Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

Unlocking the Power of Digital Skills: How Innovation Experimental Classes Enhance Student Innovation Performance in Chinese University

曾志铭

Abstract

In the digital era, cultivating innovative human capital has become a strategic priority for global higher education systems, as nations implement specialized honors programs to enhance students' innovation abilities. China's Innovation Experimental Classes (IEC)—selective elite programs integrating innovation pedagogy with disciplinary education—exemplify this phenomenon within Chinese educational contexts. Despite widespread adoption across Chinese university systems, empirical evidence examining the effectiveness and underlying mechanisms of such specialized programs remains limited. Drawing upon comprehensive survey data involving 89,266 students across 690 universities spanning 14 Chinese provinces, this study examines how IEC participation influences innovation performance through digital skills mediation, while analyzing potential moderating effects of student demographic characteristics and institutional contexts. Employing propensity score matching method to address selection bias and moderated mediation model for analysis, findings demonstrate that IEC participation significantly enhances students' innovation performance, with digital skills functioning as a critical mediating mechanism. These relationships exhibit variation across contextual dimensions: humanities and social sciences students demonstrate stronger mediation effects relative to science and engineering students; postgraduate IEC participants exhibit superior innovation performance compared to undergraduate counterparts; vocational colleges demonstrate advantages in digital skills development, while regular undergraduate institutions more effectively facilitate digital skills translation into innovation outcomes. These findings extend innovation education theory, providing evidence-based guidance for optimizing innovation education application within global higher education systems.

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Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

Structural Characteristics and Coordination Mechanisms of Hong Kong's Higher Education Innovation System: A Qualitative Analysis of 25 Core Stakeholders

杨芷颖

摘要

在国家统筹推进创新生态重构与大湾区建设的战略背景下，香港高等教育体系正从单纯输出"卓越学术"向赋能"区域科创"深刻转型。本研究以五螺旋理论为分析框架，通过对25位核心利益相关者的深度访谈，揭示该体系在高度异质性与强约束环境下的结构特征与协同机制。研究发现，体系面临学术评价与市场转化脱节、跨境制度异质性与要素流转壁垒、产业承接能力薄弱、理工科人才供给不足、土地稀缺下空间分布受限等五大结构性特征；为应对上述约束，体系内部自发形成专业中介跨界转译、制度飞地缓冲转换、政府配对资助引导产学协同、区域协同补偿人才供给、跨域空间布局应对物理约束等五大协同机制。研究拓展了五螺旋理论在复杂跨界情境下的解释力，为理解创新生态的微观韧性提供经验证据，也为香港深度融入大湾区"区域科创中心"建设、辐射更广泛国家创新网络提供实践启示。

Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

港澳学生内地高校学业困境与成因机制探究——一项基于扎根理论的质性研究

陈希然

摘要

本研究聚焦港澳学生在内地高校的学业适应问题，探究其学业困境的表现及成因机制。研究以扎根理论为框架，采用质性研究方法，对16位港澳学生开展半结构化访谈，并通过开放式、主轴与理论编码进行分析。研究发现，港澳与内地教育体系的结构差异导致学生专业学习初期面临“知识空白”与“深度不足”，进而在学习目标、课堂参与、课程内容及评价体系中形成“学业边缘化”。学生主要采取主动、被动、选择性及放弃四类适配策略，但受教育断层、就业壁垒与文化差异等因素限制，部分学生最终陷入学术、职业与身份认同层面的“双重边缘化”。研究构建了“双重边缘化”微观解释模型，为跨境教育中的学业适应研究及粤港澳教育衔接政策提供了实践启示。

Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

香港高校知识技术转移办公室的的创新人才培养功能拓展及其为粤港澳大湾区创新人才培养带来的作用启示

黄乐天

摘要

本研究以香港7所高校的知识技术转移办公室（简称KTO）为研究对象，引入高等教育创新体系的新分析框架，从结构效能、协作效能与规模效能三个维度考察KTO参与高校创新体系运作的机制及其作用成效。研究采用质性研究方法，通过目的性抽样与滚雪球抽样，对11名KTO工作人员和14名高校科研人员开展半结构式深度访谈，并运用反思性主题分析法对约30万字访谈资料进行编码分析。研究表明，作为内嵌于高校创新体系中的重要组织，知识技术转移办公室已成为破解香港高校“科研强、转化弱”结构性困境的重要制度安排，也为粤港澳大湾区及内地高校创新人才培养提供了有益启示。

