



Symposium on Internationalisation and Quality Management in Higher Education 2022

12 March 2022 | 9:30 am – 6:30 pm

LYH308, Lau Lee Yuen Haan Amenities Building,
Lingnan University, Hong Kong / Zoom



12 March 2022
(Saturday)

- 09:30 – 09:50 **Welcoming Remarks**
- Prof. Chao Yu Guo**
Dean, College of Education, National Chengchi University, Taiwan
- Prof. Joshua Ka Ho Mok**
Vice-President, Dean of School of Graduate Studies, Lingnan University, Hong Kong
- 09:50 – 09:55 *Group Photos*
- 09:55 – 10:00 *Lingnan University Video*
- 10:00 – 10:45 **Keynote Speech**
Creating Cultures of Quality within Asia Pacific Higher Education Institutions
- Prof. Deane E. Neubauer**, University of Hawai‘i at Mānoa, United States/
Asia Pacific Higher Education Research Partnership
- 10:45 – 11:45 **Panel 1 – Higher Education Internationalisation and International Students in China**
(Chair: **Dr. Kai Zhao**, Lingnan University, Hong Kong)
- The Choice and Implementation of Strategy of Internationalisation at Home in Chinese Universities under the Threat of COVID-19*
Zhanrui Wang, Beijing University of Technology, China
- Perceptions of the Effect of An EAP Course on English Self-efficacy and English Proficiency: Voices of International Students in China*
Michael Agyemang Adarkwah, Southwest University, China
- International Branch Campuses of Chinese Universities in Europe: Motivations, Governance and Challenges*
You Zheng, Beijing Foreign Studies University, China
- Volunteers in the COVID-19 Pandemic Era: Intrinsic, Extrinsic, or Altruistic Motivation? Postgraduate International Students in China*
Yohana Kifle Mekonen; Michael Agyemang Adarkwah, Southwest University, China
- 11:45 – 12:00 **Q&A Session**
- 12:00 – 12:15 **Break**

- 12:15 – 13:15 **Panel 2 – Quality Assurance in Higher Education: A Multiple Perspective**
(Chair: **Prof. Weiyan Xiong**, Lingnan University, Hong Kong)
The Battle for Legitimacy of “Student Engagement” in External Quality Assurance of Higher Education from Asian QA Perspectives: A Rhetoric, in Practice or just a Cultural Reflection?
Angela Yung Chi Hou, National Chengchi University, Taiwan
Internationalisation and Quality Management in Higher Education
Anita Patankar, Swati Sahasrabudhe, Symbiosis School for Liberal Arts, India
How Would BEST UNIVERSITY TEACHERS be Defined: A Dialogue between Global Discourse and Local Contextualization?
Angela Yung Chi Hou; Arianna Fang Yun Lin; Lynn Chi Lin; Emma Ying Chen, National Chengchi University, Taiwan
The Interrelationship between Learning Analytics, Internationalisation and Quality Management
Peter Duffy; Rain Li, Lingnan University, Hong Kong
- 13:15 – 13:30 **Q&A Session**
- 13:30 – 14:30 **Lunch Break**
- 14:30 – 15:15 **Keynote Speech**
Does International Mobility Bring Benefits for PhD’s Attainment of Elite Academic Positions
Prof. Wenqin Shen, Graduate School of Education, Peking University, China
- 15:15 – 16:15 **Panel 3 –Examining Higher Education from the Regional Perspective**
(Chair: **Ms. Chloe Pui Yee Siu**, Lingnan University, Hong Kong)
Japan’s Quest for Global Competitiveness: An Evaluative Study of Shinzo Abe’s Policies on National Universities
Samson Long Ho Yim, Lingnan University, Hong Kong/National Chengchi University, Taiwan
The Construction of Assessment Indicator System of University Teachers’ Teaching Competence: An Investigation Based on Delphi Method
Shiyu Yang, Lingnan University, Hong Kong/Northeast Normal University, China
What Universities outside the Metropolitan Areas be Internationalised in Taiwan? Case Studies on National Policy, Institutional Strategies and Social Responsibility
Angela Yung Chi Hou, National Chengchi University, Taiwan; **Hua Chi Chou**, Higher Education Evaluation & Accreditation Council of Taiwan, Taiwan; **Grace I Lung Lu**, Tunghai University, Taiwan; **Pin Chuang Hsu**, Higher Education Evaluation & Accreditation Council of Taiwan, Taiwan

