

# Network for Research into Chinese Education Mobilities

## 中国教育流动研究网络

### Newsletter

Issue 12 August 2019

<https://chineseedmobilities.wordpress.com/>

Dear Network for Research into Chinese Ed Mobilities colleagues,

Greetings. In this August 2019 issue we have brought to you our four latest research highlights, capacity building and two job vacancy information as follows.

### Research Highlights

1. [Prof Gilles Guiheux](#) (Université de Paris, France) and [Dr Simeng Wang](#) (The French National Center for Scientific Research (CNRS), France) discuss their research into the [double socialisation experienced by Chinese scholars](#) trained in social sciences in France and return to pursue their career in higher education in China. This is based on their recent [article](#) published in China Perspectives.
2. [A/Prof Fran Martin](#) (University of Melbourne, Australia) introduces her [5-year Australian Research Council funded project 'Mobile Study, Mobile Selves'](#): An in-depth ethnographic research with 50 female students from China in universities in Melbourne, Canberra and Sydney. The [study](#) explores how these young women's time in Australia affects both their gendered and their national-cultural identity.
3. [The Burnet Institute](#) and the [University of Melbourne](#) (Australia) published a report on '[Intimate attitudes, practices and knowledges: Chinese-speaking international students in Australia](#)', based on a survey completed by 723 Chinese-speaking students. The report can be accessed [here](#). The authors include: [Fran Martin](#), Can Qin, Caitlin Douglass, Megan Lim and Carol El-Hayek.
4. [Dr Adam Poole](#) (University of Nottingham, China) introduces the [experiences of precarity among international school teachers in Shanghai](#) by applying the notion of resilience capital. This is based on his latest [publication](#) in The Asia-Pacific Education Researcher.

To consult all our Research Highlights entries, please click [here](#).

### Capacity Building

1. A Call for Papers on 'China and Higher Education: Knowledge diplomacy and the role of higher education in Chinese international relations' at University of Manchester is available [here](#). Abstract submission deadline: 31 July 2019 to [ChinaHE@manchester.ac.uk](mailto:ChinaHE@manchester.ac.uk). Register [here](#).
2. A Call for Submissions for [The Cambridge Researcher](#) blog is available [here](#). This is particularly relevant to Network members who are postgraduate students at Cambridge University.

To consult all our Capacity Building entries, please click [here](#).

## Job Opportunities

1. English-speaking Science Teacher Wanted in Shanghai, China. Refer [here](#) for the detailed information. Contact EmmaCTR (WeChat account) for more details.
2. A [Full Professorship in China Studies](#) is available at Aarhus University Denmark. Application Deadline: 15 August 2019. Refer [here](#) for the detailed information.

To consult all our Job Opportunities entries, please click [here](#).

## Communication

Are you looking for research collaborators? Are you looking for hosting institutions in China to conduct your fieldwork? Get in touch with us ([chineseedmobilities@outlook.com](mailto:chineseedmobilities@outlook.com)) and we will advertise your requests.

For updates on our events, please click [here](#).

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Yours sincerely,

Network for Research into Chinese Education Mobilities

中国教育流动研究网络

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## Research Highlights

### A Case of Double Socialisation in the Social Sciences: The Experience of Chinese Researchers Trained in France

Guiheux, Gilles; Simeng, Wang and Hall, Jonathan\*. [A case of double socialisation in the social sciences: The experience of Chinese researchers trained in France](#)[online]. [China Perspectives](#), No. 4, Dec 2018: 21-30. \*Translator



[Professor Gilles Guiheux](#), Université de Paris, France



[Dr Simeng Wang](#), The French National Center for Scientific Research (CNRS), France

**ABSTRACT:** This article discusses the epistemological issues raised by the internationalisation of the social sciences as they affect the case of students from the People's Republic of China who are trained in social sciences in France and return to pursue their career in higher education and research in China. The aim is to assess whether the epistemological differences between the two academic worlds may give rise to any professional difficulties in this many-sided scientific socialisation. However, although our qualitative enquiry has revealed a number of differences, the problem of the availability of professional opportunities does not seem to have a distinctively epistemological dimension.

**KEYWORDS:** internationalisation, social sciences, Chinese students, France, China, epistemology, higher education, research.

