Higher Education: Asia & the World
Dean’s Message

The Faculty of Education has a unique heritage and context. It is an integral part of a comprehensive, research-intensive, international, English-medium university in the Hong Kong Special Administrative Region. At the same time, the Faculty is a regionally and globally engaged educational hub. It aspires to lead in the study and practice of education, to influence public policy and improve community life through education, and to nurture graduates who are passionately committed to their professions.

As the Faculty of Education of a leading Asian university, our regional role includes paying close attention to the transformation of education in Chinese Mainland and neighbouring countries. As a Faculty of Education with more than 100 highly internationalised academic staff firmly rooted in Asia, we consider ourselves in a unique position to advance the study of education with evidence-based research in a number of key areas, including the sciences of learning, educational policy, and equity and social justice. In particular, the rapid rise and growth of colleges and universities in Asia has led to a rethink of traditional Western concepts and theories for understanding the development of higher education. Our research focus in this area includes access and equity, teaching and learning, graduate employment, post-graduate study, cross-border collaboration and globalisation.

Professor A. Lin Goodwin
Dean of Education
Higher Education: Asia and the World

Excellence initiatives in Asia have positioned research universities to play a greater role in anchoring globalisation for nation development. Like never before, institutions of higher education have also become instruments of international competition. With more globally ranked universities than any other world city, Hong Kong expects its universities to build innovative knowledge networks that extend to other parts of the country and the wider Asian region. The University of Hong Kong does this through a configuration of institutional arrangements, international brain circulation and amphibious entrepreneurs.

Our study of Asian higher education in the Faculty of Education aims to address basic issues: Will Asian higher education just produce more of the same Western-originated model, or will it provide a more critical understanding of the practice of higher learning? As Asian universities continue their rise, how can they prioritise STEM fields without detriment to their indigenous humanistic tradition? What distinguishes Asian universities in how they serve the global common good?

Our studies also address more immediate issues such as the evolution of doctoral education in Asian universities, academic governance and professional autonomy, access and equity, multicultural diversity, learning-oriented assessment, student intellectual development, the changing academic profession, and international and cross-border collaboration.

Our leading researchers in the study of higher education come from a variety of countries and jurisdictions, including Australia, Canada, Chinese Mainland, Hong Kong, Korea, Portugal, Ukraine, UK, and US. They provide research and policy advice to governments, multilateral development agencies and the international media. New initiatives such as the Greater Bay Area and One Belt and One Road provide new opportunities for the study of higher education.

Professor Gerard Postiglione
Honorary Professor
Division of Policy, Administration and Social Sciences Education Coordinator
Consortium for Research on Higher Education in Asia
Although her publications concern various academic fields, including gifted education, creativity, and multicultural education, Professor Zhang’s principal contributions are in the field of intellectual styles. Intellectual styles, an umbrella term for such constructs as cognitive styles, learning styles, teaching styles, and thinking styles, refer to people’s preferred ways of using their abilities.

In her continuing endeavours to advance the field of intellectual styles, Professor Zhang has conducted numerous empirical investigations aimed at understanding the critical functions of intellectual styles in higher education across cultural contexts, including Austria, Belgium, Hong Kong, Chinese Mainland, the Philippines, South Africa, the UK and the US. In particular, her research has focused on the roles of styles in university students’ academic achievement, career development, cognitive development, identity development and personality development. Her research on academics chiefly involves the impact of intellectual styles on the teaching-research nexus, teaching and research efficacy, emotions in teaching and organisational commitment.

Professor Zhang’s pursuit of scholarship on the nature of intellectual styles has also been manifested through her series of publications that theorise work in the field and where she has taken an explicit stand on several long-standing controversial issues. She has published dozens of academic book chapters and books, and is the (co)author of more than 100 peer-reviewed journal articles and encyclopedic entries.

Her publications regarding the influence of intellectual styles on various aspects of higher education, along with her works in other academic domains, have led to worldwide recognition, including her appointment as Editor-in-Chief of The Oxford Encyclopedia of Educational Psychology and as Associate Editor of 1) Journal of Educational Psychology, 2) Educational Psychology, and 3) Journal of Cognitive Education and Psychology. She is also an editorial board member of several other psychology and education journals.

**Publications**

**Research Grants**
2. Understanding faculty’s perceptions of work environment for promoting creative thinking and academic self-efficacy. 2016-2018. Seed Funding Programme for Basic Research, the University of Hong Kong.

