

# Network for Research into Chinese Education Mobilities

## 中国教育流动研究网络

### Newsletter

Issue 20 April 2020

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

Dear colleagues,

Greetings. In this April 2020 issue we have brought to you two latest research highlights entries, four capacity building entries and three job opportunities as follows. You can continue to read our monthly [Newsletters](#). We have recently launched two new [Podcast](#) programmes, 'Meet the Author' and 'Lived Experiences'. In the first focused issue of 'Live Experiences', we speak with six Chinese international students and [scholars](#) about their experiences during the COVID 19 global pandemic. In addition, we have begun to collaborate with [Inspiring Teacher](#) (因师) to disseminate our podcasts on WeChat. For details of our [episodes](#), please read on.



(Inspiring Teacher 因师)

### Research Highlights

1. [Dr Xiao Ma](#) (East China University of Science and Technology) explores [how \(non-\)expatriate South Korean parents choose schools for their children in China](#) through lenses of 'rooted cosmopolitanism' and 'transversal politics'. This is based on her recent [publication](#) in the *Asia Pacific Journal of Anthropology*.
2. [Dr Anita Chan](#) (Education University of Hong Kong) discusses [how mobilities and schooling experiences of Chinese cross-border students affect their sense of belonging to Hong Kong](#). This is based on her recent co-authored [article](#) published in *Children and Youth Services Review*.

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

### Capacity Building

1. A survey on factors impacting Chinese academic returnees' research experiences is available [here](#). Please access the survey [here](#).
2. A survey on Chinese academic returnees' rationale, work and living conditions is available [here](#). Please access the survey [here](#).
3. A Call for Papers for the 3rd Annual Conference of the *International Chinese Sociological Association* (ICSA) is available [here](#). Deadline: 8 May 2020.
4. 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](mailto:kdai@pku.edu.cn)) and Prof Mei Tian ([temmytian@mail.xjtu.edu.cn](mailto:temmytian@mail.xjtu.edu.cn)).

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

## Podcasts

### *Programme 2: 'Lived Experiences' -- COVID 19 Issue*

**Episode 1** Yitian Ren (PhD student) ([English Summary](#)) ([Listen to Episode 1 in Putonghua](#))  
[中文微信版本](#) (与因师 Inspiring Teacher 平台合作)

**Episode 2** Jiexiu Chen (PhD student) ([English Summary](#)) ([Listen to Episode 2 in Putonghua](#))

**Episode 3** Lilia (PhD student) ([Chinese Summary](#)) ([Listen to Episode 3 in English](#))

**Episode 4** Jenny (Assistant Prof) (Summary in [English](#), in [Chinese](#)) ([Listen to Episode 4 in Putonghua](#))

**Episode 5** Xuemeng Cao (PhD student) (Summary in [English](#), in [Chinese](#)) ([Listen to Episode 5 in Putonghua](#))

**Photo Essay** [A UCLA PhD student's trip back to China and quarantine experience amid COVID 19](#)

### *Programme 1: 'Meet the Author'*

**Episode 1:** [Jamie Coates—Chinese students in Japan](#)

In this episode, [Dr Jamie Coates](#) discusses the key findings of his documentary film 'Tokyo Pengyou' and his recent journal article 'The Cruel Optimism of Mobility' in *positions* journal. He reveals anecdotes and key challenges in making the film and publishing the article. He also looks forward to his book and grant application based on this research project.

## Job Opportunities

1. Open rank positions (Professors/Associate Professors/Assistant Professors) in Foundation in Education and Policy Studies in Education at the Chinese University of Hong Kong are available [here](#).
2. Lectureships (x 4) and postdoc position (x 1) in Sociology and Anthropology in Renmin University, China are available [here](#).
3. HKUST (Guangzhou) Professor/Associate Professor/Assistant Professor in Urban Governance and Design (ongoing). Details [here](#).

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

## Newsletters

1. NRCEM Newsletter Issue 20 April 2020
2. [NRCEM Newsletter Issue 19 March 2020](#)
3. [NRCEM Newsletter Issue 18 February 2020](#)
4. [NRCEM Newsletter Issue 17 January 2020](#)
5. [NRCEM Newsletter Issue 16 December 2019](#)
6. [NRCEM Newsletter Issue 15 November 2019](#)
7. [NRCEM Newsletter Issue 14 October 2019](#)
8. [NRCEM Newsletter Issue 13 September 2019](#)
9. [NRCEM Newsletter Issue 12 August 2019](#)
10. [NRCEM Newsletter Issue 11 July 2019](#)

To consult all our Newsletter Issues, 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](#). Follow us on our [Podcast](#), [Twitter](#) and [Facebook](#).

Yours sincerely,

Network for Research into Chinese Education Mobilities  
中国教育流动研究网络

If you do not wish to receive updates from the NRCEM, please reply to this email and you will be removed from the mailing list.

\*\*\*

## Research Highlights

\*\*\*

### Rooted Cosmopolitanism and Transversal Politics: South Korean (non-)Expatriate Parents in China and Their Choice of Schools



**Dr Xiao Ma**, East China University of Science and Technology, China

Research Highlighted

Ma, X. (2020). [Rooted Cosmopolitanism and Transversal Politics: South Korean \(Non-\)Expatriate Parents in China and Their Choice of Schools](#). *The Asia Pacific Journal of Anthropology*, 1-18. doi:10.1080/14442213.2020.1734070

## Abstract

这个民族志研究考察了在华韩国人父母为子女的择校策略，以及这些策略中体现出的根植的世界主义认同。由于企业提供教育补助，外派员父母有条件将子女送进昂贵的国际学校接受教育，但是他们也很重视为孩子提供当地和母国教育的机会。非外派员父母的子女接受相对廉价的当地和母国教育，但父母的教育计划中并没有排除世界主

义的展望。根植的世界主义指韩国人父母对不同文化开放的认同是以回到母国的需要为取向并同时扎根于当地社会的社会经济情境中。他们的择校策略是一种横跨的政治。本文认为，在华韩国人父母不是无根的精英，而是普通的外国人。

This article draws on the choice of schools for children as an important lens through which the practices and perceptions of South Korean (non-)expatriate parents in China are revealed. In line with Giddens (1991, p. 81), I argue that choices are ‘not only about how to act but who to be’, and the act of making choices implies the creation of self-identification. Expatriate parents who are globally mobile tend to choose international education for their children owing to their ideas of mobile futures and aspirations to become international (Hayden et al., 2000; Weenink, 2008). Recently, local schools have also become options for Western expatriate parents who anticipate arming their children with local knowledge and language proficiency, which they consider as an integral part of a cosmopolitan disposition (Farrer & Greenspan, 2015; Groves & O’Connor, 2018). Korean parents tend to diversify their choices and frequently transfer their children from one educational track to another, neither merely choosing an international nor a local school. This trait distinguishes them from Western expatriates.

### **Expatriate Parents: International Immersion and Pursuit of Local and National Engagements**

Although most expatriate parents tended to choose the most expensive school for their children, namely, an international school, their options were seldom restricted. The replacement of international schools with bilingual schools often occurred. Parents were aware of the Chinese language becoming a hegemonic language globally, in addition to English. They have developed a ‘Sinocentric cosmopolitan’ view demonstrated in both their willingness to engage with Chinese culture and language and their pragmatic awareness of their home country’s geopolitical stance between the two global superpowers, China and the United States (cf. Farrer & Greenspan, 2015).

For most expatriate parents, their children’s present immersion in an English medium programme did not necessarily generate aspirations to send them to an English-speaking country for higher education on account of the unaffordable cost. Most believed English competence to be beneficial for their children’s return to Korea for admission into a prestigious Korean university. The reason being that Korean universities reserve special quotas for the children of Korean nationals returning from overseas, which requires high scores in TOEFL and SAT to succeed in the admission to elite universities. As Sassen (2008, p. 63) puts it, ‘the global can be constituted inside the national’. Despite enrolling their children in non-native language programmes, these parents’ educational arrangements were predominantly home-oriented.

