First parallel - 11:00-12:00pm
Room: N-1/F-01 (EMI)
Thematic Focus: AI, Digital Innovation and Educational Capabilities

Development of a Serious Game to Empower Newly-Arrived Mainland Tertiary Students against Online Financial Scams

Dr. LEE Tin Yun Philip, Hong Kong Shue Yan University

Abstract

This presentation is based on a publication co-authored with PANG Ming San and Bosco TSIN Hing Yan of Hong Kong Shue Yan University. Funded by Investor and Financial Education Council (IFEC), this project focuses on the development of an adaptive serious game designed to mitigate the vulnerability of newly arrived mainland tertiary students to financial scams. Grounded in situated learning theory, the game provides realistic, context-driven scenarios reflecting prevalent scam tactics. The core innovation lies in its personalized approach, which tailors content and challenges to individual personality profiles to optimize engagement and pedagogical effectiveness. Accompanied by guided game trials, the intervention empowers students to formulate practical defensive strategies, thereby enhancing their financial literacy and psycho-social well-being. The efficacy of the game design is evaluated through empirical user experiments assessing player perception and learning outcomes. Consequently, this study contributes to the literature on serious games for cybersecurity education and establishes design principles for culturally situated anti-fraud interventions targeting newly arrived mainland tertiary student cohorts.

First parallel - 11:00-12:00pm
Room: N-1/F-01 (EMI)
Thematic Focus: AI, Digital Innovation and Educational Capabilities

Literacy Competencies of Teaching Professionals in East Asia: A Cross-National Comparison of Japan, Korea, and Singapore Using PIAAC Data

Mr. Namsik KIM, Yonsei University, South Korea

Abstract

Despite growing concerns about declining student academic competencies, research on corresponding changes in teaching professionals' competencies has remained largely dependent on self-reported data. This study addresses this gap by examining literacy scores of teaching professionals in Japan, Korea, and Singapore using PIAAC (Programme for the International Assessment of Adult Competencies) Cycle 1 and 2 data. Results indicate that literacy declined in Korea and Singapore over the ten-year inter-cycle interval, while Japan remained stable, widening cross-national disparities by Cycle 2. Regression analyses using Cycle 2 data revealed that age was negatively associated with literacy across all three countries, whereas training participation (Korea), public-sector (Singapore), and the highest educational qualification level (Japan and Singapore) were positively associated with literacy. A pooled twofold Blinder-Oaxaca decomposition further revealed that the Japan-Korea and Japan-Singapore gaps in average literacy were attributable to structural (unexplained) differences. The aggregate explained component was not significant in either comparison, although age and training participation were significant in the detailed decomposition. These findings suggest country-specific interventions for the competency development of teaching professionals, with particular attention to seniority systems and professional development programmes.

Keywords: Teacher Professionalism, Literacy Competency, Cross-national Comparison, Blinder-Oaxaca Decomposition

註: 報告題目及講者姓名按原文刊載。
Note: Presentation titles and presenters' names are shown as provided

First parallel – 11:00-12:00pm
Room: N-2/F-01 (EMI)
Thematic Focus: Doctoral Mobility and Transnational Education

Doctoral Mobility, Global Cultural Capital and the Hong Kong PhD Fellowship Scheme

Dr. Ewan WRIGHT, The Education University of Hong Kong

Abstract

This paper examines how Hong Kong's higher education hub strategy is experienced through doctoral education, focusing on the Hong Kong PhD Fellowship Scheme (HKPFS). It asks why non-local students choose Hong Kong for PhD study, how they experience doctoral education there, and how they perceive the value of a Hong Kong PhD in shaping career trajectories. The study is framed by Bourdieusian perspectives on the global field of higher education and global cultural capital, which illuminate how doctoral credentials are valued within unequal global academic hierarchies.

Using a three-phase mixed-methods design, the research surveyed 253 current HKPFS recipients and conducted in-depth interviews with 50 current PhD students and 50 graduates across Hong Kong's publicly funded universities. The analysis explored motivations, doctoral experiences, career aspirations and post-graduation outcomes.

Findings show that the HKPFS is a successful policy in attracting talented doctoral students from diverse national and educational backgrounds and in supporting high-quality academic training. Participants consistently praised supervision, research resources and international scholarly opportunities, and many demonstrated strong academic productivity. At the same time, the Hong Kong PhD was widely perceived as globally "underrated": while 76.3% of surveyed students aspired to academic careers, graduates often felt that the credential carried less prestige than doctorates from Anglo-American institutions. This was seen to constrain access to academic employment, including within Hong Kong itself, where some participants perceived a preference for Western-trained scholars. Nevertheless, 68% of interviewed graduates had secured academic positions, particularly across Asia.

