



Faculty of **Education**
The University of Hong Kong



CAPSTONE ABSTRACTS *Collection*

MASTER OF EDUCATION (HIGHER EDUCATION)

2023 GRADUATES



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Acknowledgement

The specialism “Higher Education” was launched in 2010 as part of the Master of Education at the Faculty of Education, University of Hong Kong. The specialism has run for the first decade, receiving twenty to thirty brilliant students every academic year. They all published relevant research outputs when they finished the programme, and this report is our first effort to demonstrate what we do in higher education research as master’s students. Every single student conducted an interesting independent research project, and their findings provided theoretical and practical implications for higher education research. These may not have had global reach but impacted their thinking and actions as actors and contributors in the higher education arena and workplaces.

I want to thank the former specialism coordinator (2010-2022), Professor Anatoly Oleksiyenko, who developed the specialism for most of its existence. Without his dedication to the specialism, we would not have been able to deliver this quality programme. I also thank my colleagues who diligently taught the courses and supervised students’ capstones in 2022-2023: Professor Gerard Postiglione, Professor Rui Yang, Dr Hugo Horta, and Dr Benjamin Richards. Miss Xiujuan Xie was an excellent tutor in guiding students’ capstone. Miss Jiahui Zheng, the class representative in 2022-2023 for Higher Education specialism, took responsibility as an assistant editor for this booklet, collected all the abstracts from the graduates, and assisted in the editing. Thank you, Jiahui.

Most importantly, I am grateful for my students in the specialism who did excellent work on their capstone. They had several challenges in every research stage, including selecting research topics, doing an in-depth literature review, collecting, and analysing the data, and writing reports. No one gave up, and all completed their research successfully. I am immensely proud of them, and they are always to be congratulated for their commitment to learn and contribute.

Happy graduation, and I wish you all a successful career journey.

Dr Jisun Jung (jisun@hku.hk)

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Title of the Capstone: Analysis of Undergraduates' Views on Post-graduate Training Institutions Under the Background of Credential Inflation

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Biography:

CHEN Liyu did not choose to go directly to graduate school after graduating from undergraduate because she was unsure if she was interested in furthering her education. After graduation, she worked as a teaching assistant for graduate school in an English tutoring organisation. Facing a group of confused college students caught up in their inner scrolls, she became interested in higher education. She hoped to improve her knowledge in this area through her studies. She is glad that this one-year working experience has provided an excellent reference for her graduate study. The learning atmosphere, which was different from the Mainland, also made her realise why the higher education systems in the Mainland and Hong Kong were so different.

Abstract of the Capstone:

Against the backdrop of the massification of higher education in China, more and more college students choose to study for graduate school because of employment pressure, degree anxiety, and further study, thus promoting the rapid development of postgraduate programmes. The purpose of this study is to explore the role of tutorial institutions in the process of postgraduate entrance examination and students' cognition and views on it.

To achieve the research goal, this study used a survey and interview method to conduct an in-depth analysis of the postgraduate entrance examination and the role of tutorial institutions. The questionnaire collected data about the motivation of college students to choose postgraduate entrance examinations, the choice of tutorial institutions, and satisfaction. Through the interview, I further understand the students' expectations and feedback of cram institutions, as well as the process of the pressure and challenges faced by the feelings.

Through data analysis and literature, support found that the postgraduate entrance examination tutorial institutions played an essential role in college students preparing for the postgraduate entrance examination. By providing professional guidance and rich teaching resources, tutorial institutions help students make a reasonable test preparation plan to improve learning efficiency and test-taking ability. At the same time, tutoring institutions provide students with psychological guidance and emotional support to help them adjust their learning state and keep a positive attitude. Many students apply for post-graduate tutorial institutions, hoping to get better learning and development support through them.

However, some cram schools exaggerate the importance and urgency of the entrance exam, leading students to make decisions without fully understanding the risks and generate negative emotions after failing the exam. In addition, the quality of post-graduate tutoring institutions is uneven; some students spend a lot of time and money in tutoring institutions that have not been satisfactory for learning results.

Based on the above findings, the study found that the institutions should reflect on their behaviour, provide comprehensive information and objective guidance, adjust marketing methods, and enable students to make informed decisions with full knowledge of the process and risks involved. At the same time, colleges and universities can play a positive role. They can cooperate with the institutions to

strengthen the supervision and evaluation of tutorial institutions to ensure that they provide accurate and reliable teaching services.

