

Network for Research into Chinese Education Mobilities

中国教育流动研究网络

Newsletter

Issue 18 January 2020

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

Dear colleagues,

Greetings In this February 2020 issue we have brought to you our six latest research highlights entries and seven capacity building entries as follows. You can continue to read our monthly [Newsletters](#). Issue 18 (i.e. this Newsletter) has been attached to this email for your kind perusal.

Research Highlights

1. [Dr Ryan Allen](#) (Chapman University, USA) explores [how institutions in China conceptualise world-class status through university rankings](#) by drawing on his recent [article](#) in *Compare: A Journal of Comparative and International Education*.
2. [Dr Kun Dai](#) (Peking University, China) discusses [how Chinese learners navigate 'learning gaps' across two systems in a transnational HE education programme](#). This is based on his recent co-authored [article](#) (with Kelly Matthews and Peter Renshaw) in *Higher Education Research and Development*.
3. [Dr Jia Li](#) (Yunnan University, China) explores [how Myanmar ethnic minority students in a borderland school in Yunnan negotiate language ideologies in the learning of Putonghua](#). This is based on her recent co-authored [article](#) (with Dr Bin Ai and Dr Jia Zheng) in *Journal of Multilingual and Multicultural Development*.
4. [Dr Yang Song](#) (Fudan University, Shanghai, China) reveals [the implicit hegemonic hierarchies that international and Chinese students subscribe to in English-language-medium programmes in China](#). This is based on her recent [publication](#) in *Journal of Multilingual and Multicultural Development*.
5. [Dr Yinni Peng](#) (Hong Kong Baptist University) discusses [the opportunities and struggles of mainland Chinese students in Hong Kong](#) by drawing on her latest publications in *Population, Space and Place* and *Journal of Ethnic and Migration Studies*.
6. [Dr Tingting Yuan](#) (Bath Spa University) reflects on [international students' voice in China's higher education in relation to scholarship provision](#). This is based on her recent [article](#) in *Journal of International Students*.

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

Capacity Building

1. A Call for Papers for the 3rd Annual Conference of the *International Chinese Sociological Association* (ICSA) is available [here](#). Deadline: 8 May 2020.
2. The Overseas Young Chinese Forum is pleased to announce that the [2020 OYCF-Chow Fieldwork Fellowship](#) is open to application from graduate students in humanities, social science and policy studies in a U.S. or Canadian university to conduct fieldwork in China for their thesis projects. Refer to details [here](#).

3. A Call for Chapters for 'Applying Mobile Technologies to Chinese Language Learning' to be published by IGI Global' is available [here](#). Send chapter proposal to Prof Xiaoge Xu (xiaoge.xu@nottingham.edu.cn) by 15 February 2020.
4. A Call for Participants on 'Chinese Master's students' job seeking and employment' conducted by Xianan Hu (Durham University) is available [here](#). Complete the questionnaire [here](#).
5. A Call for Papers on 'Diaspora and Education' for the *International Studies in Sociology of Education* (ISSE) is available [here](#). Deadline for abstract: 15 January 2020, to be sent to [Dr Reza Gholami](#).
6. A Call for Papers on 'Resilience of Chinese children, parents, and educators: A powerful response to "lazy inclusivism"' in *International Journal of Disability, Development and Education* (IJDDDE) is available [here](#). Contact Dr [Guanglun Michael Mu](#) (m.mu@qut.edu.au) for more details.
7. A Call for Papers on 'Emerging and (re)shaping higher education "identities" in China' for a Special Issue in the *International Journal of Chinese Education* is available [here](#). Deadline: 1 May 2020. Contact guest editors: Dr Kun Dai (kdai@pku.edu.cn) and Prof Mei Tian (temmytian@mail.xjtu.edu.cn).

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

Job Opportunities

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

Newsletters

1. NRCEM Newsletter Issue 18 February 2020
2. [NRCEM Newsletter Issue 17 January 2020](#)
3. [NRCEM Newsletter Issue 16 December 2019](#)
4. [NRCEM Newsletter Issue 15 November 2019](#)
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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) and we will advertise your requests. For updates on our events, please click [here](#). Follow us on our [Twitter](#) and [Facebook](#).

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

Contextualizing University Rankings and World-Class Status in Chinese Universities through Commensuration



[Dr Ryan Allen](#), Chapman University, USA

Original Research:

Allen, R. M. (2019). [Commensuration of the globalised higher education sector: how university rankings act as a credential for world-class status in China](#). *Compare: A Journal of Comparative and International Education*, 1-19.

Research Highlights

The rapid internationalizations of higher education globally over the last few decades have had profound impacts on domestic sectors around the world. While [global mobility and partnerships](#) have reached all-time highs, there have been some resulting growing pains. Considering higher education on the international stage is more complex and everchanging than at any time before. To make sense of these complexities, actors in the sector rely on indicators to provide key information. Oftentimes, these indicators are built from a set of metrics that have been formulated by another agency or institution and then organized into a ranking.

This act of taking a complex idea and simplifying it down to a set of metrics is [known as commensuration](#). Commensuration reduces the expertise a stakeholder needs for decision-making as numbers and metrics have been [lionized as objective truths](#). This process provides an appearance of objectivity because it is seen as a type of science. Even as these types of metrics are met with critique, they have inundated decision-making bureaucracies across the world, especially in higher education.

Chinese Universities and Commensuration

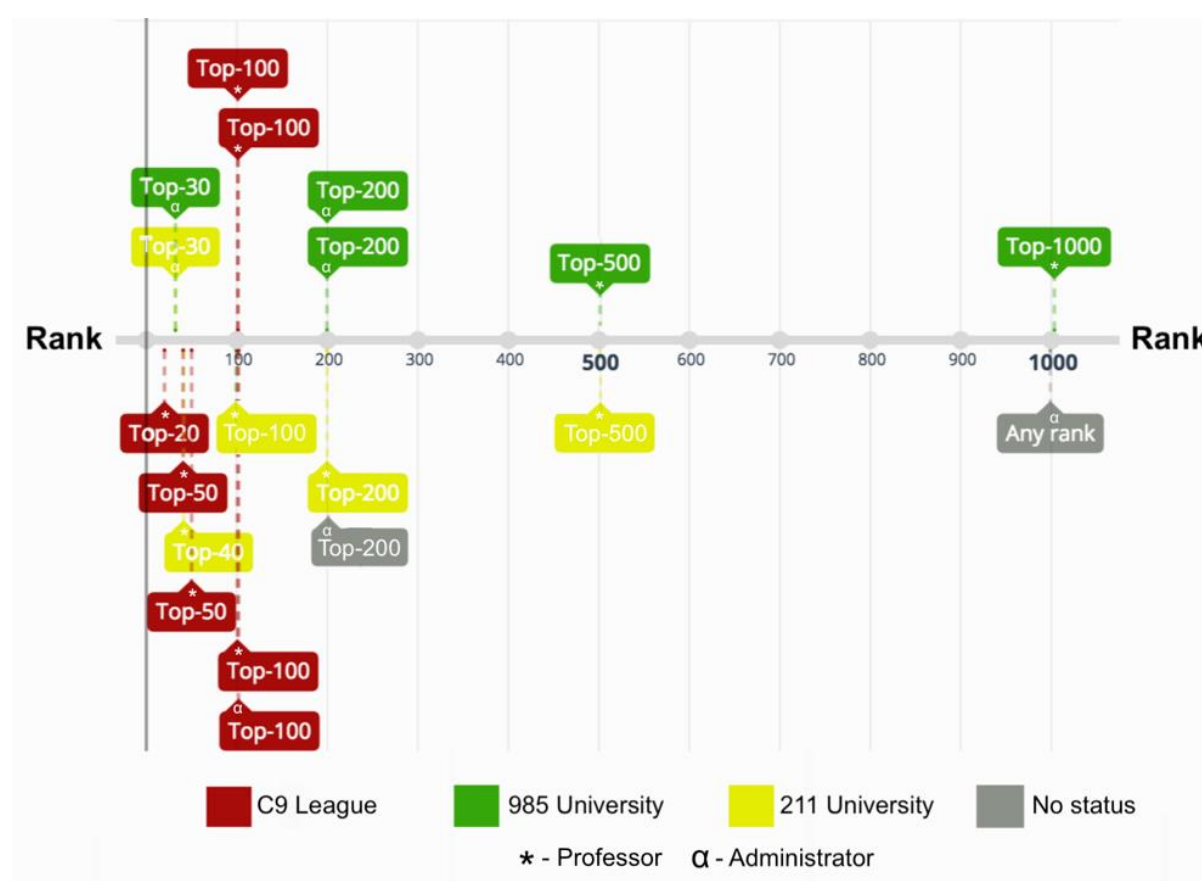
The interviewees in my sample had difficulties in providing a consensus definition of a world-class university. Despite claiming to hear the term used almost “every day,” the conception was still amorphous. Some described excellent students, others mentioned impactful research, and a few used examples of the global elite like “Harvard” or “Cambridge.” Using a word frequency query, though, showed that the most used descriptor was “rankings,” as seen in the following illustration. Even when considering a multitude of definitions, university rankings were still implicitly (or explicitly, in some cases) connected to the elite status.



