



<b>Title</b>	<b>The value(s) in shadow education: re-visiting pedagogy and learning</b>
<b>Author(s)</b>	<b>Yung, K</b>
<b>Citation</b>	<b>The CESHK Annual Conference 2012, The University of Hong Kong, Hong Kong, 25 February 2012. In Abstract Book, 2012, p. 13</b>
<b>Issued Date</b>	<b>2012</b>
<b>URL</b>	<b><a href="http://hdl.handle.net/10722/166944">http://hdl.handle.net/10722/166944</a></b>
<b>Rights</b>	<b>Creative Commons: Attribution 3.0 Hong Kong License</b>

## Abstracts

### HUI OI CHOW LG01

#### Keynote 1

##### **Making rights realities—access and equity in education and development (Keith M. LEWIN)**

Over 60 million children of primary school age are not in school. Most are in Sub-Saharan Africa and South Asia. Access to basic education lies at the heart of development. Lack of educational access, and securely acquired knowledge and skill, is both a part of the definition of poverty, and a means for its diminution. Sustained access to meaningful learning that has utility is critical to long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventive health care, the empowerment of women, and reductions in inequality. The estimated numbers of children out of school in sub-Saharan Africa (SSA) have fallen from about 42-million in 1999 to about 29-million in 2009, and from 37 million to 18 million in South Asia. Despite this only about three-quarters of primary school age children in SSA are enrolled in school. Girls are participating much more. On average across both SSA and South Asia, for every 100 boys enrolled in the age range there are now 95 girls. But some countries are making slow progress and there are places where boys in school outnumber girls by 20%. Conversely, where overall enrolment rates are high, often more girls are enrolled than boys. In many of the poorest countries more than half of all children fail to enrol at secondary level. Of those who do fewer than half will complete a full cycle of secondary schooling and qualify for any further education and training. Those who succeed will be overwhelmingly from richer rather than poorer households. The chances of the poorest 20% completing secondary school can be as little as a tenth that of the richest. And if there are gender gaps in participation in primary schooling, they are almost always larger at secondary level. The commitments to Education For All should have resulted in a more equitable participation in basic education; lower levels of gendered inequity; smaller variations in enrolment rates between rich and poor and urban and rural areas; and a smaller spread of achievement between the best and worst performing schools. It should also have reduced the proportions of children who are significantly overage for their grade. But our research shows that this has often not been the case. Sub-Saharan Africa remains by far the most undereducated part of the world despite allocating proportionally as much or more finance than other regions to education. In South Asia growing inequalities have accompanied economic development and led to very uneven access to basic education and continued marginalisation of the poorest. The MDG targets to universalise access to education in the region will not be achieved and will be revised at some point before 2015. Any new targets, which will probably be set for 2025, need to recognise that access is more than enrolment, and that quality, equity and valued outcomes are inseparable if meaningful access to education is to be achieved. There are no good reasons why all children will not attend and complete basic education successfully in 2015. If it does not happen it will be testimony to the failure of one generation of adults to believe in the futures of the next.

*NB: The full paper is on the CREATE website [www.create-rpc](http://www.create-rpc)*

#### Keynote 2

##### **Cross-border education in China: Development, challenges and responses (LIU Baocun)**

Cross-border education is an important component of the internationalization of education. During the past decades, Cross-border education developed rapidly and many problems and challenges arose. The National Outline for Medium and Long-term Education Reform and Development (2010-2020) adopted in July 2010 put forward many new policies to promote cross-border education, but some key barriers still remain unmoved. New measures to implement the policies are highly expected.

## Parallel Sessions 1

### HUI OI CHOW LG02

#### **The value of longitudinal studies to comparative education (Angela W LITTLE)**

This paper presents an overview of the Young Lives project: an international, longitudinal study of childhood poverty. The Young Lives project was designed to monitor progress toward the Millennium Development Goals. A comprehensive programme of household studies in selected sentinel sites in four countries (Ethiopia, the state of Andhra Pradesh in India, Peru and Vietnam) was established in 2001 and will conclude in 2016/17. The value of a longitudinal study lies, *inter alia*, in its potential to explore among the same cohorts of children the impact of home background and early childhood experience on children's educational experience on the one hand, and the impact of educational experience on later outcomes in life such as health, fertility, migration and employment on the other. The research tracks the lives of two cohorts of 12,000 children across the four countries. The younger cohort comprises 2000 children in each country born in 2001-02; the older cohort comprises 1000 children in each country born in 1994-95. Data collection is extensive with three household surveys completed in 2002, 2006-7 and 2009. In depth, longitudinal, qualitative sub-studies of children from each cohort have been conducted in 2007, 2008 and 2011. More recently (2010-2011) studies of the education experiences of Young Lives children in school have been added. Selected key findings will be presented to demonstrate the value of longitudinal comparisons for our understanding of the causes and consequences of education.

#### **Finding rigor in post- modernity: The value and values of complex adaptive systems analysis in comparative education research (Trey MENEFE)**

Complex adaptive systems analysis (CAS) is arguably the cutting edge of social sciences research, yet it hasn't gained the attention of education researchers, comparative or otherwise. This presentation will explain what formal complexity means and how it is different from chaotic systems, complicated systems, and metaphorical complexity. It explores the computational tools available to researchers and their possibilities and limitations for educational research. I will offer a basic overview of the some of the theoretical insights CAS analysis has already provided in understanding economic development, the value of diversity, socially embedded local/indigenous knowledge, system shocks, resilience, and adaptation. Finally, I will address concerns that computational CAS modeling is yet another incarnation of valueless scientism like the models prevalent on Wall Street by showing how these methods can deepen our understanding of critical theorist from Bourdieu to Wallerstein by formalizing the theories they offered.

### HUI OI CHOW LG01

#### **Panel: Internationalizing and enterprising higher education in Greater China Region: Challenges and opportunities (Panel Chair: Ka-Ho MOK; Presenters: KAN Yue, WU Xueping, & Rui YANG)**

This panel critically examines major challenges when the agenda of internationalization of higher education is becoming more popular directing the strategic directions of higher education development. Particular reference will be given to examine what opportunities and policy implications confronting governments and universities in Greater China region in the context of growing pressure for becoming more internationalized and entrepreneurial. More specifically, this panel focuses on how and what major strategies that universities in Greater China region have adopted to make themselves more entrepreneurial and become more strategic in shaping the agenda and future directions of internationalization of higher education.

### HUI OI CHOW 103

#### **How do students' perceptions of leader-follower relationship influence their service quality and personal growth in overseas volunteering? (YANG, M., & LUK, L.Y.Y.)**

In a complex world where poverty, wars, climate change, shortage of food and energy, and inequality in developmental opportunities have deprived many individuals of a prosperous life, one critical learning outcome for all undergraduates is the capability to contribute to a better world. Developing students into leaders and global citizens of tomorrow is therefore a core mission embraced by many universities. This study examines undergraduates' overseas volunteering experience, a kind of experience at university oriented to developing leadership and global citizenship among students. Unlike previous studies which have mainly focused on leadership outcomes from extra-curricular activities in general, the present study looks specifically into how students' perceptions of the leader-follower relationship within their volunteer service team influenced the quality of their service for community members and their own growth. Interviews were conducted with 34 students, 12 of whom holding leadership positions in service teams. Data analysis revealed that a close, collaborative leader-follower relationship was related to quality service, long-term commitment to service, and the development of interpersonal, communication and organisational skills. In contrast, a distant, hierarchical leader-follower relationship negatively impacted on service quality and student growth. Students' perceptions of how a leader/follower should fulfill his/her role were influenced by: 1) prior leadership/followership experiences in volunteer groups and other local/international student organisations, 2) campus student culture, and 3) mentorship obtained from staff members of university and community organization. The paper will draw on the findings to put forward issues for further research and practical implications for student development.

## **The relationship between socioeconomic status and cultural participation of secondary school students in Hong Kong (LAU Chui Shan, Tracy)**

Within the sociology of education most conceptualizations of cultural capital in empirical studies research have focused on high-status cultural participation. These studies operationalise cultural capital primarily as knowledge of competence in high-brow aesthetic culture as the acquisition of this cultural capital ensures the continuing advantage of middle-and-upper-class families. This scholarship often emphasizes how upper and middle class articulate and define their class standing through their cultural participation and other class markers. In fact, recent studies also show that participation in leisure and cultural activities can have many benefits for children and the youth, including positive academic achievement (Darling 2005), improved psychological functioning and good peer relationships. If cultural participation is less accessible to youngsters with low socioeconomic status, disadvantaged youngsters will be deprived of related academic, psychological and interpersonal benefits and, as a consequence, their upper mobility will be obstructed. In his policy address delivered in 2009, the Chief Executive announced the development of six industries where Hong Kong enjoys clear advantages. And cultural and creative industries are one of the six industries deemed as crucial to the development of Hong Kong's economy and, which would propel Hong Kong towards a knowledge-based society. As cultural development is one of the core projects in Hong Kong and cultural participation is important to the development of society's sensitivity to existing socioeconomic inequalities amongst youngsters will help develop an understanding of the role of cultural participation in formation of class identity. An investigation into the impact of socioeconomic background on cultural participation would enhance knowledge of the social condition of inequality among both policy-makers and the cultural educational community and facilitate the formulation of measures that would help address the equity issue in the future. Furthermore, our project will also shed light on mediating mechanisms between socioeconomic background and cultural participation.

