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The Education University of Hong Kong

華南師範大學
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大學正名十周年
The 10th Anniversary of the University's Retitling

Co-organisers:

Department of Education Policy and Leadership
教育政策與領導學系

The Joseph Lau Luen Hung Charitable Trust
Asia Pacific Centre for Leadership and Change
劉鑾雄慈善基金 亞太領導與變革研究中心

教育科学学院
School of Education

教育學院
Faculdade de Educação
Faculty of Education

ICGSE 2026

The Third International Conference on Global Studies in Education

Internationalisation of Education and School Leadership in the Greater Bay Area (GBA)

粵港澳大灣區教育國際化與學校領導力

09.11.2026

The Education University of Hong Kong (EdUHK)



Introduction to The Third International Conference on Global Studies in Education

Against the backdrop of global educational transformation and fierce international competition for top-tier talent and innovative capacity, the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) has emerged as a pivotal global pioneer for cross-border educational integration and collaborative development. This forward-looking development aligns seamlessly with China's 15th Five-Year Plan and the grand vision of building a global education powerhouse. The GBA draws on the distinct and complementary educational strengths of Mainland GBA cities, the Hong Kong Special Administrative Region and the Macao Special Administrative Region. It boasts an unparalleled strategic edge in leading global educational innovation and high-calibre talent cultivation, breaking the constraints of traditional educational ecosystems and reshaping the landscape of international educational cooperation.

Amid the GBA's diverse educational landscapes, the synergistic advancement of educational internationalisation and school leadership stands as a critical, urgent priority for regional educational upgrading. This international conference is designed to tackle this core demand, bridging theoretical exploration and practical implementation to drive targeted, high-quality development of GBA educational internationalisation. Theoretically, it aims to analyse the inherent logic and core connotations of integrating educational internationalisation with school governance across the region's varied education systems. It also seeks to clarify the foundational principles and value orientations that underpin regional educational globalisation. Practically, it focuses on exploring actionable, practice-led pathways to deepen cross-border educational integration and elevate the overall quality of educational internationalisation. Moreover, it targets dismantling institutional and resource barriers between disparate education systems, and bolstering the GBA's status as a world-class hub for high-standard international education and elite talent development.

Conference Organisers:

- Department of Education Policy and Leadership, The Education University of Hong Kong
- Asia Pacific Centre for Leadership and Change, The Education University of Hong Kong
- School of Education, South China Normal University
- Faculty of Education, University of Macau

Rundown

ICGSE 2026

Time	Event	Venue
Opening of The Third International Conference of Global Studies in Education		
9:05 - 9:10am	**Welcoming by Professor Kevin CHAN** Acting Dean, Faculty of Education and Human Development, The Education University of Hong Kong	N-G/F-08
9:10 - 9:15am	**Opening by Professor Zelin ZHUO** Vice Dean, School of Education, South China Normal University	
9:15 - 9:20am	**Opening by Dr Xin GUO** Faculty of Education, University of Macau	
9:20 - 9:25am	**Opening by Professor Zachary WALKER** Head of Department of Education Policy and Leadership, The Education University of Hong Kong	
9:25 - 9:35am	Souvenir Presentation to Co-organisers & Group Photo	
1st Keynote Speech		
9:40 - 10:40am	**Keynote Speech by Professor Chi-Kin John LEE** **President of The Education University of Hong Kong** Title: Internationalization of Higher Education and Hong Kong SAR's Role in the Greater Bay Area	N-G/F-08
10:40 - 10:55am	Coffee Break	New Academic Building
Parallel Session (AM)		
11:00 - 12:00pm	**1st Parallel Session**	New Academic Building
12:05 - 1:00pm	Lunch	Canteen
2nd Keynote Speech		
1:10 - 2:10pm	**Keynote Speech by Professor Moosung LEE** **Yonsei University, South Korea** Title: Global Citizenship as Self-Authorship: Implications for Educational Internationalisation in the Greater Bay Area	N-G/F-08
Parallel Session (PM)		
2:15-3:15pm	**2nd Parallel Session**	New Academic Building
3:15 - 3:25pm	Coffee Break	
3rd Keynote Speech		
3:25 - 4:25pm	**Keynote Speech by Professor Ly TRAN** **Deakin University, Australia** Title: Geopolitics and Educational Internationalisation in East and Southeast Asia	N-G/F-08
Parallel Session (PM)		
4:30 - 5:30 pm	**3rd Parallel Session**	New Academic Building

First parallel: 11:00 - 12:00pm

Room	Thematic Focus	Presentations
N-1/F-01	**EMI** **AI, Digital Innovation and Educational Capabilities** **3 presentations**	**Generative AI and the Internationalisation of Higher Education: A Capability Approach Analysis of International Students' Experiences** Ms. Ghazal FATEMI, Deakin University **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 **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
N-2/F-01	**EMI** **Doctoral Mobility and Transnational Education** **2 presentations**	**Doctoral Mobility, Global Cultural Capital and the Hong Kong PhD Fellowship Scheme** Dr. Ewan WRIGHT, The Education University of Hong Kong **Pursuing a Doctoral Degree in Southeast Asian Developing Countries: Contextualising Chinese Students' Decision-Making Processes** Dr. ZHENG Yueyang, South China Normal University
N-2/F-03	**CMI/PMI** **高等教育国际化：流动、合作与跨国实践** **3 presentations**	**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 **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 **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
N-2/F-18	**EMI** **Geopolitics and Regional Higher Education Cooperation** **2 presentations**	**From Bridge to Mediation Infrastructure: Hong Kong and Europe-China Higher Education Cooperation under Geopolitical Pressure** Prof. CAI Yuzhuo, The Education University of Hong Kong **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, Evelyn, University of Nottingham, Ningbo, China