The group most often mentioned four specific rankings: Quacquarelli Symonds (QS) World University Rankings; *Times Higher Education* (THE), Academic Ranking of World Universities (ARWU), and *US and World News Report* (US News). The makeup of each of these rankings is slightly different, but they all have strong considerations for research. Although, three also had reputational components that sparked ire from many faculty members in the sample. Encapsulating the complaint, one senior professor said, “Among its many flaws, one of them is the halo effect, so people will say, ‘Cambridge has a great department of X,’ even if they don’t have one. These places have higher reputations, whether they actually teach a program or not.”

The four common schemes most often mentioned each rank institutions in strict ordinal form. The ordinal rank offers institutions a proxy for world-class status. While not all the interviewees believed there were strict cutoffs for this concept, 19 gave explicit points that they or their institution would use for a proxy. There was some variation in cutoffs, which can be seen in the following chart, including simply being included in the rankings. However, the top-100 mark was the most stated answer of the group, especially for those already in the more elite segment of the Chinese higher education hierarchy (C9 League).

The specific cutoff for determining world-class universities by university type



Source: Qualitative interviews conducted in this research.

A senior professor with an academic focus on rankings encapsulated this finding, “The idea of world-class, it’s hard to define . . . But for practical usage, actually the top-100 is more or less agreed as world-class university. Not everyone agrees, but it’s a much more agreed than

the definition itself. It's much more difficult to get a definition for world-class university itself than the practical use from ranking. So, top-100 is more or less."

Even as some of the faculty members and administrators argued against using specific cutoffs, almost all of them agreed that rankings impacted various actions by their university, especially in regards to institutional partnerships. Overall, 36 of the 48 respondents claimed rankings have a connection to decisions related to partnerships. Even those who argued that their first priority is related to familiarly or other points, admitted that rankings play a factor institutionally. "We start with those whom we have personal connections... [But] of course everybody want to befriend those highly ranked institution," conceded one junior faculty member.

Some of the respondents were quite open with this commensurate proxy to rankings. "Because [we are a] world-class oriented university and it aims highly to only pursue highly ranking universities all over the world... If the universities were not highly ranked, we would not consider them to be partners," said one mid-level administrator tasked with global outreach. Another administrator even admitted her institution was looking to sever ties with their long-standing partner abroad because the other university was not ranked high enough. Others also claimed that their administrations would not support requests for China Scholarship Council research funding abroad unless the host university was ranked within the top-100.

Research indicators are critical to university ranking metrics, meaning that as league table position becomes more important, pressures to publish will be even more burdensome. Almost all the academics in the study reported that their institutions were obsessed with highly cited indexes, such as the Social Sciences Citation Index (SSCI). Multiple respondents even made the same joke, calling the SSCI "stupid Chinese ideas." Even those who claimed to not pay attention to the rankings reported pressures to publish in these highly cited journals. These indices are key metrics in the university rankings reported to be the most widely used by my respondents.

There were some disparities in how actors perceived these pressures from internationalizations. Over half of the administrators did not report the pressures to publish, while a majority of the professors complained of increased pressures. The exceptions were late-career academics, who were split 50-50 on this topic. These disparities point to diverging awareness of the effects of internationalizations on the sector. It is likely that administrators and older, established academics do not face the full force of these burdens, as the younger, unproven faculty members have more expectations of producing in these international publications.

The research shows how university rankings offer a proxy for the world-class definition. While the commensuration concept has mostly been used in Western-focused studies, it is also useful for understanding the Chinese context and the sector's intense focus on internationalizations. Commensuration is a powerful force within education, impacting decisions at all levels of the university. As the sector in China becomes more global and complex, stakeholders will continue to use indicators and metrics for a variety of decisions, such as evaluation of research agendas and institutional partnerships. Future work should

continue to contextualize China and other sectors through the understanding of the commensuration processes and their outcomes.

Author Bio

[Ryan M. Allen](#) is an assistant professor at Chapman University's Donna Ford Attallah College of Educational Studies. He primarily works with the college's doctoral program [partnered with Shanghai Normal University](#). His research focuses on internationalizations of higher education, EdTech, academic publishing, and the East Asian region. He serves on the Executive Board of the [Study Abroad and International Student SIG](#) within the Comparative and International Education Society, where he shares his passion for supporting international students and promoting study abroad. You can find Dr. Allen's daily musings on Twitter at [@PoliticsAndEd](#).

Crossing the 'bridges' and navigating the 'learning gaps': Chinese students learning across two systems in a transnational higher education programme



[Dr Kun Dai](#), Peking University, China

Kun Dai, Kelly E. Matthews & Peter Renshaw (2020) [Crossing the 'bridges' and navigating the 'learning gaps': Chinese students learning across two systems in a transnational higher education programme](#), *Higher Education Research & Development*, DOI: [10.1080/07294360.2020.1713731](#)

Introduction

Chinese universities are actively pursuing cross-border collaborations in the form of transnational higher education (TNHE) programmes. The complexities of designing and implementing programmes that involve internationalisation of the curriculum often reveal gaps between policies and practices (Fischer & Green, 2018). Students in articulation programmes are uniquely positioned to reveal potential cross-system gaps, having shared the lived experiences of learning in such curricular contexts and to inform any programmatic curriculum reform processes. Our study captures the experiences of Chinese students to illuminate how they navigate their learning journeys in a China-Australia articulation programme. To communicate the complexity of learning in modern transnational higher education programmes, we employed activity theory as the theoretical framework to explore cross-cultural contradictions shaping students' experiences of learning. Assessment, programme rules, teaching strategies, and class and campus settings created contradictions that students had to negotiate as in-between learning spaces. We argue that cross-system contradictions play important roles in transnational higher education programmes. Therefore, instead of seeking to eliminate these contradictions or smooth cross-educational differences, these contradictions should be leveraged as learning opportunities to enrich transnational higher education programmes.

Methods

An exploratory qualitative study was adopted to investigate a group of Chinese students' learning experiences in an articulation programme. We adopted a purposive sampling method to invite students from an undergraduate 2+2 articulation programme (two years in China followed by two years in Australia to complete a degree) with Digital Design as the major to participate in this research. To explore the students' learning experiences, we used semi-structured individual interviews to collect data. Transcripts were exported into NVivo 11 software for analysis. We employed an iterative cycle of inductive and deductive analysis

that involved coding to AT concepts along with emergent themes arising from our reading of the transcripts. We selected extracts from the interviews to offer thick and rich descriptions to illuminate participants' experiences in their own words.

Findings and Discussion

The experiences of the students in our study provided insight into learning in transnational higher education, which response to the call from Qin and Te (2016) for researchers to capture student voices in cross-system programmes. By using AT, we illuminated cross-system contradictions that students navigated between two activity systems in a single TNHE degree programme where some students saw bridges to cross while others saw only the obstacles of learning gaps. Contradictions emerged among students' learning goals, their practices, and programme rules within and between two partners. Our findings showed numerous cross-system contradictions that students had to face and navigate, in different ways and with varying degrees of success, during their cross system educational experiences. Assessment modes, teaching strategies, and class and campus settings were the key factors that generated cross-system learning contradictions for students. The differences in these aspects between Chinese and other Western contexts were not surprising, which further affirm several existing findings (Kember, 2016; Tweed & Lehman, 2002). The academic or contextual contradictions we have revealed several issues in operating TNHE as sources for change and development (Engeström, 1999, 2001). Learning through different contradictions in and between two partners will appeal to many students, though not all. For some students, tensions and contradictions motivated them to alter their learning goals and approaches in the cross-system transition (Engeström, 1999).