---

### **RUNME SHAW 203**

#### **'No Child Left Behind': Does it apply to ethnic minority students in Hong Kong? (Miron Kumar BHOWMIK & Kerry J KENNEDY)**

There is a growing literature including and popular media articles reporting many issues about the current education provision for the ethnic minority students in Hong Kong. The Equal Opportunity Commission has also formally noticed Education Bureau of its concerns about the education of ethnic minority students. This paper will review these concerns that have been raised since the approval of Race Discrimination Ordinance in Hong Kong in 2008. Most of the reporting has been on the ethnic minority children who are already in the school. Yet a careful look at the 2006 census data confirms that a good number of ethnic minority children are not within the school. This paper therefore, will also explore the number of out-of-school ethnic minority children in Hong Kong. It will compare these numbers with other jurisdictions that also have responsibility for the education of ethnic minorities. The issue of why these students are not in school and what they are doing will be examined. Finally, this paper concludes with suggestions concerning a research and policy agenda in the area of ethnic minority education.

#### **Patterns of ethnic identifications: South Asian students in secondary schools of Hong Kong (Alka SHARMA)**

The term 'ethnic identification' signifies the demonstration of affiliation with a certain ethnic group. In Hong Kong 'South Asian' as an inclusive term is very much a part of state hegemony to describe people from India, Pakistan, Nepal, Bangladesh and Sri Lanka. Through this paper I seek to explore the relevance of South Asian identity for the minority groups themselves. Understanding its significance becomes necessary because concept of an ethnic group as an 'absolute category' has been challenged by previous scholars. Rather, past research emphasizes the identity as flexible and very much a consequence of self-assertion and situational factors. In this study using the theoretical framework of 'situational identity' I will establish that South Asian as an absolute identity is only accepted unless 'real group identity' is not questioned. Using qualitative data collected through interviews with South Asian students and analyzed in the grounded theory fashion, this exploratory research shows that South Asian students possess dual ethnic loyalties in school situations and conceptualize identities as 'selective spot-light' hence eliciting their actual ethnic identity and blocking out absolute ethnic identity. This shows that both identities are mutually exclusive and real group identity is more subjective and dominates. Findings also show an early development of strong ethnic identity perceptions among adolescent students. These findings, with insights into South Asian student's experiences can model how to explore other areas of socially constructed identity. It also emphasizes the significance of comparative education in explaining ethnic relationships in pluralistic societies as well management of ethnic conflict.

---

### **RUNME SHAW 202**

#### **The policies and politics of social enterprises in response to international education: with special reference to Cambodia (I-Hsuan CHENG)**

This research explores the policies and politics of social enterprises that are committed to educational development in Cambodia. By doing so, the extent to which social enterprises contribute to international education can be understood and gauged. The Kingdom of Cambodia has had long-term issues on insufficient provision of education and high resource dependency on international aid chain. Reflecting these, social enterprises investing in education in this low-human-development nation have increased rapidly. On basis of a literature review, I find and argue that similar and different actions and interests of three key educational development players are crucial to the constructing and reconstructing of policies and politics that have guided social enterprises in Cambodia. They are the ownership enhancement of the Royal Government of Cambodia (the first player and its primary interest), the diplomatic leverage between traditional donors and emerging donors (the second), and the immediate reaction of Cambodia's civil organizations to urgent educational needs in locality (the third). Organizational, national and research implications will be further identified for the field of international education (broadly speaking, comparative education) as a whole.

### **Comparison and corporation: community-based Education for Sustainable Development in China, Japan and USA (CHEN Dongmei)**

The presentation is based on the project "China-U.S.-Japan education for sustainable development (ESD)" during 2008-2011 in Guangdong, China. The partners of the project include Institute for Sustainable Communities (ISC) and Shelburne Farms (SF) in the US, Learning and Ecological Activities Foundation for Children (LEAF) in Japan, and Centre of Environmental Education of South China Normal University (CEED). The project aims at sharing the latest ESD practices between the three countries, fostering new relationships, and strengthening ESD in communities and schools in China. In the past 3 years, the project partners work very closely and learn from each other. Many project activities such as teacher trainings, parent-child activities in the school, and door-to-door surveys in the community are organized on the basis of best understanding of the original knowledge, and are well-adjusted according to the demand of the local communities. Comparison and corporation played a very important role throughout the project. The presentation, therefore, will try to give a clear picture of the 3-year-project, and at the same time, reconsider the role and the way of comparison and corporation in carrying out ESD in the future.

---

### **RUNME SHAW 301**

#### **Private Higher Education of Macau: towards localization or internationalization (Cheng Man Diana LAU & Pong Kau YUEN)**

Private higher education has expanded rapidly in Macau and has become a significant social and economic institution. The number of registered students with the private sector has increased from 3385 in 1999/2000 to 21506 in 2009/2010. This presentation wants to explore whether this sector is developing towards localization or internationalization. The theme will be discussed in several dimensions: governance, academic program, research and scholarly collaboration, and external relations and services. This presentation provides a conceptual base for understanding the nature of private higher education in Macau.

#### **The market of higher education in Taiwan: recruiting international students (CHEN Huang Sheng)**

In the new millennium, globalization and low birth rate have had a great impact on Taiwan's higher education. The policy and strategies of recruiting international students have become more and more important in Taiwan. Moreover, along with the increasing number of Universities in Taiwan, we have confronted the toughest situation of recruiting international students, whether it is the survival of universities or internationalization. Compared with other countries, especially those so-called highly commercialized higher education markets, Taiwan is still a new born baby. However, we still try our best to promote our recruiting activities, such as holding overseas universities fairs or recruiting lobbies and offering scholarships. We may focus on some Asian countries, South East Asia, and Mainland China. After recruiting them, we may try to take care of international students as they are studying in Taiwan. After they graduate from universities, they may go back to their countries to find a good job. That's why we should also promote our higher education quality as well. Besides, our universities must be highly internationalized in English lecturing, for English is the international language. Most importantly, we should promote our fame of universities as world class. This is the cruelest side for universities and it costs a lot of money. Therefore, this article's objective is to discuss the policy and possible strategies of recruiting international students, and hopefully Taiwan can meet the goal of becoming the magnet of international students from all over the world.

---

### **RUNME SHAW 402**

#### **The critical analysis of Chinese education space considered in the Asia Pacific Education Review (Heekwon SOHN & Sunhwa JANG)**

This paper analyzes the Chinese education space which has been developed in a historically complicated condition and consequently, it has been well known for its dramatic changes and prodigious growth worldwide. Drawing on content analysis of Asia Pacific Education Review (APER) from volume 1 in 2000 to volume 12 in 2011, four research questions will be explored. First, what are the characteristic of authors of articles on Chinese education space? Second, what are the popular trends of research topics on Chinese education space? Third, geographically, which areas of China have more research on Chinese education space? Last, what is the propensity of research methods in these articles? The major findings of the proposal are as follows. First, single and the male authors are more likely to publish on this topic. Second, in terms of trends on research topics, the majority of articles are focused on education reform and policy in China, while the micro aspect of Chinese education such as curriculum and instruction are relatively neglected. Third, the mainland China instead of greater China (mainland China, Taiwan, Hong Kong, and Macao) was more noted in these articles. Last, considering research methodology, the majority research is based on literature review, while quantitative methods such as the statistical analysis are rarely used. This paper offers some implications for future research, theory building, and education policy to obtain useful insights into the Chinese education space.

#### **Comparative study of sports organization and polices in Taiwan and Japan (Tzuchi TANG)**

The hosting of the Olympic Games in Asia in 2008 has prompted a number of countries to review their organizational structures and policies for promoting and developing sports. The purpose of this study is to compare Taiwanese and Japanese sports administrative organizations and sporting policies. The research methods used are literature review, document analysis and comparative study.

