



EDUCATION AND SOCIAL PROGRESS: INSIGHTS FROM COMPARATIVE PERSPECTIVES

*Siem Reap, Cambodia
11-12 May 2018*



Co-hosted



CDRI
Cambodia Development Resource Institute



Key conference contacts

Name	Designation	Mobile
CDRI		
Mr Keo Borin	Conference coordination	092 213 798
Dr Leng Phirom	Conference program	099 883 983
Dr Khieng Sothy	Hospitality and tourism	012 229 557
Dr Chhim Sarath	Medical and emergency contacts	077 242 243
Sokhalay Angkor Resort		
Mr Ouch Veasna	Conference room facilities and technologies	015 37 4737
Mr Pol Thea	Front Office Manager/accommodations arrangement	087 777 683

Education and Social Progress: Insights From Comparative Perspectives

11TH BIENNIAL COMPARATIVE EDUCATION SOCIETY OF ASIA

Siem Reap, Cambodia

11-12 May 2018



CDRI
Cambodia Development Resource Institute



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Cover design: RAVY Sophearoth

Front & Back Cover Pictures: SAY Lalis

PREAH KHAN: BUDDHIST MONASTIC UNIVERSITY - KING JAYAVARMAN VII, 13TH CENTURY CE

56 Street 315, Tuol Kok

PO Box 622, Phnom Penh, Cambodia

(+855 23) 881 384/881 701/881 916/883 603

(+855 23) 880 734

Email: cdri@cdri.org.kh

Website: www.cdri.org.kh

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Welcome Message

Warm Greetings!

On behalf of the organising committee, we are pleased to welcome you to the 11th Biennial Comparative Education Society of Asia (CESA) Conference on 10–12 May 2018 in Siem Reap, Cambodia. The theme of the conference is Education and Social Progress: Insights from Comparative Perspectives.

CESA 2018 will serve as a platform for scholars, researchers, practitioners and policymakers in the field of comparative and international education to discuss key issues concerning how social progress can be achieved through education. Academic discourse will contribute significantly to theoretical and methodological perspectives in the development of comparative education as a field of study in Asia.

Co-hosted by the Cambodia Development Resource Institute (CDRI) and the Pāññāsāstra University of Cambodia (PUC), CESA 2018 will be held in Siem Reap – Cambodia's most popular tourist destination, rich in both history and culture. Home to many beautiful temples, Siem Reap represents Cambodia's glorious past of the Khmer Empire (802-1431), one of the most powerful and wealthiest states in Southeast Asian history. Noticeably, its knowledge systems, science and technology were then highly developed.

We strongly encourage you to attend CESA 2018 not only to make scholarly contributions to the field of comparative education but also to gain more understanding about Cambodian culture, history and people.

We wish you a productive conference and pleasant stay in Siem Reap.

With warm regards,

Prof Chhem Rethy
Executive Director, CDRI
Cambodia

Prof Liu Baocun
CESA President
Beijing Normal University
China

Prof Edward Vickers
CESA Secretary General
Kyushu University
Japan

Acknowledgements

This conference would have never been possible without the support from a number of people and institutions. First of all, we would like to thank Prof Chhem Rethy and Dr Un Leang for putting together a proposal to bid for this conference during CESA 10th Conference in Manila in February 2016. Our thanks also go to all CESA Board Members, particularly Professor Liu Baocun (CESA President) and Professor Edward Vickers (Secretary-general of CESA) who entrusted us, with full confidence and all the support, to organize the conference for the first time in Cambodia. We are grateful to the following institutions who support us financially and technically:



Paññāsāstra University of Cambodia (PUC) as a co-host and supporter of the conference;



The Head Foundation (Singapore) for funding participants from Southeast Asia to attend the Writers Workshop;



BAICE – British Association for International and Comparative Education for the organization of the Writers Workshop and mentorship of junior scholars from Southeast Asia;



Swedish International Development Cooperation Agency – SIDA for their supports to the Education Unit in higher education policy research and CESA Conference;

Last, but not least, we would like to thank all the members of the CESA scientific committee and organizing team for the leadership, hard work and all the contributions to make CESA 2018 Conference a success. We also acknowledge the contribution of student volunteers from PUC Siem Reap in the organization of the conference.



CONFERENCE BACKGROUND

ABOUT | CESA

ABOUT | CAMBODIA DEVELOPMENT RESOURCE INSTITUTE (CDRI)

ABOUT | PAÑÑĀSĀSTRA UNIVERSITY OF CAMBODIA (PUC)

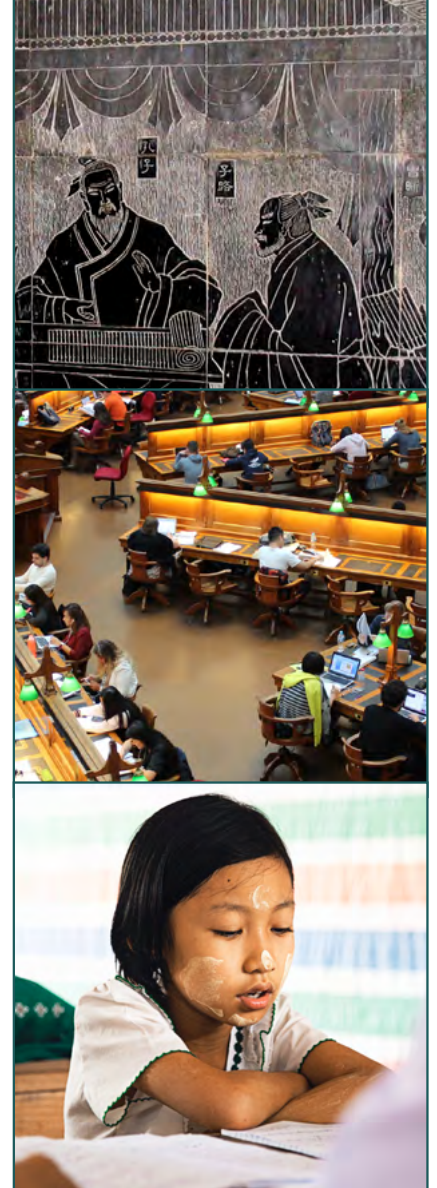
CONFERENCE DESCRIPTION

About | CESA

The Comparative Education Society of Asia (CESA) is an association of educational scholars, throughout Asia and beyond, engaged in the comparative study of educational systems, traditions and practices. It was created in 1991 with the aim of promoting Comparative Education as a scholarly field across Asia, and lending more prominence to Asian voices in global debates about education.

CESA holds biennial conferences in Asia – including, to date, China, Japan, Indonesia, Thailand, Taiwan, Hong Kong and Malaysia. Whenever possible, CESA attempts to identify venues in countries which seldom have the opportunity to host major international education conferences, and that therefore stand to gain especially from the opportunity to interact with international scholars that CESA's conferences provide.

CESA is a member of the World Congress of Comparative Education Societies (WCCES), in which its representatives play an active role. The Society plans to extend its activities into new areas, for example, e-journal publishing.



For more *information about CESA* please visit
www.cesasia.jp/aboutcesa

World Council of Comparative Education Societies:
www.wcces-online.org
www.worldcces.org

Comparative and International Education Society:
www.cies.us

About | CDRI

The Cambodia Development Resource Institute (CDRI) is a leading independent policy research institute in Cambodia. Its mission is to generate high quality, influential and impactful knowledge through independent policy research and capacity development to contribute to Cambodia's inclusive and sustainable development.

CDRI has built excellent and longstanding working relationships with academic institutions, educators, government departments and institutions, NGOs and development partners. Its research findings, published in over 100 working papers, dozens of policy briefs, books, international journals and the quarterly Cambodia Development Review, influence policies and practices at national and subnational levels of government.

CDRI has a dedicated unit for education research, and set up a Higher Learning Hub (HLH) to serve as a platform for innovation in higher education and technical vocational education and training. CDRI and HLH are led by a prominent international scholar on education, Prof Chhem Rethy, and supported by a group of local and international education scholars, experts and practitioners.

CDRI has published an edited volume on Cambodia Education 2015: Employment and Empowerment, which covers topics from early childhood to primary, vocational training and higher education.



More information *about CDRI's Education Unit*
please visit
www.cdri.org.kh/education.



About | PUC

Paññāsāstra University of Cambodia (PUC) was established in 1997 and officially opened in 2000. It is the first higher learning institution in Cambodia to provide English-based education in all courses, and uses international standard curriculum generally used by colleges and universities in the United States and other developed countries. This means that academic credit units and degrees earned at PUC are recognised by and equivalent to those of other accredited universities abroad.

PUC offers courses in Education, Arts and Humanities, Business and Economics, Law and Public Affairs, International Relations, Mathematics, Sciences and Engineering, and other Social Sciences at both undergraduate and postgraduate levels.

PUC's objectives are to contribute to the development and enhancement of Cambodia's human capital, play an active role in nation building for future generations and to integrate its graduates into the ASEAN and international communities.

The university is committed to developing work-ready graduates by using English as the main medium of instruction and learning, integrating research skills and information literacy into all disciplines, offering well-refined clusters of specialist courses, and promoting internationalisation on and off campus through partner universities abroad and international student exchanges (e.g. in Asia, Europe and the United States).

PUC has become very well-known in the region, and is recognised as the most competitive higher learning institution in Cambodia for degree seekers.



For more *information about PUC*, please visit
www.puc.edu.kh



Conference Description

It is generally assumed that education contributes in diverse ways to the achievement of social progress, equipping individuals with skills that enhance their employability, health, family life, civic engagement and overall sense of fulfilment. On this basis, providing quality and inclusive education has been set as one of the United Nations' sustainable development priorities (SDG4) to be achieved by 2030. However, international understandings not only of what quality and inclusivity entail, but of the social vision to whose achievement education should contribute, remain widely divergent. Meaningful cross-national debate over best practice with respect to pedagogy, educational governance, schooling for girls or minorities and a range of other matters assumes consensus over the fundamental goals of schooling – a consensus that in reality remains elusive.

Scholars in the field of comparative and international education have challenged melioristic approaches to education ever since Marc-Antoine Jullien proposed a science of educational comparison based on supposed facts in 1817. But unreflective meliorism and narrow economism continue to dominate much education policy debate, fuelled in recent years not least by official and media responses to the OECD's PISA tests. A pressing task for scholars in Asia and beyond is therefore to challenge each other – and the wider public – to reflect on what we mean when we talk of education as an instrument for social progress. Precisely what visions of a better society do we aspire to progress towards? How can education contribute to such progress? And to what extent should we see education not only in instrumental terms – as a tool for achieving progress, however defined – but also as constitutive in itself of the good life for which we aim? With these questions in mind, we have selected as the theme for CESA's 2018 biennial conference "Education and Social Progress: Insights from Comparative Perspectives."

Reflecting on such questions should also prompt us to reconsider our own mission as educational comparativists: What is the main purpose of comparative education? What have been the contributions of different traditions – from Asia and beyond – to the development of comparative research and the shaping of the concerns that inform it? What insights or perspectives have been overlooked in this process, and how might the field benefit from their incorporation? What theoretical and methodological approaches should comparativists adopt in order to investigate educational issues not merely from a narrowly utilitarian perspective, but also to take account of the ethical and cultural complexity that is inescapably associated with them?



CESA's 2018 conference will be held on 10–12 May 2018 in Siem Reap, which is home to the world's renowned Angkor Wat and many other archaeological and cultural sites. We invite abstract proposals for papers, panels, poster sessions and workshops dealing with all aspects of education – formal, non-formal or informal, at all levels from early childhood to college and beyond. Proposals should address one of the following subthemes:

- Comparative education in contemporary Asia and beyond – theoretical and methodological issues
- Educational policy making and the pursuit of progress – structures, aims and processes
- STEM vs the Humanities – defining and addressing social needs through curricular change
- Pedagogical innovation and new technology – a force for progress or digital disruption?
- Paying for progress in education – public provision, privatisation and marketisation
- Measuring educational progress – administering and monitoring education systems
- Educational progress for all – challenges of gender, diversity and inclusion
- Citizenship education and political socialisation – nationalism, transnationalism and peace
- Education and the pursuit of economic and environmental sustainability
- Globalisation, migration and transnational collaboration in education
- Civil society's involvement in education and its implications
- Lifelong learning and skills discourse – liberating the individual or privatising risk?

The Cambodia Development Resource Institute (CDRI), in partnership with Pāññāsāstra University of Cambodia, is hosting the 11th Biennial Conference on 10–12 May 2018 in Siem Reap. The theme for 2018 is Education and Social Progress: Insights from Comparative Perspectives. The conference aims to engage scholars in lively discussions about such topics as:

- What visions of a better society do we aspire to progress towards?
- How can education contribute to such progress?
- To what extent should we see education not only in instrumental terms – as a tool for achieving progress, however defined – but also as constitutive in itself of the good life for which we aim?

Writers's Workshop

*13-14 May 2018, in conjunction with the 11th biennial CESA Conference
Host institute: Paññāsāstra University of Cambodia (PUC)'s campus in Siem Reap.*

Purpose and rationale: This capacity-building workshop is intended to support junior researchers based at institutions across the region to develop their capacity for scholarly writing, with a view to publishing in international journals. The workshop builds on the success of several previous COMPARE writing workshops held in Addis Ababa, Mumbai, Manila (2016) and Kathmandu (2017). The novelty of this workshop series is the combination of training junior scholars (Master's and PhD students as well as academics) with a workshop for 'writing champions' who will return to their institutions and set up writing teams, thereby fostering a research writing 'culture' in which peer feedback and mentoring will be key elements. Another intended aim of this workshop is to engage local resource persons in building and strengthening local capacity and in sustaining institutional commitment to continue supporting similar seminars of such kind. This workshop is made possible with financial and technical support from the Head Foundation and the British Association for International and Comparative Education (BAICE), and COMPARE.

Resource persons: Prof Edward Vickers will facilitate the workshop in collaboration with Prof Jandhyala Tilak, Dr Yoko Mochizuki and Dr Khieng Sothy.





CONFERENCE PROGRAMME AND SPEAKERS

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Programme at a Glance



10 May 2018: PRE-CONFERENCE

- 09:00-16:00 Registration
- 15:00-18:00 CESA Board Meeting

11 May 2018: CONFERENCE – DAY I

- 07:30-08:30 Registration and Seating
- 08:30-09:15 Opening Sessions
 - Welcoming Remarks
 - Opening Address
- 09:15-10:00 First Keynote Address
 - “Education at the Age of Artificial Intelligence”
- 10:00-10:30 Coffee Break
- 10:30-12:00 Plenary Discussion I:
 - “Comparative Education as a Means for Social Progress”
- 12:00-13:15 Lunch
- 13:15-14:45 Parallel Session I
- 14:45-15:15 Coffee Break
- 15:15-16:45 Parallel Session II
- 18:00-21:00 Welcome dinner and cultural performance

12 May 2018: CONFERENCE – DAY II

- 07:30-08:30 Registration
- 08:30-09:15 Second Keynote Address:
 - “The Gift of Asian Higher Learning Traditions to the Global Research University”
- 09:15-10:45 Parallel Session III
- 10:45-11:15 Coffee Break
- 11:15-12:45 Parallel Session IV
- 12:45-14:00 Lunch Break
- 14:00-15:30 Parallel Session V
- 15:30-16:00 Coffee Break
- 16:00-17:30 Plenary Discussion II
 - “Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia”
- 17:30-18:00 Synthesis
 - Announcement of CESA 2020 Host
- 18:00-18:30 Closing Remarks

AFTER-CONFERENCE

- 13 May 2018 Field Visits Temples, Ecotourism and Adventures (separate costs)
- 13-14 May Writers Workshop
 - Hosted by the Paññāsāstra University of Cambodia, Siem Reap Campus (by invitation only)

Distinguished Guest Speakers

HE Dr HANG Chuon Naron is currently the Minister of Education, Youth and Sport and the Permanent Vice-Chairman of the Supreme National Economic Council (SNEC), a think tank of the Royal Government of Cambodia.

He holds Masters and Ph.D. degrees in International Economics from the Moscow State Institute of International Relations (1982-1991), an Advanced Diploma in Insurance from the Chartered Insurance Institute (CII), United Kingdom, and the Malaysian Insurance Institute (MII). Since 2008, he is an associate of the CII and the MII. In 2012, he received a Master's degree in international law (LLM) from the Royal University of Law and Economics and the University of Lyon 2, France, and was awarded a Diploma in the Law of the Sea by the Rhodes Academy of Oceans Law and Policy.

He worked in various diplomatic missions and research institutions as a political and economic analyst. Since 1999, he has held various positions at the Ministry of Economy and Finance, such as Research Coordinator of the Economic Advisory Team and First Deputy Director of Budget and Financial Affairs Department. In 2000, he introduced the reform of school financing by channeling funds directly to school, leading to the establishment of school operating budget. Then he was appointed Deputy Secretary General in charge of Policies, including economic, fiscal and financial policies, ASEAN, financial industry, economic analysis as well as responsible for coordination with the IMF and the World Bank. He held the position of Permanent Secretary of the Ministry of Economy and Finance from 2004 to 2010. In 2010, he was appointed Deputy Minister of Economy and Finance. He served as member or chair of the Board of a number State-owned companies and research institutes, such as CDRI, the Learning Institute and Youth Star. He represented Cambodia at the ASEAN and ASEAN+3 Finance and Central Bank Deputies Meetings between 2000-2010. He represented Cambodia at the Meetings of G20 Finance Ministers and Central Bank Governors during Cambodian chairmanship of ASEAN in 2012.



HE Dr Hang Chuon Naron,
Minister of Education Youth and Sport, Cambodia

He also coordinated the policy dialogues between the Cambodian Ministry of Economy and Finance and the Asian Development Bank (ADB), the International Monetary Fund (IMF) and the World Bank. He is author of a number of government policy papers and socio-economic development strategy and books on Cambodian economy and public finance. His book, "Cambodian Economy: Charting the Course for a Bright Future", was published by the Institute of Southeast Asian Studies (ISEAS). Since September 2013, he was nominated Minister of Education, Youth and Sport and published in 2016 a book in Khmer entitled: "Education Reform in Cambodia: Towards a Knowledge-Based Society and Shared Prosperity."



For more *information about Education* in Cambodia
please visit the official website of
Ministry of Education, Youth and Sport
<http://www.moeys.gov.kh/en/>



HE Yuok Ngoy,
Secretary of State,
Ministry of Education, Youth and Sport, Cambodia

H.E. YUOK Ngoy is currently Secretary of State for Higher Education under the Ministry of Education, Youth and Sports. After an initial training in Science in Cambodia, he studied Law in France (PhD student in Lyon3) and in the USA, then studied Agronomy in Vietnam and Russia. He was during more than ten years Rector of the Royal University of Law and Economics and published several research papers. H.E. YUOK is particularly involved in rethinking the systems of education and research in Cambodia and is mandated by his Excellency the Minister of Education, Youth and Sports, H.E. HANG Chuon Naron, who strongly support the CESA Conference. He was former the Rector of the Royal University of Law and Economics.



Dr Kol Pheng,
President and Founder of Paññāsāstra University of
Cambodia (PUC)

Dr Kol Pheng is President and Founder of Paññāsāstra University of Cambodia (PUC), a private and independent higher learning institution that uses English-based instruction and adopts international standard programs and curricula. Dr Kol was Senior Minister and Vice Chairman of the Supreme National Council on Education in the 4th legislative mandate of the Royal Government of Cambodia (2008- 2013). Dr Kol Pheng was Senior Minister and Minister of Education, Youth and Sport of the 3rd legislative mandate of the Royal Government (2003- 2008). As Minister of Education, Youth and Sport and University president, Dr Kol has promoted the teaching of loving-kindness, tolerance, peace, friendship and cooperation through extra-curricular training and seminars for youth throughout Cambodia and the ASEAN. Dr Kol has granted scholarship to thousands of students from low-income families, especially from remote rural areas, to study at PUC.



Prof Liu Baocun,
President of CESA;
Professor, Beijing Normal University, China

Dr Liu Baocun is a professor of comparative education and the director of the Institute of International and Comparative Education (IICE) at Beijing Normal University, China. He also serves as president of the Comparative Education Society of Asia (CESA), president of China Comparative Education (CCES), board member of the World Council of Comparative Education Societies (WCCES), board member of the Chinese Society of Education (CSE), board member of the Chinese Society of Education Development Strategy (CSEDS), supervisory board member of the China Foreign Intelligence Introduction Society (CFIIS), and co-editor of the International and Comparative Education Review. Dr Liu received his PhD in Comparative Education from Beijing Normal University in 2002. He has been involved in a wide range of national and international research and consultancy projects and published more than 170 journal papers and 10 books.

Keynote speakers



Prof Chhem Rethy,
MD, PhD (Edu), PhD (His), Executive Director,
Cambodia Development Resource Institute
(CDRI)

Prof Chhem Rethy is the Executive Director of the Cambodia Development Resource Institute (CDRI), a leading think-tank in Cambodia and the ASEAN region. He is a medical doctor, biomedical scientist, science diplomat, historian of medicine, and educationalist, with experience in global health policy and ASEAN higher education. Rethy taught radiology at various universities in Canada, Singapore, Japan and Austria for 28 years. He was the Chairman of the Medical Imaging Department at Western University (Canada) before joining the International Atomic Energy Agency as Director of the Division of Human Health (2008-14). He holds an MD, a PhD in Education and a PhD in History, has published more than 100 scientific articles, and edited 17 textbooks on radiology, radiology education, paleoradiology, philosophy of medical imaging and radiation sciences, with two on the Fukushima nuclear accident. He is currently a distinguished visiting professor at the Atomic Bomb Disease Institute, Nagasaki, Hiroshima and Fukushima Medical University. He also serves on the International Advisory Board of the International Center for Higher Education Innovation (ICHEI) – a UNESCO Category 2 Institute in Shenzhen, China.

Dr Ruth Hayhoe is a professor at the Ontario Institute for Studies in Education, University of Toronto. Her professional engagements in Asia have spanned 35 years, including foreign expert at Fudan University in Shanghai in the early 1980s, First Secretary for Education, Science and Culture at the Canadian Embassy in Beijing, 1989-1991, visiting professor at Nagoya University on a Japan Foundation fellowship in 1996, and Director of the Hong Kong Institute of Education, 1997-2002. She has authored or edited more than a dozen books and published about 80 articles in refereed journals. Her most recent co-edited book, *Canadian Universities in China's Transformation: An Untold Story* (McGill Queens University Press) was published in June 2016. *China through the Lens of Comparative Education: The Selected Works of Ruth Hayhoe*, came out in 2015 with Routledge's World Library of Educationalists. Other recent books include *Portraits of 21st*

Century Chinese Universities: In the Move to Mass Higher Education, co-authored with Jun Li, Jing Lin and Qiang Zha (Comparative Education Research Centre, University of Hong Kong and Springer, 2011) and *Portraits of Influential Chinese Educators* (Hong Kong: Comparative Education Research Centre, University of Hong Kong and Springer, 2006). Professor Ruth Hayhoe has received many honors, including Honorary Fellow, University of London Institute of Education (1998), the Silver Bauhinia Star of the government of Hong Kong Special Administrative Region (2002), Commandeur dans l'Ordre des Palmes Académiques of the government of France (2002) and an Honorary Doctorate from the Hong Kong Institute of Education (2002). In 2011 she was made an Honorary Fellow of the Comparative and International Education Society and in 2012 she was appointed CJ Koh Professor at the National Institute of Education, Nanyang Technological University, Singapore. In 2015 she received the Mingyuan Prize for Outstanding Contribution to Chinese Education Research and an Honorary Doctorate of Letters from the Open University of Hong Kong.



Ruth Hayhoe,
Professor Ontario Institute for Studies in
Education, University of Toronto

Plenary Discussion Panellists



Prof Chhem Rethy, (Biography in Keynote Address)



Prof Wing On Lee is Distinguished Professor at the School of Education, Zhengzhou University is the distinguished Professor at the School of Education, Zhengzhou University, and is a Board Member of the Comparative Education Society of Asia. He has 20 years of senior management experience in higher education. Prior to his current appointment, he had served as Vice President (Administration & Development) at the Open University of Hong Kong, Dean of Education Research at National Institute of Education, Singapore (2010-2014). He has also previously served at Hong Kong Institute of Education as Vice President (Academic) & Deputy to President, Acting President and Chair Professor of Comparative Education, Founding Dean of the School of Foundations in Education, Head of two Departments and Centre for Citizenship Education. In 2005, he was invited by University of Sydney to be Professor and Director (International). Prior to his service in Australia, he had served at the University of Hong Kong as Associate Dean of Education and Founding

Director of Comparative Education Research Centre. He has served on strategic committees in his public services, such as Chair of Research Ethics Board on Population Health for the National Healthcare Group and Conference Ambassador for Singapore Tourism Board in Singapore, and Education Commission, Central Policy Unit, Curriculum Development Council and Quality Education Fund in Hong Kong. Prof Lee is a world-renowned scholar in the fields of comparative education and citizenship education. He has published 30 books and over 170 journal articles and book chapters. He is former President of the World Council of Comparative Education (2010-13) and has served as Honorary Professor in many esteemed universities, including the University of Hong Kong, University of Sydney and Beijing Normal University.



Prof Magnus Saemundsson has been working with education issues for almost 40 years. As a teacher in Swedish primary and secondary schools and lecturer at teacher training colleges for more than a decade and later as expert at Swedish government agencies of education. Expert on curricula development at the Swedish National Agency for Education, senior education expert at the Swedish Ministry for Education placed in Brussels working with education development and cooperation within the European Union. Later as a senior education advisor at Sida, the Swedish International Development Agency, particularly working with Cambodia, Laos and Bangladesh. He is currently working with Swedish education support, skills development and labour market issues to Cambodia at the Swedish Embassy in Phnom Penh.



Dr Un Leang is the Dean, Faculty of Social Sciences and Humanities, Royal University of Phnom Penh. Dr Leang UN was educated in Cambodia, the Philippines and the Netherlands. Before earning a PhD in Social and Behavioural Science from the University of Amsterdam, the Netherlands, he was a philosophy lecturer at the Royal University of Phnom Penh (RUPP) while working part-time in civil society groups across Cambodia (2003-07). He was a research fellow and visiting scholar at Makerere University, Uganda (2009), and Northern Illinois University, USA (2011), and an off-residential senior research fellow at the Center for Khmer Studies (2014). His main academic interest is comparative education and development with a more recent shift towards educational philosophy. He has been involved in developing Cambodian Higher Education Road Map 2030 and beyond, providing advice to universities on curriculum reforms and development as well as assessment and pedagogy.



Prof Kathryn Hibbert is the Director of the Centre for Research in Curriculum as a Social Practice, University of Western Ontario. She was a classroom educator for 18 years, and has been an academic for 18 years, focused primarily in curriculum studies and professions education. She is Director of the Interdisciplinary Centre for Research in Curriculum as a Social Practice, and Chair of the Curriculum Studies and Studies in Applied Linguistics research group at Western University, in London Canada. Recent publications include “Curriculum as Social Practice: The Case of Fukushima” in the European Journal of Curriculum Studies; “Seeing double: Design and enactments of a lesson on perspective taking” in the Curriculum Journal, and “Reconceptualizing accountability: The ethical importance of expanding understandings of literacy and assessment for 21st C. learners” in D. Kritt (Ed.), *Constructivist Education in an Age of Accountability*. She is leading a Social Sciences and Humanities Research Council of Canada (SSHRC) partnership development grant in 5 countries exploring 21st century learning pedagogies.

Plenary Discussion Panellists



Mark Bray is UNESCO Chair Professor in Comparative Education at the University of Hong Kong. He is a Past-President of the Comparative Education Society of Hong Kong (CESHK), the US-based Comparative and International Education Society (CIES), and the World Council of Comparative Education Societies (WCCES). He has also served for two extended periods on the Board of Directors of the Comparative Education Society of Asia (CESA).

Professor Bray commenced his career as a school teacher in Kenya and then Nigeria. He subsequently taught at the Universities of Edinburgh, Papua New Guinea and London, before moving to the University of Hong Kong in 1986. Between 2006 and 2010 he took leave from Hong Kong to work in Paris as Director of UNESCO’s International Institute for Educational Planning (IIEP). Parts of his scholarly work have focused on methodology in comparative education and on the so-called shadow education system of private supplementary tutoring.



Edward Vickers is Professor of Comparative Education at Kyushu University, Japan, where he also directs the university's Taiwan Studies Program. He is co-author of *Education and Society in Post-Mao China* (Routledge 2017) and a coordinating lead author of the UNESCO-MGIEP report *Rethinking Schooling for the 21st Century: the State of Education for Peace, Sustainable Development and Global Citizenship in Asia* (2017). He began his career as a teacher and textbook author in Hong Kong, before moving to Beijing in 2000 to work for the People's Education Press. He was subsequently Reader in Education at the IOE in London, before moving to Japan in 2012. He researches the history and politics of education in East Asia (especially mainland China, Taiwan and Hong Kong). As an extension of his interest in the role of education in political socialization and identity formation, he also researches the role of museums and cultural policy and identity politics across East Asia. His publications include *Constructing Modern Asian Citizenship* (Routledge 2015), *Imagining Japan in*

Post-war East Asia (Routledge 2013), *History Education and National Identity in East Asia* (Routledge 2005) (edited with Alisa Jones), and *In Search of An Identity: the Politics of History as a School Subject in Hong Kong, 1960s-2002* (Routledge 2003). He is currently involved in a project looking at the politics of war memory and heritage in East Asia. He has been CESA Secretary-General since 2012.

Yoko Mochizuki is a sociologist of education and a comparative education specialist at UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) in New Delhi. She heads a curriculum team at MGIEP. Before joining MGIEP in 2015, she was a Programme Specialist at the Section of Education for Sustainable Development (ESD), UNESCO, Paris. Her current work focuses on conducting policy and curriculum reviews in the Asia-Pacific region and working with national and local authorities to embed peace, sustainability and global citizenship in the curriculum in the context of the implementation of Sustainable Development Goal (SDG) 4.7.

She has published many articles on ESD in the international peer-reviewed journals and written book chapters for the edited volumes on social learning for sustainability, international educational cooperation, community learning centres (CLCs), and higher education for sustainable development. She holds an MA from the University of Chicago and a PhD, with distinctions, from the Graduate School of Arts and Sciences of Columbia University in New York, USA. Her most recent book is *Education for Sustainability in Japan: Fostering Resilient Communities after the Triple Disaster* (Routledge, 2016, co-editor).



Her Excellency Ton Sa Im is the Under Secretary of State of the Ministry of Education, Youth, and Sport in Cambodia. As the Under Secretary of State, HE Ton Sa Im brings rich and extensive experience in multilingual education in addition to her outstanding leadership and organizational skills to shape effective multilingual education policies in Cambodia. Initially trained as a teacher, HE Ton Sa Im studied at the Faculty of Pedagogy in Ho Chi Minh City, Vietnam, from 1983 to 1987. After graduating and returning to Cambodia, she joined the Curriculum Development Office as Chief of Language. Before her appointment as Under Secretary of State she served as Director of the Curriculum Development Department of the Ministry of Education, Youth, and Sport from 2000 to 2007.

HE Ton Sa Im's extensive years of experience in issues related to language and education further strengthen her work in policy, curriculum, and learning materials development. At the Ministry of Education, Youth, and Sport she has developed core curricula and syllabi for Khmer language and social studies, and policies for technical education and curriculum development. She has also overseen the publication of numerous Khmer-language textbooks and teacher manuals for primary and secondary schools. As an advisor, she has contributed to producing and editing social studies textbooks for primary and secondary school students. All bilingual textbooks for primary education have been approved by the Review Committee she chairs.

Jandhyala B.G. Tilak is a Distinguished Professor at the Council for Social Development. Former Vice-chancellor at National University of Educational Planning and Administration he was also a Visiting Fellow at Centre for International Cooperation in Education, Hiroshima University, University of Virginia, and Sri Sathya Sai Institute of Higher Learning. Prof Tilak has been felicitated with many awards and honours such as the prestigious Swami Pranavananda Saraswati National Award of the UGC in Education for his outstanding scholarly research (1999), Dr Malcolm Adiseshiah Award for distinguished research contributions to development studies (2003), Inspirational Teacher of the Year Global Education Award 2012, and Devang Mehta Award for outstanding contributions to education (2015). Among many other honours, he had the privilege of delivering a keynote address to a meeting of the Noble laureates in Barcelona, Spain in 2005. Prof Tilak has authored and edited over a dozen books and about 300 papers in the area of economics of education and development studies. He served as the editor of Journal of Educational Planning and Administration for 27 years and is on the editorial board of several professional journals. His latest books include Higher Education, Public Good and Markets (Routledge, 2018) and Dilemmas in Reforming Higher Education in India (Orient BlackSwan 2018). Prof Tilak served as the President, Comparative Education Society of India, and was a member/chair of several committees constituted by the Government of India, Planning Commission, University Grants Commission and other central and state bodies. He is a member of the Board of the Comparative Education Society of Asia.



Jeremy Rapple is Associate Professor at Kyoto University, Graduate School of Education. He has lived in East Asia for more than 15 years and completed his doctorate at Oxford University. His recent work includes critiques of Western-led educational development and the relationship between PISA-scores and economic growth (“A New Global Policy Regime Founded on Invalid Statistics? Hanushek, Woessman, PISA, and Economic Growth” published in 2017, with Hikaru Komatsu). Beyond critique, he has tried to (re)construct common understandings of pedagogy and teacher-training drawing on non-Western theoretical and conceptual resources (e.g., Type II Learning and Lesson Study). He worked as a consultant for the World Bank in Cambodia from 2013-2015.



Programme details



10 May 2018: PRE-CONFERENCE

09.00-16.00	Registration
15:00-18:00	CESA Board Meeting
18:00-20:00	Welcome Dinner for CESA Board Members

11 May 2018: CONFERENCE – DAY I

7:30-8:30	Registration and Seating	
8:30-09:15	Opening Sessions	
	Welcoming Remarks	Dr Kol Pheng President and Founder Paññāsāstra University of Cambodia
	Opening Address	Prof Liu Baocun CESA President, Beijing Normal University
		HE Yuok Ngoy Secretary of State Ministry of Education, Youth and Sport
09:15-10:00	First Keynote Address “Education at the Age of Artificial Intelligence”	Prof Chhem Rethy Executive Director Cambodia Development Resource Institute
10:00-10:30	Coffee Break	
10:30-12:00	Plenary Discussion I:	<i>“Comparative Education as a Means for Social Progress”</i>
		Prof Wing On Lee Distinguished Professor of Education Zhengzhou University
		Prof Magnus Saemundsson First Secretary – Education Embassy of Sweden, Phnom Penh, Cambodia
		Prof Kathryn Hibbert Director of the Centre for Research in Curriculum as a Social Practice, University of Western Ontario
		Dr Un Leang Dean of the Faculty of Social Sciences and Humanities, Royal University of Phnom Penh
	<i>Moderator</i>	Prof Chhem Rethy Executive Director, Cambodia Development Resource Institute
12:00-13:15	Lunch	
13:15-14:45	Parallel Session I	
14:45-15:15	Coffee Break	
15:15-16:45	Parallel Session II	
18:00-21:00	Gala Dinner and Cultural Performance	

12 May 2018: CONFERENCE – DAY II



7:30-8:30	Registration	
8:30-9:15	Second Keynote Address: <i>“The Gift of Asian Higher Learning Traditions to the Global Research University”</i>	Prof Ruth Hayhoe Professor of Comparative Education University of Toronto
9:15-10:45	Parallel Session III	
10:45-11:15	Coffee Break	
11:15-12:45	Parallel Session IV	
12:45-14:00	Lunch Break	
14:00-15:30	Parallel Session V	
15:30-16:00	Coffee Break	
16:00-17:30	Plenary Discussion II <i>“Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia”</i>	Prof Edward Vickers Kyushu University Secretary-general of CESA Dr Yoko Mochizuki Programme Specialist UNESCO MGIEP Prof Jandhyala BG Tilak, Former Professor & Vice Chancellor, NUEPA; Distinguished Professor, Council for Social Development, India HE Ton Sa Im Under Secretary of State The Ministry of Education, Youth and Sport Dr Jeremy Rappleye Associate Professor, Graduate School of Education Kyoto University <i>Moderator</i> Prof Mark Bray UNESCO Chair Professor in Comparative Education The University of Hong Kong
17:30-18:00	Synthesis Announcement of CESA 2020 Host	Prof Edward Vickers Kyushu University, Secretary-general of CESA
18:00-18:30	Closing Remarks	HE Dr Hang Chuon Naron Minister, The Ministry of Education Youth and Sport

AFTER-CONFERENCE

13 May	Field Visits	Temples, Ecotourism and Adventures (separate cost)
13-14 May	Writers Workshop	
	Hosted by the Paññāsāstra University of Cambodia, Siem Reap Campus (by invitation only)	

Abstracts - Keynote addresses

Education in the Era of Artificial Intelligence Professor Rethy CHHEM, CDRI, Cambodia

The theme of our conference is education and social progress from the comparative perspectives. The three fundamental questions relevant to this theme can be articulated as follows: 1. What visions of a better society do we aspire to progress towards? 2. How can education contribute to such progress? 3. To what extent should we see education as a tool for achieving this progress? A key factor that will affect the future of education is the emergence of new information technologies centered on the applications of Big Data and artificial intelligence, including machine learning. There is no better place to debate and discuss this fundamental challenge than the city of Angkor, an ancient seat of higher learning in Cambodia, where Brahmins of ancient imperial court may have dreamed of the manifestations of deities that would incarnate divine teachers. 3D Digital avatars with your face, your voice and even your personality will inevitably disrupt your social experience, hence the university practices, as we know. The purpose of my talk is to address the multifarious opportunities and challenges brought about by these emerging technologies that will affect all aspects of our private and social life and will open unlimited fields of research centered on comparative approach. How can comparative education contribute to exploring the impact of artificial intelligence on teaching and learning in higher education? How can comparing human vs machine learning yield results that inform future educational strategies and smart classroom design? How can facial recognition of students in learning environment help collect data to serve as feedback for better teaching and learning experiences? How would this experiment fare in different cultural settings? This technological revolution will certainly enable many innovative paths for new exciting learning experience on university campus. However, AI impact on society raises also various ethical challenges that need to be addressed promptly. The core issue is about the future of mankind when faced with machines that become more intelligent by the day while acquiring a certain potential to express human emotions?

The Gift of Asian Higher Learning Traditions to the Global Research University Professor Ruth Hayhoe, Professor of Comparative Education, University of Toronto

Long ago, we pointed out how the rise of the European university and the Enlightenment could not have happened without the rich contributions coming from India, China and the Islamic world in the medieval period. In conferences held at University of Toronto (1992) and China's Yuelu Academy (1994) and our book, *Knowledge Across Cultures: A Contribution to Dialogue among Civilizations* (2001), leading scholars from around the world elaborated on the rich traditions of Asian learning. In this paper, the focus will be on one of South Asia's earliest centres of higher learning, Nalanda in northern India, and the remarkable patterns of monastic learning that spread through SE Asia to China, with Sanskrit as the common language and Hindu and Buddhist texts being widely translated. Borabadur in Indonesia and Angkor Wat in Cambodia bear witness through an exquisite architectural and artistic heritage that culminated in a flowering of Mahanayan Buddhist learning, while travelling Chinese monks such as Fa Xian, Xuan Zang and Yi Jing, left copious written records.

While it is well known how China's keju (civil service) tradition shaped Europe's continental model of the university through Jesuit efforts to introduce China to Europe in the 16th century less is known about China's shuyuan (academy) tradition. These institutions owed their primary inspiration to communities such as Nalanda, Borabadur and Angkor Wat, with the memorization of texts, disputation and dialogue at the heart of their learning endeavours. They were crucial in bringing a balance to the institutional patterns of China's civil service tradition. As nations around the world seek to harness their higher education institutions to serving the interests of competition in a global knowledge economy, it will be valuable to reflect on the spiritual and scholarly heritage of South and Southeast Asian learning communities. How can they inspire us to renewed efforts towards a global knowledge society in which higher education serves the interests of peace, harmony, human flourishing and environmental sustainability.

Abstracts - Plenary sessions

Plenary Discussion I “Comparative Education as a Means for Social Progress”

**11 May 2018
10:30- 12:00**

Why compare? has been a triggering question that has shaped the development of comparative education both in practice and as a field of study. Since early on, comparative educationists have always looked at best practices elsewhere in order to improve educational systems and achieve social progress in their home countries. However, the notion of social progress itself has been debatable: Some associate it mainly with economic growth while others define it more broadly, by adding a socio-cultural dimension. Concerns have also arisen, regarding the borrowing of foreign educational concepts and practices from one jurisdiction and transplantation of it in another, without adequate attention to their different socio-cultural, economic and political contexts. This panel aims to engage in the discussion about the role of comparative education as a means for social progress, by drawing on experiences from both developed and developing countries.

Plenary Discussion II “Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia”

**12 May 2018
16:00- 17:30**

Calls to gear up schools for the 21st century are ubiquitous today. Dominant international educational discourse hails the potential of ‘the youth dividend’ and digital technology for enhancing growth. Some Asian education systems are held up as models for an innovation-led utopian future. But across much of Asia, neither the reality of schooling nor the patterns of development with which it is associated give cause for blithe optimism. Since its inception, UNESCO has championed a humanistic vision of education – a vision today encapsulated in SDG 4.7. These ideals need to be strongly restated and defended in an era when educational debate worldwide has come to be framed by a narrowly economic and instrumentalist agenda. UNESCO MGIEP’s Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia was officially launched in November 2017 at the 39th session of the UNESCO General Conference. Building on the content analysis of 172 official documents in 18 languages based on a common coding scheme and extensive literature review on Asian schooling, this report seeks to assess how far the aims and values encapsulated in SDG 4.7 have been incorporated into the educational policies and officially-mandated curricula of 22 Asian countries. By analyzing current policies, curricular frameworks, subject syllabi and textbooks, it aims to create a baseline against which further progress towards SDG 4.7 can be monitored. At the same time, it sets out to change the way we talk about and act upon SDG 4.7, and argues that a broader vision of education’s nature and social role is essential to our chances of achieving a peaceful and sustainable future for Asia and the world. At the plenary panel discussion of the Rethinking Schooling report, the key findings of this report will be presented by UNESCO MGIEP and a coordinating lead author of the report, followed by feedback from three discussants and an interactive Q&A session.