### **Non-expatriate Parents: Local and National Exposure with a Cosmopolitan Outlook**

Due to inadequate education subsidies and family income, non-expatriate parents are likely to arrange Chinese or Korean educational tracks for their children. Despite their relatively

less privileged socioeconomic position, these parents appeared to have no less cosmopolitan aspiration than their expatriate counterparts, demonstrated by their strong desires to send their children to a bilingual or pure English-medium programme in the future. Korean parents' cosmopolitan striving with regard to their children's education is by no means 'entirely classed' (cf. Park & Abelman, 2004). It is because the burgeoning international education market in China provides affordable alternatives to international education for the rank-and-file families, including the non-expatriate Korean ones.

Parental pursuits are not only globally oriented but also paradoxically entangled with ethnonational consciousness, particularly when children experience Korean and Chinese styles of pedagogy. By transferring their children to a Korean school in China, the parents cultivated traits of 'Koreanness' in them whilst washing off their acquired undesirable 'Chineseness'. Nonetheless, relentless criticism was also made regarding the overseas Korean education. The major concern was that its curriculum was neither sufficiently international nor superior to the average level of education provided in the motherland. This demonstrates the parents' cosmopolitan pursuit is not so much an effort to raise the youngsters as 'global citizens' as a meticulous plan to equip them with necessary competencies in order to be able to compete against their peers in their home country (cf. Koo, 2016; Park & Abelman, 2004).

### **Rooted cosmopolitanism and transversal politics**

This article has examined the home-oriented cosmopolitan identities of South Korean expatriate and non-expatriate parents in China through their strategies in choosing schools for their children, which I frame as transversal politics. Cosmopolitanism is demonstrated as openness to alien cultures without losing one's attachment to home as well as the desire to return home. Cosmopolitanism is not the absolute acceptance of cultures as inseparable entities but, rather, the process of selecting cultural aspects that are suited to the interests of individuals and families (Hannerz, 1990, p. 240).

I have deployed transversal politics as a term to conceptualise the specific educational strategies practised by Korean parents. These strategies are not constrained to the national education system but extend to different systems that signify non-national and international cultures. In contrast to Western expatriate parents in certain Asian countries, the identities and practices of South Korean parents in China are demonstrated as more likely to be multi-faceted, constrained and de-elitist. Neither expatriate nor non-expatriate parents in this study should be viewed as cosmopolitan elites. Rather, they are essentially 'ordinary foreigners' sojourning in the increasingly globalised Chinese social milieu (Seo, 2007). What remains to be known is whether their children will become 'cosmopolitans' owing to the hybrid cultural capital they have accumulated through their education in various school systems.

### **Author Biography**

[Dr Xiao Ma](#) received her doctoral degree in Chinese Studies and Anthropology from Leiden University Institute for Area Studies, The Netherlands. She is currently conducting postdoctoral research in the Department of Sociology at East China University of Science

and Technology in Shanghai. Her research interests include migration and education, ethnic community and economy, foreigners in China, Korean migration, agency and structure. Her recent publications also include “[Unpacking ‘Koreatown’ in Chinese Metropolis: urban governance, variations in ethnic incorporation and consequences](#)” in *Journal of Ethnic and Migration Studies*. She can be contacted via: xiaoma@ecust.edu.cn; maxiao8784@163.com.

## References

Farrer, J., & Greenspan, A. (2015). Raising cosmopolitans: Localized educational strategies of international families in Shanghai. *Global Networks: A Journal of Transnational Affairs*, 15(2), 141–160.

Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Polity Press.

Groves, J. M., & O’Connor, P. (2018). Negotiating global citizenship, protecting privilege: Western expatriates choosing local schools in Hong Kong. *British Journal of Sociology of Education*, 39(3), 381–395.

Hannerz, U. (1990). Cosmopolitans and Locals in World Culture. *Theory, Culture & Society*, 7(2–3), 237–251.

Hayden, M. C., Rancic, B. A., & Thompson, J. J. (2000). Being International: Student and teacher perceptions from international schools. *Oxford Review of Education*, 26(1), 107–123.

Koo, H. (2016). The Global Middle Class: How Is It Made, What Does It Represent? *Globalizations*, 1–14.

Park, S., & Abelman, N. (2004). Class and cosmopolitan striving: Mothers’ management of English education in South Korea. *Anthropological Quarterly*, 77(4), 645–672.

Sassen, S. (2008). Neither global nor national: Novel assemblages of territory, authority and rights. *Ethics & Global Politics*, 1(1).

Seo, J. (2007). Interpreting Wangjing: Ordinary Foreigners in a Globalizing Town. *Korean Observer*, 38(3), 469–500.

Weenink, D. (2008). Cosmopolitanism as a Form of Capital: Parents Preparing their Children for a Globalizing World. *Sociology*, 42(6), 1089–1106.

\*\*\*

## How mobilities and schooling experiences of Chinese cross-border students (CBS) affect their sense of belonging to Hong Kong?



**Dr Anita Chan**, Education University of Hong Kong

### Research Highlighted:

Chan, A. K.-W., Chiu, M. M., Yang, S., & Ngan, L. L.-S. (2020). Mobility, belongingness and schooling experiences of Chinese cross-border students. *Children and Youth Services Review*, 111, 104870. doi: <https://doi.org/10.1016/j.childyouth.2020.104870>

In the last two decades, globalization has caused students of diverse migration statuses to flow into school systems, which contribute to the rising concerns of educational or international student mobilities. While the educational mobilities of young people and students of higher education have received much academic attention, those of younger children have not, despite the rising trend of many young children in Asia, China in particular, have crossed local or regional borders for better education (eg. Yeoh, et al. 2012).

On the other hand, belongingness has been a pertinent topic for scholars interested in immigrant students. As schools play a central role in integrating immigrant children and youth into their new society, studies have found that when immigrant students' needs for belonging are met in schools, they show positive emotions, life satisfaction, and greater commitment to stay in the country of destination (eg. Chiu et al. 2016). Nevertheless, few research has examined whether and the ways in which young, mobile child migrants develop belongingness in the context of mobility, and whether and how schooling experiences mediate their belongingness. Therefore, our study on Chinese cross-border students (CBS) addresses these research gaps.

CBS in Hong Kong offers a unique example in the growing trend of young mobile children, because their daily commuting to school comprises physical, spatial and cross-border mobilities. CBS are young schoolchildren who are permanent residents of Hong Kong but live on the mainland and travel across the border to school every day. The phenomenon first emerged in the twenty-first century and intensified in relation to the changing economic relations between Hong Kong and the mainland, border policies and formation of diverse cross-border families (Chan and Ngai 2018). The growth finally subsided in 2012, after the Hong Kong Government introduced the zero-quota policy (see Chan et. al. 2017). The 3,567 CBS in 2002/3 skyrocketed to 28,106 in 2015/16 (with about 10,000 CBS kindergarteners and 15,000 primary school students). In 2018/19, about 20, 000 CBS attended primary school.

Our study, based on 417 Chinese CBS, has three research questions.



How did the sociodemographic characteristics of the CBS affect their sense of belonging to Hong Kong (SOBHK)?

How did the mobility of the CBS affect their SOBHK?

How did schooling experiences of the CBS affect their SOBHK?

We first used factor analysis to validate the instrument and create the construct index *SOBHK*, and then a structural equation model to assess whether sociodemographic characteristics, mobility or different dimensions of schooling experiences are linked to CBS' SOBHK.

Our results indicated that SOBHK was not significantly affected by the cross-border students' sociodemographic characteristics (age, gender, parents' Hong Kong permanent resident statuses, educational attainments or occupations). Our analyses also showed that cross-border mobility (hours on commuting) was not significantly related to the students' SOBHK. Instead, we found that the CBS who had better relations with local peers, whose friends were mostly from Hong Kong, or who engaged in more extracurricular school-based activities in Hong Kong experienced stronger SOBHK.

