2014 Senior Seminar

The many faces of Asia Pacific higher education in the era of massification

亞太區高等教育在大眾化時代下的挑戰

Day One
Date: 17 Oct 2014 (Fri)
Time: 10:00am-6:00pm

Day Two
Date: 18 Oct 2014 (Sat)
Time: 9:30am-6:30pm

Day Three
Date: 19 Oct 2014 (Sun)
Time: 9:30am-12:30pm

Venue: Council Chamber, Tai Po Campus, HKIEd

Co-organized by

Centre for Greater China Studies
Department of Asian and Policy Studies
APS Studies
Asian Pacific Higher Education Research Partnership

Supported by
United Board & One Asia Foundation
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About the Centre for Greater China Studies

Established in September 2010, the Centre for Greater China Studies (CGCS) is one of the faculty-based centres of the Faculty of Liberal Arts and Social Sciences (FLASS) of the Hong Kong Institute of Education (HKIEd). As one of the strategic research centres of FLASS, the CGCS had been organizing research conferences, seminars, and symposia related to development, policy and governance in the Greater China region.

Through developing an interdisciplinary research strategy, networking with leading academic and research institutions and prominent scholars in the Greater China region and overseas countries, and soliciting outside finding support for research projects, we hope to bring together active researchers in Greater China studies at HKIEd to engage the wider policy community in critically examining various kinds of academic, policy and practical issues.

As a leading research centre offering quality education programmes to nurture students to become caring leaders with a global vision, the CGCS is committed to providing professional training programmes and supporting FLASS in developing undergraduate and postgraduate programmes in Greater China studies to deepen students’ understanding and interest in the development of Greater China and its interactions with the world.

With a strong conviction to promote interdisciplinary research, the CGCS has established five major research groups involving different departments of FLASS. Colleagues from FLASS will reach out to their counterparts from the Faculty of Education and Human Development and Faculty of Humanities in developing interdisciplinary, new and innovative research collaborations. The five major research themes are focusing on the following areas:

(1) Cooperation between Greater Pearl River Delta (PRD), Hong Kong and Taiwan
(2) Educational, Cultural and Social Change
(3) Science, Technology and Sustainability
(4) Comparative Development, Public Policy and Governance
(5) China and the Globalizing World
Programme

Day One: 17 October 2014 (Fri)

Morning Sessions

10:00 – 10:15 am  Opening Ceremony

Welcoming Remarks:
Professor Kee Lee Chou (Head, Department of Asian and Policy Studies)
Professor Ka Ho Mok (Director, Centre for Greater China Studies)
Professor Deane Neubauer (Co-Director, Asia Pacific Higher Education Research Partnership)

10:15 – 10:45 am  Session I: The Many Faces of Asia Pacific Higher Education in the Era of Massification

Speakers:
Professor John Hawkins (University of California, Los Angeles)
Professor Ka Ho Mok (The Hong Kong Institute of Education)
Professor Deane Neubauer (Asia Pacific Higher Education Research Partnership)

10:45 – 11:05 am  Discussion

11:05 – 11:35 am  Session II: The Consequences of the Massification of Higher Education

Speaker:
Dr Aida Suraya Md. Yunus (University Putra Malaysia)

11:35 – 11:55 am  Discussion

11:55 – 12:05 pm  Tea Break
12:05 – 12:35 pm  Session III: When International Classrooms become Chinese Students-dominated Classrooms: Revisiting Celebrated Diversity and the Internationalisation of Higher Education

Speaker:
Dr Phan Le Ha (University of Hawaii)

12:35 – 12:55 pm  Discussion

12:55 – 2:00 pm  Lunch

Afternoon Sessions

2:00 – 2:30 pm  Session IV: The Higher Education Industry in Hong Kong and Singapore: Reflections on a Decade of Expansion

Speaker:
Dr Will Lo (The Hong Kong Institute of Education)

2:30 – 2:50 pm  Discussion

2:50 – 3:20 pm  Session V: Massification without Equalization: The Politics of Higher Education in Hong Kong