Parallel Sessions

Parallel Sessions I - Day 1 Friday 11th May 2018 13:15 - 14:45

1-A: The Development of General Education in Cambodia Chair: Prof Chiaki Miwa Venue: Sophanith Meeting Room I (1 st Floor)	1-B: Education and Social Progress in Central China: A Case Study of Regional Development from Comparative Perspectives Co-Chair: Prof Wing On Lee & Prof Qian Zhou Venue: Sophanith Meeting Room II (1 st Floor)
Vocabulary for Basic Education: How Many and What Words in Each Grade? Bunlot Khoy & Sitha Chhinh <i>Sangapac Anuwat Cambodia</i>	Development Strategies of Central China: Impact and Implications for Education Qian Zhou & Wing On Lee <i>Zhengzhou University China</i>
How Does Motivation Affect the High School Students' Academic Performance in Banteay Meanchey Province, Cambodia? From the Perspective of Family Status Ponleak Yat <i>Hiroshima University Japan</i>	Higher Education Development Strategies in Central China Laiting Cui & Yonggui Dong <i>Zhengzhou University China</i>
Effects of Preschool Education Among Different Types of Programs on Subsequent Schooling: A Longitudinal Study in Rural Cambodia Chiaki Miwa <i>Hiroshima University Japan</i>	Employment Mobility and Social Stratification of College Graduates in Central China Ying Liu & Jing Ma <i>Zhengzhou University China</i>
Significance and Challenges of Technical Meeting for Teachers' Professional Development in Cambodia: A Case of Two Primary School Clusters Hay Pich <i>Ministry of Education, Youth and Sport Cambodia</i>	Autonomy in School Management: A Case Study of Primary and Secondary Schools in Central China Nan Hao <i>Zhengzhou University China</i>
Community Participation in Primary Education: A Case of Krokor District, Pursat Province, Cambodia Yujiro Yamazaki & Izuhara Toyohiro <i>Nagoya University Japan</i>	A Study on Teachers' IT Competence in Central China Jiangtao Zhao & Ruofang Song <i>Zhengzhou University China</i>

Parallel Sessions I - Day 1
Friday 11th May 2018
13:15 - 14:45

1-C: Language Policies in the Asian Context Chair: Prof Kathryn Hibbert Venue: Sophanith Meeting Room III (1 st Floor)	1-D: Language Policies, Identity and Issues Chair: Prof Yan Guo Venue: VIP Grand Sokhalay I (Ground Floor)
Toward Collaboration of Native and Non-native Teachers in Asian EFL Arisa Suizu <i>Hiroshima University</i> <i>Japan</i>	Community Mobilization for Equitable Language Education Policy in Alberta Yan Guo & Shibao Guo <i>University of Calgary</i> <i>Canada</i>
Students' Personal Characteristics, Attitude and Tibetan Language Ability Yongtao Gan <i>South-Central University for Nationalities</i> <i>China</i> Li Cheng, <i>Hubei University</i> <i>China</i>	Mother Tongue Based Multilingual Education in Thailand: Reflections on a Decade of Success and Challenge Kirk Person <i>SIL International</i> <i>Thailand</i>
Curriculum as a Marginalizing Agent in China: An English Textbook Analysis from Multiliteracies Perspectives Kathryn Hibbert & Sun Lin <i>Western University</i> <i>Canada</i>	Stepping Forward, or Stepping Backward? How Language Policy Impacts Progressive Education Diane Dekker <i>SIL International</i> <i>USA</i>
How Mother Tongues Are Dealt with in Elementary English Textbooks in China mainland, Taiwan, Japan, and South Korea Linfeng Wang <i>University of Fukui</i> <i>Japan</i>	Access to Home Language Instruction in Southeast Asia Kimmo Kosonen <i>SIL International / Payap University</i> <i>Thailand</i>
Negotiation of Linguistic Diversity: Translanguaging Pedagogy in Multilingual Classrooms in India Son Sangsok <i>Summer Institute of Linguistics</i> <i>USA</i>	Study on the Use of Language(s) in Classrooms in Ethnolinguistic Communities in Nepal, the Philippines, Thailand and Viet Nam Kyungah Bang <i>UNESCO Bangkok/SIL International</i> <i>Thailand</i>

Parallel Sessions I - Day 1
Friday 11th May 2018
13:15 - 14:45

1-E: Comparative Education as a Field of Study Chair & Discussant: Prof Ruth Hayhoe University of Toronto Venue: Les Amis (1st Floor)	1-F: ‘Quality’ and New Modes of Inquiry in Comparative and International Education Research Chair: Dr Brian D. Denman Venue: VIP Green I (Garden Villa)	1-G: How should Teacher Educators Be Trained?: Cases in Japan and Cambodia Chair: Prof Yasushi Maruyama Venue: VIP Grand Sokhalay II (1st Floor)
Defining the Discipline of Comparative Education – Views of Members of Comparative Education in China Sun Jin <i>Beijing Normal University China</i>	Emergent Theory and Methodologies: Barriers and Gateways Allan Pitman <i>University of Western Ontario Canada</i>	Prof Yasushi Maruyama <i>Hiroshima University Japan</i> Samsideth Dy <i>Ministry of Education, Youth and Sport Cambodia</i>
Towards A “New Normal Science” of Comparative Education: Review and Prospect of Two Hundred Years of Comparative Education from Thomas S. Kuhn’s Paradigm Theory Liu Baocun & Hu Rui <i>Beijing Normal University China</i>	The Quality of Quantities and the Quantity of Qualities David A. Turner <i>Beijing Normal University China</i>	Sitha Chhinh <i>Sangapac Anuwat Cambodia</i> Soth Sok <i>Royal University of Phnom Penh Cambodia</i>
Beyond Anglo-Saxon World: The Evolution and Value Pursuit of the French Comparative Education Zhang Mengqi <i>Beijing Normal University China</i>	Post-Qualitative and Post-Quantitative Comparative Education Inquiry? Brian D. Denman <i>University of New England Australia</i>	Koji Takahashi <i>PADECO Co., Ltd Japan</i> Hisashi Kuwayama <i>Hiroshima University Japan</i>
The Idea of Progress: Origins and Implications for the Comparison of Education Systems Stavros Moutsios <i>Aarhus University Denmark</i>		

Parallel Sessions I - Day 1
Friday 11th May 2018
13:15 - 14:45

1-H: Development and Methodology in Social Science Research Chair: Prof Ryan Ray G. Gatabonton Venue: VIP Green II (Garden Villa)	1-I: Internationalization of HE: Prospect Challenges Chair: Dr Will Brehm Venue: VIP Grand Sokhalay III (1 st Floor)
Global Impacts of Emerging Countries in Social Sciences Research: An Analysis Based on the Chinese Case Hu Juan, Wu Qiuxiang & Li Liguao <i>Renmin University of China</i> <i>China</i>	Understanding the Decision-Making Process of International Students Who Choose to Study at Ontario Colleges Oleg Legusov <i>University of Toronto (OISE)</i> <i>Canada</i>
Ethnography as a Methodology in Higher Education Research: Changes and Challenges Li Zhe <i>University of Victoria</i> <i>Canada</i>	History of Japan's Education Aid to Disaster-Affected Societies Taro Komatsu <i>Sophia University</i> <i>Japan</i>
Comparison of Research Instructional Methodologies among Allied Health Programs Ryan Ray G. Gatabonton <i>Chinese General Hospital Colleges</i> <i>Philippines</i>	Curricular Challenges to Human Rights in the Mekong: Disputed Histories, Contested Identities Will Brehm <i>Waseda University</i> <i>Japan</i>
A Sociocultural Approach to Understanding Private Tutors' Identities Siyuan Feng <i>The University of Hong Kong</i>	Mapping Indicators of Internationalization of Higher Education in Asia/Pacific and Knowledge Diplomacy Chanphirun Sam, <i>Ministry of Education, Youth and Sport</i> <i>Cambodia</i> Will Brehm <i>Waseda University</i> <i>Japan</i> Yuto Kitamura <i>University of Tokyo</i> <i>Japan</i>

Parallel Sessions I - Day 1
Friday 11th May 2018
13:15 - 14:45

1-J: The 50th Anniversary of KCES - The Development and Area Studies of Korea Education Chair: Prof Chung Il-Hwan Venue: Senmonorom Ballroom (5 th Floor)
The History and Developmental Direction of Korean Comparative Education Society Chung Il-Hwan, <i>Daegu Catholic University, Korea</i>
The Accomplishments and the Future of Daegu Happiness Competency Education Woo Tong-Ki, <i>Daegu Metropolitan Office of Education, Korea</i>
The Curriculum Development and Lesson Improvement of Happiness Competency Education in Daegu Park Chan-Ho, <i>Keimyung University, Korea</i> Chung Il-Hwan, <i>Daegu Catholic University, Korea</i> Kwon Dong-Taik, <i>Korea National University of Education, Korea</i>
The Parent Competency Enhancement Project and Performance of Happiness Competency Education in Daegu Kim Hyun-Wook, <i>Jungwon University, Korea</i> Ju Dong-Beom, <i>Pukyong National University, Korea</i> Kim Jung-Hee, <i>Korean Council for University Education, Korea</i>
The Supportive System for Teacher and Education of Happiness Competency Education in Daegu Kim Byoung-Joo, <i>Yeungnam University, Korea</i> Jung Hyun-Sook, <i>Daegu Catholic University, Korea</i>
The Developmental Process and Tasks of Lifelong Education in Korea Choi Don-Min, <i>Sangji University, Korea</i> Kim Hyun-Soo, <i>Soonchunhyang University, Korea</i>
The Effects of Volunteer Experience and Self-Efficacy on Korean Adults' Global Citizenship Hwanbo Park, Kyunghye Park, Hyeyoung Yu & Sora Sin <i>Chungnam National University, Korea</i>

Parallel Sessions II - Day 1
Friday 11th May 2018
15:15 - 16:45

2-A: School-Community Partnership Chair: Dr Maria Manzon Venue: Sophanith Meeting Room I (1 st Floor)	2-B: Shadow Education and Private Providers Chair: Prof Mark Bray Venue: Sophanith Meeting Room II (1 st Floor)
Organizational Culture and Its Relationship to Organization Performance at Ghana Education Service Head Office – ACCRA Bonjah Ishmael Anchomese <i>Beijing Normal University China</i>	Interactions between Government Policy and Shadow Education in Shanghai, China Zhang Wei & Mark Bray <i>The University of Hong Kong</i>
The Community Construction in an Elementary School in Japan: an Ethnographic Observation from a Chinese Parent Gao Yimin <i>Beijing Normal University China</i>	Shadow Education in Myanmar: Private Dimensions in Public Schooling Mark Bray & Nutsa Kobakhidze <i>The University of Hong Kong</i>
Ideological and Praxis Partnership: Approach to Multicultural Teacher Preparation in the Northern Thai Context Nannaphat Saenghong <i>Chiang Mai University Thailand</i>	Students’ Individual and Family Factors for Shadow Education in English: Urban and Rural Disparities in Bangladesh Rafsan Mahmud <i>Bangladesh Open University Bangladesh</i>
‘Silent Partners’: Re-thinking Parental Involvement in Asia Maria Manzon <i>The Education University of Hong Kong</i>	Eking out a Survival under Population Control: Why Are Private Migrant Schools Floundering in Beijing of China? Chen Jiaxin <i>East China Normal University China</i>
What Is Behind a School’s “Success”? A Case of Four Primary Schools Chealy Chet, Soth Sok, Chansopheak Keng & Sitha Chhinh <i>Royal University of Phnom Penh Cambodia</i>	Diversity of Student Capabilities and the Future Prospects of Human Capital in China’s Private Higher Education: Comparative Perspectives Lei Cao <i>Hiroshima University Japan</i>

Parallel Sessions II - Day 1

Friday 11th May 2018

15:15 - 16:45

2-C: Multi-Stakeholder Engagement in School Governance Chair: Dr Chonchakorn Worain Venue: VIP Grand Sokhalay I (Ground Floor)	2-D: Legacy-Innovation Tensions in Post-Colonial Higher Education Systems: Challenges of Research Capacity Building in Cambodia, Hong Kong, Vietnam, and Ukraine Chair: Prof Anatoly Oleksiyenko Venue: VIP Grand Sokhalay II (1 st Floor)
Comparative Study on the Feedback of Learning Assessment between Thailand and Japan - How Do Teachers Report and Empower to the Parents in Elementary School? Chonchakorn Worain <i>Pibulsongkram Rajabhat University Thailand</i> Naomasa Sasaki <i>Kyoto University of Education Japan</i>	Legacy-Innovation Tensions: Research Capacity Building in Post-Colonial Cambodian Higher Education Vutha Ros <i>Royal University of Phnom Penh Cambodia</i>
The Role of UBE Programme in the Provision of School Facilities in Ibadan South-West Local Government Area, Oyo State, Nigeria Ogunniran Moses Oladele <i>Beijing Normal University China</i>	Managing Deficits as Colonial Legacies: The Cases of Three Public Universities in Vietnam Hy T. Quach-Hoang, <i>The University of Hong Kong</i>
Teacher Organizations and Civic Education in Hong Kong Thomas Tse <i>The Chinese University of Hong Kong</i>	Between Tradition and Modernization: Rethinking the Role of Research in the Post-Colonial University of Ukraine Anatoly Oleksiyenko <i>The University of Hong Kong</i>
For Profit Private Schools: A Catalyst for Inequality? A Case Study of Private Schools in Cambodia Chansopheak Keng & Visal Sot <i>Royal University of Phnom Penh Cambodia</i>	Is the Engine Losing Steam? Hong Kong in the Global Race for Knowledge Hugo Horta <i>The University of Hong Kong</i>
Rethinking Global Education Governance: Conception, Institutions and Action Sun Zhiyuan & Wanxiulan <i>Zhejiang Normal University China</i>	

Parallel Sessions II - Day 1
Friday 11th May 2018
15:15 - 16:45

2-E: Deframing Educational Discourses and Practices Chair: Prof Tien-Hui Chiang Venue: VIP Grand Sokhalay III (1 st Floor)	2-F: Professorial Pathways: Toward a Framework for the Comparative Analysis of Academic Work and Careers Chair: Prof Glen A. Jones Venue: Sophanith Meeting Room III (1 st Floor)
How Do Underachieving Working Class Students Survive in Classrooms? Tien-Hui Chiang & Qian Zhou <i>Zhengzhou University</i> <i>China</i>	Introduction to the Challenges of Comparative Study of the Academic Profession Martin Finkelstein <i>Seton Hall University</i> <i>USA</i>
“Welfare Colonialism”: Indigenous Critique of Education in Taiwan Nesterova Yulia <i>The University of Hong Kong</i>	The Transformation of the Traditional Academic Profession in Japan Akiyoshi Yonezawa <i>Tohoku University</i> <i>Japan</i>
Punishment, Engagement and Learning in Primary Schools of Bangladesh: A Postcolonial Framing of Schooling Experiences Ahsan Habib <i>University of Dhaka</i> <i>Bangladesh</i>	The Emerging Contours of a Patchwork Academic Profession in India Naranda Jayaram <i>National Law School of India University</i> <i>India</i>
Internationalization or Westernization?: A Critical Examination from Students’ Perspectives Shibao Guo, Yan Guo & Lorin Yochim <i>University of Calgary</i> <i>Canada</i>	The Generational Divide in an Emerging Research University in Brazil Elizabeth Balbachevsky <i>University of Sao Paulo</i> <i>Brazil</i>
Education Policy Change in China -- a Consequence of Adjustments to Policy Space Chong Xiao <i>The University of Hong Kong</i>	The Building Blocks for Comparative Study of the Academic Profession: Preliminary Fruits of a Cross-Country Analysis Glen A. Jones <i>OISE, University of Toronto</i> <i>Canada</i>

2-G: Promotion of Research and Graduate Education Chair: Prof Song Jia Venue: VIP Green I (Garden Villa)	2-H: Chinese Higher Education Expansion: Implications for Financing, Access and Governance Chair: Prof Anthony R. Welch Venue: Les Amis (1 st Floor)	2-I: Systems and Programs of Higher Education: Different Contexts and Experiences Chair: Prof Li Jun Venue: VIP Green II (Garden Villa)
Actors' Interpretations and Organizational Change Processes: The Case of the University of Ghana's Strategic Vision of Becoming a 'World Class University' Emmanuel Intsiful <i>Beijing Normal University</i> China	University Towns and their Impact on New Urban Development: A Case of Hangzhou City Weihui Mei <i>Zhejiang University</i> China	Who Should Pay for the Education of Chinese students? Based on a Comparative Study of the History and Policies of Educational Reforms in China and the UK Lu Shilin <i>Shanghai Jiao Tong University,</i> China Chen Xinyang <i>East China Normal University,</i> China
The Changes of Scale and Structure of Graduate Education in China: A Government-led Mode Li Liguu, Hu Juan & Wu Qiuxiang <i>Renmin University of China</i> China	The Rise of the Chinese Knowledge Diaspora: Impact, Opportunities and Challenges Anthony R. Welch <i>University of Sydney</i> Australia	Autonomy and Higher Education Development: A Zhong-Yong Model of the Chinese University Li Jun <i>Western University</i> Canada
Academic Socialization of Doctoral Students in the United States: A Case Study of the University of Pittsburgh in School of Education and Department of Anthropology Wang Xueshuang <i>Beijing Sport University</i> China	Young Elite Institutions in Mainland China: Bottom-Up Innovation in Higher Education Development or a New Utilitarian Choice? Hantian Wu <i>OISE, University of Toronto</i> Canada	Hybridity, the Developmental State and Globalization in Singapore's Universities Yeow-Tong Chia <i>University of Sydney</i> Australia
Creating World-Class Universities in China: Strategies and Impacts at a Renowned Research University Song Jia <i>Shanghai Normal University</i> China	How Educational Funds Affect the Scale Development of Higher Education in China? Fang Fang <i>Beijing Normal University</i> China	A Baccalaureate System in the Japanese Context Review on Post-16 Education System in Japan Wataru Hanai <i>University of Fukui</i> Japan
Problematising Objectivity in Comparative Education Research Brian D. Denman <i>University of New England</i> Australia	The Changing of Financing Public Higher Education in China Since 1990s Shuhua Liu <i>Zhejiang University</i> China	Evaluation of the Performance of the English Program Department Venus Dennen Claver & Opas Piansoongnern <i>Shinawatra Universtiy</i> Thailand

Parallel Sessions III - Day 2
Saturday 12th May 2018
9:15 – 10:45

3-A: International Education Cooperation and Assistance Chair: Prof Ma Zaoming Venue: Sophanith Meeting Room I (1 st Floor)	3-B: Internationalisation of Higher Education Chair: Prof Miki Sugimura Venue: VIP Grand Sokhalay I (Ground Floor)
Study on the Strategies of China-ASEAN Higher Education Cooperation Under the Initiative of “One Belt and One Road” Ma Zaoming <i>South China Normal University</i> <i>China</i>	A Study on the Regulation Models of Branch Campus with Institutions of Higher Education—From the Perspective of Education Importing Countries Zhang Ruifang <i>Beijing Normal University</i> <i>China</i>
The Third Road Beyond Nationalism and Globalization? The New Model of Internationalization of Education under China’s Belt and Road Initiative (BRI) Yue Kan & Bingna Xu <i>Zhejiang University</i> <i>China</i>	Internationalization of Higher Education in China: Opportunities and Challenges faced by Foreign Faculty Members, a Case Study in Beijing Normal University Frank Larbi <i>Beijing Normal University</i> <i>China</i>
International Collaboration in Higher Education and China’s One Belt One Road Initiative: A Perspective from Kazakhstan Dana Abdrasheva, William Yat Wai Lo & Jack T. Lee <i>The Education University of Hong Kong</i>	Multilayered Structure of Asian Higher Education Zone: A Comparative Study on the Cross-Border Higher Education Networks Miki Sugimura <i>Sophia University</i> <i>Japan</i>
The Innovation Study of Compound Technical and Skill Talents Training of High Vocational Education in One Belt and One Road Background Chen Qi <i>Shaanxi Normal University</i> <i>China</i>	Initiating Higher Education Cooperation between China and Cambodia: Make Real Change Happen Chen Dongmei <i>South China Normal University</i> <i>China</i> Yang Wenming, <i>Shenzhen Polytechnic</i> <i>China</i>
	Institutional Perspectives on Opportunities and Barriers to ASEAN Regional Cross-Border Initiatives in Cambodia, Laos, Myanmar and Vietnam James H. Williams <i>The George Washington University</i> <i>USA</i>

Parallel Sessions III - Day 2
Saturday 12th May 2018
9:15 – 10:45

3-C: Academic Mobility: Traditional and Emerging Modalities Chair: Prof Su Xiao Venue: VIP Grand Sokhalay II (1 st Floor)	3-D: Innovation and Entrepreneurship Education Chair: Dr Zhuo Zelin Venue: Sophanith Meeting Room III (1 st Floor)
Comparative Study of International Student Mobility in Russia and China under the Background of Internationalization Su Xiao <i>Beijing Normal University</i> <i>China</i>	Implementing Strategies and its Characteristics of University-Wide Entrepreneurship Education in the American Universities and Colleges Tirong Yang, Rui Zhao & Jian Wu <i>South China Normal University</i> <i>China</i>
The Historical Development of the Chinese International Visiting Scholar Programs Cassidy Gong <i>OISE, University of Toronto</i> <i>Canada</i>	How Confucian Culture and Western Capitalism Affect the Innovation and Entrepreneurship Education in Asia: An Comparative Study of China, Singapore, Japan and South Korea Jiani Wu <i>Fujian Normal University</i> <i>China</i>
Why did They Choose China? ——Analysis of Reasons for Full-time Overseas Faculty Working in China 985 Project Universities Hanying Li, Lei Xu, Nan Zhao & Qiuyan Wang <i>Huazhong University of Science & Technology</i> <i>China</i>	Doctoral Education in the UK: A New Talent Cultivation Strategy of Meeting Both the Needs of Academia and Industry Dorothy I-ru Chen <i>National Chi Nan University</i> <i>Taiwan</i>
Exploring Study Abroad Long-Term Outcomes through Knowledge Diplomacy: Subsequent Transnational Experiences of US Study Abroad Students in Japan Sarah R. Asada <i>Kyoritsu Women's University</i> <i>Japan</i>	Experience and Challenges of University-wide Entrepreneurship Education: An Empirical Study of Eight American Universities Zhuo Zelin <i>South China Normal University</i> <i>China</i>

Parallel Sessions III - Day 2
Saturday 12th May 2018
9:15 – 10:45

3-E: Context and Culture in Higher Education: Implications for Policy Transfer Chair: Dr Monirith Ly Venue: Sophanith Meeting Room II (1 st Floor)	3-F: International Student Experience in Different Contexts Chair: Prof Takayoshi Maki Venue: VIP Grand Sokhalay III (1 st Floor)
Higher Education Development in Taiwan: A Cultural Perspective Warangkana Lin, <i>I-Shou University, Taiwan</i> Rui Yang, <i>The University of Hong Kong</i>	Study Abroad in Malaysia in the Era of International Mobility: Career Development of Skilled Professionals Seiko Kaneko <i>Osaka University</i> <i>Japan</i>
From Afar the Wisdom Flows: A Case Study of Enhancing Intercultural Communicative Competence through Experiential Learning in a Hong Kong University Residential Hall Integration Program Nixon Tit-hei Leung, Ka-lung Chan, Jasper Ka-chai Leung, & Ruben Jien-vei Khaw <i>The University of Hong Kong</i>	Developing Research-Oriented Human Resource for Quality Education: Case of Cambodian Students' Graduate Study Experience in Japan Takayoshi Maki, Asami Shimoda & Foster Gondwe <i>Hiroshima University</i> <i>Japan</i>
Buddhist vs. Western Moral Meanings of Community Service Learning Monirith Ly & Ann K. Brooks <i>Paññāsāstra University of Cambodia</i> <i>Cambodia</i>	Thai Muslim Students' Overseas Study: Factors Influencing Their Choice of Destination Sunate Kampeeraparb <i>Nagoya University</i> <i>Japan</i>
Cambodian Lecturers' Conceptualization of Academic Excellence: Expectations vs. Reality Ros Vutha <i>Royal University of Phnom Penh</i> <i>Cambodia</i> Anatoly Oleksiyenko <i>The University of Hong Kong</i>	The Pandora's Box of Studying in Transnational Higher Education: An Exploration of Chinese Students' Learning Experiences in China-Australia Joint Programs Kun Dai <i>The University of Queensland</i> <i>Australia</i>
Toward Oversea Extension of Japan's National Institute of Technology (KOSEN): Analysis of International Potentialities of Education and Research Practice Asami Shimoda <i>Hiroshima University</i> <i>Japan</i>	Comparative Studies of International and Interdisciplinary Undergraduate Programs in Japan and Korean Higher Education Sae Shimauchi <i>Waseda University</i> <i>Japan</i>

Parallel Sessions III - Day 2
Saturday 12th May 2018
9:15 – 10:45

3-G: How Does ASEAN Integration Affect Basic Education in the Greater Mekong Subregion? Chair: Prof Minoru Morishita Venue: VIP Green I (Garden Villa)	3-H: Getting Your Next (or First) Academic Book Published - Some tips to help you succeed Presenter & Chair: Katie Peace Venue: Les Amis (1 st Floor)	3-I: Education for What Future? “Development” and Dependency in Cambodian Education since the 1990s: Personal and Possible Solutions Chair and Moderator: Prof Chhem Rethy Venue: VIP Green II (Garden Villa)
<p>Minoru Morishita <i>Tokyo University of Marine Science and Technology</i> <i>Japan</i></p> <p>Koro Suzuki, <i>University of Kochi</i> <i>Japan</i></p> <p>Miki Inui <i>University of Hyogo</i> <i>Japan</i></p> <p>Saori Hagai <i>Ritsumeikan University</i> <i>Japan</i></p> <p>Sunate Kampeeraparb <i>Nagoya University</i> <i>Japan</i></p> <p>Takayo Ogisu <i>Nagoya University</i> <i>Japan</i></p> <p>Thidawan Unkong <i>University of Phayao</i> <i>Thailand</i></p> <p>Toshifumi Hirata <i>Oita University</i> <i>Japan</i></p>	<p>Katie Peace <i>Routledge, Taylor & Francis Publishing</i> <i>Singapore</i></p>	<p>Discussant: Prof Edward Vickers, <i>Kyushu University</i> <i>Japan</i></p> <p>Dr Saphon Somalireasmey, <i>Royal University of Phnom Penh</i> <i>Cambodia</i></p> <p>From America to Phnom Penh with Love: The World Bank, OECD, Fabricated Statistics, and the Narrowing of Cambodia’s Education Goals</p> <p>Jeremy Rappleye <i>Kyoto University</i> <i>Japan</i></p> <p>Inside the “Development” Machine: Personal Reflections on Recent Higher Education Reforms, the Cambodian Context, and Infallibility</p> <p>Leang Un <i>Royal University of Phnom Penh</i> <i>Cambodia</i></p> <p>Higher Education Policy Discourse and Intervention in Cambodia: Where From, Where Now, Where To, and Why?</p> <p>Say Sok <i>Independent Researcher</i> <i>Cambodia</i></p>

Parallel Sessions IV - Day 2
Saturday 12th May 2018
11:15 - 12:45

4-A: Critical and Progressive Approaches to Teaching and Learning	4-B: Curricular and Pedagogical Innovation
Chair: Prof Lizamarie Campoamor Olegario	Chair: Dr Huang Yu
Venue: VIP Grand Sokhalay I (Ground Floor)	Venue: VIP Grand Sokhalay II (1 st Floor)
Reflective-Pictures Storybook: Improving Reading Literacy for Elementary Student Ali Mustadi <i>Yogyakarta State University</i> <i>Indonesia</i>	Comparative Study on Integrated Curricula of the Primary Schools in Canada and China Lu Zheng <i>Beijing Normal University</i> <i>China</i>
Successful Translation of Pedagogical Beliefs to Practice Lizamarie Campoamor-Olegario <i>University of the Philippines</i> <i>Philippines</i>	Dewey School: A Fundamental Method of Social Progress and Reform Ling Gao <i>Beijing Normal University</i> <i>China</i>
Learner-Centered Teaching: Current Status and Challenges in Chinese Higher Education Institutions Shujie Qu & Bai Yanru <i>Lingnan Normal University</i> <i>China</i>	Financial Education in Japan: Its Current State and Challenges—towards the Continuous Development of a New Curriculum for Elementary Schools, High Schools, and Universities Maiko Okuda <i>Hiroshima University</i> <i>Japan</i>
Effects of Metacognitive Analogy Teaching on Students' Habitual Action and Critical Reflection in Biology Reynald Alfred A. Recede <i>Marikina High School/University of the Philippines</i> <i>Philippines</i> Rosanelia T. Yangco <i>University of the Philippines</i> <i>Philippines</i>	Education for Sustainable Development in the Light of Curriculum Reform for Basic Education in China Huang Yu <i>Beijing Normal University</i> <i>China</i>
Embedding Critical Thinking Skills among Primary School Children through Online Extracurricular Activity Piseth Thon & Bunlot Khoy <i>Sangapac Anuwat</i> <i>Cambodia</i>	Rethinking Higher Education for Global Sustainable Development: Towards a Capabilities Pedagogy with the Poor Xiuying Cai <i>Xiamen University</i> <i>China</i>

Parallel Sessions IV - Day 2
Saturday 12th May 2018
11:15 - 12:45

4-C: Non-Formal and Life-Long Learning Chair: Prof Abdul Hameed Venue: VIP Grand Sokhalay III (1 st Floor)	4-D: School Leadership Chair: Prof Peng Liu Venue: Sophanith Meeting Room I (1 st Floor)
Developing a Lifelong Learning System: Considerations that Emerge from Experience in Applying Andragogical Approach to Developing, Implementing, and Sustaining a Lifelong Learning Society Suwithida Charungkaittikul <i>Chulalongkorn University</i> <i>Thailand</i>	School Quality Improvement Program: Nan Province Case Study Fuangarun Preededilok & Amornwich Nakonthap <i>Chulalongkorn University</i> <i>Thailand</i>
Reshaping Self-Study Program into Lifelong Learning Assessment in the Context of Mainland China Yifei Dai <i>The National Education Examinations Authority</i> <i>China</i>	Building Cross-School Knowledge Community in Shanghai Turnaround Schools: A District Leadership Perspective Peng Liu <i>University of Manitoba</i> <i>Canada</i>
Non-Formal Education Equivalency Programme in Cambodia: Process and Achievements Lang Sophat <i>Hiroshima University</i> <i>Japan</i>	Educating School Leaders: A Comparative Study of Qualification and Training Sornprapa Siripattarawit <i>Hiroshima University</i> <i>Japan</i>
Implications of SDGs for Education of Children with Disability in Pakistan Abdul Hameed & Afaf Manzoor <i>University of Management and Technology</i> <i>Pakistan</i>	The Perspective of Lifelong Learning Teacher Education Integration of The Evolution and Enlightenment Bai Yanru & Li Xiaofeng <i>Lingnan Normal University</i> <i>China</i>
Cumulative Effect of Disability, Distance and Destitution on Hopes for Inclusion Afaf Manzoor & Abdul Hameed <i>University of Management and Technology</i> <i>Pakistan</i>	

Parallel Sessions IV - Day 2
Saturday 12th May 2018
11:15 - 12:45

4-E: Teaching and Learning in STEM Chair: Dr Phyrom Eam Venue: Sophanith Meeting Room II (1 st Floor)	4-F: Teachers' Professional Development I Chair: Prof Du Ping Venue: Sophanith Meeting Room III (1 st Floor)
Teaching and Learning Modes in Higher Education in Cambodia, A Case: Chemistry Students' Perspective in RUPP Chantha Chuong <i>Ministry of Education, Youth and Sport Cambodia</i> Sothy Khieng <i>Cambodia Development Resource Institute Cambodia</i>	A Study on Rural Teachers' Pay and Its Incentive Effect from Primary Schools in Contiguous Destitute Areas Du Ping & Yu Zhengyi <i>Beijing Normal University China</i>
Research on Model of Vocational Competence and Cultivation Paths of STEM Teacher Gong Guoqin <i>Beijing Normal University China</i>	Primary School Teacher Commitment in Cambodia: Focusing on Physical Education Practice Ryoko Tanaka <i>Itozaki elementary school, Mihara city Japan</i>
Correlates of STEM Major Choice: A Quantitative Look at Cambodian First-Year University Students Phyrom Eam, Borin Keo, Phirom Leng, Sopheak Song & Sothy Khieng <i>Cambodia Development Resource Institute Cambodia</i>	A Study on the Relationship between Self-Satisfaction and Teaching Efficacy in Primary School Teachers' Classroom Teaching in L district of Chuzhou City in China Li Jing, Song Deru & Liu Yu <i>Chuzhou University China</i>
Curriculum Analysis of Robotics Integration in Grade 7 Information and Communications Technology in a Private School Robelita Ocampo Bañez <i>University of the Philippines/ Comparative Education Society of the Philippines</i>	Factors in the Team Collaborative Process of Cross-Disciplinary Educational Research Weiwei Li, Robert Coelen, Xinyue Xu & Yuxian Liu <i>Tongji University China</i>
"Brain-Based Teaching Approach in Physics: Effects on Students' Affective and Cognitive Engagement" John-Niel Tan Masong & Edwehna Elinore S. Paderna <i>University of the Philippines</i>	Double Qualified Teacher Training Problem of Senior Vocational Education in China Li Yiting <i>Shaan Xi Normal University China</i>

Parallel Sessions IV - Day 2
Saturday 12th May 2018
11:15 - 12:45

4-G: Teachers' Professional Development II Chair: Prof Nana Kodama Venue: VIP Green I (Garden Villa)	4-H: ICT in Education and TVET Chair: Prof Huang Hua Venue: VIP Green II (Garden Villa)
The Relationship between Cooperating Teachers' Evaluation Feedback and Student Teachers' Reflection during Teaching Practicum in China Liang Wei <i>Hiroshima University</i> <i>Japan</i>	The Changes to the Private Return to Vocational Education in China Liu Yunbo <i>Beijing Normal University</i> <i>China</i>
The Enlightenment of the Practice of General Teaching Council for Scotland to Chinese Teacher Professional Development Qin Yang <i>Beijing Normal University</i> <i>China</i>	From Scale to Norm to Excellence--Higher Vocational and Technical Education Policymaking and Progress in China Huang Hua <i>Nanjing Polytechnic Institute</i> <i>China</i> Ma Rong <i>Nanjing Normal University</i> <i>China</i>
Opportunities for and Experiences of Developing Intercultural Competence for Teacher Education Students in Canada Nana Kodama <i>Shiga University</i> <i>Japan</i>	Forecasting ICT Integration during Teaching Practicum in the Face of National Standards for Teacher Education in Malawi Foster Gondwe <i>University of Malawi</i> <i>Malawi</i>
Self-Directed Learning Approach to Developing Teaching Professionalism Sophal Kao <i>Paññāsāstra University of Cambodia</i> <i>Cambodia</i>	Educational Technology: Utilization, Adequacy and Priorities Esper L. Feliciano & Sarah M. Palaw-Ay <i>Benguet State University</i> <i>Philippines</i>
The Study on the Influencing Factors and Improve Strategy of Undergraduates' Course Engagement Liaojian Qu <i>Jiangnan University</i> <i>China</i> Liang Sun <i>Pennsylvania State University</i> <i>USA</i>	By Default or by Design: Understanding Neoliberalisation of Vocational Education and Training in Hong Kong Chow Tat Wing <i>The University of Hong Kong</i>

Parallel Sessions V - Day 2
Saturday 12th May 2018
14:00 – 15:30

5-A: Education for Social and Intercultural Understanding Chair: Prof Teng Jun Venue: Sophanith Meeting Room I (1 st Floor)	5-B: Citizenship Education and National Identity: Cases of Bangladesh, Cambodia, Hong Kong and Singapore Chair: Prof Manzoor Ahmed Venue: Sophanith Meeting Room II (1 st Floor)
Extra-Curricular Activities and the Development of Multicultural Education in Indonesian Pesantren Bambang Arif Rahman <i>Hiroshima University</i> <i>Japan</i>	Cellphilmimg Political Participation with Ethnic Minority Youth in Hong Kong in the Aftermath of the 2014 Umbrella Revolution Casey Burkholder <i>University of New Brunswick</i> <i>Canada</i>
Preparing Chinese Students with Global Competence: A Content Analysis on UN Job Descriptions Teng Jun <i>Beijing Normal University</i> <i>China</i>	A Challenge to Informed Citizen: A Case Study in One Community, Thpong District, Cambodia Pang Vanthown <i>Royal University of Phnom Penh</i> <i>Cambodia</i>
History Textbooks Dialogue: A Comparative Case Study of Israel-Palestine, German-French and East Asian Textbooks Mayaka Hida <i>Hiroshima University</i> <i>Japan</i>	Teaching Ethics and Values in Schools: An Exploratory Study in Bangladesh Manzoor Ahmed <i>BRAC University</i> <i>Bangladesh</i> Edward Vickers <i>Kyushu University</i> <i>Japan</i>
Educational Progress for All – Challenges of Gender, Diversity and Inclusion Katy Brand & Rin Narith <i>United World Schools</i> <i>Cambodia</i>	Politics, Power, and Ethnic Minority Children's Rights in Postcolonial Hong Kong Gao Fang <i>The Education University of Hong Kong</i>
Social Appeal to the Reform of Medical Education: Based on the Comparative Study of China, UK and Canada Yan Ji <i>Nanjing Medical University</i> <i>China</i>	Nationalistic Education and Commemorative Events: A look at Patriotic Symbols, Rituals, and Ceremonies in a Singapore Secondary School Shuyi Chua & Jasmine B.-Y. Sim <i>National Institute of Education</i> <i>Singapore</i>

Parallel Sessions V - Day 2
Saturday 12th May 2018
14:00 – 15:30

5-C: Education Rights and Ethnic Identity	5-D: Discourse on Gender and Its Impact on Education
Chair: Dr Donghui Zhang	Chair: Prof Elaine M. Walker
Venue: Sophanith Meeting Room III (1 st Floor)	Venue: VIP Grand Sokhalay I (Ground Floor)
Cultural Identity Formation: Comparative Studies of Malay, Chinese and Tamil National Primary Schools in Malaysia	How Individualism-Collectivism and Gender Affect the Relationship between Peer Pressure and Collaborative Academic Cheating: Empirical Evidence from China
Low Zehan <i>Kyushu University</i> <i>Japan</i>	Yinxia Zhang <i>Fujian Normal University</i> <i>China</i>
Harmonious Yet Different: Ethnically Integrated Classes in Beijing Inland Boarding High Schools	Who Are the Caretaker of Tradition in Khmer Classical Dance?: Transgression, Gender and Cambodia's First Gay Dance Company
Donghui Zhang & Lifang Hu <i>Renmin University of China</i> <i>China</i>	Saori Hagai <i>Ritsumeikan University</i> <i>Japan</i>
Educational Equality and Equity as Contesting Constructs in Social Progresses	Gender Equality in Education and Sustainable Development: A Comparative Analysis of Progress under the 2030 Agenda
Kwok Pui Ki Patricia <i>University of Cambridge</i> <i>United Kingdom</i>	Elaine M. Walker & Zhuoyao Liu <i>Seton Hall University</i> <i>USA</i>
Chee Wai-chi <i>Hong Kong Baptist University</i>	Rushuang Yu <i>Zhejiang Normal University</i> <i>China</i>
Multi-Ethnic Equality of Education —— Inspiration of Brazil's educational progress	Popular Discourse on Fatherhood in Post-1949 China - An Oral History of Attitudes and Practices in Xiangtan, Hunan
Qin Maomao <i>Beijing Normal University</i> <i>China</i>	Tingting Tan <i>Kyushu University</i> <i>Japan</i>
Adaptation to Primary School of Ethnic Minority Children - Positive Impacts given by Pre-Primary Education in Lao PDR	A Study on Professional Happiness of Primary School Teachers from the Perspective of Gender Differences from the city of Anqing, China
Miki Inui <i>University of Hyogo</i> <i>Japan</i>	Liu Yu, Song Deru & Jing Li <i>Chuzhou University</i> <i>China</i>

Parallel Sessions V - Day 2
Saturday 12th May 2018
14:00 – 15:30

5-E: Education for Underrepresented Groups Chair: Ms. Ampa Kaewkumkong Venue: VIP Grand Sokhalay II (1 st Floor)	5-F: Peace and Global Citizenship Education Chair: Prof Chanita Rukspollmuang Venue: VIP Grand Sokhalay III (1 st Floor)
Problems and Challenges of Implementing Buffer School Policy in Thailand and Cambodia Border Area Ampa Kaewkumkong & Ke Sen <i>South China Normal University</i> <i>China</i>	Preparing New Generation for Citizenship in Digital Age Chanita Rukspollmuang <i>Siam University</i> <i>Thailand</i>
The Reimagination of Thailand in Taiwan: A Case Study of Culture Learning in a Thai Language Classroom Tan Sing Yee <i>National Taiwan Normal University</i>	Global Citizenship Education through Service Learning Genejane M. Adarlo <i>The University of Hong Kong</i>
What Roles Can Public Schools Play in Improving Migrant Children's Living Situation Shen Lyu <i>Peking University</i> <i>China</i>	Presence of Education for Peace, Sustainable Development and Global Citizenship (EPSG) in Economics Textbooks & Curricula Srishti Goyal <i>UNESCO MGIEP</i> <i>India</i>
	Critical History as Teachers' Curricular Space for Global Citizenship Education: A Case Study in Thailand Omsin Jatuporn <i>Naresuan University</i> <i>Thailand</i>

Parallel Sessions V - Day 2
Saturday 12th May 2018
14:00 – 15:30

5-G: Global Citizenship Education in Asia: Policies and Practices Chair: Prof Sunethra Karunaratne Venue: VIP Green I (Garden Villa)	5-H: Education for Responsible and Multicultural Citizens Chair: Prof Sim Jasmine Venue: VIP Green II (Garden Villa)
A Discussion on the Shaping of World Citizen in the Textbook, Moral and Citizen in Macau, —— An Analysis Based on “The Requirements of Basic Academic Attainments for High School” Shi Yudan & Zhuo Zelin <i>South China Normal University</i> <i>China</i>	Good Habit of Throwing Garbage: Practice Among Primary School Students Sopheary Leng <i>Takeo Regional Teacher Training Center</i> <i>Cambodia</i>
Citizenship Attributes of Asian Students from the IEA ICCS 2016 Tae-Jun Kim <i>Korean Educational Development Institute</i> <i>Korea</i>	Conceptualization and Assessment of Key Competencies for Children in Preschools – A Case Study in Southwest China Yumei Han, Xiaoping Yang, Naiqing Song, Shanan Wang & Yuping Han <i>Southwest University, China</i>
Hope for Global Citizenship: A Search in Japanese and Chinese Education Policies Sicong Chen <i>Kyushu University</i> <i>Japan</i>	Integration of Environmental Education in Elementary Science Froilan Binggala Manas <i>Benguet State University</i> <i>Philippines</i>
Towards Attaining Sustainable Development Goals in Sri Lanka Sunethra Karunaratne <i>University of Peradeniya (Retired),</i> <i>Sri Lanka</i>	The Basis of Moral Education Should Be Knowledge: A Proposal to Today’s Japanese Education Okamoto Hiroyuki <i>Hyogo University</i> <i>Japan</i>
Cultivating a Sense of Human Destiny Community - The Concept Transformation of China’s Policy on Education for International Understanding Yingmin Jiang <i>Beijing Normal University</i> <i>China</i>	Citizenship Education and Educating about and for ASEAN: A Comparative Case Study of Singapore and Thailand Sim Jasmine <i>Nanyang Technological University</i> <i>Singapore</i> Vachararutai Boontinand <i>Mahidol University, Thailand</i> Philip Tham

Parallel Sessions V - Day 2
Saturday 12th May 2018
14:00 – 16:00

5-I: Poster Presentation	
Venue: Senmonorom Ballroom (5th Floor)	
Time: 14:00 – 16:00	
Combination Instead of Confrontation: Unlocking the Potential of ‘Arts’ for Higher STEM Education Tengteng Zhuang <i>Chinese University of Hong Kong</i>	An Analysis of Global Citizenship Education Textbook Illustration -Focusing on Elementary “a democratic citizen living together”textbook of Office of Education in Gyeonggi Province Seongkyeong Jeong, Hwanbo Park, Hyeyoung Yu & Hyekyung Park <i>Chungnam National University</i> Korean
Teachers’ Law of Peoples Republic of China through an Outsiders Lenses: Some Issues Related to the Law Belguun Damdinjamts <i>Beijing Normal University</i> China	A Study on the Motivating Factor and Running Practices of British Universities Overseas Branch Campus: A Case analysis of Heriot Watt Universities in Dubai Shiyun Wang <i>Beijing Normal University</i> China
The Lost Public Living Space: a Case Study of High School Student Union Wang Lili <i>Peking University</i> China	“Non-Qualified” Teachers’ Self-Recognition and Experience in the State Reconstruction Stage After Pol Pot Regime: Analysis of Local Elementary School Teachers’ Narrative Sayaka Senda <i>Nagoya University</i> Japan
The Flourishing and Theoretical Model of Strength-based Education in Western Developed Countries Ma Rong <i>Nanjing Normal University</i> China	Recent Reform of Unrecognized Madrasa Education in Bangladesh – A Case Study of English Education Azam Md Golam <i>Hiroshima University</i> Japan
Investigation on Possibilities and Necessities to Develop Teaching Methods for Ecology and Environmental Protection Course in Universities Nemekhjargal Gandansuren <i>Beijing Normal University</i> China	The Impact of Student-Teacher Relationship on Student’s Academic Achievement at Secondary School Level in Dhaka City Mashraky Mustary <i>Sophia University</i> Japan

Exhibitions

Brill | Sense is the new imprint of Sense Publishers, which became part of Brill in 2017. Brill | Sense remains one of the fastest growing publishers of books in Educational Research and related fields, with a current backlist of over 1500 titles and more than 125 new titles published annually. Many books in the Brill|Sense list are intended for classroom use in colleges and universities worldwide, often being adopted for courses year after year. Featuring a cast of top international authors that make up a veritable “Who’s Who” in their specialties, Brill|Sense brings a true global perspective to its publishing efforts.

