

A Transformation of Higher Education Institution in China

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Agenda

- Deng Xiaoping, the paramount leader of the People's Republic of China launched the Open Door Policy in 1978.
- Higher education in China is continuously changing, growing and developing. Until now, there are over 2,000 higher education institutions with over 6 million enrollments in total.

Agenda

- Since the 1980s, higher education worldwide faced unprecedented challenges and comprehensive changes in technological, economic, social, cultural and personal areas.
- Many academic institutions have created a new academic model which converts into a professional education.
 - **Lau, Y.Y.**, Lau, K.T., and Chow, Y.T. (2018), Outcome-based education in Hong Kong sub-degree institutions, *International Journal of Innovation in Education*, 4(4): 280-296
 - **Lau, Y.Y.** and Ng, A.K.Y. (2015), The motivations and expectations of students pursuing maritime education, *WMU Journal of Maritime Affairs*, 14:313-331

Agenda

- What are the **exogenous forces** driving the changes from traditional to professional education?
- What are the **values** of new modal of professional education in higher education sector?
- How the professional education affecting **student learning experience, academic staff profile, pedagogy and programme development**?
- What is the **association** between the changes of education **institutions** and **departmental** level?

Methodology

- The investigators will target current students from
 - Phrase 1: The Hong Kong Polytechnic University (Delivered the results in University of Bristol conference on 19 May 2018)
 - **Phrase 2: East China Normal University (Delivered the results in FSTE conference on 1 June 2018)**
 - Phrase 3: University of New South Wales (will collect the data in June/July 2018)
 - Phrase 4: University of Macau or Macau University of Science and Technology (will collect the data Sept/Oct2018)

Methodology

- **East China Normal University**
 - November 2017
 - Faculty of Economics and Management; Faculty of Earth Sciences; Faculty of Humanities and Social Sciences;
 - We divide **6-8 current students** per group. We provide a protocol and a set of questions for current students to discuss.
 - **2 academic staff** per faculty

Methodology

- The group discussion workshop (**3 sections**):
 - **Section A:** Involve the teaching quality, such as involving the expectations of teacher qualifications, credentials and characteristics, the preferred teacher evaluation approaches, etc.
 - **Section B:** Consists of questions asking current students to indicate what they are expecting from their current programmes, as well as how their programmes can assist them in their career development and study path.
 - **Section C:** The student learning experience of which they had gained had actually helped them in their career development and further study.

Methodology

- We collect **qualitative data** so as to obtain students' opinions and experience-sharing.
- In order to collect extensive qualitative data, the investigators will undertake various group discussion workshops with a key service-user perspective, namely students who are currently studied in the last year (hereafter called “**current students**”).

Discussion

- Driving forces for professionalization
 - Under **human capital theory**, it advocates that education significantly **increases productivity** (Becker, 1993).
 - Under the process of **managerialism**, the education institutions establish a series of performance indicators including **competition, standards, excellence, quality, efficiency and accountability**.

Discussion

- Driving forces for professionalization
 - It is undoubtedly that there is a continuously **increasing demand for professional studies** from various kinds of occupational groups.
 - There are **two major reasons**:
 - Increasing number of employers (ranging from business firms to government) demand high educational qualification in hiring workers who hold higher positions.
 - The employers want to secure workers who are highly motivated and more skilled by sponsoring them to attend professional education.

Discussion

- What is the “**value**” of the professional education under new academic model?
 - Enhance the professional knowledge
 - Personal value
 - Identify learning interest area and job area at an earlier stage
 - Foster students learning motivation
 - A fundamental and continual study for upgrading research knowledge and skills
 - Promote national competitiveness, advanced science knowledge and quality of life

Discussion

- What is the “**value**” of the professional education under new academic model?
 - Shortsighted:
 - Promote career development, e.g., salary, career path, first-tier cities, nature of job etc.
 - Ignore the importance of general education subjects.

Discussion

- How does the new academic model would affect professional education in terms of **teachers' profile?**
 - Knowledge providers: teacher qualification holder, academic and professional qualifications, practical working experience, critical thinking, transferable skills, strong connections with industry and overseas experience in scholarly activities
 - Continuous improvement through upgrading teaching skills and research knowledge
 - Teaching approaches: Interactive, learner-centric, problem-based, participative

Discussion

- How does the new academic model would affect professional education in terms of **teachers' profile?**
 - Personality and attitude: ethical value, optimistic and enthusiasm
 - Various teaching approaches (i.e., stimulation, case study, scenario) and learning materials
 - Teachers evaluation approach:
 - Increase different communication and reflective channels between students and teachers
 - Student Feedback Questionnaire (SFQ) is not effective evaluation tool
 - Conduct teacher evaluation in both mid and end of semester
 - Conduct peer class visit without prior notification
 - Consider different stakeholders to do teaching evaluation like parents, supervisors and colleagues

Discussion

- How does the new academic model would affect professional education in terms of **programme development?**
 - To learn more practical workplace knowledge rather than theoretical based programme
 - Align between learning programme and career development or prospects. Last year study is the critical importance
 - The scope of study is width and depth
 - Flexibility in study pattern
 - Employers expectation – connectivity of the programme curriculum and practical workplace
 - Increase quantitate analysis and specialized subjects

Discussion

- How does the new academic model would affect professional education in terms of **student learning experience?**
 - Learning environment
 - Sound hardware or facilities
 - All-round development
 - Link up with firms to organize site visits and internship

Discussion

- What is the **association** between the changes of education **institutions** and **departmental** level?
 - National support for education institutions
 - Increase specialized subjects and focus on professional training skills
 - Interdisciplinary study pattern
 - Top-down approach
 - National educational development planning and direction
 - Education institutions: infeasible to make significant adjustment
 - Head of department style

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Thank You

Q & A