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Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

父母数字教养方式对小学生人工智能使用倾向的影响机制—基于13对亲子访谈的质性分析

刘思婷

摘要

人工智能已深度嵌入儿童生活，但家庭引导普遍缺位。本研究基于13对高年段小学生及其家长的半结构化访谈，探究了父母数字教养方式对儿童AI使用倾向（信息型/娱乐型）的影响机制。结果发现：威权型与允许型教养下，父母在态度、示范、干预三维度协同一致，儿童易形成稳定内化的信息型使用；专制型教养导致行为服从但认知抗拒；放任型教养因三维度缺失，儿童多形成娱乐型或混合型使用。上述发现揭示了“态度—示范—干预”三维协同的作用机制。研究建议家长构建三维协同引导模式，并呼吁家校社协同弥补家庭数字教养能力的不足。

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Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

童庆炳文学三要素视角下粤港澳小学语文教材文学性比较研究

刘慧欣

摘要

本研究旨在对比三地小学语文主流教材在文学性上的深层差异及育人特色，并针对性地为三地教材提供未来改进意见。本研究基于童庆炳对文学性本质的定义，构建出“审美、意识形态、语言”三维分析框架，对“部编版”小学语文教材、香港《新编启思中国语文（第三版）》及澳门《中国语文》进行定量统计与质性比较。

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Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

粤港澳三地五六年级小学语文教材对比研究

周婧琳

摘要

本研究借助费尔克劳夫三维话语分析模型，运用批评话语分析对比粤港澳三地五六年级小学语文教材，剖析其差异化国家意识形态建构话语策略与传播路径，弥补相关研究空白，为粤港澳教育协同与教材完善提供参考。

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Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

多重制度逻辑下粤港澳大湾区中学校长国际化领导力的策略性行动研究

刘佳

摘要

随着粤港澳大湾区教育国际化深入推进，中学校长在“一国两制三法域”的特殊制度场域中面临国家政治逻辑、市场认证逻辑与专业教育逻辑等多重制度逻辑的交叠与冲突。现有研究多从管理学范式建构校长的“能力清单”，却未能揭示校长在制度夹缝中的真实行动逻辑。本研究基于教育社会学视角，整合制度逻辑理论与制度工作理论，采用多案例比较的质性研究方法，选取大湾区5所不同类型中学进行深度访谈与参与观察，探究校长感知到的制度逻辑冲突、策略性行动类型及其形成条件。预期发现校长普遍采用象征性遵从、话语转译、利益联盟构建与边缘空间拓展等策略来协调制度张力，且不同类型学校校长的策略选择存在系统差异。本研究旨在将校长领导力研究从“应然的能力建构”推向“实然的行动深描”，为理解跨境教育治理的微观运作机制提供社会学视角的实证依据。

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Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

小班化教学：粤港澳地区班级环境建设的教育策略研究

张仪

摘要

小班化教学是教育强国战略指导下基础教育改革的重要议题，其核心在于通过班级环境的重构实现教学方式的深层转型。本研究聚焦粤港澳三地小班化教学中的班级环境建设，从物理环境、心理环境与制度环境三个维度，考察三地实践策略、区域特征及其教育效果。研究采用混合研究设计，综合运用政策文本分析、课堂观察、半结构化访谈等方法，选取粤港澳3—4所小班教学学校为案例，并辅以同地区大小班对比分析，揭示班级环境建设在小班优势转化中的作用机制。

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Third parallel – 4:30-6:00pm
Room: N-1/F-01 (EMI/PMI)
Thematic Focus: 华南师范大学学生小组讨论 (Small Group Discussion)