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Note: Presentation titles and presenters' names are shown as provided

Second parallel: 2:15 - 3:15 pm

Room	Thematic Focus	Presentations
N-1/F-01	**EMI** **School Leadership, Teacher Practice and Well-Being** **3 presentations**	**When Is Teaching Practice Ambidexterity Professionally Rewarding? The Moderating Role of School Leadership** Ms. Sumin KO, Yonsei University **Beyond Job Demands: How Ambidextrous Digital Leadership Enhances Teacher Well-being through Job Resources – A Large-Scale Study from Chinese Mainland** Ms. CHEN Yongyi Rayna, Dr Tsang Kwok Kuen, The Education University of Hong Kong **Creating a new grammar of schooling: Leadership as institutional work in a Chinese public school** Dr. Xin GUO, University of Macau
N-2/F-17	**CMI/PMI** **教育领导与变革：组织、实践与发展** **3 presentations**	**AI时代大湾区民办学校管理者“驾驭矛盾”领导力模型建构—基于一项真实组织变革项目的实践反思与升级** 黄小红女士 卓越教育集团 吴妮妮女士 卓越大学 **基于模拟的培训对学校领导力学习长期转移的影响** 汤少冰博士 陆佳芳博士 香港教育大學 **从“中间”驱动教育变革：实践要素、路径探索与作用机制** 吕霁月博士 华南师范大学
N-2/F-18	**EMI** **Cross-Border Student Experiences and Identities** **3 presentations**	**Challenges and experiences in China–U.S. cross-border doctoral education in Greater Bay Area** Dr. XIE Xiujuan, The University of Hong Kong **Crossing Educational and Linguistic Borders: Mainland Chinese Students' English Journeys into Hong Kong Higher Education** Ms. ZUO Suiling, The University of Hong Kong **Investigating Hong Kong cross-border undergraduate students' experience and national identity in the Chinese mainland university** Ms. LI Yu Ting, The Education University of Hong Kong
N-3/F-01	**EMI** **Health, Well-Being and Inclusive School Communities** **3 presentations**	**Policy Enactment Mechanisms of Healthy School Construction in China: Concepts, Practices, and Structural Constraints** Dr. Jing YANG, University of Queensland/East China Normal University **Crossing Boundaries to Address System's Achilles' Heel: Experiences from a School Wellness Network in Hong Kong** Ms. CHAU Wai Chu Maggie, The Education University of Hong Kong **Parent Involvement, PSOC, Parent Stress and Developmental Outcomes of Chinese Children with ASD in Kindergarten and Primary Schools** Dr. David SHI, ElimStar Science and Technology Co.
N-4/F-01	**CMI/PMI** **大学与社会：发展、参与与传播** **3 presentations**	**追寻失落的场所精神：中国现代大学的空间脱嵌与再嵌** 陈卓君博士 华南师范大学 **香港高校在內地主流社交媒體的敘事體系、形象構建與傳播策略—以香港教育大學為例** 何俞燕女士 香港教育大學 **Evaluating the Impact of Social Entrepreneurship Education on Secondary School Students in Hong Kong** Dr. Kwun Hang LAU, CCC Tam Lee Lai Fun Memorial Secondary School

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Third parallel: 4:30 - 5:30pm

Room	Thematic Focus	Presentations
N-1/F-01 (4:30-6:00pm)	**EMI/PMI Small Group Discussion 华南师范大学学生 小组讨论 10 presentations**	**Unlocking the Power of Digital Skills: How Innovation Experimental Classes Enhance Student Innovation Performance in Chinese University** 曾志铭 **Structural Characteristics and Coordination Mechanisms of Hong Kong's Higher Education Innovation System: A Qualitative Analysis of 25 Core Stakeholders** 杨芷颖 **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 **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 **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 **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 **粤港澳三地五六年级小学语文教材对比研究** 周婧琳 **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 **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 **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
N-1/F-02	**EMI Panel: China's Higher Education Internationalisation: Strategies, Student Mobility and Future Directions 4 presentations**	**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 **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 **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 **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

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Third parallel: 4:30 - 5:30pm *(con'd)*

Room	Thematic Focus	Presentations
N-2/F-01	**EMI** **Internationalised Schooling and Curriculum Leadership** **3 presentations**	**"Sometimes leaving Chinese Internationalised School is the answer": An autoethnography of a former local teacher** Mr. Qi KOU, The Education University of Hong Kong **Ronghe as a Practice-Generated Conceptualisation of Curriculum Integration: Leadership Implications for Chinese Internationalised Schools** Ms. XU Yingqian, The Education University of Hong Kong **Beyond Internationalization Rhetoric: Examining the Influence of China's English Language Education Journals** 李梦洋博士 华南师范大学
N-2/F-17	**CMI/PMI** **课程与学习创新：知识、评估与实践** **2 presentations**	**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 **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
N-2/F-18	**EMI** **Migration, Community and Employability** **2 presentations**	**From Refugee Education to Community Brokerage: Divergent Pathways among Resettled Bhutanese Refugees** Dr. Minako SATO, Kyoto University **Geopolitically Assembled Employability: African and Asian International Students in Chinese Vocational Universities** Prof. Ailei XIE, South China Normal University