Conclusion

While we argue that it is essential for policymakers and educators to enhance cross system communications in the process of operating articulation education to improve students' learning experiences, the intention should not be to diminish cultural differences or assert the dominance of one provider over the other. Instead, curricular planning should prepare students for the richness of global learning that will challenge their cultural assumptions. Learning in this combined setting, students were positioned between the two partners with a complicated sense of agency. Some students navigated the cross-system experiences with ease while others struggled. These multiple responses could help universities, lecturers, and policymakers to strategically design and manage such articulation programmes to enhance the quality of cross-system education under the growing trend of internationalisation of higher education. Prospective studies could investigate how lecturers and policymakers understand cultural and educational differences between different systems and how they might productively use these differences to improve international education cooperation.

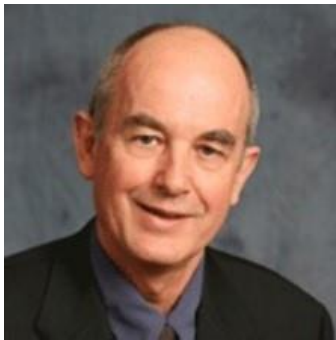
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Kun Dai is a Postdoctoral Research Fellow (funded by China International Postdoc Exchange Program) at the Graduate School of Education, Peking University, China. His research focuses on transnational education, intercultural learning and adjustment, and students'

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Peter Renshaw is a Professor at the School of Education, the University of Queensland in Brisbane, Australia. Professor Renshaw's research has focused on learning and teaching processes both at school and tertiary level. Professor Renshaw was President and Secretary of Australian Association for Research in Education (AARE) and a member of the Executive for over a decade (1991-2002).

Negotiating language ideologies in learning Putonghua: Myanmar ethnic minority students' perspectives on multilingual practices in a borderland school

Jia Li, Bin Ai & Jie Zhang (2019). [Negotiating language ideologies in learning Putonghua: Myanmar ethnic minority students' perspectives on multilingual practices in a borderland school](#), *Journal of Multilingual and Multicultural Development*, DOI: 10.1080/01434632.2019.1678628



Dr Jia Li, Yunnan University, China

Chinese abstract

文章探讨了一组缅甸少数民族青少年的语言意识形态对其在中缅边境公立学校和汉语补习学校的普通话学习和教育发展前景的影响。研究者采用半结构式访谈和参与者的语言学习自传数据，指出由于缺乏缅语能力缅籍少数民族青少年在语言文化上处于不利地位，常被排斥在公立学校之外。学习普通话和接触与汉语相关资源让他们获得主体策略和发展资本，使他们脱离边境地区的不利态势，获取汉语资本、分享中国发展红利。论文关注了社会经济转型时期语言意识形态的多重性和竞争性特征，以及语言意识形态在学习者语言实践和社会结构之间的影响。同时，论文通过分析普通话的语言资本阐述了中国软实力对于邻国边境地区语言学习的影响。

Summary of article

China and Myanmar share a borderline of over 2,200 kilometers. Like many other borders in the world, the demarcation of the geographical border does not always overlap with the cultural and linguistic borders. Over centuries of historical, economic and cultural development, the China-and-Myanmar border has acquired strategic meanings for both countries and is now becoming the land-bridge of China's expansion overseas and the main artery of Myanmar's economy. This article examines how language ideologies shape the educational trajectories of a group of Myanmar ethnic minority students who were born and brought up at Myanmar's border towns next to Yunnan, the Southwest of China.

The article focuses on their language learning experiences both at Myanmar government schools and Chinese supplementary schools. Due to the mismatch between their home

language(s) and class instruction language and the limited distribution of linguistic and educational resources at border regions, Myanmar ethnic minority students with limited proficiency in Burmese language experience exclusionary treatments and stereotypes at Myanmar government schools. Although the majority of our participants did not complete their primary education at Myanmar government schools, they did not simply drop out, look for a job, become a farmer, or help in their families' businesses. These students did not see their drop-out as an educational failure. Rather they considered that their marginalization in government schools was offset by their empowerment in Chinese supplementary schools. They experienced an enormous contrast between the two educational systems, which reshaped their language learning beliefs and motivations. Their efforts to improve their proficiency in Putonghua may have been self-motivated or in response to their parents' desire to maintain their ethnic Chinese heritage, and were reinforced by the availability of China-related resources at Myanmar's border. Their beliefs in the importance of learning Putonghua for future transnational mobility and for improving their life prospects contrasted with their experiences of failure in the educational system offered by the Myanmar government in question.

However, the article also points out the contestation and ideological conflict of learning Putonghua at Myanmar-border. In the context of China's rapid development, tensions and negotiations over what it means to speak and write Putonghua are related to contestation of the authenticity of 'mother-tongue' versus 'non-heritage learners, and over the economic or symbolic capital of Putonghua and Chinese as a marker of a heritage identity. Given the promotion of Putonghua and the increasing influence of China's economy in Myanmar, it can be expected that this tension is going to become more pronounced in the future.

Based upon the evidence, the article suggests that Myanmar education system and language policy makers should take into account the dynamic and diverse border realities by considering these ethnic minority students' learning difficulties and their diverse backgrounds, rather than simply implementing a centralized language policy. It would benefit borderland students if the Myanmar government allowed for diversity when it distributes educational resources, rather than leaving learning responsibilities to individual students who struggle to bridge the gap between home culture and school culture. The analysis of Myanmar ethnic minority students' everyday learning trajectories illuminates the interconnections between language ideologies and linguistic practices. By locating their everyday language practices in the wider setting of Myanmar and China's socio-economic transformation and China's expansion to Southeast Asia and South Asia, the article contributes to the understanding of grassroots multilingualism and highlights the multiple, conflictual and context-specific aspects of language ideologies as well as proposing a possible solution for this issue in the long term.

Authors' bio

Dr. Jia Li is an Associate Professor at the School of Foreign Languages of Yunnan University, Kunming, China. Her research concerns multilingualism, language-in-education, and promoting Putonghua as a global language. She can be contacted by email: jia_li_yunnan@qq.com.



Dr. Bin Ai is an Associate Professor at the School of Foreign Studies of Shanghai University of Finance and Economics, Shanghai, China. His research interests involve a wide range of topics including intercultural communication, higher education, and applied linguistics. Dr. Ai has published widely in many international peer-reviewed journals.



Dr. Jie Zhang is an Associate Professor at the School of Foreign Languages of Zhongnan University of Economics and Law, Wuhan, China. Her research interests range from intercultural communication, language policy and planning to language-in-education. Dr. Zhang has published widely in both Chinese and English peer-reviewed journals, and she is on the editorial board of Journal *Multilingua*.

‘Uneven consequences’ of international English-medium-instruction programmes in China: A critical epistemological perspective



[Dr Yang SONG, Fudan University, China](#)

Song, Y. (2019). [‘Uneven consequences’ of international English-medium-instruction programmes in China: A critical epistemological perspective](#). *Journal of Multilingual and Multicultural Development*. doi: 10.1080/01434632.2019.1694525

This study examines international and Chinese students’ epistemic practices in mixed English-Medium-Instruction (EMI) Master’s degree programmes in a top-rate comprehensive university in Shanghai, China. The in-depth student/instructor interviews and ethnographic classroom observation converge to reveal that the EMI curriculum constructs an implicit hegemonic hierarchy among students based on their pre-enrolment possessions of linguistic capital of English and cultural capital concerning Americanized academic norms and discipline-specific knowledge. Given the implicit hegemony, it is also argued that students have developed varied degrees of awareness towards and resorted to strategies of inter-referencing and cultural syncretism in order to negotiate diverse epistemic frames of reference with regards (1) English as an academic lingua franca, (2) the epistemic domination of the Global North, and (3) reimagining China and modernity. Practical and conceptual implications on IHE are proposed based on the analysis.

In recent years, the rapid growth of higher education in Asia diversified the directions of international student mobility. While intra-Asia student mobility remains the main source of international students in Asian universities, the international student composition remains multi-continental, multi-national as well as diverse in individual educational/life trajectories (Song, 2019; Xu & Montgomery, 2018). According to the 2018 statistics of the Institute for International Education, Chinese universities have received 489,200 international students in 2018, ranking the top destination for international students in Asia and the third in the world (IIE, 2018). Chinese higher education systems and international curricula, though subject to substantial influences from the American university models, have specific agenda and rationales to (1) serve the national diplomacy of cultivating talents friendly to China and (2) enhance the international ranking of Chinese universities in order to complete the mission of building world-class universities (Jiani, 2017; Ma & Zhao, 2018). In response to the emergence of East Asia in the global IHE context, the very notion of internationalization also needs to be understood in accordance with the changing ecology (Huang & Marginson, 2018).