政策话语与校长叙事：粤港澳大湾区教育国际化中学校领导力建构与诠释

郭亚玲

摘要

在粤港澳大湾区推进教育国际化与区域协同发展的背景下，学校领导者被期待承担课程融合、跨境合作、文化沟通与组织变革等多重职责。然而，既有研究多关注学校国际化的实践路径与办学成效，较少考察“国际化校长”这一角色如何在政策文本与校长公开话语中被共同建构与协商。本研究以批判性话语分析为主要方法，结合主题编码与比较分析，选取国家、部省级及粤港澳三地有关教育国际化、区域教育合作和学校治理的政策文本，以及大湾区内20—30篇国际学校、合作办学机构或具有国际化办学特色学校校长的公开话语文本，包括媒体专访、官网致辞、论坛发言和公开演讲等。研究重点回应三个问题：第一，政策文本通过何种关键词、价值表述和责任配置来建构学校领导者的国际化角色；第二，校长在公开叙事中如何吸收、转译或重组政策话语；第三，不同制度语境下校长叙事在国际理解、课程建设、学生发展、跨境合作和学校治理等方面呈现出何种差异。研究拟从文本特征、话语生产和社会语境三个层面展开分析，揭示政策话语与校长叙事之间的呼应、选择性转化与潜在张力。本文并不直接评估校长的实际领导行为，而是将公开话语视为领导者身份建构和政策意义再生产的关键场域。研究有助于深化对大湾区教育国际化中学校领导力形成机制的理解，亦可为区域教育政策的表达方式、传播机制和学校层面的政策转化提供参考。

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Third parallel – 4:30-5:30pm
Room: N-1/F-02 (EMI)
Thematic Focus: Panel -- China's Higher Education Internationalisation: Strategies, Student Mobility and Future Directions

China's grand strategies and inward international students: Agendas, achievements, challenges, and prospects

Dr. GAO Fang Tina, The Education University of Hong Kong
Professor Gerard POSTIGLIONE, The University of Hong Kong
Katherine FORESTIER, Independent Researcher

Abstract

Against the evolving multipolar landscape of global higher education, this special issue systematically examines inward international student mobility (ISM) shaped by China's major national strategies, especially the Belt and Road Initiative (BRI) and the Guangdong Hong Kong Macao Greater Bay Area (GBA) development strategy. This editorial adopts a structured macro–meso–micro analytical framework to review relevant strategic agendas, tangible practical achievements, prevailing developmental constraints and viable future directions. Drawing together six empirical research papers, this collection moves beyond long established Western centric and neoliberal analytical paradigms prevalent in mainstream ISM scholarship. Rather than dismissing or simplistically denigrating existing international scholarship, it offers valuable and contextually grounded alternative perspectives. It defines China's hybrid mobility model, which is primarily driven by diplomatic, cultural and developmental strategic priorities instead of commercial and profit oriented motives. The issue also examines real life adaptive difficulties and practical needs experienced by different groups of overseas students studying within the Chinese Mainland higher education settings. Amid increasingly divergent global talent policies, from strict academic entry barriers to relaxed post graduation employment schemes, this volume offers a renewed interpretation of modern globalisation and cross border student mobility. It seeks to establish locally grounded and contextually suitable theoretical frameworks while delivering evidence based practical suggestions to support the development of sustainable, inclusive and mutually beneficial ISM across the wider global higher education community.

Third parallel – 4:30-5:30pm
Room: N-1/F-02 (EMI)
Thematic Focus: Panel -- China's Higher Education Internationalisation: Strategies, Student Mobility and Future Directions

Enhancing knowledge power along the New Silk Road? Exploring 'peripheral' international doctoral students in the humanities and social sciences in China

