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## MESSAGE FROM THE CESHK PRESIDENT



Dear Honourable Guests and Participants,

It is my great pleasure to welcome you all to the 2017 conference organised by the Comparative Education Society of Hong Kong (CESHK). This annual conference is one of the largest yearly gathering of Hong Kong-based education research associations. It is a wonderful opportunity for us to get to know one another and further our friendship, and exchange our views and insights to deepen our understanding of education, through our shared, comparative perspective.

This year, the Executive Committee has organised the conference around four themes, believing that this thematisation will gather together people who share common interests, and facilitate deeper levels of discussion that will perhaps extend to future collaborative projects. With three panels and eighty-four papers, we will explore the four selected themes of the issues of equity and basic schooling in Asia; education and social change; higher education in Asia; and comparative education research methods.

We are delighted to have four renowned keynote speakers to share their cutting-edge research on the respective themes. Dr. Jae Park from the Education University of Hong Kong, and the immediate-past president of the CESHK, will help us further our understanding of the concepts of equity and equality, the ever popular terms in recent education research. He will draw our attention to the possible gap between equity as the ideal, and equity as practice, using the case of academic freedom in higher education. Dr. Liz Jackson from the University of Hong Kong, will open up the second day of the conference, discussing how education can still contribute to historical, social changes in this digital era. In the afternoon, Dr. Akiyoshi Yonezawa from Tohoku University will highlight the issue of identity of higher education in Asia, against the global mobility of academics and policy changes. Finally, Dr. Brian Denman from the University of New England will lead us through the changing landscape of comparative education research and project its future direction. This final keynote, is also a Memorial Lecture in honour of the late Professor Bernard Luk, who has made great contributions to the comparative education research and was also a leading figure in the foundation of CESHK.

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

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

A handwritten signature in blue ink, appearing to read 'Taehee Choi'.

Taehee Choi

## Message from the UNESCO Chairholder in TVET and Lifelong Learning

Welcome to the Comparative Education Society of Hong Kong Annual Conference 2017!

As a long-time member of CESHK, it gives me great pleasure to associate the UNESCO Chair in TVET and Lifelong Learning at the Education University of Hong Kong with the conference.

The UNESCO Chair and CESHK are both firmly committed to the United Nations' Sustainable Development Goal 4, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". The CESHK Annual Conference brings together like-minded people to share ideas and to explore ways in which we can make a difference.

I hope you enjoy the conference.

*R.D. Adamson*

**Prof Bob Adamson**

UNESCO Chairholder in TVET and Lifelong Learning

The Education University of Hong Kong



**Keynote**  
**FRIDAY 24<sup>th</sup> MARCH**

**Time: 15:30-16:15**

**Venue: Room 105**

**Jae Park (The Education University of Hong Kong)**  
**Dichotomy between preached and practiced equity in the academia**

Higher Education (HE) is perhaps the fastest growing sub-field of education only on par with educational technology. HE scholarship is prominent within Comparative and International Education because the internalization of capacities and resources is one of its main research areas. In this presentation, I examine equity as a buzzword, discourse, and an alibi of neoliberal HE management and administration.

The financial definition of equity, that is, assets minus liabilities, has seldom been used in education. Instead, education has adopted an epistemology of equity from the field of economics with cognates such as access, achievement, fairness and opportunity. Thus, equity in education advocates equal chances, regardless of identity in all basics such as goods, income, and services. The main difference between equity and the old liberal discourse of equality is a priority provision for the least advantaged members of society (“Priority Rule” for Rawls). It is not by chance that for some economists like Kolm (1972), equity meant a state of “no-envy”.

The discourse of equity in academia has emerged from the ashes of classic liberalism’s twofold fantasy: total equality and laissez-faire. However, the rampant neoliberal discourse in campuses today, in my view, is at odds with equity. The ongoing neoliberalism is not but a heresy of classic liberalism. Under its discursive umbrella, HE managers instill competition instead of equality, and justify heavy managerial interventionism instead of laissez-faire. Amidst a purported hegemony of neoliberal epistemology, contemporary universities (and our colleagues next door) seem to preach equity in classrooms while their administrative and managerial practice has largely forgotten it. The main victim of this hegemony of neoliberal epistemology is academic freedom, but it is no longer eroded with transgressions against speech/intellectual freedom. Instead, it is unflinchingly reified with administrative processes, funding cuts, contract renewal threats, and pressure on academic publication performance.

**Keynote**  
**FRIDAY 25<sup>th</sup> MARCH**

**Time: 09:00-09:45**

**Venue: Room 105**

**Liz Jackson (The University of Hong Kong)**  
**School is a Technology:**  
**Social Change and Media from the USA to Hong Kong**

Educators often hope that their work can contribute to making the world a better place. Yet in recent social movements around the world, online media has had a more obvious impact than schooling. This presentation reconceptualizes technology and media in education in order to better understand education's role in social change. Two well-known views of 'technology in education' are first presented. The 'dumb' view is that technology has no place in education, which was undergirded by a conservative philosophy of education at the turn of the twenty-first century. The 'old' view, identified with the work of Nicholas Burbules, advocated a positive place for 'technology in education', that included a liberal critique of contemporary schooling practices, particularly in higher education. In contrast with these views, I frame traditional education (school) as a kind of technology, reconceptualizing 'technology' as a performance of knowledge competency. Rather than seeing technology narrowly in the contemporary sense of laptops and smart phones, I thus give a historical view of technology within the sociology of knowledge. In this broader perspective, schooling and media are performances of competent means and ends of the development of knowledge. In this case, I suggest that media may be a more effective technology of education than schooling, as I consider the role of media in social change in the Arab Spring, the Hong Kong Umbrella Movement, and Trumpism and Brexit in the western world. Implications from this account that unfold for educational policy and practice will also be explored.

**Keynote**  
**FRIDAY 25<sup>th</sup> MARCH**

**Time: 11:05-11:50**

**Venue: Room 105**

**Akiyoshi Yonezawa (Tohoku University)**

**Mobility, formation and development of the academic profession in East Asia: A trial of global studies in higher education**

Higher education in east and southeast Asia are now seeking their own identities, with some universities and higher education systems in these regions having already achieved a world class status. They are, however, still facing the new challenge of demonstrating their inherent distinctiveness beyond a simple catching up with the Western models. The formation and development of the academic profession has played a key role in this identity building, while the different profiles of the academic profession reflect a variety of mobility patterns. In order to seek potential common perspectives among east Asian higher education systems, a global studies approach may be introduced. By bringing together the various theories, arguments, and empirical evidence that explain the dynamism of modern academic lives, a critical reflection of current conditions and the future of the academic profession in east Asia will be presented. The discussion will include a combination of conceptual examinations and empirical analyses of the academic professions and higher education systems. Finally, a linkage between scholarly investigation and policy implication will be presented.

**Keynote**  
**FRIDAY 25<sup>th</sup> MARCH**

**Time: 16:05-17:00**

**Venue: Room 105**

**Brian D. Denman (University of New England)**

**Problematizing objectivity in comparative education research**

Roland G. Paulston devoted his entire career as a comparative educator to addressing educational and social change through concept mapping. Utilising his significant contribution to comparative education research, this presentation aims to identify disturbingly obvious face-offs between qualitative and quantitative research in the field by means of objectivity using symbols and trajectories. Drawing upon anecdotal evidence of leading researchers, this analysis suggests that the field is broadening, encompassing new forms of inquiry that promote and encourage cross-disciplinary approaches. Yet, at the same time, in order to improve and expand on objectivity, synergies in employing multiple types of research increasingly seem required to validate, substantiate, and legitimise the robustness and research vigour in application and approach. The direction of where comparative education is heading will be addressed using Paulston's approach.

**Key words:** comparative education research, objectivity, qualitative and quantitative methods and analysis

**CONFERENCE OVERVIEW  
FRIDAY 24<sup>th</sup> MARCH**

<b>TIME</b>	<b>EVENT</b>	<b>VENUES</b>
13:00-13:20	OPENING CEREMONY AND PRESIDENTIAL SPEECH	ROOM 105
13:30-14:30	SESSION 1	ROOMS 105, 306, 401, 403, 405 & 504
14:40-15:20	SESSION 2	ROOMS 105, 306, 401, 403, 405 & 504
15:30-16:15	<b>DICTOTOMY BETWEEN PREACHED AND PRACTICED EQUITY IN THE ACADEMIA</b> DR JAE PARK	ROOM 105
16:15-16:30	COFFEE BREAK	
16:30-17:20	SESSION 3	ROOMS 105, 306, 401, 403, 405 & 504

**SATURDAY 25<sup>th</sup> MARCH**

<b>TIME</b>	<b>EVENT</b>	<b>VENUES</b>
08:30-09:00	ANNUAL GENERAL MEETING	ROOM 105
09:00-09:45	<b>SCHOOL IS A TECHNOLOGY: SOCIAL CHANGE AND MEDIA FROM THE USA TO HONG KONG</b> DR LIZ JACKSON	ROOM 105
09:45-10:00	TEA BREAK	
10:00-11:00	SESSION 4	ROOMS 105, 306, 401, 403, 405 & 504
11:05-11:50	<b>MOBILITY, FORMATION AND DEVELOPMENT OF THE ACADEMIC PROFESSION IN EAST ASIA: A TRIAL OF GLOBAL STUDIES IN HIGHER EDUCATION</b> DR AKIYOSHI YONEZAWA	ROOM 105
12:00-13:30	LUNCH	LEARNING COMMON ON G/F
13:45-14:45	SESSION 5	ROOMS 105, 306, 401, 403, 405 & 504
14:45-15:00	TEA BREAK	
15:05-16:00	SESSION 6	ROOMS 105, 306, 401, 403, 405 & 504
16:05-17:00	<b>PROBLEMATISING OBJECTIVITY IN COMPARATIVE EDUCATION RESEARCH</b> DR BRIAN D. DENMAN	ROOM 105
17:00-17:15	CLOSING	ROOM 105