As a major strategy to attract international students, English-as-the-medium-of-instruction (EMI) programmes have been increasingly launched by universities in non-Anglophone countries, particularly in Asia (Kuroda, 2014). Research on international EMI programmes in Asia has provided an indispensable lens to understand internationalization (Bedenlier, Kondakci, & Zawacki-Richter, 2018). Current EMI studies in Asia have focused on the English language ideologies inbuilt in the national and institutional policies as well as being held by students enrolled in the EMI programmes (Zhang 2018), quality control over the instructors' English language proficiency and curriculum design/enactment as measured against students' expectations (Botha, 2016; Gu & Lee, 2018), and international students' intercultural experiences and/or cultural adaptation (An & Chiang, 2015; Li, 2015).

Though the dominance of English as the academic lingua franca has been critiqued as linguistic imperialism in relevant literature (Pennycook, 2017; Phillipson, 1992), the impact of global knowledge politics on EMI practices has generally fallen out of the scope of investigation. Hence it remains largely unknown about the dynamics of epistemic exchanges in between agents at multiple dimensions of IHE, particularly in Asian contexts, as structured within the uneven geopolitics of knowledge production. Among critical works on knowledge politics, Chen's (2010) *Asia as Method* has drawn critical attention to the political unconscious and intellectual desire to adopt the imagined and reimagined "West" as the exclusive epistemic framework that guides knowledge production in Asia. Epistemic frameworks here refer to structures of knowledge and conceptual schemas that are mobilized to categorize, characterize and valorize social practices as situated within specific politico-economic contexts (Chen 2010, p. 217). Informed by Chen's (2010) *Asia as Method*, the present study develops a critical epistemological perspective so as to investigate how various types of power relations centering on various epistemic frameworks co-shape international and Chinese students' experiences in international EMI programmes in China.

Students have used varied epistemic frameworks to navigate the semi-Americanized academic norms of the EMI programmes under study. Those variations gave way to an implicit hierarchy among students based on their pre-enrolment possessions of linguistic capital of English and cultural capital concerning Americanized academic norms and discipline-specific knowledge. This finding echoes the previous critique on the uncritical adoption of American EMI model as neo-colonial hegemony in Asian and African contexts (Kim, 2012; Leask, 2015). It also suggests that EMI shall not be understood as a sole matter of medium of instruction but rather a whole process of English academic socialization situated within the global-scale neoliberal competition for symbolic and cultural capitals being afforded by English-mediated, Anglophone/Euro-centric knowledge indispensable for students to enhance transnational mobility (Gu & Lee, 2018; Hayes, 2019).

Nevertheless, the implicit hierarchy does not identify with the "double-country oppression" as proposed in Hayes' (2019) study. While the disciplinary knowledge system in the EMI curricula is grounded predominantly on that produced in the Global North, it has not been taken as the exclusively privileged knowledge in the EMI curricula. The classroom practices, especially the student group discussions and peer sharing sessions, helped to create a space for inter-referencing not only in between a diversity of epistemic perspectives and frameworks within the course subjects but also in between the individual-specific experiential knowledge. Voicing opportunities have been appreciated and even contrasted

to their absence in Anglophone universities, which can also be attributed to the students' critical awareness and desire for both global and local relevance of knowledge rather than blindly reproducing the uneven geopolitics of knowledge (Naidoo, 2016). These classroom practices also helped reject and/or disrupt frequently assumed homogeneity of the international student body and unquestioned dichotomy between the local and international students in definition of 'internationalization' as being critiqued in existing literature (Jones, 2017). The EMI classrooms hence have the potentiality to serve as "generative spaces where alternative relationships between knowing and being can emerge and intervene in our lived realities" (Ahenakew, Andreotti, Cooper, & Hireme, 2014, p. 218). Pedagogically, it would also benefit students if critical literacy could be included in the curriculum design and used to guide classroom practices, particularly critical meta-analysis of the historical development of varied discipline-specific perspectives as well as the strengths and constraints of each theoretical traditions and methods (Stein, Andreotti & Suša, 2019; Stein, 2017).

More importantly, the present study supports that conducting critical IHE studies in non-Anglophone and non-Western-European contexts help modify and expand the conceptualization of 'internationalization' (Bedenlier, Kondakci & Zawacki-Richter, 2018). The significance resides not much in the diversification of research contexts as in the lived experiences and related self-reflection afforded by varied historical-spatial manifestations of modernity in the era of globalization (Mignolo, 2011). Instead of assuming the naturalized acceptance of the modernity in the singular among international students, a nuanced analysis of students' lived experience shows that media consumption practices and interpersonal interactions outside the classroom play important roles in shaping students' understanding of the diversity of modernity in connection with their experiences and knowledge prior to joining the EMI programmes in China, particularly for those students from other Asian and Latin American countries.

Sharing the critical IHE agenda to de-depoliticize and historicize internationalization (Buckner & Stein, 2019), the present study suggests that internationalization needs to be understood as a multi-dimensional dynamic network co-shaped by national, institutional and individual agents within specific socio-historical spaces of globalization, where the individual students' historical bodies and ongoing lived experiences in and out of the classroom are also actively engaged in shaping 'alternative' internationalization. Even though the international, national and institutional policies play significant roles in shaping EMI programmes worldwide while being substantially structured by the unequal geopolitics of knowledge production, the dynamics of interpersonal epistemic exchanges provide dialogic spaces for students and instructors to take bottom-up initiatives to empower previously unacknowledged 'voices' and to break away from the centre-periphery structure that hinders advancement of social imaginaries about modernity in the plural.

Author Bio

[YANG SONG](#) is currently an assistant professor at the Department of English Language and Literature, Fudan University, Shanghai. Her research focuses on English as a medium of instruction in the context of internationalization of higher education in China, students' identity formation in relation to their lived experiences of interculturality, multilingual

linguistic landscapes in urban China, and digital literacies involved in the teaching and learning of online journalism. Her publications appear in international peer-reviewed journals, such as *Journalism*, *English Today*, *Multilingua*, and *Journal of Multilingual and Multicultural Development*. Email: songyang@fudan.edu.cn.

Mainland Chinese Students in Hong Kong: Opportunities and Struggles



Dr. Yinni Peng, Hong Kong Baptist University, Hong Kong, China

Research highlighted

Peng, Yinni. (2019). [From migrant student to migrant employee: Three models of the school-to-work transition of mainland Chinese in Hong Kong](#). *Population, Space and Place*, DOI: 10.1002/psp.2283 (online first).

Peng, Yinni. (2016). [Student migration and polymedia: Mainland Chinese students' communication media use in Hong Kong](#). *Journal of Ethnic and Migration Studies*, 42(14), 2395-2412.

The internationalization and commodification of higher education in developed societies has caused mass migration of students who leave their home societies to pursue a tertiary (or higher) degree in another country or society (Samers, 2010). The number of international students increased from 1.3 million in 1990 to 5.3 million in 2017 (OECD, 2010; Migration Data Portal, 2019). Student migration has become an important topic in both migration and education research. Rich studies (e.g., Robertson, 2013; Samers, 2010; Waters, 2008) have examined the causes of student migration, the channels of or obstacles to student migration, and its effects on both source and host societies. My research interest in mainland Chinese students in Hong Kong is partly shaped by my general interest in migration and partly from my personal experiences of being a former migrant student and a current migrant worker in Hong Kong.

China, as the largest source country of migrant students, has sent a total number of 5.86 million students to study abroad between 1978 and 2018 (Ministry of Education of the People's Republic of China, 2019). To most mainland Chinese students, Hong Kong is a special destination as it is both domestic and external. As a Chinese society and part of the same country, Hong Kong may be a less challenging destination for mainland Chinese students than North America and Europe, due to the relatively shorter geographic distance and assumed fewer cultural discrepancies. As a regional educational hub in Asia, Hong Kong has a good higher education system, which attracts many mainland Chinese students. However, the colonial history and the "one country, two systems" framework of Hong Kong make it "external" to mainland Chinese (Li and Bray, 2007). Mainland Chinese students are not only required to apply for a student visa to study in Hong Kong, but also encounter challenges and problems in their migration process and post-migration study, which are mainly caused by the differences in economic, political, educational and cultural systems between Hong Kong and mainland China. Since 2012, an anti-mainlander atmosphere has

emerged in Hong Kong and become intensified recently (Peng, 2016, 2019; Xu, 2015). Hostility, overt discrimination, and even violence against mainland Chinese have been observed in Hong Kong in recent years. All of these make Hong Kong a destination full of opportunities and conflicts.