Speaker:
Dr Siu-yau Lee (The Hong Kong Institute of Education)

3:20 – 3:40 pm  Discussion

3:40 – 3:55 pm  Tea Break
3:55 – 4:25 pm  Session VI: Impacts of Decreasing External Incentives on Higher Education ~Some Reflections from the Case in Taiwan

Speaker:
Professor Lin Yung-feng (Chung Cheng University)

4:25 – 4:45 pm  Discussion

4:45 – 5:15 pm  Session VII: A Critical Discussion on Massification of Higher Education in Korea

Speaker:
Professor Minho Yeom (Chonnam National University /East West Center)

5:15 – 5:35 pm  Discussion

End of First Day Session
**Day Two: 18 October 2014 (Sat)**

**Morning Sessions**

9:30 – 10:00 am  
**Session VIII: Qualification Recognition of Joint Degrees in Europe and Asia in the Era of Massification**

Speaker:  
Professor Angela Hou (Fu Jen University)

10:00 – 10:20 am  
Discussion

10:20 – 10:50 am  
**Session IX: The Emerging Face of Higher Education: The Malaysian Context**

Speaker:  
Dr Mariani Binti Md Nor (University of Malaya)

10:50 – 11:10 am  
Discussion

11:10 – 11:25 am  
Tea Break

11:25 – 11:55 am  
**Session X: Government’s Role in Access to Higher Education: The Case of Government-sponsored Financial Aid in the US?**

Speakers:  
Dr Lynette Landry (Hawaii Pacific University)  
Professor Deane Neubauer (Asia Pacific Higher Education Research Partnership)

11:55 – 12:15 pm  
Discussion
12:15 – 12:45 pm  Session XI: Funding Mechanisms to Ensure Sustainability, Stability and Innovation in Higher Education

Speaker:
Professor Arthur Hauptman (George Mason University)

12:45 – 1:05 pm  Discussion

1:05 – 2:00 pm  Lunch

Afternoon Sessions
2:00 – 2:30 pm  Session XII: Massification of Higher Education in China: Problems and Solutions

Speaker:
Professor Gao Ying (Northeast Normal University)

2:30 – 2:50 pm  Discussion

Speakers:
Professor Ka Ho Mok (The Hong Kong Institute of Education)
Dr Alfred Wu (The Hong Kong Institute of Education)

3:20 – 3:40 pm  Discussion

3:40 – 3:50 pm  Tea Break
3:50 – 4:20 pm  
**Session XIV: Comparison of Student Experiences the Era of Massification: Analysis of Student Data of Japan, Korea and the United States**

Speaker:
Professor Reiko Yamada (Doshisha University)

4:20 – 4:40 pm  
Discussion

4:40 – 5:10 pm  
**Session XV: Massification: A Challenge for Vietnamese Higher Education**

Speaker:
Miss Nguyen Thi My Ngoc (National University of Vietnam)

5:10 – 5:30 pm  
Discussion

5:30 – 6:00 pm  
**Session XVI: Massification: Progression and Performance of International Students in Australian Higher Education Institutions: The Role of Independent Learning**

Speaker:
Dr Sharif As-Saber (Royal Melbourne Institute of Technology)

6:00 – 6:20 pm  
Discussion

**End of Second Day Session**

7:00pm  
Appreciation Dinner (for APHERP Participants)
Day Three: 19 October 2014 (Sun)

Morning Sessions
9:30 – 11:30 am

Postgraduate Seminar I: Parental involvement and university graduate employment

Speaker:
Dian Liu (PhD Candidate, The University of Hong Kong)


Speaker:
Weiwei Ji (PhD Candidate, The University of Hong Kong)

Postgraduate Seminar III: Response to the Call for Internationalization: Transnational Higher Education Development in China

Speaker:
Miss Xiao Han (PhD Candidate, The Hong Kong Institute of Education)