**SUMMARY:** This article discusses the epistemological issues in the internationalisation of the social sciences as attested by the case of students from the People's Republic of China who undergo their training in social sciences in France and return to pursue their career in higher education and research in China. The question of the epistemological differences between Chinese and French social sciences is posed when one considers the paths taken by Chinese students coming to gain their PhD in France and then returning to take up a university position in China. What is at issue here is the double scientific socialization undergone by individuals who have been trained according to the norms of French and Chinese institutions or, as Alain Coulon (1997) put it, who have acquired a double

“affiliation”. The paper deals with the conditions of appropriation and re-appropriation of knowledge and new scientific practices, that is, in the apprenticeship modalities specific to France on the one hand, and the conditions for entry into the Chinese scientific labour market on the other. Its aim is to investigate the gaps between the two academic worlds and the existence or non-existence of difficulties caused by this multiple form of scientific socialization: to what extent does a young researcher trained in France find himself on returning to China in a state of tension due to a scientific environment different from his previously acquired knowledge, commitments or skills?

Following some exploratory interviews, an open questionnaire was sent to 29 PhD students and graduates, half of whom have since gone on to take up a university position in China. They spent an average of seven years in France, a large number of them having come to France for a Master’s degree. These residential study periods all took place after the year 2000; and 40 per cent after 2010. A large majority, 22 out of 29, received financial support for their doctoral studies. The questionnaires were circulated through our acquaintanceship network, which explains that nearly half (13 out of 29) are sociologists, but all the human and social science disciplines are nonetheless represented.

Relying on the data from this enquiry, the first part of our article sets out in detail the specific gains from their university training in France. The questions put to our interviewees allow us to identify the specific gains from university training in France, in terms of learning about methods and concepts, the demand for intellectual freedom, and for the assimilation of new categories of thought. The answers reveal the epistemological differences produced by their stay in France in comparison with what they had already learnt in China. The enquiry shows a number of differences due to the academic training abroad and resocialization in migration, in terms of both the place of training and epistemological issues. In France, the interviewees experienced scientific practices quite different from those which they had known in China, opening a lot of room for individual autonomy, and for a fuller acquaintance with intellectual traditions, while at the same time assimilating concepts forged in the European context which for some of them were not directly applicable to the Chinese context. From that point of view, international mobility between the different areas of science is a salutary experience, since it ensures the defamiliarisation of the categories of thought and reminds us that all intellectual production must be seen in its context.

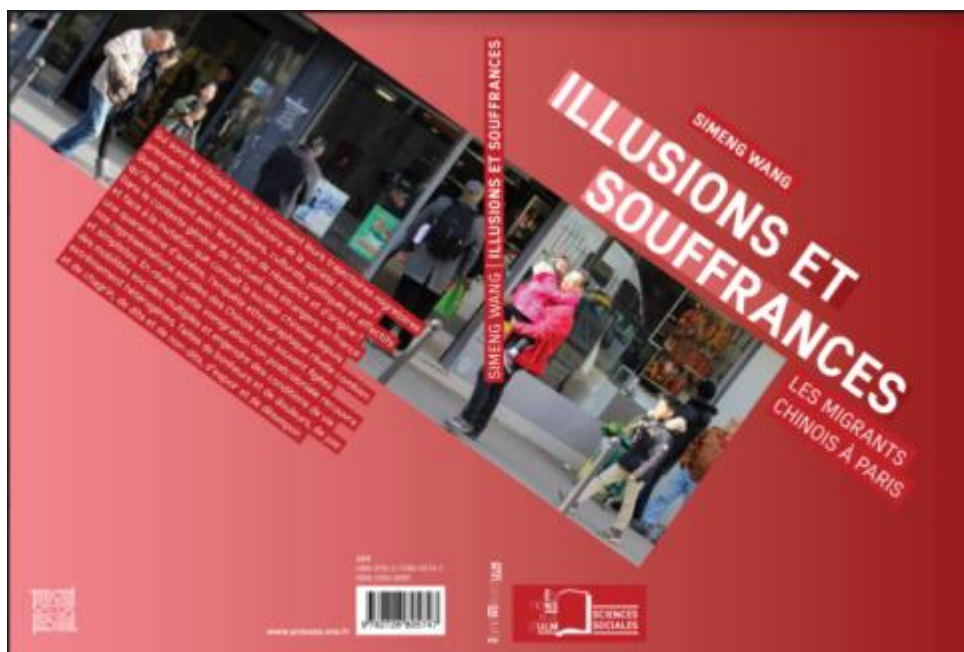
The second section goes back to consider the question of “value” in terms of the Chinese academic job market. Our enquiry has provided us with some aspects of the conditions faced by our interviewees on returning to China and their professional integration. This may well be considered the moment when the value of their abilities acquired in France was put to the test. It throws light on the advantages and the disadvantages of their French university training. The testing demands which these interviewees faced in their professional integration do not seem to have had any specifically epistemological dimension. What they showed was their greater or lesser mastery of the requisite know-how and professional strategies. In sum, the major Chinese universities – although there is no doubt more to be said on the diversity of appointments in relation to the establishments concerned – have aligned their patterns for recruitment, assessment, and promotions with