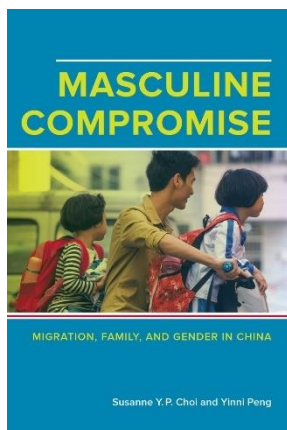
Drawing on qualitative data collected between 2014 and 2017, my research on mainland Chinese students in Hong Kong focuses on two issues: communication media use of mainland Chinese students in their study and lives in Hong Kong and their school-to-work transition in Hong Kong. These issues reflect different stages and aspects of their migratory journey in Hong Kong. My article on communication media use of mainland Chinese students examines how they navigate the polymedia to maintain their emotional bonding with family members and friends in their hometowns, and simultaneously adapt to their new study and lives in Hong Kong. My research indicates that the mediated communication is both empowering and disempowering to mainland Chinese students. Their intensive communication with family members and friends in their hometowns offers them emotional support, yet also creates a virtual surveillance on them. While their mediated communication with their local classmates offers useful knowledge and practical help, it also makes them experiencing digital boundaries and exclusion from the locals. By analyzing mainland Chinese students' mediated communication with different groups, my research highlights the complicated dynamics and consequences of media use in the lives of migrant students.

My latest publication explores the school-to-work transition of mainland Chinese students after they complete their studies in Hong Kong. Adopting the processual perspective of both migration and youth transition, I explore how mainland Chinese students look for jobs in Hong Kong, develop their career, and make plans for their future migration or settlement. The flexibility and diversity of their school-to-work transition in Hong Kong is demonstrated in three models: proactive, challenging, and accommodative transition. In proactive transition, the students actively look for job opportunities and carefully plan their career development in Hong Kong. They value their work experiences and expect all-round development through working in Hong Kong. However, they define Hong Kong as a stepping stone for their career development or future migration. In challenging transition, the students report more frustration, failures, and struggles in their transition process. Some of them describe their transition as a trial-and-error process while others report that they are forced to grow up in this process. In accommodative transition, the students define their school-to-work as a process of taking one step and looking around before taking another step. They reconcile themselves to the opportunities and uncertainties in the transition process and usually take a happy-go-lucky attitude toward their future. These findings reveal the nuances in their work experiences and career development in Hong Kong, future plans, and subjective feelings and interpretations of the transition process. The research enriches academic discussions of the multiplicity and processual nature of school-to-work transition of students in a migratory context. As student migration and transition is still ongoing, more research is needed to further explore the characteristics, processes and consequences.

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Author Biography



[University of California Press, 2016](#)

[Dr. Yinni Peng](#) is Associate Professor of Sociology at Hong Kong Baptist University. She is generally interested in gender, family, migration, and social media. She recently focuses on urban parenting in China and migrant students from mainland China. She is the coauthor of the book *Masculine Compromise: Migration, Family and Gender in China* (University of California Press, 2016), which is the winner of the 2018 Best Book granted by RC 31 Sociology of Migration, International Sociology Association. Her work also appears in academic journals, such as *Gender & Society*, *Sex Roles*, *Human Relations*, *The China Quarterly*, *Journal of Ethnic and Migration Studies*, *Journal of Contemporary China*, *Population, Space and Place*, and *Journal of Family Issues*. She served as an editorial board member of *Gender & Society* between 2017 and 2019. From 2019, she is serving as an editorial board member of *Journal of Ethnic and Migration Studies*.

Re-thinking International Students' Voice in South-South Cooperation in Higher Education: An International Development Perspective 关于发展中国家留学生在华学习体验的反思：国际发展的视角



[Dr Tingting Yuan 袁婷婷](#) Bath Spa University, UK

ABSTRACT: This article provides an initial reflection based on a recent qualitative study on China's higher education and scholarship provision to international students from developing countries. The empirical data collected from focus groups reveal two emerging aspects of students' overall experience: those of equality and sustainability. These two features fundamentally reflect China's distinctiveness in its higher education provision in South-South Cooperation and its status in contemporary global political economy.

摘要：文章从国际发展视角对一项近期进行的质性研究进行了阶段性的反思。该研究对获得中国奖学金的发展中国家在华留学生进行了访谈。初步研究结果将在华留学这个高等教育范畴内的实践和中国在南南合作中所做的贡献联系起来。本文旨在揭示留学生体验的两点鲜明特征，即在华留学的“平等性”和“可持续性”。而这两点特征也在根本上体现了中国提供的高等教育的特殊性和中国在当前国际政治经济中的角色和地位。

Yuan, T. (2020). [Re-thinking International Students' Voice in South-South Cooperation in Higher Education 关于发展中国家留学生在华学习体验的反思](#). Journal of International Students, 10(S (1)), 94-98.

This article is part of a special issue on '[International students in China](#)'.

自 1949 年中华人民共和国建立以来，中国与其他发展中国家一直有着教育交流。21 世纪以来的中非“战略性双赢关系”以及近年来的“一带一路”倡议，更带动了发展中国家来华留学生人数的迅速增长（Kirby & Van der Wende, 2018; Yuan, 2011）。本文基于最近一项实地调研对中国的南南高等教育合作 1 进行了一些反思。该调研项目对发展中国家的在华留学生进行了小组访谈（focus group）。该调研已经结束数据收集工作，详细的调研结果将在今后的学术论文中进一步阐明。

这次调研的访谈对象是 10 组来自 26 个发展中国家 2 的 40 名在华留学生。每一组（3-5 人）的访谈时间在 1 小时左右。留学生们分别在中国 5 个城市的 7 所大学攻读本

科、硕士或者博士学位；其学习都由中国政府或大学提供奖学金资助。访谈在于了解学生们在华留学和生活的综合体验（overall experience），包括三个方面：他们申请就读以及接受奖学金的过程，他们的求学经历和体验（尤其是对于学习环境、教学质量和师生关系的评估），他们的学习动机以及未来深造或就业计划。通过学生们的讨论、回答可以看出，他们在中国留学的体验，具有“平等性”和“可持续性”这两个鲜明的特征。

首先，这个“平等性”不同于社会心理层面注重个体跨文化认知的认同感（Li, 2015），也不同于单纯的个体平等，即个体对权利和自由的平等追求，它指的是学生在中国的高等院校学习生活的感受比较自信和自如，没有感到自己的国籍和肤色带来的差别和压力。如果把一个国家的学生看作一个群体的话，群体之间没有明显的阶层感

（hierarchy）。这与学生们对国家地理和政治经济属性和地位以及国际关系的认知息息相关。来自发展中国家的学生既没有像来自西方发达国家的留学生那样更多的是抱有对汉语言文学和文化的热爱，也没有像在西方求学的发展中国家学生那样认为西方发达国家的文化和教育是更先进的，从而在认识上屈居于西方文化，并常有种族歧视的情况发生。这次调研访谈的学生大多来自亚洲和非洲，他们认为在中国的大学学习和在中国的城市生活，除了语言上有可能的障碍之外，没有其他的明显不适。基本上所有学生都表达了与中国的老师和学生交流互助的积极感受；尤其在中国二线城市求学的留学生，更加表达了当地人民对他们的好感和热情。很多留学生都表达了希望继续留在中国（尤其是亚洲学生）深造和就业的意愿（在设想可以选择去西方国家的情况下）——既不会远离家乡，也拥有令他们比较舒适的社会环境。学生们尤其是博士生认为，以综合体验来说，他们在华学习的整体满意度比较高，基本上所有的学生都给予了“满意”或“很满意”的答复。