11:30 – 12:30 pm

Open Discussion

Moderator:
Professor Deane Neubauer (Asia Pacific Higher Education Research Partnership)

End of Senior Seminar 2014

12:30 – 2:00 pm

Farewell Lunch (by invitation)
Themed Sessions

Session I: The Many Faces of Asia Pacific Higher Education in the Era of Massification

Presenters:

**Professor John Hawkins**, University of California, Los Angeles
**Professor Ka Ho Mok**, The Hong Kong Institute of Education
**Professor Deane Neubauer**, Asia Pacific Higher Education Research Partnership

Abstract:

In this paper we put forward two hypotheses, designed to stimulate discussion and provide a framework for the seminar, papers and the eventual publication of the book. The two hypotheses are as follows: H1: increasing access through massification either actually or eventually increases inequality. H2: massified systems of higher education lead in the long run to increases in equity and equality. In the paper several arguments are made in support of both hypotheses leading to the conclusion that massification is a complex phenomenon requiring more research and critical thinking. At a minimum we need to ask what the implications may be for governance, and the leadership of education officials and HE administrators as they grapple with the substance of these contradictions.

It is clear to us that existing systems of higher education throughout the Asia Pacific region contain elements of both hypotheses, and that for empirically existing systems their “reality” can probably be located on a continuum defined by hypothesis one at one end and hypothesis two at the other.

Session II: The Consequences of the Massification of Higher Education

Presenter:

**Dr Aida Suraya Md. Yunus**, University Putra Malaysia

Abstract:

Massification of higher education in Malaysia is contributed by the growth in the population, growing awareness on the importance of higher education and the increase in international student enrolment. The development of higher education institutions were massive in the 1990s, with the addition of more public universities, university colleges, and that was the time that private universities and colleges were mushrooming to meet the growing demand. More branch campuses of foreign universities have been set up to fulfil the demand for foreign degrees and to overcome the problem of affordability. This paper intends to explore the intended and unintended consequences of the massification of higher education. The intended
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consequences is to make Malaysia an education hub and among the strategies undertaken are striving to make our universities more reputable and visible, allowing foreign universities to set up their branch campuses in Malaysia and establishing twinning programmes, jointly awarded programmes or double degree with reputable foreign universities. The unintended consequences include poorer student quality, thinning of funding to cater for the larger number of students, education becoming a business commodity, decline in the quality of education, increase work load of faculty, and finding alternatives to reach out to wider participants. With the massification of both local and international students pursuing their education in Malaysia, we have to commit to provide the best learning and research experiences to prepare them in facing the challenging and uncertain future.

Session III: When International Classrooms become Chinese Students-dominated Classrooms: Revisiting Celebrated Diversity and the Internationalisation of Higher Education

Presenter:
Dr Phan Le Ha, University of Hawaii

Abstract:
One compelling rationale for the internationalisation of higher education is the celebration of diversity in terms of the multicultural, multiracial, multilingual and multiethnic aspects of the student body. Existing literature has highlighted this version of diversity, almost without any attempt to question its validity. However, this taken-for-granted diversity has been challenged to a great extent when an increasing number of courses, programs, and majors are now enrolled mainly by students from China, making these settings largely ‘homogenous’, at least from the outset, with many classes having up to nearly 100% of Chinese students from the mainland. This phenomenon is evident in English-speaking Western countries, in transnational education contexts and settings, and in countries that have been developing English-medium programs and courses to attract students such as Japan, Malaysia and Thailand. This phenomenon has posed new challenges as well as opportunities to teaching, learning, and the production of knowledge as well as to the internationalization of higher education around the globe. It is time to revisit what we mean by diversity and what version of diversity we are promoting in higher education, particularly when the internationalization of higher education runs parallel with the massification and commercialisation of higher education. In this seminar, I will discuss and engage with these key issues, based on my long-term research in various contexts and settings in various countries in the Asia-Pacific and in the UK.
Session IV: The Higher Education Industry in Hong Kong and Singapore: Reflections on a Decade of Expansion

