressed internship program to lead cultural communication. In another way, it stressed community identity locally, with the combination of social network. This is described as a multi-layer of education system. That government social organization and school sector together shaped the education (Angela;et al., 2017).

52417 09:25-09:50 | Art Gallery (3F)

Professional Growth Through Professional Employment Program

Annaliza Viernes, Jose Rizal University, Philippines

In the second semester of school year 2012-2013, JRU pioneered a special training program for graduating students in partnership with Livelt, a subsidiary of the Ayala Group of Companies. An initial group of 81 highly-motivated graduating students from the College of Business Administration were chosen as the first group for the Professional Employment Program (PEP). They met four half days a week in a specially constructed classroom and were taught by a highly trained faculty from Livelt. They completed the following courses: Business Communications, Service Culture, Systems Thinking, and Fundamentals I & II which are Sales and Technical Support. They were also trained on Application & Interview Readiness for jobs. This paper aimed to study the professional growth of Jose Rizal University (JRU) graduating students through the Professional Employment Program (PEP). The results showed that all respondents had positive experiences with PEP, and used words like: the program was worth the effort, effective, nice, great, very good, perfect, interesting, challenging, helped them a lot, extra ordinary and phenomenal, and the best program that they ever had. Although they admitted that the program was difficult and that they failed many times, in the end they realized that they benefitted a lot from it through the help of their excellent, dedicated, and supportive mentors who brought out the best in them.

53710 09:50-10:15 | Art Gallery (3F)

Rethinking the Design of Internship Practicum: What Education is Meant for

Yeuk Nam Ng, Lingnan University, Hong Kong

Internship is gaining its popularity among students and employers. However, this precarious job is loosely monitored and subjected to the university's orientation and implementation. The research is a student-led project funded by Hong Kong Sociological Association in 2019. Choosing a practicum programme introduced in some of the UGC institutions, and by the voices of students, partner organisations and academic staff, there is a call to rethink having internship as part of the curriculum, or as part of the graduation requirement in relation to social class and the philosophy of education. In terms of the curriculum design, qualitative data shows less privileged students are in vulnerable positions but willing to exploit themselves in paving the way for graduate employment. Granting credits ensue the class-oriented models on the use of time, especially when underprivileged have limited resources to endow themselves for better future, but getting trapped in impasse of managing their budget by participating in routinised part-time work. It is therefore suggested to have alternative part-time positions that meet both ends from students' perspective. Assessment tools are needed to be reviewed, especially when scholars' professional fail to produce material that truly and wholly reflect students' learning outcome nor getting the voices of employers heard. Further recommendations are made based on stakeholders' opinion and has been adopted. Otherwise speaking, a bottom-up approach contributes and fine-tunes the practicum/curriculum that takes parties' interests and concerns into account.

53814 10:15-10:40 | Art Gallery (3F)

Facilitating Student Learning to Go Beyond Knowledge and Skills: A Case on Teaching Business Research by Action-Learning Project Approach

Yuen Wah Li, Baruch Consulting, Hong Kong

Significant learning concerns with not the least acquisition and application of knowledge and skills, but also knowing oneself and others, developing one's caring, as well as learning how to learn (Fink, 2003). Project-based learning in general, and action-learning project approach in particular, are promising to bring about student learning that goes beyond cognitive development (DeFillippi & Milter, 2009; Raelin, 2009; Revans, 1998). The presentation is about a pilot case in a local university in Hong Kong where action-learning project approach was adopted to teaching business research for graduate students as a 3-credit mandatory course. Students, each in a group of 5-7, were engaged in a real-company research project throughout the semester from problem definition to presentation of the final report, along with conventional classroom learning. Apart from academic performance as measured by quizzes and project reports, students' learning outcomes were assessed (quantitatively) in terms of their attitudes toward research in general, research self-efficacy, attitude toward business statistics, information literacy self-efficacy, and etc., with an aid of pre- and post-class surveys. Students' reflective papers were also reviewed with the attempt to draw qualitative themes on their takeaways as well as unmet expectations from the course. It was found that, though students did not feel easier about doing research as a result of the course, they were more confident in dealing with research and information. Besides, effective teamwork was found grown out of the project process, as well as providing the context for student learning.