First Keynote Speech: 9:40-10:40am
Room: N-G/F-08



Professor Chi-Kin John LEE
The Education University of Hong Kong

Title: Internationalization of Higher Education and Hong Kong SAR's Role in the Greater Bay Area

Abstract

Internationalization has become a defining feature of contemporary higher education, and the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) offers one of the world's most ambitious initiatives in cross-border educational cooperation. This keynote examines and explores Hong Kong SAR China's role in the internationalization of higher education within this regional landscape. Drawing on the concept of internationalization at home and abroad (Knight, 2004), it first situates Hong Kong's universities within global trends in student mobility and regional integration. It then analyzes Hong Kong's strengths and considers how these assets position the city under “One Country, Two Systems” as a bridge between China and the wider world. The keynote explores the opportunities created by GBA integration, including cross-border campuses, joint research platforms and talent circulation, alongside the tensions that accompany deeper collaboration: regulatory complexity, divergent quality assurance frameworks, equity concerns and geopolitical pressures. It concludes with policy and institutional recommendations for building a more inclusive and sustainable regional higher education ecosystem. Throughout, it foregrounds the question of how internationalization can move beyond prestige metrics of ranking and performance toward genuinely transformative learning for all students and colleagues in universities.

Second Keynote Speech: 1:10-2:10pm
Room: N-G/F-08



Professor Moosung LEE
Yonsei University, South Korea

Title: Global Citizenship as Self-Authorship: Implications for Educational Internationalisation in the Greater Bay Area

Abstract

The Guangdong-Hong Kong-Macao Greater Bay Area is pursuing educational internationalisation at a scale and speed with few parallels. Yet the more successfully a region builds the structures of internationalisation, the more pressing a prior question becomes: what kind of person is internationalised education meant to form? This keynote argues that competitiveness alone cannot supply the value orientation of regional educational globalisation, and proposes global citizenship as self-authorship as a foundational principle.

Drawing on Ricœur's narrative identity, Levinas's ethics of the Other, and Appiah's rooted cosmopolitanism, I reconceive global citizenship not as an imposed moral obligation, nor as a portfolio of credentials, but as the ongoing rewriting of the self through encounter with the Other. The learner is a "belated author", who takes up their own story in response to others. Internationalisation is educative only when encounter changes the one who encounters.

This lens exposes a risk facing high-performing systems: "closed self-authorship", an elite cosmopolitanism in which mobility, languages, and international curricula are consumed for one's own advancement while the Other is reduced to a backdrop. Students may move toward the world yet remain unchanged by it.

Against this, I advance a rooted alternative. Global citizenship begins before a single face, in the family, school, and local community, and extends outward in concentric circles. By "bracketing" their belonging, learners remain committed to their own culture and nation while guarding against its absolutisation.

Three implications follow for educators. First, the measure of internationalisation should shift from what students acquire to who they become. Second, the educator's task is not to deliver global content but to design the conditions for encounter and give students the language to interpret it. Third, the GBA's cross-border diversity, often treated as a barrier, is its richest pedagogical resource: here the Other is in the neighbouring classroom, school, and city. An internationalised education worthy of the name forms persons who are rooted, yet open.

Third Keynote Speech: 3:25-4:25pm
Room: N-G/F-08



Professor Ly TRAN
Deakin University, Australia

Title: Geopolitics and Educational Internationalisation in East and Southeast Asia

Abstract

International education has long been shaped by global power relations, with Western countries and institutions playing a dominant role in defining its structures, norms and practices. However, new developments in educational internationalisation across East and Southeast Asia are contributing to a more multipolar global education landscape. The rise of education hubs, transnational education, offshore campuses, regional student mobility and cross-border partnerships is creating new centres of educational influence and new pathways for internationalisation. A growing number of affordable, high-quality destinations in East and Southeast Asia now offer internationally recognised qualifications, while universities across the region are rising in global rankings. Alongside established hubs, emerging and transitional destinations are also expanding their international education capacity.

This keynote examines how these developments are reshaping educational internationalisation in the region and challenging the traditional dominance of Western models and destinations. It considers how these changing regional dynamics in East and Southeast Asia are positioning international education as a vehicle for capability building, knowledge co-development, regional cooperation, research collaboration and intellectual diplomacy, with a role that goes beyond regional integration and harmonisation. The presentation also considers persistent tensions, including geopolitical competition, unequal partnerships, selective access, English and Western knowledge dominance, and the use of international education to advance national interests and soft power. It argues that multipolarisation does not automatically make international education more diverse or equitable. The challenge is to build more reciprocal, inclusive and locally grounded forms of internationalisation that foster equitable and mutual learning, regional cooperation and shared intellectual development.

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

Generative AI and the Internationalisation of Higher Education: A Capability Approach Analysis of International Students' Experiences

Ms. Ghazal FATEMI, Deakin University

Abstract

International students are a central component of higher education internationalisation, yet they often face linguistic, cultural, and academic challenges that shape their educational experiences and outcomes. As generative artificial intelligence (GenAI) becomes increasingly integrated into university learning environments, questions arise regarding its role in supporting or constraining students' opportunities to achieve valued educational outcomes. Despite growing interest in GenAI, limited research has examined how international students experience and engage with these technologies.