Presenter:

**Dr Will Lo**, The Hong Kong Institute of Education

Abstract:
This paper is concerned with the development of higher education industry in Hong Kong and Singapore over the last decade. Both cities identify themselves as the regional education hubs. Given that the education hub notion was introduced during the concession period, sustaining economic growth was considered as the key reason for the education hub policy. However, this instrumentalist approach has sparked off some tensions between global and local. This paper picks up these issues to examine the significance of the concept of education hub in the future development of higher education in Hong Kong and Singapore. This paper is in three sections. The first section provides a review of the development of education industry in the two city-states. It illustrates the connection between competitiveness and higher education development in the policy agenda. The second section critically examines the effects of the hub strategies adopted by the two city-states. The focus of the analysis is put on the tensions between the global agenda and the local needs. This leads to the third sections, which discusses the prospect of the vision of education hub by examining the common trends and challenges facing higher education development at the post-massification stage in Hong Kong and Singapore.

Session V: Massification without Equalization: The Politics of Higher Education in Hong Kong

Presenter:

**Dr Siu-yau Lee**, The Hong Kong Institute of Education

Abstract:
This paper explains why massification of higher education in Hong Kong has, contrary to the predictions of traditional accounts, failed to enhance social mobility of the youth in the city. Building upon recent literature in political science, it argues that massification can take different forms, which in turn determines its impacts on different social groups. Through exploring three critical phrases in the city’s higher education reform, this paper demonstrates how higher education policies have been heavily shaped by the interests of the city’s elites, who on the one hand see expanding higher education as a solution to such social and economic problems as
unemployment and regional integration, but on the other remain reluctant in increasing public spending on the sector. Findings of this study shed light on the regressive nature of higher education.

**Session VI: Impacts of Decreasing External Incentives on Higher Education – Some Reflections from the Case in Taiwan**

**Presenter:**
**Professor Lin Yung-feng**, Chung Cheng University

**Abstract:**
Widen participation in post-compulsory and higher education is commonly seen as a result of growing recognition of the internal and external good or benefits of higher education. However, when these incentives become less promising or less evident, is there still a strong demand for higher education?

This paper aims to examine some external factors related to the labour market and to discuss its impacts on massification. First, the argument of the value of higher education is discussed and is taken as one of key underlying rationales for massification. Second, with special reference to the Taiwan’ context, this article goes on to summarize the pattern and trend of unemployment and income in the past two decades. Based on this statistical context, the impacts on massification in Taiwan is then investigated. Finally, two main contextual conditions of massification are reconsidered through the case of Taiwan.

Based on the analyses and discussion in previous sections, this paper argues that external factors in the labour market do challenges the widely recognized assumptions of the value of higher education. However, credential inflation do not apply to all higher education institutions and not to all levels of tertiary education. Therefore, the quality of higher education become increasingly critical and the cost for completing higher education become increasingly a great concern.

**Session VII: A Critical Discussion on Massification of Higher Education in Korea**

**Presenter:**
**Professor Minho Yeom**, Chonnam National University /East West Center

**Abstract:**
The purpose of this paper is to comprehensively understand the process and results of Korean massification in higher education and to discuss ways of dealing with issues resulting from massification by analyzing statistical data and reviewing related articles. The massification
process rapidly proceeded through the early 1980s and the mid-1990s along with government policies. The enrollment rate increased more than 6 times from 11.4% in 1980 to 70.1% in 2010. The number of higher education institutions also increased more than 1.5 times from 224 in 1980 to 345 in 2010. The issues resulting from massification include public skepticism toward the quality of higher education, worsening employment of university graduates, aggravation of private financial burden, intensification of university rankings, and a decrease in the school age group. In conclusion, this paper discusses a new approach for stressing higher education for a public good, seeking a consensus for measuring quality in higher education, and shifting power away from the government towards the institutions themselves for the continuing development of higher education.