FRIDAY 24<sup>th</sup> MARCH

SESSION 1: 13:30 – 14:30

ROOM 105	ROOM 306	ROOM 401	ROOM 403	ROOM 405	ROOM 504
Panel: Education for Sustainable Development in Hong Kong	Theme: Comparative education research methods	Chinese session	Theme: Comparative education research methods	Theme: Education and social change	Theme: Equity and basic schooling in Asia
English	English	Cantonese	English	English	English
<p>Title: <b>Education for Sustainable Development in Hong Kong: Critical Evaluation of Practices and Recommendations for Improvements</b></p> <p>Panel Organizer: <b>Yulia NESTEROVA</b> (The University of Hong Kong)</p> <p>Paper 1: <b>Environment Education at the Hong Kong Wetland Park</b> Cyrus CHOW</p> <p>Paper 2: <b>Childhood Cancer Education in Hong Kong</b> Vinelle LEUNG</p> <p>Paper 3: <b>Moral Education in Hong Kong</b> TSANG Ka Yin</p>	<p>Paper 1 <b>Personality and Locus of Control related to Pro-Environment Behavior</b> HAKIM (State University of Jakarta)</p> <p>Paper 2 <b>Comparing Family Heads' Health Behavior based on Personality and Consumer Behavior</b> Deni KURNIAWAN (State University of Jakarta)</p> <p>Paper 3 <b>The Relationship between Ecolabelling Knowledge and Personality on Counterproductive Student Behavior Products Not Environmentally Friendly</b> Ahmad SYUKRON (State University of Jakarta)</p>	<p>Paper 1 香港高等教育國際化的實踐與挑戰 胡少偉 (香港教育大學)</p> <p>Paper 2 論電子遊戲對幼兒身心發展的影響 孔敏儀 (廣州大學)</p> <p>Paper 3 人的城鎮化視角下如何更好的發揮職業教育的社會功能 劉亞西 (浙江師範大學)</p>	<p>Paper 1 <b>Comparative Multiple-case Studies through Multiple-analytic Techniques</b> CHUNG Yan Yi, Eddy (The Education University of Hong Kong)</p> <p>Paper 2 <b>Locus of control and Knowledge about Ecosystem Based on Students Gender</b> I Made PUTRAWAN (State University of Jakarta)</p> <p>Paper 3 <b>A Comparative Study on 'Teacher Education at/by Universities'</b> Yasuyuki IWATA (Tokyo Gakugei University)</p>	<p>Paper 1 <b>A comparative analysis of four concepts of peace in education</b> Jae PARK (The Education University of Hong Kong)</p> <p>Paper 2 <b>Moral Function of Higher Education under the Background of New Urbanization</b> XU Wenjie (Xiamen University)</p> <p>Paper 3 <b>An Emerging View of Highly Cited Researchers' Research Collaboration: A Qualitative Study through Small Groups as Complex Systems</b> ZHANG Mengqi (Shanghai Jiao Tong University)</p>	<p>Paper 1 <b>Investigating Actual Disparity caused by Shadow Education: A Study about grade 9 students in Pakistan</b> Muhammad Abid MALIK (Virtual University, Lahore)</p> <p>Paper 2 <b>Who stayed away from school? The impact of the 2015 Nepal earthquakes on children's enrollment situation</b> Naruho EZAKI (Kwansei Gakuin University)</p>

FRIDAY 24<sup>th</sup> MARCH

SESSION 2: 14:40 – 15:20

ROOM 105	ROOM 306	ROOM 401	ROOM 403	ROOM 405	ROOM 504
Theme: Comparative education research methods	Theme: Higher education in Asia: the local and the global	Chinese session Theme: Education and social change	Theme: Comparative education research methods	Theme: Comparative education research methods	Theme: Equity and basic schooling in Asia
English	English	Putonghua/ Mandarin	English	English	English
<p>Paper 1 <b>Implementation Shells Utilization of Palm Oil as Fuel as Source Boiler (A Descriptive Study Theoretical at Mills Ptpn III Medan)</b> Endah SETYANINGRUM (University of Lampung)</p> <p>Paper 2 <b>Forecasting of BOD5 and COD from Waste Water CPO Manufacture Using Neural Net- works to Increase the River of Water Quality</b> ADIDA (State University of Jakarta)</p> <p>Paper 3 <b>Relationship bet- ween indigenous knowledge, SES, and self efficacy with miners' environmental view</b> Sahmin MADINA (State of University Jakarta)</p>	<p>Paper 1 <b>What sorts of women could lead world-class universities? A comparative analysis of the USA, the UK and Canada</b> ZHU Jian (Zhejiang Normal University) &amp; HOU Xiaoyu</p> <p>Paper 2 <b>China's 'Ivy League' and the Quest for World Class Universities: A Global and Local Comparison through University Rankings</b> Ryan ALLEN (Teachers College- Columbia University)</p>	<p>Paper 1 本土化視野下的南 非高等教育國際化 張冰 (浙江師範大學)</p> <p>Paper 2 中、美面向本科生的 科研資助體系比 較研究 高眾 (上海交通大學)</p>	<p>Paper 1 <b>Environmental Strategic Planning toward A Green Hospital: A Comparative Analysis Between What Should be and What Have to</b> SUNARTO</p> <p>Paper 2 <b>Heads Villages Ability in Managing Environment Based on Leadership and Knowledge</b> Siprianus RADHOTOLY (University of Nusa Cendana Kupang)</p>	<p>Paper 1 <b>Environmental leadership and employee's cognitive ability about marine &amp; fisheries: A Comparative analysis of their effect on employee's decision making</b> Simon Boyke SINAGA (State University of Jakarta)</p> <p>Paper 2 <b>Environmental Leadership and profit hotel related to Green Hotel</b> Dwiretno Heny MAYAWATI (State University of Jakarta)</p>	<p>Paper 1 <b>In Pursuit of Equity: Differentiated Education in Singapore and its Implications for Hong Kong</b> Maria MANZON (The Education University of Hong Kong) &amp; Dennis KWEK (National Institute of Education)</p> <p>Paper 2 <b>Unpacking the Pattern of Identity Statuses of Hong Kong Secondary School Students and Its Relationship with Community Service Engagement</b> XU Huixuan &amp; LIU Sisi (The Education University of Hong Kong)</p>

FRIDAY 24<sup>th</sup> MARCH

SESSION 3: 16:30 – 17:20

ROOM 306	ROOM 401	ROOM 403	ROOM 405	ROOM 504
Theme: Higher education in Asia: the local and the global	Chinese session: Education and social change	Theme: Comparative education research methods	Theme: Education and social change	Theme: Equity and basic schooling in Asia
English	Putonghua/Mandarin	English	English	English
<p>Paper 1 <b>Interaction between Overseas Returnee Supervisors and Their Students: An Analysis from the Students' Perspective Based on Reciprocal Determinism</b> <b>LIU Haiyan</b> (Shanghai Jiao Tong University)</p> <p>Paper 2 <b>Case study of Sino Foreign Cooperative University's Student Satisfaction</b> Masaki ONUMA (Beijing Normal University)</p>	<p>Paper 1 美國 K-12 線上教育的歷史及現狀分析 張夢冉 (浙江師範大學)</p> <p>Paper 2 南非教育行動計畫述評 吳書敏 (浙江師範大學)</p>	<p>Paper 1 <b>Students' Knowledge about Ecosystem Concepts Based on Geographical Instructional Packages: A Comparative Analysis</b> Ning SETIANTI (State University of Jakarta)</p> <p>Paper 2 <b>Comparing Students' Knowledge about Basic Ecological Concepts Based on Biological Instructional Packages</b> Lasmaria Nami SIMANUNGKALIT (State University of Jakarta)</p>	<p>Paper 1 <b>Fostering Curriculum Integration in the Early Childhood Classroom: A Stepping Stone for Bringing Social Change to Hong Kong?</b> Grace LAU (The Education University of Hong Kong)</p> <p>Paper 2 <b>Private Tutoring and the Role of School: Perspectives of Parents of Children in Selected Primary International Schools in Hong Kong</b> Zeba KHAN</p>	<p>Paper 1 <b>Bridging the Work Skills Gap in Africa and Asia</b> Bob ADAMSON (The Education University of Hong Kong)</p> <p>Paper 2 <b>Analysis of New Evaluation System and Individual Children's Enrollment Situation—A Case Study of Myanmar Primary Education between 1990s and 2000s</b> Natsuho YOSHIDA (Kwansei Gakuin University)</p>

SATURDAY 25<sup>th</sup> MARCH

SESSION 4: 10:00 – 11:00

ROOM 105	ROOM 306	ROOM 401	ROOM 403	ROOM 405	ROOM 504
Panel: Private supplementary tutoring in Asia	Theme: Higher education in Asia: the local and the global	Chinese session: Education and social change	Theme: Comparative education research methods	Theme: Education and social change	Theme: Equity and basic schooling in Asia
English	English	Putonghua/ Mandarin	English	English	English
<p>Title: <b>Private supplementary tutoring in Asia: Macro and micro perspectives</b> Penal Organizer: ZHANG Wei (The University of Hong Kong)</p> <p>Paper 1 <b>Private Tutoring, Public Exams and Higher Education</b> CHEE Wai-chi</p> <p>Paper 2 <b>The untapped potential of comparative education research to study the shadow education phenomenon in India</b> Shalini BHORKAR</p> <p>Paper 3 <b>Intersections of Equity, Quality and Ethics: Shadow Education Provided by Teachers in Myanmar</b> Magda Nutsa KOBAKHIDZE</p> <p>Paper 4 <b>Tiger Parenting via Shadow Education: Strategies for China's Middle-Class Families</b> ZHANG Wei &amp; Mark BRAY</p>	<p>Paper 1 <b>Interactive Learning on Peace and Conflict Issues by Eight Universities in Asia</b> Chihiro IMAI (Kwansei Gakuin University)</p> <p>Paper 2 <b>Brains for gains: Macro and Meso perspectives on EU-China Higher Education Cooperation and Student Mobility from the EU to China</b> Lin GOETHALS (Beijing Normal University and Ghent University)</p>	<p>Paper 1 非正規教育實踐與社會公共領域的關係探討-聚焦 1910-1920 年代中國童子軍教育活動 孫佳茹 (早稻田大學)</p> <p>Paper 2 關於女子中等教育機關的校長訓話和縣知事的賀詞 姜華 (日本工學院八王子專門學校)</p> <p>Paper 3 退休人員社會支持及健康狀況對主觀幸福感之影響 陳清煌 (國立臺灣師範大學)</p>	<p>Paper 1 <b>De-mystifying PYP (IB)</b> Resham PREMCHAND (Japanese International School)</p> <p>Paper 2 <b>Overcoming barriers in cross cultural research interviewing</b> Shamim SURYAVANSHI (University of Mumbai)</p> <p>Paper 3 <b>Satisfaction of International Students at Chinese Business Schools: An Application of Service-Product Bundle Concept</b> Tahir Mumtaz AWAN, WANG Haizhong, LI Xiaolin &amp; Komal Niazi</p>	<p>Paper 1 <b>The Change of the College Students' Evaluation of Teaching in Internet Plus Era</b> CUI Yanan (Xiamen University)</p> <p>Paper 2 <b>The Mindset Theory in Learning Elementary Mathematics</b> Genevieve GEPITULAN (LIDE Learning Center, Inc. Philippines)</p>	<p>Paper 1 <b>The impacts of teacher autonomy on student achievement in East Asia</b> WU Mei Jiun (University of Macau)</p> <p>Paper 2 <b>A Meta Synthesis on Dyscalculia Phenomenon</b> CEREÑO Norma (Pinamungajan National High School)</p> <p>Paper 3 <b>The R&amp;D of High Scope Courses in Offshore Island Schools</b> Lin, Cheng-Hsiung (National Taiwan Normal University)</p>