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Education Research Council: Under the new leadership of His Excellency Dr Hang Chuon Naron, a systematic education reform was initiated. Eight reform items were put on the priority agenda. Among them, one was about the establishing a policy think-tank for education which become Education Research Council (ERC). The ERC was formally launched on the 12th March 2015 and institutionalized via Prakas No. 658 in July 2017. The council is comprised of three teams, namely ERC members, secretariat, and junior researcher team. The aims of creating the councils, according to the final concept note of ERC are to promote insightful thinking and innovative ideas in the education sector; the ERC is mandated to carrying out its missions as follows: Discuss and analyze pressing issues in education reform and identify challenges for policy interventions; Provide scholarly ideas and technical analysis to the Ministry; Conduct research and share findings with MoEYS leadership, development partners and stakeholders; Support the MoEYS in strategizing its Annual Congress Report, Education Strategic Plan, Mid-Term and Final Review; and Explore innovative ideas and good practices in the field of education.

The Comparative Education Research Centre (CERC) at the University of Hong Kong (HKU) is proud to be described as the birthplace of CESA. As recorded in the CESA history written by Kengo Mochida (first CESA Secretary General), CESA’s founding committee convened in CERC on 30 May 1995 to approve the constitution and establish the Society. CERC’s current Director, Mark Bray, holds the UNESCO Chair in Comparative Education. Professor Bray was a member of the CESA Board of Directors from 1995 to 2001, and again from 2012 to 2017. CERC hosted the CESA biennial conference in January 2007. Within HKU, CERC contributes to the MEd programme in Comparative and Global Studies in Education and Development (CGSED). CERC has an established publication programme, and during the CESA conference will launch the following book: Magda Nutsa Kobakhidze (2018): Teachers as Tutors: Shadow Education Market Dynamics in Georgia. This book focuses on the so-called shadow education system of private supplementary tutoring in post-Soviet Georgia. It explores ways in which teacher-tutors’ beliefs, social norms, ideals about professionalism, and community values shape their economic decisions in the informal shadow education marketplace. Its author is an Assistant Professor at the University of Hong Kong, and the book is based on her PhD thesis which won the Gail Kelly Outstanding Dissertation Award of the Comparative and International Education Society (CIES).

CDRI Publication Unit: CDRI has a deserved reputation for expert analyses of economic and development issues, impact-driven quality policy research, and professional development. It is important that CDRI publications reflect these high standards. They should also convey respect for local knowledge and culture, offer clear and balanced analysis of complex issues, and contribute to the formulation of sustainable development policies. The Publishing Unit exists to support and expand the publishing capabilities of CDRI. It is responsible for preparing material for publication including editing, design and layout, translation and printing and/or uploading. It also serves to expand the scope of CDRI publications to meet the needs of various audiences and to develop a marketing plan to ensure that CDRI publications reach those audiences.



COMMITTEE MEMBERS

SCIENTIFIC COMMITTEE
ORGANIZING COMMITTEE

Scientific Committee



Dr Leng Phirom,
Research Fellow, CDRI

Dr Leng holds a PhD in Comparative and International Higher Education from the Ontario Institute for Studies in Education (OISE), University of Toronto, Canada. Before joining CDRI, he was a visiting scholar at the Southern University of Science and Technology of China (SUSTC) in Shenzhen. While at SUSTC, he helped establish the International Centre for Higher Education Innovation (ICHEI) – a UNESCO Category 2 Institute whose mandate is to support the expansion and improvement of ICT in higher education in developing countries. His research interests include comparative education, internationalisation and governance of higher education, science education, innovation and policy research.



Dr Ly Monirith,
Assistant Dean, Faculty of Education, PUC

Dr Monirith Ly has been teaching at university since 2001. At Paññāsāstra University of Cambodia, he teaches PhD research and MEd educational leadership courses, focusing on higher education. He also advises graduate students on research and assists the Faculty of Education with curriculum and faculty development. Dr Ly holds a PhD in Adult, Professional and Community Education from Texas State University and an MEd in Higher Education Administration from Loyola University, Chicago. He has published numerous papers in top US research journals and conference publications (monirithly.wordpress.com/publications/) and published his dissertation on Cambodian community service learning.



Dr UN Leang,
Dean, Faculty of Social Sciences and Humanities, RUPP

Dr Leang UN was educated in Cambodia, the Philippines and the Netherlands. Before earning a PhD in Social and Behavioural Science from the University of Amsterdam, the Netherlands, he was a philosophy lecturer at the Royal University of Phnom Penh (RUPP) while working part-time in civil society groups across Cambodia (2003-07). He was a research fellow and visiting scholar at Makerere University, Uganda (2009), and Northern Illinois University, USA (2011), and an off-residential senior research fellow at the Center for Khmer Studies (2014). His main academic interest is comparative education and development with a more recent shift towards educational philosophy. He has been involved in developing Cambodian Higher Education Road Map 2030 and beyond, providing advice to universities on curriculum reforms and development as well as assessment and pedagogy.

Holding a doctorate in Adult and Higher Education and a master's in Literacy Education, Dr Ros Soveacha serves the Ministry of Education, Youth and Sport (MOEYS) as deputy director-general for policy and planning. Before joining the ministry, he provided consulting services to support the reform efforts of MOEYS and the Ministry of Labor and Vocational Training and was the program coordinator of UNESCO's Capacity Development for Education for All in Phnom Penh. Overall, his involvement in education and training arenas worldwide spans 16 years. He has advised professional and academic institutions and has implemented education and training programs in the United States, Austria, Cambodia, Japan, Morocco, Romania, Singapore and Vietnam. He is married and is the father of two sons, aged eight and three.



Dr Ros Soveacha,
Deputy Director General, MOEYS



Prof Liu Baocun,
President of CESA; professor,
Beijing Normal University, China

(Biography in Distinguished Guests)



Prof Edward Vickers,
Professor of Comparative Education,
Kyushu University (JP); secretary-general of CESA

(Biography in Plenary Discussion Panellists)

Dr Chiaki Miwa is Associate Professor of Early Childhood Care and Education (ECCE) at the Graduate School of International Development and Cooperation (IDEC), Hiroshima University, Japan. Her work experiences include UNICEF Chile, and public and private teachers' colleges for ECCE in Japan. She holds Ph.D. and M.A. in international development from Nagoya University, Japan, and M.Ed. from Toronto University, Canada. She co-authored a book titled "ECCE in developing countries and international assistance (in Japanese)," and more recently has been engaged in studies on the effects of community preschools in rural areas of developing countries.



Dr Chiaki Miwa,
Associate Professor, Hiroshima University

Organizing Committee

Organizing Committee	Members
Co-chairs	KHIENG Sothy and SEN Sina (CDRI) and MAO Kolap (PUC)
Subcommittees	Members
1. Registration and fee payment and overall finance	SUONG Kaclicka, SEN Sina
2. Media and ICT support	KEO Borin, RAVY Sophearth, BEAN Sokhan, Ratanak
3. Hospitality and tourism	YOENG Sereirot and KHIENG Sothy
4. Conference package	BUTH Sinat, CHHEM-KIETH. Vanaka and RAVY Sophearth
5. Press, promotion and sponsorship fundraising, exhibitions and publication	SORN Seyda, SEN Sina, MAO Kolap, MEN Chanthida, KEO Borin and HANG Somnang
6. Medical and emergency contacts	Dr CHHIM Sarath and contact person at Royal Ratanak Hospital, Siem Reap
7. Conference facilities	HENG Sambath, BUTH Sinat
8. Gala dinners and refreshments	MAO Kolap, SEN Sina, and KHIENG Sothy
9. Note takers	SONG Sopheak, EAM Phyrom, HAV Gechhong, and SO Hengvotey
10. Writers workshop	KHIENG Sothy, HENG Sambath, LENG Phirom



PRACTICAL INFORMATION

CONFERENCE VENUE
HOTEL AND BREAK-OUT ROOMS MAP
BREAK-OUT ROOMS MAP CLOSE-UP
ABOUT SIEM REAP AND ANGKOR WAT
WHY CAMBODIA?
SIEM REAP MAP
USEFUL CONTACTS IN SIEM REAP

Conference Venue



Address:
SOKHALAY ANGKOR
RESORT & SPA
National Road 6, Phum
Kasekam, Khum Sro Nge,
Siem Reap,
Kingdom of Cambodia
Tel: 063 968 222;
Fax: 063 967 581
Email: info@sokhalayangkor.com
Website: www.sokhalayangkor.com

The proposed venue for the conference is the Sokhalay Angkor Resort (<http://www.sokhalayangkor.com/>) in Siem Reap. The hotel is situated on the airport road, just within a 10-minute distance from the Siem Reap International Airport and five minutes to downtown Siem Reap, and 15-minutes to the world heritage site Angkor Wat complex. Resonating Khmer architecture, the hotel provides a unique charm of glorious Angkorian era while equipped with today's luxury to ensure comforts during stay and productivity for an event.

Sokhalay Angkor Resort has some of the largest and best conference facilities in Siem Reap. It offers four large conference rooms that can accommodate up to 500 participants (classroom setup) and six additional meeting rooms that can accommodate at least 50 participants each. From a recent experience of hosting an international conference at the hotel in late 2016, the hotel provided excellent services with many positive feedbacks from the conference participants. The conference rooms are equipped with state of the art equipment, ideal for international conferences or seminars, large banquets and commercial exhibitions.

Hotel and Break out map

SOOKHALAY ANGKOR RESORT & SPA



7th Floor	704 702 701 703	
645 644 643	628 627	
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Lobby Grand Sookhalay Restaurant		
Indoor Swimming Pool Grand Sookhalay Restaurant		
Elevator		
5th Floor		
Secretary Room Semnonom Ballroom	Elevator	
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315 313 311 309 307 305 303 301	Sophanith Meeting Room	
326 324 322 320 318 316 314 312 310 308 306 304 302		
271 269 267 265 263 261 259 257 255 253 251 249 247		
270 268 266 264 262 260 258 256 254 252 250 248 246		
2nd Floor		
1st Floor		
G Floor		

Break out room:

- Main Meeting Room: Semnonom Ballroom (5th Floor)
- Secretary or Waiting Room (5th Floor)
- Sophanith Meeting Room I (1st Floor)
- Sophanith Meeting Room II (1st Floor)
- Sophanith Meeting Room III (1st Floor)
- Lee Amis (1st Floor)
- VIP Grand Sookhalay 1 (G Floor)
- VIP Grand Sookhalay 2 (1st Floor)
- VIP Grand Sookhalay 3 (1st Floor)
- VIP Green I
- VIP Green II

Break out room map - close up

[illegible]

About Siem Reap and Angkor Wat



Situated in the northwest and next to the Tonle Sap Lake of Cambodia, Siem Reap is famous for its UNESCO's World Heritage Angkor Archaeological Park. The province, consists of over one thousand temples ranging in scale from nondescript piles of rubble scattered through rice fields to the awe-inspiring Angkor Wat--the best-preserved temple, was once a capital of the Khmer Empire and one of the largest, if not the largest city in the ancient world.

Angkor Wat is the largest religious monument in the world which attracts millions of international visitors. The 12th century temple is ranked a top landmark in the world in 2015 in both the TripAdvisor's Traveller's Choice Landmarks and Lonely Planet's Ultimate Travelist.

Beyond temples, Siem Reap offers other cultural and ecological experiences. The floating villages along the Tonle Sap, the biggest fresh water lake in Southeast Asia and ecotourism sites offer unique experience of Cambodia's everyday life and rich natural and cultural heritages and traditions. Visitors to the historical city may find an enriching experience by visiting Angkor National Museum, Cambodia Cultural Village, Night Markets and Pub Street. In town, there are a bevy of ethnic craft shops, galleries, cafes, eateries and top-notch restaurants serving every type of cuisine. The famous 'Pub Street' and the night markets of Siem Reap are now renowned tour destinations in their own rights. Additionally, silk farms, rice-paddy countryside, fishing villages and a very rich bird sanctuary near the Tonle Sap Lake make Siem Reap one of the most captivating places in the world.

The province of Siem Reap is conveniently situated 314 km northwest of Phnom Penh. It can be reached all year round by National Road No 6 from Phnom Penh, Poipet Border Checkpoint from Banteay Meanchey, Kampong Cham Province and Kampong Thom Province, and by National Road No 5 and 6 from Kampong Chhnang province, Pursat province and Battambang province.

Siem Reap is accessible by direct flights from many major cities in the region including Bangkok, Da-nang, Hanoi, Ho Chi Minh, Paksé, Vientiane, Kuala Lumpur, Singapore, Hong Kong, Kunming, Taipei, etc. From the capital of Phnom Penh, Angkor Air operates several direct flights per day to and from Siem Reap. There are also speedboats operating along the Tonlé Sap from Phnom Penh and Battambang Province. More about Siem Reap can be found here: <http://www.tourismcambodia.org>.

Siem Reap Map



Why Cambodia?



In its 2014-2018 national strategic development plan, Cambodia prioritizes education sector and strengthening education quality on top of the government's reform agenda. A new Minister of Education, Dr Hang Chuon Naron, was appointed and his reform efforts to meet the country's vision for a capable and skilled human resource have been generally well received by teachers, the public and development partners. "The future of our country depends on what we can do now to provide a good education to the next generation", said Naron. He also emphasizes that research is a key indicator of quality education, particularly in tertiary level. The first Cambodia Education Research Forum (CERF) in 2014 which was organized by Cambodian Higher Education Association (CHEA) with 492 national and international participants is one of the indications that the time is ripe and Cambodia is ready to perform a regional role in promoting dialogue, debate and research on education. CESA has the potential to contribute to Cambodia's efforts in strengthening education quality and policy formulation based on the evidence from the latest research studies and experiences from neighboring countries.

For more *information*, please visit
www.tourismcambodia.org



Useful Contacts in Siem Reap



Tourist Police

Phone: 012 402 424

Address: Mondul 3 Village, Sangkat Slor Kram, Siem Reap City, Siem Reap



Traffic Police

Phone: 012 896 628 / 012 402 424

Address: Mondul 3 Village, Sangkat Slor Kram, Siem Reap City, Siem Reap

Address: Kok Dong Village, Sangkat Teuk Vil, Siem Reap City, Siem Reap



Post Office

Address: Po Kambor Road (Mondul 2 Svay Dangkum Quarter), Siem Reap

Working Daily Hours: 7.30am - 12pm & 2pm - 5.30pm

Tel: 012 849 925



Hospitals/Clinics/Pharmacies

International Dental Clinic

International standard dentistry. Regionally and globally accredited dentists. Adult and child dentistry. Implants, orthodontics...

Address: #545, National Road 6A, Siem Reap

Tel: 063-767618

Website: www.imiclinic.com

Royal Angkor International Hospital

International-standard medical services. 24-hour emergency care, ambulance, translation, evacuation.

Address: National Route 6 (Airport Road), Siem Reap

Tel: 063-761888, 012-235888

Website: www.royalangkorhospital.com

U-Care

Pharmacy, health and beauty care products.

Addresses:

1) Old Market area (at the end of Pub Street), Siem Reap

Tel: 063-956396

2) Lucky Mall on Sivutha Blvd, Siem Reap

Tel: 063-966683

Website: www.u-carepharmacy.com



SIEMREAP WALK is an Mobile Application developed by Cambodian media student, Panhary Proeun.

This app contains useful information regarding attractions and suggested itineraries to many interesting places in Siem Reap.



CALL FOR PAPERS

ASIA PACIFIC JOURNAL OF EDUCATION:
SPECIAL ISSUE CALL FOR PAPERS

CALL FOR PAPERS

Asia Pacific Journal of Education: Special Issue Call for Papers

Deadline: 20 May 2018

Education, Development and Social 'Progress' in Asia: Critical Insights from Comparative Research

Authors wishing their papers to be considered for inclusion in this special issue should relate their submissions closely to the theme of CESA's 2018 conference. Whatever aspect of education the paper discusses, it should critically reflect on prevalent assumptions of educational purposes and their relevance for social 'progress'. Authors are encouraged to critique conventional understandings of the nature and aims of educational development, and their relevance for Asian cultural and social contexts. But while this critique should be conducted from an Asian perspective, simplistic claims for 'Asian' cultural distinctiveness or exceptionalism should be subjected to the same kind of searching reexamination as generalizations concerning 'progress' or 'development'. Whether papers focus on a single country/case or range across two or more societies, they should incorporate a comparative perspective.



Contributions are welcome on a range of themes from the CESA conference, including:

- Comparative education in contemporary Asia and beyond – theoretical and methodological issues
- Educational policy making and the pursuit of progress – structures, aims and processes
- STEM vs the Humanities – defining and addressing social needs through curricular change
- Pedagogical innovation and new technology – a force for progress or digital disruption
- Paying for progress in education – public provision, privatisation and marketisation
- Measuring educational progress – administering and monitoring education system
- Educational progress for all – challenges of gender, diversity and inclusion
- Citizenship education and political socialisation – nationalism, transnationalism and peace
- Education and the pursuit of economic and environmental sustainability
- Globalisation, migration and transnational collaboration in education
- Civil society's involvement in education and its implications
- Lifelong learning and skills discourse – liberating the individual or privatising risk?

Submission Guidelines

Those interested in submitting their papers for publication in this special issue should first submit an abstract of around 300 words (e.g. an adapted version of the conference paper abstract) by May 20, 2018 (i.e. straight after the CESA conference). Authors whose abstracts are deemed potentially suitable will be contacted by the end of May and asked to submit a full paper (6,000 to 8,000 words including references, excluding figures and tables) by 1 July 2018.

Before submitting their abstracts or preparing a full paper, prospective authors are strongly encouraged to read at least one or two the following:

- Paul Morris (2016) Education policy, cross-national tests of pupil achievement, and the pursuit of world-class schooling, inaugural professorial lecture, UCL-IOE
- MGIEP-UNESCO (2017). Rethinking Schooling for the 21st Century: The State of Education for Peace, Sustainable Development and Global Citizenship in Asia
- Keita Takayama (2017). 'Imagining East Asian Education Otherwise: neither caricature nor scandalization,' Asia-Pacific Journal of Education
- Hikaru Komatsu and Jeremy Rappleye (2016). 'A PISA Paradox? An Alternative Theory of Learning as a Possible Solution for Variations in PISA Scores,' Comparative Education Review, 61/2, 269-297.
- Edward Vickers and Krishna Kumar (eds) (2015). Constructing Modern Asian Citizenship. New York and London: Routledge.

MO03705

Other Notes to APJE Editors:

As special issue editors, Dr Leang and Prof Vickers will first screen the preliminary abstracts and select a shortlist of potential contributors. However, when full manuscripts are submitted, the peer review process will be managed by the APJE editorial team. Leang and Vickers will be involved (along with the APJE editors) in examining the reviewers' reports and adjudicating on split decisions, and will contribute their own comments on the draft papers.

Editorial information

Editor: Edward Vickers, Kyushu University (edvickers08@gmail.com)

Editor: Leang Un, Royal University of Phnom Penh (leangrupp@gmail.com)

More information is available on the Asia Pacific Journal of Education

http://explore.tandfonline.com/cfp/ed/cape-cfp/si-1?utm_source=CPB&utm_medium=cms&utm_campaign=J



ABSTRACTS - PARALLEL SESSIONS

**Parallel Session 1-A:
The Development of General Education in Cambodia**

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: Sophanith Meeting Room I (1st Floor)

Vocabulary for Basic Education: How Many and What Words in Each Grade?

Bunlot Khoy & Sitha Chhinh

Sangapac Anuwat, Cambodia

Knowledge of the language begins with the knowledge of the vocabulary. In language where development is very advanced like English, it is generally accepted that a person who is considered to be educated masters around 8,000 words. Educators develop the vocabulary list a guide for curriculum developers and publishers based on frequency of its usage. Easy words appear during the early years of schooling. Khmer language is not yet properly standardised in sound and spelling, let alone a list words to be learned by grade in order of level of difficulty and frequency. Such a lack of development presents challenges for the learners and users. Mistakes in writing are everywhere from a few lines in social media to books. In this paper, we attempted to count and analyse the frequency of the words from two sources – the media and nine books of folktales. Using vocabulary dictionary by National Council of Khmer Language as a standard for counting, we counted about 250,000 repeated words and 8,000 non-repeated words in the books, and two print media running for a one-week period. In consistent with English language, we divided the words into nine lists for curriculum developers to consider their inclusion in the nine years of free basic education in Cambodia.

How Does Motivation Affect the High School Students' Academic Performance in Banteay Meanchey Province, Cambodia? From the Perspective of Family Status

Ponleak Yat

Hiroshima University, Japan

The primary objective of this research study is to investigate how the 7th-grade high school students' academic performance in Banteay Meanchey Province, Cambodia, is affected by various students' personal context of family status and gender, and their motivational constructs; and their institutional contextual supports. Therefore, the present study aims to answer the following four research questions: Do the 7th-grade students' family status and gender affect their academic performance?; do the 7th-grade students' amotivation and basic psychological need supports very based on their family status?; and, to what extent are the relationship between the 7th-grade students motivational constructs, basic psychological need supports, and their academic performance? The findings from the quantitative data collected revealed that family status did not significantly affect the 7th-grade students' academic performance. However, gender created the significant effect on their academic performance, especially the male students from the working-abroad and divorced parents. Additionally, from the qualitative data, the male's peer academic resistance and lack of caregivers' attention were found to be the two substantial factors in their academic performance. However, the students whose parents were working abroad and students whose parent/s were dead or divorced revealed their high level of academic amotivation and low level of basic psychological need support compared to the students who lived with their parents on the daily basis.

Effects of Preschool Education Among Different Types of Programs on Subsequent Schooling: A Longitudinal Study in Rural Cambodia

Chiaki Miwa

Hiroshima University, Japan

The objective of this research lies in examining the effects of preschool education among different types of preschool programs on subsequent schooling in primary and lower secondary education through a longitudinal study of rural children in Cambodia. This study provides longitudinal evidence on the effects of preschool education and contributes to our understanding on what types of preschool programs are more effective in improving educational attainment of rural children in a developing country. The overall theoretical framework of this study resides primarily in school effects research. Panel data were collected in March 2017 by tracing 326 children in the field who were first sampled in 2008 when they were 5 years old and were followed up in 2009 and 2010 in a certain province of Cambodia. The collected data were then analysed through four kinds of methods including t-tests, analyses of variance, chi-square, and multiple regression analyses. The results show clear effects of preschool education on subsequent schooling. Among the three modalities, PPS outperformed the others, and CPS-2 which employs a multi-sectorial approach with active community participation was found to be more effective than CPS-1 when children's background factors were controlled.

Significance and Challenges of Technical Meeting for Teachers' Professional Development in Cambodia: A Case of Two Primary School Clusters

Hay Pich

Ministry of Education, Youth and Sport, Cambodia

In Cambodia, despite Technical Meetings (TM), called 'Prochum Pachektes', being recognised as a major and regular opportunity for teacher professional development (PD), there remain limited interactions between participants during the TM process. Because the reasons behind these limited interaction are not clearly elaborated upon during research by Woo & Reeves in 2007 that highlighted the essential role of this interaction to ensure meaningful learning, this study was conducted to clarify the significance and challenges of TM by focusing on implementation process, teacher interactions, and perceptions of teachers and educational administrators. Face to face semi-structured interviews were conducted with 58 teachers and education administrators in phases between June 2016 and March 2017. Teachers were also observed while conducting TM. Lastly, relevant documents were also analysed to appreciate the policy perspective regarding to organization and procedure of TM implementation. The results reveal that teachers and education administrators appreciate the significance of TM as important for teacher learning and solving teaching issues. However, the study found that TM implementation is not effective and hence does not achieve its intended purpose. This is evidenced by implementation challenges such as a lack of attention and interaction by participants during meetings, and a lack of support, monitoring and orientation for teachers and facilitators.

Community Participation in Primary Education: A Case of Krokor District, Pursat Province, Cambodia

Yujiro Yamazaki & Izuhara Toyohiro

Nagoya University, Japan

Community participation in primary education has become common across the world. This study focuses on community participation in primary education in Cambodia. The objectives of the study are to identify the ways of community participation in primary education, and to find the factors that encourage the communities to be involved in primary education. To achieve the objectives, the authors conducted semi-structured interviews at two primary schools in Krokor district, Pursat province. The interviewees consist of the school principals, teachers, village chiefs, vice village chiefs, and parents. To promote community participation in education, many countries' government launched decentralized educational system such as School-Based Management (SBM). Cambodia started decentralisation in the education sector in 2002, through the establishment of However, although the Cambodian government intends to promote community participation in primary education, there is a lack of case studies on the factors affecting community participation. The research found that there are two types of community participation. One is the participation "without an SSC" and the other is "with an SSC". Although both communities' ways of participation are similar, each community's motivation derived from different factors. While people in both communities believe that education is important for the young generation, the motivation for participation in education is diverse and they are making efforts in their own way.

Parallel Session 1-B:
Education and Social Progress in Central China: A Case Study of
Regional Development from Comparative Perspectives

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: Sophanith Meeting Room II (1st Floor)

This symposium reports on recent educational development in Central China, particularly in Henan Province. Notwithstanding its cultural and economic significance in many respects, there is a dearth of research on the educational development of this region. This panel is organised to fill the gap in the international literature, aiming to present some aspects of educational development in Central China to enhance attention towards this significant part of China.

Development Strategies of Central China: Impact and Implications for Education

Qian Zhou & Wing On Lee
Zhengzhou University, China

The transformation of industries leads to economic restructuring, and this has led to significant changes in the job market, which have further led to mass inflow and outflow of people. Despite problems related to the inflow and outflow of population that require huge adjustment strategies for the provincial government, this shows the dynamism of the economy of Central China. The rapid growth of the economy and the rapid pace of economic restructuring have led to the need for developing education as the backbone and provide soft skills to support such all these developments.

Higher Education Development Strategies in Central China

Laiting Cui & Yonggui Dong
Zhengzhou University, China

Henan is China's largest province in terms of its population of 1.07 billion in 2015. Through the analysis of higher education in Henan, we can see the achievements and dilemmas of the development of China's higher education. The analyses will show that, as compared with the position of China's higher education in the world, higher education in Henan is by itself a significantly large system.

Employment Mobility and Social Stratification of College Graduates in Central China

Ying Liu & Jing Ma
Zhengzhou University, China

This paper is a report from an employment mobility research project in Henan province. The project investigated the mechanism, causes, effects and trends of employment mobility of graduates with undergraduate degrees, with reference to the influence of family background, disciplinary nature, and gender factors. The results show that most graduates still tend to choose to work in developed areas in terms of "employment area flow".

Autonomy in School Management: A Case Study of Primary and Secondary Schools in Central China

Nan Hao
Zhengzhou University, China

To transform the educational provision in the region that can support economic and industrial restructuring towards becoming a competitive and high-tech economy not only at the national level but also at international level, the provincial government was fully aware of the need to reform its education system that will cater for such macro changes in the region. This paper will provide information on the scale of school management reform in Central China in five perspectives.

A Study on Teachers' IT Competence in Central China

Jiangtao Zhao & Ruofang Song,
Zhengzhou University, China

The purpose of this study is to investigate whether teachers are ready to promote IT in school, as they are crucial in developing students' IT competence which is important for them to be engaged in the competitive and high-tech economy being developed in the region. The study found that all of the primary and secondary schools of Puyang City were equipped with multimedia equipment such as broadband internet access, computers, and white board.

**Parallel Session 1-C:
Language Policies in the Asian context**

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: Sophanith Meeting Room III (1st Floor)

Toward Collaboration of Native and Non-native Teachers in Asian EFL

Arisa Suizu

Hiroshima University, Japan

In Asian EFL (English as a Foreign Language) countries, both foreign teachers (native speakers, NSs) and local teachers (non-native speakers, NNSs) engage in English Language Teaching (ELT). Along with the introduction of ELF (English as a Lingua Franca) and EIL (English as an International Language) in the 2000s, the equality between NSs and NNSs English teachers and necessity of their collaboration and team teaching for effective ELT have been emphasised). However, the questions of how such collaboration or equality in English education has been taking place ought to be answered in the context of Asian EFL. Therefore, this study aims to identify the enhancing and hindering factors of NS and NNS collaboration through extensive review of previous studies mainly since 2001 in Asian EFL countries, including findings from studies in Japan. Preliminary results show that local teachers have conflicting perspectives: on one hand, for instance, they feel that their strengths include being learners of English with experience of foreign language learning, and that they share the same first language with their students. On the other hand, they do not only judge themselves poorly in terms of knowledge and skills for instruction but also feel inferior to foreign teachers based on English proficiency and the labels of 'native speakers' and 'non-native speakers'.

Students' Personal Characteristics, Attitude and Tibetan Language Ability

Yongtao Gan , *South-Central University for Nationalities, China*

& Li Cheng *China & Hubei University, China*

The theory of language attitude puts forth different explanations for the influences on people's language learning. This paper makes an empirical analysis of individual differences in student language ability from the perspective of language attitude. The working hypothesis covered four areas going into the study: The individual characteristics of students have a significant effect on Tibetan language attitudes; the individual characteristics of students have a significant effect on Tibetan language ability; middle school students who exhibit a higher the degree of Tibetan language identity will acquire Tibetan language ability faster than those who do not; and, middle school students who exhibit a higher rate of Tibetan language loyalty will have stronger Tibetan language abilities. The results indicated that the individual characteristics of students have a significant effect on Tibetan language attitudes and ability; The speed at which middle school students learn the Tibetan language increases with the degree of Tibetan language identity; The Tibetan language ability of middle school students increases with the degree of language loyalty.

Curriculum as a Marginalizing Agent in China: An English Textbook Analysis from Multiliteracies Perspectives

Kathryn Hibbert & Sun Lin

Western University, Canada

Marginalisation in education emerges at different levels at schools on a global scale, but interestingly, there is little research in China that specifically addresses the curriculum as a marginalising agent in 21st Century education. This study critically interrogates in what ways and at what extent the pedagogical activities in English textbooks in China function as sources of marginalisation either directly or indirectly, and how they fail to create an equal educational environment and meaningful success for all the students. Preliminary results suggest that Chinese teachers must become explicitly aware of the marginalized students excluded from participating in the pedagogical activities and achieving meaningful success because the pedagogical moves are partial to certain types of students. The gap between what the policy makers advocate and what the textbook developers have produced emerges at different levels and gives rise to a big concern for balanced materials and activities in curriculum design and pedagogical enactment.

How Mother Tongues Are Dealt with in Elementary English Textbooks in China mainland, Taiwan, Japan, and South Korea

Linfeng Wang

University of Fukui, Japan

The paper aims to explore how mother tongue (L1) is dealt with in EFL textbooks when pupils start to learn English as a foreign language (EFL) in East Asian countries and regions. This research highlights the necessity and significance of incorporating L1 in EFL classes, as it can enrich learners' metalinguistic awareness, yielding a more effective use of language in general. In EFL countries, there is a growing tendency to reinforce the difference between ESL and EFL classes, and thus the applicability of formerly preferred English as a second language (ESL) teaching methods is being reconsidered. However, the essential role that L1 plays in developing metalinguistic awareness tends to be underestimated. The findings of English textbook analyses in this paper provide evidence of this tendency. Since EFL literature often suggests the main purpose of EFL is to cultivate learners' metalinguistic awareness, this paper proposes a valid approach to achieve this goal could be partnering L1 mother tongue education with EFL education. This could provide learners with different viewpoints on language structure and function, so as to be aware of how interesting, rich and powerful language can be.

Negotiation of Linguistic Diversity: Translanguaging Pedagogy in Multilingual Classrooms in India

Son Sangsok

Summer Institute of Linguistics, USA

India is a linguistically diverse country with about four hundred (400) languages spoken across five different language families. One language is often not adequate for an average Indian to communicate in the various domains of their life. This leads to widespread multilingualism at the grass-root level. This same multilingualism is also reflected in the classroom where students from different linguistic communities study together, making the classroom heterogeneous. This understanding of classrooms triggered the researcher to examine how teachers' translanguaging to negotiate the linguistic gap between school language policy of using medium language, English, and the actual language practice of students whose home languages are non-English. It also examined whether teachers' translanguaging actually helps students understand the content. The findings show that even if teachers' translanguaging inconsistently during their teaching, translanguaging was analysed to enhance cohesion of classroom discourse and coherence in students' mental representation. These results imply that teachers may need further training to use their translanguaging in a more systematic and consistent way, also allowing students to translanguaging. And the school's language-in education policy needs to be flexible for teachers to have a freedom to make use of children's whole linguistic repertoire through translanguaging.

**Parallel Session 1-D:
Language Policies, Identity and Issues**

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: VIP Grand Sokhalay I (Ground Floor)

Community Mobilization for Equitable Language Education Policy in Alberta

Yan Guo & Shibao Guo
University of Calgary, Canada

Language policy research puts little emphasis on parental agency. The parents of English Language Learners (ELL) are often excluded from school decision-making processes whereas White middle-class parents are more strategic in intervening in their children's schools. This study explored how immigrant parents of a community coalition advocated for higher quality and more equitable ELL policies and practices in Alberta. The study takes policy examines how policy is experienced and constructed locally by parents, focussing on eight components of ELL policy: visibility, designation of responsibility, eligibility, duration, placement, programming, assessment and reporting, and funding. Two research questions guided the study: How do parental and community groups perceive the effects of ELL policies on their children's education? And how and to what extent do community advocacy groups influence ELL policies? Data for the study were collected through policy documentation, interviews with parents from 15 countries, and two focus groups with parents and policy-makers. The results reveal that from the parents' perspectives, there were systemic inequities, including ELL funding reduction, the lack of accountability, the replacement of qualified ELL teachers with assistants, and inadequate ELL programming. Members of the coalition utilised a range of strategies to influence policy; they organised demonstrations, hosted public forums, and collaborated with other immigrant settlement organisations.

**Mother Tongue Based Multilingual Education in Thailand: Reflections on
a Decade of Success and Challenge**

Kirk Person
SIL International, Thailand

Thailand is home to 70 language groups. Yet, until recently, no minority languages were allowed to be used as a language of instruction in government schools. Things began to change roughly 10 years ago, as university professors, domestic NGO workers, and international development experts came together to introduce mother tongue based multilingual education (MTB-MLE). The past decade has seen many triumphs. At one point, MTB-MLE programs were running in 7 minority languages, and Thai-based MTB-MLE programs have been recognised with three UNESCO education awards. Yala Rajabhat University in southern Thailand was the first teacher preparation institution in Asia to institutionalise MTB-MLE training for its undergraduate students, even developing a 1 year MTB-MLE internships for specially selected candidates. There have also been disappointments. High teacher attrition in remote areas makes teacher training a never ending process. Budget cuts have hurt MTB-MLE programs which relied on mother tongue teaching assistants. And while Thailand is engaged in an education reform process, some education officials remain sceptical. Clearly, additional advocacy and infrastructure work is needed. This presentation will examine these issues in greater depth, highlighting lessons learned over the past decade, charting a course for the future, and making recommendations for MTB-MLE programs in other Asian countries.

Stepping Forward, or Stepping Backward? How Language Policy Impacts Progressive Education

Diane Dekker
SIL International, USA

This paper explores how language policy choices impact teachers' understanding of progressive education. The new trend toward first-language-based multilingual education (MLE) questions what progressive education really means. This paper explores how Filipino teachers understand and implement first-language-based MLE and how they negotiate their English language identities within the new MLE policy. This study explores how Filipino teachers grapple with local language education in light of the push toward globalisation through English language proficiency. The researcher of this multiple-site and multiple-phased qualitative case study investigated the real-life contexts of teachers in six schools regarding language-in-education policy change. The research found that teachers need time and support as they grapple with policy reform and their underlying ideologies of progressive education. Implementing new policy also requires engaging all of society in exploring inclusive and progressive education, social progress and language diversity.

Access to Home Language Instruction in Southeast Asia

Kimmo Kosonen
SIL International / Payap University, Thailand

Language of instruction policies in Southeast Asia have traditionally emphasised the official and national languages. However, over the past two decades, a movement towards multilingual education (MLE) has arisen in the region. Currently, multilingual education which includes learners' home language is increasing in several Southeast Asian countries. Millions of children continue to study in a language they do not speak at home. However, credible data do not yet exist in most countries on the proportion of children with access to instruction in their home language. This paper attempts to assess the percentage of children in each of the 11 Southeast Asian countries who have access to education in their home language; and discuss the challenges in conducting such an assessment in Southeast Asia. This paper is a part of an on-going research project investigating language-in-education policy developments in Southeast Asia. The paper concludes that major disparities exist in Southeast Asia. In Brunei and Indonesia only a fraction of school children have access to instruction in their home language, whereas in Cambodia and Vietnam a clear majority of children are studying in their home language. The remaining seven countries fall between these groups.