The paper argues that Hong Kong occupies a rising but still middling position in the global higher education field. For Hong Kong's hub ambitions to deepen, policy must go beyond recruitment to strengthen international visibility, student belonging and longer-term domestic career pathways for doctoral graduates.

註: 報告題目及講者姓名按原文刊載。
Note: Presentation titles and presenters' names are shown as provided

First parallel – 11:00-12:00pm
Room: N-2/F-01 (EMI)
Thematic Focus: Doctoral Mobility and Transnational Education

Pursuing a Doctoral Degree in Southeast Asian Developing Countries: Contextualising Chinese Students' Decision-Making Processes

Dr. ZHENG Yueyang, South China Normal University

Abstract

International student mobility (ISM) flows have historically involved students moving from developing regions to developed countries. However, recently, there has been a shift, with more Chinese students pursuing doctoral studies in several Southeast Asian developing countries, including Malaysia, the Philippines and Thailand. Their decision-making processes remain under researched. This study addresses this gap by contextualising the decision-making processes of Chinese students choosing to pursue doctoral degrees in these countries. Informed by Bourdieu's thinking tools of field, capital and habitus, this exploratory qualitative study draws upon semi-structured interviews with 33 Chinese doctoral students. The findings revealed how the broader conditions in which students worked and studied influenced students' decision-making processes. These conditions related to: the importance of gaining a PhD as a form of cultural capital in the Chinese higher education sub-field; students' lack of cultural capital in the Chinese higher education sub-field; the way in which these Southeast Asian countries were construed as homologous destinations within the Chinese social, cultural and academic context, and; increased affinity between Southeast Asian institutions and individual habitus. This research contributes new insights into international student mobility within developing countries.

First parallel – 11:00-12:00pm
Room: N-2/F-03 (CMI/PMI)
Thematic Focus: 高等教育国际化：流动、合作与跨国实践

基于推拉理论分析香港高校教育类授课型硕士项目（非教学类）的中国内地学生的选择动机及就业去向

薛安冬先生 香港教育大學

摘要

此项研究旨在探讨就读于教育类授课型硕士项目（非教学类）的内地学生在申请时的动机及就业去向上的差异，以总结内地学生申请香港高校教育类授课型硕士项目（非教学类）上的规律。

本研究在对过去的推拉理论进行修正的成果基础上，构建动态、多元且以学生为主体的分析框架，并采用质性研究的方法，寻找10位人士进行访谈并进行分析。

研究发现，香港高校的教育类授课型硕士项目（非教学类）以其显著的特性，吸引了学生在多种宏观外部因素和微观个人因素的“推力”和“拉力”下前来就读并选择就业去向，这些因素是动态交织、相互作用且有所独立的。

註: 報告題目及講者姓名按原文刊載。
Note: Presentation titles and presenters' names are shown as provided

First parallel – 11:00-12:00pm
Room: N-2/F-03 (CMI/PMI)
Thematic Focus: 高等教育国际化：流动、合作与跨国实践

香港教育國際化與北都大學城的發展

胡少偉博士 香港教育大學

摘要

香港特區政府2023年的《施政報告》提出「建設國際專上教育樞紐」，發展香港成為國際專上教育樞紐，讓學生更獲益並更有國際視野，進一步提升香港國際城市的地位。在2024年的《施政報告》更提出「推進香港成為國際專上教育樞紐」，預留至少80公頃用地建設北都大學教育城。為了全面了解香港教育國際化的發展和北都大學城發展的挑戰，這發表在回顧香港廿多年來教育國際化的歷史和爭議的基礎上，綜合各方對香港北都大學城發展的初步意見，北都大學城面臨非本地生來源地不夠多元化、非本地生住宿的短缺、做到真正的產學研結合...等挑戰。筆者將翻查國際和內地的文獻及政策資料，以就香港北都大學城的發展提出一些前膽性的點子。

註: 報告題目及講者姓名按原文刊載。
Note: Presentation titles and presenters' names are shown as provided

First parallel – 11:00-12:00pm
Room: N-2/F-03 (CMI/PMI)
Thematic Focus: 高等教育国际化：流动、合作与跨国实践

Co-teaching in Transnational Higher Education: A Case Study at An International Joint University in China

马若楠博士 北师香港浸会大学

Abstract

The present study explores co-teaching in the under-researched context of international joint universities, focusing on how instructors collaboratively navigate challenges and construct meaning in transnational academic settings. While existing literature highlights co-teaching in K-12 and teacher education, little empirical work examines its complexity in higher education environments shaped by institutional hybridity and cultural diversity.

Drawing on an integrative theoretical position— Symbolic Interactionism (SI) and Cultural-Historical Activity Theory (CHAT)—the research conceptualizes co-teaching as a relational and situated practice shaped by structures, relationships, mediating artifacts and symbolic negotiations. A qualitative case study was conducted at an international joint university in mainland China, with purposive interviews involving 24 participants from a media and communication studies program within humanities and social sciences department.