SATURDAY 25<sup>th</sup> MARCH

SESSION 5: 13:45 – 14:45

ROOM 105	ROOM 306	ROOM 401	ROOM 403	ROOM 405	ROOM 504
Panel title: Achieving Sustainable Development through Education	Theme: Higher education in Asia: the local and the global	Chinese session	Theme: Higher education in Asia: the local and the global	Theme: Education and social change	Theme: Higher education in Asia: the local and the global
English	English	Putonghua/ Mandarin	English	English	English
<p>Title: <b>Achieving Sustainable Development through Education: Practices across Contexts</b> Panel Organizer: Yulia NESTEROVA (The University of Hong Kong)</p> <p>Paper 1 <b>Addressing the Challenges of Adolescent Girls' Education in South Sudan</b> Joseph AYUMELLY</p> <p>Paper 2: <b>Promoting Awareness towards Refugees in Hong Kong</b> Tina TSANG</p> <p>Paper 3: <b>Analysis of reasons for academic pressure of high school students in Guangzhou</b> LAO Sihui</p>	<p>Paper 1 <b>Assessing the Influential Factors of International African Students in Choosing China for Higher Education</b> OWUSU BOATENG (Beijing Normal University)</p> <p>Paper 2 <b>Popular encounters in the classroom – analysing challenges facing critical language learning as sustained content for L2 learners</b> Anne PEIRSON-SMITH (City University of Hong Kong)</p>	<p>Paper 1 當代中國學前教育中的科學與語言教育 — 著眼於城鄉間的幼兒園教材比較 卢中洁 (御茶水女子大學)</p> <p>Paper 2 大學技術移轉機制之研究- 以台灣與美國為例 余柏壕 (淡江大學)</p>	<p>Paper 1 <b>Internationalisation of Higher Education Curriculum in Kazakhstan: Three Case Studies</b> Aisi LI, Jason SPARKS &amp; Adil ASHIRBEKOV (Nazarbayev University)</p> <p>Paper 2 <b>Observations and Reflections of a Hong Kong-Kenya Service Learning Trip under Internationalization of Hong Kong Higher Education</b> TSUI Chak Pong Gordon (The University of Hong Kong)</p>	<p>Paper 1 <b>Autonomy or control? A Foucauldian analysis of school middle leaders in an era of 'decentralization' in Hong Kong schools</b> CHEUNG Wai Sing, Vincent (Liu Po Shan Memorial College)</p> <p>Paper 2 <b>Educational reform and teacher resistance: a case from South Korea</b> CHOI Tae-Hee (The Education University of Hong Kong)</p> <p>Paper 3 <b>On the Gender Inequality in Primary school in Ethiopia</b> ZHANG Xiaonan</p>	<p>Paper 1 <b>Education for Sustainability: Exploring Environmental Values of Pre-Service Teachers in the Philippines</b> Arlyne MARASIGAN, &amp; Virgilio MANZANO</p> <p>Paper 2 <b>The Entrepreneurial University and Knowledge Commercialization: An Examination of Technology Transfer in Israel</b> NYEU Fong-Yee (Tamkang University)</p> <p>Paper 3 <b>Cultivating a Research Identity: Using Peer Assessment in Graduate Education from the Perspective of Student Development</b> CEN Yuhao, JIANG Yucheng &amp; ZHANG Yuqing (Shanghai Jiao Tong University)</p>

SATURDAY 25<sup>th</sup> MARCH

SESSION 6: 15:05 – 16:00

ROOM 105	ROOM 306	ROOM 401	ROOM 403	ROOM 405	ROOM 504
Theme: Higher education in Asia: the local and the global	Theme: Higher education in Asia: the local and the global	Chinese session: Higher education in Asia: the local and the global	Theme: Education and social change	Theme: Education and social change	Theme: Higher education in Asia: the local and the global
English	English	Putonghua/ Mandarin	English	English	English
<p>Paper 1 <b>Shanghai college graduates' modes of reflexivity on parents during first-job search</b> MA Ying (The University of Hong Kong)</p> <p>Paper 2 <b>New Trails in University Responses towards University-Industry Linkages: Cases from China and Japan</b> SHI Lili (Nagoya University)</p>	<p>Paper 1 <b>Teaching Intercultural Understanding in Japanese Universities</b> Takayuki HARA (Kagoshima University)</p> <p>Paper 2 <b>Diversity and Multiculturalism in the Internationalization of Global Higher Education</b> WANG Yan, SUNG Min-Chuan &amp; VONG Keang leng (University of Macau)</p>	<p>Paper 1 <b>大學生學習滿意度的模型修訂與動向監測</b> 文靜 (廈門大學)</p> <p>Paper 2 <b>大學哲學系學生學習動機與學習滿意度之研究 - 以台灣為例</b> 姜怡雯 (淡江大學)</p>	<p>Paper 1 <b>Constructing Resource Sharing Collaboration for Quality Public Education in Urban China: Case study of school alliance in Beijing</b> LIU Jing (Nagoya University)</p> <p>Paper 2 <b>A New Approach to University External Governance under the Background of Social Change in China</b> LIU Lulu (Xiamen University)</p>	<p>Paper 1 <b>Missionary Education in Bangladesh: The Case of Congregation of Holy Cross, 1947-2016</b> Md Farid SHAIKH (The University of Hong Kong)</p> <p>Paper 2 <b>Environmental Education for Sustainable Development in Ghana</b> Frank Okai LARBI (Beijing Normal University)</p>	<p>Paper 1 <b>After Globalization: The Return of Politics to Higher Education Policy in Singapore and Hong Kong</b> William Yat Wai LO (The Education University of Hong Kong)</p> <p>Paper 2 <b>A Study on Research University Teachers' Belief and Its Relation with Teachers' Personal Background</b> WU Wei (Xiamen University)</p>

## **ABSTRACTS – INDIVIDUAL PAPERS (in alphabetical order)**

**Bob ADAMSON (The Education University of Hong Kong)**

### **Bridging the Work Skills Gap in Africa and Asia**

This presentation draws lessons from a comparative study of efforts in African and Asian countries to prepare marginalised youth for the workplace. Using the findings of case studies of specific initiatives in formal and informal education, I will look at the characteristics of effective models in terms of design, implementation, outcomes and sustainability, and will discuss the potential for scaling-up and replication in other contexts.

**ADIDA (State University of Jakarta)**

### **Forecasting of BOD5 and COD from Waste Water CPO Manufacture Using Neural Networks to Increase the River of Water Quality**

The objective of the research is to analyze forecasting BOD5-COD of wastewater CPO manufacture with Neural Network in 2017-2020 in order to determine strategic planning to increase the river of water quality. The results showed that BOD5 have architecture 2-10-1 and 2-11-1 for COD. The value was lower than government policy standard and it trend to decrease until 2020. The Strategic Planning were review of vision, mission, goal, must related to sustainability environment and conducted the SWOT or AHP analyze, Fishbone Diagram, implementation of Green Supply Chain Management with Good Corporate Governance.

**ALLEN Ryan, Teachers College-Columbia University**

### **China's 'Ivy League' and the Quest for World Class Universities:**

#### **A Global and Local Comparison through University Rankings**

The C9 League is a group of nine leading universities dubbed China's "Ivy League". In this presentation, I compare the C9 League with other top tiered Chinese institutions and also with other elite coalitions in Western nations in terms of global university rankings. University rankings, despite considerable criticism, have provided the Chinese leadership with key benchmarks for their vision of world-class higher education. My findings show that the C9 League has made some separation from other Chinese universities and has also caught up to its Western peers (notably passing Canada's U15) in terms of international rankings from 2003 to 2016.

**AWAN Tahir Mumtaz (Sun Yat-sen Business School);**

**WANG Haizhong; LI Xiaolin, Niazi Komal**

### **Satisfaction of International Students at Chinese Business Schools:**

#### **An Application of Service-Product Bundle Concept**

As a rapid developing country, China has attracted more and more attentions from around the world. The study of student satisfaction from university services is an important topic through which we could know how international students study and live in an emerging country, especially for those from developed countries. The paper utilized the concept of service-product bundle and determined which aspects of the university's services were most important and the degree to which they satisfied the students. In this research it was further confirmed that the instrument can be utilized in most educational establishments.

**CEN Yuhao; Ms JIANG Yucheng (Shanghai Jiao Tong University); ZHANG Yuqing**  
**Cultivating a research identity: Using peer assessment in graduate education from the perspective of student development**

This research is a mixed-methods study that investigated developmental effects of a peer assessment activity in a graduate course in China. A peer assessment procession was conducted in a graduate course titled "Introduction to Educational Inquiry" in 2015 Fall and 2016 Fall. Twenty students act as both assessors reviewing peer's proposal and assesses receiving feedback. We collected quantitative data assessing the quality of peer assessment and proposals, and collected qualitative data through interviews. We found graduate students are capable as academic reviewers, yet they are not self-confident. Peer assessment enhances the quality of academic works and contributes to academic community-building.