Study on the Use of Language(s) in Classrooms in Ethnolinguistic Communities in Nepal, the Philippines, Thailand and Viet Nam

Kyungah Bang
UNESCO Bangkok / SIL International, Thailand

Ethnolinguistic minorities, who do not speak dominant languages, face significant difficulties in accessing, completing and benefitting from outcomes of a quality basic education. An increasing number of research studies have recognized the importance of mother tongue-based multilingual education (MTB MLE) in promoting inclusive quality education by helping learners learn faster and actively participate in classrooms. This approach can help to reduce drop-out rates and increase academic achievements. However, an estimated 221 million children in developing countries are still being taught in a language other than their own mother tongue. From 2015 to 2016, UNESCO Bangkok conducted a regional study on the use of language(s) in classrooms in ethnolinguistic communities to document the dynamics of language use in classrooms and what implications it has on classroom practices and pedagogy and how it is translated into learning. The study also investigated teaching and learning practices in school classrooms in multi-language communities. With this background, the presentation will highlight key findings and recommendations from this study including different models and approaches of MLE, teacher language dynamics in classroom, teacher recruitment and training practices, and curricula/learning-teaching materials development.

**Parallel Session 1-E:
Comparative Education as a Field of Study**

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: Les Amis (1st Floor)

Defining the Discipline of Comparative Education – Views of Members of Comparative Education in China

Sun Jin,

Beijing Normal University, China

The definition of the discipline of Comparative Education is so far done by a small number of academic elites in this field. The views of ordinary members of the discipline have not drawn much attention. This is not because of the accidental negligence, but is related to the research orientation of the mainstream research, that is, focusing on knowledge production of Comparative Education and neglecting the research of knowledge-producer. In order to know the views of this group, the author did a research on the participants at the 17th Annual Meeting of The Chinese Comparative Education Society (CCES) with a questionnaire. The results show, in terms of the definition of the discipline, the respondents have different opinions on the status and reputation, crisis of CE and the relationship between Foreign Education Study and Comparative Education Study. The views which are accepted by most respondents are as follows: Comparative Education is an interdisciplinary research field (88.9%); the primary task of comparative educational research is to promote international and intercultural understanding (75.6%); and Comparative Education plays an indispensable role in the system of Educational Sciences and in the improvement of educational practice (> 82%).

Towards A “New Normal Science” of Comparative Education: Review and Prospect of Two Hundred Years of Comparative Education from Thomas S. Kuhn’s Paradigm Theory

Liu Baocun & Hu Rui,

Beijing Normal University, China

In 1817, Marc-Antoine Jullien de Paris published the series “A Sketch and Preliminary View of a Work on Comparative Education” in a French education journal, thus establishing the field of comparative education. Over the following 200 years, comparative education has experienced different stages of development and achieved fruitful research results. It has deepened mutual understanding and promoted international exchange and cooperation in education. Now, at the beginning of its third century, comparative education is facing new challenges and new development opportunities. The research uses Thomas S. Kuhn’s paradigm theory as its conceptual framework to review the two hundred years’ development of comparative education, and look to the future. The research finds out the two centuries’ history of comparative education has gone through the first two stages of “pre-science” and “normal science”, and now is undergoing the third stage of “scientific revolution”, suffering from the pains of paradigm shift. Standing on the starting point of its new century, comparative education will struggle to enter its new stage of “new normal science”, overcoming the chaos and conflicts of paradigms by promoting the integration and balance of diversified research paradigms and methods and satisfying the strategic requirements for national and regional macro development.

Beyond Anglo-Saxon World: The Evolution and Value Pursuit of the French Comparative Education

Zhang Mengqi

Beijing Normal University, China

After Marc-Antoine Julien de Paris published the series “A Sketch and Preliminary View of a Work on Comparative Education”, France has become the birthplace of comparative education and one of the major centres of world comparative education research. However, over the past 200 years, the academic world seems to pay less attention to the theories and practices of French Comparative education. On the one hand, the limitations of French language researches and its diffusion “on the other hand, the special status of education science as a discipline in French universities. Therefore, it is necessary for us to go deep into this issue for a better understanding of the position and influence of comparative education in France and even in French speaking areas. Through the literature review and qualitative interview, we found that since the end of nineteenth Century, the French comparative education research evolution can be summarized into three stages” the reference period, the latency period and the reconstruction period. At present, there is a group of comparative education researchers and influential academic works. As for the development of the discipline in French universities, comparative education shows interdisciplinary and comprehensive characteristics. Research perspectives of comparative education covers national, regional and global education, undergoing a transform from the “center” to “marginal”. These reflect that the France enlarges its educational exchanges, participates in the global governance of education.

The Idea of Progress: Origins and Implications for the Comparison of Education Systems

Stavros Moutsios

Aarhus University, Denmark

This study examines the emergence and evolution of the idea of progress and its heavy influence on comparative education. Progress in this context is a particularly European idea, unknown before the 17th century, which since the 19th century has defined the Western comparative gaze towards other societies, and more recently it has been globalised. Comparative education as a field of study was created in the specific context of educational ‘lending’ and ‘borrowing’ that characterised the 19th and early 20th centuries. Although a significant part of it, expressed the extrovert gaze spawned by the European Enlightenment to know and understand other cultures, it was primarily driven by the idea of ‘progress’ or ‘development’ as a universal gauge. However, as the presentation will conclude, neither education nor its study, comparative or not, can be subject to progress, unless we refer only to their instrumental aspects. Progress in education is conceivable and consequently measurable only with respect to its technical and instrumental aspects (e.g. material infrastructure, technological aids, formal qualifications, relation between qualifications and access to labour markets or wages, etc.). There can be no progress, and therefore no measurement, if by education we mean cultivation of the inner self, freedom of spirit, critical aptitude, and search for and creation of personal meaning.

Parallel Session 1-F:
‘Quality’ and New Modes of Inquiry in Comparative and International Education Research

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: VIP Green I (Garden Villa)

Emergent Theory and Methodologies: Barriers and Gateways

Allan Pitman

University of Western Ontario, Canada

This is a time for a re-evaluation of the theories and methods which have, historically held sway in comparative and international education. This paper explores some of the institutional and mindset barriers and possible gateways for approaches alternative to those generally holding sway. The interplay of the contradictory meanings of ‘quality’ is of importance in evaluating approaches to our research. An obvious starting point is postcolonial theory; given the history of our field, significant Western theoretical positions point us to the logic of looking beyond universalised claims and beyond Western assumptions about the world. The role of universities is increasingly being defined in terms of ‘quality’. This is a particularly important issue and just what we mean by quality is central. The roles of university rankings (e.g. SSCI) and of journal citation indices have direct and subtle effects on C & I research.

The Quality of Quantities and the Quantity of Qualities

David A. Turner

Beijing Normal University, China

Vision and visual perception is one of the few intellectual functions for which the human brain is specially adapted. With experience and practice, vision can become a powerful tool in judging patterns and evaluating exceptions – we may well know craftsmen who appear to be physically assaulted by lines that are out of vertical or by an absence of symmetry. Yet it seems strange that we do not use vision more extensively in evaluating quantitative data in visual or graphical formats. Graphical representations can convey a large amount of knowledge very rapidly, but they can also mislead and suggest false conclusions. With the growing availability of data on the internet, and improved software for creating graphical representations, this paper argues that we should now be devoting more time to developing the skills of visual interpretation of quantitative data, and assessing the quality of data.

Post-Qualitative and Post-Quantitative Comparative Education Inquiry?

Brian D. Denman

University of New England, Australia

Research in the humanities provides an understanding and awareness of what is worth knowing and doing and why. Intersecting humanities with education provides an enriching result by mixing traditional disciplines (philosophy, politics, social sciences, history and the arts) with the field of education. Qualitative approaches explored in these areas offer paradigmatic differences based on discipline and background. Conversely, quantitative inquiry implies that research can, should, and must be identified with what its objectives are by means of a regimented ‘empirical-positivist’ methodological approach. Empirical studies in comparative education took flight in the early 1960s and have seen a rapid growth since then. Yet, from the very onset of developing knowledge banks and other large-scale data organisations, taking data at face value gives pause in how data are properly analysed, interpolated, and assessed. Examining how and why post-qualitative and post-quantitative inquiry work are analysed in their own unique ways. This narrative aims to explore how they may complement one another or serve as separate and distinct approaches to exploring educational phenomena. The duality and/or division of breadth and variability in inquiry will highlight the ever-expanding nature of the field and the challenges ahead.

**Parallel Session 1-G:
How should Teacher Educators Be Trained?: Cases in Japan and Cambodia**

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: VIP Grand Sokhalay II (1st Floor)

Yasushi Maruyama
Hiroshima University, Japan

Samsideth Dy
Ministry of Education, Youth and Sport, Cambodia

Sitha Chhinh
Sangapac Anuwat, Cambodia

Soth Sok
Royal University of Phnom Penh, Cambodia

Koji Takahashi
PADECO Co., Ltd, Japan

Hisashi Kuwayama
Hiroshima University, Japan

The objective of this panel is to obtain new findings on the significance of training teacher educators through comparing trends of teacher education reform in Japan and Cambodia with different institutional, historical and socio-cultural contexts. This study focuses on the pre-service and in-service education for “teacher educators”, especially those in charge of teacher education at higher education institutions. There is a compelling need for the advancement of the teaching profession worldwide. In order to achieve further economic and social development among the ASEAN countries, Cambodia has been trying to improve the quality and social status of teachers based on the Teacher Policy Action Plan (TPAP).

**Parallel Session 1-H:
Development and Methodology in Social Science Research**

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: VIP Green II (Garden Villa)

Global Impacts of Emerging Countries in Social Sciences Research: An Analysis Based on the Chinese Case

Hu Juan, Wu Qiuxiang & Li Liguao
Renmin University of China, China

The global impact of Chinese social sciences lags far behind the impact of Chinese economy. In terms of publications, the ratio of inputs and outputs was about 7:1 in past couple of years in China. Therefore, how are Chinese social sciences contributing to global discourse and development? This research is based on semi-structural interviews. The research group committed interviews with more than 30 scholars from different disciplines in social sciences, including economics, business, journalism, social statistics, politics, psychology, history, philosophy, law and education. Four preliminary conclusions are drawn on the basis of interviews and analysis: The global impact of Chinese social sciences research is still very weak as the construction of soft power in social sciences research needs time as it is a long-term gradual process; the power of discourse in language negatively affects the spread of non-English academic outputs. This is further reinforced by mandatory requirement on international publishing; there are still big differences between Chinese scholars and Western scholars in research methodologies and paradigms in terms of social sciences; and, the key is the contributions of Chinese social sciences research to human society, so it is important to promote originality and characteristics of Chinese scholarship.

Ethnography as a Methodology in Higher Education Research: Changes and Challenges

Li Zhe
University of Victoria, Canada

Anthropological studies of education have existed since the 1920s, but the introduction of ethnography into higher education was far more recent. There is a tendency in the literature to view ethnography as a method rather than a methodology. This paper examines the application of ethnographic methodology in educational research through literature review. The paper shows that ethnography as methodology has changed over time and it has been increasingly taken up in higher educational research. Aspects of social power as well as the relationship between the larger structural elements of society and the more subjective experience of social actors remain silenced. Moreover, challenges and obstacles of conducting ethnography in higher education settings have been identified in this paper. Only through more thorough understandings of what is happening in the field of higher education can we make informed decision about favourable practices and reasonable outcomes for higher education development.

Comparison of Research Instructional Methodologies among Allied Health Programs

Ryan Ray G. Gatbonton

Chinese General Hospital Colleges, Philippines

Practice innovations and healthcare delivery improvements will flourish when learners of allied health programs are mentored through meaningful research instructional methodologies. Through this approach, more inclusive and encompassing educational policies can be implemented so that all allied health students will gain necessary research capabilities. This study aimed to answer questions on the aptitude of allied health science students in various fields, and if there was a significant difference in the overall research capability amongst students of allied health programs. Official Grade records of 69 undergraduate students of nursing, medical technology and radiologic technology, taught under same conditions in a health professions institute in Manila, Philippines were reviewed. This revealed that the nursing students exemplified a good grasp of research knowledge compared to their medical technology and radiologic technology counterparts. Proposal preparation was observed to be good among nursing students and, on the average, among medical technology and radiologic technology students. Similarly, manuscript composition is better among students of the nursing program and medical technology compared to radiologic technology students. Findings presentation was deemed to be at the same level among student groups of allied health programs.

A Sociocultural Approach to Understanding Private Tutors' Identities

Siyuan Feng

The University of Hong Kong

Private supplementary tutoring has become one important component for students across the globe. Notwithstanding the growing research attention on the shadow education phenomenon, a limited number of studies had investigated private tutoring from the tutors' perspectives; and even fewer had looked into private tutors' identities and behaviour in tutoring companies. Tutors get in contact with an increasing number of students and the lack of understanding of private tutors seems incongruous given the influences they have on their students. Drawing on empirical data from six tutoring centres in Zhengzhou city of China, this paper looks at the identities and practice of private tutors. A wide spectrum of private tutors were involved in the in-depth interviews, and the findings highlight that private tutors' identities are multifaceted and tutors perceived themselves as educators, commercial service providers, or both. This paper identifies how different types of tutor perceived varied identities and how their perceptions of identities changed over time. The data also revealed diverse aspects of private tutors work and their interaction with their students, students' parents, and colleagues. The findings suggest the tutors alters their ways of educational instruction under the influence of diverse factors so that they could satisfy both educational and commercial needs in their practice.

**Parallel Session 1-I:
Internationalization of HE: Prospect Challenges**

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: VIP Grand Sokhalay III (1st Floor)

**Understanding the Decision-Making Process of International Students Who Choose to Study at Ontario
Colleges**

Oleg Legusov

University of Toronto (OISE), Canada

The growing number of international students enrolled at Canadian community colleges has created the need for a better understanding of their educational journey. This study examines the process whereby international college students from various countries choose their country and city of study, type of institution, college, and program. It explores the relationships between various decision-making factors and the relative importance of each factor. Several theories are used in this research. Parra-Sandoval et al. (2010) acceleration of knowledge production theory explains the expansion postsecondary education worldwide. The economic choice and push-pull factors theories are used to explain students' motivations to attend a community college. And Bohman's (2010) model for community college students is used to analyze the students' decision-making process. This qualitative study uses semistructured interviews consisting of five open-ended questions with several subquestions. Fifty four international college students from 15 countries have been interviewed. The interviews were coded thematically, and the interrelation between themes was analysed within the conceptual framework. The findings show that students rely heavily on third parties (agents, recruiters, and relatives) and social media in their decision making. The most important factor in their choice of Canada as an educational destination was its student-friendly immigration policy. Relatively low college tuition fees and the practical nature of a college education have also been cited as significant pull factors. No major differences in the decision-making process among students from different countries were identified. This study can help institutions develop an effective marketing strategy and provide better advice to potential students. A more comprehensive understanding of students' decision-making processes creates a sound basis for developing curriculum programs that address needs of international students.

History of Japan's Education Aid to Disaster-Affected Societies

Taro Komatsu

Sophia University, Japan

The purpose of this study commissioned by JICA Research Institute is to trace and analyse the history of Japan's official education aid to disaster-affected societies. Japan itself has experienced post-war recovery and reconstruction, and is prone to natural disasters, and the United Nations' Sustainable Development Goal 4 specifies the need to address the lack of quality education provided to children to protect their lives, meet their basic human right to learn, and construct an inclusive and equitable society, so it is time to review and reflect upon the country's past policies and practices and to gain insight into the direction of Japan's aid in this area. The data has been collected from a wide range of sources, including project documents and relevant academic literatures. Interviews with stakeholders are foreseen. The preliminary findings suggest that Japan has been actively advocating for its support to education in disaster-affected contexts, but the number of relevant projects has been insufficient. Some innovative and context-sensitive practices exist, however, such as an IT education project that facilitates inter-ethnic contact in post-conflict Bosnia and Herzegovina. These findings may suggest the country's ambiguity regarding active intervention abroad that brings about transformative change in a society.

Curricular Challenges to Human Rights in the Mekong: Disputed Histories, Contested Identities

Will Brehm

Waseda University, Japan

This presentation explores curricular challenges to multiculturalism in the Mekong sub-region of Southeast Asia by looking at human rights and history textbooks in Cambodia, Thailand, and Laos. Although these countries are part of an elite effort aimed at constructing a multicultural regional identity through the Association of Southeast Asian Nations, which partly relies on common educational practices and policies, the countries are perhaps best known for their human rights abuses, illiberal policies, and undemocratic polities. To unpack the curricular challenges, this chapter looks at the disputed histories and contested national identities in short case studies from each country's upper-secondary history textbook. Collectively, the three cases of the explicit, implicit, and null curriculum underscore the challenges facing supranational efforts to create a curriculum advancing human rights — and therefore multiculturalism — in the Mekong.

Mapping Indicators of Internationalization of Higher Education in Asia/Pacific and Knowledge Diplomacy

Chanphirun Sam

Ministry of Education, Youth and Sport, Cambodia

Will Brehm

Waseda University, Japan

Yuto Kitamura

University of Tokyo, Japan

As part of the process of implementing the Sustainable Development Goals, UNESCO Bangkok is working to develop indicators of internationalisation of higher education: to take stock of the regional experiences and expertise in higher education in general, in internationalisation of higher education in particular; to move toward regional consensus on a core set of indicators to be tracked; to set regional norms and standards for indicators; to build systemic and institutional capacity through the application of regional consensus documents; share information and experiences, and to develop a regional repository of promising policies and practices in the use of indicators. The paper provides a discussion of issues to consider in collecting and using indicators of this sort and a preliminary scan of available indicators and their utilisation.

Parallel Session 1-J:
The 50th Anniversary of KCES - The Development and Area Studies of Korea Education

Date: Friday 11th May 2018

Time: 13:15 - 14:45

Venue: Senmonorom Ballroom (5th Floor)

This year is the 50th anniversary of the Korea Comparative Education Society (KCES). In school education in the modern society, the activities and efforts of teachers and students should not be for ‘examination’ or ‘certification’ but for the practical ability, skill, qualification, joy of learning of individual student. According to the Korea National Statistical Office and the Ministry of Gender Equality and Family (2016), the percentage of respondents who are satisfied with school life among middle and high school students in Korea is 47.2 percent in 2012 and 50.2 percent in 2014. In addition, only 45.3 percent of middle and high school students in 2014 are satisfied with the contents of education. Korean children and adolescents have the lowest satisfaction level among OECD member countries. In order to change the lives of students, the Korean government is spreading the ‘happiness education’ as important educational policies. The ‘Happiness education’ means that it allows students to like school and enjoy learning rather than injects a large amount of knowledge. In other words, the pursuit of happiness of individual students is an important objective in school education.

The History and Developmental Direction of Korean Comparative Education Society

Chung Il-Hwan
Daegu Catholic University, Korea

The Accomplishments and the Future of Daegu Happiness Competency Education

Woo Tong-Ki
Daegu Metropolitan Office of Education, Korea

The Curriculum Development and Lesson Improvement of Happiness Competency Education in Daegu

Park Chan-Ho, *Keimyung University, Korea*
Chung Il-Hwan, *Daegu Catholic University, Korea*
Kwon Dong-Taik, *Korea National University of Education, Korea*

The Parent Competency Enhancement Project and Performance of Happiness Competency Education in Daegu

Kim Hyun-Wook, *Jungwon University, Korea*
Ju Dong-Beom, *Pukyong National University, Korea*
Kim Jung-Hee, *Korean Council for University Education, Korea*

The Supportive System for Teacher and Education of Happiness Competency Education in Daegu

Kim Byoung-Joo, *Yeungnam University, Korea*
Jung Hyun-Sook, *Daegu Catholic University, Korea*

The Developmental Process and Tasks of Lifelong Education in Korea

Choi Don-Min, *Sangji University, Korea*
Kim Hyun-Soo, *Soonchunhyang University, Korea*

The Effects of Volunteer Experience and Self-Efficacy on Korean Adults’ Global Citizenship

Hwanbo Park, Kyunghye Park, Hyeyoung Yu, Sora Sin
Chungnam National University, Korea

**Parallel Session 2-A:
School-Community Partnership**

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: Sophanith Meeting Room I (1st Floor)

Organizational Culture and Its Relationship to Organization Performance at Ghana Education Service

Head Office – ACCRA

Bonjah Ishmael Anchomese

Beijing Normal University, China

Since culture is such a crucial factor in the long-term effectiveness of organisations, it is imperative that those charged with managing organisational culture be able to measure key dimensions of culture and to develop a strategy for changing it. Culture enables people to see the goal alignment and motivates them to higher levels of performance, as shared values make people feel good about the organisation and commit their capability and potential sincerely to the organisation. Such strong culture acts like intrinsic motivator. The main objective of this research is to find out the organizational culture that exist at Ghana Education Service (GES) Head Office and to determine if this culture has any relationship with the organisation's performance. This study looked at performance in eleven areas including the organisation's mission, ethics and accountability, leadership and management, strategic planning, finance and technology. The researcher looked at how the four pillars of culture that is, power, role, achievement and support relate with the organisational performance in GES. The study showed that the current level of performance could be improved if support systems in the area of finance, staff and technology are put in place.

The Community Construction in an Elementary School in Japan: an Ethnographic Observation from a Chinese Parent

Gao Yimin

Beijing Normal University, China

The Japanese have a strong sense of community and this has given rise to a set of mature collective behaviours, which form in the early years of the kids. So how did this collective consciousness and behaviour develop in primary school?

The purpose of this study was to elaborate on an elementary school community construction's practice, to account for the mechanism of Japanese's collective consciousness and behaviours. Using an ethnographic observation in an elementary school with the identity of a parent, this research acquired abundant and practical data and material of community construction, and found that there is indeed a wealth of collective activities in primary school in Japan, and its community construction has many unique experiences. As an example of cooperation between school and parents, some parents are chosen to be Community Volunteers (Chiiki-iin) to manage children to go to school and go back home. As an example of group working, all children have to take some duty in the class (Kakari system). All of these practices are different from China.

Ideological and Praxis Partnership: Approach to Multicultural Teacher Preparation in the Northern Thai Context

Nannaphat Saenghong
Chiang Mai University, Thailand

This paper draws from a larger research project that examines pre-service teachers' response to multicultural education (ME) course offered by a research public university in northern Thailand. ME is relatively novel to Thai teacher education. Its enterprise has also been little studied to date. The study explored the role of civil society in preparing pre-service teachers through the ideological and praxis partnership-based course activity, in order to answer the question: What are the advantages and shortcomings of the ideological and praxis partnership-based course activity? This study founded that pre-service teachers valued the ideological and praxis partnership-based approach as the primary cross-cultural learning activity helping them learn, understand, and respect differences in cultures. The philosophies that made this approach exclusive include non-hierarchical relationship, sharing of expertise, highly contextualization, and first-hand experience. The pre-service teachers also disclosed that this approach held drawbacks: difficulty in scheduling time to visit local organizations and conflicting ideas. The paper argues that this approach leads to the epistemological contestation of pedagogical concept, the notion of cultural diversity, and design principles for multicultural teacher education.

'Silent Partners': Re-thinking Parental Involvement in Asia

Maria Manzon
The Education University of Hong Kong

A silent partner is one who shares the risks and rewards of an enterprise with other partners, but does not take part in its day-to-day operations. It serves as a metaphor for re-theorising parent-school relationships in Asian contexts. This paper examines how parents, teachers and students in a low-income secondary school in Hong Kong understand and enact parent engagement, and the factors that influence their practices, to understand parent engagement as a process for achieving social justice in education. The paper presents findings from semi-structured interviews conducted in 2017 with five parents, teachers and students respectively. It challenges mainstream 'Western' typologies of parental involvement which view school involvement as the ideal type. It elucidates how low-income schools can enable human agency to achieve educational equity. It also offers some ideas on framing an Asian model of parent engagement.

What Is Behind a School's "Success"? A Case of Four Primary Schools

Chealy Chet, Soth Sok, Chansopheak Keng & Sitha Chhinh
Royal University of Phnom Penh, Cambodia

This study looks at four primary schools located in different settings in Cambodia, and examines salient attributes contributing to their claimed successes. Specifically, the study aims to determine what "success" means for the management of the four schools, and to identify the contributing factors. The study will be useful for all education stakeholders to consider basic needs and required conditions for their schools to meet before working toward and arriving at the desirable "success". The four target schools have been purposively selected based on the common grounds that they are "innovative" and "well-known" locally and internationally for their "successes" in education. While the study is still a work in progress, the target schools will be visited several times to observe learning and teaching conditions. Structured questionnaires will be given to school management and community. They will also be interviewed for insights into their approaches to quality education, their practices and their challenges.

**Parallel Session 2-B:
Shadow Education and Private Providers**

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: Sophanith Meeting Room II (1st Floor)

Interactions between Government Policy and Shadow Education in Shanghai, China

Zhang Wei & Mark Bray
The University of Hong Kong

Previous research has shown that large numbers of Shanghai students receive private supplementary tutoring outside school hours. The municipal authorities are ambivalent about this practice. On the one hand it promotes learning and to some extent underpins the high scores in the OECD Programme for International Student Assessment (PISA), but on the other hand it maintains the study burden on students and has an impact on social stratification. Data reported in this paper were derived from students and teachers in Grades 9 and 12 in 18 schools. The schools were selected included both key and ordinary institutions, and in a variety of districts serving a range of socio-economic classes. The data were collected through both questionnaires and interviews. As anticipated, the analysis highlighted the backwash of the university entrance examination (Gaokao) despite a reform of the examination that aimed to reduce pressure and foster individual talent. Indeed the reform actually increased the pressure for shadow education and pushed it to lower grades. The research also identified differential roles of private tutoring, with different types of companies serving different types of clients, and with some teachers maintaining their provision of private tutoring despite official prohibition.

Shadow Education in Myanmar: Private Dimensions in Public Schooling

Mark Bray & Nutsa Kobakhidze
The University of Hong Kong

This paper focuses on teachers' involvement in private supplementary tutoring and its policy implications in Myanmar. Privatisation within public schooling has led to significant changes in the nature of teachers' roles and responsibilities in schools. Recent reforms launched by Myanmar's Ministry of Education to improve quality may to some extent be undermined by problems of equity associated with private tutoring. A mixed-method design was adopted to collect quantitative and qualitative data from 1,639 students and 331 teachers in eight Yangon schools. In addition to this database, the study draws on education laws, ministers' decrees, educational strategic plans and sector reviews, NGO reports, newspaper articles, and social media sites. Interviews with parents and representatives of NGOs and the teachers' union deepened the researchers' understanding of the local context. The data analysis identified major patterns of private tutoring in Myanmar and indicated fundamental shifts in public-private educational provision and its impact on teachers' lives and the wider society. Most teachers named economic benefit as the chief motive for offering tutoring. Major providers included schoolteachers, university tutors, freelance teachers, university students, and graduates. Lack of trust towards the public education system, examination-driven curriculum, and gaining a competitive advantage in national examinations were named as major motives behind families' decisions to seek tutoring.

Students' Individual and Family Factors for Shadow Education in English: Urban and Rural Disparities in Bangladesh

Rafsan Mahmud

Bangladesh Open University, Bangladesh

Shadow education, which equates with private supplementary tutoring, has become a vast educational enterprise during recent decades in Bangladesh. It imitates formal schooling and provides academic teaching after or before school hours. Shadow education is a metaphor of private supplementary tutoring. The study focuses on how students' individual and family factors stimulate the demand for private supplementary tutoring in English in secondary education in Bangladesh. It reveals the disparities of students' individual and family factors for private tutoring in English between urban and rural areas. It shows the extent to which family socio-economic background influences private supplementary tutoring. The study discusses parents' occupations and income levels in accordance with their regional status, which are then linked with their ability to pay for their children's tutoring. The study used a mixed methods strategy that combined quantitative and qualitative data. The research used purposeful sampling that allowed the author to intentionally select individuals and sites. Two different settings including urban Dhaka and rural Patuakhali were chosen. Four schools of Dhaka represented urban and four schools of Patuakhali implied rural representation. A sample of 401 secondary students and 401 parents was selected for the survey and 48 participants (including students, parents and teachers) were invited for individual interviews. The study attempts to contribute to the understanding of students' individual and family factors for private tutoring in English. It identifies variations of students' individual and family factors for tutoring in English between urban and rural areas.

Eking out a Survival under Population Control: Why Are Private Migrant Schools Floundering in Beijing of China?

Chen Jiaxin

East China Normal University, China

China has witnessed a substantial number of rural people migrating into the economically advanced urban areas for working opportunities; particularly to megacities like Beijing and Shanghai, where the expanding size of rural migrants bringing children to cities, migrant children's demand for equal and decent education bring great challenges to local governments. Urban public education system has limitations in realising rural migrant children's equal education opportunity. Thus, private migrant schools, on the one hand, earned their legitimation for fulfilling migrants' growing education demand; on the other, as many researchers are concerned, their unguaranteed education quality could affect their students' education achievement negatively. This paper aims at understanding the roles of the local government, the schools themselves and the public in generating and diminishing the survival space of private migrant schools under intentions out of population control; and providing suggestions for future policy agenda on private migrant school governance. Through comparing between the private migrant school and the public school, the present study finds that, by separating private migrant schools as the out-of-system (tizhiwai) organisation, local governments legitimize their inaction and sudden closing-up move.

Diversity of Student Capabilities and the Future Prospects of Human Capital in China's Private Higher Education: Comparative Perspectives

Lei Cao

Hiroshima University, Japan

This article is aimed to investigate a quality of human capital, and examine the matching between societal demands and human capital in higher education in China. Furthermore, the focus is placed on issues such as to clarify what consistence between human capital required for market economy society and created by China's private education, and to analyse what capabilities students have acquired. It also looks at how China's private higher education institutions are providing suitable education and what human capital is being presently requested for employment department through questionnaire survey and interview survey in cooperation with students, teachers and human resource department manager. The author selected six universities and three enterprises in Hebei province to undertake the comparative study on them and the reason of distinction. This research showed that not only student capabilities and employment department's requirement, but also there is still a big gap between education policy, curriculum and student needs in China's private higher education. Thus, this research is of importance to research on considering the balance between professional education and vocational education, and throws some light on the current and the future prospects of human capital in China's private higher education.

**Parallel Session 2-C:
Multi-Stakeholder Engagement in School Governance**

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: VIP Grand Sokhalay I (Ground Floor)

Comparative Study on the Feedback of Learning Assessment between Thailand and Japan - How Do Teachers Report and Empower to the Parents in Elementary School?

Chonchakorn Worain,
Pibulsongkram Rajabhat University, Thailand
Naomasa Sasaki,
Kyoto University of Education, Japan

This study aims to provide a comparative study on the feedback of learning assessment between Thailand and Japan concerning the enhancement of student's willingness for learning, and to improve the communication between parents and students. How parents were notified about the learning assessments of their children was used as the basis of this study. This important educational procedure promotes student's motivation to learn, and it keeps the relationship and deepens the bond between parents and students. There are many methods, such as the educational consultation by conversation and the notification by documents/sheet, as the method for informing to the guardian parents about the process and the results of learning evaluation/assessment. This comparative research about the notification slips used in the attached elementary school in Thailand and Japan, and conducted a comparative study the both on the evaluation items and the evaluation method. As the comparison result, both have clear differences but . we never mention which is better. There is plenty of matter for learning and improving from each other.

The Role of UBE Programme in the Provision of School Facilities in Ibadan South-West Local Government Area, Oyo State, Nigeria

Ogunniran Moses Oladele
Beijing Normal University, China

School facilities are over stretched due to the student population explosion in Ibadan South-West Local Government Area of Oyo State, Nigeria. The available classrooms are either dilapidated or uncompleted. A majority of the students are paired on a chair and desk while some are sitting on the floor and windows despite the quarterly intervention of Universal Basic Education Programme (UBE). This prompted the researcher to access the role of UBE program in provision of school facilities in public junior schools in Ibadan South West Local Government area of Oyo State. The population for the study were 66 teachers and 22 school principals. The findings revealed that there was a strong correlation between total enrolment into JSS I and available blocks of classroom. Also furniture was highly related with enrolment into JSS1. However, it was shown that both school facilities were not statistically significant in relating to graduates from upper basic education. Conclusions were made that School facilities are very strong predictors of enrolment into JSS1 There are supply of school facilities for UBE implementation but not adequate. School facilities were not related to number of graduates produced by junior secondary education.

Teacher Organizations and Civic Education in Hong Kong

Thomas Tse

The Chinese University of Hong Kong

With two largest teacher organizations in Hong Kong with distinctive political backgrounds, HKPTU and HKFEW, as illustrations we review and compare their work and views about civic education over the past 30 years. Civic education is not confined to conventional schooling and there has been a growing recognition of the significance of civil society as the sources and agents of political learning. Civil society organizations can complement what the schools provide through publicity, providing learning resources and service opportunities, and a wide range of special events and activities inside and outside schools. Teacher organizations are critical to the whole educational community but their roles in civic education have not been given adequate attention. Concerning the five issues of civic education, namely democratic education, anti-Japan events, June-fourth incident, 1997 handover, and the subject “Moral and National Education”, while the two teacher organizations differ in their views concerning patriotism and critical thinking, they share an ethno-genealogical understanding of ‘pan-Chinese nation’ in terms of national identity.

For Profit Private Schools: A Catalyst for Inequality? A Case Study of Private Schools in Cambodia

Chansopheak Keng & Visal Sot

Royal University of Phnom Penh, Cambodia

Debate in public-private partnership in basic education has been lingering for decades and it is even more important now when private education establishments are on the rise and the government policy in many developing countries are open to for-profit private setup of schools. The debate is even more rigorous when the world realises that many governments in many developing countries cannot meet the Education for All goals as well as the Millennium Development Goals without the contribution from private partners. Are these for-profit private schools the catalysts for education and social inequality in Cambodia or are they the potential partners of the government in providing and improving the basic education in Cambodia? The paper will survey private schools in Phnom Penh, the capital city of Cambodia, where the pupil population in private schools is rising very quickly. It will seek to set light on the operation, management, teachers, curriculum and students and families of those private schools as compared to those of government schools in the same neighbourhood. The questions of why parents choose to send their children to the fee-charging schools instead of fee-free government schools and what this choice means for the ministry of education who is provider of public education will be explored.

Rethinking Global Education Governance: Conception, Institutions and Action

Sun Zhiyuan & Wanxiulan

Zhejiang Normal University, China

Global consensus and action around education is increasingly identified as one fundamental section for sustainable development goal. However, it is still controversial how global governance of education should be understood and interpreted. This research sought to answer three questions: What is conceptual base of forming global education governance? How are the institutions underlying global networks for education? And what action did actors take to promote good governance for global education? After historically analysing discourse and practice, the research found that the international community has to construct generally collective identity, which could integrate divergent needs into uniform global education agenda, through pushing forward mutual understanding and trust. This legitimacy was built based on the conception of global justice and human development, regarded as common good of this world. Besides, diverse actors, such as government, international organization, civil society, private sector engage in the process of education governance worldwide on the ground of stable mechanism, apparently reflecting certain institutional structure.

Parallel Session 2-D:

Legacy-Innovation Tensions in Post-Colonial Higher Education Systems: Challenges of Research Capacity Building in Cambodia, Hong Kong, Vietnam, and Ukraine

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: VIP Grand Sokhalay II (1st Floor)

This panel examines factors that let some academics to succeed in creating cumulative advantages, while others to continually mitigate disadvantages or handle hybrid effects in the process of innovations. It provides a rare opportunity to compare differences and similarities of political, economic and cultural contexts of dependencies in Asia and beyond. In particular, it addresses the challenges of building research capacities in under-resourced university environments. The studies encourage researchers of post-colonial contexts to delve more into the problems of deficiencies in research skills, funding schemes, research management infrastructures, among others. This panel will explore legacy-innovation tensions in the post-colonial higher education systems of Cambodia, Hong Kong, Vietnam, and Ukraine by analysing the problems of research capacity-building in the following cases:

Legacy-Innovation Tensions: Research Capacity Building in Post-Colonial Cambodian Higher Education

Vutha Ros

Royal University of Phnom Penh, Cambodia

Research capacity building in Cambodian universities has received continuous attention from both government and universities. However, research capacity still remains largely limited. With the data from interviews with faculty members and governmental and institutional policy papers, this presentation seeks to shed light on how the centralised and bureaucratic legacy system, bequeathed by the hybridisation of French and Soviet models, impedes the aspirations of building research capacity in Cambodian universities.

Managing Deficits as Colonial Legacies: The Cases of Three Public Universities in Vietnam

Hy T. Quach-Hoang,

The University of Hong Kong

Due to its long colonial history, many enduring legacies still exist in Vietnam's current higher education and hinder its development. The lack of research expertise and the unfavourable academic environment were revealed as key challenges, in the course of this study's interviews, observation and documentation. The universities primarily do teaching, while research mission is rudimentary. Applying the "cumulative advantage" theory, this paper examines the management of these in effort to enhance the research capacity-building at three flagship public universities in Vietnam.

Between Tradition and Modernization: Rethinking the Role of Research in the Post-Colonial University of Ukraine

Anatoly Oleksienko

The University of Hong Kong

After the collapse of the Soviet Union, the Ukrainian university has emerged as a peripheral training institution, without capacities for locally-relevant or globally-competitive research. With the help of interview data, this study analyses the challenges of independent decision-making and entrepreneurial behaviours encouraged by market-oriented stakeholders of higher education.

Is the Engine Losing Steam? Hong Kong in the Global Race for Knowledge

Hugo Horta

The University of Hong Kong

This presentation analyses the research competitiveness of the research system in Hong Kong starting in 1996, the year before the transition of sovereignty from Britain to China. The findings show that Hong Kong is losing competitiveness in relation to the world average, and facing greater challenges in keeping pace with the on-going research race in the current competitive global knowledge-dependent economy. The analysis suggests that the explanation for this declining competitiveness may be Hong Kong's exceedingly underfunded academic research system, in which researchers work with much fewer resources than their peers in other developed economies.

**Parallel Session 2-E:
Deframing Educational Discourses and Practices**

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: VIP Grand Sokhalay III (1st Floor)

How Do Underachieving Working Class Students Survive in Classrooms?

Tien-Hui Chiang & Qian Zhou
Zhengzhou University, China

The scholars of cultural reproduction have argued that the gap between the knowledge structure of school curriculum and the reasoning ability of working class students functions as the crucial element in impeding their academic achievements. Such a failure tends to lead to the development of a counter-school culture. According to the ceiling theory, this culture enables this type of student to sustain their collective identity. Although the above theories spotlight the interaction between this student group and structural constraints, the structural-led approach makes these academics focus on the scope of defence mechanism triggered by coercively structural constraints and, in turn, the influence of individualized agency on such an interaction remains unknown. Agency may unleash them from the rigid linkage between structural imposition and passive obedience. Accordingly, this study was designed to explore how underachieving working students actively survived in classrooms. The findings of one year non-participant observation within a sixth grade classroom case show that such students exercised their agency to generate fun that enabled them to discharge the tedious learning pressure in schools. They also sophisticatedly employed strategies at different locales to create personal spaces that facilitated them to initiate interactions with the teacher and their peer groups.

“Welfare Colonialism”: Indigenous Critique of Education in Taiwan

Nesterova Yulia
The University of Hong Kong

The democratic period in Taiwan (1987-present) has seen recognition of sixteen indigenous groups and their rights. Powerful legal and policy frameworks have been developed to protect indigenous communities and facilitate revitalisation of their cultures and languages through education. Despite this, international organisations that monitor indigenous peoples' rights reported in 2017 that Taiwan's indigenous population is still economically, socially, and politically the weakest group in the country. This study sought to understand how indigenous people who work in leadership positions evaluate these laws and policies. More precisely, the research question is why the legal and policy frameworks have not brought the intended results. Fifteen indigenous leaders participated in in-depth semi-structured interviews. The participants included nine professors of Indigenous Studies and six indigenous leaders who work to assist indigenous communities' development and promotion of indigenous cultures, knowledge, and education. The interviews showed that individual, structural and systemic barriers prevent the implementation and enforcement of the policies and laws that would benefit indigenous communities. The presentation intends to discuss each aspect of these barriers and what their roots are in detail.

Punishment, Engagement and Learning in Primary Schools of Bangladesh: A Postcolonial Framing of Schooling Experiences

Ahsan Habib

University of Dhaka, Bangladesh

Corporal punishment has been considered a long culturally approved disciplinary measure in the schools of Bangladesh. Despite an existing ban, corporal punishment is prevalent to Bangladeshi primary schools. In an effort to better understand the roots of present widespread school punishment practices, the present study explores how students experience punishment at school and how punishments are rooted to the educational practices in Bangladesh. The study is a part of a bigger study. A total of 88 students from 13 schools participated in this study. Focus group and individual interview were employed to collect students' lived experiences of school punishment. And a postcolonial theoretical frame was employed to discuss students' experiences of punishment at school. The results show that students experienced punishment including corporal measures over class tasks and disciplinary issues. Experiencing corporal punishment not only negatively affected student emotional bond to school but influenced student disengagement and absenteeism. Punishments were used in school as a means of controlling student power, voice and agency in school activities.

Internationalization or Westernization?: A Critical Examination from Students' Perspectives

Shibao Guo, Yan Guo & Lorin Yochim

University of Calgary, Canada

The internationalisation of higher education in China is happening at a rapid pace. Most Chinese universities place internationalisation as one of the strategic policy priorities. However, there is little research on Chinese undergraduate students' experiences of internationalisation from their own perspectives. This research therefore examines how internationalisation policies at one university in China were interpreted and experienced by Chinese undergraduates. Two questions guided the study: How do Chinese undergraduate students understand internationalisation? And how do they experience internationalisation in their undergraduate studies? For this study we conducted eleven interviews with science and education students. The findings demonstrate that the participants critiqued the inequality of internationalisation; namely, internationalisation equates to Westernisation and the superiority of Western epistemology, and corresponding focus on gaining elite status recognition. The findings also indicate from the participants' perspectives that internationalisation promotes the hegemony of English. This study addresses knowledge gaps related to internationalisation policy, as undergraduate students' voices are often not heard in internationalisation initiatives. The findings also provide useful insights into universities' internationalisation practices.