Session VIII: Qualification Recognition of Joint Degrees in Europe and Asia in the Era of Massification

Presenter:
Professor Angela Hou, Fu Jen University

Abstract:
Growth in the internationalization of higher education is driving the expansion of tertiary systems and institutions throughout the world. At the same time, it also articulates a massified system in higher education as well as intensifying student mobility (Daniel, et al, 2009; Moor & Henderikx, 2013). When students are given more opportunities to study abroad to earn an foreign or a joint degree, how the qualifications will be recognized within nation, region and cross region becomes an international agenda in many nations.

Since 1950s, the Council of Europe has established conventions and information networks to enhance student mobility and qualification recognition in Europe. In contrast, Asia didn’t take the issue into consideration until 1983. The UNESCO Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (the “1983 Convention”) was adopted. The recognition of a joint degree is still challenging due to the fact that “they don’t belong to any national higher education system”. The purpose of the study is to realize the current situation of qualification recognition of a joint degree and role of recognition body and quality assurance agency in the process and procedures of assessment.
Session IX: The Emerging Face of Higher Education: The Malaysian Context

Presenter:
Dr Mariani Binti Md Nor (University of Malaya)

Abstract:
Higher education in Malaysia is undergoing transformation to cope with the challenges of globalization. This paper discusses the steps taken by Malaysian higher learning institutions to achieve their current aspirations of internationalization, improved ranking and increased visibility. Steps taken include setting up of research universities and improving research, enhancing publications in quality journals, improving networking, facilitating outbound and inbound programmes, student and staff exchanges with foreign universities, reducing undergraduate and increasing postgraduate student intake, creating double degree programmes, and collaboration with foreign universities. Our review shows that following systematic improvement efforts, the University of Malaya in particular and Malaysian universities in general have improved in regional and world university rankings.


Presenters:
Dr Lynette Landry, Hawaii Pacific University
Professor Deane Neubauer, Asia Pacific Higher Education Research Partnership

Abstract:
There has been an increase in enrollment in post-secondary institutions among low-income, disadvantaged, students over the last 40 years in the United States. However, federal, state, and local financial models for higher education have changed resulting in increased student debt and little change in retention and graduation rates. Moreover, the debate over the role of government in fostering access to higher-education for those who traditionally have not had entrée into colleges and universities rages on. This paper attempts to answer two questions fundamental to the role of government in increasing access to higher education for its citizens. The questions are: what should the role of the federal, state, and local governments be in developing aid programs that increase access to higher education and what is the optimal mix of grants, work-study, and loans to increase access to higher education especially in low-income, minority populations? Historical and political perspectives are explored in an effort to gain a deeper understanding of the current debate on the role of government in the funding of higher-education in the United States. It may not be possible to answer the questions posed in
this paper because educational policy is not formulated in isolation but rather within a context of competing societal and political values and goals.

Session XI: Funding Mechanisms to Ensure Sustainability, Stability and Innovation in Higher Education

Presenter:
Professor Arthur Hauptman, George Mason University

Abstract:
This paper examines a condition present in all contemporary societies and economies: the need to provide an adequate funding base for their higher education systems. I focus on four fundamental funding considerations: First, a country’s economic strength and demographic profile need to be critical factors in determining the type of HE system that country has, as well as how that system is financed. Second, funding sustainability is a critical policy goal but should not be the sole policy objective. Funding stability and promoting innovation are other critical goals. Each should be applied to research as well as instruction. Third, we must recognize that it is difficult to have an effective higher education financing system without first having a governance structure that properly sorts out the roles and responsibilities of key stakeholders. And finally, efforts to expand access to HE inevitably will have effects on the quality of the enterprise and these possible effects should be factored into the policy-making process. From the basis of these considerations I then examine some of the varying conditions under which contemporary higher education has emerged in its massification forms (including differential demography) and examine the kinds of policies, public and private, that are likely to produce the desired goals.