**CEREÑO Norma (Pinamungajan National High School); POGOY Angeline**  
**A Meta Synthesis on Dyscalculia Phenomenon**

The purpose of this meta-synthesis study from published qualitative studies regarding dyscalculia (mathematics disability) is to characterize learners with dyscalculia and the possible reasons for this disability. Seven (7) case studies were selected based on the set criteria of the study that came from different countries with subjects between seven to eleven years old having different symptoms and characteristics were analyzed. Results revealed that dyscalculia is potential in any place, race, age and gender. It could be caused by another disorder, genetics, psychological or environmental factors. Learners with dyscalculia had difficulties on number concepts, counting, sequencing, basic facts and misunderstanding of terms and processes. The studies introduced varied interventions such as classroom and specialized activities and computer programs which were effective in improving the children's mathematical skills with the support of the parents, teachers and the school administration. A management model for a school mathematics remediation program was recommended.

**CHEN Ching-Huang; HUANG Hsiu-Mei 陳清煌 (國立臺灣師範大學)**

**退休人員社會支持及健康狀況對主觀幸福感之影響**

目的：為探討退休人員其社會支持及健康狀況對主觀幸福感之影響。

方法：本研究對象為 50 歲以上退休人員，於台灣北區縣市公共場所，由訪員尋找合適並徵求當事人同意對象調查對象，共得 258 份有效問卷，有效填答率為 85.71%。

結果：社會支持及健康狀況對主觀幸福感有顯著影響，對主觀幸福感的解釋量為 50.8%。

結論：本研究發現社會支持及健康狀況可正向影響主觀幸福感

建議：應重視退休人員休閒活動需求，活動設計宜「質」與「量」並重，將高齡者公共休閒活動視為公共問題，政府可透過公共政策，建立一個友善的高齡休閒環境。

**CHEUNG Wai Sing, Vincent (Liu Po Shan Memorial College)**

**Autonomy or control? A Foucauldian analysis of school middle leaders in an era of 'decentralization' in Hong Kong schools**

Hong Kong's education system has picked up the global spread of 'decentralization' as a form of school-based management. Teachers are now appointed as school middle leaders to support the school principal. This paper argues that while decentralization ostensibly



delegates more power and provide more autonomy to school leaders, forms of accountability regimes are put in place to control the work of middle leaders. Foucault's (1977) analysis of how power works in social institutions is used as a theoretical lens to offer fresh insights on how decentralization is practiced as a form of control rather than autonomy in Hong Kong schools.

**CHOI Tae-Hee (The Education University of Hong Kong)**

**Educational reform and teacher resistance : a case from South Korea**

Many governments use educational reforms to bring out social changes, however, some teachers may see them irrelevant to their students or themselves. This paper explores teachers' resistance against a pedagogic reform in South Korea. Ideas for the Teaching English in English reform were borrowed from 'native-English-speaking countries' and implemented without systematic localization, therefore, it was not surprising that teachers resisted it. Drawing on works by Michel Foucault and James Scott, the paper highlights the potential impact of subtle, low-profile resistance on the course of a reform. Thus, it contributes to a more comprehensive understanding of teachers' resistance against educational reforms.

**CHUNG Yan Yi, Eddy (The Education University of Hong Kong)**

**Comparative Multiple-case Studies through Multiple-analytic Techniques**

Multiple-case studies are likely commensurate with and complemented by multiple-analytic techniques for quality assurance as in terms of construct validity, external validity and reliability in comparative case study research. Qualitative method of inquiry into the KT strategies set out at the case study protocol was used for data collection. The collected data were processed through the computer-assisted qualitative data analysis software for facilitating a swapping inductive to deductive method of coding, comparing and analyzing. Findings consistency have been ascertained through the convergence of data collected from different sources while the analytical strategy of descriptive and heuristic framework of analysis, thematic qualitative text analysis process, technique of cross-case synthesis, and comparative analyses were adopted. Research quality was established by incorporation of "triangulation method", in-depth description with replication logic, case study protocol, and the development of case study database at the stage of research design and its subsequent implementation process.

**CUI Yanan 崔亚楠 (Xiamen University)**

**The Change of the College Students' Evaluation of Teaching in Internet Plus Era**

The students' evaluation of teaching is widely used in colleges at home and abroad today, and is regarded as an effective mean to improve the quality of higher education. In China, this evaluation approach has been carried out for decades. With the advent of the "Internet plus" era, both the content and form of this approach are faced with impact and challenges. This research is aimed to discuss the existing problem of the current online students' evaluation, and try to construct a new students' evaluation system of the "Internet plus" era, which will attribute to the quality of teaching and the protection of "student-centered" education.

**EZAKI Naruho (Kwansei Gakuin University)**

**Who stayed away from school? The impact of the 2015 Nepal earthquakes on children's enrollment situation**

This study examines the impact of the 2015 Nepal earthquakes on children's enrollment situation and characteristics of non-attending children. The school records of target schools and the interview results were analyzed. The result found that the number of attendees recovered to pre-earthquake levels one month after the schools' reopening day. However, the detailed analysis showed that some children still stayed away from schools. Characteristics of such children and crisis related to the widening disparities will be discussed in the presentation.

**GAO Zhong 高众 (上海交通大学)**

**中、美面向本科生的科研资助体系比较研究**

美国拥有成熟的面向本科生的科研资助体系，本文从组织结构、项目管理和配套机制三个方面，对其相关政策和现状着手分析，总结美国经验并探寻对我国本科生科研资助体系建设的启示。

**GEPITULAN Genevieve (LIDE Learning Center, Inc.)**

**The Mindset Theory in Learning Elementary Mathematics**

This phenomenological study attempts to describe and examine the lived experiences of elementary math students with different mindsets. The naturalistic paradigm was used with the purposively chosen informants with varied tools to cross-check their responses. Results show that learning environment where student-student's interaction, learning style, teaching pedagogy and student-teacher rapport greatly affect students' mindsets. Students' engagement, parents' involvement, teachers' professional and personal qualities are equally important for the holistic development of students. With the content and pedagogical knowledge, students' 'fixed mindset' changed to 'growth mindset'. Thus, teachers and parents play a vital role in changing the mindsets of the learner.

**GOETHALS Lin (Beijing Normal University & Ghent University)**

**Brains for gains: Macro and Meso perspectives on EU-China Higher Education Cooperation and Student Mobility from the EU to China**

Focusing on the specific case of EU-China Higher Education Cooperation and Student Mobility from the EU to China, this paper assesses the different perspectives observed at the policy and institutional level. Along with the significant rise in number of EU students in China over the past decade, related mechanisms, models and policies have been transformed accordingly. This study will focus on the different perspectives in place at the meso and macro level. Specific attention will be given to the drivers of cooperation and mobility, existing models, as well as expected gains, challenges and future developments.

**HAKIM**

**Personality and Locus of Control related to Pro-Environment Behavior**

The objective of this research is to find out the effect of environmental personality (EP) and locus of control (LOC) on employees' pro-environmental behavior (PEB). An ex post facto method has been used by selecting 8 sample for each cell. Reliability of EP was .84, LOC was .92, and PEB was .82. Data analyzed by two-way ANOVA. Research results revealed that

there was pro-environmental behavior significant difference between those employees who have most accurate personality compared to less accurate. Moreover, there was significant interaction effect between personality and locus of control on employees' pro-environmental behavior.

**HARA Takayuki (Kagoshima University)**

**Teaching Intercultural Understanding in Japanese Universities**

In the global era, teaching intercultural understanding in foreign language education is as important as teaching foreign languages. However, in most of Japanese universities, we tend to teach only foreign languages and do not teach intercultural understanding. The purpose of this study is to investigate recent foreign language education and cross-cultural understanding education in Japan. First, the purposes of cross-cultural understanding education for Japanese university students in a global context are considered. Second, based on CEFR and FREPA, some frameworks for teaching intercultural understanding are shown. Finally, some example classes are introduced.

**IMAI Chihiro (Kwansei Gakuin University)**

**Interactive Learning on Peace and Conflict Issues by Eight Universities in Asia**

This paper introduces a ten-year program funded by the Ministry of Education, Culture, Sports, Science & Technology in Japan. The program provides a forum of interactive discussion with undergraduate students from conflict affected countries in Asia. The paper covers the program's history and contribution to higher education on peace and conflict issues in Asia.

**IWATA Yasuyuki (Tokyo Gakugei University)**

**A Comparative Study on 'Teacher Education at/by Universities**

In Japan, pre-service teacher education for primary school teachers has been provided by various universities since Post-war Education Reform on late 1940s. However, there has been a continuous conflict between traditional 'universities' and institutes for teacher training until now. This paper tries to make a comparative study on that point of argument between Japan and Hong Kong. The process to establish the Education University of Hong Kong (from the Hong Kong Institute of Education on 2016) shows us some similarities and contrasts.

**JIANG Hua 姜华 (日本工学院八王子专门学校)**

**关于女子中等教育机关的校长训话和县知事的贺词**

本次发表是·分析高等女学校(战前日本的女子中等教育机关)的教科外教育活动·从而概括和总结战前日本的女子中等教育的理念。主要是·通过分析各校的校长训话和县知事的贺词来解明该机关的教育理念---培养良妻贤母。

**KHAN Zeba**

**Private tutoring and the role of school: perspectives of parents of children in selected primary international schools in Hong Kong**

This study positions international schools close to the market driven end of the continuum, and adopts a qualitative approach to explore the perspectives of 23 parents on their decision to invest or not invest in private tutoring of their children. The conceptual framework is an intermesh of earlier studies which highlighted factors influencing private tutoring decision of

parents choosing private schools and characteristics of socio-economically advantaged families which populate these schools. Lareau's (2000) interpretation of interconnectedness between high social class families and schools is used to analyse parents' view on school's role in monitoring use of private tutoring by students.

**KURNIAWAN Deni (State University of Jakarta)**

**Comparing Family Heads' Health Behavior based on Personality and Consumer Behavior**

The research is aim at finding out the information about the effect of personality and consumer behavior on family heads' health behavior. An ex post facto method has been applied by involving n=60 on head of family in Permata Regency Depok City. Design of this research was 2 x 2 factorial design. There were three instruments developed, instrument for measuring on family heads' health behavior which consist on 3 items, personality around 34 items, and consumer behavior around 31 items which all instrument are valid and reliable. Data has been analyzed by applying two way ANOVA. The research result that there is significant differences on family heads' health behavior have a most accurate personality who has a less accurate personality and there is an interaction effect between personality and consumer behavior on family heads' health behavior.