---

## MENG WAH 517

### 港澳两地“多言多语”教育政策的对比研究 (张桂菊)

由于历史与现实的原因,港澳两地的语言教育政策呈现出“多言多语”的特征,其共同之处是政策主导与校本语言自决、学好普通话以增强民族认同感及培养“多言多语”人才。港澳两地的不同之处是,对语言教育政策的重视程度不同,政策的连贯性和明晰程度也有差别。当下的港澳语言教育政策应该以学生利益为上,培养有利于港澳政治、经济和文化发展,以及国家长远利益的“多言多语”人才,实施“多言多语”共存共荣的发展战略。

### 国际理解教育: 大学英语课程改革新视域 (何东)

国际理解教育思想产生近一个世纪,但在我国,只有个别城市的个别中小学校有所实验,在高等教育阶段尚为空白。该文着重介绍国际理解教育思想及其产生、发展历程,并论述了在我国大学英语教育中开展国际理解教育的可能性和必要性。大学英语课程改革应责无旁贷地承担起国际理解教育的使命。

## MENG WAH 723

### 台灣比較教育研究的發展趨勢：比較教育相關之博士學位論文之分析 (蘇文宏, 洪雯柔)

近期台灣比較教育學科研究的趨勢為何? 本文延續既有 1945~1998 年的統計資料, 接續分析 1999~2011 年間共 1292 本教育博士學位論文, 篩選其中具有比較教育學科屬性的論文來窺視此一學科的發展。本研究從「作者學術背景」以及「論文研究領域」兩大變項來總結分析結果。「作者學術背景」涵蓋 2 個次變項, 主要辨別博士生與其指導教授是否具有比較教育學術專業; 「論文研究領域」涵蓋 7 個次變項, 包括理論與方法論、教育改革、教育政策與行政、學校教育與治理、課程與教學、教師研究、學生研究。該研究乃透過描述統計以檢視該時期論文於七個研究領域的分布概況, 並進一步尋求其與作者學術背景的關聯程度。本研究提供台灣比較教育學科研究的趨勢與人力培育趨向的變化。

### “政策评判”在教育政策比较研究中的应用 (张燕军)

长期以来, 教育实践中存在“移植多, 扬弃少”等弊病, 因此, 在贝雷迪主张的“描述、解释、并置、比较”基础上, 依据一定的标准对教育政策进行相对客观地“评判”是现今教育政策比较研究追求“改善”本国教育政策的必要选择。这里的“政策评判”包括前后紧密相联的三个步骤: “标准选取”、“政策评价”和“问题批判”。即在依据所研究教育政策的类型和性质选取对其评判的“标准”后, 再根据所选标准, 联系经济社会政策和实际, 由宏观到微观地对教育政策展开“评价”, 最后, 进一步对有代表性、有现实意义的真实问题有理有据地进行批判。由此形成了“描述、解释、对比、评判”的教育政策比较研究步骤。这既有利于在“政策评价”中借鉴经验, 又有利于从“问题批判”中吸取教训, 是教育政策比较研究的有效途径。

## Parallel Sessions 2

### HUI OI CHOW LG02

#### Needs for the development of comparative education in Vietnam (TANG Thi Thuy)

Under the influence of globalization and internationalization, cross-border education has more important theme all over the world. Therefore, learning experience in education from each other is necessary for every country. Most countries in the world have researched comparative education to improve the quality education. Vietnam is a developing country and trying to have international integration in education. Vietnamese education and the education of any other countries in the world can't stand alone. Integrating and at the same time maintaining national identities – this is a problem for national leaders as well as educators. Comparison is a way to understand commonality and affirm one's own uniqueness. Comparative education should be developed with this vision in mind. Thus, Vietnam needs to develop comparative education to speed up the integration process and change old ways of thinking, teaching and learning. This study, by document analysis and interview methods, firstly to describe the status of researching comparative education in Vietnam. Secondly, to analyze the needs and assessments of comparative education program in higher education institutions. Finally, to give some recommendation for the perspective of comparative education research in Vietnam.

#### The values and value of comparative analysis in the field of education (WANG Hui-yu Terence)

In social research, comparative education is an important yet ambiguous field even for educators. This paper explores two interrelated issues: the values and value of comparative analysis in the field of education. In regards to the former, I argue that comparative education is value-laden. Given the false dichotomy between facts and values, all our appraisals are based on comparisons of fact-values. And as a microcosm of society, education fundamentally entails the means and ends to the reproduction and construction of not only knowledge, but also the ideal citizen. Hence the field of comparative education is a common focal point of diverse enquiry by different disciplines. In regards to the latter, I defend the value of comparative analyses in the field of education for epistemological and moral reasons. Given that our theories are culturally constructed, tentative, and fallible; comparative education can enhance our knowledge, enrich our understanding of humanity, and expand our vision of the 'good life'. And holding a compatibilist view of humanity—one that defends our moral worth as autonomous agents while acknowledging our natural and social limitations—comparative education is conducive to freeing us to envision ourselves being differently and increasing our opportunities to reason what we may value doing. Thus, from a compatibilities perspective, comparative education is valuable instrumentally by broadening our horizons of who we can be and what we can do, and intrinsically by respecting our moral dignity to make decisions and participate in activities that matter to our lives.

### **Units for comparative study- Opportunities in Indian context from a teacher educator's perspective (Shamim SURYAVANSHI)**

The author is a teacher educator from India. She is presently based in Hong Kong. Like any traveller she is fascinated by the region and its apparent prosperity. One of the attributing factors must be its education system. The author believes that a comparison between education system in India and Hong Kong would open a wide range of interesting facts for her that would enhance her role as a teacher educator and in turn contribute to her nation's growth. However as she reads about the history of comparative education she realizes that she is still on the very first stage, that of a traveller with mere curiosity. This paper is an attempt to derive benefit from the vast field of comparative education to make her study 'thorough and sympathetic'. It would define the path of her journey from an amateur voyager to that of a researcher equipped with social science explanation using empirical, quantitative methods of economics, political science, and sociology to clarify relationships between education and society.

### **HUI OI CHOW LG01**

Panel: **Quality assurance of higher education in emerging Asia: Issues and challenges** (Presenters: Ka Ho MOK, Li-Chuan CHIANG, Yung-Chi HOU, Sheng-Ju CHEN, William LO Panel chair: Sheng-ju CHAN)

Well aware of the growing importance of the public accountability movement, many governments in Asia have introduced different policies, strategies, and mechanisms to maintain quality in higher education. Along with the massification of higher education and the prominence of new public management among Asian nation states, evaluation, accreditation and audit have been frequently employed to determine whether educational services offered by universities have been up to certain level. In order to fulfill the responsibility of securing quality education within its jurisdiction, many Asian governments are beginning to impose relevant regulations and quality assurance measures. These moves have substantially reshaped and redefined the relationship and configuration between higher education sector and government. The emergence of quality assurance, as a regulatory instrument, are also concerned with the differentiated roles and responsibilities of all the players involved such as universities/colleges, national quality assurance systems, independent accreditation bodies, professional bodies, and regional/international international organizations. Moreover, the popularity of transnational higher education such as branch campuses and twinning/dual program and the increasingly integrated higher education area in Asia with the facilitation of ASEAN, UMAP and AEARU not only create the needs of recognizing the qualification and degrees regionally but also pose serious governance challenges to each country domestically. It is against these wider contexts that this panel will pay special attention to the emerging issues of quality assurance in selected societies such as Taiwan, Hong Kong, Singapore, Malaysia and China etc.. Also, it is imperative to examine the challenges that further regional integration and transnational collaboration may face in Asian countries with respect to quality assurance.

### **HUI OI CHOW 103**

**Education for what? Religious and secular education in a Muslim village of Northwest China (HONG Yabi)**

After the 9/11 attack, Islamic religious education from Morocco to Southeast Asia became a focal issue in West media and scholarship and was mythically shaped as the seedbeds of terrorism and fundamentalism. Previous research mostly assumes the hostile relationship between Islamic religious education and secular education. However, in the margin of the Muslim world, Chinese Hui Muslims' religious education has been relatively studied. With seven months' ethnographic studies in a Muslim-Han mixed village in Northwest China, this article examined how local Chinese Muslim place religious education and modern secular education in their daily lives. We find out that, for local Muslims, the two sorts of education are generally complementary rather than opposite with each other, on their way pursuing a good life and to be a good Muslim at the same time. The market economic forces and identity demands are the two principle factors devoting to the revival and wane of religious education, while the state control which was powerful has been eroded by the former two. Moreover, market forces which also carry many western and modern values play a dominant repressive role in local people's evaluation on both religious and secular education. The conflict and coexistence between market forces and religion made on of the main rhythms in local Muslim lives. This also shows a diverse picture of the religious education in Muslim world, rather than a uniform image.