Dr. Kenichi DOI, Institute of Geoeconomics, Japan

Abstract

Existing literature contends that research in China's humanities and social sciences (HSS) has significantly lagged behind its remarkable progress in the natural sciences and engineering. Yet under the Belt and Road Initiative (BRI), China's international education has expanded to include doctoral training in HSS fields. The Chinese government and universities have offered generous scholarships to doctoral students from geopolitically "peripheral" BRI partner countries, who now engage with China's HSS discourses – often grounded in Confucian, Marxist, or state-defined frameworks. Drawing on the concept of knowledge power and informed by world-systems analysis, this study explores China's evolving position as a regional knowledge core in HSS – a dimension often overlooked in global higher education research. Based on in-depth interviews with eleven international doctoral students, the study examines how they navigate the epistemic, institutional, and cultural complexities of pursuing HSS doctoral education in China. The findings reveal both the potential and limits of China's expanding influence as a knowledge power among its peripheral partners. While rich historical and cultural resources enhance China's academic appeal, tensions persist between state-defined epistemic boundaries and students' own disciplinary agency. This study contributes to advancing the conceptualisation of knowledge power by illuminating how China's international HSS education reflects both a challenge to Western epistemic dominance and a possible reproduction of new academic hierarchies. It also offers practical implications for universities and policymakers seeking to cultivate international research talent within China's nationalised academic frameworks.

Third parallel – 4:30-5:30pm
Room: N-1/F-02 (EMI)
Thematic Focus: Panel -- China's Higher Education Internationalisation: Strategies, Student Mobility and Future Directions

Fostering cultural affinity through higher education? An ecological analysis of international students' experiences under the "Belt and Road Initiative" in China

Dr. Kun DAI, Chinese University of Hong Kong

Abstract

China's Belt and Road Initiative (BRI) has catalysed a significant increase in international student enrolment in Chinese universities, accompanied by systematic efforts to cultivate these students' cultural affinity for China. However, limited research examines the integrative system where different-level policy actors systematically cultivate students' cultural affinity and students' responses to the system. This study employed Bronfenbrenner's ecological systems theory to analyse the experiences of 30 international undergraduate students from BRI partner countries at a prestigious Chinese university. Through in-depth interviews and qualitative analysis, the research unveiled a "semi-inclusive international HE ecosystem" was implemented by policy actors across macro to micro levels. While multilevel policy actors coordinated efforts to foster international students' cultural affinity for China, exclusionary policies/practices in accommodation and career pathways limited sustained relations with Chinese society. Students reported growing cultural affinity for China, though their interpretations differed. Some questioned its value amid limited career and settlement prospects within China, while others saw cultural affinity with China as useful capital for BRI-related careers outside China. This study enriches scholarly understanding of non-Western approaches to international education and highlights the need for more nuanced policy frameworks to accommodate diverse student trajectories. The findings have important implications for international student support and higher education policy in emerging education hubs.

Third parallel – 4:30-5:30pm
Room: N-1/F-02 (EMI)
Thematic Focus: Panel -- China's Higher Education Internationalisation: Strategies, Student Mobility and Future Directions

Policy innovation and future imaginaries of higher education internationalisation: New ideas for the grand strategy of China's Greater Bay Area

Dr. Yingxin LIU Margaret, Chinese University of Hong Kong, Shenzhen

Abstract

Future imaginaries shape the policy innovations that guide universities in their approaches to internationalisation. China's Greater Bay Area (GBA) represents a transformative grand strategy aimed at fostering a regional innovation system through knowledge creation, cross-boundary collaboration, and the cultivation of high-quality talent via inward-oriented higher education internationalisation. This study examines how two innovative GBA universities construct future imaginaries of higher education internationalisation, communicate these to stakeholders, and translate them into practice by managing international student affairs. Employing a policy innovation and future imaginaries theoretical framework, the research adopts a multiple case study design integrating discourse analysis of 323 social media posts (WeChat and Instagram), 46 webpage articles, 20 institutional policy documents, and 13 semi-structured interviews with administrative officers and international students from ASEAN, Africa, and other regions. Findings reveal three salient themes: first, international student demographics predominantly reflect ASEAN nations, mirroring state-directed diplomatic priorities rather than market-driven recruitment; second, universities employ dual branding strategies where "peer demonstrations" (student vlogs and testimonials) generate 10–100 times higher engagement than official institutional displays; third, a convergent management model integrates international and domestic students through mixed accommodation, bilingual instruction, and unified student affairs, contrasting sharply with segregated models in traditional Chinese universities. Unlike Anglo-Saxon models influenced by neoliberalism and academic entrepreneurialism, China's approach leverages higher education as a tool for cultural diplomacy and soft power in a multipolar world. This research contributes to reimagining indigenous higher education internationalisation, offering insights into how future imaginaries guide policy innovation and approaches to higher education internationalisation.