Drawing on Amartya Sen's Capability Approach, this study investigates how GenAI shapes international master's students' academic writing, learning, and well-being across three Australian universities. The study explores whether GenAI expands students' opportunities to achieve valued academic outcomes or whether personal, social, environmental, and economic factors constrain these opportunities.

A qualitative case study approach was employed. Data were collected through semi-structured interviews with 35 participants, including international students, academics, language and learning advisers, and representatives from professional associations and government regulatory bodies.

Notably, several participants in this study are students from China, whose experiences of GenAI in international higher education offer direct insights for advancing educational internationalisation within the GBA. The study highlights how international students navigate AI-enabled learning environments and the broader factors shaping their engagement with these technologies. The findings contribute to ongoing debates surrounding educational equity, access, and inclusion in increasingly digital learning contexts, and extend Capability Approach scholarship by examining the role of economic and financial conditions in shaping students' opportunities. The findings have implications for institutional policy, student support, and the development of inclusive approaches to educational internationalisation in an AI-enabled era.

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

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.

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。

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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.

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

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Second parallel – 2:15-3:15pm
Room: N-1/F-01 (EMI)
Thematic Focus: School Leadership, Teacher Practice and Well-Being

When Is Teaching Practice Ambidexterity Professionally Rewarding? The Moderating Role of School Leadership

Ms. Sumin KO, Yonsei University, South Korea

Abstract

Recent educational reforms emphasizing student-centered instruction require teachers to combine structured instruction with exploratory approaches. Drawing on the concept of ambidexterity, this study conceptualizes practices that organize and deliver structured content as exploitative teaching practices, and practices that promote students' critical thinking and active engagement as exploratory teaching practices. Teaching practice ambidexterity refers to teachers' coordination of potentially competing forms of teaching practice.

Using TALIS 2024 Shanghai data, this study identified four teaching practice profiles through latent profile analysis: Limited, Bounded Balanced, Exploitative-oriented, and High Ambidextrous. The study then estimated multilevel models to examine whether these profiles were associated with teachers' job satisfaction with the profession and whether school leadership strengthened this association. Because instructional and relational leadership are closely related but conceptually distinct, they were modeled separately.

The results show that High Ambidextrous teachers reported higher job satisfaction than those in the Bounded Balanced reference profile when school leadership was at the Shanghai average level. This pattern was marginal in the instructional leadership models and significant in the relational leadership models. Both forms of school leadership amplified this association: the interactions with the High Ambidextrous profile were positive and significant for both leadership models. Simple slope tests showed that school leadership had the strongest positive association with job satisfaction among High Ambidextrous teachers, for both instructional leadership and relational leadership.

These findings suggest that teaching practice ambidexterity can be professionally rewarding when supported by school leadership. For school leaders, the results highlight the importance of providing instructional direction and relational support so that teachers can turn complex teaching demands into positive professional experiences.

Second parallel – 2:15-3:15pm
Room: N-1/F-01 (EMI)
Thematic Focus: School Leadership, Teacher Practice and Well-Being

Beyond Job Demands: How Ambidextrous Digital Leadership Enhances Teacher Well-being through Job Resources – A Large-Scale Study from Chinese Mainland

Ms. CHEN Yongyi Rayna, Dr Tsang Kwok Kuen, The Education University of Hong Kong

Abstract

This study examines how ambidextrous digital leadership – extending from transformational leadership theory into the digital context by integrating opening and closing aspects that affects teacher well-being (TWB) in K 12 digital transformation. Based on the Job Demands Resources (JD R) model, we tested the parallel mediating roles of job resources (JR) and job demands (JD), as well as the moderating role of school stage (kindergarten, primary, middle school).

Based on the Job Demands Resources (JD R) model, we tested the parallel mediating roles of job resources (JR) and job demands (JD), as well as the moderating role of school stage. A cross sectional survey was conducted with 1,855 teachers from kindergartens, primary and middle schools across 14 provinces in Mainland China, using established instruments (PANAS, SWLS and adapted JD R scales).

Structural equation modelling revealed that ambidextrous digital leadership positively predicted TWB (emotional balance β = 0.376; life satisfaction β = 0.599). JR fully mediated this relationship (indirect effect = 0.161–0.204, p < .001), explaining 30.5% of the total effect, while JD showed no significant mediation (p = .899) despite its direct negative effect on TWB. This core “resource gain” pathway remained stable across all school stages.

Our findings suggest that school leaders should prioritise providing job resources over attempting to directly reduce job demands, and that macro level policies are essential for alleviating structural non-teaching burdens. This study offers empirical evidence for digital leadership development and practical implications for teacher well-being in the Greater Bay Area’s educational internationalisation process.