**Personal Particulars**
http://web.edu.hku.hk/staff/academic/lfzhang
With an academic career spanning two and a half decades in Chinese Mainland, Australia and Hong Kong, Professor Yang Rui has gained extensive experience and contributed to leadership, with an impressive track record on research at the interface of Chinese and Western traditions in education. He has established his reputation among scholars in English and Chinese languages in the fields of comparative and international education and Chinese higher education. His article, *Internationalisation, Regionalisation and Soft Power: China’s Relations with ASEAN Member Countries in Higher Education*, which selected regional higher education institutions in Chinese Mainland’s much disadvantaged provinces to depict a different picture and argue that regionalisation could contribute substantially to internationalisation, was named best article by the Higher Education SIG Award Committee, Comparative and International Education Society in 2014.

Frequently called on to deploy his cross-cultural knowledge and expertise globally, Professor Yang’s international reputation is evidenced by his extensive list of publications, research projects, invited keynote lectures in international and regional conferences, leadership in professional associations and membership on editorial boards of scholarly journals. He has delivered invited keynote addresses at international forums including the China-Australia University Summit, the Higher Education Forum in Asia, and the 14th APRU (Association of Pacific Rim Universities). He is also a member of the editorial boards of *Higher Education Research & Development, European Journal of Educational Research, Journal of Studies in International Education,* and *Chinese Education & Society.*

Bridging the theoretical thrust of comparative education and the applied nature of international education, Professor Yang’s research interests include education policy sociology, comparative and cross-cultural studies in education, international higher education, educational development in Chinese societies, and international politics in educational research.

**Publications**

**Research Grants**
1. Integrating Chinese and Western higher education traditions: A comparative policy analysis of the quest for world-class universities in mainland China, Hong Kong, Taiwan and Singapore. 2014-2016. RGC, HK SAR.
2. (Re)Conceptualising Chinese education: China’s educational traditions and their modern transformation. 2017-2020. RGC, HK SAR.

**Personal Particulars**
http://web.edu.hku.hk/staff/academic/yangrui
Professor Postiglione has published over 150 journal articles and book chapters, and 16 books. He received the Outstanding Research Supervisor Award from the University of Hong Kong, the Best Book Award from the North American Comparative and International Education Society, the Humanities and Social Science Prestigious Fellowship Award by the Hong Kong Government Research Grants Council and a Lifetime Contribution Award from the North American Comparative and International Education Society. He was inducted as a Fellow of the American Educational Research Association for his contribution to research. In 2016, his autobiography was published in Leaders in the Sociology of Education. A collection of his research works was published by Routledge Press in 2017. He has been a consultant on projects for the Asian Development Bank, Department for International Development, Institute of International Education, Organisation of Economic Cooperation and Development, United Nations Development Programme, World Bank and other international development agencies. Professor Postiglione’s scholarship focuses on reform and development in Chinese Mainland and East Asia, and he is currently working on projects about access to higher education for low-income and minority students and the transition from university to the workplace.

Higher education in Chinese Mainland is shaped by a shifting market of demands from three sectors of the population: the demand for knowledge and skills by households and also by employers who require talented graduates to drive innovation for competition in goods and services; the demand for status culture by an expanding urban middle class that uses higher education to distinguish their children from others who attend university; and the demand by the state for political stability and national rejuvenation. Each demand takes precedence in shaping the form and content of higher education at different times in different circumstances.

Higher education is also shaped by Chinese Mainland’s aspirations to go global with new international initiatives such as the Belt and Road, the Asian Infrastructural Investment Bank and the Asia University Alliance. This requires a delicate balance of three elements: internationalisation of universities, protection of educational sovereignty, and increased autonomy for universities. The future of higher education in Chinese Mainland will be determined by how well it handles the precarious balance of domestic demand and global aspirations.

**Publications**


**Research Grants**

1. Investigate the nature of social and academic experiences of representative samples of rural college students entering four elite universities in China. 2016-2017. Ford Foundation.
2. Rural students’ final year in elite universities: Examining determinants of academic and social success. 2017-2019. RGC, HKSAR.