11:10-12:25 | Main Hall (2F)

Sunday Session II

Globalisation & Education

Session Chair: Bregham Dalglish

54030 11:10-11:35 | Main Hall (2F)

Precarious Cosmopolitans in Taiwan's Higher Education: A Study of Creative and Multicultural Programs

Yu-Hsuan Lee, Wenzao Ursuline University of Languages, Taiwan

My research is to examine Taiwan's programs for the emergence of new human resources. It shows a sense of precarious cosmopolitanisms manifested in schools and labor markets. From the early 2000s, Taiwan's governments followed a program of creative industries and facilitated it to universities and colleges who aspired to use it in revitalizing traditional curriculums and faculties in humanity and social science. Creative human resources were used as catalyst to the new economy and the growth of urban entrepreneurialism. Likewise, with a growing tension between Taiwan and China, there was another episode arriving around 2016 when the New Southbound Policy was launched to reorient Taiwan's source of human resources, industries and market to emerging multicultural entities in South and Southeast Asia. I am puzzled what are at stake for Taiwan's higher education producing these human resources as (precarious) labors. I found creative industries program around mid-2010s did not resolve the shortage of students but came up with structural problems like the precarious labor market and shutdown of schools and departments. As for another imperfect cosmopolitan policy – the New Southbound Policy, a work-study system did not step outside conventional exploitations, prejudices and discrimination. Thus, a moral obligation to the emergence of both creative and multicultural talents cosmopolitans in schools is in question. These cosmopolitans were actually plural and particular, but they were bonded together to fuel a long standing precarious problem of higher education.

53730 11:35-12:00 | Main Hall (2F)

Give Me a Place to Make-sense, and I Shall Move the World? – Field Study Abroad on Corporate Social Responsibility

Yuen wah Li, Baruch Consulting, Hong Kong

What kinds of teaching and learning strategy used in the subject of corporate social responsibility (CSR) that are deemed effective, in terms of changing students' attitude and value towards what business is about and for? This presentation aims to show the evaluation result of adopting field study trip abroad as an active learning approach in raising business students' appreciation and support of CSR intent, strategy and practices in organizations. The target students were studying full-time for an one-year Master programme in business management in Hong Kong, who chose field study trip abroad as an elective course. The trip was held for 5 consecutive days in South Korea where social entrepreneurship initiatives are soaring, comprising company visits that were famous for their dedication to CSR or social entrepreneurship (SE), forums / seminars, and etc., as co-organized with a local social enterprise. Students were required to attend pre-trip activities, complete individual and group assignments, and choose a visit company as the group's study case before the trip, and submit a case study report for the chosen company within a month after the trip. Students were invited to participate in an online survey before and after the trip, where their perceptions about the primary responsibilities of a company, and how a "well-run" company should be defined (adapted from Aspen Institute, 2008), and their ranking of business responsibilities (adapted from Haski-Leventhal, 2013), were gauged, along with personal characteristics. Reflective papers submitted by individual students after the trip will also be reviewed as qualitative inputs.

53642 12:00-12:25 | Main Hall (2F)

Internationalisation Under the Spotlight: University Teaching Collaboration

Bregham Dalglish, University of Tokyo, Japan

In 2012, the University of Tokyo (UT) launched the English-mediated PEAK undergraduate degree. One of its remits is to provide high-quality courses that are innovative in both content and delivery. To this end, in 2014 collaboration was established with the Swedish higher education foundation, STINT. Each year PEAK hosts a visiting STINT Swedish professor and in 2015 Dan Öberg (Swedish Defence University) took up the position. Through a common research interest and teaching philosophy, Öberg and myself (Bregham Dalglish [UT]) launched a spin-off project to deepen internationalisation by teaching a single course taught across both institutions. This paper is an account of the process of implementing this venture in respect of the neoliberal university organisation. In spite of the mantra of universities to internationalise, actually doing so is far from (what one might expect to be) easy. Numerous hurdles have to be negotiated, such as spatio-temporal logistics (incompatible semester schedules and course modes), institutional constraints (recognition of credits and different evaluation criteria), teaching and service duties of faculty (collaboration is in addition to normal duties) and the suitability of students (different levels of students and departmental specialisations). The paper concludes with a reflection upon what it means to internationalise, for both faculty and students but also for the university as an organisation that is caught up in a neoliberal organisational logic that decouples the possibility to control the conditions that enable internationalisation – typically under the control of university administrators – from the actual implementation of it by faculty.