*An Investigation of Adult Education and Lifelong Learning in Hong Kong:
A Systematic Literature Review*

Chloe Pui Yee Siu, Lingnan University, Hong Kong

16:15 – 16:30 **Q&A Session**

16:30 – 16:45 **Break**

16:45 – 18:00 **Dialogue Panel – Enhancing Student International Learning
Experiences: Dialogue between East and West**

(Chair: **Prof. Angela Yung Chi Hou**, National Chengchi University,
Taiwan)

Speakers:

Prof. Catherine Montgomery, Durham University, United Kingdom

Prof. Ian Holliday, The University of Hong Kong, Hong Kong

Prof. Joshua Ka Ho Mok, Lingnan University, Hong Kong

Prof. Martin Lockett, University of Nottingham Ningbo China, China

18:00 – 18:15 **Closing Remarks**

Creating Cultures of Quality within Asia Pacific Higher Education Institutions

Prof. Deane E. Neubauer
University of Hawai'i at Mānoa

Establishing and maintaining cultures of quality within higher education institutions within the modern era has proved a complex and difficult task for the institutions involved and resulted in a complex system of assessment and evaluation to produce acceptable standards of measurement. These in turn have served as a baseline for other evaluative systems such as ranking, but within relatively widely shared notions of assessment and measurement. The COVID pandemic and its extensive dislocations of higher education throughout the world have posed both new challenges and responses to the assessment of quality within higher education. These can be viewed as avenues of “creative disruption”. This presentation seeks to initiate ways of exploring such effects and suggests how they may affect long-standing and existing aspects of higher education.

The Choice and Implementation of Strategy of Internationalisation at Home in Chinese Universities under the Threat of COVID-19

Zhanrui Wang

Beijing University of Technology

The outbreak of COVID-19 has intensified the trend of “de-globalisation” and “de-sinicization”, and the objective function of cross border migration of university members has changed accordingly. The flow direction of elements and resources of higher education internationalisation is undergoing unprecedented changes. It is imperative to adjust the development direction of university internationalisation in China and take the strategy of Internationalisation at Home (IaH) since starting of the incoming 14th Five Year Plan. SWOT analysis shows that there are both advantages and disadvantages, opportunities and challenges in the implementation of IaH strategy. Value orienting, actively initiating, "double first-class" colleges and universities forerunning and core affairs prioritising are key tactics to implement this strategy successfully. The implementation of IaH strategy doesn't mean avoiding or excluding cross-border internationalisation, and the ultimate goal of university internationalisation should be comprehensive internationalisation in the wake of overall planning and coordinated development of IaH and cross-border internationalisation, thereby constantly highlighting the international essence of universities as academic institutions, and serving the well-being and future of all mankind.

**Perceptions of the Effect of An EAP Course on English Self-efficacy
and English Proficiency: Voices of International Students in China**

Michael Agyemang Adarkwah
Southwest University

The English language has become an essential means for communication and studies for international students globally. With the increasing number of international students trooping to China to study diverse courses which are taught in the English medium, there is a need to address challenges faced by international students from non-native English speaking countries. The study adopted an embedded mixed-method approach where face-to-face interviews and focus group discussions were conducted on freshmen international students taking English for Academic Purposes (EAP) in a specific faculty of a university in China. The interviews were supplemented by the Questionnaire of English Self-Efficacy (QESE) to measure their perceived English self-efficacy after the course. An online questionnaire on English Course Evaluation (ECE) was used to measure the students' assessment of the course. The findings of the study offer insights into the effect of the intervention, challenges faced by students during the course, and suggestions on things to consider during the implementation of English courses for non-native English students in the future.

International Branch Campuses of Chinese Universities in Europe: Motivations, Governance and Challenges

You Zheng
Beijing Foreign Studies University

This article presents two Chinese international branch campuses located in Europe as cases. Semi-structured interviews and document analysis were undertaken to clarify the motivations of establishing international branch campuses, their governance models, and operational challenges. We found that authorities' regulatory policies and public norms impact the decision making of Chinese universities. Universities are also eager to uphold their vision of internationalisation, opening up, through the establishment of international branch campuses. The governance of Chinese international branch campuses mainly depends on bilateral cooperation rather than on adoption of the host or home university's governance modus operandi, which indicates a kind of transitional approach. Joint decision-making, limited financial resources and institutional distance between the home and host universities have led to a type of balance seeking programme operation, that seeks to accommodate both Chinese policies, institutional practises as well as European higher education practises and policies. Overall, the self-proclaimed orientation of Chinese international branch campuses in Europe has not yet been fully achieved, and a series of ongoing issues remains to be resolved.