究其原因，这些留学生群体和个体来华的过程本身就是与中国的国际关系紧密联系的。在全球化时代，社会多元，个体的社会身份受到国家地位及其国际关系的影响。教育在经济全球化的进程中，与知识经济和发展息息相关；而以现代化理论为基础的西方主流发展理论，基本上都是建立在低收入国家通过实现工业化追赶上高收入国家，建立“现代社会”这个模式上（Berger, 2003）。因此，西方发达国家的教育形式和方法，往往成为民族国家教育发展借鉴的对象。这一点不仅体现在当今势头不减的西方留学热潮中（经济全球化之下的教育市场化促成了对于发达国家教育的“热卖”），也体现在西方国家长期开展的国际教育援助中（国际发展的大目标——减贫的本质实际上是实现发达国家定义的“发展”，包括教育发展；而援助则成为一剂“药方”）

（Dale, 1982; Robertson et al., 2007）。

同样是奖学金的授予，在西方国家留学更多的是在教育“援助”和后殖民的框架下进行，在中国却是在“合作”和“交流”的框架下进行的。细看联合国可持续发展的教育目标，明确提出了高等教育奖学金的供给，而衡量这项具体目标的指标仍然仅仅是“官方

发展援助”（ODA，经合组织下的 30 个援助委员会盟国）提供的奖学金数量（United Nations, 2018）。这里包含着明确的西方属性的援助意义，即高等教育发展目标的达成，基本上是通过由传统援助国即援助委员会国家对发展中国家的援助实现的。而中国和这些发展中国家的历史与西方发达国家的历史是不同的，虽然中国政府也发表了援助白皮书（Ministry of Commerce of People's Republic of China, 2014），但是这个援助不是建立在评估和干预，而是建立在双赢的基础上的。发展中国家的学生，不是来自于被贴上“低收入”或“欠发达”标签的地区，他们也没有把前往中国学习当作对固化的“先进文化”的追求，而是更务实地基于对于中国发展的认可和对中国奖学金提供的学习和生活条件的肯定。因此，获得奖学金学习本身不仅仅是一个教育问题，也是学生群体对另一种发展模式的认知。这便联系到下文谈论的“可持续性”。

所谓“可持续性”，指的是留学生的体验不仅仅局限在大学校园这个范围内，也不仅仅局限在经典和既成的理论知识上，他们的留学体验在其社会化进程中将是可持续发展的，更是主观能动的。留学生来到中国学习所获得的知识，或多或少包含了中国在过去几十年发展中的经验和教训。譬如在教育领域，教师教育成为一个热点，这对于教师匮乏，教师教育亟待发展的许多非洲国家来说，无疑是令他们深感兴趣的方面。于是，这种对中国，尤其是对中国特色社会主义经济制度下的发展经验的学习成为中国大学知识构建的一个特殊的组成部分（Yuan, 2019），并且这种经验不是静止的——它不“完美”，有缺陷，仍然在发展之中（King, 2013）。于是，同样作为发展中国家，视高等教育为发展的一部分，这样的“共同发展”“分享发展”，不论是在教学内容上还是政策话语上，都给留学生提供了一种在社会的运行、改革和前进中学习的能动意识，从而在某种程度上提高了他们学习的主体性和对社会改造的积极性。也因此，“可持续性”不仅体现在特殊的知识成分上，也体现在大学学习和将来深造、就业的连接上。被访谈的留学生们，不管是将来回到自己的祖国还是留在中国继续发展，均有比较清晰的学习动机和目标，把他们在我国的学习和今后的工作生活紧密联系起来。

此次调研的另一个发现是，我国高等教育的内容，也不仅仅只是建立在“中国经验”和中国文化的基础上。这是留学生“可持续性”体验的第三个方面，即高等教育内容方式方法的国际化与本土化的结合。把这个结果和另一项早前的研究结果（Yuan, 2013）相比较可以发现，留学生对学习的方式和难度有了更良好的体验，他们的学习不再只是留学生的学习，而是与中国学生在同样的环境里竞争和交流。从微观层面来看，在课堂模式上现在的教学方式很大程度上区别于以往的大课堂讲授式的教学方式；研究生和博士生尤其在小组讨论和小班学习中受益。有些汉语程度比较高的留学生，还专门选择能够与更多中国学生一起学习的课程，通过与中国学生交流加深对知识的理解。可以看出，我国高校借鉴了一些西方国家的课程设置和课程教学经验，并将之融入现有的高等教育体制里。如前所述，这种在“发展中”摸索前进的高等教育模式，恰恰为留学生带来了一种特殊的体验；而高校如何平衡“国际化”（尤其是教育市场化带来的

教育同质性)和发展中国特色的高等教育,可能会极大地影响这些留学生的留学体验。

当然,这些留学生的体验也和他们个人的家庭背景,在他们祖国的社会阶层、经济状况有关系。他们是不是已经具备一定的社会经济基础,尤其是在职后出国留学的人员,是不是已经掌握了一定的人力资本和社会资本,从而促成了他们较为积极的在华体验和身份认同?虽然访谈尽可能的争取不同年龄段和工作学习程度与背景的学生们,但是对于一个个体的社会性和社会身份的形成还很难作深刻的考察。最后值得反思的是,南南高等教育合作应当不仅仅停留在共同发展的层面,还应当致力于教育公正和社会平等与流动,让高等教育在共同发展的框架下给更多、更大范围的学生提供良好的体验。

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Call for Papers —the 3rd International Chinese Sociological Association (ICSA) Annual Conference

Oxford, UK • July 4-5, 2020

Deadline for Submissions: May 8, 2020

Conference Venue: St. Anne's College, Oxford University

We are pleased to announce that the 3rd Annual Conference of the International Chinese Sociological Association (ICSA) will be held on July 4-5, 2020 at Oxford, UK. The conference will be hosted by Dept. of Sociology, University of Oxford, UK.

The International Chinese Sociological Association (ICSA) is a non-profit organization, registered in California, USA, which aims to promote social scientific research on Chinese societies, cultures, and populations in the world. The 2020 conference theme is "Family Change and Inequality in Chinese Societies and beyond." The conference also welcomes submissions on other topics of interest to the ICSA members. Papers offering comparative perspectives on are particularly welcome. Both complete papers and extended paper abstracts in English will be considered. Paper abstracts must contain sufficient details to suggest timely completion (normally, 5 pages or more). Please provide all authors' names, organizational affiliations, and email addresses.

Graduate students are invited to compete for the ICSA 2020 Nan Lin Graduate Student Paper Award. One paper (published or unpublished) will be selected and the award will be announced and presented with a plaque and a check of USD 500 at the conference, as well as a travel subsidy.

Papers to be considered for the Nan Lin Paper Award must be (1) authored by student(s) only, (2) in English, and (3) to be presented at the 2020 ICSA Conference. Student status must be valid as of the end of Spring 2020. Only complete papers will be considered. Please mark *Nan Lin Paper Award* in the Subject Area when submitting online.

Instructions for Paper Submissions

The ICSA Paper Submission Information Submission Site is available on February 10th at <https://www.icsa-sociology.org>. The submission deadline is May 8th, 2020. In the event of any technical difficulties, submissions may be emailed to Shaoping She (spshe@ust.hk). For general enquiries, please contact Maggie Ku (icsa@caser.ust.hk).

Please note that conference participation requires membership in the ICSA. If you are not an active member yet, please become a member first through ICSA's new homepage: <https://icsa-sociology.org>. The membership fees: \$10 for student memberships, \$30 for regular membership fee, and \$600 for the lifetime membership fee.

Important Dates

Feb 7, 2020: On-line submission site opens.

May 8, 2020: Submission deadline.

May 22, 2020: Formal acceptance letters distributed for visa applications.

June 19, 2020: Provisional program available on the website.

June 30, 2020: Full papers due to organizers/ presiders/ discussants.

July 4-5 2020: Conference

Selected papers presented in the conference will be invited for submission to the following peer review journals:

1. Chinese Journal of Sociology (CJS) (eISSN: 20571518 | ISSN: 2057150X), founded in 2015 and published by SAGE, is a peer-reviewed, international journal issued by Shanghai University and co-sponsored with Princeton's Center on Contemporary China (CCC), with an aim to building an academic platform for in-depth discussion of the issues facing contemporary Chinese society from the sociological perspectives.
2. China Review (ISSN: 16802012), published by Chinese University Press in Hong Kong, is the only China-based English journal devoted to the study of Greater China and its people. The journal's SSCI Impact Factor 0.694 in 2017, being ranked in Q2, 32/68 in area studies.
3. Chinese Sociological Review (CSR) (Print ISSN: 2162-0555 Online ISSN: 2162-0563), founded in 1968, now published by Taylor & Francis Inc. 530 Walnut Street, Suite 850, Philadelphia, PA 19106. The journal's SSCI impact factor is 2.3 in 2017, being ranked in Q1, 21/146 in sociology.