**A comparative study of Hong Kong and Taiwan students' attitudes towards religion and its influence on moral and social attitudes (CHEUNG Hin Wah, Kerry J KENNEDY & Joseph Kui Foon CHOW)**

Hong Kong and Taiwan are frequently used to compare different aspects of social, political and cultural life. Each society has been deeply influenced by a common cultural background but different historical and political experiences. Since both societies participated in the International Civic and Citizenship Education Study (ICCS) 2009, it is now possible to compare directly students on a range of social, political and civic attributes. In this presentation, the focus will be on comparing Hong Kong and Taiwanese students' attitudes to religion, the factors that influence these attitudes and the effect of such attitudes on more general social attitudes. The presentation will conclude with a recommendation for an ongoing research agenda in the area of religion and students' civic values.

**Transmission and dissemination of Islamic knowledge: The rise, prospects and challenges of Madrasah education in Hong Kong (HO Wai Yip)**

Comparing the transmission and dissemination of Islamic knowledge in the Muslim majority or Western European societies, this paper explores how madrasah education has been outreaching to Hong Kong. Facing the scarcity of land supply and the rising price of real estate market, this paper secondly addresses the organizational challenges for ethnic Muslims facing in postcolonial Hong Kong is the limited public space for worship and learning Qur'an. Resolving the practical difficulties of commuting to the distant mosque plus no indication of newly built mosque, the flourishing

'housques' (a rented room by Muslim prayer and madrasah) in response to the growing needs of worship and madrasah education. This paper finally concludes the prospect and challenges of developing madrasah education in Hong Kong.

---

## **RUNME SHAW 201**

### **Panel: A Trial of 'Brain Gain' by a Non-English Speaking Country in East Asia: Survey Analyses of Non-Japanese Faculty Members at Japanese Universities** (Panel chair: Akiyoshi YONEZAWA)

Transnational mobility of researchers and academics is a critical topic for leading universities in the world. In East Asia, newly industrialised and emerging economies are now starting to attract international students and academics due to their robust socio-economic development. However, the attraction or the 'brain gain' of the top academics through purely market orientated competition is, in many cases, not realistic except for a few limited countries and economies that have extremely abundant resources (e.g. the U.S.) or city-based knowledge hubs (e.g. Hong Kong and Singapore). Japan's higher education is an interesting case that has strengthened its international profile among academics over the last thirty years. However, this does not necessarily mean that it has been successful in gaining established researchers from other countries. The fact that international academics are frequently hired as language teachers, and that they are the residents who often have private reasons to live in Japanese society should not be ignored. Based on a large-scale survey of non-Japanese and Japanese faculty members at universities in Japan, the authors argue that the long-term effort to accept international students has fostered an increase in transnational academics working in Japan. This session will be comprised of the following three speakers: First, Akiyoshi Yonezawa will outline the background and purpose of the research, methodology, contents of the survey, and basic profiles of non-Japanese academics working at universities in Japan. Second, Kenji Ishida will introduce his analysis of the patterns of mobility among non-Japanese faculty members. Third, Hugo Horta will show his analysis of academic productivity in the relation to their international mobility.

Akiyoshi YONEZAWA: **Survey of Non-Japanese Faculty Members at Japanese Universities: Aims, Background, and Basic Profiles**

Kenji ISHIDA: **Mobility of Non-Japanese Faculty Members at Japanese Universities**

Hugo HORTA: **Exploring internationalisation and intra-sectoral mobility through their impact on scientific productivity and communication behaviours: A perspective from Japan**

---

## **RUNME SHAW 202**

### **Ecologism and sustainability discourses at campus: A comparative theoretical analysis** (Jae PARK & Tamara SAVELYEVA)

There is a need to differentiate ecology from ecologism in universities. Ecology is the study of ecosystems. Only marginally was the traditional ecology concerned about sustainability. By contrast, the later comer ecologism consistently juxtaposes sustainability discourse, which adds a clear difference: it implies a movement for action and with action. We also note a general lack of theoretical engagement between the discourses of ecologism and sustainability and contrast this gap with the sustainability-related practices in universities. In order to create a practical understanding, we go on to define the specifics of ecologism and sustainability in higher education through illustrating the sustainable practices found at the Duke University (Duke) and the University of Hong Kong (HKU). While explaining the interconnected nature of ecologism and sustainability, we argue that ecological discourses are comparable between these two universities with different cultural and geopolitical backgrounds. The variation is in the sustainability practices on campuses, specifically in degrees of complexity, namely linear, complicated, and complex.

### **The effect of students' cognitive style on students' ability in solving environmental values education** (Agung PURWANTO)

Most countries facing the environmental problems which, of course, disturb their planning in budgeting programs. Environmental degradation is not merely caused by development policies but the role of man as well. In this case, education, especially environmental education, should play an important role in changing the human paradigm to a "new environmental paradigm," which perceives that human beings are part of the environment (ecosystem). Therefore, environmental education no longer could be used effectively without focusing on human values in daily life. So environmental Values Education is more appropriate in moving the people to be more caring towards the environment. This preliminary experimental study aims at finding out whether there is a difference in students' ability in solving environmental values education, between students who have field independent cognitive styles and the other students who have field dependent cognitive styles. Some 40 students from a Department of Chemistry were involved in this study. An instrument of around 20 items for measuring students' ability has been developed, and it has a reliability is .85. Students' cognitive styles were measured using a modified "figures embeded test". Data were analysed by one-way ANOVA and the results will be reported in this paper.

### **Comparing students' perception on values education based on students' educational background & gender differences** (I Made PUTRAWAN)

Development programs have a specific aim to improve the quality of human life. For this reason the educational sector cannot be neglected because it has a long impact on human life. That is why most countries have enhanced their budget allocation for educational development. One indicator used for determining whether a country has successfully implemented educational sector reforms is their ranking on the human development index annually reported by UNDP. Nevertheless, no country focuses on what actually values education is. How people perceive values education has been never studied, since it is a term used to name several things, and there is much academic controversy surrounding it.



Some regard it as all aspects of the process by which teachers (and other adults) transmit values to pupils. Others see it as an activity in any organisation during which people are assisted by others, who may be older, in a position of authority or more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which they recognise as being more effective for long term well-being of self and others. This means that values education can take place at home, as well as in schools, colleges, universities, offenders' institutions and voluntary youth organisations. There are two main approaches to values education. Some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics. Others see it as a type of Socratic dialogue where people are gradually brought to their own realisation of what is good behaviour for themselves and their community. Values education also leads to success. It values hard work. Therefore, this preliminary study aims at finding out the differences of students' perceptions of values education by applying an ex post facto study involving undergraduate, master and doctorate students. Two-way ANOVA is used and results are reported. It is hoped this study would be beneficial for introducing and socializing values education specifically at University level.

## **RUNME SHAW 301**

Panel: **The value and values of comparative research on shadow education: Methodological perspectives from researchers in Hong Kong and Mainland China** (Panel chair: Mark BRAY)

This panel focuses on the so-called shadow education system of private supplementary tutoring. This has become a major activity in Hong Kong, and is also very prominent in some other parts of the world. The panel members are exploring shadow education in Hong Kong, Mainland China and Taiwan. This panel will examine some of their methodological experiences and their findings.

LI Wenjian: Researching the supply of shadow education in Henan, China: How the review of international literature and experiences helped to shape my research questions.

ZHANG Wei: Researching the demand for shadow education in Chongqing, China: How review of instruments used in a Hong Kong study helped to shape my research methods.

ZHAN Shengli: Business-oriented education, and education-oriented business: comparison of regulations on private tutoring in Shanghai and Taipei.

Emily MANG: Conducting interviews on shadow education with Hong Kong students: What difference does the cultural background of the interviewer make?

Ora KWO: Shadow education and the lives of teachers: What messages can Hong Kong usefully transmit to the world?

**The value(s) in shadow education: Re-visiting pedagogy and learning** (Kevin YUNG, Kate ZENG Session chair: Ora KWO)

This session comprises studies on shadow education in Hong Kong and Guangzhou under the education reform climate which places pedagogical focus on student-centred learning, learner autonomy and all-round development of students. However, the studies reveal that shadow education tends to promote contradictory values for profit-making assurance. Private tutors in tutorial centres usually adopt a one-way lecturing style with exclusive focus on examination preparation which appeals to learners' superficial needs. This may discourage learner autonomy and, more seriously, devalue the ethos of teaching and learning intended for the reforms in mainstream education. Issues for critical discussion:

1. What kinds of values are promoted under the education reform in mainstream schooling? How are they similar or different from those promoted under shadow education?
2. What do students, parents, teachers, tutors, school principals, and government officials think about the different directions the two systems are going?
3. What should the government do if the two systems are going in different directions?
4. How can learners' autonomy develop amidst the trend of efficiency in exam preparation?