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Third parallel – 4:30-5:30pm
Room: N-2/F-01 (EMI)
Thematic Focus: Internationalised Schooling and Curriculum Leadership

"Sometimes leaving Chinese Internationalised School is the answer": An autoethnography of a former local teacher

Mr. Qi KOU, The Education University of Hong Kong

Abstract

Background and Purpose: Research on teachers' lived experiences in Chinese Internationalised Schools (CIS) has concentrated on expatriate teachers (e.g., Bunnell & Poole, 2024; Golis, 2025; Poole, 2021), leaving local teachers in China largely absent. Drawing on a former local English teacher's experience, this paper examines local teachers' reasons for leaving and compares them with Golis's (2025) research on expatriate counterparts.

Theoretical Frameworks: The paper adopts Lee's (1966) push–pull model as its core framework, with Hirschman's (1970) exit, voice, loyalty interpreting the push side, and Schlossberg's (2011) 4S model enabling comparison with Golis (2025).

Methodology and Data: This paper employs analytic autoethnography (Anderson, 2006), informed by layered accounts (Ronai, 1995). The narrative covers the author's experience as an English teacher (Grades 10–12) at a CIS in a tier-1 mainland Chinese city from September 2024 to June 2025.

Key Findings: (1) On the push side, voicing carries visible costs when problems are reported, and organisations displace responsibility onto frontline teachers under external pressure. (2) On the pull side, academic exposure during a Master's programme alongside stagnant salary prospects constitutes an upward route out; doctoral study becomes an unanticipated exit channel, positioning the departure closer to professional-identity migration than to Golis's (2025) within-profession "career transition". (3) Local teachers' exits are cumulative products of alternating push and pull, contrasting structurally with expatriate patterns.

Implications: Local-teacher attrition in CIS is shaped not only by salary and workload but also by costly voicing and responsibility displacement, which retention strategies have rarely addressed. This single-case account suggests that local teachers' experiences of leaving may warrant their own conceptual position rather than expatriate-derived models.

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Third parallel – 4:30-5:30pm
Room: N-2/F-01 (EMI)
Thematic Focus: Internationalised Schooling and Curriculum Leadership

Ronghe as a Practice-Generated Conceptualisation of Curriculum Integration: Leadership Implications for Chinese Internationalised Schools

Ms. XU Yingqian Echo, The Education University of Hong Kong

Abstract

Echo Xu is an IBEN member serving as an IB workshop leader, school evaluator, and school visit team leader. She is also a certified Concept-Based Curriculum and Instruction trainer. She previously served as the founding principal of an IB World School in Shanghai offering the PYP and MYP. Her professional experience spans Chinese National Curriculum (CNC), International Baccalaureate (IB) programmes, and curriculum integration in Chinese internationalised school contexts.

This study investigates how teachers understand and experience curriculum integration in Chinese internationalised schools implementing both the Chinese National Curriculum (CNC) and the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP). While the empirical study is situated in Shanghai, the findings speak to broader patterns of curriculum integration in Chinese internationalised schools, including those in the Greater Bay Area where similar dual-curriculum logics are prevalent.

Grounded in conceptual metaphor theory, the study draws on semi-structured interviews with teachers. It analyses both elicited and spontaneous metaphors and similes, complemented by thematic analysis, to examine teachers' sense-making processes regarding curriculum integration. The data reveal that teachers do not rely on a single coherent conceptual system; instead, they draw on multiple metaphorical repertoires that reflect shifting interpretations shaped by institutional expectations, curriculum demands, and classroom realities.