For more information, refer [here](#).

2020 OYCF (Overseas Young Chinese Forum)-Chow Fieldwork Fellowship Open to Application (For PhD Students in US/Canadian HEIs)

The Overseas Young Chinese Forum is pleased to announce that the [2020 OYCF-Chow Fieldwork Fellowship](#) is open to application from graduate students in humanities, social science and policy studies in a U.S. or Canadian university to conduct fieldwork in China for their thesis projects. In addition, another \$500 will be offered as post fieldwork award to the fellowship recipients who demonstrate productive use of the fellowship in a post-fellowship report. Fellowship recipients will be announced on the OYCF website as OYCF-Chow Fellows.

Since 2018, the Overseas Young Chinese Forum has provided several fellowships each year to support field research in China. The fellowship is funded by the contributions of OYCF members and the generous donation by distinguished Princeton University professor emeritus Gregory C. Chow and his wife Paula K. Chow.

For deadline, eligibility and other requirements, please click the link above. You may also view the research page for information on past recipients and their projects.

Call for Chapters: 'Applying Mobile Technologies to Chinese Language Learning' for IGI Global



Image source: <https://images.app.goo.gl/MhxnR36vC68vT5RB7>

Editors

Xiaoge Xu, University of Nottingham Ningbo China (xiaoge.xu@nottingham.edu.cn)

Call for Chapters

Proposals Submission Deadline: February 15, 2020

Full Chapters Due: March 3, 2020

Submission Date: June 26, 2020

Introduction

As our world is moving towards an experience economy, we are more willing, and even more eager, to pay for a fun, enjoyable, and memorable experience beyond a product or service. The same situation is also happening in learning Chinese around the world. It is especially the case in mobile learning, which is growing in popularity. Beyond learning Chinese, learners expect to have a fun, enjoyable, and memorable experience associated with or generated by learning Chinese on mobile devices.

Different from the conventional ways of learning Chinese, learning Chinese on mobile devices focuses on achieving hierarchical levels of learners' needs and desires. Since mobile devices, especially Chinese learning apps, have been widely used in learning, many recorded or unrecorded efforts have been taken to enhance mobile experience in learning Chinese around the world. This edited book invites further efforts to compare mobile experience in learning Chinese among native speakers of different languages or in different environments. The identified similarities, differences and shaping factors will be theorized for a better way to describe, explain, and predict mobile experience in learning Chinese.

This edited book will also include tips and success factors for instructors and learners of Chinese. Most importantly, this edited book is designed to share the knowledge and skills on how to take full advantage of features and functions of mobile devices to enhance mobile

experience in learning Chinese, a unique, memorable, and beneficial way of learning Chinese.

Objective

This book will aim to provide relevant theoretical frameworks and the latest empirical research findings in applying mobile technologies to Chinese language learning. It will be written for instructors and students of Chinese language who want to improve their teaching or learning respectively, hence enhancing mobile experience in Chinese language learning and teaching.

Target Audience

This edited book targets the global instructors and learners of Chinese as a foreign or second language. It can be used as a textbook, a premier reference book, and a guidebook. It can also be used as a general book for the general audience.

Recommended Topics

The editor of this volume will write an introduction chapter, a chapter on conceptualizing and operationalizing mobile experience in Chinese language learning, theorizing mobile experience in Chinese language learning, and a conclusion. Contributors are welcome to pick up any of the following, not limited to, topics:

1. Mobile Experience in Learning Chinese Among English-Speaking Learners
2. Mobile Experience in Learning Chinese Among French-Speaking Learners
3. Mobile Experience in Learning Chinese Among Russian-Speaking Learners
4. Mobile Experience in Learning Chinese Among Spanish-Speaking Learners
5. Mobile Experience in Learning Chinese Among German-Speaking Learners
6. Mobile Experience in Learning Chinese Among Japanese-Speaking Learners
7. Mobile Experience in Learning Chinese Among Korean-Speaking Learners
8. Mobile Experience in Learning Chinese Among Malay-Speaking Learners
9. Mobile Experience in Learning Chinese Among Arabic-Speaking Learners
10. Mobile Experience in Learning Chinese Among Portuguese-Speaking Learners
11. Mobile Experience in Learning Chinese Among Scandinavian Learners
12. Mobile Experience in Learning Chinese in Confucius Institutes
13. Mobile experience in Learning Chinese in African countries
14. Mobile Experience in Learning Chinese in Game-Based Environments
15. Mobile Experience in Learning Chinese in Conversation-Based Environments
16. Mobile Experience in Learning Chinese in AR/VR/MR-Based Environments

Submission Procedure

Researchers and practitioners are invited to submit on or before **15 February 2020**, a chapter proposal of 1,000 to 2,000 words clearly explaining the mission and concerns of his or her proposed chapter. Full chapters are expected to be submitted by **March 3, 2020**, and

all interested authors must consult the guidelines for manuscript submissions at <http://www.igi-global.com/publish/contributor-resources/before-you-write/> prior to submission. All submitted chapters will be reviewed on a double-blind review basis. Contributors may also be requested to serve as reviewers for this project.

Note: There are no submission or acceptance fees for manuscripts submitted to this book publication, Applying Mobile Technologies to Chinese Language Learning. All manuscripts are accepted based on a double-blind peer review editorial process.

All proposals should be submitted through the eEditorial Discovery®TM online submission manager.

Publisher

This book is scheduled to be published by IGI Global (formerly Idea Group Inc.), publisher of the “Information Science Reference” (formerly Idea Group Reference), “Medical Information Science Reference,” “Business Science Reference,” and “Engineering Science Reference” imprints. For additional information regarding the publisher, please visit www.igi-global.com. This publication is anticipated to be released in 2021.

Important Dates

Chapter proposal submission deadline: **15 February, 2019**

Full chapter submission: **Mar 3, 2020**

Review results due to editor: **Apr 17, 2020**

Review results due to authors: **May 1, 2020**

Revisions due from authors: **May 29, 2020**

Final acceptance/rejection notification due to authors: **Jun 12, 2020**

All final accepted materials due from authors: **Jun 26, 2020**

Inquiries

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Call for Participants: Chinese Master's students' job seeking and employment



I'm Xianan Hu, a second year PhD student in Education at Durham University.

I'm currently conducting an investigation related to Chinese postgraduate master's students who have graduated since 2016 or are currently registered at UK or Chinese universities. The questions are related to family background, academic performance, career aspirations and employment situation, and it takes approximately 15 to 20 minutes to complete.

All answers from this survey are for use in this research only, and the names and other personal information will never be used. All reports will be based on aggregated results and so no individuals or institutions will be identifiable. Information about our data protection policy is available at <http://www.dur.ac.uk/ig/dp/>.

I'll be really grateful if you could complete this questionnaire: <https://huxianan.wjx.cn/jq/51423081.aspx>, which could be filled out through WeChat or other devices.

CfP: Diaspora and Education: Towards New Sociological Perspectives for ISSE

Diaspora and Education: Towards New Sociological Perspectives

A special issue for [International Studies in Sociology of Education](#).

This Special Issue aims to explore the theoretical, methodological and empirical relevance of the concept of diaspora for an international sociology of education. It will bring together high-quality, original research and scholarship from a range of disciplines, including sociology, anthropology, migration and diaspora studies, comparative and international education, digital literacies, among others.

The Special Issue invites cutting edge empirical and theoretical research examining the ways in which diasporic communities are drawing upon their transnational linkages and manifold capitals to educate themselves and others in diverse societies.

The conception of diaspora which is the focus of this special issue is different from the so-called 'check-list' approach which associates diasporas with loss of, longing for and possible return to a homeland, while also moving beyond the 'anti-essentialist' focus on hybridity and difference. Rather, diasporas are seen as normal and constant features of the contemporary world and analysed as highly significant in shaping social, political, economic and cultural processes at local, national and transnational levels. Special attention is therefore expected to be paid to the particular nature of settlement, relationships with the country of settlement, and intra-diasporic, local and global dynamics. However, contributing authors are welcome to adopt other positions and to use their work to critique and further develop the concept of diaspora.