This study has several important contributions. First, it includes mobility – an increasingly important feature of immigrant students – to education and migration studies of belongingness and schooling experiences. Second, it disentangles the relationships between sociodemographic characteristics, mobility and schooling experiences that may affect the belongingness of Chinese CBS to Hong Kong. Third, it widens the current concern of Chinese immigrant students, an important growing population (Kaisr, Ma, and Chao 2019), from higher education to other age groups.

Our study has also practical implication. In view of the rising tensions between Hong Kong residents and mainlanders (Xu 2015), which are further aggravated by the anti-extradition protests in 2019, we believe more positive intergroup interactions among young students of diverse cultural groups will foster mutual understanding and friendships, and reduce such tensions.

#### References:

- Chan, A. K. W., Ngan, L. L. S., Wong, A. K.W., & Chan, W. S. (2017). "Border" matters in discussions of cross-border students. *Social Transformations in Chinese Societies*, 13(1), 56–70. <https://doi.org/10.1108/STICS-04-2017-0005>
- Chan, A. K. W., & Ngan, L. L. S. (2018). Investigating the differential mobility experiences of Chinese cross-border students. *Mobilities*, 13(1), 142–156. <https://doi.org/10.1080/17450101.2017.1300452>



Chiu, M. M., Chow, B. W. Y., McBride, C., & Mol, S. T. (2016). Students' sense of belonging at school in 41 countries: Cross-cultural variability. *Journal of Cross-Cultural Psychology*, 47(2), 175–196.

Kaiser, M., Y. Ma, and Q. Chao. 2019. "Are Western Universities Doing Enough for Their Chinese Students?" *Times Higher Education* <https://www.timeshighereducation.com/features/are-western-universities-doing-enough-their-chinese-students>

Xu, C. 2015. "Identity and Cross-Border Student Mobility: The Mainland China–Hong Kong Experience." *European Educational Research Journal* 14(1): 65-73.

Yeoh, B., A. E. Lai, C. Alipio, L. A. Hoang, T. Lam, and M. C. W. Lu. 2012. Report for Children's Geographies: Inter-Asia Roundtable on Transnational Migration and Children in Asian Contexts." *Children's Geographies* 10(1): 123–129. <https://doi.org/10.1080/14733285.2011.636594>.

### Author Biography

[Dr Anita Chan](#) is Associate Professor at The Education University of Hong Kong. Her research interests cover gender, education, family and migration studies. She is currently involved in several research projects on topics ranging from adoptive families, masculinities of young men, global childhoods, transnational families, and older women's subjectivities. Her publications can be found in academic journals such as *Mobilities*, *Children and Youth Services Review*, *Urban Studies*, *Journal of Consumer Culture*, *Gender and Education*, *Compare*, and *History of Education*.

\*\*\*

## ***Capacity Building***

### **Survey Invitation: Factors impacting Chinese academic returnees' research experiences**

Please kindly fill in this survey: <https://www.wjx.cn/m/67083760.aspx?from=singlemessage>. It is a project funded by the Ministry of Education, People's Republic of China. Thanks a lot.

\*\*\*

### **Survey Invitation: 中国留学归国博士回国动因及回国后的工作和生活状况**

大家好! 感谢您参与本次问卷, 该问卷是为了解中国留学归国博士回国动因及回国后的工作和生活状况, 便于为政府研究改善留学归国人员的工作和生活条件以及完善相关政策, 提供参考和依据。问卷匿名, 用时约 5 分钟, 数据仅供研究之用, 绝不会泄露您的隐私和信息。感谢您的支持! 问卷地址: <https://www.wjx.cn/jq/64376185.aspx>

## **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](#).

\*\*\*

**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](mailto:kdai@pku.edu.cn)) and Prof Mei Tian ([temmytian@mail.xjtu.edu.cn](mailto: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

\*\*\*

## Podcasts



Photo by [Tommy Lopez](#) from [Pexels](#)

In 2020, we launch two Podcast programmes, including '[Meet the Author](#)' and '[Lived Experiences](#)'. These podcasts allow us to engage closely and authentically with authors as well as mobile subjects themselves.

## Lived Experiences



**COVID 19 Issue**

In this 'Lived Experiences' podcast programme, we interview different mobile subjects from, in, or through China, such as international students and scholars from China, in China and who have been to China. We explore a range of topics that concern these mobile subjects the most. We aim to present their authentic voices to our network members and stimulate our collective thinking and action, not only as a research community, but also a lively international community.

We have also begun collaboration with Inspiring Teacher 因师 to disseminate our podcast programmes.



## Episode 1

### Yitian Ren—Life as an international student amid COVID 19



Guest: Miss Yitian Ren, University of Manchester, UK

#### [Episode 1 Podcast Audio](#)

In this episode, we speak with Miss Yitian REN, a first year PhD student at The University of Manchester (UK), originally from Xi'an, Shaanxi, China. Yitian shared her experiences as a Chinese international student amid the current COVID-19 Global Pandemic. She reflected on her emotional journey throughout different stages and different regional outbreaks. Initially, when COVID 19 brought China to a standstill, she was deeply concerned about the safety of her loved ones back in China. She tried to order masks online for her parents in China using e-commerce platforms like Taobao. Then, as the pandemic struck the Western world, she is now confined to her accommodation in Manchester, unable to carry out her normal social activity. Although the national lockdown in the UK has not impacted severely on her academic progress, she reflected that it has had considerable negative impacts on her fellow PhD students whose fieldwork plans had to be postponed or altered. The COVID-19 global pandemic has also led to the cancellation or postponement of almost all international academic conferences in her field. As a PhD student, this has greatly reduced opportunities for her to have face-to-face communication and exchange with seasoned scholars in her field. She also agreed that the differentiated national strategies in containing the COVID19 outbreaks across the world may have potential impacts on Chinese international students' future career plans, for example, their preferred work destinations.

Yitian mentioned the emotional toll that this global pandemic has had on her, e.g. anxiety triggered by profound and prolonged uncertainties, as well as sorrow brought by daily updates of spiky global infections and death cases.

Moreover, Yitian has experienced intricate emotional ups and downs amid concerns about racism against Chinese/East Asian people in Western societies. She revealed a sense of unease wearing masks in public, but pointed out that she has had very positive experiences as all the local people around her are friendly and understanding. However, due to selective reporting and magnifying of racist incidents in global media, her loved ones back in China have been extremely worried for her.

On the brighter side, Yitian acknowledged that her communication with her parents back in China has been much more frequent due to mutual concerns about safety. This has inadvertently strengthened her emotional ties with her parents.

Reflecting on the Chinese communities' experiences in Western societies, Yitian felt that their awareness of the severity of COVID-19 has been much higher than many of their

Western counterparts. This has shaped their behaviour, e.g. wearing masks and buying masks way before Western counterparts began to think about buying masks.

Yitian decided to stay in the UK instead of going back to China amid the waves of panic resulting from UK's initial herd immunity strategy and slower measures to contain the pandemic. She suggested three reasons. First, she felt that since she chose to study in the UK, she would prefer to engage with the community in the UK amid this pandemic to get a better understanding of the local community and culture. Second, she found the skyrocketing air ticket prices (due to limited supplies of international flights) unaffordable. Third, as there are now fewer direct flights, travelling home would mean around 30 hours on transit, which can increase the chances for her to contract the virus on her journey home. In comparison, working from home in the UK may pose less danger. Despite her own decision to stay in the UK, she could completely understand the decision for other students who decided to fly back to China, as there are far too many uncertainties about staying abroad under the current circumstances.

It has been a great pleasure to speak with Yitian on her views and experiences amid the current COVID-19 global pandemic. We wish Yitian and her loved ones good health!