11:10-12:25 | Gallery Small Hall (2F)

Sunday Session II

Student Learning

Session Chair: Joel Weinberg

53919 11:10-11:35 | Gallery Small Hall (2F)

Scholarship of Teaching and Learning Engagement and Awareness in VPET in Hong Kong

Fiona Luk, Vocational Training Council, Hong Kong

Rechell Lam, Vocational Training Council, Hong Kong

Scholarship of Teaching and Learning (SoTL) is widely promoted and used in USA, Canada, UK and Australia since 1990s. SoTL encourages teachers to plan and evaluate the relationship between learning and teaching when practicing their teaching pedagogy. Through the process, research capability of teachers will be enhanced. As in the Report of the Task Force on Promotion of Vocational Education in 2015, it has recommended that enhancing the research capability of Vocational and Professional Education and Training (VPET) institutions is one of the strategies to strengthen the promotion of VPET. To assist the growth of research capability, SoTL can be one of the approaches to be considered. This study aims to explore the engagement and awareness of using SoTL in VPET in Hong Kong. A questionnaire was designed based on the structure of CASTL survey from the Carnegie Foundation. Teaching staff in Vocational Training Council, who attended the research and teaching skills training workshops during March to June 2019, were invited to fill in the questionnaire. 69 completed questionnaires were collected and analysed. The findings provided the initial review on VPET teachers' awareness and engagement in SoTL in Hong Kong. It could be used as reference for the policy establishment that supports the VPET research capability development in the future.

54092 11:35-12:00 | Gallery Small Hall (2F)

Towards Complementarity and Curricular Improvements of the Courses on Strategies for Personal Development, Freshmen Orientation Seminar, and Understanding the Self

Amor Mia Arandia, Jose Rizal University, Philippines

Reynold Padagas, Jose Rizal University, Philippines

Melfi Caranto, Jose Rizal University, Philippines

Teachers must be responsive enough to the learning needs of their students. To effect learning, the teachers need to adequately prepare themselves to deliver quality instruction with unquestionable amount of knowledge, skills, and values. Such preparation is challenging and it takes teachers to become more open-minded and admit that there really are rooms for further improvements in the way they teach their courses and determine student progress through various methods of assessments. In the Philippines, the introduction of additional two years in high school, popularly known as senior high school, created obvious tons of challenges in the tertiary curriculum. Understanding the Self (UTS C101), a new general education subject in college is believed to be overlapping in terms of content with Strategies for Personality Development (PD), a course in Senior High School (SHS), and Freshmen Orientation Seminar (FOS 101), a unique course taken by freshmen college students in Jose Rizal University (JRU). Since the courses are reputed to be related and presumed intertwined in terms of curricular contents, the researchers embarked into a comparative document analysis of the instructional designs or course syllabi of the three courses. Upon review, findings showed similarities and dissimilarities of lessons, teaching strategies, and student assessment methods. To effect positive change, a policy brief has been developed to address the gaps identified in the results. This is imperative to help improve pedagogy, outcomes-based education curriculum delivery, as well as the formative, summative, and authentic assessments of student learning in UTS C101, PD, and FOS 101.