those of the English-speaking world, which gave rise to considerable debate in the early 2000s.

### **Authors' Bio**

[Professor Gilles Guiheux](#) is Professor at the Université de Paris since 2006. He specializes in economic sociology of contemporary China. He has recently published *La République populaire de Chine* (Paris, Les Belles Lettres, 2018) and co-edited a special issue of the *Asian journal of German and European Studies* on '[Labor market formation during high-growth period in China and Japan](#)' (<https://www.springeropen.com/collections/Laborgrowthchinajapan>). He has also published numerous articles and contributions in French and English on enterprises and entrepreneurs. He received his Ph.D. from the Ecole des Hautes Etudes en Sciences Sociales (Paris).

[Dr Simeng Wang](#) is a permanent Research Fellow at The French National Center for Scientific Research (CNRS). She specializes in Chinese immigration in France and earned her PhD from the École Normale Supérieure in Paris. She has recently published [Illusions et souffrances. Les migrants chinois à Paris](#) (Paris, Éditions rue d'Ulm, 2017) and co-edited two special issues "Participating in the Chinese world: a youth connected" (in *Participations*, 2017) and "Chinese Migrations and Generations" (in *Hommes & Migrations*, 2016). She is co-leading a granted research program "Chinese of France: identifications and identities in transition" (2018-20). She is also an elected member of the executive committee of the French Sociology Association since 2017. For more publications of Simeng, please refer [here](#).



## **Mobile Study, Mobile Selves: A 5-year study of female Chinese international students in Australia**

A/Prof Fran Martin (Reader in Cultural Studies at The University of Melbourne) is working on a 5-year study of female Chinese international students in Australia, funded by the Australian Research Council as a Future Fellowship (FT 140100222, 2015 – 2020).



MOBILE STUDY  
MOBILE SELVES

Australia is among the world's top destinations for international students, with around 1 in 5 undergraduate students enrolling in Australian universities now being international. China is by far Australia's largest source of international students, and over half of these students are women.

A/Prof Martin is conducting in-depth ethnographic research with a core group of 50 female students from China who are studying or have studied in universities in Melbourne, Canberra and Sydney. From before their departure from China through to their postgraduate destinations, the study is building a picture of how these young women's time in Australia affects both their gendered and their national-cultural identity.

Who are these women when they arrive in Australia – and who do they become?

The current wave of female educational migration from China reflects both young Chinese women's mobile, transnational orientation and the increased individualization of their life projects: a sense of "living for oneself" as much as living for others. Motivated by much more than just the pursuit of degrees, these young women are engaged in projects of individualized self-making through their educational journeys. Full of hopes for personal autonomy and cosmopolitan experience, they are as yet unconstrained by the gendered demands of married life while also geographically removed from everyday obligations to natal family. The hypothesis that this project seeks to test through in-depth, longitudinal research is that young Chinese women's experiences while studying abroad significantly affect their negotiation of the tensions between familial versus individual and national versus transnational identity: two sets of contradictions that centrally define the current generation of Chinese urban women's sense of identity.

Read, watch and listen to more about A/Prof Martin's research and publications here: <https://mobileselves.org/publications/>

## Author Bio



Associate Professor [Fran Martin](#) is Reader in Cultural Studies at the University of Melbourne, Australia. Fran's best known research focuses on television, film, literature and other forms of cultural production in contemporary transnational China (The People's Republic of China, Taiwan, and Hong Kong), with a specialization in transnational flows and representations and cultures of gender and sexuality. She is currently working on a 5-year ARC Future Fellowship project that uses longitudinal ethnography to research the social and subjective experiences of young women from China studying and living in Australia (<http://www.mobileselves.org>). Fran received both her BA (hons) and her PhD from Melbourne University.