Findings highlight curriculum integration as an ongoing process of negotiation rather than a fixed model, characterised by uncertainty management, adaptive alignment, and contextual reinterpretation of policy. The study introduces ronghe as a practice-generated conceptualisation emerging from teachers' discourse, offering a locally grounded lens for understanding how global curricular frameworks are recontextualised in Chinese internationalised schools.

From a leadership perspective, the findings suggest that curriculum leadership in internationalised settings requires moving beyond structural alignment toward enabling interpretive coherence. School leaders play a critical role in creating discursive and professional spaces where teachers can articulate, surface, and refine their understandings of integration. This includes strengthening collaborative sense-making, supporting shared language development, and recognising teacher-generated conceptualisations as legitimate knowledge for guiding curriculum development.
This presentation is based on doctoral research and a manuscript currently under review.

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

Third parallel – 4:30-5:30pm
Room: N-2/F-01 (EMI)
Thematic Focus: Internationalised Schooling and Curriculum Leadership

Beyond Internationalization Rhetoric: Examining the Influence of China's English-Language Education Journals

李梦洋博士 华南师范大学

Abstract

China's "going-out" strategy has promoted English-language journals as platforms for enhancing the international influence of Chinese humanities and social sciences research. Yet empirical evidence on whether these journals have reconfigured global knowledge flows remains limited. This study examines China's English-language education journals (CELEJs) through a multi-method quantitative design combining bibliometric analysis, diffusion metrics, and topic modeling of both publication and citation corpora. Drawing on glonacal agency heuristic, we conceptualize CELEJs as multi-scalar knowledge production spaces where national policy imperatives, global knowledge structures, and local institutional practices intersect. Our findings reveal significant material expansion in terms of publication volume and citation metrics. However, thematic comparison between publication and citation corpora exposes two structural mismatches: China-specific theoretical contributions are systematically absent from the citation corpus, and Chinese educational issues are decontextualized and reframed within Western universalistic frameworks. We argue that framing CELEJs primarily as instruments of national "internationalization" limits their transformative potential. Instead, we propose reconceiving these journals as platforms for contributing to global knowledge multiplicity—a vision that values epistemic diversity as an end in itself.

Third parallel – 4:30-5:30pm
Room: N-2/F-17 (CMI/PMI)
Thematic Focus: 课程与学习创新：知识、评估与实践

自我调节学习理论下学习化评估模型建构及其应用

潘蕾琼博士 华南师范大学

摘要

以学习化评估与自我调节学习的融合为切入点，基于心理学和脑科学视域探寻自我调节学习理论关照下的学习化评估何以可能，进而开发“三阶三评六要素”的学习化评估模型，在前瞻阶段通过预先评估助力学习者任务分析和自我激励，在表现阶段通过互动评估赋能学习者自我控制和自我观察，在反思阶段通过总结评估驱动学习者自我判断和自我反应，由此建构起“三步双效”学习化评估应用策略，包括学习目标由“外在规定”走向“内发生成”、学习活动由“奉命操作”走向“自我赋能”、学习成果由“静态测验”走向“动态评估”，旨在让学习化评估既可能也可为、可教，最终实现学习者评估素养发展和自我调节学习能力提升的同频共振。

Third parallel – 4:30-5:30pm
Room: N-2/F-17 (CMI/PMI)
Thematic Focus: 课程与学习创新：知识、评估与实践

项目式学习的教师知识管理和学校知识组织

杨帆博士 深圳市龙华区万科双语学校

摘要

研究目标：本研究探讨在跨学科项目式学习（PBL）中，教师如何通过知识管理实现知识的动态生成与持续传承，从而促进专业发展。
理论框架：基于实践社区理论与知识型组织理论，构建“个体—共同体—组织”三级分析框架。
研究方法：采用个案研究法，以深圳W学校为例，通过参与式观察、半结构化访谈与文本分析收集数据。
资料来源：包括课堂观察、教师访谈、项目文件、反思日志及学校制度文本。
研究发现与启示：研究发现：个体层面，PBL促进教师将学科知识转化为情境化实践知识；共同体层面，跨学科协作推动角色转变与代际知识传递；组织层面，制度化反思与数字平台促进知识沉淀与流转。研究为教师专业发展、实践社区建设及学校组织支持提供实践路径。