Education Policy Change in China -- a Consequence of Adjustments to Policy Space

Chong Xiao

The University of Hong Kong

This empirical study adopts policy changes related to the *zexiao* phenomenon as a window to examine the rationale behind education policy change in China. *Zexiao* refers to public senior secondary schools' admission of students whose academic performance fails to reach the minimum requirement of schools with charging extra fees in addition to their tuition fee. With reviewing general theories of policy process, policy cycle, and policy change, as well as specific theories explaining China's policymaking and policy change in education subsystem, to answer the research question that why policies related to the *Zexiao* admission have experienced frequent and sometimes contradict changes from its initiation to abolition (1997-2015). This qualitative study chose both high ranking and ordinary public senior secondary schools on the academic track in six urban districts of Beijing as the research site. This study supports and supplements the incrementalist approach to the policy cycle, the model of fragmented authoritarianism, and the model of structural fracturation concerning their explanation for education policy change. It also provides some practical implications for governments and schools in dealing with education policy change.

Parallel Session 2-F:

Professorial Pathways: Toward A Framework for the Comparative Analysis of Academic Work and Careers

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: Sophanith Meeting Room III (1st Floor)

The first decade of the 21st century has focused increased attention on the academic profession in both the developed and developing countries in Asia, and worldwide. The academic staff of universities, those who offer instruction in degree programs and conduct research, are widely viewed as a –if not the – key driver of the knowledge economy and society. These converging perceptions of the rising criticality of the academic profession amid risks to its future has spawned, over the past decade, a growing spate of national and international studies of the academic profession, the scientific workforce and R&D manpower. These include a major international survey, the Changing Academic Profession (CAP), in 2007-08 involving 20 developed and developing countries in Asia, Europe, the Americas and Africa, as well as a follow up in 2017, The Academic Profession in a Knowledge Society [APIKS] involving more than 30 countries. As a follow-up to the Changing Academic Profession [CAP] survey, Martin Finkelstein [USA] and Glen Jones [Canada] convened a global working group of scholars of the academic profession from ten countries spanning the Americas, Europe and Asia to address these challenges. Over the past three years, the working group has met twice, and based on a distillation of the pioneering conceptual/ theoretical work of Joseph Ben-David (1977), Burton Clark (1983) and Christine Musselin (2010), developed a series of “common metrics” for describing academic work and careers and prepared a series of national studies organized around these common metrics.

Introduction to the Challenges of Comparative Study of the Academic Profession

Martin Finkelstein

Seton Hall University, USA

This will provide an overview of the challenges posed by comparative study of the academic profession and the search for common metrics.

The Transformation of the Traditional Academic Profession in Japan

Akiyoshi Yonezawa

Tohoku University, Japan

This presentation will focus on how competitive global pressures have re-made the academic profession in Japan via a renewed focus on research, the replacement of civil service status with contract appointments for professors, and the introduction of competition into academic work and the labor market.

The Emerging Contours of a Patchwork Academic Profession in India

Naranda Jayaram

National Law School of India University, India

This presentation will focus on the impact on massification on the academic profession in a large, developing South Asian economy. It will focus on the struggle to assure quality amid explosive growth and local autonomy, and the challenges of designing academic career paths that promote at once a modicum of job security and professional growth.

The Generational Divide in an Emerging Research University in Brazil

Elizabeth Balbachevsky

University of Sao Paulo, Brazil

This presentation will focus on the adaptation of a major developing economy to the demands of a knowledge society through the superimposition of a research infrastructure on a historically undergraduate, teaching public university system and the emerging generational split in the academic profession. What are the options for academic work and careers in an internally bifurcated system?

The Building Blocks for Comparative Study of the Academic Profession: Preliminary Fruits of a Cross-Country Analysis

Glen A. Jones

OISE, University of Toronto, Canada

This presentation will focus on the essential building blocks of academic work (emphasis on research; relative autonomy and academic freedom; collegiality vs hierarchy) and academic careers (availability of career path; job security; competition; etc.) and the common metrics they yield for the “true” comparative analysis of the academic profession in cross-national perspective.

**Parallel Session 2-G:
Promotion of Research and Graduate Education**

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: VIP Green I (Garden Villa)

**Actors' Interpretations and Organizational Change Processes: The Case of the University of Ghana's
Strategic Vision of Becoming a 'World Class University'**

Emmanuel Intsiful

Beijing Normal University, China

The aim of the study is to move beyond the rhetoric of the University of Ghana wanting to become a “World Class University” and understand how various relevant actors (management and academics) inside the university interpret this strategic vision. It also aims to move a step further to understand and examine to what extent are organisational change processes at the University of Ghana the result of the implementation of the university's WCU strategy. In an attempt to understand organizational changes (consequences), the study focused on the university's academic core (research and academic program), internal governance and human resources policies. The findings revealed that in practice the management's interpretation of the WCU at UG was still based on the notion of relevance and solving societal problems, this in essence means the assumption in the analytical model is valid. Regarding, the academic interpretation of UG's WCU, the findings revealed that though some academics emphasised academic excellence, it was more related to innovation and application to the needs of society rather than determining research needs towards their own knowledge activities. With regards to Changes it was realised that indicators with respect to sectors such as internal governance, research, academic profile and human policies, the findings revealed to some extent that, organisational change is moving towards the direction aimed towards strengthening relevance and problem solving of academic activities.

The Changes of Scale and Structure of Graduate Education in China A Government-led Mode

Li Liguang, Hu Juan & Wu Qiuxiang

Renmin University of China, China

Graduate education in China has grown rapidly from 2010 to 2015, and shows different characteristics in educational level, type, and disciplinary structure. It is found that the growth of the whole scale of graduate education in China is mainly brought by the increase of professional Masters degrees. It is also found that the enrolment of doctoral students has increased, but the number of Doctoral degree-awarding remained basically stable. The structure of the postgraduate disciplines embodies the feature of “Increment decided by storage”; the disciplinary structures of Masters and Doctoral degrees present a sort of convergence; the scales of graduate education show significant difference in different regions. This study found that the development of the graduate education in China followed a government-led model. To improve the quality of graduate education, the emphasis should be placed on the optimization of disciplinary structure, balanced development of different regions, and control the quantitative scale.

Academic Socialization of Doctoral Students in the United States: A Case Study of the University of Pittsburgh in School of Education and Department of Anthropology

Wang Xueshuang
Beijing Sport University, China

An initial study on the socialisation of doctoral students indicated that the socialisation to faculty positions for young faculty members begins in graduate school and even earlier. The academic training in doctoral education is the first stage or the early preparation period of academic careers and it has a key impact on academic development, individual development and the quality of doctoral education. Therefore, in this study, we chose 21 doctoral students from the School of Education and Department of Anthropology at the University of Pittsburgh to make interviews. At the same time, the author participated in two research projects and three curriculums to make observations. The study aimed to explore the academic training of doctoral students in their study process, containing what the experience of doctoral students in the process of academic socialisation, what the career expectation of them and what the impact of the doctoral training on their professional identity. The study indicates that the learning experience in doctoral programs has a great impact on academic socialisation and professional socialisation, and reflects the quality of doctoral programs. It may provide reference to the doctoral students who study in the doctoral program and students who want to pursue their doctoral degree in the future.

Creating World-Class Universities in China: Strategies and Impacts at a Renowned Research University

Song Jia
Shanghai Normal University, China

With the all-encompassing internationalisation of higher education in the global market, it is of the utmost importance that the quality of universities be improved and that some of the top universities are pushed to become world-class. Influenced by the stimulating policies and financial incentives, some of China's top universities are striving to earn the prestigious label of "world-class university" by conducting a series of reforms. The aim of this study discussed was to explore the effects of the on-going reforms, and present the current dilemmas of top-down actions at elite universities. We found that a personnel reform had been implemented to comply with the performance benchmark but that it had subsequently been suspended owing to conflicts among different stakeholders. Second, it appeared that the humanities department at the selected university is at a disadvantage for both internal and external reasons. Third, it was found that the policy of recruiting returnees (graduates returning from study abroad) to lecturers' positions is partly responsible for the further decline in students' confidence in domestic universities. Fourth, the policy of admitting international students has triggered domestic tensions on the issue of educational quality and equality. Lastly, finding a way of coordinating the features of "World-Class" and "Chinese Characteristics" is not easy to be achieved.

Problematising Objectivity in Comparative Education Research

Brian D. Denman
University of New England, Australia

Rolland G. Paulston devoted his entire career as a comparative educator to addressing educational and social change through concept mapping. Utilising his significant contribution to comparative education research, this presentation aims to identify disturbingly obvious face-offs between qualitative and quantitative research in the field by means of objectivity using symbols and trajectories. Drawing upon anecdotal evidence of leading researchers, this analysis suggests that the field is broadening, encompassing new forms of inquiry that promote and encourage cross-disciplinary approaches. Yet, at the same time, in order to improve and expand on objectivity, synergies in employing multiple types of research increasingly seem required to validate, substantiate, and legitimise the robustness and research vigour in application and approach. The direction of where comparative education is heading will be addressed using Paulston's approach.

Parallel Session 2-H:
Chinese Higher Education Expansion: Implications for Financing, Access and Governance

Date: Friday 11th May 2018
Time: 15:15 - 16:45
Venue: Les Amis (1st Floor)

University Towns and their Impact on New Urban Development: A Case of Hangzhou City

Weihui Mei
Zhejiang University, China

The entrepreneurial impact of research universities on regional economy can be very impressive. Affected by namely globalisation, the increasing importance of knowledge as a driver for growth, and the information revolution, worldwide Higher Education have witnessed a gigantic entrepreneurship movement which has a profound impact on both institutions themselves and the economic development, and Chinese universities are no exception. Considering the diversity of culture, motivation, model of entrepreneurial transformation of research universities in different countries, it is of great importance to present the status and uniqueness of Chinese research universities' entrepreneurial transformation. Zhejiang University (ZJU) is one of the most prestigious research universities in China, characterised by strong innovation and entrepreneurship. Adopting qualitative methods including case studies, interviews and documentary analysis, this paper tries to use ZJU as an example to explore the following three questions: What are the motivations of ZJU's entrepreneurial transformation? What are the main approaches of ZJU's entrepreneurial transformation? And how to evaluate the impact of ZJU's entrepreneurial transformation on the talent cultivation and technology transfer? This paper concludes by offering insights and suggestions.

The Rise of the Chinese Knowledge Diaspora: Impact, Opportunities and Challenges

Anthony R. Welch
University of Sydney, Australia

The Chinese diaspora, estimated at perhaps 50 million, is now increasingly highly educated, and making substantial contributions to teaching and research in their universities abroad, as well as back home in China. The paper is based on an international research project examining the rise, impact, opportunities and challenges, provided by mainland Chinese intellectuals working in universities in Australia, Canada and the USA. The particular focus for the approximately 100 interviews conducted across three countries was on the scientific networks that the Chinese knowledge diaspora established with other mainland scholars, both at home in China, and across the world, as well as the attendant issues. Clearly such collaboration has much to offer both sides (China, as well as the overseas institution), and China has liberalised its policies accordingly, and is actively seeking to engage and deploy its intellectual diaspora to greatest advantage. Many Chinese leaders, including university Presidents and leaders of research academies, have international experience, and seek to extend collaboration with their overseas talent. The paper assesses the overall importance, and impact of this major global development, offering a nuanced analysis of a phenomenon of growing international importance.

Young Elite Institutions in Mainland China: Bottom-Up Innovation in Higher Education Development or a New Utilitarian Choice?

Hantian Wu

OISE, University of Toronto, Canada

China's highly centralised higher education system has long seen the government play a dominant role. In the past three decades, Chinese higher education has made remarkable progress in terms of scale and quality, and in 2017 the "Double First-Class [shuang yiliu]" Plan was implemented to promote the development of "world-class universities" and "world-class disciplines". In addition, institutions such as Southern University of Science and Technology (SUSTech) opened in 2011, Shanghai-Tech University (ShanghaiTech) established in 2013, and Westlake Institute for Advanced Study (WIAS) founded in 2016 are examples of non-Central Government development. This research concentrates on anticipating the future development of these three institutions and their potential roles in China's higher education development, and answer whether the establishment of such institutions can be regarded as a bottom-up innovation in Chinese higher education development or a new utilitarian choice made by local municipal governments and higher education practitioners, driven by factors such as global university rankings. One of the major arguments of the findings is that since the municipal government plays a lesser role in the establishment and administration of WIAS, the future Westlake University may be more inclined to follow the epistemological philosophy of higher education compared to SUSTech and ShanghaiTech's focus on global rankings.

How Educational Funds Affect the Scale Development of Higher Education in China?

Fang Fang

Beijing Normal University, China

Adequate funding is undoubtedly one of the important guarantees to promote the rapid and healthy development of higher education. In the measure of higher education funding, combined with the characteristics of China's education statistical indicators, the author used three indicators, the investment amount, investment structure and investment per student, which makes the analysis more comprehensive and in-depth. By using provincial cross-sectional data from 2007 to 2014 and regression technique, this paper explores how educational funds affect the development of higher education in China. The study found that income and tuition positively related to the scale of higher education and negatively related to the growth of higher education; expenditure per student negatively related to the scale of higher education; and private funds and donor funds didn't affect the development of higher education. It's suggested that the scale of higher education should be expanded moderately in the future. To achieve the goal, expenditure per student should be kept steadily, non-fiscal funds should be increased, tuition should be raised, and private funds and donor funds should be encouraged.

The Changing of Financing Public Higher Education in China Since 1990s

Shuhua Liu

Zhejiang University, China

The financing system of Higher Education (HE) has changed significantly in China since 1990. Although recent years have brought a great deal of research on HE finance in the field of comparative education, few papers have focussed on the changes of financing public higher education in China, and therefore this paper aims to explore Chinese educational policies on finance, the changed funding sources and the main features of Chinese public higher education financing from the beginning of 1990s to now. The paper is divided into three sections. Section one provides a brief description of the context for changes of higher education financing in China. Section two analyses the details of changes in each funding source in Chinese public higher education. Section three summarises the features of Chinese public higher education financing. It shows that the previous single finance system that was only reliant on state governmental expenditure has been replaced by a multi-channel financing mode in China, although government expenditure is still the most important financing structure. With the process of diversification of higher education funding, a governance structure composed of different stakeholders has been emerged gradually in the sector of higher education.

**Parallel Session 2-I:
Systems and Programs of Higher Education: Different Contexts and Experiences**

Date: Friday 11th May 2018

Time: 15:15 - 16:45

Venue: VIP Green II (Garden Villa)

Who Should Pay for the Education of Chinese students? Based on A Comparative Study of the History and Policies of Educational Reforms in China and the UK

Lu Shilin,

Shanghai Jiao Tong University, China

Chen Xinyang,

East China Normal University, China

Since the 1980s, the new public management movement has prompted many countries to take educational reforms. China's rapid economic growth since this period, including education. Similarly, the United Kingdom went through the analogous stage of educational development. By comparing educational reforms in China and the UK, this study aims to explore who should pay for the education of Chinese students in China. The study found that the transformation behind Chinese educational reforms and policies has undergone a similar stage of development to the UK. Chinese education has always been characterised by centralised management system that is now gradually devolving power. Although the educational policies in China and the UK have many differences in policy-making institutions and policy content, the process of forming them are influenced by the international environment and ideology. The fundamental goal of Chinese educational reforms and policies is to promote economic and social development, which is more utilitarian than the UK, and with the development of the Chinese economy, the Chinese government should pay more for education to promote social equity, which could contribute to Chinese long-term economic development and social progress.

Autonomy and Higher Education Development: A Zhong-Yong Model of the Chinese University

Li Jun

Western University, Canada

This article aims at an analysis of the concept of autonomy in the background of two dominant types of higher education institutions in the world – Anglo-Saxon and American models represented by the British and American universities and the Continental models recently re-emerging in Chinese universities. It surveys and reflects upon the historical development of autonomy in both Western and Chinese contexts, as well as existent literature on related concerns, and argues that the concept was mainly derived from the Anglo-Saxon model but was echoed as self-mastery in the Chinese context. Taking a cultural and comparative approach, the author constructs the concept of self-mastery, and argues that it is rooted in a Zhong-Yong model of the Chinese university, a re-emerging and predominant model of higher education institutions in China. Based on a case study approach, the article investigates core institutional features of the Chinese model, teases out the interplay of self-mastery and other institutional features in the process of recent sextuple movements in China. It demonstrates how self-mastery may differ from the dominant Anglo-Saxon and American models but share some commonalities with the continental European and Japanese university. The author further reflects on China's experience and its possible contributions in a global age to the vibrant development of international higher education.

Hybridity, the Developmental State and Globalization in Singapore's Universities

Yeow-Tong Chia

University of Sydney, Australia

This paper revisits Gopinathan's (1996, 1997) and Lee's and Gopinathan's (2007a, b, 2011) arguments about the relationship and role of the developmental state and education in the era of globalisation. It extends the example on Singapore's educational policy that focused more on K-12 education, to emphasise higher education. The notion of hybridity will be considered in updating and enriching an understanding of education-state-globalisation relationship as formulated by Gopinathan – by drawing back also on Gopinathan's (1989) earlier work that referenced the 'Western model' of the university vis-à-vis the 'Chinese/indigenous model' in the Singapore case. The paper first discusses the role and impact of the developmental state and globalisation on Singapore's higher education since 1990 to set the context. Drawing upon documentary evidence and interviews with four key academic staff at the National University of Singapore and Nanyang Technological University, the paper discusses the issues of East-West hybridity in Singapore's higher education. The central contradiction in the Singapore case is that while Singapore has been known for being the progenitor of the Asian Values debate of the 1990s, which drew much from Confucian ideas, Singapore's universities have never drawn inspiration from Confucianism and Asian Values in the same way other Asian universities have.

A Baccalaureate System in the Japanese Context Review on Post-16 Education System in Japan

Wataru Hanai

University of Fukui, Japan

This research attempts to clarify the current situation and issues of introducing the International Baccalaureate (IB) in the Japanese post-16 education system and investigate the possibility of developing a unique baccalaureate system that takes the national context into its account. This research comprised both a literature review and investigation of baccalaureate-type qualifications and educational case studies. As a case study, this research focuses on the interdisciplinary learning at high schools in Fukui, Japan, which could be a possible model for a baccalaureate system in the Japanese context. The research gives an opportunity to reconsider the meaning of introducing the IB in Japan and further stimulate debates of implementing a baccalaureate system that takes the Japanese context into its account, with the research finding that the interdisciplinary learning offered in Japanese high schools requires students to set research questions and conduct each research in groups by using knowledge gained from subject studies. This shares similar curriculum structure with the IB, which shows the possibility of alternating the IB to nurture global competencies within the national context.

Evaluation of the Performance of the English Program Department

Venus Dennen Claver & Opas Piansoongnern

Shinawatra University, Thailand

The English Program in Thai schools is a semi-independent hybrid of domestic international programs to provide alternatives for teaching and learning English language in schools. An evaluation research was conducted to make clear the realistic condition of the performance of the EP department. Two research questions, "What is the degree of the EP's organisational performance as assessed by the stakeholders?" and "How can the EP ensure that stakeholders will commit to facilitate favourable EP performance?" channelled the realisation of the research objectives: "to evaluate the current organizational performance of EP; to analyze gathered clear-cut narratives with regards to EP management for adjustments and improvement; and to find reliable ways in ensuring that stakeholders will commit in helping EP department". It was revealed that the EP department's organisational performance is below par as assessed by the stakeholders. A thorough investigation of the functional communication among stakeholders, stakeholders' participation, and stakeholders' commitment in supporting EP detected that different stakeholders have different confrontations.

**Parallel Session 3-A:
International Education Cooperation and Assistance**

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: Sophanith Meeting Room I (1st Floor)

Study on the Strategies of China-ASEAN higher education Cooperation under the Initiative of “One Belt and One Road”

Ma Zaoming

South China Normal University, China

China’s “Belt and Road” Initiative is a wide-ranging development program linking China with trade partners along traditional and new routes utilising both land and sea. In 2003, China and ASEAN country leaders reached a cooperative agreement in Indonesia to promote Peace and Prosperity, and at the 2015 Boao Forum for Asia the Chinese government published the first principles of the “Belt and Road” Initiative. In 2016, the Chinese Ministry of Education proposed specific ideas, key cooperation content and basic initiatives to include education in Belt and Road planning.

The Third Road beyond Nationalism and Globalization? The New Model of Internationalization of Education under China’s Belt and Road Initiative (BRI)

Yue Kan & Bingna Xu

Zhejiang University, China

The past process of globalisation has promoted rapid economic growth, but imbalanced development between countries and regions has led to a backlash. As a consequence, globalisation leads at the same time to development and to underdevelopment, to inclusion and to exclusion, risking global economic imbalances with detrimental effects on social cohesion.” The Purpose of this study is to explore whether it is possible for a new model of internationalisation in education that could break the simply zero-sum game and achieve a win-win situation based on the integration of nationalism and globalisation.

International Collaboration in Higher Education and China’s One Belt One Road Initiative: A Perspective from Kazakhstan

Dana Abdrasheva, William Yat Wai Lo, Jack T. Lee

The Education University of Hong Kong

The connection between cultural diplomacy and internationalization of higher education has drawn researchers’ interest and been discussed as an emerging phenomenon in studies in international education. Owing to the rise of China, a considerable number of studies have investigated China’s cultural diplomacy by examining its “internationalisation abroad” initiatives in higher education. Nevertheless, while most of the studies considered higher education internationalisation as a way to project national image and pursue national interests, the Chinese leadership often emphasised the ideas of peaceful rise and harmonious society in its foreign policy discourse. Such a narrative of harmony and related concepts, such as openness and inclusiveness, are emphasised and reiterated in China’s Belt and Road Initiative, in which academic exchange and cooperation are regarded as important instruments of international engagement. This study is set within this context to investigate the educational aspect of the initiative, an important strategic agenda of China, by conducting a case study on leading universities in Kazakhstan. The research adopts an embedded, multiple case study design involving university leaders and academics, and examines how their engagements with Belt and Road-related frameworks and activities shed light on the intersection between cultural diplomacy and higher education.

The Innovation Study of Compound Technical and Skill Talents Training of High Vocational Education in One Belt and One Road Background

Chen Qi

Shaanxi Normal University, China

The implementation of China's Belt and Road Initiative marked a clear growth in China's national development strategy and foreign affairs, but also provides unprecedented opportunities for the development of vocational technical education. Infrastructure is the priority area of the Chinese enterprises participating in the initiative, cultivating technical and skilled talents who are proficient in a variety of skills and familiar with languages, political economy, laws and regulations and religious customs. However, due to the fact that higher vocational education has not yet formed a comprehensive training system for complex technical skills, it has become the main influencing factor for the overseas development of enterprises. Therefore, in the new era, it is necessary for us to explore how to cultivate technical and skilled talents through vocational technical education. The study uses policy analysis to analyse whether vocational education is consistent with the policy requirements, and to provide theoretical and policy realistic basis for the creation of a new talent-cultivating system. The findings of this paper are that current systems should reform in order to cultivate international and versatile technical and skilled talents, such as the adjustment of enrolment structures; building a multi-disciplinary collaborative development of multi-disciplinary talents training community; setting "multi-skill +" interdisciplinary targeting courses; and building a team of teachers with international vision.

**Parallel Session 3-B:
Internationalisation of Higher Education**

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: VIP Grand Sokhalay I (Ground Floor)

**A Study on the Regulation Models of Branch Campus with Institutions of Higher Education—From the
Perspective of Education Importing Countries**

Zhang Ruifang
Beijing Normal University, China

The study introduces the models of entrepreneurial university in England and America, looking into similarities and differences, before comparing them to Chinese examples. There are two typical models of the entrepreneurial universities. One is the European model, also called the England model, which are non-research universities, and typified by the University of Warwick. Another is the American model, with MIT and Stanford University as good examples; both are research universities. The research found that both models share common ground on value orientations, functional characteristics, cultural characteristics, and relationships with governments and enterprises. While they are different in entrepreneurial ideas, entrepreneurial approaches, entrepreneurial strategies and entrepreneurial structures. For exploring the models of entrepreneurial universities in China, based on the practical situations of higher education in China, China should further know about the two types of entrepreneurial universities. Both non-research and research universities should look at American and English examples as references.

**Internationalization of Higher Education in China: Opportunities and Challenges faced by Foreign Faculty
Members, a Case Study in Beijing Normal University**

Frank Larbi
Beijing Normal University, China

For higher educational institutions to be internationalised, the first priority should be to internationalise its faculty members because faculty members play a vital role to promote the reputation and quality academic provision of the higher educational institutions. In the last decade, China's opening up policies have had influence on their higher educational system to enhance its internationalisation process. The overwhelming mobility of students and foreign faculty members has tremendously enhanced the internationalisation process in China and elevating some of their higher educational institutions (HEIs) higher in the global ranking of universities. However, there are many opportunities and challenges faced by the foreign faculty members teaching in universities in China since the Chinese higher educational internationalisation is still at its developing stage. Therefore, the purpose of this study is to identify some of the opportunities and challenges faced by foreign faculty members teaching in universities in China. Hence, the two research questions that emerged for further investigations are, how do foreign faculty members in Chinese universities access some of the opportunities in their career in China?, and what are some of the career challenges faced by the foreign faculty members and their future implications.

Multilayered Structure of Asian Higher Education Zone: A Comparative Study on the Cross-Border Higher Education Networks

Miki Sugimura

Sophia University, Japan

The purpose of this paper is to clarify a characteristic of Asian Higher Education Zone through a comparative study of the regional networks from the historical background and the current situation. The internationalisation of higher education has accelerated the cross-border movement of students, faculty and staff, institutions, programs and providers. The networking of higher education institutions is one of them and there are several platforms in Asia; i.e. University Mobility for Asia and the Pacific (UMAP), ASEAN University Network (AUN), ASEAN International Mobility for Students (AIMS), and South Asian University (SAU). By comparing the AUN and AIMS based on the ASEAN, and the SAU based on the SAARC, the study found that the former has a circulation mobility system among member institutions but the latter composes a centre-periphery structure as it has only one institute to study together. It also found that each relate differently to the other regional networks. These findings can tell us that there are multi-layered schemes in the Asian Higher Education Zone with the different strategies, and the mobility can be encouraged by this characteristic.

Initiating Higher Education Cooperation between China and Cambodia: Make Real Change Happen

Chen Dongmei, *South China Normal University, China*

Yang Wenming, *Shenzhen Polytechnic, China*

This study is based on a small survey conducted in January 2018 to understand the needs and challenges of higher education in Cambodia. It is found that besides the low upper secondary school graduation rate and traditional ignorance of higher education, there are other obstacles such as poor infrastructure, disproportional programs and curriculum provision, poor teaching and research capacity of some lecturers, which contributed to the relatively lagged behind status of higher education in Cambodia. However, the study did find that the increasing international nature of work and life in Cambodia, including awareness of higher education, has obvious advantages in its establishing governance organisations and policies, as well as pool of internationalised faculty and staff. The author believes there is still a big gap between the vision of Cambodia's higher education and the reality, but that positive movement in elite institutions will raise all educational institutions. One way to achieve this would be to boost educational cooperation with China, which is currently limited. An exchange of staff could assist Cambodian higher education institutions in improving, and improve bilateral ties.

Institutional Perspectives on Opportunities and Barriers to ASEAN Regional Cross-Border Initiatives in Cambodia, Laos, Myanmar and Vietnam

James H. Williams

The George Washington University, USA

This research partially replicated a 2009 survey by the JICA Research Institute, which asked a larger sample of East and Southeast Asian universities about goals and status of cross-border initiatives in higher education. Here we sought to update that research with subsequent changes, supplementing it with more detail on challenges and opportunities for implementation. The overall importance, level of activity, and goals of internationalisation were queried as well as the relative importance to the institution of different aspects of internationalisation and the nature and status of existing cross-border initiatives.

**Parallel Session 3-C:
Academic Mobility: Traditional and Emerging Modalities**

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: VIP Grand Sokhalay II (1st Floor)

**Comparative Study of International Student Mobility in Russia and China under the Background of
Internationalization**

Su Xiao

Beijing Normal University, China

International student mobility has become a universal phenomenon in the field of education, and naturally also an issue which many countries show close attention to. China and Russia, as two significant countries in international education market, are increasingly valuing the significance of international student mobility to national development, and paying more attention to this affair. The study uses the theory of public policy analysis as theoretical framework. Through the analysis of the feasibility of the relevant policies and the effect of their implementation, we find the commonalities and differences between the two countries. We will use qualitative research methods, such as literature research, questionnaire survey and interview method to collect data and conduct research on subjects. The research will contribute to better understanding of international student mobility. The comparative aspect of China and Russia's international student mobility can provide a platform for Chinese and Russian schools to share opinion about better cooperation.

The Historical Development of the Chinese International Visiting Scholar Programs

Cassidy Gong

OISE, University of Toronto, Canada

The purpose of this study is to assess the contributions that Chinese international visiting scholars have made toward China's goal of developing world-class universities. The main research question guiding this study is: "If and how has the Chinese international visiting scholar project made an impact on the process of internationalization of higher education in China?" China invests many resources to support university professors to gain overseas experiences through visiting scholar projects within a larger effort to internationalise its higher education. As a result, China has been the top sending country of international scholars in the world. Despite the increase in short-term mobility of Chinese visiting scholars and the possible benefits they bring to their home and host institutions, there has been little literature found that focuses on this important population especially on the assessment of impact of the Chinese international visiting scholar project. The concepts of brain gain and brain circulation, centre periphery theories in higher education and frameworks of internationalization of higher education will be examined to develop a lens that supports the understanding of the topic. The study will adopt mixed research method including qualitative interviews and surveys, as well as bibliometrics and analysis of related statistical data.

Why did They Choose China? ——Analysis of Reasons for Full-time Overseas Faculty Working in China 985 Project Universities

Hanying Li, Lei Xu, Nan Zhao & Qiuyan Wang
Huazhong University of Science & Technology, China

In knowledge society, human capital flows easier than before. With the development of Chinese society, Chinese universities, especially elite universities, have joined in the war of talents, not only for those migratory birds, but also for those foreign brains directly. This paper targets the group of full-time overseas faculty working in China 985 project universities, exploring the reasons they choose to work China. Based on personal information digging from 985 Project Universities' official website, this paper finds that the recruitment of the full-time overseas faculty in China is still on the initial stage, which means the total amount of the full-time overseas faculty is small, but keeps growing. Moreover, there is a certain imbalance in the group of full-time overseas faculty, such as the fields of regions, organizations, disciplines and academic ranks and so on. Based on interviews with several foreign faculties, this paper concludes that the reasons for them coming to China are due to a number of reasons, involving global job markets, Chinese government policy, and the improving quality of Chinese higher education.

Exploring Study Abroad Long-Term Outcomes through Knowledge Diplomacy: Subsequent Transnational Experiences of US Study Abroad Students in Japan

Sarah R. Asada
Kyoritsu Women's University, Japan

The rationales of the internationalisation of higher education and educational exchange have evolved over the last century from political ones of mutual understanding and cultural diplomacy after World War II, to economic one for global competitiveness. Nations are both competing and cooperating for economic and security reasons as well as to address the global issues we are facing. The traditional personal outcomes of educational exchange, such as broadened perspectives and knowledge, improved foreign language, intercultural and interpersonal skills, and the capacity to live and work in diverse cultural settings, provide the foundation for a contemporary social benefit: knowledge diplomacy. Unlike cultural diplomacy and soft power that emphasise the power paradigm and admiration between the host country and home country to advance political and economic agendas, knowledge diplomacy places priority on the mutual benefits of all actors in the creation of an understanding of the host country and world through transformative international experiences. This study examines the long-term impacts of US undergraduate study abroad experiences in Japan from 1963 to 2010. The findings are salient given the current imperative for the cultivation of individuals with knowledge of the world and cultures outside of their own to engage with an increasingly

**Parallel Session 3-D:
Innovation and Entrepreneurship Education**

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: Sophanith Meeting Room III (1st Floor)

Implementing Strategies and its Characteristics of University-Wide Entrepreneurship Education in the American Universities and Colleges

Tirong Yang, Rui Zhao & Jian Wu
South China Normal University, China

University-wide entrepreneurship education has become a new trend of innovation and entrepreneurship practices of the American higher education institutions. The horizontal development can strengthen the links among schools, industries and communities; the vertical development can extend the influence of entrepreneurship education to different levels within the universities and even to primary and middle schools. Taking the University of Southern California as the sample, the research explores development history and specific strategies of its university-wide entrepreneurship education. And the research outcome states that its strategies include offering curriculum and degree programs by multi-centres; advancing innovation and entrepreneurship practice at full-process; and interacting with communities through different networks. The analysis indicates that the practice of university-wide entrepreneurship education in the university possesses characteristics like combining with discipline advantage, valuing technology transfer and other similar practical steps, extending influence through networks, which can be reference to the development of entrepreneurship education in Chinese Universities.

How Confucian Culture and Western Capitalism Affect the Innovation and Entrepreneurship Education in Asia: An Comparative Study of China, Singapore, Japan and South Korea

Jiani Wu
Fujian Normal University, China

Why did the industrial revolution take place in Britain, rather than in China, the country that first gave birth to capitalism? Why is the U.S. economy overtaking Europe? This paper applies Web's 1925 research to the education field, exploring how Confucian culture and western values in the era of knowledge economy and globalisation influence the education in Asian countries, especially in the field of innovation and entrepreneurship education. The current research on innovation and entrepreneurship are dominated by western discourse, and the practice models are also based on western institutional framework. This study is trying to reflect on and explore an educational path that conforms to the Asian culture and value system. From the perspective of cultural philosophy and history, the research finds that the Confucian culture of Asia is completely different from the capitalist values such as the so-called "entrepreneurial spirit ". However, some traditional oriental value such as "cultivation of ideal personality" contains the expression of the pioneering of creativity. Those cultural concepts play an important role in explaining Asian innovation and entrepreneurship education. From the angle of educational organisation and institutional innovation, the "state" and "local government" play an important role as "resource organiser" in the arrangement of innovative educational activities in Asian countries.

Doctoral Education in the UK: A New Talent Cultivation Strategy of Meeting Both the Needs of Academia and Industry

Dorothy I-ru Chen

National Chi Nan University, Taiwan

Doctoral education in most countries has been undergoing reforms to meet the ever-tightening academic job market, the constant changing demands on HEIs, and national needs. The paper examines the development and operation of doctoral education in the UK in recent years. In this case, funding mechanism from seven Research Councils has played a very important role in guiding and regulating the development of doctoral education to ensure that they are able to ‘continue to develop highly skilled researchers to achieve impact across the whole economy, as well as developing the next generation of researchers to maintain national capability’. Interviews and document analysis of related policies have been conducted to understand the rationales behind these reforms. The aims are to understand the outcomes which the research councils aim to achieve, the operations of doctoral training programs funded by the research councils, and experiences from academics and students. Gibbons, et al. (1994) have suggested that a new form of knowledge production began emerging in the mid-20th century and labeled it as mode 2 knowledge production. The author argues that there has been a clear shift from Gibbons, et al’s 1994 knowledge production model, from Mode 1 knowledge production to Mode 2 in the transformation of doctoral education in the UK.

Experience and Challenges of University-Wide Entrepreneurship Education: An Empirical Study of Eight American Universities

Zhuo Zelin

South China Normal University, China

The university-wide entrepreneurship education trend is currently the major development trend of university entrepreneurship education all around the world. The analysis of interviews with 27 leaders and faculties in the area of university-wide entrepreneurship education of eight American universities shows that support and encouragement from leaders, sufficient investment, broad entrepreneurship concept, strengthening publicity and communication is beneficial to the sustainable development of university-wide education; non-business schools’ teachers’ perception of entrepreneurship, discipline status of entrepreneurship, post drift of school leaders and silo structure within the universities are the main challenges facing while promoting university-wide entrepreneurship. In the reform process of innovation and entrepreneurship education, the Chinese universities should learn from the helpful experience above, avoiding the tensions caused by resistance from non-business school faculties, especially those in the field of humanistic and social science, and highly decentralised inner structure in the process of constructing the innovation and entrepreneurship education systems which serve all the students.

Parallel Session 3-E:
Context and Culture in Higher Education: Implications for Policy Transfer

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: Sophanith Meeting Room II (1st Floor)

Higher Education Development in Taiwan: A Cultural Perspective

Warangkana Lin, *I-Shou University, Taiwan*

Rui Yang, *The University of Hong Kong*

Beginning with a university model based on the Western prototype, higher education system in Taiwan has continuously amended itself over time. At an institutional level, it has steadily maintained high performances in many dimensions of its operation including enrolment rate, teacher qualification and academic-governmental coherence. However, Taiwan has not yet made similar breakthroughs in its higher education development compared with its East Asian neighbours such as Hong Kong and Singapore. It remains an arduous task for Taiwan to integrate traditional values with its structurally established institutions. Adopting a case study research approach, this paper reports findings based on empirical data collected through in-depth semi-structured interviews at two elite universities in Taiwan. It shows that while some see the existing Western-modelled system as “imitation” or “copy”, others hold a constructive view of it as a necessary stage of incorporating Taiwan’s strengths and historical heritage. Although the system originated from the West and has conflicted with Taiwanese traditions, positive aspirations from the society are found with a strong belief that there are ways to preserve traditions while acquiring world-class status. The paper argues that the current system needs to be refined to accommodate Taiwanese cultural heritage.

Toward Oversea Extension of Japan’s National Institute of Technology (KOSEN): Analysis of International Potentialities of Education and Research Practice

Asami Shimoda

Hiroshima University, Japan

In recent years, Japan’s National Institute of Technology (KOSEN) education system has attracted the attention of newly developing Asian countries. Countries including Mongolia, Malaysia, and Thailand have expressed strong interest to transplant KOSEN into their existing technical and vocational education systems. With this rising demand for KOSEN, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan has been supporting the process of transplanting KOSEN education system. Previous studies on KOSEN, however, are devoted exclusively to daily educational practice while paying very little attention to the whole system which sustains education and research practices. Through extensive review of ‘Institute Prospectus’ of each local KOSEN which records education and research practices and achievements, and semi structured interview with key stakeholders at both central authority and local KOSENs, the researcher preliminarily finds that KOSEN assures its education quality through maintaining the facility and qualification of its teaching force almost equivalent to the university status. Moreover, the curriculum structure is well balanced in theory and practice, and that KOSEN has more than 30 years of international experience in accepting and dispatching students on short and long term schemes, collaborative research and technical assistance for engineering education development of polytechnic and technical colleges in various countries such as Indonesia, Turkey, Thailand and Rwanda

Buddhist vs. Western Moral Meanings of Community Service Learning

Monirith Ly & Ann K. Brooks

Paññāsāstra University of Cambodia, Cambodia

This qualitative research paper is an analytical case study sought to understand and build theories from a Cambodian university's educators' visions in supporting and implementing community service learning (CSL), the moral meanings of CSL experiences of the participating undergraduate students, and the particular CSL experiences that facilitated the volunteers' moral meaning-making. Data were collected from 39 participants through observations, document-mining, and interviews of CSL volunteers, professors, administrator, and the university founder/president. The study found that the educators' shared purpose was the cultivation of students' kindness to help needy Cambodian communities. Likewise, CSL volunteers conceptualized community service actions in terms of Buddhist kindness and its social cultivation rather than civic responsibility and political change, respectively, as found in Western literature on CSL. Specifically, the Khmer CSL model cultivated in volunteers such Buddhist ethics as brahma-vihara (goodwill, compassion, empathetic joy, and equanimity), caga (generosity), amisa-dana (donation), dhamma-dana (sharing knowledge and advice), pañca-sila (the five precepts), and kataññu (gratitude, especially to parents).

Cambodian Lecturers' Conceptualisation of Academic Excellence: Expectations vs. Reality

Ros Vutha, *Royal University of Phnom Penh, Cambodia*

Anatoly Oleksienko, *The University of Hong Kong*

In an effort to assist university leaders and policy makers understand the differences and similarities in the interpretations of academic excellence, this study undertook to explore how Cambodian lecturers conceptualize academic excellence by answering how they define academic excellence and what opportunities and challenges do they see in efforts to achieve academic excellence. The study is informed by qualitative data, triangulating findings from national policy papers, institutional policy documents, focus group interviews, and interviews. Personal observations allowed triangulating the sources and verifying results for greater construct validity. The study shows that multiple interpretations of academic excellence persist. Lecturers with different degrees and experiences reflect on different tendencies towards what constitutes excellence and how to achieve such excellence. Lecturers with bachelor's and master's degrees tend to emphasize teaching as excellence, while those with PhD prioritize research. Nonetheless, all of them stress on their limited capacity, coupled with their hesitation about committing themselves to one or another missions of academic work. This study argues that the faculty members' greater engagement with top-ranking global universities and leading scientific communities is essential for re-conceptualization and upgrade of standards in the Cambodian academic profession.

From Afar the Wisdom Flows: A Case Study of Enhancing Intercultural Communicative Competence through Experiential Learning in a Hong Kong University Residential Hall Integration Program

Nixon Tit-hei Leung, Ka-lung Chan, Jasper Ka-chai Leung, & Ruben Jien-vei Khaw

The University of Hong Kong

The paper presents a case study on an integration program at a Hong Kong University residential hall, as an experiential learning co-curriculum with bottom-up design thinking by local undergraduate residents, with academic and financial support of stakeholders including alumni and the management body in a residential hall community in one of the major universities in Hong Kong. Based on contrastive analysis on local and overseas tertiary institutions and the residential hall's well-established models of mentorship, identity-building, and integration since the colonial period of the territory, the study serves as a sequel to the case study of co-curriculum through heritage education and local eco-tours with a special focus on the knowledge exchange experiences arranged for undergraduate residents from overseas in the hall throughout two semesters on Study Abroad programs. The findings show that the integration program helped local and international residents alike in developing not only the ICC but also transferable skills, such as communication, motivation, delegation, and analytical skills, which are key to enhancing one's personal growth and career readiness.