Volunteers in the COVID-19 Pandemic Era: Intrinsic, Extrinsic, or Altruistic Motivation? Postgraduate International Students in China

Yohana Kifle Mekone
Michael Agyemang Adarkwah
Southwest University

Volunteerism is influenced by varied motivational factors. As the world is still suffering from the devastating effect of the COVID-19 pandemic; China, through collective efforts by the government, local people, and the international community comprising of student volunteers, have been able to reduce the rate of infection. The qualitative study involving fifteen (15) international postgraduate student volunteers explored the motivation behind their decision to volunteer in the deadly COVID-19 crisis. Participants of the study were randomly sampled from three universities. Findings of the study suggest that student volunteers were largely influenced by intrinsic-altruistic motives as opposed to extrinsic motives. The volunteers distributed mask, thermometers, checked temperatures, educated students on COVID-19, and made videos to encourage students suffering from anxiety, depression, and boredom. It was found that despite contextual challenges, the intrinsically and altruistically motivated volunteers had satisfaction to engage in volunteering activities. Volunteer management boards should ensure volunteers are well-motivated.

**The Battle for Legitimacy of “Student Engagement” in External Quality Assurance of
Higher Education from Asian QA Perspectives:
A Rhetoric, in Practise or just a Cultural Reflection?**

Angela Yung Chi Hou
National Chenghi University

Student engagement in higher education is widely recognised as an important influence on campus experience, in-class learning and employability. Since 2000, student engagement, through formal representation, in external quality assurance (EQA) has attracted the attention of governments, higher education institutions (HEIs) and quality assurance agencies worldwide. This study aims to explore current development and legitimacy of student engagement in EQA agencies in the Asian context from QA perspectives. There are several major findings. First, more than a half of responding accreditors in Asia have already engaged students in the EQA systems, though several set restrictions over student participation. Second, student roles in external review processes have not been fully recognised, although their participation would have made an added value to higher education and QA system. Third, students as HE stakeholders are considered increasingly relevant as they contribute their valuable learning experiences to HEIs despite a complexity of cultural and political contexts.

Internationalisation and Quality Management in Higher Education

Anita Patankar

Swati Sahasrabudhe

Symbiosis International University

Internationalisation of higher education in broad terms is defined as a method of introducing international and comparative aspects in teaching, learning, research and services functions of an institute. Internationalisation brings about opportunities of networking with peers, exchange and transfer of knowledge, and benchmarking against best global practices. Traditional internationalisation meant physical mobility of faculty, staff and students. However, this had more of an elitist approach, affordable to few due to financial, time, and other constraints. The recent pandemic (re)introduced online or virtual opportunities in teaching, learning, internships, webinars, lecture series, etc. and has gained popularity in countries like India as it surpasses physical challenges. This has helped balance traditional inequities among higher educational institutes across the globe. Co-teaching, co-designing of courses, and encouraging students to engage in global conversations to discuss and deliberate on concerns like gender, peace and conflict, poverty, climate change, migration, etc. are actively supporting students to be more aware of their role as global citizens. Internationalisation now actively assists in faculty learning innovative pedagogies, co-designing more internationalised curriculum and bringing a multicultural environment into the classrooms. These opportunities are also an effective method of creating platforms for discussing the importance of data collection, data management, storage, retrieval and quality enhancement/assurance practises with academic partners. Through this conference we would like to present a case study of Symbiosis, demonstrating how internationalisation enhanced our quality of teaching, learning and community relevant research. The networking opportunities created through joint funded research projects helped the university to introspect and review its quality management practises, share challenges unique to India, discuss problems of a more global nature, and finally develop a truly comprehensive Quality Policy.