**LARBI Frank Okai (Beijing Normal University)**

**Environmental Education for Sustainable Development in Ghana**

This paper calls out for governmental and educational support to ensure people's responsible actions towards environmental sustainability. Ghana has been battling with environmental degradation for decades now; it seems not to get better regardless of its negative health impacts on the populace. Through interview and document analysis, this study has discovered the need to educate people to inculcate in them sustainable lifestyle to produce green citizens. This paper reveals two philosophies and engaged pedagogy as a theoretical perspective in educating students to promote sustainable development. Finally, recommendations have been stated to ensure environmental education in Ghana.

**LAU Grace (The Education University of Hong Kong)**

**Fostering Curriculum Integration in the Early Childhood Classroom:**

**A Stepping Stone for Bringing Social Change to Hong Kong?**

Since two decades ago, the Hong Kong Curriculum Development Council started to promote the Integrated Curriculum in Early Childhood Education in resonance with the global curriculum change.

By engaging young children in the integrated curriculum, young children can obtain an informal learning experience in the school that helps prepare them for a more active involvement with peers, thereby fostering the spirit of democracy and social change in their young hearts.

Three types of integrated curriculum with their matching pedagogies and their possible social impact on early childhood classroom will be discussed in this paper.

**LI Aisi; SPARKS, Jason; ASHIRBEKOV, Adil**

**Internationalisation of Higher Education Curriculum in Kazakhstan: Three Case Studies**

This study was set out to understand decisions made for curriculum reform and the rationales for those decisions in case studies of three Kazakhstani universities. The theoretical framework underpinning this research draws directly from Leask and Bridge's (2013)

“conceptual framework of internationalisation of the curriculum in higher education”. Semi-structured interviews were conducted with senior university management, administrators, department heads, and faculty members. The study shows that despite the centralised national policy and external Bologna Process mandate, rationales and strategies for IoC are heavily influenced by faculty experience, interpreted academic discipline requirements, institutional priorities, and local/regional contexts.

**LIN, Cheng-Hsiung (National Taiwan Normal University) ; HU Yu-Jen (Soochow University, Taiwan)**

#### **The R&D of High Scope Courses in Offshore Island Schools**

With the emerging technology, students can understand how they are applied to the real life as well as abstract subjects like math and science. This R&D aims to design a series of curriculum integrated with the fundamental subjects in high schools. And the purposes enhance students’ abilities of critical thinking and problem-solving toward ecological environment. Meanwhile, we provide students with PBL courses to improve their motivation on proficient learning and also develop their spirits of active learning. Finally, we wish to achieve the goals that conducting the experiment on interdisciplinary courses of educational issue.

This R&D study aims to design a series of science’s curriculum integrated with the fundamental subjects like math and nature science in high schools. And the purposes enhance students’ abilities of critical thinking and problem-solving toward ecological environment. By the emerging technology, we provide students with PBL courses to improve their motivation on proficient learning and also develop their spirits of active learning. Finally, we wish to achieve the goals that conducting the experiment on interdisciplinary courses of educational issue.

**LIU Haiyan (Shanghai Jiao Tong University)**

#### **Interaction between Overseas Returnee Supervisors and Their Students:**

##### **An Analysis from the Students’ Perspective Based on Reciprocal Determinism**

Interaction between supervisors and students, particularly at postgraduate level, is of concern. In recent years, the number of Chinese students studying abroad and returnees have been increasing. Furthermore, some policies like Qian Ren Jihua attracting top talent returning to China. The purpose of our research was to explore the relationship between returnee supervisors and students based on reciprocal determinism with qualitative method. By interviewing postgraduates, a few aspects have emerged: returnee supervisors have strong scientific research ability and frontier orientation of research, but along with strong high pressure; supervisors give students good guides especially in writing English, etc.

**LIU Jing (Nagoya University)**

#### **Constructing Resource Sharing Collaboration for Quality Public Education in Urban China: Case study of school alliance in Beijing**

This study focuses on an ongoing reform of establishing school resource sharing collaboration for quality public education in urban China. Through discourse analysis of policy documents and interviews with school administrators and teachers in Beijing, it interprets the nature, achievements, and factors shaping the school collaboration. Research findings unveil that school resource sharing collaboration is providing students better learning environment, enabling teachers and school administrators to share resources and experiences and

strengthen their mutual understanding and communication about teaching and school management. I conclude by arguing a necessity to adjust systematic mismatch hindering the reform.

**LIU Lulu (Xiamen University)**

**A New Approach to University External Governance under the Background of Social Change in China**

With the profound transformation of the relationship between the state and society in China, many scholars advocate the transformation of university governance model should shift from executive-led to multiple governance. However, multiple governance mode is not suitable for China's conditions. Based on the special political background of our country, university external governance should shift from dependency to autonomy gradually. Therefore, we can construct a framework of mutual empowerment between state and society, and establish an umbrella union in university field referring to the hub-type social organization in social governance filed, thus achieving university autonomy to some extent.

**LIU Yaxi 刘亚西 (Zhejiang Normal University)**

**人的城镇化视角下如何更好的发挥职业教育的社会功能**

自改革开放以来，职业教育作为推进人的城镇化发展的中坚力量，为促进我国工业化进程贡献颇丰。而当前人的城镇化发展正处于一个关键阶段，我国职业教育发展也面临着体系构建尚未完善，服务人的城镇化发展的政策目标和战略任务尚未明确，主动服务社区、服务社会的意愿还不强烈，尚未形成比较成熟的经验和实践等一系列新的挑战。因此，职业教育要更好的发挥其社会功能，需要进一步发挥政府的主导作用，完善职业教育服务人的城镇化发展的顶层设计，构建政策激励机制与加大社会宣传力度双轨并行，更新职业教育培养新市民的办学理念，创新人才培养模式，以增强职业教育服务人的城镇化发展的针对性与实效性，为转移人口提供真正有价值的帮助。

**William Yat Wai LO (The Education University of Hong Kong)**

**After Globalization: The Return of Politics to Higher Education Policy in Singapore and Hong Kong**

This paper critically reviews the thesis of managing globalization, which demonstrates how East Asian states have successfully selectively blended elements of transnational academic capitalism with their pre-existing models of political economy, thereby effectively responding to neoliberal globalization. This paper argues that the thesis overlooks the significance of local politics in understanding the global-local dynamics in higher education policy, thus insufficiently acknowledging the indeterminacy that arises in the transformation of the state. To address this argument, this paper examines the transnational higher education development in Singapore and Hong Kong and explains how political resistance and corresponding policy changes that emerged in these two societies help understand a zero-sum opposition between global and local perspectives. This zero-sumness shows that the conceptual contestation over globalization versus anti-globalization remains relevant.

**LU Zhongjie 卢中洁 (日本御茶水女子大学)**

当代中国学前教育中的科学与语言教育——着眼于城乡间的幼儿园教材比较——

本研究采取内容分析 (Content Analysis) 的方法·从确保教育公平性以及竞争力的视点出发·对中国城乡间幼儿园教材中的科学教育以及语言教育的特质展开比较分析·同时也以日本学前教育中的特征为对照·进行中日的比较探讨。

**MA Ying (The University of Hong Kong)**

**Shanghai college graduates' modes of reflexivity on parents during first-job search**

Chinese college graduates often use social connections to find jobs, increasingly so during current employment crisis. Little has been researched, however, about their perceptions and concerns on this matter. From open in-depth interviews in Shanghai with graduates from diverse academic and socioeconomic backgrounds, this study preliminarily finds, although parents' "expectations" and "opinions" commonly form a serious concern in job search, graduates vary in how to judge these ideas and make responsive action plans during their internal conversations (Margaret Archer's concept of "reflexivity"). Four modes are identified: obedient child (consensus oriented), solo dancer (outcome oriented), critical thinker (value oriented), and balancer.

**MADINA Sahmin ( State University of Jakarta)**

**Relationship between indigenous knowledge, SES, and self efficacy with miners' environmental view**

This research is aimed at finding out whether there is a relationship between indigenous knowledge (IK), SES and self efficacy (SE) with miners' environmental view (EV). A survey method has been applied by involving 120 sample and those variables have measured by using scales which their reliability was .79 (IK), .92 (SE), and .91 (EV), respectively. Data have been analyzed by regression and correlation. Research results revealed that those independent variables has a positive and significant correlation with miners' environmental view. It could be concluded that if miners' environmental view might be improved, then those independent variables could be taken into account.

**MALIK Muhammad Abid ( Virtual University, Lahore)**

**Investigating Actual Disparity caused by Shadow Education:**

**A Study about grade 9 students in Pakistan**

This research investigates disparities caused by shadow education (SE) though the lenses of actual disparities. Actual disparity focuses on the causes behind staying away from something, and how one feels about it. The study collects data through questionnaires and interviews from grade 9 students from Multan, Pakistan. Questionnaires findings show that 29.7 % the students did not receive SE. Most of the students without SE said that the biggest reason for not receiving it was their preference to self-study. 34.2% of them pointed out unfavorable circumstances. During the interviews, only two expressed dismay at not receiving SE. Others were content with the situation.

**MANZON Maria (The Education University of Hong Kong); KWEK Dennis (National Institute of Education)**

**In Pursuit of Equity: Differentiated Education in Singapore and its Implications for Hong Kong**

This paper will examine the interplay of equity and excellence in Singapore's secondary schools. It uses Fraser's (2008) three forms of justice: redistributive, recognitive and representational. It explores Singapore's 'bridges and ladders' model of differentiated schooling. Case studies of a madrasah, a specialised school, and an elite school demonstrate the tensions between equity and excellence in the system. We argue that the 'bridges and ladders' model, through its differentiated schooling experiences, paradoxically increases equity and excellence while simultaneously exacerbating inequity. Finally, we reflect on the implications of this research on the pursuit of equity in Hong Kong's education system.