Fran is fluent in Mandarin, having begun learning the language in primary school in Australia. She later spent two years studying Chinese language and literature at Beijing Second Foreign Languages Institute and East China Normal University (1989 – 1991). She then spent a further two years researching in Taiwan, including at National Taiwan Central University's Center for the Study of Sexualities. Prior to joining Cultural Studies at the University of Melbourne, Fran lectured in the Cinema Studies program at La Trobe University (2000-2003).

### **Intimate attitudes, practices and knowledges: Chinese-speaking international students in Australia**

In May 2019, [The Burnet Institute](#) and the [University of Melbourne](#) in Australia published this report based on their recent survey. The authors of this report are [Fran Martin](#), Can Qin, Caitlin Douglass, Megan Lim and Carol El-Hayek.

An Executive Summary (pp. 4-5) of this report can be found below. To access the report, please click [here](#).

In 2018, University of Melbourne and Burnet Institute conducted the survey Intimate attitudes, practices and knowledges: Chinese-speaking international students in Australia. This study aimed to generate data on Chinese international students' sexual experiences in order to inform sexual health service provision in Australia. We provide this summary report as a resource and reference for future work in this area.

The survey was open for nine weeks and completed by 723 Chinese-speaking international students. Participants were aged 16 years and over, self-identified as Chinese-speaking

international students, and were studying across Australia in high schools, universities, language schools, foundation studies courses, and the Vocational Education and Training (VET) and Technical and Further Education (TAFE) sectors. The majority (96%) of participants were from the mainland of the People's Republic of China, and almost half (47%) had been in Australia for less than a year. The median age of participants was 22 years and most identified as female (69%).

### **Sexual attitudes**

- Respondents had broadly liberal sexual attitudes, with high acceptance of premarital sex and living together outside marriage.
- Most male participants hold females to a more conservative sexual standard than themselves, especially in relation to multiple sexual partners and casual sex.
- A majority of respondents perceived that males and females bringing condoms on dates was acceptable (74% for women bringing condoms and 72% for men bringing condoms).

### **Sexual experiences and behaviours**

- Over half of respondents had engaged in genital touching and/or other forms of sexual activity in their lifetime (56%).
- On average, participants were 19 years old the first time they had vaginal or anal intercourse.
- The largest proportion of sexually active respondents reported one sexual partner in their lifetime (50% for vaginal intercourse).
- A majority of respondents reported no sexual partners in Australia (74%).
- Of those who did have sexual partners in Australia, a majority were of the same ethnicity and nationality as the respondents themselves (74%).
- A large minority of respondents reported a change in their sexual and dating behaviours since arriving in Australia (20%), especially increases in sexual activity and engaging in sexual behaviours for the first time.
- Rates of consistent condom use with regular and casual partners were high (59% reported always using condoms with a regular partner, and 58% with casual partners).
- During participants' most recent experience of vaginal intercourse, the most common forms of contraception were condoms (79%) and withdrawal (23%).
- 8% of females and 3% of males reported experiencing forced or pressured sexual activity.
- A small percentage of males reported they had paid for sexual services in Australia (9%).

### **Sex education, knowledge, and health**

- Approximately one in three respondents had not received any sex education in high school (31%).
- Content of sex education varied based on location. Human reproduction and HIV/ AIDS were emphasised more in sex education participants had received overseas; while how to use a condom, preventing sexually transmissible infections (STIs), sexual consent and sexual harassment were emphasised more in Australia.



- On average, participants obtained low scores on our STI knowledge quiz; for example, only 6% knew that many STIs can be easily treated with antibiotics.
- Almost half of participants had visited a doctor or other health service in Australia (47%); however, very few of these had discussed sexual health with an Australian health professional (21%).
- The majority of participants stated that they would use Chinese-language internet sources for general information on sex and relationships (81%); however, over 75% would seek information from an Australian health provider if they thought they had contracted an STI or experienced an unplanned pregnancy.
- Among participants who had ever had penetrative sex, most reported they had never had an STI test in Australia (13%).
- Half of participants thought they would benefit from more tailored information for international students about sexual health, and 61% thought they would benefit from more tailored information about the Australian healthcare system.

### **Attitudes toward gender and sexual violence**

- In general, respondents disagreed with sexist statements; however, there was a gendered divide in opinions.
- A greater proportion of female than male respondents disagreed with sexist statements in most instances.