**How Would BEST UNIVERSITY TEACHERS be Defined:
A Dialogue between Global Discourse and Local Contextualization?**

Angela Yung Chi Hou
Arianna Fang Yun Lin
Lynn Chi Lin
Emma Ying Chen
National Chengchi University

Teachers are playing a key role in university's scholarship, teaching and knowledge production. Many universities, in particular, put stress on the significance of effective teaching by awarding several teachers as the best on campus. There are several reasons for honouring the BEST TEACHERS in effective teaching, including meeting the expectations of varying stakeholders to provide a good quality of education, inspiring university teachers to innovate pedagogical strategies as well as to enhance teaching competencies. Moreover, universities are obligated to ensure graduate employability in the job market via teaching and learning process. Given the fact that research performance is not considered as the only indicator to maintain the reputation of the higher education institutions, universities make the greatest efforts to balance the evaluation weights between research productivity and teaching effectiveness. The standards and indicators in assessing good teachers quite vary from context to context. Essentially, methodology to assess teaching effectiveness characterises organisational cultures of higher education institutions and academic programmes. Due to the impact of the pandemic, instructors are encouraged to advance the use of technology as an enabler to adopt themselves into a new virtual educational environment as well as to foster active learning online. The purpose of the study is to investigate how universities award "BEST TEACHERS" in terms of institutional policies, standards and students' perceptions from a transformative perspective. In order to perceive the changing concept of effective teaching and linkage between scholarship and teaching, the "BEST TEACHER AWARD" developed in National Chengchi University since 1990 will be adopted as a case study. An attempt to know what good instructors "do" in the case university will be discussed as a conclusion in the study.

The Interrelationship between Learning Analytics, Internationalisation and Quality Management

Peter Duffy

Rain Li

Lingnan University

Learning Analytics can be defined as the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs. The increased adoption of online learning and teaching due to COVID-19 and emerging Quality Management practises in which the analysis of data collected from user interactions with educational and information technology has become an essential consideration. These changes have necessitated institutions to embrace the systematic and strategic adoption of practises relating to big data/learning analytics and associated practises, processes and policy for institutional readiness to embrace this emerging field. If we then in parallel consider the field of Internationalisation and the challenges brought about to the broader ecosystem of higher education, these become complex issues of particular relevance. This presentation will introduce the field of learning analytics and present a possible model and associated challenges for systemic adoption of learning analytics as relevant to Quality Management. This topic will be of particular relevance as the elected Audit Theme for the third-round audit cycle in Hong Kong from the QAC, taking advantage of the collection, analysis and usage of the data.

Does International Mobility Bring Benefits for PhD's Attainment of Elite Academic Positions

Prof. Wenqin Shen
Peking University

Non-degree mobility during doctoral education has become an important trend in many countries. Research shows that international mobility has an important impact on the accumulation of human and social capital by doctoral students, and mobility itself has become a kind of capital. However, there is still a lack of in-depth research on what career benefits this flow will bring to doctoral students. Based on data from the 2021 Chinese Doctoral Graduate Survey, this study assesses the net effect of international mobility on doctoral job attainment. Through causal inference models such as the Lasso inference method and the Heckman two-step method, the study found that mobility has become a particularism factor in academic position attainment, and those with mobility experience have an advantage in obtaining faculty positions in elite universities. However, the distribution of mobility opportunities is unequal among genders, social classes and institutions, which to a certain extent hinders disadvantaged individuals from obtaining international mobility opportunities, and advantaged groups benefits more from mobility.

**Japan's Quest for Global Competitiveness:
An Evaluative Study of Shinzo Abe's Policies on National Universities**

Samson Long Ho Yim
Lingnan University
National Chengchi University

Access to higher education and improved educational outcomes are important components of soft power. These achievements allow nation states to compete with each other politically and economically in the international arena. Since the collapse of the bubble economy in the 1990s, Japan has been experiencing a prolonged economic stagnation. With the determination to resurrect Japan from the lost decades and restore the country's competitiveness, the grand plan of Abenomics was introduced. Combined with a set of higher education policies, Shinzo Abe's desire was to return Japan to its place as a global influence. This study examines and evaluates Shinzo Abe's higher education policies, with a focus on the two major national university schemes, the Top Global University Project and the Designated National University Corporation System, in enhancing Japan's competitiveness through document analysis from 2012 to 2020 based on the three-dimensional model. This study finds that while the global rankings of the government selected national universities clearly are not what Shinzo Abe had envisioned, the progress of internationalisation, as well as the performance of these universities are visible from their annual reports and Japan University Ranking. This paper also discusses the potential challenges of policy continuity in Japan's higher education in the post-Abe era.