52813 12:00-12:25 | Gallery Small Hall (2F)

Learner-led Approach in Education (LED)

Joel Weinberg, Meiji University, Japan

This paper discusses a different approach to teaching: the learner-led approach in education (LED). While there are many interpretations of LED, this paper focuses on students selecting their own research topic, constructing a lesson plan and homework assignment based on that topic, and then leading their classmates in a mini-lecture/presentation about their research. The reasoning for this approach is that students will be more interested in a topic and will learn more about it when they are given the freedom to choose it themselves. Additionally, when they are required to teach what they have learned to their classmates, they will be more thorough in their research and put more thought into the lessons. This will benefit both the student who is leading the lesson, and the other classmates who will be motivated to do their best when their turn to lead the class arrives. There are a few challenges to this approach, particularly the fact that it diverges from students' and teachers' previous experience with classroom dynamics. The unambiguously positive results of this approach, however, point to the benefits of trying something different to promote better learning outcomes.

11:10-12:25 | Art Gallery (3F)

Sunday Session II

Innovation, Entrepreneurship, & Graduate Employment

Session Chair: Ljiljana Markovic

54794 11:10-11:35 | Art Gallery (3F)

A Survey of the Problems, Wants, and Abilities of Writing Skill of Secretaries

Pasiree Kanhasuwan, Silpakorn University, Thailand

English language becomes an obvious key tool for success in international businesses. Secretaries play a crucial role to manage company administrative duties. Although they are exposed to the target language daily, writing problems in various types of documents still occur. Besides, the needs of English for their profession have scarcely been revealed. Specifically, only a few sources focus on English writing development for secretary. This study aims at investigating problems, wants, and abilities of the English writing skills of secretary using quantitative and qualitative methods. Questionnaires were distributed to thirty secretaries and ten managers to explore problems and wants in the field. Furthermore, in order to get in-depth information, the authentic written work-related documents were submitted by the secretaries to examine their English writing abilities in terms of grammar, content, word choices, and mechanics and style. The results showed that the problems were mainly found and perceived in minutes, emails, and reports, which interestingly corresponded to the managers' wants for their secretary to improve. In addition, the secretaries indicated that they wanted to improve their writing skills in emails and reports. Lastly, the abilities in writing reports and memos were higher than in emails and minutes. In the end, the important implications of secretary's writing skills will be presented in aspects of professional development for secretaries and course and content redesign for educators in order to serve the real needs for the better practice in the business as a whole.

45730 11:35-12:00 | Art Gallery (3F)

Pre-Service Teachers' View on the Caring Teaching Practices in the Relational Approach to the Moral Foundation of Teaching

Marilyn Obod, Our Lady of Fatima University, Philippines

Clarita Tanghal, Our Lady of Fatima University, Philippines

This is a descriptive research which determined the view of pre-service teachers on the caring practices in the relational approach to the moral foundation of teaching. Using purposive sampling, sixty pre-service teachers were selected to answer the Caring Teaching Scale which include four dimensions such as Nurturing Students' Character, Didactic Bias, Awareness and Respectful Didactics. Findings showed that they strongly agree on Nurturing Students' Character and Awareness, agree on Didactic Bias but neutral on Respectful Didactics. It implies that they strongly agreed that teachers should nurture the students' character as a human being and help them develop their character as well as their academic properties, agreed that teachers should provide equal opportunities for all students to be engaged in learning activities regardless of their academic status and personal capabilities but either agreed or disagreed in the notion that in bringing about learning, teachers should respect students and avoid violating their dignity as human beings. Furthermore, it found out that male and female pre-service teachers of different ages from the Bachelor of Elementary Education and Secondary Education programs have similar views on the four dimensions of caring teaching.

50923 12:00-12:25 | Art Gallery (3F)

Learner Autonomy as a Valuable Asset of Students for the Future of Higher Education

Ljiljana Markovic, University of Belgrade, Serbia

Biljana Djoric Francuski, University of Belgrade, Serbia

The principles of Learner Autonomy have become ever more important with the fast-changing technological environment in the real world in which our students of today shall find themselves as employees tomorrow. They might soon be in a position to attune their performance with capacities and 'skills' of the robots as their coworkers, so they will have to acquire the flexibility and the potential of combining the superior human intelligence with the fast development of information technology. They will also have to know how to use incredible advantages of the human emotional and social intelligence within the leadership positions where they might even find artificial intelligence to be their competition in the decades to come. The Learner Autonomy principle facilitates a profound and in-depth understanding of issues and thereby ensures the capacity to learn new things, to summon results of critical thinking at crucial phases of intelligent, well-balanced and emotionally and socially adequate decision-making. Our students will not only be competing against new technologies, they will also be competing internationally and globally in whatever they choose to do since the e-commerce advancement has unified the world markets for any goods or services at a hitherto almost unimaginable and unprecedented scale. This paper aims to demonstrate in which ways the principles of Learner Autonomy will prove to be a valuable asset of higher education students in their future.