Your paper may wish to address one or more of the following questions (not an exhaustive list):

- How can 'diaspora' help us to more rigorously challenge methodological nationalism in education and/or offer methodological innovations?
- What advantages (e.g. theoretical, empirical) does the diaspora concept offer the globally-comparative study of education?
- How do diasporans use their 'diasporicity' to engage with and challenge/overcome educational inequalities in national and international arenas?
- What does a diasporic approach to education offer in terms of developing (or theorizing) innovative, inclusive models of education and citizenship?

Submission Guidelines

Prospective authors are very welcome to contact the guest-editor directly to [Dr Reza Gholami](#) to informally discuss their contribution or seek feedback on their abstract.

To formally express an interest in contributing to the Special Issue, please submit an abstract of no more than 250 words to the same email address by **15 January 2020**.

Successful authors will be notified by **15 February 2020**, and full drafts are required for submission and peer review by **1 April 2020**.

For an example of an article in this special issue, refer [here](#).

CfP: ‘Resilience of Chinese children, parents, and educators’ for International Journal of Disability, Development and Education (IJDDE)

1. Title of the Special Issue

Resilience of Chinese children, parents, and educators: A powerful response to “lazy inclusivism”

2. Name of Special Issue Editor and Affiliation

[Guanglun Michael Mu](mailto:m.mu@qut.edu.au) (m.mu@qut.edu.au), Queensland University of Technology

3. Introductory Statement

Three decades after the advent of “Learning in Regular Classroom” (LRC), various strategies have emerged to do “inclusion” in China. At the national level, the State Council (2010, 2019) has stressed the importance of inclusive education. At policy level, Ministry of Education (2018, 2019) has consistently included LRC as one of its annual key work objectives. At school level, students with special needs have become increasingly visible in regular classrooms (Mu, Hu, & Wang, 2017). Parallel to these developments is the strident criticism of the structural absence of system support to LRC (Wang et al., 2015). Behind the commitment to, and the criticism of, LRC is the logic of “lazy inclusivism” where seemingly hard-working legislation, regulation, and education paradoxically engage in much tokenistic inclusive practice that barely introduces transformational change.

In response to the paradox of “lazy inclusivism”, the Special Issue aims to produce knowledge about the ordinary and extraordinary wisdom of Chinese children, parents, and educators emerging from the context of inclusive education full of attractions and distractions. When faced with visible adverse conditions and invisible structural constraints, some may play the game of tokenism and become “lazy”; others, however, may strategically refuse to play the game, demonstrating resilience to symbolic violence of “lazy inclusivism”. Questions remain in terms of who become “lazy”, why and how; and who awaken from the epistemic slumber of “laziness”, why and how. To address these enigmatic questions, articles to be included in the Special Issue will collectively explore pathways to resilience that purposefully not perfunctorily transforms inclusive education into an enabling and welcoming pedagogical space for the betterment of children with diverse needs in China.

4. Paper Information

The Special Issue aims to put together seven articles, including an introductory article and a concluding article by the Special Issue Editor, and five empirical articles written by key researchers with expertise in Chinese inclusive/special education. Details regarding the authors and the topics of each empirical article are to be confirmed.

5. Concluding Article

Author: Guanglun Michael Mu, Queensland University of Technology

The concluding article will engage in a critical analysis of the issues raised by the five empirical articles, connect these issues to the global debates around the concept and praxis of inclusion, and propose a tentative agenda for research and policy for Chinese inclusive education, which may also be of reference to inclusive education elsewhere.

6. Working Timeline

December 2019: Call for EOIs

January 2020: Editor's response to EOIs

February 2020: Deadline for submission of proposal that includes a concise title, a 250-word abstract, and six keywords maximum

March 2020: Editor's response to proposal

September 2020: Deadline for submission of full paper, 7000 words maximum including title, abstract, keywords, main text, footnotes and endnotes, tables and figures, references, acknowledgements, and appendices

October 2020: Completion of internal review by editor

December 2021: Deadline for submission of revised paper with a response to editor's review

March 2021: Deadline for submission for external blind review

Expected publication date: End of 2021

7. Reference

Ministry of Education, P. R. C. (2018). *教育部2018年工作要点*[2018 key work objectives of the Ministry of Education]. Beijing: Ministry of Education.

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Mu, G. M., Hu, Y., & Wang, Y. (2017). Building resilience of students with disabilities in China: The role of inclusive education teachers. *Teaching and Teacher Education*, 67, 125-134. doi:<https://doi.org/10.1016/j.tate.2017.06.004>

State Council, P. R. C. (2010). *国家中长期教育改革和发展规划纲要(2010-2020年)*[State guidelines for medium- and long-term education reform and development plan (2010-2020)]. Beijing: State Council.

State Council, P. R. C. (2019). *中国教育现代化 2035*[*Modernisation of Chinese education 2035*]. Beijing: State Council.

Wang, Y., Mu, G. M., Wang, Z., Deng, M., Cheng, L., & Wang, H. (2015). Multidimensional classroom support to inclusive education teachers in Beijing, China. *International Journal of Disability, Development and Education*, 62(6), 644-659.
doi:10.1080/1034912X.2015.1077937

Call for Papers: Emerging and (re)shaping higher education 'identities' in China for Special Issue of International Journal of Chinese Education (IJCE)

Submission deadline: 1 May 2020

Guest Editors: Dr Kun Dai (Peking University), Prof Mei Tian (Xi'an Jiaotong University)



[Dr Kun Dai](#)



[Prof Mei Tian](#)

China's government and universities have taken many steps to internationalise higher education. Chinese universities are encouraged to collaborate with international partners on teaching and research. China continues to be the largest international student source country in the world. China has also developed its ability to attract international students to its own universities. Selected Chinese universities are also building campuses and research facilities abroad.

Such internationalisation diversifies Chinese higher education, and reveals opportunities as well as challenges. One critical challenge involves how Chinese people and universities perceive and (re)position their identity among the change. Much can be gleaned from foreign experiences, theories and methodologies. But it is becoming more important to move beyond

such borrowing, adaptation and normalisation. There is an opportunity to build innovative insights into the nature and development of the 'Chinese identity'.

In this [IJCE](#) Special Issue we invite discussions of and reflections on the 'identities' of different parties (e.g., policymakers, universities, academics, and students) in the current changes of Chinese higher education. We welcome contributions engaged with studies of 'identities' in Chinese higher education from different perspectives, i.e., sectoral, institutional, professional, or individual. Authors from doctoral students to established scholars are welcomed to contribute papers. Articles should make a theoretical or technical contribution.

Possible topics include but are not limited to studying:

- Educational policy and identity
- Globalisation/internationalisation of systems
- University characteristics
- Faculty education and research identity
- Student characteristics and theories

Interested authors are invited to contribute a 7,000 word paper (including abstract, references, footnotes, tables and figures) to the two guest editors Dr Kun Dai (kdai@pku.edu.cn) and Prof Mei Tian (temmytian@mail.xjtu.edu.cn). All submitted manuscripts will be double-blind reviewed. All paper submissions will use the online editorial system.

First draft paper due for editorial consideration and review	1 May 2020
Papers returned to authors for revision	1 June 2020
Second draft paper due for editorial consideration and review	1 July 2020
Final submission after changes for publication	31 August 2020

About the Network for Research into Chinese Education Mobilities



A research community for sharing of research ideas and events related to Chinese education mobilities. We understand 'Chinese' and 'education mobilities' in a broad sense.

The Network for Research into Chinese Education Mobilities (NRCEM) is the continuation of our highly successful Sociological Review Foundation Seminar Series on '[A Sociology of Contemporary Chinese \(Im\)mobilities: Educating China on the Move](#)'. This seminar series has not only attracted [renowned and emerging scholars](#) to present their [cutting-edge research](#) on various forms of and issues around Chinese education mobilities, but also gathered synergy of a community of scholars from different parts of the world interested in this important field of research and scholarship. To take this seminar series further, we have decided to establish this Network (NRCEM) to carry out networking and research events. We are currently inviting contributions to our '[Research Highlights](#)' section (800-1,200 words reports) as well as recruiting [committee members](#). If interested, please get in touch by emailing chineseedmobilities@outlookcom.

You can follow us on [Facebook](#) and on Twitter [@ChiEdMobilities](#)