**Parallel Session 3-F:
International Student Experience in Different Contexts**

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: VIP Grand Sokhalay III (1st Floor)

Study Abroad in Malaysia in the Era of International Mobility: Career Development of Skilled Professionals

Seiko Kaneko

Osaka University, Japan

In recent years, there have been frequent flows of students from the middle classes of lower income nations to multiple competing centres among developing countries. Emerging nations such as China, Korea, Singapore, and Malaysia accept considerable numbers of international students. In traditional host countries, international students are welcomed as a potential skilled workforce. Migration becomes the primary enrolment motivation for most of the international students. International students are attractive for employers due to high proficiency in language, knowledge about working methods, or work ethics. The purpose of this study is to reveal the trajectory of ex-international students who previously studied in Malaysia. In-depth semi-structured interviews were conducted with such students who are now working in Malaysia or furthering their studies in Australia. According to the survey, many ex-international students maintain a professional relationship with their home country even though they have been away for a long time. This type of relationship includes business connections that bridge their home region and Malaysia, collaborative research with home organizations, and the holding of official positions at home institutions.

Developing Research-Oriented Human Resource for Quality Education: Case of Cambodian Students' Graduate Study Experience in Japan

Takayoshi Maki, Asami Shimoda & Foster Gondwe

Hiroshima University, Japan

To achieve the global education agenda set in the UN's Sustainable Development Goal 4 by 2030; research-oriented human resource for education will play a pivotal role. This qualitative case study used an online questionnaire survey, followed by online semi-structured interviews, to examine graduate students' research experiences at the authors' graduate school. The study involved Cambodian students under the Japanese Grant Aid for Human Resource Development Scholarship (JDS). The Cambodian JDS students form a bigger part of the school's JDS population, and are from diverse professions in education including teachers, teacher educators and Ministry of Education officers. Among others, we find that after graduation, all the study participants appreciate the importance of academic research for quality education. Results also show that the graduates' research activities can be enhanced by regular and extensive research meeting or communication with their academic supervisor and peers, taking courses on research methods, and exchange with diverse students from outside their country. However, almost all students could not continue with academic research after their graduation because they lack academic resources such as research funding, books, academic journals, and opportunities to attend conferences. The other challenge is that they do not get the necessary support from their workplace and educational authorities in their country.

Thai Muslim Students' Overseas Study: Factors Influencing Their Choice of Destination

Sunate Kampeeraparb
Nagoya University, Japan

Thailand is known as a Buddhist country but approximately 5 percent of its population is Muslim. Muslim students are able to study content related to Islamic studies from elementary to secondary education, but in higher education, for those who want to pursue their study in the field of Islamic studies, opportunities are limited with some students choosing to study overseas. This study aims at finding out real situations of Thai Muslims pursuing their study abroad in Islamic countries. Thailand is long known as a country which has sent students for overseas study. This phenomenon continues until present time. But not much research has been done with the focus on Thai Muslims. This study will shed light on actual situations of Thai Muslims pursuing their study in Egypt, Malaysia and Indonesia, where field studies were conducted. The study found that factors influencing their destination choice range from location, authentic Islamic knowledge and languages, costs and scholarship availability, cultural similarity and living and studying environments.

The Pandora's Box of Studying in Transnational Higher Education: An Exploration of Chinese Students' Learning Experiences in China-Australia Joint Programs

Kun Dai
The University of Queensland, Australia

Chinese-foreign cooperatively running schools (CFCRS) have become an important parts in Chinese education system. With the rapid development of CFCRS in China, increasing numbers of Chinese universities actively engage in cooperation with foreign partners to run multiple types of transnational higher education. Specifically, joint programs are the major form of articulation. However, in the field of CFCRS research, a large number of existing studies in the Chinese context mainly focused on macro topics, such as policy, development history, and general current situations. Therefore, this study proposes to explore how students make sense of their learning journeys in joint programs in order to add further insights into the currently limited literature. In this study, four students who were studying in China-Australia 2+2 programs were deeply interviewed to share their individual stories of learning across two contexts. Research participants indicated the complex and multiple senses of identity, agency, and belongingness during their 2+2 learning processes. Furthermore, this research revealed that there are many inconsistencies in learning and teaching between the Chinese and Australian partners, which potentially influenced students' learning quality. Generally, this study suggests that it is important for educators and universities to carefully design their joint programs and consider students' real learning experiences to enhance the quality of such articulation programs.

Comparative Studies of International and Interdisciplinary Undergraduate Programs in Japan and Korean Higher Education

Sae Shimauchi
Waseda University, Japan

The objective of this research is to explore how international and interdisciplinary studies are implemented in undergraduate education in higher education in Japan and South Korea. As the recent worldwide re-emerging of liberal arts and science programs can be considered as a response to the demands of so-called 21st century skills, Asian countries and universities also face challenges to foster students to have much broader sense of skills and global perspectives. Liberal arts education had been developed and revitalised in Western societies and their universities, but universities in Japan and South Korea also employ and innovate liberal arts education into their undergraduate programs under the needs of international and interdisciplinary education. This paper will examine how international and interdisciplinary undergraduate programs are implemented in two different national contexts: Japan and Korea. As looking at the higher education under the influence of global, regional and national forces, this paper particularly focus on the humanistic and ethical values of the education, educational visions and curriculums. The study found that different interpretation and practice of international-ness and interdisciplinary-ness in each institution and nationalistic education as a nation's soft power projection can be seen in elite to mass universities in both countries.

**Parallel Session 3-G:
How Does ASEAN Integration Affect Basic Education in The Greater Mekong Subregion?**

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: VIP Green I (Garden Villa)

Minoru Morishita
Tokyo University of Marine Science and Technology, Japan

Koro Suzuki
University of Kochi, Japan

Miki Inui
University of Hyogo, Japan

Saori Hagai
Ritsumeikan University, Japan

Sunate Kampeeraparb
Nagoya University, Japan

Takayo Ogisu
Nagoya University, Japan

Thidawan Unkong
University of Phayao, Thailand

Toshifumi Hirata
Oita University, Japan

In 2015, the ASEAN Community aligned the future direction of ASEAN toward “living in peace, stability and prosperity, bonded together in partnership in a democratic and harmonious environment, dynamic development and economic integration and in a community of caring societies, conscious of its ties of history, aware of its shared cultural heritage and bound by a common regional identity”. This final goal of identity creation has oriented ASEAN integration and regional development to build a sense of community rooted in the ASEAN region. The countries of the Greater Mekong Subregion (GMS), the continental zone of ASEAN, share not only boundaries but also a communal desire to eliminate the economic gap between their countries (particularly among the poorer ‘CLVM’ grouping) in order to develop the Mekong belt to feature open market-based diversified economies connected intimately through cross-border trade, investment and labour mobility. The aim of this panel is to report preliminary findings from case studies of four countries in the GMS (except Myanmar and China), aiming to unpack the effects of ASEAN regional education frameworks on national basic education. To this end, we address following research questions: 1) What is the present situation and direction of reform of basic education among these 4 stakeholders? 2) What sort of learning content about the ASEAN Community and ASEAN countries is being introduced into each country? To what extent are conceptual conflicts or uneasiness arising when countries are compelled to achieve a dual sense of identity that complements the traditional sense of national identity with new integrated norms of ASEAN regional identity?; 3) How effective are the programs of educational exchange and cooperation among GMS countries in alleviating educational disparities among these countries.

**Parallel Session 3-H:
Getting Your Next (or First) Academic Book Published - Some Tips to Help You Succeed**

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: Les Amis (1st Floor)

Katie Peace

Routledge, Taylor & Francis Publishing, Singapore

Considering publishing your first monograph book? Or not sure how to get your next book published with a top international publisher? This talk will guide you through everything you need to know to get your next (or first) academic book published. Offering top tips to help you succeed from a Publisher's point of view, as well as pitfalls to avoid and additional resources to guide you whilst writing. Katie Peace is a Commissioning Editor for Routledge Research Books. She has been working in publishing for over 15 years in both Singapore and the United Kingdom. Her career has spanned every type of publishing from academic journals and books to magazines, textbook publishing and custom publishing including digital and online content. She has worked for Taylor & Francis in both journals and books publishing for seven years. Based in Taylor & Francis's Singapore office, she is responsible for commissioning research books from Asian authors across education, linguistics and behavioural sciences.

Parallel Session 3-I:
Education for What Future? “Development” and Dependency in Cambodian Education since the 1990s:
Personal and Possible Solutions

Date: Saturday 12th May 2018

Time: 9:15 - 10:45

Venue: VIP Green II (Garden Villa)

Over the past three decades, Cambodia has become one of the most heavily aid--dependent countries in the Asian region. While many see donor--led interventions as the key to progress and a better society, recent research has shown that donor-- led assistance has created, rather than solved, many of the recent problems: a dependence on foreign ideas and experts, a growing gap between Phnom Penh and rural areas, a lack of policy continuity, and obstacles to democratic participation and deliberation. The distortions caused by “development” found in Cambodia show striking parallels with “development”-- generated problems worldwide. This panel seeks to critically examine “development” in the Cambodia context, focusing specifically on education policymaking.

From America to Phnom Penh with Love: The World Bank, OECD, Fabricated Statistics, and the Narrowing of Cambodia’s Education Goals

Jeremy Rappleye
Kyoto University, Japan

One of the major trends in education today is the OECD’s Programme for International Student Assessment (PISA). The goal of PISA is to provide policymakers with measures and comparison of “knowledge capital” (similar to human capital) in their respective societies. The assumption underpinning this new global education initiative is that raising PISA scores will generate future economic growth (see Hanushek & Woessman, 2007 consulting for the World Bank). Based on this logic, PISA is being rapidly expanded worldwide. In 2018, Cambodia will be one of the first six--countries to participate in the new OECD PISA--For--Development (P4D) initiatives. Although it initially appears promising that Cambodia is on the front--edge of the leading global trends, in fact the statistics substantiating the PISA Scores and Economic Growth (i.e., development) linkage are false (see Komatsu & Rappleye, 2017). This means that instead Cambodia is the first country to be snookered by flawed donor statistics. This presentation uses the case of the development PISA and P4D’s arrival in Cambodia to show the wider picture: how knowledge production in “development” occurs, as well as why it fails to produce the expected gains in aid--recipient countries. Specifically, it shows how ideas developed by right--wing think tanks in America that know nothing of conditions in Cambodia are picked up by the World Bank and OECD, then carried out to “developing” countries through donor networks and projects. While Americans and those inside the World Bank and OECD almost religiously insist this is an act of ‘love’, in actual practice the results are the narrowing of education goals -- the yoking of Cambodian education to solely economic goals – and the further breakdown of the social and cultural dimensions of Cambodian education.

Inside the “Development” Machine: Personal Reflections on Recent Higher Education Reforms, the Cambodian Context, and Infallibility

Leang Un

Royal University of Phnom Penh, Cambodia

This presentation discusses recent World Bank interventions aimed at improving higher education and local research capacity in low-income countries, offering a critical analysis of the Development and Innovation Grant (DIG) scheme the Bank rolled out in Cambodia (2010--2015). Offering an insider perspective, it argues that the DIG scheme was unsuccessful because the initial design did not fit well with the Cambodian context. This created a host of problems. The presentation uses this empirical example to initiate a wider discussion of the general problems with “development” aid to Cambodian education. It concludes by discussing possible alternatives, in particular the creation of long-term educational strategies, the replacement of foreign consultants with Cambodian nationals, and a more transparent donor-recipient relationship. Although critical in tone, it attempts to conclude by sketching possible solutions; possible pathways out of the distortions of the present.

Higher Education Policy Discourse and Intervention in Cambodia: Where From, Where Now, Where To, and Why?

Say Sok,

Independent Researcher

This paper investigates 25 years of policy making and intervention in Cambodian education, illustrating with the case of higher education. Based mainly on content analysis of existing key higher education policies and plans, field and personal notes, existing (draft) policies and plans, and the authors’ involvement in policy making and planning in the past few years, it examines the principles and philosophy underlying the policies and plans, embedded policy directions, and the translation into project intervention(s), if any. It discusses why certain discourses are dominant and have found their ways into project implementation, and why the others are marginalized or have never emerged. Attempt is made to illustrate the trends in policy formulation too. The authors concludes the presentation with a discussion of the underlying issues of policy ownership and supremacy; policy capacity; power and working relations and dynamics amongst the key actors, and public universities’ capacity and involvement in policy making, and how they bring about the status quo. The paper argues that Cambodia has yet to take sectoral policy formulation any seriously; nor does it demonstrate sufficient effort to mobilize the local resources to improve policy formulation, let alone implementation.

**Parallel Session 4-A:
Critical and Progressive Approaches to Teaching and Learning**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: VIP Grand Sokhalay I (Ground Floor)

Reflective-Pictures Storybook: Improving Reading Literacy for Elementary Student

Ali Mustadi

Yogyakarta State University, Indonesia

The aims of this research were to produce reflective picture storybook to improve student's reading literacy for elementary students, and determine the effectiveness of the reflective picture storybook towards student's reading literacy. The subjects were the fifth grade students of elementary schools in Bantul District, Yogyakarta. The data collection techniques were interview, observation, scale, questionnaire, and testing. The data were collected by using the interview guidelines, observation guidelines, expert validation of the product, questionnaire of teachers and student's responses, questionnaire of student's interest in reading, and reading comprehension test. The study found that the reflective picture story book has passed the criteria of feasibility according to the validation by experts, teacher's responses, and students' responses in a very good category. The result of field tryout shows that the reflective picture story book is effective to improve student's reading literacy in elementary school. Students' reading literacy including students' interest in reading and reading comprehension skill also improves significantly.

Successful Translation of Pedagogical Beliefs to Practice

Lizamarie Campoamor-Olegario

University of the Philippines, the Philippines

Teachers' pedagogical beliefs embody what they think is how teaching and classroom experience should be. Not all pedagogical beliefs are successfully translated to practice. This research has found that the teachers who successfully translate beliefs to practice tend to provide better classroom experience to the students. This research primarily aimed to compare the teachers who can translate and those who cannot successfully translate their pedagogical beliefs to practices, in order to find the factors that affect the teachers' translation to practice. Forty five Quezon City public high school teachers were interviewed, and from these, 16 teachers were selected for observation in their classes, four teachers in each area of studies: social studies, English, mathematics, and science. Data gathered were analysed thematically. The teachers believed that the most appropriate teaching approach for such learners was either the use of group activities as endorsed by the K to 12 curriculum or ones that characterise the principles of behaviourism. They also were more inclined to rely more on traditional assessment to gauge student learning. Teachers' beliefs and practices influence one another. Consonance between beliefs and practices lead to more favourable classroom teaching practice brought about mainly by better general pedagogical and content knowledge. Teachers' rich pedagogical knowledge, strong conviction in their belief, passion and commitment, and focus on student learning facilitated translation of beliefs to practice.

Learner-Centered Teaching: Current Status and Challenges in Chinese Higher Education Institutions

Shujie Qu & Bai Yanru

Lingnan Normal University, China

Increasingly, Chinese higher education institutions attach importance to more effective teaching approaches for improving the quality of talents training. Learner-centred teaching is getting more and more attraction from Chinese college teachers. Based on literature analysis and interview with college teachers in three higher education institutions, this paper aims to give an overview of learner-centred teaching ways in Chinese higher education institutions. There are still some challenges faced by Chinese universities and colleges which include deep-rooted traditional idea of teacher-centred teaching, inadequate capabilities of some teachers, and inadequate resources for practicing learner-centred teaching. The research found there are different interpretations for “learner-centred teaching” among Chinese college teachers. Some associate it with techniques such as group work, some with practices whereby the teacher gives little instruction and learners find out for themselves and some even think it is all about a ‘philosophy’.

Effects of Metacognitive Analogy Teaching on Students’ Habitual Action and Critical Reflection in Biology

Reynald Alfred A. Recede, *Marikina High School/University of the Philippines Diliman, the Philippines*

Rosanelia T. Yangco, *University of the Philippines, the Philippines*

Many Filipino learners in the public school system fail to see the importance of education. Some lack interest in schooling, have insufficient financial resources and suffer an absence of parental support. The lack of interest in schooling usually keeps students away from the academic environment. Students seem to lose interest in things that they don’t understand. Many learning strategies have been implemented to help solve this problem. This study examined the effects of Metacognitive Analogy Teaching Approach (MATA) on the students’ habitual action and critical reflection dimension of reflective thinking in learning Biology in junior high school. The approach used science activities which employed metacognitive analogies. The conceptual framework features two teaching methods, the Metacognitive Analogy Teaching Approach (MATA) and the Non-Metacognitive Analogy Teaching Approach (NMATA) and their effects on the habitual action and critical reflection in learning Biology among Grade 10 junior high school students. Quantitative and qualitative analyses were used to treat the data gathered. Results showed that students exposed to MATA improved better than those exposed to NMATA on the Habitual Action dimension of reflective thinking but the two groups had comparable performance in terms of Critical Reflection. Hence, it is recommended that MATA be used for classroom teaching to improve students’ reflective thinking ability.

Embedding Critical Thinking Skills among Primary School Children through Online Extracurricular Activity

Piseth Thon & Bunlot Khoy

Sangapac Anuwat, Cambodia

Countries with limited natural resources such as Japan, South Korea, Singapore and Israel heavily count on their human capital as renewable resources. Leaders of these countries make special attention to ensure the rightness of the teacher education and curriculum design to ensure that students will develop both technical knowledge and philosophical knowledge in order to help the society effectively and efficiently function. Critical thinking skills are centred in the teacher education and curriculum framework. Critical thinking has not been nurtured in a healthy manner in the Cambodian context due to tradition of restricting questioning of parents, elderly and teachers. It is generally observed that among educators and employers that students, regardless of their level of study, are struggling with the critical thinking skills which are considered as an important component in modern life. In this presentation, an attempt is made to review the current Cambodian teacher education, curriculum framework, syllabus and textbooks in order to identify the status of the skills being integrated into the teaching and learning process. Additionally, the presentation will highlight how this skill can be embedded through the study of Khmer language and mathematics through online extracurricular activities based on lessons in the textbooks in the early primary grade.

**Parallel Session 4-B:
Curricular and Pedagogical Innovation**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: VIP Grand Sokhalay II (1st Floor)

Comparative Study on Integrated Curricula of the Primary Schools in Canada and China

Lu Zheng

Beijing Normal University, China

Curricula in the early childhood education are expected to be authentic and child-centred for the assurance of quality. However, many Chinese teachers still conduct their teaching through a cramming approach. Therefore, the implementation of integrated curricula is recommended because the student-centred curricula arouse greater motivation, ownership, and teamwork, along with deeper knowledge connections. The objective of this research is to analyse the different models and practices of integrated curricula in Canada through comparative study, with the expectation to gain useful experiences to facilitate the practices of integrated curricula in the primary schools in China, such as keeping balance between the integrated curricula and subject curricula, the key role of teachers and students in designing the integrated curricula, the practice of integrated curricula in various forms. This research will be taken from comparative, historical and sociological perspectives. The adoption of case study by observing the conduction of integrated curricula deepens the theoretical and practical exploration. The development of integrated curricula not only refers to the integration of contents, but also the reconstruction in the roles of teachers and students. Curriculum construction is highly relevant to the teacher's way of teaching and students' orientation in learning, and the development of integrated curricula is closely connected with the organizational structure and interactive model of the school.

Dewey School A Fundamental Method of Social Progress and Reform

Ling Gao

Beijing Normal University, China

Dewey School, established by John Dewey during his stay at University of Chicago, typically represents the experiment schools of the progressive era. It is not only an important asset of educational practice, but also a significant period for Dewey's maturing educational thoughts. In an attempt to break through from the traditional education, Dewey emphasises the social sides of education, focuses the psychology and interests of children, so as to make efficient social members for the democratic society; during the educational practice, Dewey tries to unify the occupation, science, history with educational ends, methods. So far there are many researches on Dewey, but few focused on Dewey School. Based on ample historical materials, this paper aims to explore Dewey's educational thoughts, and its application in curriculum, teaching, and beyond. It is held that, Dewey School is on one side a laboratory of Dewey's educational thoughts on school practice, on the other side, a laboratory of cultivating democratic citizens for the society, so as to promote social progress and reform. It is desired to deepening the understanding of Dewey School, as well as fulfil the academic research on experiment schools of the progressive era.

Financial Education in Japan: Its Current State and Challenges—towards the Continuous Development of a New Curriculum for Elementary Schools, High Schools, and Universities

Maiko Okuda

Hiroshima University, Japan

In recent years, interest in financial education has been increasing globally. It seems that this background dramatically influences changes in the living environment and changes in the economic and social environment. To build a better life, it is a basic and important education, regardless of the times, to cultivate firm decision-making power from a young age. This research focuses on the current state of financial education being carried out in Japan and attempts to extract and explore issues for the development of continuing curriculum from elementary school to university. It is important that children realise the value of money and acquire an attitude to deal with money firmly. With that in mind, this study sought to clarify the current state of financial education in Japan through the literature survey from the teaching materials used, such as teaching guidelines and textbooks. The study found that the word “finance” is avoided at early-stage education, and points to the importance of developing vocabulary and education models that are acceptable and scalable for all education levels in Japan.

Education for Sustainable Development in the Light of Curriculum Reform for Basic Education in China

Huang Yu

Beijing Normal University, China

Education for sustainable development (ESD) aims at changing the approach to education that integrates principles, values and practices of sustainable development, and needs to be incorporated into all forms of learning and education. Since the eighth curriculum reform for basic education in 1999, ESD has been specially highlighted in Chinese basic education. The purpose of this paper is to review the ways in which ESD has been developed in Chinese basic education. The paper also seeks to examine major patterns of ESD in national policy, school-based project and school-based curriculum. The authors adopted review of literature and case studies, to present the overview of ESD at Chinese education reform of basic education. The paper points out that education reform has borrowed and reconciled many ideas from ESD, as well as ESD was reshaped and adapted for actual situation of Chinese basic education. Moreover, the paper discusses that there is a trend to integrate ESD ideas with Chinese reform of basic education, but deficiency of quality teacher and teaching materials could be barriers.

Rethinking Higher Education for Global Sustainable Development: Towards a Capabilities Pedagogy with the Poor

Xiuying Cai

Xiamen University, China

Education, if done right, has the transformative potential—and a significant role—in nurturing empowered, engaged, reflective, and responsible citizens who can chart the way towards a more sustainable future for all. In this paper, the author focuses on the role of higher education in addressing the global challenges of poverty, especially in relation to women living in poverty. The paper argues that in order for higher education to truly address the global challenges of poverty and promote women’s empowerment, we need to expand our conception of the purposes of higher education towards human capabilities, rather than our current mainstream neoliberal human capital approach to education. In order to do so, we need to explore innovative pedagogies in higher education, and social justice critical/feminist pedagogies can offer us conceptual resources to explore the pedagogical possibilities for a capabilities approach to higher education. Drawing from a qualitative case study in an international education initiative seeking to address global poverty, the paper argues for “capabilities pedagogy” in higher education to address the global challenges of poverty, especially in relation to women living in poverty, and concludes by suggesting the core of capabilities pedagogy of global poverty is “pedagogy with the poor.”

**Parallel Session 4-C:
Non-Formal and Life-Long Learning**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: VIP Grand Sokhalay III (1st Floor)

**Developing a Lifelong Learning System: Considerations that Emerge from Experience in Applying
Andragogical Approach to Developing, Implementing, and Sustaining a Lifelong Learning Society**

Suwithida Charunkaattikul
Chulalongkorn University, Thailand

The main purpose of this paper is to describe the development of a lifelong learning system based on the experience and imagination in a community setting. The paper includes the individual backgrounds and experiences of the author as an academic professor; the practical application of Andragogy as a key element for creating a sustainable lifelong learning society; and the lifelong learning collaboration between two universities: Chulalongkorn University (CU) and Lindenwood University (LU). The major themes consist of ‘Andragogy’, the art and science of helping facilitate the learning of adults; and, ‘The Learning Society’, characteristics generally include the nature of a group of individuals residing within one locality, an agency or a community engaged in single or multiple educational matters simultaneously. It is hoped that the detail from this paper highlighting the interaction between two universities half-way around the world geographically from each other (LU, United States, and CU, Thailand) shall be an encouraging example for those individuals and institutions that wish to consider initiating, enhancing and bringing to maturity a fruitful educational relationship that spans the globe; as well as creating a sustainable lifelong learning society.

Reshaping Self-Study Program into Lifelong Learning Assessment in the Context of Mainland China

Yifei Dai
The National Education Examinations Authority, China

This study attempts to establish and practice a new paradigm of assessments for lifelong learning in China, and rejuvenate Self-Study Program creatively. To do this, it is important to analyse the challenges to the existing program, and redefine it as a motivator for lifelong learners. To that end, it is important to preliminarily design the framework for Lifelong Learning Assessment, which is hopefully based on the combination of books, MOOCs, big data, Computerised Adaptive Testing and Credit Bank. By examining the phenomenon of China’ Self-Study Program qualitatively and quantitatively, this study found that Lifelong Learning Assessment could serve as a lifelong learning platform for individuals to achieve self-values and self-sustainability and to liberate themselves finally. Additionally, it found that Lifelong Learning Assessment might become the first assessment system for lifelong learners on a national level and in Asia.

Non-Formal Education Equivalency Programme in Cambodia: Process and Achievements

Lang Sophat

Hiroshima University, Japan

A number of programmes have been designed to reach the almost 9 percent of 6-14 year olds, and almost 7 percent of 15-24 years olds who have never attended school in Cambodia. A mixed methods research study aims to examine the functioning of Non-formal Equivalency Programme (EP) in terms of current states, learner's knowledge, attitudes, and their behavioural practices as well as major factors relatively influencing programme outcomes. Ninety-six second-year learners learning in non-formal equivalency programme at primary level, nine EP teachers and two non-formal education officers in Pursat province and Phnom Penh were selected purposively and conveniently. The findings show that many learners lacked reading materials at home, spent less or no time on self-learning. Community participation remained insufficient. There was budget for the buildings and facilities; and learning materials for learners were inadequate. The curriculum contents were appropriate and useful from the survey but contradicted by the teacher's response that the contents were too difficult or too easy for learners. Teacher's education background was low and teacher training was short and insufficient for inexperienced teachers. Classroom learning environment, instructional methods and learning assessment were acceptable, but if they were considered separately by teacher, some teachers performed poorly.

Implications of SDGs for Education of Children with Disability in Pakistan

Abdul Hameed & Afaf Manzoor

University of Management and Technology, Pakistan

Over one billion of world's population face some kind of disability and marginalisation at the same time. A better world for all of us is not possible without meaningful inclusion of this disadvantaged group of people in the society. However, Pakistan is still struggling to achieve its targets for rehabilitation of persons with disabilities through education and economic reforms. The educational disparities are huge as only 5 percent of children with disabilities (CWD) are in schools. While taking SDGs as new opportunity for strengthening the services and status of PWDs in the country, government needs to prepare appropriate policy and plans to increase the allocation of resources in this sector. This study was an effort to review current educational status of CWD and to propose necessary measures keeping in view the indicators of Goal 4 of SDGs. For the purpose, an intensive review of related literature was undertaken. In order to see the relevance of these actions with local socio-political realities a focus group discussion was organized in which eminent scholars from the field of special education, education, sociology and economics were invited to share their opinion about the best compliance of SDGs for the improvement of educational opportunities for the persons with disabilities in the country.

Cumulative Effect of Disability, Distance and Destitution on Hopes for Inclusion

Afaf Manzoor & Abdul Hameed

University of Management and Technology, Pakistan

Access to school is a mounting challenge for many South Asian countries. Pakistan is striving hard to mitigate these challenges by revamping policies and plans to reform education. The foremost defy is large number (5 million) out of school children (OSC) at primary level in the country. Along with many vulnerable groups, children with disabilities are a major lump (2.4 million) of these out of school children as only 5 percent of children with disabilities are in school. The latest global agenda for transformation i.e. SDGs is creating new ray of hopes in emphasising on all state actors to include out of school children with disabilities in education so that the target of 100 percent enrolment can be achieved. The paper is an intermittent report of an on-going doctoral study to analyse the cumulative effect of disability, distance and destitution on children with disabilities' hopes for inclusion. The sample consists of 150 out of school children with disabilities from 12 randomly selected union councils of 3 districts of Lahore Division, Pakistan. The findings of the study showed disability and destitution decrease the hope for inclusion among children with disabilities. Although, relationship of disability with hopes are stronger than the correlation between the destitution and hopes

**Parallel Session 4-D:
School Leadership**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: Sophanith Meeting Room I (1st Floor)

School Quality Improvement Program: Nan Province Case Study

Fuangarun Preededilok & Amornwich Nakonthap

Chulalongkorn University, Thailand

This research is a part of the project called School Quality Improvement Program, or sQip, which seeks to reduce education disparity especially give the direction how to develop quality of education and the achievement of students in the remote areas. And also to lead to a new school accredit system in Thailand that realises the differences of schools in different context. This project is a development and action research that trained school directors and teachers. The topics of training program focused on Professional Learning Community (PLC) and growth mindset, and also provided five Qs to help schools; Q-PLC, Q-coach, Q-info, Q-network and Q-Goal. In this phase, medium size school amount 201 schools participated in the project by volunteer. The schools were separated into seven nodes in 14 provinces, including Nan province. This project found that after school directors and teachers participated in sQip, the engagements of school directors, teachers, students and parents or community were improved. Students perceived that school directors tried to understand them and teachers tried to improve their quality of teaching and listen to them.

Building Cross-School Knowledge Community in Shanghai Turnaround Schools: A District Leadership Perspective

Peng Liu

University of Manitoba, Canada

Turnaround schools account for 20 to 30 percent of the total number of Chinese schools, but there is a lack of sufficient empirical research on how these schools have been effectively transformed from a district leadership perspective. This study explored how Chinese district leaders improve turnaround schools through building cross-school knowledge community. An exploratory case study method was applied in this study. Semi-structured interviews were used to conduct data collection and analysis of publicly accessible documents at the district and school level was implemented for triangulation. Ten district leaders and 12 school administrators participated in this exploratory study that examined how district leadership is displayed in the process of building cross-school communities. This research identified four categories of leadership practices that have been employed by Chinese district leaders to build up cross-school development communities and transform turnaround schools, and the results supply the theoretical background for understanding district leadership in the context of building cross-school development communities. In addition, this study provides an example of successful turnaround school transformation for others working in similar cultural contexts.

Educating School Leaders: A Comparative Study of Qualification and Training

Sornprapa Siripattarawit
Hiroshima University, Japan

In 2008, the OECD predicted that ten years later, there would be ageing of the principal workforce and retirement of large numbers of secondary school leaders in the OECD countries. As such, the organisation recommended the recruitment and training of a new generation of school leaders (OECD, 2008, p. 29). Meanwhile, many countries including those outside the OECD are responding to this situation by making changes in recruitment, such as outlining ideal knowledge and skills for school leaders, and putting in place mechanisms for the sustainable development of the new generation of school leaders. This qualitative case study seeks to understand the phenomena of school leadership systems in the following 8 countries: United States of America, United Kingdom, Germany, China, Singapore, Korea, Japan and Thailand. Preliminary findings show in particular, three themes emerge: For preparation, some of the compared countries require education (such as a Master's degree) as a basic requirement while in others only a certificate qualifies one to be the school principal; for recruitment, most of the compared countries require vast experience plus performance as qualifications for school principals; and for organisation, some countries are centralised while others are decentralised in terms of decision making processes regarding the recruitment of school principals.

The Perspective of Lifelong Learning Teacher Education Integration of The Evolution and Enlightenment

Bai Yanru & Li Xiaofeng
Lingnan Normal University, China

Lifelong learning as the guidance of national education reform in the 21st century, is increasingly shown to be a significant trend in the development of globalisation. It is constantly leading teacher education system reform. This paper seeks to analyse the context of lifelong learning integration of teacher education in developed countries. By focusing on the evolution process and the characteristics of pre-service training, entry mode and post-career training, a number of areas of possible development are identified for the updating of China's education system.

**Parallel Session 4-E:
Teaching and Learning in STEM**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: Sophanith Meeting Room II (1st Floor)

Teaching and Learning Modes in Higher Education in Cambodia, A Case: Chemistry Students' Perspective in RUPP

Chantha Chuong,

Ministry of Education, Youth and Sport, Cambodia

Sothy Khieng,

Cambodia Development Resource Institute, Cambodia

While improving the quality of education becomes a priority, teaching and learning methodologies are being critiqued. Many related theories were made accordingly. So far, experts believe that student-cantered approaches can help improve the quality of education. This paper aims to explore teaching and learning at the Royal University of Phnom Penh (RUPP). Over 200 students in the Chemistry Department participated in this study which involves self-administered survey and in-depth interviews for data collections. The findings reveal that lecture-based teaching is the dominant form of methods used by lecturers. To a lesser extent, small group learning method, research supervision, laboratory work, and self-study are also used in the teaching and learning process. The findings seem to contradict with the dominant literature and policies of Ministry of Education, Youth and Sport, which promote student-centred teaching approach.

Research on Model of Vocational Competence and Cultivation Paths of STEM Teacher

Gong Guoqin

Beijing Normal University, China

STEM education is one of the most important fields of study in international education, and key to effective STEM education is the vocational competence of STEM teachers. This research aims to construct a model of vocational competence for STEM teachers to provide a “compass” towards possible aims and future paths for STEM teacher training programs. The research is based on the following research questions: What abilities should a qualified STEM teacher have, and how should a qualified STEM teacher cultivate these abilities? Based on eight interviews from two supervisors, three graduates and three employers on the telephone, this paper firstly defines what vocational competence of STEM teacher means, and then constructs a model utilizing the German Vocational Competence Classification Frame. The findings suggest that a model of vocational competence should consist of three parts: first, social abilities, including communication, cooperation, reflection and leadership; second, professional abilities such as promoting STEM subjects within the curriculum, and competence in curriculum-design and implementation, program-evaluation, and technical application. Third, abilities of method that includes problem-solving, time management, and learning quickly. Finally, the paper suggests that the cultivation of STEM teaching should combine course-learning and internship under the direction of supervisors from both inside and outside of campus.

Correlates of STEM Major Choice: A Quantitative Look at Cambodian First-Year University Students

Phyrom Eam, Borin Keo, Phirom Leng, Sopheak Song & Sothy Khieng

Cambodia Development Resource Institute, Cambodia

STEM education is attracting increasing public interest and policy attention and being promoted at different educational levels in Cambodia. The study seeks to identify factors associated with Cambodian first-year university students' choice of major, with a focus on STEM subjects. The study draws on primary survey data, with the total sample amounted to 2,016 first-year students from 15 Cambodian universities. Binary logistic regression was applied to detect determinants of STEM major choice. The regression results suggest that students who choose a STEM major are likely to be male, have clearly prioritised major since high school, have high self-efficacy, want a career in STEM, study at a Phnom Penh-based university, excel at mathematics and science at high school, do not work while studying, and value the importance of science and technology to society. Three important correlates – career prospect, excellence in mathematics, and excellence in science – were consistently significant in controlled direct-effect models as well as moderation analyses. The study results confirm the importance of learning and teaching experience of high-school mathematics and science subjects and career information guidance in promoting interest and engagement in STEM disciplines at higher education level.

Curriculum Analysis of Robotics Integration in Grade 7 Information and Communications Technology in a Private School

Robelita Ocampo Bañez

University of the Philippines/ Comparative Education Society of the Philippines

This descriptive evaluative study primarily analysed the worthiness of a curricular innovation—the robotics integration in Grade 7 Information and Communications Technology (ICT) Curriculum—in a private school in the Philippines. This research focused on the beginnings, organisation, and analysis of robotics integration. Also, it examined how the curriculum integration is documented, what circumstance led toward its adoption, what theoretical principles it depicts, and what strengths and weaknesses it possesses. The study gained new information and learning on curriculum based on the robotics integration practices of the school. The integration practices can serve as catalysts for curriculum enhancement. Such findings can assist teachers, school administrators, and curriculum writers as they further develop and enrich their existing curricula toward more appropriate and more relevant curricula for the Filipino learners. Most importantly, this research established the strengths and weaknesses of the curriculum that can contribute invaluable insights to the current and prospective robotics program making it better adaptive to varying educational trends and more beneficial to parents, teachers, and school administrators. Hence, this study responds to the Philippine Constitution's call for national development through scientific and technological endeavours, such as robotics.

“Brain-Based Teaching Approach in Physics: Effects on Students' Affective and Cognitive Engagement”

John-Niel Tan Masong & Edwehna Elinore S. Paderna

University of the Philippines

A growing body of educational research reveals that even if the competence and qualifications of teachers are high, the teaching and learning process would be meaningless if the students are not engaged. On the contrary, several studies show that students who are engaged in school tend to be responsible for personal learning. This study aimed to examine the effects of brain-based teaching approach in Physics on students' affective and cognitive engagement. This study employed a quasi-experimental two-group pre-test and post-test design with two intact classes. Pre-test and post-test on students' affective and cognitive engagement were given before and after intervention, respectively. The first group was taught using brain-based teaching approach (BBTA) while the second group was taught using conventional teaching approach (CTA). Results revealed that students exposed to BBTA posed a higher level of affective and cognitive engagement compared to students exposed to CTA. Based on the findings, BBTA is capable of increasing the affective and cognitive engagement of students.

**Parallel Session 4-F:
Teachers' Professional Development I**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: Sophanith Meeting Room III (1st Floor)

A Study on Rural Teachers' Pay and Its Incentive Effect from Primary Schools in Contiguous Destitute Areas

Du Ping & Yu Zhengyi
Beijing Normal University, China

Rural teachers play an important role in developing China's rural education and promoting rural economic and social development. Low rural teacher pay has drawn much attention because of insufficient teachers in contiguous destitute areas (CDAs) of China. Since 2013, the Chinese government has introduced policies concerning rural teachers' wages, subsidies and allowances (S&A), in order to attract and retain teachers. This paper aims to investigate the incentive effects of the S&A policy for rural teachers in CDAs by understanding the pay satisfaction (PS) of CDA teachers, and the impacts of changes in pay and S&A on teachers' PS. Research questions include: What level is the teacher pay in CDAs? Are CDA teachers satisfied with their pay? How does teacher pay relate to teachers' PS? A questionnaire survey was conducted in four counties located at CDAs, and 826 teachers were surveyed in 2015. Through difference test and regression analysis, results reveal that teachers' overall pay remains low despite salary increases and that this causes dissatisfaction amongst teachers. The results imply that policy effect is not enough to encourage teachers in CDAS.

Primary School Teacher Commitment in Cambodia: Focusing on Physical Education Practice

Ryoko Tanaka
Itozaki elementary school, Mihara city, Japan

Although new primary Physical Education (PE) has been implemented in Cambodia since 2006, meaningful implementation is hindered by low teachers' commitment. Factors related to the commitment of PE teachers in Cambodia have not been researched. Therefore, this study aims to clarify the enhancing and hindering factors of Cambodian primary teachers' commitment to PE by asking what is the significance of PE in Cambodia's primary education? What are the contents of PE pre-service and in-service teachers' training? And how do stakeholders perceive these contents? And, what are the enhancing and hindering factors for the teachers' commitment? The researcher conducted dialogical analysis of four editions of the curriculum (1980, 1987, 1993, 2006), analysed materials of PE teachers' training, interviewed eight educational administrators and 19 primary school teachers, and observed PE practices in three provinces. The results showed that significance of PE is common in all the four curriculum editions although there are differences related to historical context; stakeholders' perceptions differed in some way, but the systematic pre-service and in-service training were conducted according to the curriculum, and the significance of PE was transmitted; and personal factors (e.g. "positive employment motivation", "belief in education") and environmental factors (e.g. "trust in colleagues") that enhance commitment to PE.

A Study on the Relationship between Self-Satisfaction and Teaching Efficacy in Primary School Teachers' Classroom Teaching in L district of Chuzhou City in China

Li Jing, Song Deru & Liu Yu
Chuzhou University, China

The satisfaction and teaching efficacy of teachers are important factors to improve the quality of education. This paper attempts to explore the relationship between classroom teaching self-satisfaction and teaching efficacy in China. Based on the theories of constructivism, humanistic management theory, goal setting theory and Bandura's self-efficacy theory, this paper puts forward the evaluation dimensions and evaluation standards of self-satisfaction and teaching efficacy of primary school teachers in L district of Chuzhou city. This paper mainly adopts questionnaire survey method, investigation on the current situation of self-satisfaction, and the level of teaching efficacy in primary school teachers in L district of Chuzhou City.

Factors in the Team Collaborative Process of Cross-Disciplinary Educational Research

Weiwei Li, Robert Coelen, Xinyue Xu & Yuxian Liu
Tongji University, China

In recent years it has become clearer that there is a trend toward teamwork and a growing emphasis on cross-disciplinary approaches to research in science. As opposed to individually oriented research, a valid collaborative process is critical to team-based cross-disciplinary research; specifically, factors in the process are the key to achievement of research, but they haven't been identified thoroughly. This paper seeks to identify the factors in the team collaborative process of cross-disciplinary research. This paper is a case study on the Educational Salon at Tongji University in China, which has 30 members over a 3-year period, and used 27 items to develop the survey used, and 25 researches took part.

Double Qualified Teacher Training Problem of Senior Vocational Education in China

Li Yiting
Shaan Xi Normal University, China

There are two main problems of teacher training of vocational education in China; some teachers are from general high schools, which means they only have teaching skills but lack of professional techniques. On the other hand, those who have professional techniques are hard to recruit as teachers in vocational high school because they do not have a teaching qualification. In Australia, the construction of a double-qualified teacher training has proved a success, and the study of this program to seek ways it might be adapted for use in China, as part of reforms to the vocational education system. Through document method and comparison method, the study finds that in order to develop the vocational education of China, first and foremost, individuals have to change their stereotype about vocational education. Secondly, it is necessary to encourage enterprise join in double qualified teacher training actively, which means the government, enterprises and schools have to cooperate with each other organically.