The findings reveal that co-teaching model in this case study demonstrates significant flexibility and adaptability. This study identifies three distinct co-teaching modes—parallel co-teaching, alternative co-teaching, and combined team teaching—each characterized by unique strengths, limitations, and implications for collaborative teaching practices. The research uncovers four major types of contradictions that arise within the co-teaching activity system: 1) discrepancies between implicit and explicit rules; 2) challenges related to the overall effectiveness of the co-teaching system; and 3) divergent perspectives on mediating tools; and 4). the emotional impact of delicate interpersonal relationships within the teaching community. Team teachers adopted multiple strategies to face contradictions and work together on a comprise way. It involves navigating diverse perspectives, reconciling differing teaching philosophies, and aligning individual expectations and goals. These interactions demand continuous negotiation, mutual understanding, and adaptability as educators work to bridge gaps in values, authority, and approaches. The complexity of these exchanges highlights the intricate nature of co-teaching, where effective communication becomes both a necessity and a challenge to ensure a cohesive and productive partnership.

The study challenges instrumentalist models and emphasizes the value of understanding co-teaching through a lens of negotiation, contradiction, and context. The research contributes to theory by situating co-teaching within transnational academic labor, and to practice by offering insights for institutional stakeholders seeking to support meaningful collaboration in globalized higher education.

First parallel – 11:00-12:00pm
Room: N-2/F-18 (EMI)
Thematic Focus: Geopolitics and Regional Higher Education Cooperation

From Bridge to Mediation Infrastructure: Hong Kong and Europe-China Higher Education Cooperation under Geopolitical Pressure

Professor CAI Yuzhuo, The Education University of Hong Kong

Abstract

This study examines how Hong Kong may mediate Europe–China higher education cooperation when geopolitical rivalry, research-security concerns and institutional risk constrain international collaboration. It moves beyond the conventional image of Hong Kong as a geographical or cultural "bridge" by identifying the institutional conditions under which mediation becomes credible, defensible and sustainable.

The study develops the concept of mediation infrastructure: the distributed configuration of norms, procedures, professional capacities and organisational platforms that enables cooperation across politically strained knowledge systems. The framework distinguishes four interrelated dimensions: normative, procedural, relational and platform mediation.

Methodologically, the study uses qualitative documentary analysis. Its evidence base comprises 48 publicly available documents from four governance layers: European policy and research-security frameworks; Hong Kong government and university documents; Mainland Chinese and Greater Bay Area policies; and institutional-practice materials, including funding schemes, joint research centres and partnership mechanisms. The documents were manually coded and compared across layers using the four-dimensional framework and the distinction between symbolic and operational mediation.

The findings reveal partially misaligned governance vocabularies. European documents emphasise conditional openness, due diligence and procedural defensibility; Hong Kong documents foreground international hub status, credibility and Mainland connectivity; Mainland and Greater Bay Area documents prioritise strategic integration and platform-building. Operational mediation is strongest where formal funding, eligibility, administrative and partnership mechanisms make cooperation repeatable.

The study concludes that Hong Kong's intermediary role is conditional rather than automatic. Its effectiveness depends on aligning professional trust, visible safeguards, institutional procedures and durable collaborative platforms. Mediation infrastructure therefore offers a framework for explaining how universities can sustain academically meaningful and institutionally defensible cooperation under geopolitical pressure.

註: 報告題目及講者姓名按原文刊載。
Note: Presentation titles and presenters' names are shown as provided

First parallel – 11:00-12:00pm
Room: N-2/F-18 (EMI)
Thematic Focus: Geopolitics and Regional Higher Education Cooperation

Key Contributors to Effective Joint Doctoral Education in Sino-Foreign Collaborative Institutions—A Case Study on Doctoral Education Practices at the University of Nottingham Ningbo China

Ms. Yan LIN, University of Nottingham, Ningbo, China

Abstract

Focusing on the joint doctoral training programme of the University of Nottingham Ningbo China (UNNC), this study adopts qualitative method approaches to systematically examine its operational status, core challenges and optimization strategies through documentation analysis, as well as interviews. The research explores key contributors to its operational success, including a targeted dual-supervisor collaboration framework, a mutually complementary resource support system, long-term inter-organisation strategic consensus and student-centred organisational culture. Meanwhile, this paper proposes innovative suggestions from three dimensions: partnership governance, resource guarantee and organisational culture, facilitating the transformation of joint doctoral training from fragmented loose cooperation to substantive integrated development. The findings offer theoretical references and practical implications for improving the quality of China's joint doctoral training and cultivating high-end innovative talents.

Keywords: joint doctoral training; cooperation mechanism; resource guarantee; organisational culture; innovation pathway

註: 報告題目及講者姓名按原文刊載。
Note: Presentation titles and presenters' names are shown as provided