### **Internet and online pornography use**

- Chinese-language online platforms were used far more frequently than English-language platforms.
- A majority of respondents had viewed online pornography, though a higher proportion of males (84%) than females (66%) had done so.
- Participants first saw online pornography by accident at a median age of 13 years and intentionally at 15 years.
- Males first saw online pornography at a younger age than females (12 years compared to 14 years), and viewed it more regularly and frequently.
- Participants most commonly preferred pornography featuring Japanese porn actors (54%).
- Most participants had never sent or received a sexually explicit image of themselves or another person (77%).

### **Internationalised School Teachers' Experiences of Precarity as Part of the Global Middle Class in China: Towards Resilience Capital**

Poole, A. (2019). [Internationalised School Teachers' Experiences of Precarity as Part of the Global Middle Class in China: Towards Resilience Capital](#). *The Asia-Pacific Education Researcher*.

A read-only version of the paper can be accessed [here](#); An earlier draft of the paper can also be accessed via [ResearchGate](#).



[Dr Adam Poole](#), University of Nottingham, China

## **Abstract**

The purpose of this study was to explore three International School Teachers' experiences as part of the Global Middle Class (GMC) in China. This group is worthy of study, as their numbers are increasingly growing, particularly in the Asia-Pacific region. However, little has been written about the negative aspects of sustained global mobility or how individuals, as opposed to families, accrue and deploy cosmopolitan capital for social advantage. In-depth interviewing was employed in order to bring into focus the participants' experiences of prolonged mobility. In addition to highlighting the precarious aspects of being part of the GMC, the study also identified and illustrated a new form of capital that emerged during data collection and analysis, which was labelled 'resilience capital'. Resilience capital is produced when teachers take a more positive attitude towards negative or precarious experiences, utilising them in order to develop skills, dispositions and endurance which also can be converted into more traditional economic and cultural forms of capital.

## **Background to the paper**

Google the term 'international teachers' or 'international teachers in international schools' and you will find a plethora of recruitment websites offering the intrepid educator a chance to broaden their horizons whilst being more than adequately remunerated for their tenacity. You are also bound to see images of smiling expatriate teachers, surrounded by smiling students. For many, this remains the popular image of international school teaching. Whilst it cannot be denied that teaching in international schools is an emotionally, spiritually and, it has to be admitted, materially rewarding experience, the popular discourse of international school teaching as an adventure or a process of discovery belies the many struggles that teachers must negotiate during an international sojourn. These struggles include culture shock, a failure to integrate into the host culture, unfair dismissal due to the largely unregulated nature of international schooling, and short-term contracts, usually 2-3 years in length (Poole, 2019a).

These problematic aspects of teaching in international schools contribute to what could be called international school precarity (a condition of existence without predictability or security, affecting material or psychological welfare) and the emergence of a global educational precariat (Bunnell, 2016). The term precariat was initially proposed by Guy Standing (2011) to denote an emerging class of individuals whose working lives are

characterised by a lack of security. The precariat is a class of individuals who, due to the consequences of neo-liberal practices such as market flexibility and de-regulation, find themselves without an 'anchor of stability' (Standing, 2011).

Recently, Bunnell (2016) has extended Standing's thesis beyond the temporary or seasonal worker who typically characterises the precariat by proposing that the growing numbers of teachers who choose to teach internationally are increasingly forming a sub-grouping of the precariat. Bunnell's paper was one of those 'light bulb' moments we all experience from time to time when we stumble upon a paper that just 'clicks' with us. It put into words something that I had experienced and felt myself as an International School Teacher (IST) but could never quite put into words. Engaging with the paper led to the writing of a previous effort of mine entitled [International Education Teachers' Experiences as an Educational Precariat in China](#) (2019b) which sought to give credence to the notion of International School Teachers as forming an international educational precariat.