Second parallel – 2:15-3:15pm
Room: N-1/F-01 (EMI)
Thematic Focus: School Leadership, Teacher Practice and Well-Being

Creating a new grammar of schooling: Leadership as institutional work in a Chinese public school

Dr. Xin GUO, University of Macau

Abstract

This article examines how a public-school principal in China leads the creation of a new grammar of schooling in an 'involutionary' system dominated by state accountability and market competition. Drawing on institutional logics and institutional work, and philosophically grounded in non-affirmative education theory, we conceptualise the principal's leadership as creating, maintaining and disrupting institutional arrangements to sustain a new grammar of schooling. The study is based on an in-depth qualitative case of an experimental nine-year school, using interviews with teachers and middle leaders, observations and documentary analysis. The findings show that deep change relies not on heroic disruption, but on labour-intensive practices of cognitive creation and enabling maintenance. While successful in empowering teachers, this process also generates unintended consequences, including experiences of 'professional guilt'. We argue that in high-stakes systems, effective leadership functions as a mediating force that protects the pedagogical core from external instrumentalism.

Second parallel – 2:15-3:15pm
Room: N-2/F-17 (CMI/PMI)
Thematic Focus: 教育领导与变革：组织、实践与发展

AI时代大湾区民办学校管理者“驾驭矛盾”领导力模型建构——基于一项真实组织变革项目的实践反思与升级

黄小红女士 卓越教育集团
吴妮妮女士 卓越大学

摘要

为应对AI时代大湾区民办学校面临的“效率与人文”、“短期与长期”及“标准化与个性化”等深层冲突，本研究旨在为学校管理者建构“驾驭矛盾”的胜任力模型 。研究以“悖论领导力”与本土“矛盾管理”为核心理论框架，打破传统线性管理思维，探索复杂教育生态下的动态平衡机制。作为基于设计的研究（DBR）的先导需求分析，本研究采用质性研究范式，对参与过前期数字化领导力干预项目的5-10位资深民办学校管理者进行深度访谈。运用扎根理论对管理实务中的“悖论”素材进行编码分析，确保数据扎根于真实的组织变革实战。研究提炼了管理者面临的核心矛盾图谱，并从认知复杂性、行为弹性和情感张力三维度建构了特质模型。该模型填补了本土化领导力理论空白，不仅直接指导下一个组织培训体系的迭代，更为研发“驾驭矛盾”领导力高保真模拟培训系统提供了坚实的理论原型与需求输入。

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Second parallel – 2:15-3:15pm
Room: N-2/F-17 (CMI/PMI)
Thematic Focus: 教育领导与变革：组织、实践与发展

基于模拟的培训对学校领导力学习长期转移的影响

汤少冰博士 陆佳芳博士 香港教育大學

摘要

传统学校领导力专业发展培训常因知识传授方式被动、实践迁移能力薄弱、知识遗忘速度快而受到诟病。本研究采用质性研究方法，旨在探究参训校长完成基于模拟游戏的培训（SBT）5至10年后，该培训对学校领导者专业发展产生的长期迁移效果，同时对比领导者对基于模拟游戏培训与传统培训模式的认知差异。研究选取来自香港及内地参与过同一模拟培训项目的在职校长与学校行政管理者开展半结构化访谈，并采用主题分析法对访谈数据进行解读。研究结果表明，基于模拟游戏培训能够带来持久性较强的体验式学习效果；依托沉浸式、反复迭代的模拟演练，参训者可长期留存特定场景下的决策技能、利益相关者管理策略以及资源调配意识。本研究证实存在显著的长期认知与行为迁移效应：模拟培训助力领导者从被动应对问题转向主动预判系统性风险，提升其危机管理与学校变革治理的实操能力，并显著增强专业自我效能感。此外，受访者普遍认为，相较于传统讲授式培训，基于模拟游戏的培训具备教学层面优势，能够实现沉浸式角色代入、实时反馈，提供无风险试错机会，并带来真实的情感学习体验。本研究证实基于模拟游戏培训能够有效弥补传统校长培训的短板，推动理论与实践深度融合，培养具备应变能力的学校领导力。研究启示可将沉浸式模拟教学纳入正式的学校领导力培训体系，提升学习的长期迁移效果，增强校长的实务治理能力。

关键词：模拟培训；学校领导力；专业发展；长期学习迁移

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Second parallel – 2:15-3:15pm
Room: N-2/F-17 (CMI/PMI)
Thematic Focus: 教育领导与变革：组织、实践与发展

从“中间”驱动教育变革：实践要素、路径探索与作用机制

吕霁月博士 华南师范大学

摘要

从“中间”驱动教育变革是指将“市—区—校”三级工作网络内的各级变革力量进行整合，驱动系统内部变革意愿与行动，从而提升系统运作效率和可持续性。本研究以上海教育系统为例探索系统如何激活不同层级行动者的变革能动性，通过半结构化访谈的方式挖掘教研员、科研员、师训员、名校长/名师工作室主持人等中层领导如何在与市级教育部门、区级教育机构和学校进行协作的过程中构建“中间层”，以此强化系统内上下各部分之间的联系。研究发现，中间层内的行动者依托课题等工具载体，生成多重话语转化的“行话”，通过识别和协调张力的行动，构建共享变革愿景的工作网络，从而强化“从中间引领”的变革驱动力。基于行话、行动和关系等实践要素，中层领导动态调整赋权支持、共情信任、专业指导和方向指引四种策略，以发挥行政领导与专业引领相结合的驱动作用，促进“中间层”内行动者朝向变革能动者发展，最终构建教育系统持续变革的有机生态。

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Second parallel – 2:15-3:15pm
Room: N-2/F-18 (EMI)
Thematic Focus: Cross-Border Student Experiences and Identities