#### 第一集：访问任一田

任一田是英国曼彻斯特大学的一年级博士生。她告诉中国教育流动研究网络说这次疫情让她体会到恐慌和担忧。目前她决定留在英国应对疫情而不回国，原因包括她的主观意愿，意即既然选择来英国留学，还是希望和当地社群共同应对此次疫情；另外，她指出由于回国航班的减少，导致机票价格过高，此外直飞的选项越来越少，长途跋涉会增加在路途中受病毒感染的可能性；而且，她觉得相比小留学生，作为硕士博士生可以更好地照顾自己，基于以上考量，她选择留守英国。同时，她也表示完全可以理解选择回国的同学与朋友的思虑。

留守英国，一田表示一开始戴口罩时会有点紧张，因为当地人绝大多数并没有佩戴口罩；但是日常生活中英国本地的邻居朋友均十分友善，她并没有感受到任何对华人歧视的现象。虽然自身并未经历，但她也通过媒体报导了解到近期有出现针对亚裔群体的恶意言语或行为。

这次疫情让一田和国内父母亲友，以及在海外其他地区求学的朋友之间联系更加紧密，所以客观上亲人、朋友间的互相关怀更进一层，称得上是疫情中难得的温馨亮点。

## 留学故事：我如何在海外历经疫情（1）

因师科研组 [Inspiring Teacher](#)



点击上方蓝字关注我们吧~



编者按：自 2020 年 3 月起，国内的疫情渐渐平息，COVID-19 却在全球范围内开始大肆扩散。在海外学习和生活的中国留学生成为公众所关注和牵挂的人群。今年 3 月 26 日，民航局突然对国际航班进行大幅削减，约 142 万名留学生仍在海外。政策一出，争议不断。昨日，外交部发言人华春莹在例行记者会上表示，考虑到当天英国疫情形势以及当地中国留学生面临的种种困难，外交部正在积极协调民航等部门，增加临时航班，为确有困难的海外学子归国提供便利。政策将如何变化？海外留学生该何去何从？答案尚未可知。

为了向国内公众展现更全面的资讯，关注海外留学生在疫情中的经历和体会，同样留守英国的 **因师科研组** 与 **中国教育流动研究网络** 联手向国内的观众推出《留学故事：我如何在海外经历疫情》系列播客节目，为大家带来真实且多样的留学生海外抗疫的故事。

**Yitian 的故事.m4a** 来自 Inspiring Teacher00:0024:53

**Yitian** 是英国曼彻斯特大学的一年级博士生。她告诉我们这次疫情让她体会到恐慌和担忧。

目前，**Yitian** 决定留在英国应对疫情而不回国，原因包括她的主观意愿：既然选择来英国留学，还是希望和当地人共同应对此次疫情；另外，由于回国航班的减少，导致机票价格过高，直飞的选项也越来越少，长途跋涉更会增加在路途中受病毒感染的可能性。富有同理心的 **Yitian** 觉得作为研究生，比小留学生更会照顾自己。基于以上考量，她选择留守英国。对于选择回国的同学和朋友，**Yitian** 也完全可以理解他们的思虑。

留守英国的 **Yitian** 一开始戴口罩时会有点紧张，因为当地人绝大多数并没有佩戴口罩；好在日常生活中英国本地的邻居朋友均十分友善，她并没有感受到任何对华人

歧视的现象。虽然自身并未经历，但她也通过媒体报导了解到近期有出现针对亚裔群体的恶意言语或行为。这次疫情让 Yitian 和国内父母亲友，以及在海外其他地区求学的朋友之间联系更加紧密。亲人朋友间的互相关怀更进一层，这也是她在抗击疫情中收到的难得的温馨。

合作策划出品：

**中国教育流动研究网络**是一个分享研究的平台。网络成立于 2017 年，聚焦针对不同类型的教育流动现象的跨学科研究，推介最新和最前沿的研究成果和项目。在 2020 年，网络成立了两个播客项目，分别是《与作者见面》和《生活经历》。本集播客和文字主要摘取并编辑了《生活经历》中的新冠肺炎全球疫情专题。

**Inspiring Teacher 因师** 是由牛津大学教育学硕博学生于 2019 年在英国牛津创办，集教育新闻，科普和产品研发的学术共同体。目的是为学界领袖，教育专家，教育学研究者和广大的学生及家长构建交流平台，深入探讨学校，社会及家庭关注的教育议题，认识教育本质，关注全球教育发展，拓展教育对话和产研边界，不断探索与研究国内外教育持续发展路径与实践。

欢迎转载分享，或加入我们的初创团队。

联系人：浩然

微信：lhroxford

本期主编：刘浩然

采访者：许玲玲

受访者：任一田（对名字的标注已征得受访者同意）

如未做特别标注，本公众微信平台音频，视频及活动图文信息报道系 Inspiring Teacher 独家制作，并享有版权。未经授权，不得匿名转载。本平台使用的内容，图片及音频视频属于相关权利人所有。

## Episode 2: Jiexiu Chen — Life as an international student amid COVID 19

### [Audio Podcast of Episode 2](#)



Guest: Ms Jiexiu Chen

In this episode, we speak with Ms Jiexiu Chen, a final year PhD student at University College London's Institute of Education (UK). Jiexiu's experiences during this COVID 19 global pandemic could be characterised by these key words: sense of loss, danger vs safety, anxiety and uncertainty. She found the phrase 'fighting a full battle' (打全场) fitting in depicting Chinese international students like herself. She explained that the initial outbreaks in China had got her really worried, and now that the pandemic has been spread across the world, she experienced an overload of information. She was struggling to orient herself amid constant bombardment of fast-evolving pandemic updates. She depicted her state of mind as being 'at a loss' (迷茫).

Speaking of the UK, Jiexiu was confused and troubled by the shifting pandemic containment strategies, first the 'herd immunity' strategy, and then the tighter and stricter measures. She revealed that Chinese international students like herself in the UK began practising self-isolation strategies fairly early. However, she felt a noticeable sense of danger because in her shared student accommodation, other residents went about their lives 'business as usual'. They continued to frequent crowded places such as bars. This made it almost impossible for her to exercise social distancing as there was no controllable social and life boundary within her accommodation.

Jiexiu was thus presented with the challenging scenario: to leave or to stay. She confided that had she got a chance to practise proper self-isolation and social distancing in the UK, she would not have chosen to leave, because of the many added uncertainties about travelling against the COVID 19 global spread. She considered returning to China, and yet the shifting provision of flights back home has posed tremendous anxiety on her. She cited a friend who has reserved a flight ticket back to China in early April and now (late March) is not even sure if the seat is still available due to the reduced flights.

Eventually Jiexiu decided to join her nuclear family in Germany where she can properly exercise social distancing and regain her feeling about being safe and being in control of her living environment.

When asked to comment on her university's arrangements for international students, she found it touching that UCL promised to provide accommodation for international students who may not be able to return home. She suggested that this safety net is pivotal during such times of great uncertainty, especially after she learned that some Chinese students were left without a place to stay after they realised that their flights were unexpectedly cancelled. Despite this, she felt that the university's decision-making could have been more timely, e.g. in advising students to leave their accommodation for home. This somewhat delayed advice has led some students (e.g. one of her housemates) to have to cancel his plan to return home as they missed the best opportunity to travel internationally. She, however, understood that the university had to consider many different factors before they could make their decisions.

Jiexiu suggested that she has had to learn to work from home now as she was more used to working in the library. She has also tried out having supervision meetings with her doctoral supervisors online, which is somewhat of a learning curve for herself and her supervisors. Relatedly, now she has to consider arranging a virtual PhD oral defence (viva) as her graduation draws near. It is indeed a time of marked changes with lots of adaptations to be made.

When queried about her future plans, Jiexiu commented that the COVID 19 pandemic has dealt a huge blow on her ability to plan for the future. She revealed that just in February, she could not have foreseen that the world would turn out to be what it is now. Whereas in January and February, her friends all considered returning to China to be dangerous moves, in March the table has been completely turned. Such uncertainties have posed substantial pressure and stress on international students like her, especially when they struggled to decide whether to leave or to stay.