## **RUNME SHAW 402**

**Up and coming? Doctoral education in China** (Rui YANG)

In line with China's massive leap forward in higher education since the late 1990s and its ambitious bid for world-class universities within decades, doctoral education has been strongly, and arguable strategically, promoted by the Chinese government. During the past four decades, China quickly established a national system of academic degrees and postgraduate education in the early 1980s. Its doctoral education has since grown fast to become one of the largest in the world. While the developmental process deserves much commendation, it was never short of twists and turns. The extraordinarily fast growth has particularly led to a variety of problems that have evoked controversy in China, especially over the widely perceived decline of quality in doctoral training. In view of a lack of literature in English on Chinese doctoral education, this paper attempts to provide an analytical review of China's current practices as well as some issues and challenges faced by the system in meeting societal needs and future development.

**China's quest for world-class teachers: National initiatives and institutional pathways** (LI Jun)

Teacher education has been undergoing significant transformations worldwide in recent decades, and China has made continuous efforts in quest for world-class teachers. This presentation aims at a comprehensive investigation of the emerging Chinese model of teacher education for world-class teaching force, with reflections on the historical trajectory of Chinese teacher education in comparison with those in other countries. It focuses on policy contexts, system

transformations and development challenges with case studies on different pathways of institutional changes. Two theoretical lenses are applied for analysis: comparative and historical. The comparative lens places it in comparison with conventional models used by developed countries, and the historical lens looks deeply into the Confucian mission of education at the world stage. The presentation also sheds new light on international policy actions in teacher education and their role in fostering global citizenship for cultural dialogue among civilizations.

## MENG WAH 517

### 聯合國教科文組織與世界銀行終身學習之比較研究 (陳意尹)

「終身學習」自 1990 年代迄今，在實務發展上逐漸展露其重要性。聯合國教科文組織 (UNESCO) 與世界銀行 (World Bank) 為聯合國之專責單位，分別為教育性及經濟性之國際多邊組織，因其組織經營理念不同，使其分析教育的立基點也不同。本文先探討聯合國教科文組織與世界銀行推展終身學習之基本理念。再經由終身學習相關報告書與援助實例，進行比較分析。聯合國教科文組織透過研究世界教育的動向與問題、出版指標性的報告書，成為影響全球推展終身學習最鉅的組織。世界銀行以援助教育的基本理念，立基在人力資本論、新自由主義和全球化的思維上，故對終身學習的推展，亦建立在知識經濟的基礎上。本研究採用文件分析法進行教科文組織與世界銀行在終身學習推展之比較研究。

### 高等教育擴張對社會流動的影響-以台灣社會變遷資料庫為例 (劉永健)

Julien 曾提出建立資料庫以做為跨國比較之用的構想，隨著各國及國際組織的調查研究，可提供給比較教育新的研究方向。本研究以台灣社會變遷資料庫為例，分析台灣高等教育擴張對於社會流動的影響，結果發現台灣的高等教育擴張，與台灣的社會流動之間沒有顯著相關，且教育並不是影響社會流動的主要因素。以 1997 以及 2007 年等不同年份的資料庫進行交叉分析後可發現，雖然高等教育擴張並未成為影響台灣社會流動的主要因素，但其他如性別、種族等先天因素對於個人社會階層的影響力也在逐漸縮減，因此可證實台灣社會逐漸由贊助式流動轉向為競爭式流動。且就因素分析後發現，除文化資本、經濟資本與文化資本間的轉化會影響台灣的社會流動以外，經濟不利因素同樣必須加以注意，上述因素的解釋力可達 62%，且可做為未來政策制定的參考。

## MENG WAH 723

### 美国州立高等教育管理机构的功能、分类与特色 (杨文明)

美国高等教育的管理主体在各州。由于各州立法和经济社会发展环境差别很大，因而各州对高等教育的投入和管理也不尽相同，所以也就没有全国统一的高等教育管理模式。美国各州的高等教育管理机构主要是代表州政府或者作为州政府与高等教育机构之间的中间人行使治理、协调或者规划的职能。根据州高等教育管理机构的职责可以将其划分为：统一治理委员会、协调委员会和规划委员会。根据州高等教育管理机构的组织形式与系统分类可以将其划分为：联邦型管理系统、统一型管理系统、同盟型管理系统和同盟型院校。两种分类形式各有利弊，前者突出了高等教育管理机构的职能，特色鲜明。后者的分类突出了组织模式，可以覆盖所有各州的高等教育管理机构。美国州高等教育管理机构功能与分类的多样性为世界各国高等教育管理提供了鲜活的样本。

### 台灣留學代辦機構服務行銷策略之研究 (尤慈寧)

自世界貿易組織 WTO(World Trade Organization) 將教育納入服務業貿易項目，教育的產業和商品特質被強化，再度引發國際教育市場新一波的競爭。由於現在留學、遊學以及打工度假正盛行，而交給代辦業者可以協助過濾學校、提供個人諮詢代辦服務，所以，近幾年台灣的留學代辦機構，逐年增加。本文主要想探討的是以服務行銷三角的架構來分析個案留學代辦機構如何在國際教育上運用服務行銷策略組合，以及進一步了解代辦機構如何利用文教服務行銷的方式來做出與其它同業或是公部門與非營利組織比較差異化經營。本研究採用個案研究的方式以一間留學代辦為對象，以半結構式訪談與資料文件的分析與歸納。研究結果主要發現有三大點：

- 一. 留學代辦機構對於服務行銷觀點的實施狀況
- 二. 留學代辦機構與同業之間差異化經營
- 三. 公部門與非營利組織對於留學代辦機構差異化經營

根據研究結果獲得的結論是留學代辦機構能以服務行銷觀點主動、積極、全方位和策略性的出擊，期以提升台灣留學代辦機構在國際文教市場的服務品質與競爭力。

## Parallel Sessions 3

### RUNME SHAW 202

#### Student workshop 1 (Commentator: Bob ADAMSON)

This Student Workshop is expected to provide a unique venue for graduate students to discuss their dissertation research and research methodology with other graduate students and experienced scholars in the field of education and development. This will improve students' academic work, will strengthen the links between young scholars from different universities in this region (East Asia) and will establish a young scholar network in East Asia to contribute to the field of comparative education, sustainable academic development and sustainable development in this region.

Sayaka HIGUCHI: **Concept and perception of peace education of Japanese teachers**

Miron Kumar BHOWMIK: **Out of school ethnic minority students in Hong Kong**

Jing LIU: **Understanding Ze Xiao through parents' choice works for children's education: Case study of one junior high school in Beijing**

Elias MELE: **Personalizing greenhouse gas emissions trading scheme: ethical and practical considerations for China and the World**

LI Xiao Jun, Tiffany: **Principal as an instructional leader in transition: a Guangdong case**

### **RUNME SHAW 203**

**Student workshop 2** (Commentator: Akiyoshi YONEZAWA)

This Student Workshop is expected to provide a unique venue for graduate students to discuss their dissertation research and research methodology with other graduate students and experienced scholars in the field of education and development. This will improve students' academic work, will strengthen the links between young scholars from different universities in this region (East Asia) and will establish a young scholar network in East Asia to contribute to the field of comparative education, sustainable academic development and sustainable development in this region.

JungHyun RYU: **Building world-Class universities in developing countries: Tracing Indian Institute of Technology's path to success**

HAN Xiao: **The consequence of massification of higher education in mainland China**

Sarah ASADA: **A case study of the long-term impacts of international experiences on undergraduate students**

AN Min: **Peer review mechanism for evaluating research performance of academics in universities: A comparative study between Mainland China and Hong Kong**

### **RUNME SHAW 301**

**English phonics approach in China: A case of educational transfer (KANG Yeqin)**

English has been set as a compulsory and national curriculum in China since 2003. However, the disparity between urban and rural areas is expanded due to the shortage of English teachers in rural schools, which is especially serious in West China. In order to equip more classrooms with qualified English teachers, we implement a speed-up training program by introducing Phonics Instruction from North America. It turns out to be a successful outcome of educational transfer, and the case will be explored from the perspective of comparative education using the model of Four Stages of Educational Borrowing developed by David Phillips and Kimberly Ochs, comparativists in Oxford University. Based on the model, this paper consists of four sections, starting with the cross-national attraction by phonics approach and whether it is possible to transfer the approach, followed is the decision making on how to make the transfer available. Then the process of implementation is discussed, within which strategies, speed of implementation, the significant actors are focused. Finally, internalization of phonics approach is explored, which means it becomes part of English education system in the province.