**Parallel Session 4-G:
Teachers' Professional Development II**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: VIP Green I (Garden Villa)

The Relationship between Cooperating Teachers' Evaluation Feedback and Student Teachers' Reflection during Teaching Practicum in China

Liang Wei

Hiroshima University, Japan

The effectiveness of teaching practicum cannot be measured by length of time, but in what means to make student teachers turn their practice experience into personal knowledge, and reflection is an important medium for the turn, meanwhile, cooperating teachers play a vital role in success of student teachers' experience. Recent research emphasises more on formative evaluation of student teachers' reflection, but few empirical studies have explored whether cooperating teachers' evaluation feedback has influence on student teachers' reflection. Therefore, the study aims to clarify the relationship between cooperating teachers' evaluation feedback and student teachers' reflection during teaching practicum in China, particularly focusing on finding the influence of differences in gender, subject, grade, age and teaching year on cooperating teachers' evaluation feedback and student teachers' reflection, and identifying the correlation of aspects of student teachers' reflection and cooperating teachers' evaluation feedback. Preliminary results show that there are no gender differences in cooperating teachers' evaluation feedback, but significant gender differences in student teachers' reflection; girls' reflective awareness is higher and girls use more varied ways of reflection; cooperating teachers' evaluation feedback varies more in primary and secondary school than kindergarten and high school; and that there are no subject differences in cooperating teachers' evaluation feedback and student teachers' reflection.

The Enlightenment of the Practice of General Teaching Council for Scotland to Chinese Teacher Professional Development

Qin Yang

Beijing Normal University, China

The professional development of teachers is a necessary process to ensure that fresh teachers grow into expert teachers, and a teacher regular registration system is one of the most effective ways of teacher professional development. The Chinese government published Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010-2020) in 2010, which emphasised promoting professional ethics among teachers and raising teachers' professional efficiency by conducting teacher regular registration system and aimed at refreshing the teacher qualification every five years. The new teacher regular registration policy has been in the experimental stages. Scotland is famous for its world first teacher professional development council, established in 1965. The General Teaching Council gradually plays an important role in the Scottish teacher's professional development, especially for its distinctive teacher registration system with teacher professional learning and training. It also controls the initial teacher qualification process and regulates the standards for teacher regulated registration. This paper explores this organisation's development history and its main three functions on initial teachers education, teachers regular registration and standards for teacher professional development and answers how this teacher organisation development, what is its main functions and what can China learn from Scottish teacher regular registration system.

Opportunities for and Experiences of Developing Intercultural Competence for Teacher Education Students in Canada

Nana Kodama
Shiga University, Japan

This study examines the ways in which universities in Ontario, Canada promote multicultural teacher education in their teacher education programs. Canada is one of the world's most culturally and linguistically diverse countries consisted of immigrants and indigenous people. In 2015, the teacher education programs in Ontario underwent radical changes. The duration of the program in all the universities was extended from one year to two years, which includes twice the duration of the minimum time for teaching practice. Furthermore, each teacher education program is expected to provide courses giving greater attention to diversity in Ontario classrooms. Similarly, the courses should focus on students' mental health and well-being, parental engagement and communication, special education, and how to use technology in teaching. Current teacher education programs in Ontario are expected to provide students with developing intercultural competence, or in other words, multicultural teacher education opportunities. This study considers the issues arising from the multicultural teacher education undertaken in Ontario universities. The data was collected through surveys and interviews with faculty members and the staff in Ontario teacher education programs.

Self-Directed Learning Approach to Developing Teaching Professionalism

Sophal Kao
Paññāsāstra University of Cambodia, Cambodia

Many university instructors are struggling to survive and develop their teaching professionalism due to the fact that resources are limited, working load is heavy, teaching wages are low, monitoring and evaluation system is still weak, incentive and staff retention mechanism is not widely in place. This study wishes to investigate findings to the following two major questions: What personal qualities do university instructors have to intrinsically motivate them to grow professionally, and how do university instructors use self-directed learning methods to develop teaching professionalism in the Cambodian context?

Based on the preliminary findings, teaching passion, senior's role models, critical thinking, self-reflection, and on-going reading emerged as the most common self-directed learning methods that those HEI respondents have practiced the most to make them grow professionally. In addition, personal career and life principles, career and life goal and clear career and life vision, self-discipline from a young age, strong responsibility and accountability, high commitment, persistence, curiosity and enthusiasm and life-long learning commitment are the common personal qualities that all those HEI respondents have had to motivate them to develop their teaching professionalism.

The Study on the Influencing Factors and Improve Strategy of Undergraduates' Course Engagement

Liaojian Qu, Jiangnan University, China
Liang Sun, Pennsylvania State University, USA

Chinese universities have increased undergraduate enrolment since 1999. The quality of undergraduates training is becoming a social concern and hot topic. In recent years, China's university teaching facilities have made great progress, with curriculum and teaching systems, teacher teaching and management policies, and even student evaluation systems improving. However, students report low engagement in course study and, this study wants to evaluate the current status and influencing factors of undergraduate course engagement and offer improvement strategies. Based on student engagement theory and 7,200 answers to national student questionnaires on the learning situation of undergraduates, this study examines the current situation and influencing factors of five dimensions of undergraduate engagement in course, including active learning, class involvement, faculty-student interaction, peer interaction and course challenging cognition. The study found that the engagement of undergraduates with different individual characteristics in the five dimensions was significantly different, but the explicit academic interest and positive course experience could narrow the differences. In addition, high degree of major identity and clear academic development plans contribute to the improvement of course engagement. Based on the analysis, Chinese universities can learn from the major identity, teaching approaches, course quality to improve undergraduate course engagement. We can reform the teaching approach to increase deep learning and administrators should improve the quality of courses and strengthen undergraduate academic support.

**Parallel Session 4-H:
ICT in Education and TVET**

Date: Saturday 12th May 2018

Time: 11:15 - 12:45

Venue: VIP Green II (Garden Villa)

The Changes to the Private Return to Vocational Education in China

Liu Yunbo

Beijing Normal University, China

This study aimed to investigate the private return of Chinese vocational education and its changes in recent years, which contributed to making the best personal education choice and enables the government to allocate education resources more efficiently. In the framework of the Theory of Human Capital, this study expanded the Mincer Equation and analysed the impact on the employment possibility of secondary vocational education and general senior high school (compared with junior high school), and the impact of higher vocational education and general undergraduate education (compared with general senior high school) respectively. Besides, this study also analysed the private rate of return with an additional year of education. The results showed that compared to the previous stage of education, both secondary and higher vocational education has had a significantly positive impact on promoting employment and increasing income. The positive impact of secondary vocational school is larger than that of general senior high school, and the influence of higher vocational education is also increasing.

From Scale to Norm to Excellence--Higher Vocational and Technical Education Policymaking and Progress in China

Huang Hua, *Nanjing Polytechnic Institute, China*

Ma Rong, *Nanjing Normal University, China*

Great achievements have been made in the past 30 years developing Higher Vocational and Technical Education in China. This study centres on a review of international comparison research, existing literature, data analysis and other research methods. It shows that relevant government policy at the different development stages, especially policies for several rounds of evaluation, national demonstrative higher vocational colleges, national backbone higher vocational colleges, and recently issued policies on national high-quality higher vocational colleges, have effectively led the development of higher vocational and technical education in China from scale expansion to standardised operation, to model innovation and then to improving quality.

Forecasting ICT Integration during Teaching Practicum in the Face of National Standards for Teacher Education in Malawi

Foster Gondwe

University of Malawi, Malawi

In pursuit of quality, accountability and competitiveness in teacher education; education systems worldwide are documenting expected standards of the teachers, particularly competencies to be mastered by the prospective teachers. This trend is also clear in the reform efforts aimed at driving ICT integration in teacher education, for example as it has been the case with ICT standards and competencies for teachers (and teacher candidates) championed by the OECD and UNESCO. However, despite having deliberate policy in form of standards for ICT in teacher education, the gap between policy and practice still persists in many countries. Therefore, this study reviews available literature, education reports and current teaching practicum ‘practices’ at four selected teacher education institutions to ascertain the institutions’ readiness to implement the National Standards for Teacher Education (NSTE, 2017) in Malawi. Gauged against UNESCO’s (2002) Framework for ICT in Teacher Education, the study’s primary findings indicate that while the NSTE seemingly pay insignificant attention to ICT in teacher education; the success of the standards on ICT integration during teaching practicum will certainly depend on the changes in the planning, organization and assessment of teaching practicum. However, the ‘full throttle’ implementation of NSTE will have equity implications, considering the differences that exist among the teacher education institutions and schools.

Educational Technology: Utilization, Adequacy and Priorities

Esper L. Feliciano & Sarah M. Palaw-Ay

Benguet State University, the Philippines

This research centres on the College of Teacher Education (CTE) at Benguet State University in the Philippines. It is imperative that CTE discovers the status and needs of their partners so as to appropriate necessary interventions that would assuage the challenges they meet. With the challenges answered comes the assurance that pre-service teachers when under the tutelage of these cooperating teachers will receive better quality of mentoring. This descriptive research endeavoured to discover the respondents’ extent of utilisation of; adequacy of enhancement programs received for; and priorities for enhancement in educational technology. Results revealed that the respondents due to some hesitations do not regularly use newer forms of technology. Apparently, said respondents have preference to the non-projected traditional forms of technology. Further, results show that teachers generally received slightly adequate enhancement program on all forms of educational technology. Gleaned from the results, it is can be said that there is dearth of educational technology enhancement programs for teachers. As such, the respondents identified their training priorities for educational technology to be primarily about educational media and computer-based instruction.

By Default or by Design: Understanding Neoliberalisation of Vocational Education and Training in Hong Kong

Chow Tat Wing

The University of Hong Kong

In Hong Kong, most Vocational Education and Training (VET) scholars focus on the neoliberal initiatives and their impacts on students, but not the process of neo-liberalisation and its impacts on the major actors of VET in Hong Kong, the Government and the statutory Vocational Training Council (VTC). Understanding neo-liberalisation from this perspective could facilitate the identification of and reflection on the rationale of other governments and public bodies who intend to implement such neoliberal measures as market competition and privatisation. Drawing upon the literature and published data, the proposed paper attempts to understand the ideological, political and institutional factors which account for the pace, extent and character of neo-liberalisation of VET in Hong Kong. It also seeks to consider Hong Kong’s cultural and socio-historical factors to understand neo-liberalisation as well as the rationale supporting its continuity in VET against the criticisms the major actors are facing. Through examining the various local peculiarities and traditions which enabled neo-liberalisation as a global phenomenon to take place in Hong Kong, the paper could demonstrate that current theories and frameworks might need adaptation when deployed from their Western contexts.

**Parallel Session 5-A:
Education for Social and Intercultural Understanding**

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: Sophanith Meeting Room I (1st Floor)

Extra-Curricular Activities and the Development of Multicultural Education in Indonesian Pesantren

Bambang Arif Rahman
Hiroshima University, Japan

This article examines the extent to which a modern Islamic Boarding School (pesantren) in Indonesia recognises and has the capability to develop multicultural education through extra-curricular activities. In contrast with the common negative portrayal of pesantren as an exclusive Muslim education institution which creates a radical Muslim generation, in fact, a significant number of pesantrens have valuable efforts in disseminating multicultural understanding through extra-curricular activities. It is in line with the recent Indonesian government effort to inculcate multicultural education values in Indonesian schools to deal with serious religious radicalism challenge after the fall of the authoritarian regime in 1998. The methods employed to gather the data in this work are participant observation, interview, and document analysis. This case study work looks into the extra-curricular activities in a pesantren in Solo, Central Java, particularly in its relationship with the support of huge cultural difference of Indonesia such as various local languages, ethnicities, and religions and beliefs. The findings of this research show that pesantren in Indonesia through extra-curricular activities have paved a pivotal way to develop multicultural education. In addition, this Islamic education institution has continuously implemented this program as an interesting teaching and learning method for the students, and as the completion of the formal curriculum.

Preparing Chinese Students with Global Competence: A Content Analysis on UN Job Descriptions

Teng Jun
Beijing Normal University, China

With the rapid development of Chinese economy and society, China is now more and more involving into the international affairs. While the number of Chinese who are employed in these international organisations is relatively limited. China is now in urgent need of preparing students with skills working in these international organisations. This research focuses on the “Global Competence” of UN professionals and similar. The main research methods are ethnographic content analysis and semi-interview semi-structured interviews, and utilised 757 UN job descriptions and 77,875 words of interview transcription from eight international personnel with different international organisations working experiences but common understanding on Chinese education. The research finding shapes a new model of “Global Competence” for the whole UN system, which includes five dimensions and 20 indicators as following: Core values of integrity, respect for diversity, professionalism and cultural identification; ways of thinking such as results-orientation, clients-orientation and teamwork-orientation; knowledge including individual professional knowledge and institutional knowledge; international transferable skills like communication, network, planning and organisation, ICT skills, learning skills and management skills; and personalities such as initiative, openness, stress resist, responsibility and international sensitivity.

History Textbooks Dialogue: A Comparative Case Study of Israel-Palestine, German-French and East Asian Textbooks

Mayaka Hida

Hiroshima University, Japan

Historically, attempts to promote peace through improving the history textbook description began in Europe at the end of the nineteenth century, and later expanded worldwide. However, there is still a dearth of research on textbook dialogue between Israel and Palestine, countries where there is also a history of pursuing peace through history textbooks. Therefore, to contribute to further development of history textbooks as a research field, the objective of this paper is to clarify the characteristics of history textbook dialogue between Israel and Palestine by comparing it with history textbook dialogue between German and French, and the dialogue among the East Asian countries. This activity, conducted under difficult situations of conflicts was supported by the Western countries in form of funding and sometimes venues. The textbook design is unique, called 'dual- historical narrative'. There are two descriptions based on interpretations of Israeli and Palestinians (called 'Historical Narrative') side by side (i.e. one page describing Palestine and the opposite page describing Israel), with blanks provided in the center for students to write their opinions after reading both sides. The created book has been used in other countries more than in Israel and Palestine.

Educational Progress for All – Challenges of Gender, Diversity and Inclusion

Katy Brand & Rin Narith

United World Schools, Cambodia

Enabling children to access basic primary education, in rural and marginalised areas of Cambodia, provides a way out of the cycle of poverty by promoting a better understanding of balanced nutrition, the importance of community health care and gender equality. This study looks at the impact of building United World Schools (UWS) to provide access to education in rural Cambodia, with a focus on breaking the poverty cycle, provision of nutrition and health care, gender understanding, and female opportunities. Data are collected from 70 UWS schools that have opened between 2008 and 2017, providing a broad range of data to base the study. Interviews conducted with senior students, who attended UWS Primary Schools, will involve primarily female students to look at the impact on gender equality. Improvement is assessed using Ministry of Education, Youth and Sport assessment data, with pictorial evidence provided to highlight impacts and challenges.

Social Appeal to the Reform of Medical Education: Based on the Comparative Study of China, UK and Canada

Yan Ji

Nanjing Medical University, China

Social progress is an impetus for the reform of medical education and the resulting new health systems puts forward new requirements for future physician. So how should medical education adapt to social expectations and requirements? This paper aims to explore how China, UK and Canada transform higher medical education by adapting to, and strengthening, national and regional health systems. It found the convergence of medical education reform directions of the three countries were slightly different. All recommended patient-centred practice to address individual and community needs and global health problems. Patient safety is at the core of education standards in UK, while, in Canada, social responsibility and accountability are core values, which means the diverse needs of individuals and communities throughout Canada must be responded. Meanwhile, meeting the needs of the health system and public health is strengthened in China. All three countries established specific and competency-based medical education standards which are the basis of instruction, learning, graduation and accreditation. Common standards include the knowledge base, clinical competencies, professional ethics and lifelong learning skills. The study found the need for all investigated countries to develop corresponding curriculum and assessment to sure all students meet the expected competencies.

Parallel Session 5-B:

Citizenship Education and National Identity: Cases of Bangladesh, Cambodia, Hong Kong and Singapore

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: Sophanith Meeting Room II (1st Floor)

Cellphilming Political Participation with Ethnic Minority Youth in Hong Kong in the Aftermath of the 2014 Umbrella Revolution

Casey Burkholder

University of New Brunswick, Canada

Hong Kong's 2014 Umbrella Revolution saw youth take to the streets to call for political reform. What is less known is how ethnic minority young people in Hong Kong envisioned their participation in the movement and in Hong Kong society more broadly. This study investigates the how concepts of selfhood and citizenship were negotiated and represented by eleven participants (four females and seven males) through cellphilms (mobile technology + film production) and combining ethnographic (semi-structured individual and group interviews). Although Hong Kong's ethnic minorities are typically portrayed in the media as "culturally alien and linguistically and socially handicapped," these youth have engaged with cellphilms to speak back to these representations by creating their own critical media texts, and not enough is known about Hong Kong's ethnic minority young people's sense of self and citizenship. As such, the study contributes to a complex understanding of civic engagement and belonging through the case of ethnic minority youth in Hong Kong. One clear finding from the project is that cross-cultural exchanges and conversations about what it means to be a Hong Kong citizen—regardless of racial, cultural, or linguistic practices—are playing out in digital spaces and are assisted by the cellphilms—even three years after the Umbrella Revolution.

A Challenge to Informed Citizen: A Case Study in One Community, Thpong District, Cambodia

Pang Vanthown

Royal University of Phnom Penh, Cambodia

A healthy and sustainable democracy needs an open and accountable governance system, real choice in elections, and a well-informed, active and responsible electorate. Cambodia has adopted a democratic system of governance since 1993. However, the development of democracy in the country is seen by reasonable observers to have declined in 2017 due drastic measures taken by the government against media and opposition parties to ensure peace and stability. This study attempted to understand the role of citizens in such effort to ensure peace and democracy. It analysed citizen's awareness about the informed citizen concept and identify the key challenges preventing them from as such. Based on data from focus group discussions, key informant interviews and unstructured observations during data collection in a community in Kompong Speu province, the results revealed unsurprisingly the low awareness among respondents about the concept of the informed citizen. Several challenges preventing a person from becoming an informed citizen were identified such as cultural challenges, power distant, negative behaviour toward the different political tendency, low political knowledge, misperception of respondents, etc. All challenges above stemmed from the low level of critical thinking of the people.

Teaching Ethics and Values in Schools: An Exploratory Study in Bangladesh

Manzoor Ahmed, BRAC University, Bangladesh

Edward Vickers, Kyushu University, Japan

New global challenges for humanity to build just societies, live in peace and prosperity shared by all and protect the planet for the future generations bestow the issues of ethics and values and the domain of moral education a new urgency. The education goal SDG4 affirms this urgency in Target 7 about sustainable living, global citizenship, and contributing to culture of peace and respecting diversity. Starting with the premise that a key purpose of schools is to promote ethical values and moral development of young people, Education Watch Bangladesh (an independent civil society research group) has undertaken a study on Ethics and Value in Education (EVE). The Study explores four areas: concepts and conceptualisation; manifestation of concepts in learning content and teacher development, practices in classroom and school, and perceptions and expectations of key stakeholders. A triangulation approach is followed drawing on empirical observations, qualitative judgement, and perceptions and opinions regarding the four areas leading to better understanding of EVE and how EVE can be promoted better. The study was completed in February 2018 and we will present the results and discuss the implications for methodology, policy measures and the value of a comparative perspective.

Politics, Power, and Ethnic Minority Children's Rights in Postcolonial Hong Kong

Gao Fang

The Education University of Hong Kong

Post-colonial Hong Kong is faced with a multilingual and multi-ethnic population and a structured ethnic stratification in which South/Southeast Asians (speaking a primary language rather than Cantonese) from less economically-advanced countries are positioned as a non-Chinese non-Anglo underclass. This study utilises the Bourdieusian conception of linguistic capital, examining colonial and post-colonial language-in-education policies pertaining to South/Southeast Asian children. It discusses ways these policies impact on children's rights to a non-discriminatory social studies education and to empowering curriculum knowledge. Following a documentary analysis and an interview study, the research results reveal that language policy in post-colonial Hong Kong moves swiftly from diglossic and superposed bilingualism to triglossic. In particular, the increasing value of Cantonese as a defining characteristic of citizenship and education since 1997 is associated with the initiation of a compulsory Chinese-medium instruction policy, which wrongly assumes that local children all share the same mother tongue (Cantonese). Although various international human rights instruments, including UN Convention on the Rights of the Child and the Convention on the Elimination of Racial Discrimination, guarantee the principle of non-discriminatory education, this investigation indicates that Hong Kong has a long way to go in addressing language as 'a prohibited discriminatory ground' in education, in managing ethno linguistic diversity against linguisticism, and a means in realising equal citizenship rights.

Nationalistic Education and Commemorative Events: A look at Patriotic Symbols, Rituals, and Ceremonies in a Singapore Secondary School

Shuyi Chua & Jasmine B.-Y. Sim

National Institute of Education, Singapore

Beginning 1997, the Ministry of Education (MOE) mandated that all public schools commemorate four special events in the history of Singapore. The objective of this study is to explore the main features and contributions of two of these commemorative events – Racial Harmony Day and National Day - in a secondary school in Singapore. This study is significant because few studies have focused on the role ritual and emotion play in educating the citizen. Commemorative events rely on embodied and experiential learning which is distinct from the more often studied cognitive and rational learning that takes place in the history or social studies classroom. Moreover, much of existing research is US-centric; with very few explore commemorative events and patriotic rituals in schools in Asia; it was observed that though core elements determined by the MOE are adhered to, there was much freedom in how the school implements these events, and although a teacher headed the planning, the execution of the events was a school-wide effort. Themes that emerged include the use of symbolism, rituals, ceremonies, and engaging activities to create multiple opportunities that evoked feelings of cohesion and collectivism, and; belonging and pride in students.

**Parallel Session 5-C:
Education Rights and Ethnic Identity**

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: Sophanith Meeting Room III (1st Floor)

**Cultural Identity Formation: Comparative Studies of Malay, Chinese and Tamil National Primary Schools
in Malaysia**

Low Zehan
Kyushu University, Japan

This research aims to find out to what extent the value systems and cultural understandings of education's purposes in three different types of Malaysian primary school (Malay, Chinese and Tamil) are similar and mutually compatible – or dissimilar and potentially irreconcilable. It further seeks to investigate how each of these three types of vernacular primary school transmit and reflect cultural values while adapting to political and social change and the challenges of globalisation. This research sought to find a 'fresh' perspective and generate new insights regarding the different 'school cultures' of the three primary school types, and related differences in the ways in which the purposes of education are conceptualised by educators and stakeholders in Malaysia's three principal ethnic communities. Previous research on Malaysian primary education does not adequately address these issues. Besides, this project encourages discussion and dialogue among teachers and scholars from different ethnic groups to address inter-ethnic issues that are otherwise difficult to voice due to limited opportunities for free expression.

Harmonious Yet Different: Ethnically Integrated Classes in Beijing Inland Boarding High Schools

Donghui Zhang & Lifang Hu
Renmin University of China, China

As a result of the inland boarding school and class policy since 2000, an increasing number of students from Xinjiang Autonomous Region, in the western border of China, have been relocated from their hometowns to enrol in high schools in Chinese eastern coast cities. In Beijing, 11 high schools participate in the program and receive as many as 5,000 students every year, of which more than 80 percent are ethnically Uyghur. Coming from different linguistic, cultural and regional backgrounds, these students are generally placed in separate classes in the first year of the four-year high school programs, but mixed with the Beijing local students in the same classes for the following three years. This study examines how Beijing high schools tackle with the ethnically integrated classes in terms of curriculum, instruction and class management, as well as what challenges are posed to the Xinjiang students and local Beijing students respectively.

Educational Equality and Equity as Contesting Constructs in Social Progresses

Kwok Pui Ki Patricia, *University of Cambridge, United Kingdom*

Chee Wai-chi, *Hong Kong Baptist University*

International commitments in improving educational experience, such as the United Nations' Sustainable Development Goals, are largely based on the belief that education contributes to social progress. Yet the understandings of social progress remain divergent. Educational ideas in policy discourse across the globe are commonly drawn from two appealing but competing philosophies of social progress. Within the instrumentalist approach, competition as a drive for social progress is encouraged under the logic of neo-liberal market operation. The dynamics between the recent emphasis on "equity" and the long-existing market-orientation of Hong Kong's traditionally elitist and meritocratic education system inspire us to rethink "equality" and "equity" as contesting constructs. Research findings reveal that "equity" in education is paradoxically jeopardised by a neo-liberal reading of "equality", which is further reinforced by the cultural milieu of meritocracy. Thus, social inequalities are produced, reproduced, and further legitimized by dominant official discourse. This study is significant because it challenges the typical assumption that "equality" and "equity" are two complementary concepts and argues that they are in fact in conflict when understood in different terms of social progress. This compels us to reconsider the multiple meanings of social progress and reflect on the role of education in promoting different progresses.

Multi-Ethnic Equality of Education — Inspiration of Brazil's educational progress

Qin Maomao

Beijing Normal University, China

Brazil is a multiracial melting pot, bringing together ethnic groups from Africa, Europe, Asia, and of course, indigenous people. Brazil's high-speed economic development had benefited from the popularisation of education and the fairness of education, and it was of great significance to understand and study how to promote a more inclusive education in a developing country with so many races. Multi-ethnic education, it is not only a development in the field of education but also a major issue of diversification of society and racial equality. Brazil's experience is of great significance to multi-ethnic developing countries. This essay will analyse the content of multi-ethnic education policy, its background, the adaptability to Brazilian society and its reference to other multi-ethnic developing countries. Using the literature research method and interview method, this article will study the specific multi-racial education policy in Brazil, and analyse its advantages, disadvantages and its reference to other multi-ethnic countries

Adaptation to Primary School of Ethnic Minority Children - Positive Impacts given by Pre-Primary Education in Lao PDR

Miki Inui

University of Hyogo, Japan

In the Lao People's Democratic Republic (PDR), two streams exist in pre-primary education, the standard three-year education and a one-year preparatory class called the "Grade Zero" system. The "Grade Zero" system was launched in 2006 particularly in the areas where ethnic minorities reside; however, little research has been conducted to know the actual impact of the system. This research aims to investigate the introduction of the "Grade Zero" system and its impact on Hmong children in a rural village of Lao PDR. The research methodology included qualitative research comprising interviews with villagers, school authorities, and staff members of the Department of Education and Sports and observation at a school in a rural ethnic Hmong village. The research findings revealed that the "Grade Zero" classes have been introduced in accordance with the budget, capacity, and available human resources in the villages as well as the condition of attached primary schools. In addition, it was found that the "Grade Zero" system plays an important role in Lao language acquisition for Hmong children because they can adapt themselves to the language of instruction, the Lao language, when entering primary school.

**Parallel Session 5-D:
Discourse on Gender and Its Impact on Education**

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: VIP Grand Sokhalay I (Ground Floor)

How Individualism-Collectivism and Gender Affect the Relationship between Peer Pressure and Collaborative Academic Cheating: Empirical Evidence from China

Yinxia Zhang

Fujian Normal University, China

In the cultures perceived to be more collectivistic oriented, the high rate of collaborative academic cheating has been repeatedly reported among college students. This phenomenon has been suggested to associate with the greater pressure to help a peer cheat (peer pressure) which is characteristic of an in-group environment, yet few empirical have offered support for this speculation. Utilising responses from a sample of 2,293 Chinese undergraduate students through a nationwide questionnaire survey, the current study yielded results as follows: Peer pressure was a solid predictor of both passive collaborative cheating (i.e., allow a peer copy one's answers) (PCC) and active collaborative cheating (i.e., copy answers from a peer) (ACC). Secondly, among the four I-C orientations, HI and HC was negatively correlated with peer pressure, HI was a significant predictor of ACC, and none of the four orientations significantly moderated the correlations of peer pressure with both PCC and ACC. Third, gender was a significant predictor of ACC yet insignificant for PCC. The joint effects of gender and peer pressure on both ACC and PCC were supported. In short, these results suggested that gender might be a more relevant factor than I-C orientations in their joint effects with peer pressure on collaborative cheating on tests.

Who Are the Caretaker of Tradition in Khmer Classical Dance?: Transgression, Gender and Cambodia's First Gay Dance Company

Saori Hagai

Ritsumeikan University, Japan

This presentation is primarily concerned with exploring the boundaries of the Khmer classical dance in the context of contemporary gender consciousness and growing disposition for transgression in Cambodia. With the dance often described as a mirror of heaven, reflecting society's highest expressions of beauty, identity and order have typically been associated with female dancers, grace and femininity. In 2015, however, Prumsodun OK, an artist and choreographer trained in the classical art established Cambodia's first all-male, openly gay dance company. This group's very existence shakes the boundaries of the dance, but also poses broader questions about who the legitimate caretakers of national art forms are and whether or not the alternativeness represented by LGBTQ is contrary to tradition. Addressing these concerns, this presentation will discuss the conceptual contestation over the definition of authenticity and the uneasy transition within the conservative dance establishment, such as the Royal University of Fine Arts, when compelled to acknowledge a heterodox newcomer.

Gender Equality in Education and Sustainable Development: A Comparative Analysis of Progress under the 2030 Agenda

Elaine M. Walker & Zhuoyao Liu, *Seton Hall University, USA*
Rushuang Yu, *Zhejiang Normal University, China*

The role of education as an integral contributor to global sustainable development was affirmed in 2015 at the World Education Forum held in Incheon, Republic of Korea. Global educators and representatives from civil society, governmental and private sectors committed nation states to Sustainable Development Goal 4 (SG4). In short, this goal requires countries to create educational systems that are inclusive, afford equitable quality education experiences to all and promote lifelong learning. This paper seeks to understand the relationship between gender equality in educational attainment and other sustainable development outcomes that specifically pertain to outcomes for women and girls; and the stability of this relationship across and within countries. The paper draws upon country-level data extracted from GEM statistical tables and from the metadata repository for SDG indicators at <https://unstats.un.org/sdgs/metadata/>. The analyses focus on two samples: one constituted based on country income- the other on region, and found that Gender inequality continues to persist with significant intra-country inequalities. Inequality is greatest among low-middle income countries, Sub-Saharan Africa and South-eastern Asia; and variations are evident with regards to early marriages and pregnancies.

Popular Discourse on Fatherhood in Post-1949 China - An Oral History of Attitudes and Practices in Xiangtan, Hunan

Tingting Tan
Kyushu University, Japan

The Communist Party of China has had to intervene in the private sphere and reshape familial and gender relations through various propaganda in different periods. However, how the official discourse on fatherhood has been reinterpreted by ordinary people in different generations needs to be further explored. This paper therefore aims to explore the ordinary people's changing attitudes towards the father's role and their practices of paternal involvement in childcare and housework. In order to explain the popular discourse on changing fatherhood since the Mao era, oral history data from four generations in Chairman Mao's hometown - Xiangtan, Hunan will be collected and analysed. This paper puts forwards four main hypotheses, convening different time periods: Fathers in the 1950s felt the need to father and look after as many children as possible to contribute to community; during the 1970s the importance of parents sharing roles and tasks became more important; in the 1990s, the continued extra work burdens placed on mothers means fathers become more involved in discipline and education; and, fathers after 2010 are far more aware of the importance of shared child raising, moving away from authoritarian role to become more less strict and more supportive.

A Study on Professional Happiness of Primary School Teachers from the Perspective of Gender Differences from the City of Anqing, China

Liu Yu, Song Deru & Jing Li
Chuzhou University, China

The professional happiness of teachers has a direct impact on the work attitude and quality of work of teachers as a whole. This paper aims to analyse the current situation of professional happiness of primary school teachers of gender differences. The study of the different factors that cause the loss of male and female teachers' personal happiness can help the education departments to develop educational policies to improve the personal happiness of teachers. Data was collected in four primary schools in Anqing City in China by the Primary School Teachers' Professional Happiness Questionnaire, with 136 teachers (44 male teachers and 92 female teachers). SPSS was used to examine gender differences in the professional happiness of primary school teachers. The comparative study on the differences of professional happiness between Male and Female Teachers, found that male teachers' work and work motivation is lower than female teachers'. It also found that there is great difficulty in attracting males to enter teaching.

**Parallel Session 5-E:
Education for Underrepresented Groups**

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: VIP Grand Sokhalay II (1st Floor)

Problems and Challenges of Implementing Buffer School Policy in Thailand and Cambodia Border Area

Ampa Kaewkumkong & Ke Sen
South China Normal University, China

After certifying the ASEAN Charter of 2008 and the ASEAN Blueprint of 2009, the Thai government has a policy to strengthen relations with its neighbouring countries and ASEAN countries by using education as a key mechanism for driving development. At present, the Thai government's role in education development in ASEAN is to serve as an agent of change at border schools. Hence, the strategy to improve cooperation between border schools of Thailand and its neighbours was initiated in 2010. The scheme is called "Buffer School", and running 24 pilot schools. This paper thus aims to investigate the problems and challenges of these pilot schools focusing on location at the Thailand-Cambodia border area with the explicit research questions that "What problems and challenges have arisen due to the implementation of policy and in the implementation process of the pilot schools?" The study demonstrates that Buffer Schools have faced problems in all dimensions of policy, people, and place at both state level and street level. The major issues hindering successful implementation are the policy's resources allocation typically funding, the lack of personnel's capacity at local context in some schools, and the readiness of chosen schools to run the program. Furthermore, maintaining target group embedded positive attitudes is essential in order to motivate those for program participation.

The Reimagination of Thailand in Taiwan: A Case Study of Culture Learning in a Thai Language Classroom

Tan Sing Yee
National Taiwan Normal University, Taiwan

The immigration wave from the Southeast Asia to Taiwan since 1980s has made up the fifth biggest group of the country, and is now larger than the aboriginal residents of Taiwan. The incoming of the "New Immigrant" brought their home cultures and languages that have enriched the country, but this is not well-known in the mainstream society. This study is going to focus on one of the Thai Language Class in an NGO assisting new immigrants from Thailand, to discover how the re-imagination of Thailand takes place. The data of the study is collected through observations of the classes and interviews with the teacher and students, throughout the class. Facilitated by a teacher with transnational experience, the students were able to deconstruct and reconstruct their imagination of Thailand, and explore their own experiences.

What Roles Can Public Schools Play in Improving Migrant Children's Living Situation

Shen Lyu
Peking University, China

The scale of labour flooding in some metropolises such as Beijing and Shanghai has been maintaining in a high level since the 1990s. As a result, the proportion of migrant children has significantly increased. Statistics (Sixth Nationwide Population Census of Mainland of China 2010) show that, in 2010, the resident migrant population of Beijing was 704.5 million; of which 249,000 were migrant children aged 6-14, accounting for 3.5 percent of the resident migrant population. Compared with the Census conducted in 2000, the number of school-age children in the city decreased by 41 million, while the proportion of migrant school-age children increased by 19.1 percent. Few would deny that the public education not only decides the academic performance of these kids to great extent, but also functions on their mind and shapes their soul, thus has profound effect on the way they view their living environment, the society and the world, which will further have impact on the stability of the society in the future. Under this circumstance, it's vital to describe migrant children's living situation in Chinese public schools and find what roles public schools can play in order to improve current situation.

**Parallel Session 5-F:
Peace and Global Citizenship Education**

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: VIP Grand Sokhalay III (1st Floor)

Preparing New Generation for Citizenship in Digital Age

Chanita Rukspollmuang
Siam University, Thailand

This research project aimed to investigate how universities prepared their students in relation to the national “Digital Thailand” policy. As part of the project, a survey of “digital citizenship” characteristics of undergraduate students in selected universities was undertaken, with the intention of proposing policies to promote desirable characteristics for citizenship in the digital age. Document research and survey study using questionnaires were employed in the selected one public university and one private university. Examples consisted of 420 undergraduate students. It was found that both universities had started some programs to nurture digital citizenship. Students in the public university scored highest in the “Educate” dimension, especially “Literacy” and lowest in the “Respect” dimension, especially “Law”. As for the students in private university, it was found that they scored highest in “Rights & Responsibilities” in the “Protect” dimension and lowest in “Law” in the “Respect” dimension. It was then proposed that more attention should be given to the study and understanding of related legal knowledge in the “Respect” dimension. More opportunities and awareness for digital “Communication” and “Commerce” in the “Educate” dimension as well as “Digital Security” in the “Protect” dimension should be emphasised.

Global Citizenship Education through Service Learning

Genejane M. Adarlo
The University of Hong Kong

Service learning is a pedagogical approach that has gained popularity in recent decades among institutions of higher education. As a credit-bearing experiential learning whereby students are asked to respond to identified community needs through practical application of course content, this community-embedded academic practice can provide meaningful, relevant, and structured opportunities for global citizenship education. However, additional research is needed to examine what civic identity and sense of agency get to develop in service learning. Hence, this study aimed to examine the civic identity fostered and the sense of agency enacted through service learning. Data were gathered and analysed from observation notes during classroom and field visits, narratives from reflective journals of students, and transcripts from semi-structured interviews of study participants. Findings suggest that service learning, particularly if critical or change-oriented in approach, could foster a civic identity, which is authentic to respond in solidarity for social change. This is because such service learning could bring about a sense of agency when students are given meaningful, relevant, and structured opportunities to concretely act on pressing issues in society.

Presence of Education for Peace, Sustainable Development and Global Citizenship (EPSG) in Economics Textbooks & Curricula

Srishti Goyal
UNESCO MGIEP, India

EPSG is a goal that governments across the world adopted via way of Sustainable Development Goals (SDGs), SDG4.7 in particular. While efforts in this direction have been made in the past, for instance via UN Decade of Education for Sustainable Development (2005-2014), the review of the adoption of such policies and their penetration to reach the future leaders of the world hasn't been perceived. Ergo, it becomes imperative to analyse the presence of EPSG themes and competencies in the economics curricula, syllabi and textbooks (secondary school level). The paper also tries to ascertain the alignment of the countries' education policy and curriculum with the economic curricula and textbooks for six Asian countries: Bangladesh, Bhutan, Hong Kong, India, Singapore, and Sri Lanka. The results of the analysis found that the concept of global citizenship is completely missing as emphasis is more on creating national identity. Also, out of the six nations under consideration, presence of the concept of peace was seen only in Bhutan. Moreover, sustainable development, though addressed but not focused in entirety as most of the economics concepts, inter alia, externality, green growth, and inclusive growth—were missing.

Critical History as Teachers' Curricular Space for Global Citizenship Education: A Case Study in Thailand

Omsin Jatuporn
Naresuan University, Thailand

Taking the current situation of history education in Thailand into account and with a mixture of royal-nationalistic ideology immersed within socio-political construction of hegemonic knowledge, reforming history education is, inevitably, a contentious task. Scholars who critically challenge the status quo will be labelled as non-patriots for the nation, religion and monarchy. However, it is imperative for educators to develop curriculum and pedagogical practices within critical and pluralistic perspectives of the past and present. In light of this, scholars propose that teachers could only achieve open classroom instruction if they are willingly to adjust their authority role as knowledge transmitters and shift to that of curricular-instructional gatekeepers as agents responsible for teaching critical history within a context of nationalistic history curriculum. This paper focuses on how secondary social studies and history teachers implement critical history education and their creation of a curricular space for promoting global citizenship in secondary school students. The results revealed that the teachers presented their role as critical curriculum leaders and demonstrate sophisticated understandings of history education by including critical perspectives into the lessons. In classroom practices, they had strategies to teach critical history in meaningful, contextualized and challenging contexts, some planned extensive lessons to address multiple perspectives to national history throughout their curriculum.

**Parallel Session 5-G:
Global Citizenship Education in Asia: Policies and Practices**

Date: Saturday 12th May 2018
Time: 14:00 - 15:30
Venue: VIP Green I (Garden Villa)

**A Discussion on the Shaping of World Citizen in the Textbook, Moral and Citizen in Macau, ——An
Analysis Based on “The Requirements of Basic Academic Attainments for High School”**

Shi Yudan & Zhuo Zelin
South China Normal University, China

The rapid spread of globalisation not only changes the way of human survival, but also incubates the new identity of human beings; the world citizens. The Education and Youth Affairs Bureau in Macau have cooperated with the People's Education Press in compiling the textbook Moral and Citizen (trial version) applicable to the study period from primary school to high school, which includes the learning modules related to cultivating the world citizens. In order to allow the youth in Macao able to make self-evaluation in the degree of intellectual literacy based on some rules, Education and Youth Affairs Bureau has also compiled policies for “The Requirements of Basic Academic Attainments “ in various grades and disciplines successively. According to these, this article intends to use these academic attainments as a reference basis, selecting the textbook Moral and Civic as the analytic sample, and finally accesses contents related to the world citizens training, attempting to know more about the local characteristics of world citizen education in Macao and make some suggestions appropriately.

Citizenship Attributes of Asian Students from the IEA ICCS 2016

Tae-Jun Kim
Korean Educational Development Institute, Korea

This study was designed to obtain objective data on civic perceptions and the preparedness of Asian school students through participation in an International Civic and Citizenship Education Study (ICCS), an international comparison study that 25 countries participated in. Hence, this study aimed to objectively understand the ways in which young Asian people perceive their civic roles in the Asian context through data-driven analysis. Between October 2016 and June 2016, data was collected from a total of 23,284 lower secondary school students, who successfully responded to the ARM questionnaire; their average age was 14.37 years. Overall, Asian students expressed supportive attitudes and value beliefs toward cultural, traditional, civic, and ethical issues, and they held critical views of undemocratic, unfair, and corrupt issues of government, public personnel administration, and public service. Many students shared similar civic perceptions on some democratic and general values, but simultaneously, geographically different viewpoints concerning some traditional collectivist values were observed. Asian students' civic perceptions considerably affected their civic knowledge. We determined that Asian civic perceptions were geographically distinguishable from certain collectivist aspects. We perceived a small but patent and statistically significant perceptual change: the collectivist perspective and Confucian influences have somewhat weakened in East Asian societies, and neoliberal competitiveness has replaced them as a new influence on civil society.