However, between writing, revising and publishing the paper, my thinking on the subject had developed considerably. Rather than being completely structural in nature (something out there in the world), precarity is also jointly co-constructed by individuals' experiences of it which in turn is mediated by frames of reference that encompass lived experiences, identities, emotions, and explicit and tacit beliefs about teaching, politics and the world. Moreover, the notion of International School Teachers forming a sub-group of the precariat can be critiqued for assuming that all teachers who work in international schools are part of the same group. Given that international schools take on various guises (see chapter 1 in Bunnell, 2019 for an overview of these different types), it follows that teachers' experiences of precarity are also likely to be different. Based on this, I hypothesised that expatriate teachers in more traditional international schools were likely to experience less precarity than teachers in what I have come to call Chinese Internationalised Schools. In contrast to more traditional international schools which tend to privilege western ways of knowing and teaching (Lai, Li & Gong, 2016), Chinese Internationalised Schools are characterised by a confluence of national and international orientations that are often in tension, thereby engendering precarity. For example, expatriate faculty members in Chinese internationalised schools often face barriers in expressing their knowledge and can feel that their teacher identities are marginalised by institutional structures (Poole, in press).

The final step in the paper's development came in the discovery of a recent study entitled 'Anglo-Western international school teachers as global middle class: portraits of three families' by Tarc, Tarc and Wu (2019). This paper was instrumental in enabling me to overcome some of the limitations in my previous paper. Whereas previously I had focused almost exclusively on the negative aspects of international school teaching, Tarc et al.'s paper made me aware that even though teaching in international schools is fraught with precarity, International School Teachers are nevertheless in an advantageous position to accrue cosmopolitan, cultural and social capital with which to strengthen their position as part of the GMC (or in the case of some of the participants in my work, to become a part of the Global Middle Class). The GMC construct, therefore, has utility in terms of highlighting the strategic and advantageous aspects of teaching in international school. However, a capitals approach tends to preclude the exploration of the more problematic

aspects of working in international schools, which the notion of precarity and the precariat brings into focus. Hence the need to mobilise and synthesise these two constructs in order to capture the complexity and ambivalence of teachers' lived experiences in international schools.

## **The paper**

This leads to my current paper, [Internationalised School Teachers' Experiences of Precarity as Part of the Global Middle Class in China: Towards Resilience Capital](#) (2019c) which draws upon both GMC and precariat constructs. Because the experience of living and working in international schools is inherently ambivalent and complex, it requires a number of lenses in which to bring into focus the complex relationship between the material advantages of internationally teaching and the positive and negative psychological transformations that occur as a result of an extended sojourn abroad.

The advantages of being an Internationalised School Teacher (such as capital accrual and conversion) are generally consistent with findings on other groups who are part of the GMC. However, the disadvantages of Internationalised School Teachers are somewhat different from other studies on the GMC. In addition to short-term contracts and a lack of employment opportunities in the participants' home countries in common with studies by Poole (2019) and Bunnell (2016), my findings also shed light on the psychological and emotional side-effects of global mobility. The symbolic capital available to Internationalised School Teachers, as well as its exchange potential, are considerably different to that available in more traditional international schools. This suggests that the GMC is itself stratified, and can be broken down further into sub-classes, corresponding to Bunnell's (2016) notion of International School Teachers as 'middling' actors.

In addition to exploring the positive and negative aspects of working in international schools, the paper also proposes the notion of 'resilience capital'. This concept emerged during data collection, and was completely unexpected. What I began to notice, or perhaps what the data wanted me to notice, was how despite being mired in precarity, the participants not only remained optimistic, but drew upon their negative experiences in order to develop dispositions, skills and competencies that would make them more employable. Resilience capital unites the notions of cosmopolitan capital and precarity, which, as the findings show, are not simply two sides of the same globally mobile coin, but overlap on the level of lived experience. This is captured in the oxymoronic phrase 'advantageous exile', which was part of the paper's working title. Resilience capital is produced when teachers take a more positive attitude towards negative or precarious experiences, utilising them in order to develop skills, dispositions and endurance which also can be converted into more traditional economic and cultural forms of capital.

## **Future research**

As the findings are currently more suggestive than conclusive due to the limited sample size – three participants from two internationalised schools in Shanghai, future research would

need to increase the sample size by researching other groups of international teacher from other international/internationalised schools in China and beyond. Future research would also need to ascertain whether resilience capital is a feature specific to members who cruise on the margins of the GMC or whether it is a more general byproduct of global mobility. Finally, research would also need to develop the notion of resilience capital in more detail by exploring other groups of expatriates in educational and non-educational contexts.