**Linguistic capital: Continuity and change in educational language policies for ethnic Koreans in China and South Asians in Hong Kong (GAO Fang)**

Immigrants' participation in every aspect of the receiving society requires knowledge of local language. Non-Chinese ethnic groups in China and Hong Kong face a challenge of predominant Chinese medium of instruction in order to reach a level of Chinese language proficiency. This presentation looks at pre- and post-market economy language policies in education of China and colonial and post-colonial language policies in education of Hong Kong with an eye to shedding light on continuity and change of linguistic capital for the groups of ethnic Koreans and South Asians. Given the complexity, contextuality, complicity, complementarity and continuity of the approach, the comparative research analyzes the formation of an ambiguous bilingual education among ethnic Koreans alongside the emergence of an instrumentally functional language – Korean in cross-border commerce, and the shift of language policy in the post-colonial Hong Kong from diglossic bilingualism to 'bi-literacy and trilingualism', which has inadvertently impacted South Asians, whose heritage cultures and languages are not prominently endorsed, and whose limited mastery of Chinese prevents them from obtaining academic advancement and upward social mobility.

### **RUNME SHAW 402**

**On reform and development of Sweden University e-learning in the Bologna Process (Qin CHANG, Shuo ZHAO)**

Sweden is one of the countries which offer and enjoy best e-learning environments in the world. The country attributes its e-learning achievements to the advanced ICT and IT public utility and the government's positive attitude towards e-learning. The paper first introduces the influences of Bologna Declaration to Sweden higher education. Bologna Declaration emphasizes two main points: one is comparable diploma system, the other is personnel mobility within the higher education circle in Europe. With the guidance of Bologna Declaration plus Swedish life long education model, e-learning finds itself the most suitable educational approach to satisfy the learning demands of both Swedish students and European students. Swedish educational authorities gradually crystallize the higher educational policy as two-phase development: the first phase is the completion of nationwide e-learning system; the second phase is a worldwide e-learning system prompted by the national e-learning system. The paper then discusses

the development and features of Sweden university e-learning in the past five years from three aspects: 1) The establishment of Swedish national on-line university offers more learning opportunities. In the year 2010, up to 100,000 students study at on-line university. The teaching language is English instead of Swedish. 2) Self-directed learning model and credit system begin to take shape. Student learning autonomy is greatly developed. 3) Personal learning account is established by the government to encourage lifelong learning. Based on the flexible and reasonable education reform of Sweden university in Bologna Process, the paper further analyzes the developing trend of Swedish e-learning and proposes the development of internationalized education model.

#### **The development research on Mandarin teaching in the south of Mexico—a study based on the Mandarin course of UNACH (LUO Yi)**

In the context of the globalization, international Mandarin teaching has gradually been a focus in the field of education. Until now, 5 Confucius Institutes and more than 20 mandarin courses have been established in Mexico, which is the largest scale in Latin America. In fact, mandarin teaching in Mexico appeared very early, it's not a brand new phenomenon for the overseas Chinese's long history in Latin. However, because of the influence of politics and history, there had been no any formal mandarin course in the south of Mexico until 2010. As the unique link between North America and Central America, the geographical position of this district is very important for the whole mandarin teaching system of Mexico. But compare to the other districts, there is a serious shortage of mandarin teachers and course funds and textbooks in this district, which has greatly hindered its self-development. This research focuses on the mandarin teaching in the south of Mexico, attempting to reveal its present situation and tendency. And this thesis, which is written based on the author's 10 months working experience in UNACH (Universidad Autónoma de Chiapas), consists of 5 parts. The first part is a brief introduction of this international project, and part 2 is a comparison on 9 aspects among 5 mandarin teaching institutions in Mexico. Part 3, as well as part 4, is the analysis of the active factors and the negative factors about this situation. And the last part draws the conclusions and some suggestions about this project.

### **HUI OI CHOW 103**

#### **Intra-nationalization of higher education: the Hong Kong case (Roger CHAO Jr.)**

Hong Kong, being one of China's Special Administrative Region (SAR), has voiced its desire to internationalize higher education and become a regional higher education hub. Although Hong Kong follows key internationalization trends, a deeper look at empirical higher education data and higher education policies, however, points to an intra-nationalization of its higher education system. A number of Hong Kong's key higher education policy documents, student enrolment data and developments in its higher education institutions will be explored to support what the author argues and coin as intra-nationalization of higher education. It is a unique internationalization strategy where a sub-national region such as Hong Kong (and possibly China's other special administrative regions), focus its internationalization strategy towards its mother country, China in this particular case. This paper will briefly introduce Hong Kong, its higher education system and its desire to be a regional higher education hub. The concept of internationalization of higher education and key trends are presented and followed by Hong Kong's internationalization policies. Empirical data on Hong Kong's international students, curriculum change and key higher education developments are then presented to support the author's arguments on Hong Kong following the path to intra-nationalization of higher education. This paper ends with the conclusion, recommendation and perspective for further research.

#### **The concepts and strategies of internationalisation of higher education: the case of OECD countries (LIN Yuju)**

As internationalisation has become a major trend in higher education recently; national governments, international bodies and institutions of higher education all make an effort on this field. Organisation for Economic Co-operation and Development (OECD) as an international organization helping governments and institutions tackle challenges in this global society, therefore it plays a crucial role in the stance countries on making policy. In this article, the author uses documents analysis to examine the concepts and strategies adopted by OECD countries in promoting internationalisation of higher education. First, the meaning and approaches of internationalization, particular the perspective of OECD, is discussed. Second, how OECD and its member countries regard the objectives of internationalization in higher education and how OECD works with the national governments to achieve the objectives are examined. To OECD, internationalisation of higher education represents the cross-border education. Hence, many OECD countries focus on the activities and mobility types of cross-border education. As researches have indicated, these countries mainly have four incentives to promote the internationalization in higher education- for mutual understanding, for skilled migration, for revenue-generating and capacity building. Third, challenges and problems occur when relevant policies are put into practices, such as equity and quality issues within students and institutions. For this reason, the end of the paper will observe some of these problems and meanwhile, cover the measures that OECD countries take to resolve the above issues.

### **HUI OI CHOW LG01**

#### **Principal leadership and Student Learning Outcomes in the accountability system: What differs in four Hong Kong primary schools (LI Lijuan & KO Yue On)**

This study examines the impact of principal leadership practices on student academic outcomes in four Hong Kong primary schools. Given the increased accountability mechanisms confronting schools in Hong Kong, this study is based on the assumption that principal practices that respond directly to accountability policy or link to human resources development will be most influential. This does not necessarily contradict the assumption that principal leadership practices are generic and contextualised. This study will adopt a case study design. The data will be collected from 4 local schools with varied strategies, including online student math tests, and teacher questionnaire surveys. The

student math test items will be selected from item banks of standardised tests. The questionnaires will be adapted from Walker and Ko's (2011) and Leithwood and Jantzi's (2000) scales respectively, each covering extensively 7 dimensions with the number of items reduced to 33. The test scores will be aggregated and standardised, and used as student academic outcomes. The two questionnaires will be combined and used for the teacher survey. They will attempt to measure teachers' perceptions of principal leadership practices and conditions in the schools. The individual responses of the participants will be aggregated to the person level and school level, and then subjected to descriptive, comparative, and inferential statistical analyses. Factors from both principal leadership practices and school conditions that synergistically contribute to student achievement will be identified and verified, and effects specified. Given the limited number of schools in the sample, findings at the teacher and student levels will be triangulated and discussed as rich descriptions of cases. It is hoped that it will inform practitioners and researchers the interrelatedness between principal leadership practices, school conditions, and student achievement. The findings may also generate some indicative findings for an extensive forthcoming study that investigates principal leadership practices, school capacities and school improvement.

### **School autonomy and student performance in Hong Kong's education system (Hee Kyung HONG & Xinhui JIANG)**

Autonomy in curriculum, budgetary and personnel decisions have been identified as an institutional feature of the education system that affects student performance, with decentralization introduced in Hong Kong schools since the 1980s. The move towards decentralization in Hong Kong schools has been facilitated by both the privatization of public schools through the Direct Subsidy Scheme in 1988 and School-Based Initiative in 1991. This study aims to contribute to research on the relationship between school autonomy by school type (private-independent, private dependent, public) and student achievement in Hong Kong school system. Two main research questions are raised: what is the level of academic performance per school type? Do students perform better in schools that have autonomy in process and personnel decisions? A hierarchical linear modeling is applied to assess the effects of school autonomy by school type on student performance in reading, mathematics and science. Results showed that private schools have greater autonomy than public schools, and that private-independent schools were the highest performers among the three school types.