On the more positive side, this global pandemic has given rise to unprecedented opportunities for Jiexiu to connect with her friends from all over the world. She was rather touched by her friends' warm-hearted messages when the world learned about the UK government's 'herd immunity' strategy. Likewise, when the pandemic in the US has turned more severe, she has been in constant touch with her friends there, providing emotional supports. In a sense, the pandemic has rekindled and renewed her friendships.

We are grateful to Jiexiu's sharing and we wish her and her family good health. Keep well!

### Episode 3: Lilia – Life as an international student amid COVID 19



Photo Credit: Lilia (Pseudonym)

#### [Episode 3 Podcast in English](#)

Lilia（化名）是英格兰东北地区一所高校二年级的博士研究生。她向中国教育流动网络指出今年初，当中国新冠肺炎疫情开始变严重时，作为一个从中国来的学生，她有时候走在英国街上，或者去超市时会感觉当地人似乎有意避开她。这个让她有些失望，毕竟她曾经觉得英国是比较包容的国家，对不同种族应该都会持友善态度。但是后来她自己做出心态上的调整和适应，而且她从二月开始就已经不去大超市购物，而她平时和英国邻居，同事相处时更多的是感受到他们的友善，这个和一般媒体上报道的西方社会呈现的针对亚洲面孔种族歧视行为有所不同。

Lilia 本来打算 2020 年 3 月-5 月期间回中国调研进行田野工作，但是新冠肺炎疫情让她的计划全部泡汤，这个使她措手不及，十分沮丧。她就读的大学也建议她不要回国。现在她在考虑把田野工作所需要的访谈改为线上访谈，只是她原来筹划进行田野纪录片的拍摄剪辑工作似乎已经无法进行了。另外，由于博士生期间比较少机会上课(如方法论和理论课)，Lilia 十分珍惜她们大学提供的 70 小时的博士生训练课程，她觉得这是绝好的时机让她接触来自不同背景的老师，学习新鲜的研究方法和理论心得。此次新冠肺炎疫情让大学被迫取消此类课程，或者转为线上教学，让 Lilia 有点失望。她原来报名参加的学术会议，工作坊等也统统取消，让 Lilia 失去很多与同行切磋，与同辈交流的机会。应该说，对于正在就读博士 2 年纪的 Lilia 来说，此次新冠疫情对于她的学术论文进度有所影响。

总体而言，这次新冠疫情对于 Lilia 的情感方面也诸多考验，从一开始非常担心在中国父母家人的安危，到现在父母对自己的担忧，以及对与博士研究计划的打乱。不过，她也有办法排解。她说她每天继续保持读书写作的工作状态，也更多地和家人朋友视讯沟通，这个是她处理新冠疫情对自己情绪和工作的挑战的方法。

中国教育流动研究网络十分感谢 Lilia 同学的分享。我们祝她和家人身体健康，也希望她用非凡的创造力来成功完成她的博士研究。



### [Audio Podcast for Episode 4 中文总结](#)

In this episode, we speak with Jenny (a pseudonym), an assistant professor in a country in Central Asia. In January 2020, she was about to conclude her maternity leave in Hungary, where her husband's family is based. This unique life trajectory has enabled Jenny to share her observations on the contrasting and evolving beliefs, behaviour and coping strategies of peoples across national borders amid the COVID 19 global pandemic.

In January 2020, while in Budapest, Jenny was deeply concerned about her family and friends as the COVID 19 outbreak in China was getting more serious. However, she reflected that experiences of the 2003 SARS pandemic had left the people of China a heightened sense of alert, which was manifested in their strict and willing compliance with public hygienic protocols during pandemics. For instance, people adhered strictly to practices such as wearing masks, washing hands regularly, avoiding visiting public spaces, disinfecting public spaces. In comparison, she observed that in Hungary, during that period, people went about their lives in a 'business as usual' mode, while the mainstream media paid little attention to an outbreak that was taking place in a faraway place like China. As soon as she returned to work in late January to Central Asia, she noted that the people began to wear masks and disposable gloves in public, displaying a heightened sense of self-protection. The local government had also taken measures to reduce or stop international flights with the COVID 19 outbreak hotspots, such as China. She suggested that such strict measures might have to do with a few reasons. First, the country shares a long border with China with a large number of cross-border traders, which can facilitate easy spread of the outbreak. Second, the local government and public were concerned about its health system's capacity in handling a pandemic as such.

Regarding impacts of the COVID 19 global pandemic on her life, Jenny revealed that she only recently finished her 9 months-long maternity leave, during which she had little academic involvement other than reviewing for some journals. She was therefore ambitious about getting back to her academic research once she returned to work, by getting childcare support from a local nanny. However, only two weeks after she returned to work, the COVID 19 outbreak had hit her city. She had to begin working from home as the university had moved its entire operation to online modes. Meanwhile, her university community had come to an agreement to stop having nannies and cleaners visit families on campus to stop further spread of the virus, while continuing to pay for their services. This means that Jenny now has to work a double 'shift' of taking care of her new-born baby and her academic duties. This has been a challenging task, leaving her feeling utterly exhausted, both physically and mentally. She confessed that her original plans had been disrupted significantly and she is now still getting used to these current arrangements. Meanwhile, due the COVID 19 outbreak, she felt further estranged from her families in China and in Hungary, which made her feel powerless.

As for her academic activities, she suggested that all her international conferences have been cancelled. As for conferences that were scheduled to take place in the second half of 2020, she has decided not to apply for them as the outbreak situation is still rather

uncertain. Now she mainly relied on online technologies and social media to communicate with her academic colleagues. She is able to adapt to such communication modes, although she would have preferred the human touch provided by face to face communication.

This COVID 19 outbreak has made Jenny develop new research directions, especially in relation to the roles of online education amid global pandemics. In addition, she is intrigued by the implications on international higher education, no matter the economic impacts on higher education institutions, or the lived experiences of international students, especially the Chinese international students.

As a Chinese scholar working overseas, Jenny has felt hints of anti-China sentiments in her daily conversations with colleagues and friends, as well in mainstream media depiction. This has made her feel uncomfortable. And yet, she suggested that such issues cannot be easily clarified/debated in a short conversation. Therefore, she had begun to ponder over future actions if similar pandemics strike and protective mechanisms that are in place. Reflecting on her recent experiences, she has identified two major protective mechanisms. The first is the Chinese Embassy in her place of work. She has paid close attention to the daily updates of the Chinese Embassy in regard to how the Chinese government may take measures to protect its overseas citizens. The second protective mechanism is her employer.



Photo by [Irene Strong](#) on [Unsplash](#)

This pandemic has also made Jenny reflect on the different values of the 'East' and the 'West'. She reflected that in the beginning, it seemed that western individuals placed much more emphasis on individual freedom and rejected measures such as self-isolation and social distancing. However, as the virus further spread globally, more nuanced and diversified discussion and debates have emerged. For her personally, she has felt that this pandemic has reminded her resoundingly how closely we are connected with each other, and an individual has to shoulder great responsibility for protecting not only themselves, but also the health and welfare of the entire community, through adhering to public health protocols.