Third parallel – 4:30-5:30pm
Room: N-2/F-18 (EMI)
Thematic Focus: Migration, Community and Employability

From Refugee Education to Community Brokerage: Divergent Pathways among Resettled Bhutanese Refugees

Dr. Minako SATO, Kyoto University

Abstract

Research Purpose/Objectives: This study examines how educational experiences in Bhutanese refugee camps in Nepal have influenced the post-resettlement trajectories of Bhutanese refugees. It aims to clarify how refugee education contributes not only to social integration but also to the emergence of different social positions after resettlement.

Theoretical Perspective or Analytical Framework: The study employs a framework of educational capital, social differentiation, and community brokerage to analyze the relationship between refugee education and post-resettlement adaptation.

Research Methods and Inquiry Approaches: The research combines documentary analysis of refugee camp education systems with qualitative ethnographic fieldwork among resettled Bhutanese refugees in Australia.

Data Sources and Evidence Framework: Data consist of international policy and educational documents, as well as in-depth interviews conducted between February and March 2026 with members of 52 Bhutanese refugee families across Sydney, Melbourne, Adelaide, Hobart, and Launceston.

Key Findings, Conclusions and Practical/Academic Implications: The findings suggest that refugee camp education, particularly English-language education and related social skills, significantly shaped post-resettlement opportunities. However, education did not produce a single pattern of integration. Instead, three broad pathways emerged: integration into mainstream institutions, continued reliance on ethnic community networks, and the formation of community brokers who mediate between refugee communities, government agencies, and service providers. These brokers frequently utilize capacities acquired through education to support community members facing linguistic and institutional barriers. The study argues that refugee camp education functions not only as a mechanism of integration but also as a source of social differentiation and brokerage. The findings contribute to refugee education research by highlighting the long-term role of education in shaping diverse adaptation pathways and new social roles after displacement.

Keywords: Refugee Education, Community Brokerage, Social Differentiation, Third-Country Resettlement, Bhutanese Refugees

Third parallel – 4:30-5:30pm
Room: N-2/F-18 (EMI)
Thematic Focus: Migration, Community and Employability

Geopolitically Assembled Employability: African and Asian International Students in Chinese Vocational Universities

Professor Ailei XIE, South China Normal University

Abstract

This paper examines how African and Asian international students in Chinese vocational universities understand, manage, and cultivate employability under conditions of geopolitical and economic change. As Chinese firms, infrastructure projects, and vocational education cooperation expand across parts of Africa and Asia, employability is no longer simply an individual capacity or labour market outcome. Rather, it is increasingly produced through emerging geopolitical relations that reshape which skills, languages, credentials, and dispositions acquire value.

The paper proposes the concept of geopolitically assembled employability, bringing Bourdieu's concepts of field, capital, and habitus into dialogue with assemblage thinking. Bourdieu helps explain why particular resources come to matter in specific fields, while assemblage thinking captures how students piece together heterogeneous elements into provisional employability configurations under uncertainty.

Drawing on qualitative interviews conducted between late 2025 and early 2026 with international students from Côte d'Ivoire, Laos, Myanmar, Vietnam, and Pakistan enrolled at Shenzhen Polytechnic University and Guangzhou Vocational University, the study develops three findings. First, students understand employability as a composite, field-sensitive, and persistently unfinished capacity. Second, they manage it through the accumulation of China-related forms of capital, including language learning, vocational credentials, workplace exposure, and institutional networks. Third, these processes produce a distinctive subject position—the bridge figure—whose value lies in connecting Chinese firms, projects, and standards with local languages, markets, and institutional environments.

The paper contributes to South–South mobility studies and the sociology of employability by showing how skills formation becomes entangled with geopolitical realignments, industrial cooperation, and the internationalisation of vocational education.