Challenges and experiences in China–U.S. cross-border doctoral education in Greater Bay Area

Dr. XIE Xiujuan, The University of Hong Kong

Abstract

This study explored the challenges associated with transnational doctoral programs between China and the U.S., as well as how doctoral students and academics perceive these challenges in the Greater Bay Area. Although scholars have extensively discussed the development of transnational education, there has been limited empirical research on the challenges faced specifically at the doctoral level. In addition, despite China's notable progress in doctoral education in terms of both quantity and quality, few international studies have specifically focused on Chinese transnational doctoral education. To address this gap, this study analyzed empirical interview data from doctoral students and academics enrolled in a transnational doctoral program, adopting integrated threat theory as an analytical framework. The findings highlighted several threats and concerns, including unsupportive relationships with peers and supervisors, insufficient administrative support, and difficulties related to intercultural learning environments. These findings have implications for the advancement of doctoral education in transnational higher education institutions, inspiring and informing strategies to address related concerns.

Second parallel – 2:15-3:15pm
Room: N-2/F-18 (EMI)
Thematic Focus: Cross-Border Student Experiences and Identities

Crossing Educational and Linguistic Borders: Mainland Chinese Students' English Journeys into Hong Kong Higher Education

Ms. ZUO Suiling, The University of Hong Kong

Abstract

As Hong Kong develops as an international education hub within the Greater Bay Area (GBA), English-medium instruction (EMI) has become central to educational internationalisation. Yet little is known about how cross-border students experience the linguistic demands, opportunities and inequalities across different systems. This study therefore examines how Mainland Chinese undergraduates navigate English-related lived experiences from Mainland schooling to Hong Kong EMI universities, and what this reveals about cross-border educational integration in GBA.

Drawing on critical perspectives on the global spread of English, language ideology and linguistic capital, the study treats English as a gatekeeper to academic legitimacy, mobility and future opportunities. A qualitative narrative inquiry was conducted using 83 narrative-frame surveys and 22 semi-structured interviews with Mainland Chinese undergraduates at Hong Kong public universities, with data analysed through complementary narrative and thematic approaches.

Findings show that participants' earliest encounters with English in Mainland were often remembered as playful and "foreign", but English gradually became an examination subject and an internalised requirement for educational advancement. Upon entering Hong Kong's universities, participants encountered mismatches between prior English preparation and the linguistic and academic demands of EMI higher education, including unfamiliar assessment criteria, discipline-specific vocabulary, diverse accents, and communication in a multilingual environment. Through ongoing agentive effort, participants gradually recalibrated their standards for English, shifting focus from grammatical correctness and native-like norms to fluency, intelligibility and effective communication in multilingual settings. In their imagined futures, however, English remained closely tied to credentials, employability and mobility.

The study argues that GBA educational internationalisation should not be reduced to Englishisation. Institutional leaders should provide transition support, legitimise students' multilingual resources, and evaluate internationalisation through students' access, participation and academic inclusion.

Second parallel – 2:15-3:15pm
Room: N-2/F-18 (EMI)
Thematic Focus: Cross-Border Student Experiences and Identities

Investigating Hong Kong cross-border undergraduate students' experience and national identity in the Chinese mainland university

Ms. LI Yu Ting, The Education University of Hong Kong

Abstract

Hong Kong students' sense of national identity has always been a focus of the government. The government hopes that Hong Kong students can integrate into the motherland and strengthen their sense of national identity; nearly 30,000 Hong Kong students are studying at universities in the Chinese mainland. Many scholars have focused on their lived experiences and sense of belonging, but whether and how their national identity is constructed remains underexplored. This study aims to investigate the experiences of Hong Kong cross-border undergraduate students and their national identity in the Chinese mainland universities, by answering three main research questions: (1) How does the university cultivate the national identity of Hong Kong cross-border undergraduate students? (2) How do students' lived experiences on the mainland shape the construction of their national identity? (3) What are the factors that will influence students' national identity? To address these questions, the study first analyzes policy documents from the selected universities and then combines them with semi-structured interviews with 18 key actors from three universities in the north, east, and south of mainland China. Next, it uses photo elicitation and semi-structured interviews to explore 36 students' understanding of national identity. Finally, combining the interview data from key actors and students, it will use a cross-case comparative approach to extract recurring and divergent influencing factors across the three regional sites. This study hopes to provide insights into enhancing the national identity of Hong Kong students by exploring their experiences, thereby contributing to the sustainable implementation of university and government policies on national identity integration.

Second parallel – 2:15-3:15pm
Room: N-3/F-01 (EMI)
Thematic Focus: Health, Well-Being and Inclusive School Communities

Policy Enactment Mechanisms of Healthy School Construction in China: Concepts, Practices, and Structural Constraints