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52611

Prospect of Virtue Ethics under Threat from Psychological Situationism

Eunkwang Choi, Seoul National University & Konkuk University, South Korea

Virtue ethics theorists often argue that people can achieve a virtuous character if they are properly educated and disciplined. This means that a certain, fairly stable character or nature is innate to people from birth. Social psychological situationists of the day, however, have made strong rebuttals to this assumption. It might not be possible to predict people's moral actions by means of human nature from mild situationistic view, for arbitrary human acts cannot be embraced by a tendency or nature. Furthermore, in the stronger version of situationism, moral education is neither necessary nor possible, for so-called nature is not innate to human beings. That is, Situationists' assertion does not only conclude that description of moral nature of virtue ethics is erroneous, but its normative suggestion is not persuasive as well. Aside from certain crude objections made by some traditional virtue theorists, in which they simply denied the method of situationism, virtue theorists' latest possible objections are divided into two groups. One that I call the theoretical camp wishes to maintain importance to the practical wisdom (φρόνησις) of Aristotle. The other I call the practical camp does not. The former, however, seems to make a fatal mistake, since it still embraces human character which has already been banished by empirical evidences. I argue that to make virtue ethics promising on the whole, it is better to take myself away from practical wisdom and advance toward practical virtue ethics.

53057

The Development of the Islamic Culture Course at Sultan Qaboos University, Oman – An Attempt to Incorporate Students' Specializations

Anke Bouzenita, Sultan Qaboos University, Oman

Mohsin Al-Salimi, Sultan Qaboos University, Oman

Saleh Al-Busaidi, Sultan Qaboos University, Oman

Given the bifurcation of higher education in the contemporary Islamic world, with a divide between the scientific and technical specializations on one, and Islamic sciences on the other, the researchers saw a need to contribute to bridging the gap between both. A development of the Islamic Culture Course at SQU so as to consider and incorporate the students' different specializations may be an important step at reshaping tertiary education. The Islamic Culture course (ISLM 1010) at SQU is a university requirement offered to students of different specializations in their first or second year of undergraduate studies. Its main purpose is to expose the students to Islamic thought and culture and its basic injunctions in the contemporary setting. A research project run in 2018/2019 assessed the students' general perception of the course with regard to their own specializations. Under consideration of the theoretical background of life-long learning, the researchers come up with a number of suggestions so as to enhance the sustainable learning effect of this course.

53465

Using Analytics to Uncover Early Determinants of Academic Performance for Adult Learners

Sylvia Chong, Singapore University of Social Sciences, Singapore

Yew Haur Lee, Singapore University of Social Sciences, Singapore

By and large, the arrival of the digital age have accelerated the development of analytics to guide data-informed efforts in teaching and learning. This has also transformed the way how higher education institutions look to optimize student success. In this study, through the use of data mining techniques, the UNIVERSITY* gained a better understanding of variables that influenced the adult learners first year academic performance. In particular, the results from the CHAID (or Chi-squared Automatic Interaction Detector) model highlighted the importance of previous academic performance and behavioural variables such as credit units taken and withdrawn in predicting learners at risk. The findings resonated with the opinion that an adult learner may find it challenging to juggle the demands of higher education, work-life, and family-life concurrently, at the onset. Henceforth, this group of struggling adult learners may benefit from a better management of course loading, as early as possible.