## 第四集（新冠疫情专题）：访问 Jenny 博士

### 访谈录音

#### English Summary

本集的嘉宾 Jenny 博士在中亚一所大学任助理教授，硕博均毕业于英国。她经历过 2003 年的非典。今年二月刚放完产假的她本来雄心勃勃计划着尽快回复到她繁忙的研究和教学生活，不料两个星期过后新冠疫情汹涌来袭，她就职的大学全面停止面对面教学，而她居住的大学社区谢绝外人进入，所以连保姆也不可以来帮忙。如此一来，她既要在家办公，又要同时照顾初生的婴儿，相当于从事两份全职工作。与此同时，Jenny 在国内和欧洲的亲人由于疫情的关系无法帮助她，让她感觉更加孤立。

此次疫情让她反思自己作为海外华人学者的身份。Jenny 笑称新冠疫情中中国打上半场的仗，其他国家打下半场，而海外华人似乎全场被打。身居海外，她发现有时在聊天，或者媒体以及社交媒体上都会遭遇反华情绪，这个让她觉得有点不舒服，同时又觉得这不是一两句话可以解释得了的。这样的困境让她思考以后要是遇到同类危机时能有什么保障机制。目前而言，她觉得中国大使馆以及她的雇主是两个主要的保障机制。她说，如果有东西方二元论的话，这次疫情让她反思东西方的不同价值观。她说一开始西方国家似乎更集中在以个人自由为名义来反对强制隔离和居家隔离，随着疫情的全球扩散，这种讨论才变得更为多元。Jenny 感觉这次疫情给大家上了很大的一节课，尤其是在这种全球化环境下我们除了要对自己负责，我们的所作所为还会直接对我们的社区有影响，所以也要为社区负责。

## Episode 5: Xuemeng Cao—Life as an international student amid COVID 19



Guest: Ms Xuemeng Cao

[Audio Podcast of Episode 5](#) (in Putonghua)

### 中文总结

In this episode, we speak with Ms Xuemeng Cao, a PhD student at Warwick University (UK). Xuemeng discussed how she had spent the first few months of 2020 in quarantine and self-isolation due to COVID 19, first in her hometown when she spent her Chinese New Year holiday after submitting her PhD thesis, then in the UK when she came back to the UK to prepare for her PhD viva. To her, COVID 19 has pushed her to substantially re-adjust her work patterns, i.e. from being used to working in a formal setting within the university to working completely at home. COVID 19 has also impacted on her PhD viva arrangement, which has to be carried out online. This has posed a notable challenge on her part as this is not something that she was prepared for. Additionally, she regrets that she is now deprived of the opportunity to interact face to face with her examiners, on her PhD thesis for which she spent around three years of her time. Moreover, she revealed that COVID 19 has also disrupted the induction of her new position at the university.

Xuemeng has also made some poignant observations on how this COVID 19 pandemic has impacted on Chinese international students of all ages and study levels, from those younger ones who study in boarding schools in the UK, to undergraduates, to one-year Master's level students, to PhD students and recent graduates. While the former two groups experienced a great degree of uncertainty and anxiety due to accommodation constraints and reduced flights, the latter groups may also be concerned about the value for money of their respective courses and/or the opportunity to attend their one-in-a-life-time graduation ceremonies.

Xuemeng also suggested that many of the issues highlighted in this pandemic (e.g. independent learning capability, cross-cultural engagement, mental health management, racism and xenophobia in destination countries) regarding Chinese international students are not new. Instead, these are issues that have had a deep root in practices of international education for a long time. She reckoned that this COVID 19 pandemic could be a juncture when such issues could be addressed.

As to how these issues can be addressed, Xuemeng confessed that this needs much broader consideration and concerted efforts. However, on an individual level, as an international student or a would-be international student, it is perhaps worthwhile considering whether

one is necessarily suitable for studying abroad. She specifically highlighted, based on her research experience, how it is critical for would-be international students to realise that studying abroad also entails 'living' abroad, which can pose a host of challenges that they may not be aware of or may not be cut out for.

Xuemeng reflected that this COVID 19 has brought her new insights into her future research directions. For instance, over the past month, she has been exploring the experience sharing of Chinese international students on various social media platforms. However, such experience had sometimes led to negative emotional experiences on her part as a researcher. This makes her ponder over the ethical dimension of protecting the wellbeing of researchers in such contexts where the researcher is also an insider who can have strong emotional resonance with the researched.

We are grateful for Xuemeng's sharing and we wish her all the best in her upcoming PhD viva and her new position.

### **Guest Bio**

Xuemeng Cao is a PhD researcher at the Centre for Education Studies, the University of Warwick. She is also an early career fellow at the Institute of Advanced Study, the University of Warwick. Her PhD research focuses on the employability management of Chinese international students, adopting the capabilities approach and diary-interview methodology. Xuemeng is also a co-convenor and the blog editor for Academic Mobilities and Immobilities Network (AMIN) at Warwick. She is co-editor of the book *Exploring Diary Methods in Higher Education Research: Opportunities, Choices and Challenges* (London; New York, NY: Routledge). Her research interests include higher education, graduate employability, academic (im)mobilities, sino-foreign cooperation in education, internationalization/cross-cultural studies in education.

采访录音 English Summary

大家好，我是曹雪萌，非常高兴能够参与到这次播客活动当中，感谢 Cora 的邀请。我来自英国华威大学教育学院。我目前处在博士学习的最后阶段，我在等待我的毕业答辩。

我的主要研究方向是高等教育流动，我的博士论文探讨的是中国留学生的就业力管理，就是 employability management，我关注的人群是授课式硕士生，社会科学相关课程的学生，这个研究简单来说就是探究中国留学生在留学生活中如何培养自己的就业能力，不仅仅是学习过程之中，也包括了他们在国外的日常生活当中一些与就业力相关的经历。这个研究是一个长期性（longitudinal），质性研究，主要的理论依据是 capabilities approach。我采用的研究方法是日记-访谈（diary-interview）法，具体来说就是我的参与者以日记的形式记录他们与就业力培养相关的经历和感受，然后在采访中跟我进一步探讨和深化他们日记中所记录的信息。

### 我的经历- 流动- 新挑战

因为我自己是研究教育流动的，所以我想从学生流动这个角度来跟大家分享一下我对这次疫情的看法。首先我先跟大家聊聊我自己的经历，因为这次疫情对于我的生活影响其实是很大的。我是在去年年底提交了我的毕业论文，所以过年期间我回国了。我大概是在 1 月中旬回到国内的，回国后一周，中国的疫情开始正式爆发，所以我几乎整个假期都是在国内家中隔离的。我原本的计划是在 2.1 回英国，准备我的毕业答辩，但是由于国内当时的疫情非常严重，导致了整个航空系统的紊乱，所以我原本的机票被取消了，而且当时临时重新买票非常困难，我是经历了四次退改签，才最终确定了回英国的行程。在这期间，我的导师一直在跟我联系，一方面是担心我在国内的安全，一方面也是担心行程不顺会耽误我的答辩。最终我是在 2 月 8 号经过了 40 多个小时的行程才回到英国。回到英国之后，当时英国的疫情还不是很严重，但是本着对别人也对自己负责的态度，我进行了 14 天的自我隔离。等我的隔离结束之后不久，英国的疫情就开始变得越来越严重，我也几乎没有怎么出门。所以可以说我的整个 2020 年到现在，几乎都在隔离。

目前，我们学校的情况是大家都在在家办公（work from home），这个对我的影响也是挺大的。最直接的一个影响是，我的毕业答辩没有办法面对面地进行，改成了

online，其实这对我来说挺遗憾的，因为毕竟是自己做了三年的一个研究，是很希望和答辩老师有一个面对面的交流的。同时，这种云答辩也会给我带来一些挑战，毕竟这种形式也是之前没有经历过的。

另外一个类似的情况就是，我原本 4 月份要开始我的一个 fellowship 的工作，但是目前已知的所有相关的活动都推迟或者是改成线上（online）进行，这个也在一定程度上影响了我对于一个新角色新环境的适应。

再有就是长时间的隔离对我的学习工作的方式是个很大的挑战，因为我本身不是一个很喜欢自己在家工作的人，我更喜欢有一个比较正式（formal）的工作环境，可以跟同学、同事经常交流，但是因为疫情的原因，没有办法出门，而我又有很多要完成的工作，所以我几乎是用这三个月把自己硬生生地培养成了一个在家也可以比较自律比较高效工作的人。总体上而言，这是疫情带给我自己的一些影响，与此同时，我也看到了疫情带个各个学习阶段的留学生的困难。