## Works cited

### Author's work

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### Related work

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### **Author's bio**

Adam Poole (Ed.D, University of Nottingham, China) is a practitioner-researcher currently based in Shanghai, China. He teaches IBDP (International Baccalaureate Diploma Programme) English A and B at an international school in Shanghai, and has just completed and successfully defended his doctoral thesis which was undertaken with the University of Nottingham, Ningbo. Adam has published a number of articles on international education and the funds of knowledge/identity approach in international peer-reviewed journals, including *Mind, Culture and Activity*, *Research Journal of International Education*, *Culture and Psychology* and *The Asia-Pacific Education Researcher*. His research interests include international teachers' experiences in international schools, teacher professional identity, and developing the funds of identity concept. Adam can be reached at [zx17826@nottingham.edu.cn](mailto:zx17826@nottingham.edu.cn) and via his profile page at [Research Gate](#).

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### **Job Opportunities**

#### **English-speaking Science Teacher Wanted in Shanghai, China**

Employer: A private-science educational company with over 30 - year history.

If you want to be part of an international team and a multinational company, if you are a person who is willing to be part of a unique experience and to have the opportunity to grow personally and professionally, then this job opportunity is for you. Contact WeChat account EmmaCTR for more details.

#### **Requirements**

1. Teaching experience with basic knowledge in science or engineering will be a plus
2. Have the necessary documents (bachelor or above diploma and its notary, non-criminal record and its notary, 2-year working experience) to apply for a work visa in China or are already in possession of a work visa
3. Enjoy being with kids; passionate, responsible; outgoing, abundant teaching methods.

#### **Benefits:**

Enjoy Chinese legal holiday and annual holiday;

Provide working visa and insurance ;

Team building and activities ;

Attractive salary ranging from 19k to 25k (RMB) on average

## **Job Vacancy: Full Professorship in China Studies at Aarhus University, Denmark**

### **Professor of China Studies in a Global Perspective**

The School of Culture and Society, Department of Global Studies, at Aarhus University invites applications for a permanent position as a full professor of China studies in a global perspective with a focus on modern or contemporary China. The position is available to start as soon as possible after 1 January 2020.

The University wishes our staff to reflect the diversity of society and thus welcomes applications from all qualified candidates regardless of personal background.

#### **Position**

The professorship is being offered with a view to attracting talented applicants with an extensive and documented track record in innovative and internationally recognised research in the area of China studies, combined with specialist expertise in the humanities or social sciences as well as fluency in Chinese. The successful applicant will be expected to contribute to core activities at the School of Culture and Society and Aarhus University in general, and to strengthen the research activities and output of the Department of Global Studies in particular.

Apart from research, the successful applicant will also be expected to contribute to the following areas: education, talent development and knowledge exchange within modern or contemporary China studies at Aarhus University located within the field of global studies. The professor will be expected to undertake responsibility for and leadership of the academic evolution and profile of China studies at Aarhus University both nationally and internationally.

#### *Research*

The successful applicant will also be expected to provide academic leadership in the development of research programmes in the field of China studies, to develop new research projects with internal and external partners, to raise external research funding, and to take part in the daily activities of the department. Moreover, it will be expected that s/he has a strong engagement with interdisciplinary research cooperation within the Department of Global Studies and its global studies research programme, in the School of Culture and Society, at the Faculty of Arts and beyond.

Research activities will be evaluated in relation to actual research time. Thus, we encourage applicants to specify periods of leave without research activities, in order to be able to subtract these periods from the span of the scientific career during the evaluation of scientific productivity.

#### *Education*

The successful applicant will be required to teach and supervise in China studies at all levels of the department's degree programmes (BA, MA and PhD), and will be expected to have

extensive teaching experience at university level. Furthermore, s/he will be expected to take a leading role in the teaching and further development of multidisciplinary area studies programmes, especially in a recently launched global and area studies programme and in collaboration with representatives of other existing area study programmes.

#### *Talent development and knowledge exchange*

The successful applicant will be expected to be able to identify the development potential of junior researchers, to contribute to mentoring, talent development and supervision of PhD students, and to design and teach PhD courses. Moreover, it will be expected that the successful applicant will engage in knowledge exchange as mentioned in the strategy for the Faculty of Arts, for instance in research cooperation with private companies, government consultancy, cooperation with civil society actors or the public dissemination of knowledge.

### **Qualifications**

Applicants must be able to document

- An original and relevant academic production at the highest international level
- Significant scholarly contributions to theoretical and thematic developments within the study of modern or contemporary China.
- A solid track record in research leadership as well as in international research funding and international research cooperation including service to the profession
- Fluency in Chinese
- Experience in teaching, supervision competences as well as an active involvement in the education and study environment
- Competences with regard to mentoring and a commitment to researcher talent development as well as the development and teaching of PhD courses

Applicants will be asked to present their vision for future developments in this field and in research on China in a global context.