54073

Universities and their Engagements with Augmented Reality (AR) and Virtual Reality (VR) Initiatives: An Environmental Scan

Manasvini Narayana, eConcordia/KnowledgeOne Inc., Canada

Wynnpaul Varela, eConcordia/KnowledgeOne Inc., Canada

Jihan Rabah, eConcordia/KnowledgeOne Inc., Canada

The ongoing rise of digitally immersive technologies is hard to ignore. According to a recent study by the Global Virtual Reality Association, by 2020 the augmented and virtual reality (AR-VR) sector will create an estimated 225,000 to 480,000 jobs in Europe alone. Come 2025, the global economic impact of immersive technologies is expected to reach USD 80 billion. And in the probable race for dominance, AR's fusion of virtual reality and real life is likely to triumph over VR's alternate digital reality model, with the former on track to generate revenues of 90 billion USD by 2022, in contrast to VR's projected 15 billion. Unsurprisingly, the rapid evolution of AR-VR in higher education raises important questions about how best to establish intelligent AR, VR, and simulations programs that truly enhance learning outcomes. To better understand the current adoption of immersive technologies, this environmental scan provides an overview of how institutions of higher education are presently engaging with digitally immersive technologies—both academically and administratively. This scan also emphasizes industry and university collaborations where they occur. For the purposes of this report, however, the environmental scan takes the primary perspective of the universities and does not include a scan of industry players or their perspective of AR-VR in higher education.

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Virtual Presentations

54720

Fake News: Origins, Consequences for Students, Scholars and Teachers, and Recommended Solutions

Bernard Montoneri, National Chengchi University, Taiwan

Sir Tim Berners-Lee stated in 2017 that "misinformation, or fake news, which is surprising, shocking, or designed to appeal to our biases, can spread like wildfire." The inventor of the World Wide Web considers 'fake news' as one of the three most disturbing Internet trends. Children and students have not been sufficiently educated on these threats and lack media literacy. A 2018 UK survey shows for example that only 2% of schoolchildren in the UK are able to recognize fake news. The expression 'fake news' got selected by Collins Dictionaries as the 'word' of the year 2017. Collins also selected 'echo chamber' as one of the top expressions of 2017. In 2016, Oxford Dictionaries selected 'post-truth' as the word of the year 2016 because emotion and personal belief seem to have become more "influential in shaping public opinion" than objective facts and because "truth itself has become irrelevant". Students and teachers need to improve their critical thinking skills and to take the habit to do fact-checking. Plagiarism and fake papers are at a record high and an increasing number of people mistrusts experts and challenge the notions of facts and Truth. This presentation aims at shedding light on the origins of the expression 'fake news', at evaluating its impact on higher education and the pursuit of truth and knowledge, at looking at its perception among students and academics, and at recommending some solutions on how to tackle this new threat to Higher Education and Academia.

54789

The Need for Academic Writing Support for Undergraduates in an English Medium Tertiary Institution in Malaysia

Timothy Wong, Monash University Malaysia, Malaysia

Rajani Chandra Mohan, Monash University Malaysia, Malaysia

The status of English as a global language seems to be reinforced as there is a growing trend of Asian students seeking tertiary education in English-medium institutions in Asia. These institutions tend to set English language entry requirements based on standardised tests of English such as IELTS and TOEFL. However, these tests seldom reflect a true picture of the students' academic writing capabilities. Consequently, the demands of academic writing in English-medium institutions pose a challenge to a significant portion of undergraduate students. It falls upon the shoulders of the institution, then, to provide the necessary academic writing support for students who require guidance in this area. As this form of support is supplementary, it is necessary to determine the specific areas of academic writing that are problematic for students. This study reports the results of an (ongoing) online needs-analysis survey of undergraduate students in a private English-medium university in Malaysia. The aim of this study is to explore students' perceptions of their abilities in basic and academic writing skills in English and to identify areas in which they may require language support. The results reveal that at least 50% of the students would seek assistance in writing assignments. The data also showed that the most commonly identified deficiencies were summarising, finding support or evidence for arguments and writing about abstract concepts. This paper concludes by discussing the implementation of an appropriate academic writing support course that fulfils the requirements of a range of academic disciplines.