**MARASIGAN, Arlyne (Philippine Normal University); YU, HUANG; MANZANO Virgilio (University of the Philippines College of Education)**

**Education for sustainability: Exploring environmental values of pre-service teachers in the Philippines**

This study was conducted in the province of Pangasinan, Philippines about forty pre-service teachers were randomly selected to answer the questionnaire. The study dealt on the following: a) understanding about EE and ESD of the students, b) integration of EE and ESD in science subjects, c) exploring the availability of teaching resources made by teachers to integrate EE and ESD concepts to the subject/s, d) coping with processes to understand ESD, and e) discovering learning difficulties. It was found out that the students seemingly do not have a clear understanding on the similarities and differences between EE and ESD.

**MAYAWATI Dwiretno Heny (State University of Jakarta)**

**Environmental Leadership and profit hotel related to Green Hotel**

The objective of this research is to find out the effect of environmental leadership (EL) and Profit hotel (PH) on green hotel (GH). An ex post facto method has been used by selecting 8 sample for each cell. Reliability of EL was .9039, and GH was .93. Data analyzed by two-way ANOVA. Research results revealed that there was green hotel significant difference between those hotel who have most transformal leadership compared to transactional leadership. Moreover, there was significant interaction effect between environmental leadership and profit hotel on green hotel.

**NYEU Fong-Yee (Tamkang University)**

**The Entrepreneurial University and Knowledge Commercialization:  
An Examination of Technology Transfer in Israel**

With knowledge becoming the dominant basis of wealth creation and national competitiveness, higher education is vested with an increasingly critical responsibility. The academic revolution and the rise of the entrepreneurial university have prompted higher education institutions to not only produce knowledge but also to transfer and commercialize knowledge. Israel has caught global attention in terms of its innovation and entrepreneurship capacity. The strong connection between academia and industry has played a crucial role in this development. This study examines Israel's university technology transfer mechanism and discusses the lessons for countries in East Asia in the quest to build entrepreneurial universities.



**ONUMA Masaki (Beijing Normal University)**

**Case study of Sino Foreign Cooperative University's Student Satisfaction**

There has been a great discussion about student satisfaction in the world. While, little study has been done to student satisfaction of SFCU (Sino Foreign Cooperative University.) Huang (2014) defines that SFCU is foreign universities or corporations undertake collaboration with local Chinese universities or educations.

In this study, samples of 50 junior at two SFCU were gathered in order to explore the student satisfaction of SFCU. This study employed correlation. It indicated that Sino Foreign Cooperative University student satisfaction was mainly affected by International and Social indicators.

**OWUSU BOATENG (Beijing Normal University)**

**Assessing the Influential Factors of International African Students in Choosing China for Higher Education**

The study examines the factors that influence the international African students in choosing China for their higher education. A sample of 105 international African students studying in Chinese Universities was selected using convenient sampling technique. Descriptive research design was used. A questionnaire was used to collect data from the selected students. Data collected was analyzed using Statistical Package for Social Science (SPSS) version 16.0. The findings of the study indicate that majority of the African students view China as a welcoming country for foreign students and that Chinese Universities are improving their reputation making marks in terms of international cooperation in higher education. The high ranking status and quality of Chinese higher education is also an attractive factor when students are deciding on which foreign schools they are to apply. Additionally, it was found that the establishment of the Chinese government scholarship scheme has attracted the large number of international African students in Chinese Higher Education.

**Jae PARK (The Education University of Hong Kong)**

**A comparative analysis of four concepts of peace in education**

Contemporary global escalation in violence against civilians as a discursive method has set peace as one of the most imperative subjects for education. This paper presents an ongoing education encyclopedia project. It compares four distinct notions of peace, namely Negative, Positive, Homeostatic and Futuristic, and comparatively analyses their implications for education today. The four concepts are in turn divided into extrinsic and intrinsic with unique link to philosophy of law and theory of justice.

**PEIRSON-SMITH, Anne (City University of Hong Kong)**

**Popular encounters in the classroom – analysing challenges facing critical language learning as sustained content for L2 learners**

This paper focusses on the use of popular culture as sustained content with second language (L2) learners in a Hong Kong university context. The main premise of this study is that when undergraduate level learners are engaged with content that interests them they are able to develop their critical language skills in a grounded way. Using a case study, the delivery and learning activities of a General Education course is examined using vertical and horizontal learning approaches. Learners' responses illustrate that they can develop critical language competencies within contexts that stimulate them and that are relevant to their lived experiences.

**PREMCHAND, Resham (Japanese International School)**

**De-mystifying PYP (IB)**

Primary Years Programme of the International Baccalaureate is designed to unleash teachers' creativity to ignite students' curiosity about the world around them. How does this happen? Through good teaching practice, prompting questions, designing learning engagements that get them thinking at any age. Often, it is thought to be impossible to implement in the local Hong Kong system, however, with some clever planning and collaboration, inquiry can happen while still maintain rigour.

**PUTRAWAN I Made (State University of Jakarta)**

**Locus of control and Knowledge about Ecosystem Based on Students Gender**

How to develop and validating locus of control (LOC) instrument and its relation to student's knowledge about ecosystem (KE) based on students gender is the objective of this study. A survey method has been conducted by involving senior high school students (n = 362). LOC measured with 17 items, Student's knowledge (KE) test consists of 17 items. Research results revealed that there was no significant difference between male and female students LOC and knowledge (EK) Only one item of LOC is not valid and all knowledge items are valid. Reliability of LOC instrument is .705, but low reliability found on knowledge, .402.

**RADHOTOLY Siprianus (University of Nusa Cendana Kupang)**

**Heads Villages Ability in Managing Environment Based on Leadership and Knowledge**

The research is aimed at comparing villages heads' ability in managing environment affected by their environmental leadership and their knowledge about conservation. An ex post facto method has been applied by involving n = 250 of heads of village through 2 x 2 factorial design and analyzed by two-way ANOVA. The research result reveal that there is environmental management ability difference between heads of village with transformational leadership style and transactional leadership style. It is found that there is a significant interaction effect between environmental leadership and head of villages' knowledge on their ability in managing environment. It could be concluded that if ability in managing environment could be improved, environmental leadership could be enhanced by considering knowledge about conservation.

**SETIANTI Ning**

**Students' Knowledge about Ecosystem Concepts Based on Geographical Instructional Packages: A Comparative Analysis**

This research is aimed at comparing students' knowledge concepts of ecology based on Geo instructional packages. This is an R & D (Borg & Gal 2007), by involving 80 senior high school students. There are four geographic ecosystem-based learning packages have been developed. Students' knowledge was measured by test and its reliability was .89 and data has been analyzed by t-test. Research results showed that there is effective and significant improvement of students' knowledge after they have learned those packages. Therefore, even though they are learning geography, but by reading and comprehending those packages, their knowledge about ecological concepts would be increased.

**SETYANINGRUM Endah (University of Lampung)**

**Implementation Shells Utilization of Palm Oil as Fuel as Source Boiler (A Descriptive Study Theoretical at Mills Ptpn III Medan)**

This research aims to knowing how implementation utilization of oil palm shells as a source of fuel boilers. The method used is descriptive theoretical technique. The research was conducted at mills PT Plantation Nusantara III Medan in October-November 2016. These result indicate that implementation palm shells has not run optimally because there are still many obstacles on the internal and external factors in the management of these companies.

**SHAIKH Md Farid (The University of Hong Kong)**

**Missionary Education in Bangladesh: The Case of Congregation of Holy Cross, 1947-2016**

The Congregation of Holy Cross has been working on education in Bangladesh for more than 160 years. However, from 1947 to 2016, there have been many changes to Holy Cross itself and the socio-political, and educational context of Bangladesh. This study addresses how the educational mission of Holy Cross has responded to the changes. The study took place in a historical context, and was based on document analysis and oral history. The study found that their education had gone through significant changes because of political and educational shifts. The study showed that with regards to educational policies and strategies they had different approaches from the government practices.

**SHI Lili (Nagoya University)**

**New Trails in University Responses towards University-Industry Linkages: Cases from China and Japan**

Commercialization of the results generated from academic research has been increasingly considered as the new engine for economic growth around the world. Universities, the main conductor of academic research, are facing unprecedented challenges in reaching out for its new role in this line by establishing more connections with the industry. This research examines the newest practices of universities in terms of university-industry (UI) linkages in both China and Japan. Case studies were conducted on two elite universities from the two countries respectively. It aims at shedding light on the varied patterns in the new institutional arrangements of universities towards UI linkages and identifying the rationales that explained those variances in light of different institutional and contextual frameworks in the two countries.

**SINAGA Simon Boyke (State University of Jakarta)**

**Environmental leadership and employee's cognitive ability about marine & fisheries: A Comparative analysis of their effect on employee's decision making**

The differences of employees D M (Decision Making) is brought about the effect of EL (Environmental Leadership) and employee's C ability about marine and fisheries is a research problem. An ex post facto method with 2 x 2 factorial designs has been applied which each cell consisted of 11 sample. All instruments measured by scale which respectively their reliability was .91, .89, and .88 for EL, C ability, and D M (Decision Making). Data has been analyzed by two-way ANOVA. Research results showed that there was significant differences of employee's decision making between those employees who perceived their leaders have transformational style compared to others who perceived transactional style. There was a significant interaction effect between E L (Environmental Leadership) and cognitive ability on employee's decision making.

**SIMANUNGKALIT Lasmaria Nami**

**Comparing Students' Knowledge about Basic Ecological Concepts Based on Biological Instructional Packages**

The objective of this research is aimed at finding out whether biological instructional package development based on environmental issues could improve effectively students' knowledge about basic ecological concepts is a research problem. A research and development (R & D) based on Borg & Gall (2003) steps has been applied by involving 33 senior high schools for treatment (read the packet) and 33 students for control group. Test used for measuring knowledge about basic ecological concepts. There were four t-test have been applied. Research results indicate that there is a significant difference between those means. It is meaningful related to Education For Sustainable Development (ESD).