### Personal Particulars

http://web.edu.hku.hk/staff/academic/gerry
Global Competition and Collaboration Strategies of Research Universities

Dr Anatoly Oleksiyenko
Associate Professor
Division of Policy, Administration and Social Sciences Education
Specialism Coordinator
Master of Education (Higher Education)

Dr Oleksiyenko is a scholar of international higher education. He is currently conducting comparative research on international status anxiety and global competition in higher education. His research is focused on transformations in Ukraine, Georgia, Chinese Mainland and Russia. *On the Shoulders of Giants? Global Science, Resource Asymmetries and Repositioning of Research Universities in China and Russia*, a paper published by the *Comparative Education Review* in 2014, was recognised as the Best Article of the Year by the SIG-Higher Education of the Comparative and International Education Society (USA). He followed that up with the co-edited book *International Status Anxiety and Higher Education: The Soviet Legacy in China and Russia*, published by CERC-Springer. More recently, he published another book, *Global Mobility and Higher Learning* (Routledge), in which he discusses how anxiety stimulates global mobility in competitive higher education, and how international students develop agency to mitigate various pressures by focusing on self-worth in higher learning. The book offers insights on East-West tensions in reconciling social, organisational and cognitive forces of mobility in competitive higher education.

Over the last eight years, Dr Oleksiyenko has advanced the development of postgraduate studies in higher education and championed the establishment of the first Master’s level degree programme in Higher Education in Hong Kong. The specialism helps local and international policy researchers, academic managers and college teachers to build knowledge on the intricacies of competitive higher education. The Master of Education (Higher Education) alumni hail from prominent universities, governmental agencies and non-governmental organisations in countries such as Azerbaijan, Cambodia, Canada, Chinese Mainland, Japan, Myanmar, Russia, Sudan, the UK, the US and Uzbekistan. A significant number of the programme’s alumni have been awarded prestigious scholarships to support their continued doctoral studies at prominent universities in Hong Kong, Chinese Mainland and the US.

Dr Oleksiyenko plays an active role in knowledge exchange at the University of Hong Kong (HKU) and beyond. In 2011, he co-founded the Community for Higher Education Research in Hong Kong, and subsequently co-organised more than 40 research seminars involving local and international guest speakers. In 2015, he founded the Ukrainian Community for Higher Education Research (with a membership count of more than 70 researchers from across the country), which brings together governmental officials, university administrators, faculty members and publishers, as well as business and NGO leaders. In addition, he has contributed innovative policy ideas, engaging with policymakers and practitioners at the invitation of the Summer Institute on Higher Education at HKU, the UNESCO Asia Pacific Education Research Institutes Network, and the Open Society Foundations in association with the national governments of Myanmar and Ukraine.

Sustainable results will become feasible and visible once professors and students put aside their doubts and focus on acquiring more independence and freedom, while assuming responsibility for the future of their universities and the society. *(from studies in Ukraine)*

**Publications**


**Research Grants**

1. De-sovietisation of higher education: Legacy-innovation tensions and cumulative (dis)advantages in cross-cultural perspective. 2016-2019, RGC, HKSAR.
2. Global competition and collaboration strategies of research universities in China and Russia. 2012-2016. RGC, HKSAR.

**Personal Particulars**

http://web.edu.hku.hk/staff/academic/paoleks
One of the most significant achievements in Asian higher education has been made in postgraduate education although at the same time there are new challenges of quality assurance.

Another of Dr Jung’s key research topics concerns master’s education, which has experienced unprecedented expansion and diversification worldwide in recent years. Despite the increasing demand for and the importance of master’s education, there has been little scholarship for it to date. She aims to explore the factors which motivate students to pursue a master’s degree, its impacts on employability, their subsequent career plans and any issues for quality assurance in different types of master’s degree. The project is currently focused on the context of Hong Kong, but she intends to develop comparative studies across East Asian countries.

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ne of the most significant achievements in Asian higher education has been made in postgraduate education, although at the same time there are new challenges of quality assurance. Based on Dr Jung’s educational background in South Korea and working experiences in Hong Kong, her current research interests are mainly postgraduate education in Asia in terms of its development and challenges.

The national doctoral education system has made remarkable achievements in terms of both size and quality in the East Asian region, and Dr Jung’s research has found that the growth of the doctoral education system in Asia is still reliant on overseas doctorates and there are strong preferences for hiring overseas doctorates (mostly from the West) in major research universities. She is also exploring the economic, academic, social and cultural explanation for development and challenges in the doctoral training system, as well as studying doctoral students’ learning experiences and competency development as future professionals.
Science and Technology Studies in Higher Education

Dr Hugo Horta
Assistant Professor
Division of Policy, Administration and Social Sciences Education

Since arriving at the University of Hong Kong in 2014, Dr Horta’s research has been anchored around three themes: career paths of the highly skilled and how they relate to research productivity; characterisation of research agenda setting by academics; and the evolution of science, technology and higher education systems.