53175

Planning the Informal, or In-Formal Planning

Foong Patrick Chan, Independent Scholar, Canada

Town Planners are very apt at planning the informal; we design and implement things like sidewalk parks, weekend markets, back alley concerts, etc., all at an attempt to make the city seem a little less stifled. Some call it "tactical urbanism", others simply call it "informal urbanism". While we plan the informal, seldom do we ask, "How can we in-formally plan?" This presentation proposes that to in-formally plan it may be less about securing urban types or defining good urban values. It is more a mode of working through the material of the city itself, to intervene with it so that the city's form is reaffirmed as the process of differentiation. The city as yet-formed. Hence, it is about relinquishing some certainties guaranteed in planning the informal, which is a process of formalising the informal. It adopts a mode of experimentation. This presentation proceeds first by reviewing some theoretical discussions, namely the notions of the "un-formed" (Georges Bataille), the "absolute potentiality" (Gilles Deleuze and Giorgio Agamben) and the "diagram" (Peter Eisenman and Gilles Deleuze). This is to help form the framework for the second part of the presentation which looks at how an "in-formal plan" can function as a diagram – not necessarily to replace the master(narrative) plan, but to provide creative-critical foil, to maybe throw the master narrative toward a certain creative uncertainty. Pedagogically, it may be for students and practitioners to embrace the incompleteness as a completion, and begin to write that as design policy.

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A woman with dark hair, wearing a dark blazer and a lanyard with a badge, is shown from the chest up. She is looking slightly to her left and gesturing with her right hand, palm facing forward. The background is dark and out of focus.

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London, UK, 2019

December 07–08, 2019

The European Conference on
Aging & Gerontology
(egen.iafor.org)

Hawaii, USA, 2020

January 10–12, 2020

The IAFOR International Conference on
Education – Hawaii
(iicehawaii.iafor.org)

The IAFOR International Conference on
Sustainability, Energy & the Environment – Hawaii
(iicseehawaii.iafor.org)

Singapore, 2020

February 07–09, 2020

South East Asian Conference on Education
(seace.iafor.org)

Tokyo, Japan, 2020

March 23–26, 2020

The Asian Conference on
Education & International Development
(aceid.iafor.org)

March 26–29, 2020

The Asian Conference on
Psychology & the Behavioral Sciences
(acp.iafor.org)

The Asian Conference on
Ethics, Religion & Philosophy
(acerp.iafor.org)

March 27–29, 2020

The Asian Conference on Aging & Gerontology
(agen.iafor.org)

March 29 – April 1, 2020

The Asian Conference on Language
(acl.iafor.org)

May 24–27, 2020

The Asian Conference on the Arts & Humanities
(acah.iafor.org)

The Asian Conference on the Social Sciences
(acss.iafor.org)

May 27–30, 2020

The Asian Conference on Cultural Studies
(accs.iafor.org)

The Asian Conference on Asian Studies
(acas.iafor.org)



London, UK, 2020

July 16–19, 2020

The European Conference on Education
(ece.iafor.org)

The European Conference on Language Learning
(ecll.iafor.org)

Osaka, Japan, 2020

August 03–06, 2020

The Osaka Conference on Education
(oce.iafor.org)

Barcelona, Spain, 2020

September 17–20, 2020

The Barcelona Conference on Education
(bce.iafor.org)

The Barcelona Conference on Cultural Studies
(bccs.iafor.org)

Tokyo, Japan, 2020

October 30 – November 02, 2020

The Asian Conference on Education
(ace.iafor.org)

November 01, 2020

The Asian Undergraduate Research Symposium
(aurs.iafor.org)

November 05–08, 2020

The Asian Conference on
Media, Communication & Film
(mediasia.iafor.org)

Introducing the IAFOR Research Centre at Osaka University, Japan

The IAFOR Research Centre (IRC) is a politically independent, international and interdisciplinary think tank based at the Osaka School of International Public Policy (OSIPP), at Japan's Osaka University, that conducts and facilitates international and interdisciplinary research projects. The main focus is to encourage mutual international and intercultural understanding and cooperation in line with IAFOR's mission of encouraging interdisciplinary discussion, facilitating heightened intercultural awareness, promoting international exchange, and generating and sharing new knowledge.

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