Dr. Jing YANG, University of Queensland/East China Normal University

Abstract

This presentation is based on a publication co-authored with Xiaoxin Du of Fudan University and Chao Qiu of East China Normal University. Health-promoting schools constitute an important policy initiative through which the “health first” principle is translated into practice within the broader agendas of Healthy China. Although health-promoting schools have gained increasing prominence in policy discourse, limited research has examined how they are enacted in schools and what factors constrain their development. Drawing on policy enactment theory, this study examines the implementation of healthy school policy in a nine-year compulsory school in Shanghai. Using in-depth interviews with school leaders, the study explores the dynamic interactions among policy interpretation, organisational coordination, and policy translation. The findings indicate that the development of health-promoting schools is not a linear process of translating policy intentions into practice; rather, it is shaped by the interaction between institutional conditions and organisational practices. Specifically, schools face structural constraints in four dimensions. First, at the external level, the examination-oriented accountability system remains the fundamental institutional constraint, limiting schools’ capacity to prioritise health-related objectives. Second, at the situational level, a gap exists between principals’ understanding of health as an educational value and middle managers’ strategic interpretation of policy requirements. Third, within the professional culture, bureaucratic routines, superficial curriculum integration, and limited teacher expertise constrain collaboration across disciplines. Fourth, at the material level, indicator-based evaluation, unequal resource distribution, and risk-averse approaches to campus governance reinforce existing barriers to innovation. Within these overlapping constraints, school leaders exercise a form of “constrained agency,” as they negotiate policy aspirations within existing institutional arrangements. By moving beyond a linear view of policy implementation, this study advances understanding of how health-promoting school policies are enacted and highlights the institutional conditions that shape their realisation in Chinese schools.

Keywords: Health-promoting schools; policy enactment; institutional constraints

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Second parallel – 2:15-3:15pm
Room: N-3/F-01 (EMI)
Thematic Focus: Health, Well-Being and Inclusive School Communities

Crossing Boundaries to Address System's Achilles' Heel: Experiences from a School Wellness Network in Hong Kong

Ms. CHAU Wai Chu Maggie, The Education University of Hong Kong

Abstract

Research Purpose/Objectives: Against the backdrop of growing concerns about student wellness worldwide, an increasing number of students are experiencing mental health challenges within Hong Kong's high-stakes and academically driven education system. The current wellness initiatives often remain fragmented, short-term, and peripheral to core school priorities. These concerns are evident across schools of different performance levels, suggesting that student wellbeing is not confined to particular school contexts but represents a broader systemic challenge. This presentation conceptualises student wellness as an issue that transcends individual schools and requires coordinated action across educational communities. The study explores how leadership, community engagement, and cross-sector collaboration can contribute to more sustainable and systemic approaches to student wellbeing.

Theoretical Perspective/Analytical Framework: The presentation is primarily informed by systems leadership and Compassionate Systems Framework perspectives. It also integrates concepts of social-emotional learning (SEL), community of practice, and future-oriented school leadership.

Research Methods and Inquiry Approaches: A documentary and qualitative inquiry approach is adopted to document the community's 7-year journey from personal advocacy to network endeavours in promoting student wellness. The study combines reflective analysis with practitioner-researcher perspectives on boundary-crossing leadership for wellbeing.

Data Sources and Evidence Framework: This study draws on a multi-layered qualitative dataset. Primary data comprises archival records of programme events, post-event feedback forms, and school-based wellness initiatives. Process data is captured through reflective notes kept by several critical boundary-crossing leaders, who act as key mobilisers of expertise, resources and reach to more schools. The analysis is further triangulated by discussions surrounding SEL implementation in multiple Hong Kong schools and school reports. This multi-perspectival data structure traces not only what resources are mobilised, but how relational and systemic barriers are negotiated in practice.

Key Findings, Conclusions and Practical/Academic Implications: While schools increasingly recognise the importance of wellbeing, sustainable progress requires stronger leadership capacity, evidence-informed decision-making, and collaboration among schools, community partners, and professional scholarship. The presentation highlights both the challenges and possibilities of building a wellness-oriented educational ecosystem and argues that student wellbeing should be viewed as a systemic priority rather than an isolated intervention. The study offers practical insights for educational leaders and contributes to ongoing discussions on school leadership, and systemic approaches to advancing student wellness in Hong Kong society and elsewhere.

Second parallel – 2:15-3:15pm
Room: N-3/F-01 (EMI)
Thematic Focus: Health, Well-Being and Inclusive School Communities

Parent Involvement, PSOC, Parent Stress and Developmental Outcomes of Chinese Children with ASD in Kindergarten and Primary Schools

Dr. David SHI, ElimStar Science and Technology Co.

Abstract

The primary objective of this study is to investigate the interrelationships among parent involvement, parenting sense of competence (PSOC), parent stress, and developmental outcomes in Chinese children with autism spectrum disorder (ASD) enrolled in kindergarten and elementary school.

The study focuses on children with ASD aged 3-12 who are currently receiving or have previously received intervention at School-E (a specialized autism rehabilitation institution) and its affiliated partner institutions. Using a cross-sectional questionnaire survey design, data were collected from 519 parents or primary caregivers, yielding a final sample of 519 valid responses. The majority of participants reside in China's eastern coastal provinces, predominantly Zhejiang, Jiangsu, and Shandong.

Statistical analyses included independent-samples t-tests, one-way analysis of variance (ANOVA), multiple regression analysis, and stepwise hierarchical regression analysis.

The key findings of the study are summarized as follows:
Significant differences in PSOC emerged across levels of ASD symptom severity. Specifically, groups with higher levels of ASD symptom severity exhibited lower levels of PSOC. Similarly, parent stress varied significantly across both levels of ASD symptom severity and family socioeconomic status (SES) groups. In detail, groups with higher levels of ASD symptom severity or lower levels of family SES reported higher levels of parent stress. No significant differences in levels of parent involvement appeared across different background variables such as severity of ASD symptom and family SES.