Keywords: postgraduate entrance examination institutions, college students, examination preparation behaviour

Title of the Capstone: Exploring the Impact of Information Management Systems on Teaching and Learning in Higher Education Institutions

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Biography:

Zhuohan CHEN earned her bachelor's degree in Information Management and Information Systems. She also held a position as a teaching assistant at Shanghai Normal University. She appreciated the opportunity to study at the University of Hong Kong, where she gratefully experienced valuable and professional courses that allowed her to combine knowledge from two fields and contribute to research papers. She extends heartfelt thanks to the professors of the Higher Education Program at HKU for instilling valuable knowledge and guiding her through a significant year.

Abstract of the Capstone:

This research investigates the impact of Information Management Systems (IMS) on teaching and learning in higher education institutions in Mainland China and Hong Kong. The qualitative research analyses students' perceived benefits, challenges, and outcomes related to IMS usage and compares the experiences between the two regions. Findings reveal practical implications for stakeholders and areas for mutual learning, aiming to enhance IMS practices. Despite limitations, this study concludes by emphasising the potential effectiveness of IMS when adapted to users' needs, highlighting avenues for future research, and outlining implications for regional collaboration and learning.

Key Words: IMS (Information Management Systems), Higher Education, Impact Assessment, Digital Transformation, Educational Technology

Title of the Capstone: A Practical Guide for Leading the Hong Kong Primary School Teachers for Continuing Professional Development

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Biography:

Yuen Wing CHOI has a Bachelor's in Media and Communications from the University of Sussex; she was a volunteer teacher, an assistant counsellor, and an education consultant. Yuen Wing is currently working in a primary school and is keenly interested in education studies/children's services. As an HKU Graduate with a Master of Education (HE), she hopes to equip her professional knowledge and skills for the future.

Abstract of the Capstone:

Today's education quality becomes a critical issue, as contemporary society considers primary education to be a bridging role in nurturing the next generations and paving the way for more significant benefits of society; it is always said that teachers are the backbone of education. With the implementation of strengthening teachers' continuing professional development, we may see the recent government's approach demonstrating their concerns on teacher professionalism and education, which also impacts teacher, school, and system levels. Therefore, this paper is trying to explore the school stakeholders' values regarding the professional roles of teachers for primary education in Hong Kong and to figure out how to lead the primary teachers to active participation in continuing professional development.

Keywords: profession roles of primary school teachers, teachers' professional development, Hong Kong

Title of the Capstone: Research on the Willingness of Mainland Undergraduates Majoring in English to Go Abroad for Master's Higher Education

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Biography:

Zhiqi Cui received her BA from Dalian University of Technology, majoring in Business English. She completed her Master's degree at the Faculty of Education (HE) at the University of Hong Kong, from which she has gained a professional knowledge framework about the higher education system worldwide. Now, she works as a teacher in Basis International School Shenzhen.

Abstract of the Capstone:

Studying abroad is no longer considered a luxury but a recognised educational investment by many families due to China's economic strength and people's income levels increasing along with the reform and opening up and ongoing promotion of economic globalisation. The number of college students studying abroad after graduation has sharply increased in recent years, and there is a noticeable trend of underage international students, some of whom may opt to study abroad to save time, follow the trend, or are required to by their parents. Based on the current state of studying abroad and a survey of related literature, this essay develops a conceptual model of the factors influencing the willingness to do so. Most of the respondents were undergraduate students of Dalian University of Technology. To establish the impact of each component on the likelihood of studying abroad, a re-regression analysis was lastly carried out. The study demonstrates that college students have a high level of knowledge about studying abroad and a high demand for doing so and that their willingness to do so is significantly influenced by a variety of factors, including their subjective

desire, their academic circumstances, their family background, their surroundings, the quality of foreign graduate education, and their international experience. This study's research findings can be used to accurately analyse the factors that led to the study abroad boom, improve international teaching and collaboration at higher education institutions, and help college students choose between studying abroad and employment.