### **HUI OI CHOW LG02**

#### **從香港和新加坡大學服務學習課程取向之異同審思課程比較的特性與方法 (徐慧璇)**

本文對香港與新加坡的大學服務學習課程取向特點展開比較。香港各大學之服務學習多由各大高校自主設計與發展，在服務學習課程的發展方面呈現出以下取向：與學術科目結合的學術型服務學習，培養學生道德與品格發展為主的服務學習計劃，以及通過服務活動培養學生的共通能力。新加坡地區服務學習主要由政府推動，在教育部提供指引下各個專上院校發展出多樣的服務學習課程，不過學術型服務學習較為少見，新加坡理工大學還為交換學生另設獎學金。文章繼而從解釋性視角探究這些特點如何折射出兩地政治、社會、文化、經濟等因素的影響，進而對課程比較的焦點與視角作討論。

#### **通识教育在美国：近百年后的回顾与危机 (卓泽林)**

[In Putonghua] Up to now, the General Education program has implemented in the United States Higher education for nearly a century. During a hundred years of development, there is positive trends and practice. While affirming its achievement, we also deeply realize that there still appears to be a crisis in general education that can't be ignored. Doubtless, such phenomenon that seems like contradictory poles is impacted by the current economic crisis in the United States, resulting in the crisis influenced by the change in general education teachers' level, student needs, and universities' marketization.

### **MENG WAH 517**

#### **从学习者角度浅谈对比较教育的认识 (蒲丽芳, 汪勇芬)**

以1817年朱利安发表的《关于比较教育的研究计划和初步意见》为标志，比较教育已经走过了将近200年的历史，比较教育在各国教育改革与发展的实践中发挥了重要且独特的作用，受到人们的普遍重视和肯定。与此同时，由于学科的边缘性和开放性，比较教育在其发展中也不断面临着一些新的挑战和问题，其中比较突出的是对学科发展的一些基本理论问题仍存疑颇多。本文从学习者的角度，对比较教育学中的概念、比较教育的特点、学科建设、研究方法等基本理论问题进行探讨，以深化对比较教育的认识。

#### **从广东教师教育发展看粤港教师教育合作 (施雨丹)**

广东省近年来非常重视教师专业化发展和教师质量的提升。本文选择两个教师教育机构华南师范大学和韶关学院作为广东省教师教育培养、培训改革的案例，分析广东省教师教育的发展。这两所学校的发展定位不同，华南师范大学正从职前培养向教师教育一体化方向过渡，并逐渐扩大硕士层次教师培养。韶关学院则面向地方，为地方社会发展服务，培养技术师范人才是其重要特色。以上两所学校教师教育发展的路径不同，但都呈现了教师教育发展专业化的方向和为地方教育发展服务的理念。通过对两所院校教师教育发展的分析，探讨粤港两地教师教育合作交流的途径及发展前景。

### **MENG WAH 723**

#### **现代世界体系理论在比较教育中的应用 (欧阳丽)**

世界体系理论是西方国际关系理论中比较具有创新性的一种分析国际体系的视角，该理论自创立以来广泛应用于政治学、经济学、社会学等社会科学领域的研究。世界体系理论强调的从系统、整体观点看待问题的方法，及其以世界体系

民族—国家为分析单位，为我们多维度、多视角研究各国教育提供，及对比较教育学科的研究与发展具有重要的借鉴与启示意义。

#### 论人类学视野下的比较教育研究之转向 (覃丽君)

人类学的视野对比较教育研究之转向具有重大的理论与实践意义。本文试从人类学之学科属性出发，提出比较教育学研究不应借鉴人类学的研究方法，而更应该从整体思维层面出发，运用人类学的思维模式来指导比较教育研究之转向。这种转向包含比较教育研究根基、研究对象、研究基本单元、研究范式等方面的内容。主要内容为：第一，比较教育根基之重构。从约翰·A·拉斯卡 (John A. Laska) 的“比较教育是依附于教育学的学术领域”及乌申斯基提出“教育学应该以人为研究对象，而非教育规则的汇集”出发，提出比较教育学应重构其根基，应该开始注重其教育学根基中的“人”这一个要素。第二，比较教育研究对象之立体化。主要是从以往以教育制度研究为主的扁平的、线性的研究对象出发，提出构建以教育制度与教育制度环境下的人这两个要素为主的立体化的、非线性的研究对象。第三，研究基本单元之拓展。从原有的以民族国家为基本单位的教育研究逐渐拓展到多元并存的基本研究单元，包含个体、群体、各级区域等多种层次，在研究基本单元拓展之时，主要还是以民族国家为基本研究单元。第四，研究范式之转向。伴随着研究根基中“人”的重构、研究对象的立体化、研究基本单元之拓展而来的必然是研究范式之转向，通过大力倡导人种志范式而实现比较教育研究范式之发展。

---

## Parallel Sessions 4

### RUNME SHAW 301

#### Language policies in Hong Kong and Taiwan and their effects on pre-school education (Yoko YAMATO)

Majority of the local people in Hong Kong and Taiwan are ethnic Chinese and the local vernaculars are variations of the Chinese language. However, both states enforce the English language in education; Hong Kong as its one of the official languages and the language for academic pursuit in tertiary education, Taiwan as its tool for a small state to survive in the international market. In the paper, the similarities and differences of the back ground of the two states are compared and how their national strategies would affect the founding stage of young citizens is discussed. The impact of the policies would most apparently appear at the pre-school stage as this section is fully left private in Hong Kong while in Taiwan a high percentage is private. In other words, the sector is competitive and in order to survive in the market, the pre-schools eventually shape the service to meet the parents' needs and requirements. Hong Kong introduced the mother tongue policy, Cantonese as 'mother tongue' and Mandarin Chinese and English as subjects at school. Meanwhile Taiwan set the Mandarin Chinese as the medium of instruction, English as a subject, and an ethnic language is implemented from pre-school stage. The governments' have their own aims and targets for their policies but how they are understood and interpreted at citizens' level would be another. The governments' struggles to misinterpretations and the new movement of pre-school education will be introduced.

#### Framing language politics in university practices: a case study of South Korea (Stephanie K. KIM)

Higher education in South Korea is undergoing a dramatic change. A transnational language—English—has politicized the Korean academic community. Today, Korean higher education institutions are pursuing aggressive measures to transform themselves into world-class universities through a number of higher education reforms, including the use of English as the academic lingua franca. Before relegating English as a currency of academic capitalism that compromises the integrity of the Korean academe, it is important to consider how and why the English language is developing as part of Korean higher education practices. My research will offer (1) a historical development of the Korean higher education system in relation to its foreign influences and language policies, (2) a critical analysis of the role of the English language in the global ambitions of Korean higher education, and (3) a reflection on the symbolic meanings of Korean and English in higher education practices. In doing so, I refer to the notion of language as a form of symbolic power and show how English in a Korean context reflects the deeply rooted discursive power of Americanism. Yet far from accepting this one-dimensional view of cultural imperialism, I attempt to understand the hybridization that occurs when a pervasive English is readily incorporated into a dominant Korean base.

---

### RUNME SHAW 402

#### General education at tertiary level: The case of Macau (Pong Kau YUEN & Cheng Man Diana LAU)

Global higher education is entering an era of intense competition. Higher education in Macau has expanded rapidly during the past two decades. The need to develop an effective and quality higher education is not only a matter of survival, but also a key to sustainability. The purpose of this presentation is to review and analyze the evolution of general education in Macau's higher education system. The discussion focuses on educational policies and practices of general education in Macau's higher education institutions.

#### The mission of comparative education in the Twenty-First Century: Global education based on general education (Zaoming MA)

What does it mean to be educated in the twenty-first century? The educated should have the virtues of excellent understanding, strong character, and humility? Or imagination, courage and generosity? From the global perspective, the experts and practitioners in comparative education need to highlight the global education in the twenty-first century. In this presentation the ideas, aims, curricula and implementations are discussed in relation to global education based on general education.

## HUI OI CHOW 103

### **Establishing theories of the State for the historical and comparative analysis of the Hong Kong education policy**

(HUNG Chung Fun Steven)

For the analysis of Hong Kong education policy in history, we apply theories of the state for the historical comparative research. For the description of the establishment of sociological concepts, some key concepts are set as the mediation of history. Weber's historical sociology makes concepts establish idea types. They are used as yardsticks to facilitate and enrich the understanding and explanation of historical events. They give a cultural historical explanation of casual relevance of multi-causality of historical events. In the Hong Kong historical context, the education policy is one of governing policies. With the application of concepts, the different levels are global, state, institution and politicking. The key concepts established are helpful for more accuracy in handling the recognition, explanation and analyses of policy implementation. A series of education policies analysis applied is the powerful indication of theories of the state to have deep understanding of the functioning of the Hong Kong Government in our history.