**SUN Jiaru 孫佳茹 (早稻田大学)**

**非正规教育实践与社会公共领域的关系探讨-聚焦 1910-1920 年代中国童子军教育活动**

本报告通过聚焦北洋政府时期中国童子军的社会实践活动，分析作为非正规教育中的一支主要力量，处于清末民初社会转型期时其在社会公共领域所产生的作用，进而探讨这一时期非正规教育与社会公共领域的关系。

**SUNARTO**

**Environmental Strategic Planning toward A Green Hospital: A Comparative Analysis Between What Should be and What Have to**

The objective of this study is aim at finding out environmental strategic planning differences between what has been conducted by persahabatan state hospital compared to theoretical prescription in building to be a green hospital. A descriptive-theoretical method has been applied for this purpose by implementing a content analysis which involved analyzing short/long term hospital strategic planning documents, 2015/2016. The results of this study revealed that environmental strategic management has been prepared in term of short (1 year) and long term (5 year plan), but it was not carried out in detail concern with budget and human resource allocation in accordance to their specialization in managing all green hospital concepts.

**SURYAVANSHI Shamim (University of Mumbai)**

**Overcoming barriers in cross cultural research interviewing**

Interview is considered as one of the key methods that enable researchers to capture perspectives as well as processes. However, in a cross cultural comparative education research, this can pose several challenges. This paper will share insights from a series of interviews conducted in a setting where this researcher can be considered as an 'outsider'. The paper will outline the pre-interview and during interview barriers and facilitating conditions and related implications for cross cultural qualitative research interviewing. The paper intends to serve as an overview that may guide future non local researchers undertaking research in Hong Kong.

**SYUKRON Ahmad (State University of Jakarta)**

**The Relationship between Ecolabelling Knowledge and Personality on Counterproductive Student Behavior Products Not Environment Friendly**

The objective of this research is to find out the effect of ecolabelling knowledge (EK) and personality (P) on counterproductive student behaviour (CSB). An correlational method has reliability of Ek was .895, P was .940 and CSB was .93. Data analyzed by correlational product moment. Research results revealed that there was counterproductive student behaviour significant difference between those students who have most accurate personality compared to less accurate. Moreover, there was significant correlation between ecolabelling knowledge and personality on counterproductive student behaviour.

**TSUI Chak Pong Gordon (The University of Hong Kong)**

**Observations and Reflections of a Hong Kong-Kenya Service Learning Trip under Internationalization of Hong Kong Higher Education**

Internationalisation and service are two key agendas in Hong Kong higher education development. To examine how the two agendas work together, the presenter will share his observations and reflections from his recent Hong Kong-Kenya service learning trip fieldwork. The presenter's observations and reflections have informed that cultural differences and misunderstandings play a key role in shaping how Hong Kong university students perceive service learning. The presentation hopes to provide some ideas about the relationship between internationalization and service in Hong Kong higher education, given that there is no standard service learning curriculum in Hong Kong higher education.

**WANG Yan (University of Macau); SUNG Min-Chuan;  
VONG Keang Ieng (University of Macau)**

**Diversity and Multiculturalism in the Internationalization of Global Higher Education**

Given how profoundly internationalization is transforming world higher education and the ethical consideration for the university to uphold the cosmopolitan and multicultural ideals derived from its historical ethos of academic freedom, the current study intends to examine the extent to which internationalization promotes or erodes universities' core values of diversity and multiculturalism. Drawing on the existing research and findings from a case study, the current research explores the meaning of internationalization and related practice and brings under close scrutiny whether internationalization tends to nurture a genuine meaningful sense of intellectual plurality that allows for complex cultural inputs and knowledge sources or create countervailing tendencies of conformity, uniformity, or homogeneity.

**Jing WEN 文静 (厦门大学)**

**大学生学习满意度的模型修订与动向监测**

以学生参与为理论基础，在 IEO 模型的框架下来设计和研究在校生的学习满意度量表，通过国家大学生学情调查 (NCSS) 搜集数据，从学习满意度的基本特征和结构上实现了对大学生学习满意度模型的修订。在此基础上，从理论、研究、实践三方面合理推断出大学教学研究、监测机制以及学习体验持续优化的动向。

**WU Mei Jiun (University of Macau)**

**The impacts of teacher autonomy on student achievement in East Asia**

This paper explores the issue of whether sharing responsibility and accountability with teachers to design and run schools would benefit student learning in the classroom. Using thirteen teacher autonomy related items from the PISA 2015 school questionnaire as proxy independent variables and math, science and reading scores of students as dependent variables, the effects of teacher autonomy on student achievement in ten East Asian societies were estimated using a three-level, mixed-effect model. Giving teachers the autonomy in peer recruitment and textbook selection was similarly found the strongest positive and negative predictor of student performance across subjects respectively.

**Shumin WU 吴书敏 (Zhejiang Normal University)**

**南非教育行动计划述评**

南非基础教育部颁布《2015—2019 行动计划：2030 学校教育目标的实现》，确定了提升教学质量，重视学习结果评估，改善早期儿童发展，部门管理问责制等重点领域。并提高国家信息技术在教育实践中充分运用，实现信息化教育战略。

**Siuwai WU 胡少偉 (香港教育大學)**

**港高等教育國際化的實踐與挑戰**

香港作為一個亞洲國際都會，香港的高等教育一向重視培育國際化人才。為了剖析香港高等教育國際化現況，這篇文章將回顧教資會的政策，並就各院校的國際化措施、境外生來港升讀、高等教育學生交流等方面作出分析和討論。

**WU Wei (Xiamen University)**

**A Study on Research University Teachers' Belief and Its Relation with Teachers' Personal Background**

Based on the survey of Xiamen University teachers, Chinese research university teachers had multiple categories of beliefs: knowledge-based, outcome-based, ability-based, interest-based and value-based. Among these categories, Chinese teachers emphasized more on ability, interest and value development in their teaching than on knowledge transmission and outcome achievement, which showed that Chinese teachers' beliefs were more on "student-centered" orientation. Academic rank and the level of students influenced Chinese teachers' beliefs. The lower academic rank they were, more "student-centered" they inclined to. The lower level students they taught, more "teacher-centered" they inclined to.

**XU Huixuan (The Education University of Hong Kong ) and LIU Sisi**

**Unpacking the Pattern of Identity Statuses of Hong Kong Secondary School Students and Its Relationship with Community Service Engagement**

Identity formation is a major development issue confronting adolescents (Erikson, 1968). By adopting Marcia's (1966) identity status model and employing part of the Objective Measure of Ego Identity Status, the researcher examined a sample of Hong Kong secondary school students' identity statuses in the four identity domain areas, say education, career, life-style, and friendship. It was found that 95.9% of the students can be categorized into a particular status, and 31.7%, 25.6%, 20.4%, 22.3% of the students were assigned as diffusion,

foreclosure, moratorium, and achievement statuses respectively. Further statistical analysis has been conducted to unpack the relationship between the respondents' identity statuses and personal characteristics, parents' influence, and community service engagement. Implications for the enhancement of community service programmes at secondary schools will be discussed at the end.

**XU Wenjie (Xiamen University)**

**Moral Function of Higher Education under the Background of New Urbanization**

The new type of urbanization advocates "urbanization of people". At present, problems of the peasants' moral situation are following: confused political beliefs, ambiguous ideals and beliefs and lack of social responsibility. In this context, it is imperative for higher education to play a moral education function. Moral education should be conducted and highlighted in universities and colleges. At the same time, higher education should serve the society: to establish a special team of ideological and moral construction, build a civilized urban and rural areas through associating community managers, strengthen the ideological and moral training of migrant workers with enterprises.

**YOSHIDA Natsuho (Kwansei Gakuin University)**

**Analysis of New Evaluation System and Individual Children's Enrollment Situation -A Case Study of Myanmar Primary Education between 1990s and 2000s-**

New evaluation system has been introduced for reducing the number of students who repeat grade and dropout in Myanmar. Consequently, repetition rate and survival rate in primary education have greatly improved. However, these kinds of cross-sectional data provide a holistic view of national situation and obscure the details of individual cases. This study examines 7669 students in three primary schools and verifies the new evaluation system has contributed to improving students' enrollment situation equally with using longitudinal data. Therefore, this study made clear that new evaluation system hasn't contributed to improving enrollment situation of students who belong to lower class.

**ZHANG Bing 張冰 (浙江师范大学)**

**本土化视野下的南非高等教育国际化**

1994 年民主政府成立后，南非隔离于世界的局势被打破。乘借经济全球化之势以及殖民时期的开放性，高等教育国际化成为南非高校发展的重要趋势之一。学生和教师流动的频率更快范围更广，课程教学改革不断兴起，院校间合作项目数量增多形式多样，跨国教育机构在南非也占有一定的市场。然而，随着泛非主义及非洲复兴意识的增强，南非的政治及学术界也愈来愈强调本土知识观念，并且通过一些政策及实践为南非高等教育的国际化赋予了新的特点。

**ZHANG Mengqi**

**An Emerging View of Highly Cited Researchers' Research Collaboration:**

**A Qualitative Study through Small Groups as Complex Systems**

Research collaboration is of critical importance in the academic world. However, an individual researcher can seldom provide all of expertise and resources necessary to address complex research problems. This study looks into highly cited researchers' research collaboration through small groups as complex systems. The theory treats groups as

adaptive, dynamic systems that are driven by interactions both among group members and between the group and its embedding contexts. To describe the convoluted process of group formation, operation and transformation and understand how researchers, tasks and tools are intertwined, coordinated, and adjusted, data were collected about researchers' previous and current collaborative experiences, perceptions regarding research collaboration, and work practices. The data for the study includes interviews with highly cited researchers and observation of videoconference and meetings. Data analysis will lead to the development of a view that identifies the process of highly cited researchers' research collaboration through small groups as complex systems.

**ZHANG Mengran 张梦冉 (浙江师范大学)**

**美国 K-12 在线教育的历史及现状分析**

K-12 在线教育是美国将科技运用于教育的成果体现。美国的 K-12 在线教育兴起于 20 世纪 90 年代，经过 20 多年的发展已经形成了较为完整的体系，并且也成为了美国发展基础教育不可或缺的方式和手段。

**ZHANG Xiaonan**

**On the Gender Inequality in Primary school in Ethiopia**

With the increasing of net enrolment rate in primary education in Ethiopia, the proportion of girl's education increased. But gender inequality in primary school in Ethiopia still exists, because of society, school and family. The issue of lower female enrollment, poor quality of learning, gender violence and gender sensitivity often can be seen, which will influence the quality of secondary education, higher education, and even the society. Therefore, solving the problem of Gender inequality in primary school is an key work to Ethiopia.