The Construction of Assessment Indicator System of University Teachers' Teaching Competence: An Investigation Based on Delphi Method

Shiyu Yang
Lingnan University
Northeast Normal University

University teachers' teaching competence is the core competence that can improve higher education quality and facilitate teachers' professional development. It is a complex aggregation of competence. Response to the problems that the structure of university teachers' teaching competence is not clear and the evaluation method is rough, the present study adopts Delphi method to construct the assessment indicator system of university teachers' teaching competence. It consists of six first level indicators, twelve second level indicators and twenty five third level indicators, namely teaching content selection and development, integration and transformation of teaching, expression and interaction and teaching, evaluation and reflection of teaching, researching and innovation of teaching, informational competency and technological competence. In addition, the present study identifies the hierarchy of university teachers' teaching competency. Describing the third indicators from level one to level four can promote the precise assessment of teaching competence and provide basis for university teachers' recruitment, assessment and their professional development.

**What Universities outside the Metropolitan Areas be Internationalised in Taiwan?
Case Studies on National Policy, Institutional Strategies and Social Responsibility**

Angela Yung Chi Hou
National Chengchi University

Hua Chi Chou
Pin Chuang Hsu
Higher Education Evaluation & Accreditation Council of Taiwan

Grace I Lung Lu
Tunghai University

As one of the vibrant states in East Asia, higher education internationalisation in Taiwan higher education has been considered as a means to connect global discourse and enhance local revitalisation as well as related policies were enacted in national agenda. Over the past two decades, national plan and strategies in internationalising Taiwan higher education can be categorised into three phases, including Marginal phase (the late 90s to 2005), Developmental (2005 to 2016), and Comprehensive (2016 ~ present). The focus in three phases changed due to a policy shift and social and political concerns. Impacted interchangeably by academic competitions globally and community engagement locally, the manifestations in higher education internationalisation in Taiwan have been altered from elitism to massification, from a single dimension to an integrated approach; from global connectedness to local revitalisation. Currently, “a call for a more outcome-focused approach to internationalisation in line with the increasing attention to assessment of learning outcomes in higher education” emerged in Taiwan Society (de Wit, 2014, p. 93). Thus, the aim of this qualitative study is to investigate how internationalisation of local higher education institutions outside Taipei and New Taipei metropolitan areas in Taiwan was developed and implemented in terms of policy making as well as in practise. In this study, the five policy threads theory (5Ps) (Ledger et al. 2015) will provide a lens as a theoretical framework to analyse how the four selected case universities institutionalise internationalisation policy and practises within their own contexts. In line with their characteristics, internationalisation strategies in the four cases outside capital area will be discussed in a comparative manner. A new internationalisation model will be proposed as a conclusion at the end of the study.

**An Investigation of Adult Education and Lifelong Learning in Hong Kong:
A Systematic Literature Review**

Chloe Pui Yee Siu
Lingnan University

The United Nations adopted the Sustainable Development Goals as a global agenda to promote sustainable peace and prosperity, including inclusive and equitable quality education. The “Global Report on Adult Learning and Education” from UNESCO also highlighted research evidence that demonstrated the importance of adults and their learning, emphasising promoting lifelong learning opportunities for all. The adoption of the 2030 Agenda for Sustainable Development articulates a much broader vision of the education role. Education for sustainable development aims to address current and future challenges. However, the learning needs of youth and adults were somewhat neglected in the global education agenda in the past decade. It is important to expand the existing education programmes and enhance the quality of education for all. The contemporary society should emphasise the inclusion of adults into the future agenda to enhance the policy to contribute to a sustainable society. The concept of adult learning emphasises for developing skills and strengthening lifelong learning. According to the UNESCO Institute for Statistics, adult education targets adult individuals who aim to enhance technical and/or professional qualifications, develop skills, and competencies, and enrich the knowledge. This research would cover a literature review focusing on adult education development and institutions’ practises for achieving lifelong learning in general and in Hong Kong. The findings would generate insights for future study on adult education and local policy developments, which would be beneficial for education policymakers and practitioners in contemporary policy creation in adult education for the Hong Kong context.