Only submitted publications will be assessed; a list of publications is not sufficient. As a result, applications without submitted publications will not be assessed.

Professional references or recommendations should not be included in applications. Applicants who are selected for a job interview may be asked to state professional references.

Non-Danish-speaking applicants should be aware that the acquisition of sufficient Danish to participate in the daily administrative and academic business of the department within two years of taking up the position is a condition for their employment.

The application must be submitted in English.



For further information about the position and the department, please contact Head of School Bjarke Paarup, tel. +45 8716 2158 (head.cas@au.dk).

For more information about the application, please contact HR Supporter Marianne Birn, e-mail mbb@au.dk.

### **Global studies at Aarhus University**

As an area studies programme, China studies at Aarhus University constitutes an integral part of the Department of Global Studies, which consists of language-based, regional study programmes, comprising China, Japan, India/South Asia, Russia, Brazil, and European and international studies. The department focuses on a broad spectrum of research into and the teaching of history, culture and society – all based on sources in the original/regional language. The approaches used have roots in the humanities as well as the social sciences, and aim to introduce creative teaching methods based firmly on research.

For a more detailed description of the programme and department, please refer to this [website: http://cas.au.dk/en/about-the-school/departments/global-studies/](http://cas.au.dk/en/about-the-school/departments/global-studies/)

The Department of Global Studies belongs to the School of Culture and Society, where the object of research and teaching is the interplay between culture and society in time and space:

- From the traditional disciplines of the humanities and theology to applied social research
- From antiquity to the issues facing contemporary societies
- From familiar Danish cultural forms to other – and very different – life worlds and world views
- From local questions to global challenges.

### **Qualification requirements**

Applicants should hold a PhD or equivalent academic qualifications. **Formalities**

- Faculty of Arts refers to the Ministerial Order on the Appointment of Academic Staff at Danish Universities ([the Appointment Order](#)).
- Appointment shall be in accordance with the [collective labour agreement between the Danish Ministry of Finance and the Danish Confederation of Professional Associations](#).
- Further information on qualification requirements and job content may be found in the [Memorandum on Job Structure for Academic Staff at Danish Universities](#).
- Further information on the application and supplementary materials may be found in [Application Guidelines](#).
- The application must outline the applicant's motivation for applying for the position, attaching a curriculum vitae, a teaching portfolio, a complete list of published works, copies of degree certificates and no more than eight examples of academic production (mandatory). Please upload this material electronically along with your application.

If nothing else is noted, applications must be submitted in English. Application deadline is at 11.59 pm Danish time (same as Central European Time) on the deadline day.

All interested candidates are encouraged to apply, regardless of their personal background. Shortlists may be prepared with the candidates that have been selected for a detailed academic assessment. A committee set up by the head of school is responsible for selecting the most qualified candidates. See this link for further information about shortlisting at the Faculty of

Arts: [http://medarbejdere.au.dk/fileadmin/user\\_upload/Proces\\_for\\_shortlisting\\_december\\_2017.pdf](http://medarbejdere.au.dk/fileadmin/user_upload/Proces_for_shortlisting_december_2017.pdf)

Aarhus University offers a broad variety of services for international researchers and accompanying families, including relocation service and career counselling to expat partners: <http://ias.au.dk/au-relocation-service/>. Please find more information about entering and working in Denmark here: <http://international.au.dk/research/>

### **Faculty of Arts**

The Faculty of Arts is one of four main academic areas at Aarhus University.

The faculty contributes to Aarhus University's research, talent development, knowledge exchange and degree programmes.

With its 500 academic staff members, 260 PhD students, 10,500 BA and MA students, and 1,500 students following continuing/further education programmes, the faculty constitutes a strong and diverse research and teaching environment.

The Faculty of Arts consists of the School of Communication and Culture, the School of Culture and Society, the Danish School of Education, and the Centre for Teaching Development and Digital Media. Each of these units has strong academic environments and forms the basis for interdisciplinary research and education.

The faculty's academic environments and degree programmes engage in international collaboration and share the common goal of contributing to the development of knowledge, welfare and culture in interaction with society.

Read more at [arts.au.dk/en](http://arts.au.dk/en)