Regression analyses revealed a significant positive association between PSOC and parent involvement. In addition, it showed that parent stress demonstrated a significant negative association with PSOC. Finally, stepwise regression analysis indicated that higher levels of parent involvement were significantly associated with more favorable developmental outcomes in children with ASD.

Based on the statistical findings, several evidence-based suggestions for parent involvement, PSOC and parenting stress were proposed for parents, autism rehabilitation institutions, governmental organizations and future research.

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

Second parallel – 2:15-3:15pm
Room: N-4/F-01 (CMI/PMI)
Thematic Focus: 大学与社会：发展、参与与传播

追寻失落的场所精神：中国现代大学的空间脱嵌与再嵌

陈卓君博士 华南师范大学

摘要

在数字化浪潮重塑教育场景的当下，教育与知识生产面临“去物质化”与“去空间化”的双重挑战。教育空间作为承载教育实践的重要载体，其构建逻辑亟需从技术导向的抽象设计中解放出来，回归对教育本体价值的深层回应。教育活动的生成不仅依赖认知机制，更深植于具体的空间结构与历史情境之中，体现出强烈的地理实践性与空间建构性。科学历史地理学与知识社会学的相关理论揭示，教育空间的建构能力正源于其对现实情境的回应能力。从“场所精神”（Genius Loci）视角出发，教育空间的价值应在感知、存在、认知、实用与抽象等多重维度中得以重构。知识生产并非脱域的技术过程，而是嵌入社会文化语境的实践行为，需要教育空间提供情境化的支撑和精神归属。在当代中国高校校园的现实语境中，标准化、功能主义与形式符号化的空间建构逻辑削弱了教育空间的情境深度与生成能力，进而影响教育活动的真实性与教育主体的存在状态。教育空间生产的能动性亟需重新激活，必须回归对实践性、情境性、完整性与交互性的价值追求。

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

Second parallel – 2:15-3:15pm
Room: N-4/F-01 (CMI/PMI)
Thematic Focus: 大学与社会：发展、参与与传播

香港高校在內地主流社交媒體的敘事體系、形象構建與傳播策略—以香港教育大學為例

何俞燕女士 香港教育大學

摘要

本研究旨在梳理港校內地自媒體傳播邏輯，為香港各大高校面向內地生源與公眾的品牌宣傳提供實證案例參考。

研究以框架理論+擬劇理論+議程設置理論作為三重分析框架，採用內容分析法，選取香港教育大學官方微信公眾號、小紅書全體原創發布內容作為研究樣本，從敘事話題、文本架構、視覺呈現三維拆解傳播樣態。

研究發現：香港教育大學內地平台側重師資資源、入學資訊、灣區教研三大敘事模塊，建構師範特色化院校形象，但存在兩平台內容同質化、本土化互動不足等短板。
結論據此提出分平台精細化運營優化方案；學術層面補充港澳高校內地社媒形象研究實證，實務層面為在港院校跨域傳播提供落地參考。

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Note: Presentation titles and presenters' names are shown as provided

Second parallel – 2:15-3:15pm
Room: N-4/F-01 (CMI/PMI)
Thematic Focus: 大学与社会：发展、参与与传播

Evaluating the Impact of Social Entrepreneurship Education on Secondary School Students in Hong Kong

Dr. Kwun-hang LAU, CCC Tam Lee Lai Fun Memorial Secondary School, Hong Kong

Abstract

This study evaluates the impact of Social Entrepreneurship Education (SEE) on the holistic development of secondary school students in Hong Kong, with a particular focus on community-based learning and student engagement. The research aimed to examine how participation intensity within SEE programs influences students' personal, social, and future-oriented competencies in an academically intensive educational context.

The study was guided by experiential learning theory and holistic education perspectives, emphasizing the integration of civic engagement, entrepreneurial thinking, and reflective learning. A convergent parallel mixed-methods design was adopted. The participants included 78 Secondary 4 students involved in a school-based SEE program. Among them, 20 students were classified as Active Participants who received mentorship opportunities and deeper involvement in project design, while 58 students mainly participated in core workshops and learning activities.

Quantitative data were collected through structured questionnaires examining six developmental domains: learning and cognitive development, personal growth and self-awareness, collaboration and communication, community awareness and civic engagement, entrepreneurial mindset, and future planning. Qualitative data were gathered through reflective responses and participant feedback to explore students' lived experiences and perceptions.

The findings revealed that Active Participants consistently reported higher mean scores across all developmental domains, although the differences were not statistically significant. Pearson correlation analysis demonstrated strong interrelationships among the six domains, suggesting an integrated construct of student competence. Qualitative findings further highlighted improvements in resilience, empathy, collaboration, civic responsibility, and reflective thinking. The study suggests that community-engaged SEE can effectively support holistic student development and strengthen students' social awareness and future readiness within secondary education in Hong Kong.

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Note: Presentation titles and presenters' names are shown as provided

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。

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 – 4:30-6:00pm
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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Note: Presentation titles and presenters' names are shown as provided

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。

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 – 4:30-6:00pm
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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Note: Presentation titles and presenters' names are shown as provided

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。

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 – 4:30-6:00pm
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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Note: Presentation titles and presenters' names are shown as provided

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.

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

"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.

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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.