Session XII: Massification of Higher Education in China: Problems and Solutions

Presenter:
Professor Gao Ying, Northeast Normal University

Abstract:
The massification of higher education in China is the result of a pushed “leap forward” by the government though it is not in consistency with the economic development and a low GDP. It is characteristic of the passive catch-up mode. It was brought forth by greatly enlarging enrollment rate since the year 1999. The result of this quick expansion has led to an abrupt increase in student number, in the number of universities and in the size of universities. This “prosperity” in higher education has enabled more Chinese to attend universities and for a short period of time
has lessened the pressure of the job market. However, so far, there has not been proper classification of the different types and functions of universities which has produced a whole serious of problems like the gap between the development of higher education and the increase in economy, industry structure and need of the society. This paper intends to explore some major problems and their possible solutions. The problems to be focused include low government funding, unbalanced development of higher education among regions, fairness issue in college entrance exam, poor quality of education and the lack of varied types of universities. The recent government attempts in trying to solve these problems have brought forth both satisfactory and unsatisfactory results. They have, nonetheless, signaled important government will and guidance.

Session XIII: Higher Education, Changing Labor Market, and Social Mobility in the Era of Massification in China

Presenters:

**Professor Ka Ho Mok**, The Hong Kong Institute of Education

**Dr Alfred Wu**, The Hong Kong Institute of Education

Abstract:

This study attempts to investigate the relationship between the massification of higher education, labor market, and social mobility in contemporary China. Though unfolding in a short period of time from elite to mass education, China’s higher education has been characterized as a wide, pervasive massification process. The expansion of higher education has generated a great impact on labor market and social mobility in China. Massification has increased college access and in general enhanced the extent of equity and equality in the society. The situation has nonetheless become complex as returns to education have flattened out recently and social mobility has slowed down in general. University graduates start to doubt the effect of higher education on improving their competitiveness in the job market. This in turn leads to a wide dissatisfaction of higher education in China. This study, through probing the expansion of higher education in China, sheds fresh light on a changing context of higher education in China and beyond. Policy implications will be produced to inform public debate on the massification of higher education.
Session XIV: Comparison of Student Experiences the Era of Massification: Analysis of Student Data of Japan, Korea and the United States

Presenter:

Professor Reiko Yamada, Doshisha University

Abstract:
This research explores to grasp the association of college experiences with degree of learning through the comparative research for student self-reported survey between Japan, Korea and the United States.

Our research group has developed the student surveys systems for learning improvement, so called JCIRP (Japanese Cooperative Institutional Research Program) since 2004 as a revised version of the CSS (HERI). Our program consists of three student surveys such as Japanese Freshman Survey, Japanese College Student Survey, and Japanese Junior College Student Survey. Until 2013, almost 140,000 students from over 680 four-year colleges and two-year colleges participated in our program. It seems that our student survey system has institutionalized the culture to assess student learning outcome and experiences based on the self-reported data and has been widely accepted in Japanese higher education institutions as the indirect assessment system.

Our JCIRP program has been extended to the collaborative research between Korea and Japan. Thus, KCSS (Korean College Senior Survey) 2012 was developed as a revised version of the CSS 2011 (HERI) and it is comprised of a set of questions to measure educational outcomes of college education and student experiences. It is distinct from CSS and JCSS as the Korean-specific college experiences were reflected in the survey.

This study uses a quantitative research design using data obtained from JCSS 2012 and KCSS2012 designed for both upper division and lower division students. In addition to that, we obtained the row data of CSS2012 from HERI for comparison. Thus, in this research, we will compare what kind of experiences students in three countries have in a globalized society. Also, we will examine whether or not there is any difference of experiences of cultural diversity in three countries.
Session XV: Massification: A Challenge for Vietnamese Higher Education

Presenter:
Miss Nguyen Thi My Ngoc, National University of Vietnam

Abstract:
The paper presents basic information about what and how the Vietnamese higher education system deals with the complex challenges in the process of massification. The role of restructuring and developing the H.E system of the government will be analyzed through past and upcoming policies.