Hope for Global Citizenship: A Search in Japanese and Chinese Education Policies

Sicong Chen

Kyushu University, Japan

Despite the emerged global dimension in citizenship education in Japan and China, national citizenship remains the core in both cases. Indeed, constructing citizenship education primarily and exclusively on the ground of and with the purpose for the nation-state is observed to be a tendency shared across East Asian societies. Such bearing implies a gloomy prospect to uphold global citizenship in Japanese and Chinese schools under similarly centralised education systems. This paper looks for hope in gloom, identifying opportunities and room to advance the global dimension in present contexts. The preliminary findings suggest that hope for global citizenship development does exist even in the predominantly national citizenship education in both Japanese and Chinese cases, in the sense that current policies do highlight, touch on or at least leave space for developing some elements of the idea of globally oriented citizenship, though falling short of significant others. The found similarity between the two country cases calls for further study to compare on-ground discourses and practices of global citizenship education in schools. The identified chances, albeit limited, not merely suggest what can be taken advantage of, but also remind us of the need to retain a sense of optimism in critical examination of the unsatisfactory present for a desirable future in citizenship education study.

Towards Attaining Sustainable Development Goals in Sri Lanka

Sunethra Karunaratne

University of Peradeniya (Retired), Sri Lanka

This study is a part of an UNESCO study conducted by the Mahatma Gandhi Institute for Peace on sustainable development goals (SDG 4.7). The objective was to find out the implementation of SDG in these countries with the aim of achieving sustainable development (SD) by 2030. Data were collected under 14 categories, by exploring policy papers, national curriculum framework (NCF), textbooks, teacher guides and assessment tools. NCF is developed based on the country's policies and, international policies such as MDGs, EFA and ESD. NCF has represented the ESD categories- economic sustainability, environmental sustainability, human rights, global issues, interconnectedness and, attitudes, values and dispositions. Textbook analysis for SD shows that the theme of global citizenship is not represented in the textbooks of primary and secondary students. The themes like women's contribution to society and cultural diversity are represented only in social sciences (civics & geography) and themes such as energy only in science. This shows that the focus is given mainly to subject content in curriculum development and textbooks. Hence, it is suggested to focus school curricula under broad themes where there is subject integration considering the local and world issues gearing towards SD.

Cultivating a Sense of Human Destiny Community - The Concept Transformation of China's Policy on Education for International Understanding

Yingmin Jiang

Beijing Normal University, China

Education for International Understanding started in 1990s, an era when China was transforming itself from a socialist planned economy entity to a market-oriented one. Under this background, apart from inheriting directly from UNESCO's concept, Chinese government regarded this kind of education as an important way to enhance international competitiveness. Affected by it, the development of China's education for international understanding had gone through three periods: inheriting UNESCO's concept, internationalizing personnel training, and exploring China's indigenous mode. After the convening of China's 19th National Congress of the Communist Party in October 2017, it will make a directional shift toward "cultivating a sense of Human Destiny Community". This article will sort out the stages and characteristics of China's policies on education for international understanding, and analyze the status quo, meanwhile pointing out the future trend and existing problems.

**Parallel Session 5-H:
Education for Responsible and Multicultural Citizens**

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: VIP Green II (Garden Villa)

Good Habit of Throwing Garbage: Practice Among Primary School Students

Sopheary Leng

Takeo Regional Teacher Training Center, Cambodia

Except for Grade eight, good habit of throwing garbage is present in textbooks in Cambodia at each grade from one to nine. This includes sweeping, mopping, cleaning, and putting garbage in the bin. In Grade Seven, textbooks teach children to use biodegradable organic garbage for fertilisers, while in Grade Nine, textbooks instruct students to take good care of water resources by not throwing garbage into them. This would suggest that students across the country should have good habits concerning garbage disposal. Yet, this does not seem to be the case. Littering remains a problem in Cambodia, despite large-scale educational and advertising campaigns, but no academic study has been conducted on this yet. This paper is the first study that aims to address this by investigating the practice of garbage disposal among primary school students. Observations at three primary schools and one provincial teacher-training centre were made, and informal interviews were conducted with teachers and teacher trainers. Although students were responsible for cleaning their classrooms and schoolyards, there were clear signs that good practices were lacking. This research proposes the need to ensure children witness the positive actions of role models and authority figures, and the provision of teacher education on responsible garbage disposal.

Conceptualization and Assessment of Key Competencies for Children in Preschools – A Case Study in Southwest China

Yumei Han, Xiaoping Yang, Naiqing Song, Shanan Wang & Yuping Han

Southwest University, China

This study explores the conceptualisation of key competencies that children are expected to develop in three-year preschools (age 3-6) and the assessment practices of such key competencies in China. Assessment of child development is central to China's early childhood education quality evaluation system. This study specifically addressed questions including how early childhood key competency were defined or labelled from literature and from different stakeholders' views, what domains and components were regarded to constitute the key competency framework, and how such competencies were assessed and measured toward the goal of enhancing child development. This study adopted multiple stakeholders' perspectives to conceptualise and operationalise key competencies for children in preschools in Southwest China; the authors developed a checklist questionnaire and a semi-structured interview protocol, and conducted a two-phase sequential mixed method survey. A total of 111 valid teacher questionnaires and 337 parent questionnaires were collected and analysed, in addition to interviews with 13 kindergarten principals. Rudimentary findings show that: (a) stakeholders have agreeable concerns on the significance and necessity of conceptualisation and assessment of key competencies for children in preschools, (b) a key competency framework composed of 5 domains and 16 indicators was constructed, (c) different stakeholders showed consistent highlight on competencies in the physical development and healthcare domain and consistent ignorance of character domain concerning children's independency, self-regulations, social responsibilities.

Integration of Environmental Education in Elementary Science

Froilan Binggala Manas

Benguet State University, the Philippines

The study aimed at determining the extent of integration of Environmental Education in elementary Science. Specifically, the research questions are: What is the extent of attainment of the objectives; the extent of integration of Environmental Education topics; the extent of adequacy and availability of instructional materials used; the degree of seriousness of the problems encountered in the integration; and the extent of effectiveness of the solutions to the environmental problems? This study contributes to the development of people who are environmentally aware as well as involved with values formation who demonstrate love and respect for nature. It is therefore anchored on “Save the Earth”, a common agenda of the whole world and Multicultural Environmental Education. Findings show that the objectives of environmental education in Grade IV science are almost fully attained; the extent of integration of environmental education topics is almost fully integrated; the extent of adequacy and availability of instructional materials were moderately adequate and sometimes available. A significant relationship was shown on the adequacy and availability of instructional materials. The degree of the problems encountered by the respondents in the integration of environmental education topics was moderately serious; and the extent of effectiveness of the solutions was fully effective.

The Basis of Moral Education Should Be Knowledge: A Proposal to Today’s Japanese Education

Okamoto Hiroyuki

Hyogo University, Japan

The National Curriculum of Japan 2015 decided that moral education will start as a special subject of primary schools in 2018 and of junior high schools in 2019. The pupils’ mental achievements will be measured, for example, even on patriotism. The purpose of this study is to make clear the basis of moral education? It is impossible for teachers to measure pupils’ achievements of mental attitude as mentioned above, and many people are against this kind of moral education. However, the presenter is planning to suggest an alternative proposition, the background of which is Japanese modern history. Genzaburô Yoshino was a famous Japanese journalist in the 20th century. In 1937 he wrote a book aimed at middle-class students, highlighting social problems such as poverty, hunger and military violence; comments on the studies of economics, history and astronomy; and insisted that bullying or any other infringements on human rights must not be permitted from an academic viewpoint. The presenter holds that the basis of today’s moral education should be also knowledge, instead of mental attitudes, criticising the theory of the current National Curriculum of Japan which regards knowledge as only a part of human ability, strictly separated from moral and physical health.

Citizenship Education and Educating about and for ASEAN: A Comparative Case Study of Singapore and Thailand

Sim Jasmine, *Nanyang Technological University, Singapore*

Vachararutai Boontinand, *Mahidol University, Thailand*

Philip Tham

Singapore and Thailand are as different as chalk and cheese in terms of size, political system, religion and so on, but both countries were the founding members of ASEAN, and they share the common vision of promoting cooperation, regional peace and stability. However, ASEAN as a region is facing a number of challenges including migration, trafficking, statelessness and conflict over natural resources. A vision for a cooperative and peaceful regional organisation is one thing, but how is this vision translated into curriculum in the respective countries, especially in light of the challenges faced? Using the case study of Singapore and Thailand, this paper provides a comparative analysis of the citizenship education curricula in the respective countries, with attention to ASEAN and its challenges. Through an analysis of the official intended citizenship curricula, we examine the Upper Secondary Social Studies and the Regional Studies Programme curricula in Singapore, and the Social Studies and ASEAN Studies curricula in Thailand. This comparative case study illustrates some of the tensions and gaps facing citizenship education in new regional and global contexts. It highlights the differences and similarities between Singapore and Thailand in preparing students to be good national citizens with a regional concern and outlook.

**Parallel Session 5-I:
Poster Presentation**

Date: Saturday 12th May 2018

Time: 14:00 - 15:30

Venue: Senmonorom Ballroom (5th Floor)

Combination Instead of Confrontation: Unlocking the Potential of ‘Arts’ for Higher STEM Education

Tengteng Zhuang
Chinese University of Hong Kong

‘From STEM to STEAM’ has been called for in areas such as the United States and Hong Kong, and it is believed to be important that arts be integrated into STEM to push STEM Education to a higher level conducive to effective instruction and learning. This study sought to answer how adding the A to STEAM will work, what barriers exist, and what factors support its adoption for higher education. The study is employing a mixed method (both qualitative and quantitative) to search for the answers to the questions above. In line with the framework of the educational process model, a detailed literature review, interviews and surveys to university STEM instructors and students all serve as instruments to gain a thorough understanding of academic and frontline perceptions of how the element of ‘arts’ can play its role in the improvement of quality of Higher STEM Education. Sample participants in the interview and surveys are and will be from different countries and regions in Asia.

Teachers’ Law of Peoples Republic of China through an Outsiders Lenses: Some Issues Related to the Law

Belguun Damdinjamts
Beijing Normal University, China

In order to advance the field of education, which is one of the key components of a nation’s development, extra attention must be paid to the main tool of this field, the Teacher. Thus, the main question of this research seeks to determine what amendments are needed to the Teachers Law to satisfy and motivate the needs of teachers and students. The Importance of this study is based on an outsider’s critical analyses of the main articles of the 1993 law. Using the document analysis method and interviewing four teachers of a Chinese language school, this study tried to understand the true situation of Chinese teachers and find out possible ways to fill in the gap of Teachers’ law. Findings pointed at low teacher wages, and issues around qualifications to be key problems facing teachers in China. Although this study mainly criticizes the Teachers’ law and discusses the need for amendment of this law, it also makes reference to some articles which still benefits the teachers.

The Lost Public Living Space: a Case Study of High School Student Union

Wang Lili
Peking University, China

In many schools, the Students Union is a space for students to participate in public life, making it a public life domain or public living space. This study focuses on the nature of the general high school Student Union. Sampling 25 teachers and students in M High School, the researcher conducted interviews to learn about candidates’ school life and their opinions about the Student Union. At the same time, a questionnaire was employed to collect the data of high school students’ viewpoints on the Student Union. According to the investigation, the Students Union of M High School, which is the public space of student activities, is in a state of loss; autonomy is restricted with students being teachers assistants and monitors of student behavior. The Student Union neither serves students nor represents the interests of students, an inevitable result of the discipline education, which not only suppresses the development of individual autonomy, but also obstructs the development of civic education.

The Flourishing and Theoretical Model of Strength-based Education in Western Developed Countries

Ma Rong

Nanjing Normal University, China

Strength-based Education has produced abundant theoretical achievements and practical experience widely applied through many years of theoretical exploration and practical development. For the development of theory and practice of Strength-based Education in the western developed countries, the government and educational institutions play an active role in promoting its development. It emphasizes exploring strength, and focuses strong points and shining points of students based on the positive psychology. Strength-based Education facilitates the positive interaction between teachers and students, to help them establish mutual trust, constructs the teaching model and principles within and outside of classroom, and reinforces school community cooperation. Theory and practical exploration of Strength-based Education in western developed countries take feasible value for the transformation from Education of Making up Weakness and Critical Education to Education of Encouraging Strong Points and Appreciative Education. Through comparative analysis, literature review and other research methodologies, it is found that, in order to promote Strength-based Education, the western developed countries have made extensive researches and formed systematical principles of Strength-based Education practice. It is essential for educators to take seriously the reform of educational value and system, innovation of curriculum and teaching practice, establishment of teacher-student mutual trust, and carry out strength-based teaching practice through grounded educational researches.

Investigation on Possibilities and Necessities to Develop Teaching Methods for Ecology and Environmental Protection Course in Universities

Nemekhjargal Gandansuren

Beijing Normal University, China

In 2015, UNESCO's education reform emphasised the importance of education for Sustainable Development, and ecological education and environmentally friendly attitudes have become one of the significant criteria of personal education in the 21st century. The world is intensively demanding "green" actions, technologies, policies, and the economy, and so it is important that everyone understands the nature of the environmental laws. Today's rapid technological development allows the examining of the long term evolutionary changes and causes of the nature within short period of time. This paper discusses students' attitude toward the course on ecology and environmental protection studies students' reaction on these lectures, and examines students' attitude, participation, and the results of their grade who choose the course titled "Ecology-Nature Protection" via interviews with the lecturers of that course. The interviews found that mobile phone technology was deemed to be an important tool in providing knowledge about ecology, green development and environmental protection.

An Analysis of Global Citizenship Education Textbook Illustration -Focusing on Elementary "a democratic citizen living together" textbook of Office of Education in Gyeonggi Province

Seongkyeong Jeong, Hwanbo Park, Hyeyoung Yu & Hyekyung Park

Chungnam National University, Korea

An illustration is a picture language that directly or indirectly explains the content or concept of a subject. Illustrations complements the limitations of the abstract text language so that the content of the subject can be understood more visually and clearly. In particular, textbooks for elementary school students are more likely to use illustrations. The purpose of this study is to examine the appropriateness of the topic and illustrations of the books supplied by the Office of Education in Gyeonggi Province. The study analysed the illustrations presented in the textbooks by dividing them into three to four graders and into five to six graders in elementary and analyzed the criteria in the textbooks. A total of 489 illustrations were analysed, roughly 50-50 between Grades 3 and 4, and Grades 5 and 6. Almost 40 percent were photographs, 35 percent pictures, and 15.7 percent cartoons. Over 68 percent of these were deemed essential to the corresponding information or topic, especially in the cases of safety, human rights, and media topics.

**A Study on the Motivating Factor and Running Practices of British Universities Overseas Branch Campus:
A Case analysis of Heriot Watt Universities in Dubai**

Shiyun Wang
Beijing Normal University, China

The appearance and development of overseas branch campuses is an important part of the internationalisation in the field of higher education. Until January 2017, there were more than 200 overseas branch campuses in operation. The British are pioneers of overseas branch campuses, and since the 1990's, several British universities have set up more than 30 overseas campuses around the world; accumulating rich experience in running overseas branch campuses. The study explores the motivating factors and running practices of British universities overseas branch campuses, and found that since the administration of the Thatcher government in 1979, the British government has provided a supportive policy environment for universities to set up overseas branch campuses; the motivation of British universities to set up branch campuses is mainly to expand the source of income and to improve the international influence. Taking Heriot-Watt University Dubai campus as a case analysis, it has developed a relatively mature governance structure and quality assurance system, and accumulated certain experience on the management of teachers and students, curriculum and teaching. This study tries to explain the motivating factors and running practices of such branch campuses, discuss features and deficiencies, and also with a view to inspire Chinese universities to go abroad, operate internationally, or set up overseas branch campuses furtherly.

**“Non-Qualified” Teachers’ Self-Recognition and Experience in the State Reconstruction Stage After Pol
Pot Regime: Analysis of Local Elementary School Teachers’ Narrative**

Sayaka Senda
Nagoya University, Japan

This paper's objective is to study the self-recognition and the experience of “non-qualified” teachers in the People's Republic of Kampuchea, after Pol Pot's regime in Cambodia ended in 1979. The study found that the term “non-qualified teacher” is popularly used to describe all teachers appointed to their positions from 1979 onwards, with age and educational background not important for the classification. Such teachers were motivated by the knowledge that they were sharing what they knew with those who knew less, and many supplemented their incomes with second jobs such as shops owners, farmers, and factory workers. The study noted that even teachers possessing higher educational backgrounds also often worked two jobs, so was therefore not a defining characteristic of “non-qualified” teachers. While the project helped to restart education in Cambodia, doing so using teachers lacking formal qualifications had the effect of losing the high social status for all teachers that had been common before the Khmer Rouge came to power in 1975 and closed schools.

Recent Reform of Unrecognized Madrasa Education in Bangladesh – A case study of English Education

Azam Md Golam
Hiroshima University, Japan

The Bangladesh madrasa education market today presents two formal models for securing the teaching of traditional religious education: ‘Alia madrasas, which are wholly or largely funded and controlled by the government; and Quomi madrasas, which are privately managed and funded by community donations. However, it is at the secondary and post-secondary levels that the madrasa education, both ‘Alia and Quomi, deviates considerably from the mainstream, general education. As a result of reform efforts, Alia madrasas offer comparable, in some cases, better quality education compared to government schools. In contrast to the unique quasi-public Alia madrasas, Quomi institutions are primarily aimed at developing skills required to fulfill the duties of a religious leader. Unlike Alia madrasas, a significant number of Quomi madrasas, which have grown organically over centuries have diversified their curriculum in order to compete with alia madrasas and other public and private education providers. This study looks at the successes of such reforms, and identifies areas that are still lacking, in order to offer suggestions for further reform efforts. Looking at the present English syllabus at secondary level of a Quomi madrasa in Bangladesh as an example the study suggests potential recommendations to modify it for achieving the maximal goal of communicative competence in the target language.

The Impact of Student-Teacher Relationship on Student's Academic Achievement at Secondary School Level in Dhaka City

Mashraky Mustary

Sophia University, Japan

The relation between teacher-student relationship and academic achievement has been addressed in many studies, but the topic has not yet been explored sufficiently. Based on theories regarding interpersonal relationships, for students, aligned with attachment theory, positive teacher-student relationships enable them to feel safe and secure in their learning environment and provide a basis for important social and academic skills. The purpose of this paper is to examine the relation between Students Teacher Relationship and student academic achievement in South Asia from the perspectives of the two prominent theories concerning human interactions, namely: Attachment and Hofstede theory. They are important in STR hence they have been applied in the classroom for academic performance and good relation in learning institution in South Asia. They, therefore, have both academically and social impact on the relationship at the end of the student studies. The preliminary findings suggest the Hofstede theory applied in a south Asian perspective like Bangladesh education is not as effective as the attachment theory. The needs of the students should be given a priority in any school environment and we can see that this is not considered in the Hofstede theory. Moreover, the performance of the student cannot be monitored through this theory.

List of Participants

Presenters

N	Name	Affiliation	Email
1	Abdrasheva Dana	The Education University of Hong Kong	dana@s.eduhk.hk
2	Adarlo Genejane	The University of Hong Kong	gadarlo@connect.hku.hk
3	Ahmed Manzoor	BRAC University	amahmed40@yahoo.com
4	Alves Horta Hugo Duarte	The University of Hong Kong	horta@hku.hk
5	Anatoly Oleksiyenko	The University of Hong Kong	paoleks@hku.hk
6	Asada Sarah	Kyoritsu Women's University	asada.sarah@gmail.com
7	Azam Md Golam	Hiroshima University	mohsin6857@gmail.com
8	Bai Yanru	Lingnan Normal University	byr228@163.com
9	Bañez Robelita	University of the Philippines	rob.eic08@gmail.com
10	Bang Kyungah	UNESCO Bangkok	k.bang@unesco.org
11	Bonjah Anchomese	Beijing Normal University	ishmaelbonjah@outlook.com
12	Brand Katy	United World Schools, Cambodia	katy.brand@unitedworldschools.org
13	Bray Mark	The University of Hong Kong	mbray@hku.hk
14	Brehm Will	Waseda University	will.brehm@gmail.com
15	Brian Denman	University of New England	bdenman@une.edu.au
16	Burkholder Casey	University of New Brunswick	casey.burkholder@unb.ca
17	Byoungjoo Kim	Yeungnam University	kimbj@yu.ac.kr
18	Cai Xiuying	Xiamen University	sophycxy@xmu.edu.cn
19	Cao Lei	Hiroshima University	sourai2014@gmail.com
20	Chan Lung	The University of Hong Kong	chankl05@connect.hku.hk
21	Chanita Rukspollmuang	Siam University	drchanita@gmail.com
22	Charungkiattikul Suwithida	Chulalongkorn University	suwithida@yahoo.com
23	Chee Wai-chi	Hong Kong Baptist University	wcchee@hkbu.edu.hk
24	Chen Qi	Shaanxi Normal University	chenqi0105@126.com
25	Chen Sicong	Kyushu University	sicong.c@gmail.com
26	Chen Jiaxin	East China Normal University	jxchen881116@163.com
27	Chen Dongmei	South China Normal University	47599663@qq.com
28	Chen Dorothy I-ru	National Chi Nan University	irchen@ncnu.edu.tw
29	Chen Xinyang	East China Normal University	cxy_0208@126.com
30	Cheng Li	Hubei University of Education	chengli2015@yeah.net

Presenters

31	Chhinh Sitha	Sangapac Anuwat	sithachhinh@gmail.com
32	Chia Yeow-Tong	University of Sydney	yeowtong.chia@sydney.edu.au
33	Chiang Tien-Hui	Zhengzhou University	thchiang@zzu.edu.cn
34	Choi Min	Sangji University	donmin7@gmail.com
35	Chow Tat Wing	The University of Hong Kong	cyrus@live.hk
36	Chua Shuyi	National Institute of Education, Singapore	shuyi.chua@gmail.com
37	Chung Il-Hwan	Daegu Catholic University	ihchung@cu.ac.kr
38	Chuong Chantha	Ministry of Education, Youth and Sport, Cambodia	chuongchantha@gmail.com
39	Claver Venus	Shinawatra University	venusdennen@gmail.com
40	Cui Laiting	Zhengzhou University	clt@zzu.edu.cn
41	Dai Kun	The University of Queensland	daikun1219@gmail.com
42	Dai Yifei	The National Education Examinations Authority, China	daiyf@mail.neea.edu.cn
43	Damdinjamts Belguun	Beijing Normal University	bilguundami@yahoo.com
44	David Turner	Beijing Normal University	david.turner@southwales.ac.uk
45	Dekker Diane	SIL LEAD Asia	diane_dekker@sil.org
46	Dong-Beom Ju	Pukyong National University	j2009@pknu.ac.kr
47	Du Ping	Beijing Normal University	duping@bnu.edu.cn
48	Eam Phyrom	Cambodia Development Resource Institute	phyrom.eam@cdri.org.kh
49	Edward Vickers	Kyushu University	edvickers08@gmail.com
50	Fang Fang	Beijing Normal University	fang@bnu.edu.cn
51	Feliciano Esper	Benguet State University	e.feliciano@bsu.edu.ph
52	Feng Siyuan	The University of Hong Kong	siyuanfeng@hotmail.com
53	Finkelstein Martin	Seton Hall University	martin.finkelstein@shu.edu
54	Gan Yongtao	South-Central University for Nationalities	ganyt@foxmail.com
55	Gandansuren Nemekhjargal	Beijing Normal University	nemekhjargal46@yahoo.com
56	Gao Fang	The Education University of Hong Kong	fgao@eduhk.hk
57	Gao Ling	Beijing Normal University	glintling@qq.com
58	Gao Yimin	Beijing Normal University	gaolmin@126.com
59	Gondwe Foster	University of Malawi	fostergondwe@gmai.com
60	Gong Qin	Beijing Normal University	ggq328643419@163.com

Presenters

61	Gong Cassidy	University of Toronto	cassidy.gong@mail.utoronto.ca
62	Goyal Srishti	UNESCO MGIEP	srishti.goyal1808@gmail.com
63	Habib Md. Ahsan	University of Dhaka	md.habib@du.ac.bd
64	Hagai Saori	Ritsumeikan University	hagai@fc.ritsumei.ac.jp
65	Hameed Abdul	University of Management and Technology, Pakistan	drhameedpk@gmail.com
66	Han Yumei	Southwest University, China	hanyumei2016@swu.edu.cn
67	Hanai Wataru	University of Fukui	w-hanai@u-fukui.ac.jp
68	Hantian Wu	East China Normal University	wuhantian7@gmail.com
69	Hao Nan	Zhengzhou University	haonan@zzu.edu.cn
70	Hibbert Kathryn	Western University, Canada	khibbert@uwo.ca
71	Hida Mayaka	Hiroshima University	myk.shh0920@gmail.com
72	Hirata Toshifumi	Oita University	hirata@oita-u.ac.jp
73	Hu Juan	Renmin University of China	hujuan@ruc.edu.cn
74	Hu Lifang	Renmin University of China	hulifang@ruc.edu.cn
75	Huang Yuvirgi	Beijing Normal University	huangyu@bnu.edu.cn
76	Huang Hua	Nanjing Polytechnic Institute	459941356@qq.com
77	Hyekyung Park	Chungnam National University	amicable.think@gmail.com
78	Intsiful Emmanuel	Beijing Normal University	emmafulkwabinaintsi@yahoo.com
79	Inui Miki	University of Hyogo	mikinui@nifty.com
80	Izuhara Toyohiro	Nagoya University	toyohiro1243@gmail.com
81	Jatuporn Omsin	Naresuan University	ajarn.hon@gmail.com
82	Jeremy Rappleye	Kyoto University	jrappleye108@gmail.com
83	Ji Yan	Nanjing Medical University	kfq5518@163.com
84	Jing Li	Chuzhou University	iamliuyu@163.com
85	Jones Glen	University of Toronto	glen.jones@utoronto.ca
86	Jung Hyun-Sook	Daegu Catholic University	j82480@cu.ac.kr
87	Kaewkumkong Ampa	South China Normal University	offchula@hotmail.com
88	Kampeeraparb Sunate	Nagoya University	sunate@gsid.nagoya-u.ac.jp
89	Kan Yue	Zhejiang University	dr.kanyue@gmail.com
90	Kaneko Seiko	Osaka University	kaneko@fsao.eng.osaka-u.ac.jp

Presenters

91	Kao Sophal	Paññāsāstra University of Cambodia	kaosophal@puc.edu.kh
92	Karunaratne Sunethra	Retired	sunrank@yahoo.com
93	Katie Peace	Routledge, Taylor & Francis Publishing	katie.peace@informa.com
94	Keng Chansopheak	Royal University of Phnom Penh	sopheak_kc@yahoo.com
95	Khoy Bunlot	Sangapac Anuwat	bunlot89@gmail.com
96	Kim Hyun-Wook	Jungwon University	goldabt77@naver.com
97	Kim Hyun-Soo	Soonchunhyang University	hskim5724@gmail.com
98	Kim Junghee	Korean Council for University Education	310kjh@hanmail.net
99	Kirk Person	SIL International	kirk_person@sil.org
100	Kobakhidze Magda Nutsa	The University of Hong Kong	nutsak@hku.hk
101	Komatsu Taro	Sophia University	t.komatsu@sophia.ac.jp
102	Kosonen Kimmo	SIL International / Payap University	kimmo_kosonen@sil.org
103	Kusakabe Tatsuya	Hiroshima University	kusakabe@hiroshima-u.ac.jp
104	Kuwayama Hisashi	Hiroshima University	kuwayama@hiroshima-u.ac.jp
105	Kwok Pui Ki Patricia	University of Cambridge	pkpk2@cam.ac.uk
106	Kwon Dong-taik	Korea National University of Education	kdt@knue.ac.kr
107	Lang Sophat	Hiroshima University	lang.sopha@yahoo.com
108	Larbi Frank	Beijing Normal University	lof45@hotmail.com
109	Leng Sopheary	Takeo Regional Teacher Training Center	sophearycm@gmail.com
110	Leng Phirom	Cambodia Development Resource Institute	phiromleng@cdri.org.kh
111	Legusov Oleg	University of Toronto (OISE)	oleg.legusov@mail.utoronto.ca
112	Leung Tit Hei	The University of Hong Kong	nthleung@rhacap.org
113	Li Yiting	Shaanxi Normal University	lytenglish@126.com
114	Li Weiwei	Tongji University	1532713@tongji.edu.cn
115	Li Jun	Western University, Canada	jun.li@uwo.ca
116	Li Liguao	Renmin University of China	liliguao@ruc.edu.cn
117	Li Hanying	Huazhong University of Science and Technology	lihanying12403@163.com
118	Li Zhe	University of Victoria	leezhe.jessica@gmail.com
119	Lin Warangkana	I-Shou University	annavision0907@gmail.com
120	Liu Baocun	Beijing Normal University	liubaocun@bnu.edu.cn

Presenters

121	Liu Ying	Zhengzhou University	ly0420@zzu.edu.cn
122	Liu Yunbo	Beijing Normal University	2005liuyunbo@163.com
123	Liu Peng	University of Manitoba	peng.liu@umanitoba.ca
124	Liu Shuhua	Zhejiang University	hiasic@163.com
125	Low Zehan	Kyushu University	mervinlow@hotmail.com
126	Lu Zheng	Beijing Institute of Education	hmeng@vip.sina.com
127	Lu Shilin	Shanghai Jiao Tong University	lushilin2016@163.com
128	Ly Monirith	Paññāsāstra University of Cambodia	mly@puc.edu.kh
129	Lyu Shen	Peking University	lyushen521@gmail.com
130	Ma Rong	Nanjing Normal University	261961585@qq.com
131	Ma Zaoming	South China Normal University	mazaoming@126.com
132	Mahmud Rafsan	Bangladesh Open University	rafsan31@gmail.com
133	Maki Takayoshi	Hiroshima University	maki@hiroshima-u.ac.jp
134	Manas Froilan	Benguet State University	froilan_manas@yahoo.com
135	Manzon Maria	The Education University of Hong Kong	miemanzon@eduhk.hk
136	Manzoor Afaf	University of Education, Pakistan	afaf.manzoor@ue.edu.pk
137	Maruyama Yasushi	Hiroshima University	yasumaru@hiroshima-u.ac.jp
138	Masong John-Niel	University of the Philippines	johndashnielmasong@gmail.com
139	Mei Weihui	Zhejiang University	tthuihui@163.com
140	Miki Sugimura	Sophia University	miki-s@sophia.ac.jp
141	Miwa Chiaki	Hiroshima University	cmiwa@hiroshima-u.ac.jp
142	Morishita Minoru	Tokyo University of Marine Science and Technology	minoru@kaiyodai.ac.jp
143	Mustadi Ali	Universitas Negeri Yogyakarta	ali_mustadi@uny.ac.id
144	Mustary Mashraky	Sophia University	mitu.shona@gmail.com
145	Nakano-Kodama Nana	Shiga University	nana@edu.shiga-u.ac.jp
146	Naomasa Sasaki	Kyoto University of Education	nsasaki@kyokyo-u.ac.jp
147	Narayana Jayaram	National Law School of India University	njayaram2@rediffmail.com
148	Nesterova Yulia	The University of Hong Kong	yulia.nesterova@hku.hk
149	Ogisu Takayo	Nagoya University	ogisu@gaid.nagoya-u.ac.jp
150	Ogunniran Oladele	Beijing Normal University	ogunniranmoses1985@yahoo.com

Presenters

151	Okamoto Hiroyuki	Hyogo University	okamotoh@hyogo-dai.ac.jp
152	Okuda Maiko	Hiroshima University	m146721@hiroshima-u.ac.jp
153	Olegario Lizamarie	University of the Philippines	lcolegario@up.edu.ph
154	Pang Vanthown	Royal University of Phnom Penh	vanthownpang@yahoo.com
155	Park Kyunghee	Chungnam National University	khpark01@hanmail.net
156	Park Hwanbo	Chungnam National University	hwanbo@gmail.com
157	Park Chanho	Keimyung University	cpark@kmu.ac.kr
158	Pich Hay	Ministry of Education, Youth and Sport, Cambodia	pich.hay@moeys.gov.kh
159	Pitman Allan	University of Western Ontario	pitman@uwo.ca
160	Preededilok Fuangarun	Chulalongkorn University	fuangarun.p@gmail.com
161	Qian Zhou	Zhengzhou University	samzhou@zzu.edu.cn
162	Qin Maomao	Beijing Normal University	qinmaomaoyy@163.com
163	Qu Liaojian	Jiangnan University	quliaojian@163.com
164	Qu Shujie	Lingnan Normal University	zzqu@hotmail.com
165	Quach-Hoang Hy	The University of Hong Kong	hytqh@connect.hku.hk
166	Rahman Bambang	Hiroshima University	bambangarifrahman@yahoo.com
167	Sophon Somolireasmey	Royal University of Phnom Penh	somolireasmey@gmail.com
168	Recede Reynald Alfred	University of the Philippines	reynaldalfred23@gmail.com
169	Rin Narith	United World Schools, Cambodia	narith.rin@unitedworldschools.org
170	Ros Vutha	Royal University of Phnom Penh	vutha.ros@gmail.com
171	Ru Song	Chuzhou University	iamliuyu@163.com
172	Ryan Ray Gatbonton	Chinese General Hospital Colleges	ryan.gatbonton@gmail.com
173	Saenghong Nannaphat	Chiang Mai University	nannaphat.s@cmu.ac.th
174	Sam Chan Phirun	Ministry of Education, Youth and Sport, Cambodia	
175	Samsideth Dy	Ministry of Education, Youth and Sport, Cambodia	dy.samsideth@moeys.gov.kh
176	Senda Sayaka	Nagoya University	senda.sayaka@a.mbox.nagoya-u.ac.jp
177	Seongkyeong Jeong	Chungnam National University	008778@naver.com
178	Shi Yudan	South China Normal University	shiyd2002@163.com
179	Shibao Guo	University of Calgary	guos@ucalgary.ca
180	Shimauchi Sae	Waseda University	saereal@gmail.com

Presenters

181	Shimoda Asami	Hiroshima University	ashimoda@hiroshima-u.ac.jp
182	Sim Jasmine	Nanyang Technological University	jasmine.sim@nie.edu.sg
183	Siripattarawit Sornprapa	Kasetsart University	s.siripattarawit@gmail.com
184	Sok Soth	Royal University of Phnom Penh	sothsok@gmail.com
185	Son Sangsok	Summer Institute of Linguistics (SIL)	sangsokson@gmail.com
186	Song Jia	Shanghai Normal University	jdyzsj@163.com
187	Sot Visal	Royal University of Phnom Penh	visalsotme@gmail.com
188	Stavros Moutsios	Aarhus University	stam@edu.au.dk
189	Suizu Arisa	Hiroshima University	arscho06@gmail.com
190	Sun Jin	Beijing Normal University	jin.sun@bnu.edu.cn
191	Sun Zhiyuan	Zhejiang Normal University	sunzhiyuan@zjnu.edu.cn
192	Sun Lin	Western University, Canada	lsun229@uwo.ca
193	Tae-Jun Kim	Korean Educational Development Institute	tjkim@kedi.re.kr
194	Takahashi Koji	PADECO Co., Ltd	ktakahashi@padecco.co.jp
195	Tan Sing Yee	National Taiwan Normal University	singyeetan@gmail.com
196	Tan Tingting	Kyushu University	744561629@qq.com
197	Tanaka Ryoko	Mihara City Itozaki Elementary School	ryoko7tanaka4@gmail.com
198	Teng Jun	Beijing Normal University	tengjun1983@bnu.edu.cn
199	Thon Piseth	Sangapac Anuwat	thonpiseth89@gmail.com
200	Ton Sa Im	Ministry of Education, Youth and Sport, Cambodia	
201	Tse Kwan Choi	The Chinese University of Hong Kong	kctse@cuhk.edu.hk
202	Un Leang	Royal University of Phnom Penh	leangrupp@gmail.com
203	Unkong Thidawan	University of Phayao	Thidawan.un@up.ac.th
204	Vachararutai Boontinand	Mahidol University	vboonti@yahoo.com
205	Walker Elaine	Seton Hall University	elaine.walker@shu.edu
206	Wang Lili	Peking University	wanglili219@pku.edu.cn
207	Wang Linfeng	University of Fukui	evalinfengwang@gmail.com
208	Wang Shiyun	Beijing Normal University	1980910201@qq.com
209	Wang Xueshuang	Beijing Sport University	xueshuang0101@163.com
210	Wei Liang	Hiroshima University	weiliang1224@qq.com

Presenters

211	Wei Zhang	The University of Hong Kong	weizh@hku.hk
212	Welch Anthony	University of Sydney	Anthony.Welch@sydney.edu.au
213	Williams James	George Washington University	jhw@gwu.edu
214	WingOn Lee	Zhengzhou University	wolee@zzu.edu.cn
215	Woo Tong-Ki	Daegu Metropolitan Office of Education	Kdy1004@korea.kr
216	Worain Chonchakorn	Pibulsongkram Rajabhat University	chonchakorn2016@gmail.com
217	Wu Jiani	Fujian Normal University	121586082@qq.com
218	Xiao Chong	The Hong Kong Polytechnic University	xiaoyuzhong1005@gmail.com
219	Xiao Su	Beijing Normal University	xiao_susu@sina.com
220	Xu Bingna	Zhejiang University	1648588773@qq.com
221	Yamazaki Yujiro	Nagoya University	yamazaki.yujiro@j.mbox.nagoya-u.ac.jp
222	Yan Guo	University of Calgary	yanguo@ucalgary.ca
223	Yang Qin	Beijing Normal University	yangqin.yz@qq.com
224	Yang Tirong	South China Normal University	keviny35@163.com
225	Yat Ponleak	Hiroshima University	m160517@hiroshima-u.ac.jp
226	Ying Min Jiang	Beijing Normal University	bijiaosuo749@126.com
227	Yonezawa Akiyoshi	Tohoku University	akiyoshi.yonezawa.a4@tohoku.ac.jp
228	Yu Hyeyoung	Chungnam National University	hyeyoungyu90@gmail.com
229	Yu Rushuang	Zhejiang Normal University	yurushuang22@163.com
230	Yu Liu	Chuzhou University	iamliuyu@163.com
231	Zhang Mengqi	Beijing Normal University	viviaine819@163.com
232	Zhang Yinxia	Fujian Normal University	yinxiazhang@126.com
233	Zhang Ruifang	Beijing Normal University	2542958870@qq.com
234	Zhang Donghui	Renmin University of China	donghuiz@ruc.edu.cn
235	Zhao Jiangtao	Zhengzhou University	zjt2006@zzu.edu.cn
236	Zhuang Tengteng	The Chinese University of Hong Kong	tengteng_zhuang@link.cuhk.edu.hk
237	Zhuo Zelin	South China Normal University	paulsonzhuo@163.com
238	Zhuoyao Liu	Seton Hall University	zhuoyao.liu@student.shu.edu

Non-Presenters

N	Name	Affiliated University	Email
1	Aung Mi	Hiroshima University	toetoeaung211013@gmail.com
2	Chum Sophal	Ministry of Education, Youth and Sport, Cambodia	
3	Duangpila Intha	Hiroshima University	intha666@gmail.com
4	Esenalieva Gulnur	American University of Central Asia	gulnur.esenalieva@gmail.com
5	Fei Yan	University College London	fei.yan.14@ucl.ac.uk
6	Greg Dekker	SIL LEAD Asia	greg_dekker@sil.org
7	Henderson Kevin	Columbia University	kah2234@columbia.edu
8	Ho Tien	Hue Industrial College, Vietnam	hthtien@hueic.edu.vn
9	Houy Ath	Svay Rieng University	houysamath@sru.edu.kh
10	Hui Li	National University of Singapore	hui.li@u.nus.edu
11	Hum Chan	University of Battambang	chanhum_ubb@yahoo.com
12	Jan Noorlander	CARE Cambodia	jan.noorlander@careint.org
13	Jones T. Andrew	University of the Sunshine Coast	tajones_coach@yahoo.com
14	Justin Sanders	Osaka University	j.sanders80@gmail.com
15	Khieu Dany	CARE Cambodia	Dany.Khieu@careint.org
16	Lihol Srou	Royal University of Phnom Penh	sroulihol@gmail.com
17	Mak Vann	Paññāsāstra University of Cambodia	makvann@puc.edu.kh
18	Ngo Ha	University of New South Wales	ohchungah@gmail.com
19	Nguyen Lien	Hiroshima University	ntnlien@ctu.edu.vn
20	Nguyen Diep	Foreign Trade University, Vietnam	diepntb@ftu.edu.vn
21	Parajuli Mahesh	Kathmandu University	mahesh@kusoed.edu.np
22	Peng Tithsothy	National Institute of Education, Cambodia	
23	Phal Vithousamrith	National Polytechnic Institute of Cambodia	pvsamrith@npic.edu.kh
24	Phan Huong	Foreign Trade University, Vietnam	phanlethanhuong@gmail.com
25	Phung Duc	Foreign Trade University, Vietnam	phungduc@ftu.edu.vn
26	Samphors Mech	Royal University of Phnom Penh	samphorsmech@gmail.com
27	Saran Sok	Hiroshima University	nsaranhcc@yahoo.com
28	Seng Sovath	Hiroshima University	seng.sovath@moeys.gov.kh
29	Set Seng	National Institute of Education, Cambodia	
30	Sok Uttara	Paññāsāstra University of Cambodia	sokuttara@puc.edu.kh
31	Son Sauly	Sovannaphumi School	saulyson168@gmail.com
32	Susan Hagadon	Paññāsāstra University of Cambodia	susanh@puc.edu.kh
33	Tharch Thisaron	Ministry of Education, Youth and Sports, Cambodia	
34	Trond Gilberg	Paññāsāstra University of Cambodia	tgilberg@puc.edu.kh
35	Welch Anthony	University of Sydney	Anthony.Welch@sydney.edu.au
36	Yen Shan Chen	National University of Singapore	chenyenshan@u.nus.edu
37	Yichen Zhu	National University of Singapore	yichen.zhu@u.nus.edu

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