### **Educating on the fault lines: Assaying cosmopolitanism as dialogic praxis for global citizenship education in the era of the disaggregated state (Braden RICO)**

Educators worldwide recognize the importance of comparative studies of pedagogy, policy, and curriculum. There was always need for such comparison, but it is especially true today as rapidly changing global contexts – the fault lines of global interdependency - demand that we craft new strategies for 21st century learning. The forces of globalization have inaugurated a new aeon in international relations and the nation state is disaggregating (Benhabib, 2006; Held, 2004). The transforming global economic order demands a rethinking of pedagogy as transnational and cross-cultural dynamics alter the geopolitical landscape, bringing increasing interconnection and interdependency of humanity. Educational systems must cultivate a citizenship that has awareness of and appreciation for this interdependency. The realities of diversity, multiculturalism, and pluralism must be taught in schools today and classrooms ought to become ground zero for a citizenship education that espouses the paradigm of a global consciousness. This paper depicts the metamorphic shift underway in the discourse on global citizenship education; the underlying premise being that pedagogy for citizenship education, embedded within social studies, can function as a bulwark for the cosmopolitan project and the reconceptualization of identity beyond limiting views of nationalism or the bounded nation state.

## HUI OI CHOW LG01

### **A review of three decades of empirical studies on principal time allocation at work: From the perspective of methodological features (LI Lijuan)**

The allocation of school principals' time at work is more than a matter-of-fact issue of work efficiency and time management. Instead it reflects the distribution of principals' attention to their responsibilities, thereby greatly affecting school management and improvement. The body of preexisting literature maintains that, "the allocation of greater attention by principals to certain task domains may offer greater leverage for school improvement than others" (as cited from Lee & Hallinger, 2011, p. 1; Leithwood, Louis, Anderson, & Wahlstrom, 2004). Therefore, principal time use is a terrain worthy continuous and in-depth exploration. Although early studies on principal time allocation at work can be traced back to the 1960s and 1970s (e.g., Richards & Peterson, 1965; Bridges, 1967; Glenn, 1975; March, 1978), the past few decades have witnessed a lack of synthesis of studies on this topic. The present study reviews relevant empirical research conducted from the year of 1980 and onwards from the perspective of methodological features and development. It involves 12 articles published in peer-reviewed journals in the past 30 years. These selected studies are conducted in a variety of educational settings, with varied samples, using different instruments and techniques for data collection and analyses. Objectives of this review are two folds: to identify the methodological varieties and characteristics studies in this domain have presented; to pinpoint the strengths and limitations of the selected studies from the methodological perspective. We begin with research design, sampling and instrumentation, and then move a step further to explore the analytical approaches and techniques in the hope of conceptualising and operationalising the variables involved. Although the present study does not incline to quantitative studies, substantive findings like nature and purpose of principal work activities and time allocation that the qualitative studies explore in depth will not be of interest. In brief the ultimate goal of this review is to outline the methodological development of studies on principal time allocation at work.

### **Concept and perception of peace education of Japanese teachers Sayaka HIGUCHI**

The purposes of this research are (1) to identify process of formulation of the concept or perception of peace education of teachers in Japan; (2) to examine influence from outside of education on the formation of peace education concept; and (3) examine the influence of peace education on society. In Japan, peace education has gotten attention for more than 50 years since 1945, in terms of revisiting the tragic memory of world war II. However, there are few researches which attempted to address how this peace education is perceived in school and the society, and few have identified the position of peace education in Japan, even though it is quite necessary to conduct this kind of research to reveal the situation such as power relations surrounding peace education. Therefore, this research aimed to identify the perception of peace education of teachers through life story interviews with 11 teachers in Japan from elementary to senior high school, as an attempt to conceptualize the perception. From this research, new perceptions of peace and peace education were found, such as peace as the space where both I and others are respected by all. In peace education based on the new perception of peace, more emphasis is put on learning how to respect individuals and paying attention on daily practice of education such as improving communication with others, and not just teaching about facts or knowledge of history or tragedy of war in the special subject or sessions of peace education.

## MENG WAH 517

### 比较教育的“比较”价值 (胡润贞, 夏玉花 黄晋)

比较性是比较教育学科的一个本质特征。比较教育的比较性使人们在把不同国家、民族、文化背景的教育进行对比,并认识他们之间的异同,探讨世界教育发展的共同规律和各国教育发展的特色规律,从而在比较的过程中对教育产生新的认知和理解。但随着比较教育学科的发展,比较教育的价值受到了教育界的质疑。为了能更好地探讨比较教育的价值问题,我们应回归比较教育的本原,探索其比较的价值所在。本文通过对比较教育学的本质、目标、价值取向等基本理论问题进行探讨,以深化对比较教育价值的认识。

### 比较教育的文化价值—基于文化创新和文化守护的思考 (丘丽, 李懿, 李振兴)

人们常说的文化是一个国家、一个民族在长期的历史发展进程中所形成的一种充分积淀的、稳定的无形之物,即狭义的文化。教育作为文化的载体具有传承和改造文化的功能,其中比较教育由于其在教育研究过程中所采用的跨文化视界这种特殊性,因而也就决定了其在文化发展中必须承担着文化创新和文化守护的使命。尤其在国际化进程加快的背景下,如何处理好全球化与本土化的关系便又成为比较教育学者的巨大考验。

## MENG WAH 723

### 城市农民工子女的教育公平问题之我见 (劳诗玲 朱爱琴 黄冠凯)

50多年来,虽然新中国的义务教育发展迅速,成绩斐然,但随着改革开放和城市化进程的加快,流动人口的增多,城市农民工子女义务教育公平问题正日益凸显。与城市本地儿童一样,农民工子女同样是祖国的花朵,他们的教育本应当受到重视的,但是他们作为流动人口中的脆弱人群,其权益常常被忽视和剥夺,这就引发了一个很大的问题——教育不公。关注和解决他们的教育问题,不仅关系到农民工子女的健康发展,也关系到和谐社会的构建及国家的长治久安。本文重点研究了城市农民工子女接受义务教育的现状和问题,深入探究和分析其产生教育不公的根源,并结合当前相关政策、措施、经验及实施情况,深入思考并提出具有前瞻性和可操作性的对策和建议。

### 港深中學生的社會認同 (胡少偉, 劉新生)

香港與深圳兩城相鄰,兩地社會因各自的原因日益關注中學生對社會認同的情況;爲了了解兩地中學生對社會認同的現狀,兩位來自港深兩地的研究員合作開展了一個港深中學生對社會認同的研究。此文藉著二千位兩地中學生回應問卷的數據和相關文獻的資料,分析兩地中學生在本地、國際和全球三個社會層面的認同情況,並比較兩地中學生在全球一體化情境中對社會認同的異同之處。同時,此文亦會就在教育層面中提高港深中學生對社會認同作出建議,供各方參考和作進一步的討論。

## HUI OI CHOW LG01

### Keynote 3

#### Constructs of the spaces of comparative education—A reflection from Japan (Shoko Yamada)

Comparative education is an academic field whose intellectual identity and the methodological and theoretical core have been constantly discussed among the researchers involved. This very fact indicates that the boundary of this academic field is rather ambiguous and fluid, which has been drawn and redrawn according to the different perspectives of the people who discuss about it. The speaker will discuss the changing perceptions about the location of the academic field of comparative education, based on her questionnaire survey with the members of the Japan Comparative Education Society (JCES) and the classification of JCES journal. The research trends are considered in relation to the sociopolitical context which has surrounded the researchers of this field since the 1990s. It is also considered to what extent epistemological debates have affected the actual research practices of Japanese comparative educationists. The case of Japanese comparative education and its researchers reveals that the academic space is created and maintained through the debate over the nature of the field, which is substantiated by research practices. At the same time, the spaces of comparative education are multiple and overlapping, in which, national and regional circles have somewhat different nature from one another and from the global discourse.

### Keynote 4

#### Appropriating global trends: How can comparative education help? (Bob ADAMSON)

While the precise nature of globalization has attracted much controversy, there are clearly trends in education policies that have travelled across political, cultural, economic and geographical boundaries. These policies have affected the governance, financing, curricula and practices of education. The trends have been accelerated by governments engaging in what is variously described as the adoption, borrowing, transfer or (the term I prefer) appropriation of policies from other education systems, often with mixed results. Policy research using comparative education methods have identified the dialectic between the global, regional and local contexts as a process that can facilitate or hinder the effective implementation of a policy initiative at the grassroots level. Using lessons learned from studies of Outcomes Based Learning, assessment reforms and the reorientation of higher education, this paper presents a facilitative model for policy appropriation and identifies a role that comparative education can play.