## **对于不同学习阶段中国留学生的影响**

对即将来求学的中国留学生而言，他们的就学申请和语言考试等都受到了影响；而对于本科生和年纪更小的留学生来说，他们或许会经历更多的恐慌，包括是否能够安排到寝室，或者有寄宿家庭在疫情期间适当地接收照看。至于硕士生阶段的同学，他们本来就只有一年的学习时间，这次疫情会让他们的当面授课时长（contact hours）再度压缩。而对于博士生，有的田野工作会受阻，而刚刚博士毕业的同学则会担忧他们是否能参与对他们有重大人生意义的毕业典礼。

## **不是疫情带来的新问题，是长期矛盾的凸显和尖锐化**

细想这次的疫情带来的影响，我觉得很多的问题并不是新出现的，反而是长期存在的矛盾在此次疫情中得到凸显和尖锐化。比如疫情中很多课程转为线上教学，这个需要学生具有高度的独立学习的能力，这个和中国留学生经常为人诟病的所谓的缺乏独立学习的能力相互呼应。又比如，疫情需要我们接受居家隔离，导致中国留学生与当地学生、其他国家留学生进行社交和跨文化沟通的机会减少，但是，在疫情前能经常主动进行这些文化社交活动的中国留学生又有多少呢？还有关于留学生的精神健康，以及对华人的种族歧视，这些在疫情中凸显的问题其实在疫情之前也一直存在。另外，这次留学生回国避疫的举动也遭受不少国内舆论非议，这个其实也与部分国人对留学生一直存在的偏见有关。



## 精神健康 (Mental health) 和研究者的研究伦理 (ethical issues for researchers)

其实在整个疫情期间，无论是在国内还是国外，我的心理状态还是比较平稳的。在国内的时候，我所在的城市疫情控制得很好，没有让我觉得非常恐慌，想要尽早回到英国也是因为要准备别也答辩，而不是为了“逃离疫区”。回到英国之后，由于我住的地方是一个校外的独立的工作室 (studio)，所以我也没有一些和其他人公用 (share) 公共空间所带来的不便或是隐忧。包括我的家人朋友，虽然他们都更加频繁地对我表示关切，但是大家都还比较冷静理智，也比较相信我能应对好自己的生活。

然而，一个发生在我身上比较有趣的现象是，随着疫情的发展，我看到了它对于留学生的海外生活，国际学生的流动，高校对于留学生的支持等一系列问题的影响，这些都跟我的研究领域非常相关，进而引发了我想要做一个跟疫情下的教育流动

(education mobility) 相关的研究。所以我近一个月的时间都在持续关注各个社交媒体上留学生发布的评论 (posts)，视频 (vlog) 等等，后来几乎所有我的社交平台都笼罩在疫情相关的各种内容之中。在这个过程当中我自己的 mental health 受到了比较大的冲击。因为长时间地接触这些比较负面 (negative) 的信息，看到自己的同胞经历很多生活上、心理上的困境，甚至遭到歧视 (abuse)，还有一天我接到了我一个朋友被感染的消息，心里真的很难受。所以我现在也在调整我自己，怎么样去找到一个平衡，能一方面持续关注疫情的发展，留学生的动态，另一方面也解放自己，让自己能保持一个比较好的心理状态。



嘉宾：曹雪萌

### 嘉宾简介

曹雪萌是英国华威大学教育研究中心的博士生。她也是华威大学进阶研究所的研究员。她的博士研究聚焦中国留学生就业力管理，采用能力理论 (capabilities approach) 和日记-访谈法。雪萌协同主持华威大学的学术流动和非流动网络，并且是该网络博客主编。同时，她还协同主编关于用日记作为高等教育研究方法的书籍。她的研究兴趣包括高等教育，毕业生就业，学术流动与非流动，中外合作办学，教育国际化和文化教育。

我认为这个现象涉及到一个研究伦理的问题。往常我们谈到社会科学研究中的伦理问题的时候，比较多关注于怎么保护我们的参与者，但是我目前的一个经历让我在思考在做研究的过程中，研究者的健康 (wellbeing) 是不是也是一个值得关注的问题，尤其当我们也身处于我们所研究的社会现象当中，我们有很多共情的时候，我们无法把自己抽离出我们的研

究环境的时候，我们该怎么样维护自己的心理健康。我认为做研究的过程中研究者的状态对于其之后怎样理解和阐释研究结果也有很大的影响。我知道现在有很多研究者都致力于从自己的领域和角度去理解和研究疫情所带来的社会问题，所以我在这里希望不管是留学生，还是海外的学者，都能保护好自己，身体心理都能够健康，希望大家一切顺利。

## Photo Essay

### A UCLA PhD student's trip back to China and Quarantine Experience amid COVID 19

作者李怡豪，系 UCLA PhD in SSCE (Social Science & Comparative Education)，主要研究中国教育、教育政治、全球化、批判理论等。

## My trip back to China and Quarantine experience

- Li, Yihao
- 3/30/2020

LAX on March 28<sup>th</sup>, very few people



## Moscow Airport Closed stores, 2500 Rbs (about \$30) for 50 masks



## Moscow Airport boarding: Medical team? No, they are students





Arrived in Guangzhou, China  
After arriving, all visitors were designated to a  
bus, taken to the Quarantine hotel



Arrived in Quarantine Hotel  
One person one room, self-paying, reasonable prices



Must stay at home:  
Delivering every meal at the door, well-served food



## Other actions

- Three calls to my family everyday in Xiangyang, Hubei: from **community board**, from **police**, from **foreign affairs department**.
- Twice temperature measurement every day in quarantine hotel: my temperature appears normal.
- **Coronavirus test** for every new-incoming visitor. The test is **free**.
- If positive, one will be sent to the hospital immediately;
- If negative, one will still have to stay at hotel for consecutive 14 days.
  - On the last day, one needs to take the coronavirus test again, if still negative, he/she could be granted a **Healthy QR Code** (which would be checked at every public sector e.g. library, train station), and then, be free to go out and go home but still strictly observed by local community.

## Three reasons to return

Medical health crisis: **limited medical resources**, long queue for medical diagnosis and many hidden high costs (even though we have health insurance). But in China, many medical services are available to the common public with relatively low prices and even free (e.g. coronavirus test).

Daily supply crisis: **limited food supply** (even toilet tissues? So weird). World factory with complete chains of all industries never needs to worry about food, daily necessities, medical materials.

Unpredictable crisis: **social security** will suffer if pandemic and unemployment become worsen. More importantly, **the anti-China racism seems to rise.**

## The trend of return

Most of my Chinese classmates/friends in the US/UK would like to go back.

Nearly one half have successfully returned.

For the rest half, they cannot return for two reasons: 1. the 'visa check' for sensitive majors like CS, engineering; 2. the cancelled flight. They have no choice but stay in the US.

# Meet the Author



In this 'Meet the Author' podcast programme, we interview authors who have researched and/or published in different areas of Chinese education mobilities. Apart from learning about their key research findings, we will also explore the scenes and stories behind the publications. We will invite authors to tell anecdotes, reveal the surprises and challenges when conducting fieldwork and how they tackle the often arduous publication processes. This way, we hope that our Network members will have an opportunity to get to know the authors in greater depth.

Episode 1: [Jamie Coates–Chinese students in Japan](#)



University of Sheffield, UK

In this episode, [Dr Jamie Coates](#) discusses the key findings of his documentary film '[Tokyo Pengyou](#)' and his recent journal article '[The Cruel Optimism of Mobility](#)' in [positions](#) journal. He reveals anecdotes and key challenges in making the film and publishing the article. He also looks forward to his book and grant application based on this research project.



## Job Opportunities

### **Professor(s) / Associate Professor(s) / Assistant Professor(s) (Foundation in Education and Policy Studies in Education) - (200000BB)**

Description

Department/ Unit: Department of Educational Administration and Policy

Closing date: Until the positions are filled

The Department of Educational Administration and Policy is seeking to recruit distinguished scholars for appointment at various professoriate levels in the areas of Foundation in Education and Policy Studies in Education. The Department of Educational Administration and Policy is one of the four academic departments of Faculty of Education of CUHK. The Faculty of Education of CUHK (<http://www.fed.cuhk.edu.hk/>) is an international center for professional training and research in Education. The Faculty is ranked 18th internationally in the subject ranking in Education in 2019 Times Higher Education. Further information about the Department is available at <http://www.fed.cuhk.edu.hk/eap>.