**ZHU Jian (Zhejiang Normal University); HOU Xiaoyu**

**What sorts of women could lead world-class universities? A comparative analysis of the USA, the UK and Canada**

Throughout the world, the number of women university presidents has been disproportionately low, especially in world-class universities. However, it is widely reported that a small number of women have been appointed as presidents in world-class universities. This paper therefore endeavors to explore the features of those "superwomen" by sampling 30 women presidents of world-class universities in the USA, the UK and Canada via the information published by the official websites of those universities and relevant organizations. It finds that those "superwomen" possess quite similar qualities: 1) aged 55-60, married, 1.57 children averagely, 2) earned a PhD from world-class universities, 3) professors, national level academic honors holders, and 4) rich leadership experiences in world-class universities, appointed externally. It then discusses these features in great detail.

**孔敏儀 (廣州大學)**

**論電子遊戲對幼兒身心發展的影響**

互聯網時代下各種電子產品應運而生，幼兒開始過早接觸不同類型的電子遊戲。它給幼兒身心發展帶來積極影響，也帶來負面效應。政府、電子遊戲製作者、家長與教師要共同努力為幼兒創造健康綠色的電子遊戲環境。



**余柏壕 (Yu, Bo-Hao) (淡江大學)**

**大學技術移轉機制之研究-以台灣與美國為例**

近年來，高等教育普及化，許多國家面臨少子化以及高等教育經費受限等問題，而為改善此一問題並提升國家競爭力是一大關鍵，因此科技在知識經濟中扮演很重要的一環。國家內部科技知識的創新，技術瓶頸的突破與技術的移轉，是讓一國家之高教得以長期發展，提升競爭的方法，本研究以探討高等教育中技術移轉的相關內涵，並以台灣與美國為例，了解高等教育中進行技轉至企業之作法與重要性。

**姜怡雯 (Chiang, Yi-Wen) (淡江大學)**

**大學哲學系學生學習動機與學習滿意度之研究 - 以台灣為例**

本研究要研究哲學系學生學習動機與滿意度，由於研究者本身為哲學系畢業，觀察現今許多推甄入學的學生後來卻申請轉系轉學，在大學制度中參加甄試的學生是否真的想要就讀哲學系，還是把哲學系當成一種入學的跳板有待深入探討與了解，因此本研究在探討學生進入哲學系就讀後其學習動機與滿意度相關情形。

## **ABSTRACTS – PANELS**

**Title: Education for Sustainable Development in Hong Kong: Critical Evaluation of Practices and Recommendations for Improvements**

**Organizer: Yulia NESTEROVA (The University of Hong Kong)**

This panel discusses various issues related to sustainable development and how they can be addressed through informal and formal education. Education for sustainable development is understood here as an umbrella term for a variety of educational practices, that can be explored in interdisciplinary environmental, social, medical, and moral terms. This panel thus shows how various practices can be evaluated from the standpoint of sustainability, applying a sustainability lens to analyse topics ranging from environmental education, childhood cancer, and moral education. The presenters critically analyze existing practices of education for sustainable development and provide recommendations for their improvement.

**Paper 1: Environment Education at the Hong Kong Wetland Park**

**Cyrus Chow (The University of Hong Kong)**

Hong Kong Wetland Park (HKWP) has educational facilities and programmes to raise public awareness about environment conservation and protection. The park has a significant influence on education as it delivered over 700 guided tours to about 170,000 students in 2014-15 (HKWP, 2016a). Reviewing HKWP's facilities and programmes from the angle of Education for Sustainable Development (ESD) using Vare and Scott's (2007) framework of teaching knowledge (ESD 1) and skills (ESD 2), it is argued that teachers' adaptation of the educational resources and HKWP's improvement are crucial to harness the park's potential to encourage social awareness, lifelong learning, and personal responsibilities.

**Paper 2: Childhood Cancer Education in Hong Kong**

Vinelle Leung (The University of Hong Kong)

The United Nations, for the first time, enlists premature mortality from non-communicable diseases such as cancer, in its Agenda for Sustainable Development. Childhood cancer is a focus because of its long-term side effects on children's health throughout their life and its implications on the general community. Education at schools promotes understanding and nurtures empathy towards childhood cancer patients through raising public awareness and reducing the knowledge gap about the disease. This presentation aims to critically review Hong Kong Children's Cancer Foundation's Life Education at local secondary schools and provide recommendations to improve its school education programmes.

**Paper 3: Moral Education in Hong Kong**

Tsang Ka Yin (The University of Hong Kong)

Moral Education is a crucial component in children's holistic development. It, therefore, is an area that contributes to a sustainable development of a society. In Hong Kong, the Government has proposed to strengthen moral education in early childhood education. However, as moral education and values are relatively abstract concepts for children, and there is a lack of a clear framework in this regard, teachers find it challenging in putting this recommendation into practice. This paper studies the current situation and challenges of moral education in Hong Kong kindergartens, and provides recommendations on how moral education can be strengthened.

**Title: Achieving Sustainable Development through Education: Practices across Contexts**

Organizer: Yulia NESTEROVA (The University of Hong Kong)

The panel presents a variety of global issues that disturb sustainable development. The presenters bring examples of girls' education in South Sudan, refugees in Hong Kong, and severe academic pressure on school students in mainland China. Using a sustainability lens, the panel critically analyzes the existing practices and their shortcomings and negative effects on communities across contexts. After that, the presenters show how education, when re-thought and re-oriented, can help eliminate harmful practices and experiences.

**Paper 1: Addressing the Challenges of Adolescent Girls' Education in South Sudan**

Ayume Elly Joseph (The University of Hong Kong)

In South Sudan, many girls and women receive insufficient education. 90% of women are illiterate as they have limited access to education and a number of obstacles that prevent them from progressing in country's education system. The paper first discusses the core challenges and barriers school girls face in the society. It then proposes to use multi-sectoral system of intervention to address the issue. Such system has a potential to remove the barriers to education and, consequently, enhance the quality of education for sustainable development in South Sudan.

**Paper2: Promoting Awareness towards Refugees in Hong Kong**

Tina Tsang (The University of Hong Kong)

Recent study conducted by EdUHK discovered that a very small percentage of Hong Kong residents view refugees positively. The study also showed that almost half of the participants are unaware about problematic issues refugees experience. To minimize racial prejudice towards refugees, there is a need to increase awareness about such groups and their challenges among local residents. This paper aims to discuss how awareness of refugee issues in Hong Kong can be enhanced. Possible formal and informal education practices are suggested to eliminate racial prejudice and promote a society that is open and welcoming to ethnic and cultural diversity.

**Paper 3: Analysis of reasons for academic pressure of high school students in Guangzhou**

Lao Sihui (The University of Hong Kong)

When faced with highly competitive examinations like National College Entrance Examination (NCEE) in mainland China, a large number of students suffer unbearable academic pressure. Such pressure has a negative impact on their physical and psychological health. This presentation commences with explaining the severe phenomenon and unpacks the underlying factors that contribute to academic pressure among senior secondary school students. The presenter then concludes the presentation with suggestions that have a potential to relieve their stress for students to a smoother academic experience and progress.

**Title: Private supplementary tutoring in Asia: Macro and micro perspectives**

Organizer: Zhang Wei (The University of Hong Kong)

The panel presents a variety of global issues that disturb sustainable development. The presenters bring examples of girls' education in South Sudan, refugees in Hong Kong, and severe academic pressure on school students in mainland China. Using a sustainability lens, the panel critically analyzes the existing practices and their shortcomings and negative effects on communities across contexts. After that, the presenters show how education, when re-thought and re-oriented, can help eliminate harmful practices and experiences.

**Paper 1: Private Tutoring, Public Exams and Higher Education**

Wai-chi Chee (The University of Hong Kong)

Private supplementary tutoring is a response to formal education, reflecting what students hope to get from private tutoring which they think they cannot get from the mainstream education. University students by definition are the "winners" in public examinations. Through in-depth interviews with twenty undergraduates who attended private tutorials as secondary students, this project explores: (1) the attitudes, expectations, and motivations of tutorial attendees; and (2) How attending tutorials shapes students' conception about education.

**Paper 2: The untapped potential of comparative education research to study the shadow education phenomenon in India**

Shalini BHORKAR (The University of Hong Kong)

This paper analyzes the need for researchers in India to revitalise the field of comparative education in the study of educational issues, particularly the shadow education phenomenon. Systematic research involving in-depth fieldwork and guided by indigenous and remodeled comparative education theories, considering the contextual complexities and matters of equity and disparity within India, will not only help in collecting empirical data related to shadow education phenomenon but will also aid in making analytical correlations with aspects of mainstream education. This will result in holistic perspectives to unravel problems, predict trajectories and inform policy decisions regarding issues plaguing Indian education.

**Paper 3: Intersections of Equity, Quality and Ethics: Shadow Education Provided by Teachers in Myanmar**

Magda Nutsa Kobakhidze (The University of Hong Kong)

This paper focuses on teachers' involvement in tutoring and its policy implications in Myanmar. Private tutoring has long been a major phenomenon in the country, and informal evidence suggests that it has expanded over the years. Teachers commonly supplement their incomes through private tutoring, reflecting both systemic problems and deeper socioeconomic challenges behind the façade of fee-free public education.

The paper draws on interviews with teachers, parents, students and school principals from Yangon region collected in 2016 and 2017. Major patterns of tutoring in Myanmar will be identified for better understanding of the fundamental changes in public-private educational provision and its impact on teachers' lives and society.

**Paper 4: Tiger Parenting via Shadow Education: Strategies for China's Middle-Class Families**

Wei Zhang & Mark Bray (The University of Hong Kong)

Based on a mixed-methods study in Shanghai, this paper examines tiger parenting through a socio-economic lens to show the roles of shadow education in achieving parental goals. The study shows that tiger parenting is most evident in middle-class families. In order to transmit or increase social advantages intergenerationally, they use tutoring to prepare children for successful academic trajectories. The strategy is driven by anxieties related to social status in the rapidly-changing risk economy. Expansion of shadow education has provided parents with new means to increase family cultural capital which not only facilitates school performance but also reinforces class dispositions.