Keywords: College students, willingness to study abroad, influencing factors

Title of the Capstone: The Difference of Undergraduate Enrollment and the Inequality of Admission Opportunities in Chinese Higher Education--Taking Jinan University as an Example

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Biography:

Xinya DENG received her bachelor's degree from Jinan University, majoring in economics and statistics. Several internship experiences during college, such as volunteering to teach in remote villages in China and teaching Chinese to children in Bali, helped her discover her devotion and interest in education. After graduating, she continued her studies at the University of Hong Kong as a postgraduate in education (Higher Education programme). This study has given her a more professional and in-depth understanding of the current situation of education.

Abstract of the Capstone:

The equality of higher education admission has always been a focus of academic circles, society and the public. In China, the government has made great efforts to promote the continuous reform of the college entrance examination system and various enrollment policies to solve and improve the issue of fair admission in higher education, which has also achieved quite obvious results in its initial stage. However, in the implementation process and results of various college entrance examinations, additional score policies, and compensation policies for students, problems such as inter-regional imbalance, the gap between urban and rural areas, gender discrimination, and differences between different classes of higher education enrollment opportunities still emerge. How to effectively improve the equality of admission opportunities has become an urgent problem in higher

education. Therefore, when discussing the equality of higher education enrollment opportunities, we think about what factors affect the equality of higher education enrollment opportunities.

As a case study, Jinan University can make a specific study on a university's overall enrollment situation and enrollment opportunity, which is more comprehensive and more accessible to thoroughly research. Sorting out the implementation of the enrollment policy and enrollment situation of the university can radiate the current situation of higher education enrollment opportunity equity in Guangdong Province and even the national key universities. Moreover, this study is feasible. From the perspective of educational equity, this paper studies the source of higher education students after enrollment expansion.

Keywords: undergraduate admission, undergraduate enrollment, undergraduate enrollment policy, China

Title of the Capstone: Academic Aspirations and Identity Construction of Doctoral Students in the Humanities and Social Sciences

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Biography:

Ziling Feng is doing administrative work in the Department of Mechanical Engineering at the University of Hong Kong. She got her bachelor's dual degree in Education and History at Central China Normal University in 2022. She has two relevant educational internships in high school in Shanghai. She came to The University of Hong Kong to study for a master's degree in 2023, majoring in Higher Education, which provided her with a broader horizon of knowledge and academic environment and, most importantly, increased her precious life experience.

Abstract of the Capstone:

Background

Doctoral students are potential and preparatory researchers who enter the field of academic research with different motivations, gradually internalising their interest in a specific field during their long academic career and preparing for their future careers. This process is about identity construction and is closely related to knowledge production. However, in the knowledge economy, with the increasing trend of globalisation and marketisation of higher education, there is a corresponding gap between the content and objectives of doctoral education and the real needs of doctoral students, especially for doctoral students in the humanities and social sciences, which have a more extended research cycle. Moreover, many doctoral students undergo identity change while socialising and thus have to cross many boundaries of space, language and culture to re-construct

the other's academic identity and interact with the academic field, where the complexity of doctoral students' identities lies.

Methods

This paper adopts a qualitative study by interviewing 19 doctoral students in the field of humanities and social sciences at the University of Hong Kong on the process of forming their academic aspirations, to understand their complex academic journeys, how they reflect on their identities and reconstruct them, and their impacts on their identities. In addition to identifying individual differences, focusing on the common dilemmas faced by the group of doctoral students in the humanities and social sciences at the University of Hong Kong will help to identify the problems of the doctoral training system in Hong Kong and make feasible recommendations to improve the quality of human resources training in the field of higher education.

Findings

This study concludes that the four categories of academic interests, academic aspirations, field resonance and identity significantly impact the identity and construction of humanities and social sciences doctoral students. This paper constructed a mechanism model of academic aspirations and identity identification and construction of doctoral students in humanities and social sciences. The model involves the factors affecting academic interests, i.e., field resonance and positive subjective norms; the process of identity formation and the primary sources, i.e., academic aspirations as the most central intrinsic motivation, as well as extrinsic motivation provided by the resonance of the school, the family, and the social field.