Session XVI: Massification: Progression and Performance of International Students in Australian Higher Education Institutions: The Role of Independent Learning

Presenter:
Dr Sharif As-Saber, Royal Melbourne Institute of Technology

Abstract:
A significant number of students from different regions of the world are crossing borders to attain international qualifications. However, international students consistently face challenges in adjusting to the new host-country learning environment. In Australian higher education institutions (HEIs), many of these students originate from emerging economies where the learning environment is significantly different from Australia. One of the major challenges for these students is to cope with the need of undertaking some learning activities on their own as a part of their academic curricula. Known as ‘independent learning’, such activities pose considerable challenges to these students with likely effect on their academic performance. This paper aims to explore the transition to, and impact of, independent learning requirements on the academic performance of international students in Australian HEIs. It looks into the roles of HEIs, governments and other stakeholders in addressing this issue and provide a tentative framework for devising and promoting a learning approach to enhance independent learning capacity among international students across Australian HEIs. The paper has implications for HEIs in Australia and other countries hosting international students. It also has implications for both home and host country governments and other stakeholders including international students and primary and secondary educational institutions providing education to students aspiring to undertake studies in foreign institutions.
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Postgraduate Seminar I: Parental involvement and university graduate employment

Presenter:
Miss Dian Liu, PhD Candidate, The University of Hong Kong

Abstract:
Middle and upper middle class students continue to outpace those from less privileged backgrounds in terms of both job access and occupational attainment has aroused much academic interest. In the mainstream literature, most address this inequality by examining the linkage between family resources and the occupational sources. These researches, most quantitatively conducted, confirmed that middle class students, with higher status contacts and vaster social networks, are more likely to get (better) jobs than their underprivileged counterparts. Valuable and informative as these researches are, the occupational discrepancy between the two student groups attributed not only to the differed network resources but also on the ways of capitalizes the cultural assets that distinguish the middle class students. During 2011-2012, 30 fourth-year middle class students majored in 4 disciplines from two top-tier Chinese universities in Wuhan were interviewed. Drawing upon these data, this article analyzes the joint work of the family social-network, the delicately constructed middle class accredited “excellence”, and the strong intervention of the parental willingness, and examines how this joint work favors middle class students during their job search.


Presenter:
Miss Weiwei Ji, PhD Candidate, The University of Hong Kong

Abstract:
This paper inquires into the political logic behind the massification of Chinese Higher Education (HE). Documentary study and content analysis are employed in this study to describe the policy trajectory when China stepped into mass higher education phase and unfold the political logic behind phenomena. From documentary study, Chinese HE development since China’s Opening up can be divided into three periods: the elimination of excess government control from the 1980s to the late 1990s; the massification of and enrollment expansion in Chinese HE from the late 1990s to 2007; and, the restoration and expansion of research from 2007 to the present. Content analysis of Chinese government work reports revealed policy environmental changes from 1988 to 2012. The analysis links specific polices to the political logic informing HE governance, especially after the initial round of reforms. The result is that
the political logic behind Chinese education policies is closely associated with legitimation strategies, which are influenced by both political phases and incidental events in China.

**Postgraduate Seminar III: Response to the Call for Internationalization: Transnational Higher Education Development in China**

Presenter:
**Miss Xiao Han**, PhD Candidate, The Hong Kong Institute of Education

Abstract:
In the last few decades, internationalization of higher education has become increasingly popular trend. There is not an exception in China, especially when the Chinese government is very keen to transform its higher education quality by incorporating new ideas and practices from overseas institutions to develop transnational higher education in China mainland. The present chapter critically examines how the Chinese government develop new policies in promoting transnational higher education. The focus of the chapter is to examine case studies adopted from Ningbo and Shanghai where two overseas universities, namely, Nottingham University from the UK and New York University from the USA have set out their campuses in launching international education. Based upon field interviews, the chapter will report how students reflect their learning experiences and how university administrators from overseas work with their Chinese counterparts will be examined.