Applicants should have (i) excellent academic qualifications including a doctoral degree in policy studies in education, sociology of education, philosophy of education or related discipline; (ii) a strong research background in areas that will contribute or add to the existing strengths of the Department; (iii) a track record of programmatic research and publications; (iv) potential to obtain competitive research grants; and (v) strong commitment to excellence in teaching and scholarship.

The appointees will (a) teach undergraduate and postgraduate courses; (b) supervise postgraduate students; (c) bid for external competitive grants; and (d) assist in administrative matters. The appointees are expected to play a key role in teaching and research initiatives in foundation in education and policy studies in education.

Applicants should complete the online application form and upload a full curriculum vitae with details of three referees. Appointments will normally be made on contract basis for up to three years initially, which, subject to funding and mutual agreement, may lead to longer-term appointment or substantiation later. Substantive appointment can be considered for candidates of full Professor rank with proven international academic standing and leadership, and an exceptional record of research and scholarship. Applications will be considered until the positions are filled.

Job: Professoriate, Teaching and Research Academic Posts

Organization: Department of Educational Administration and Policy

Unposting Date: Ongoing

## **中国人民大学社会学系**

### **2019-2020 学年教师招聘启事**

为有效推进“双一流”建设，满足学院和学科发展需要，中国人民大学社会学系 2019-2020 学年拟面向海内外公开招聘教师 4 名和师资博士后 1 名。

#### **一、岗位需求及条件**

##### **1、社会学方向：教师，3 名**

- ◆ 社会学专业博士学位，毕业于海内外一流高校。
- ◆ 49 岁及以下，师德高尚、具备良好教学能力、富有团队合作精神、英语交流能力较强、科研发表突出。
- ◆ 能够承担社会学及相关学科教学与科研任务，积极参与学科建设；社会理论、社会政策、经济社会学、组织社会学、政治社会学等方向优先，其他社会学分支领域亦可。

##### **2、人类学方向：教师，1 名**

- ◆ 人类学专业博士学位，毕业于海内外一流高校。
- ◆ 35 岁及以下，师德高尚、具备良好教学能力、富有团队合作精神、英语交流能力较强、科研发表突出。
- ◆ 能够承担相关学科教学与科研任务，积极参与学科建设。

##### **3、社会学方向：师资博士后，1 名**

- ◆ 社会学专业博士学位，毕业于海内外一流高校。

◆ 35 岁及以下，师德高尚、具备良好教学能力、富有团队合作精神、英语交流能力较强、科研发表良好。

◆ 能够承担社会学及相关学科教学与科研任务，积极参与学科建设。科学社会学、大数据与互联网研究优先，其他社会学分支领域亦可。

## 二、招聘程序

有意向应聘者请访问中国人民大学人才招聘网（网址：[zhaopin.ruc.edu.cn](http://zhaopin.ruc.edu.cn)），在“教师招聘”和“师资博士后招聘”栏目中查看我院招聘岗位类型、招聘人数、岗位职责、任职条件、专业要求、招聘截止日期等重要信息。应聘者请在网站中注册并填写简历，根据网站提示上传相应材料。简历填写完成后，根据个人情况和岗位信息选择希望申报的岗位。

## 三、联系方式

联系人：李老师，010-62514984，[summer8998@ruc.edu.cn](mailto:summer8998@ruc.edu.cn)；

朱老师，[zhubin2015@ruc.edu.cn](mailto:zhubin2015@ruc.edu.cn)。

本招聘启事常年有效，招满为止。

关于所招聘教师的岗位类型、招聘对象、基本条件、招聘程序及其他具体事项，请详见“中国人民大学 2019-2022 学年教师岗位、师资博士后岗位招聘公告”（附件一）。

[附件一：中国人民大学 2019-2022 学年教师岗位、师资博士后岗位招聘公告](#)

### 【中国人民大学社会学系简介】

中国人民大学社会学系是具有国内领先水平、国际良好声誉、理论特色鲜明、师资实力雄厚、培育层次健全、基础条件优越、兼收并蓄包容、发展潜力巨大等特点的社会学教学与科研机构，在社会学学科领域中占据重要地位和拥有重大的影响力。

追溯既往，社会学在中国人民大学有近 70 多年的历史。20 世纪 50 年代初，中国人民大学成立伊始，许多著名社会学家来到人民大学工作，例如陈达、李景汉、吴景超、

赵承信、戴世光、陈文仙、全慰天等，为人民大学 20 世纪 80 年代初社会学的恢复和发展奠定了重要基础。

1984 年，中国人民大学建立社会学研究所；1985 年，建立社会学理论与方法硕士点；1987 年，建立社会学系，同年开始招收本科生；1993 年，建立社会学理论与方法博士点；1996 年，被列为“211 工程”重点建设学科；2002 年，被列为国家重点学科；2007 年，入选国家级特色专业；2016 年，获得“双一流”建设资金支持。

中国人民大学社会学系拥有博士学位一级学科授予权，拥有博士、硕士和学士学位授予权。1998 年，经国务院学位办批准始建博士后流动站，同时建立人类学硕士点；2001 年，建立人类学博士点；2002 年，建立民俗学硕士点。

Jobs: HKUST (Guangzhou) Professor/Associate Professor/Assistant Professor in Urban Governance and Design

**Job Title:** Professor/Associate Professor/Assistant Professor

**Institution:** The Hong Kong University of Science and Technology (Guangzhou)

The Hong Kong University of Science and Technology (HKUST) is a world-renowned international research university. The Ministry of Education of People's Republic of China officially approved the preparatory status of HKUST (GZ) in September 2019. The Guangzhou campus covers 1.13 square kilometers and the first phase of construction is expected to be completed in 2022. At steady state, the number of undergraduate and postgraduate students will reach a total of 10,000. The intended areas of focus in the GZ Campus will be thematic and cross-disciplinary in nature, synergistic with HKUST without overlapping academic degrees or structures. 4 Academic Hubs (equivalent to school) with 16 Thrust Areas (equivalent to department) are being planned.

As one of the four transdisciplinary hubs at GZ campus, the Society Hub, aims to conduct cutting-edging research and disseminate knowledges to assist in the economic and social development of the Greater Bay Area (GBA) and beyond. The Society Hub now invites applications or nominations for faculty openings at all levels of Professor, Associate Professor and Assistant Professor in the Thrust Area Urban Governance and Design. We welcome applicants who employ quantitative methods to conduct transdisciplinary research on social and economic issues (e.g., education/human capital, health and aging, inequality/poverty, population and migration, transportation and communication networks, smart city, etc.).

Applicants must have a PhD degree in relevant fields. Senior academics should have proven teaching commitment and performance, experience and readiness in cross disciplinary curriculum and program design, and demonstrated service to the academic community and/or the public. Successful candidates will contribute to a post-graduate training program focusing on urban research and policy.

Salary is highly competitive of international standard and will be commensurate with qualifications and experience. Start-up research funds and excellent research equipment and support will be provided.

English is the medium of instruction and administration at HKUST (GZ) campus. HKUST (GZ) is committed to diversity in recruitment and equal opportunity employment and we strongly encourage suitable candidates of diverse backgrounds to submit their applications.

### **Application Procedure**

Applications/Nominations should be sent to gzrecruit soc @ust.hk together with (i) full CV; (ii) a statement of research, teaching, and service, if any; (iii) three most representative samples of research, all in PDF formats; (iv) records of teaching performance, if any. Junior and mid career applicants should arrange for 3 letters of recommendation to be sent.

Deadline: Review of applications will commence on March 2nd 2020 and will continue until the positions are filled.



HKUST (GZ) Campus under Construction



## 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@outlook.com](mailto:chineseedmobilities@outlook.com).

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