This research was always done collaboratively, contributed to the advancement of knowledge and has policy implications. In relation to the first theme, Dr Horta’s studies show that receiving a public funded grant during the PhD positively impacts a student’s research productivity during and after the PhD, suggesting that individual grants to students are more effective than grants offered through research projects. Further findings show that PhD funding impacts the duration of the PhD, and that obtaining a funding grant alongside publications done during the doctoral years leads to a shorter PhD process.

On the second theme, ongoing research has found that there is a rather stable typology of research agendas in the social sciences: one labelled as a “trailblazing research agenda” suggests that it is riskier, collaborative and multidisciplinary, while another described as “cohesive research agenda” suggests more conformist, focused on incremental additions of new knowledge to existing paradigms, and more disciplinary in nature.

Dr Horta’s research on the third topic, focusing on Asia, is more recent. He has had a book chapter published on the competitiveness of Hong Kong in terms of knowledge output, and is now further developing this chapter to include a comparative assessment of the competitive academic research outputs of Singapore and Hong Kong. Another of his articles published recently assesses how faculties with different characteristics in a university in Chinese Mainland are coping with the near institutional and task environment, as well as with new policy demands from the government, and the pressures of participating in the global higher education arena.

Publications

Research Grants

Personal Particulars
http://web.edu.hku.hk/staff/academic/horta
Professor Cheng is Emeritus Professor at the University of Hong Kong (HKU). He has also been Dean of Education, Pro-Vice-Chancellor and Senior Advisor to the Vice-Chancellor of the University. He has worked in human resources and campus IT, but mainly in fundraising and networking, and started the Development Office at HKU. He was Warden of student halls of residence for 18 years and spent a decade as Master of Robert Black College, the University’s academic guesthouse. He is now Director of the Education Policy Unit at the Faculty of Education. Elsewhere, he taught at the Harvard Graduate School of Education as Visiting Professor from 1996 to 2007. Trained as a mathematician, he was a school teacher and a principal before he pursued doctoral study at the London Institute of Education.

Professor Cheng has been involved, in various jurisdictions, including institutional evaluation and accreditation, for major universities in Chinese Mainland. He lectures at the National Academy of Education Administration in Chinese Mainland and SKOLKOVO in Russia. He created the Summer Institute on Higher Education at HKU, a learning programme for higher education leaders in the region. His current attention is on the fundamental changes in society and their challenges to education, and he focuses on learning as the core business of education. He has been consultant with the World Bank, UNESCO, UNICEF and UNDP, and he is on the International Advisory Board of the National Council for Education and the Economy. Locally, he was member of the Education Commission and was instrumental in the comprehensive reform which started in 1999. He is among the “China Education 30”, and he is Convenor of the Global Advisory Board for the Yidan Prize.

Publications

Research Grants
1. Hong Kong-Guangdong University Partnership: Toward regional integration of higher education in South China. 2012-2013. RGC Public Policy Research (PPR), HKSAR.

Personal Particulars
http://web.edu.hku.hk/staff/academic/kmcheng
Professor Carless’s research focuses on how feedback processes can be developed to promote improved student learning. A problem with a lot of teacher feedback is that it does not lead to much student uptake: it often comes at the wrong time, such as at the end of modules; it can be hard for students to understand or appreciate; and it often fails to motivate students to act.

A key element of this orientation relates to the notion of sustainable feedback (Carless et al., 2011): dialogic processes which support and inform the student on the current task, while also developing the ability to self-regulate performance on future tasks. Sustainable feedback places the main onus not on the teacher to deliver feedback but on the student to self-regulate their work. For that aspiration to be achieved, students need to be developing feedback literacy: the understandings, capacities and dispositions to make sense of information from various sources and use it to enhance their work or learning approaches.

In this way of thinking, the role of the teacher is focused less on delivering content and more on guidance, modelling and coaching for the development of student feedback literacy. Teachers need to embed within the curriculum, multiple and sustained opportunities for students to generate, engage with and use feedback. An important way of facilitating these aspirations is through assessment task designs such as projects or e-portfolios which naturally involve opportunities for different forms of internal and external feedback.

Professor Carless’s research agenda mainly addresses the following interlinked issues:
- What is the student experience of feedback?
- How can feedback processes be arranged to optimise students’ uptake of feedback?
- How can peer feedback be implemented successfully?
- How can technology enable productive feedback processes?
- How can student feedback literacy be developed?
- How are feedback processes carried out in different disciplines?
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