Keywords: doctoral students, academic aspirations, humanities and social sciences

Title of the Capstone: The Impact of Micro-credentialing on Holistic Competency Focusing on the Western University of Ontario Graduates

Author: HU Jiahui

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Biography:

Jiahui Hu got her bachelor's degree from the Western University of Ontario, majoring in management and organisational studies. In her career plan, she has a strong passion for being a teacher or working in an educational department to contribute to the field of education. She chose to study at HKU to get a master's degree, majoring in higher education, expecting to gain more professional knowledge about education and expand her social networks.

Abstract of the Capstone:

The main content of this research proposal is to explore the impact of micro-credential courses on the overall ability of Western University of Ontario graduates. The significance of investigating micro-credentials influence on students' overall capabilities lies in the understanding that holistic development is essential for equipping future learners with the skills and adaptability required to succeed in an ever-evolving world. But in addition to learning skills and knowledge, we should also pay attention to the comprehensive development of student's abilities to cope better with the ever-changing society. Based on this situation, I investigated the following research questions in this project:

1. Does Micro-credentialing affect the holistic competency of UWO graduates?
2. If so, how can we improve the development of micro-credentialing programs?

I applied the action research to do the analysis and give suggestions to those higher education institutions simultaneously. I chose five graduates as detailed

participants in the study and 30 graduates as general participants. Online questionnaires and interviews were used separately. The primary research approach utilised in this study is thematic analysis. Questionnaires gathered graduates' perceptions of the impact of the micro-credentials on their overall capabilities, while interviews provided the opportunity to explore their experiences and insights in depth. Collected data were analysed subject to systematic thematic analysis, including interview transcripts, survey responses, and audio recordings following Braun and Clarke's method (2006).

Keywords: Micro-credentialing courses, graduate holistic competency, the USA

Title of the Capstone: Rhetorical Moves and Discursive Strategies of Hong Kong Universities for Marketization Purposes

Author: HUA Yitong

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Biography:

Yitong received her BA from Whittier College in LA and earned a master's degree in Higher Education at the University of Hong Kong.

Graduation wishes:

Good luck with the new beginning in life.

Go action and live in the present.

Congratulations!!!

Abstract of the Capstone:

Given the rapid spread of globalisation, the marketisation of higher education has emerged as an upward trend. The debate on the marketisation of discourse in higher education across widespread contexts has attracted considerable scholarly and public attention. While previous studies of marketised lessons considered academic genres, like university prospectuses, they did not deal with promotional discourse on institutional websites. This study aims to analyse and disseminate the "About Us" statements found on the websites of eight universities in Hong Kong to determine what messages they convey. Specifically, this thesis uses hand-tagged move analysis for self-promotion to examine the eight public universities' linguistic and lexico-grammatical features and rhetorical moves.

The findings reveal that promotional elements concerning content and linguistic choices are present and prevalent in Hong Kong universities' websites, promoting their selling points and constructing a positive image, allowing them to stand out given the tough competition in today's higher education market. Moreover, communicative purposes and the existence of discursive strategies utilised in the text prove central, referring to promotional likenesses and differences distinguished by organisational structures and university identity in diverse global contexts. Although the research is limited by the "About Us" section, it can benefit website content designers and academic informative and promotional text authors. Lastly, in addition to providing recommendations for future research, marketing advice is given to Hong Kong universities to help them appeal to international audiences and compete with other foreign universities in the higher education market.

Keywords: marketization of universities, higher education, genre analysis, rhetorical moves

Title of the Capstone: Understanding Help-Seeking Attitudes and Perceptions towards Counselling Services among Associate Degree and Higher Diploma Students in Hong Kong

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Biography:

Vanessa, Ying Wai LAW, is a teaching assistant for the Master of Social Science in Global Political Economy programme at the Chinese University of Hong Kong. She completed her bachelor's degree with a minor in education at the University of Hong Kong. She then pursued a master's degree, specialising in higher education. Vanessa embarked on her teaching journey as an assistant lecturer at the Hong Kong Design Institute, Vocational Training Council. Vanessa considers her capstone research project a valuable opportunity to contribute to understanding help-seeking attitudes and perceptions among tertiary students in Hong Kong.

Abstract of the Capstone:

This research paper explores help-seeking attitudes and perceptions towards counselling services among Hong Kong associate degree and higher diploma students. A qualitative study analyses the factors that affect students' help-seeking behaviour and attitudes towards counselling services. The research paper's data analysis and results section highlights the basic concepts and understanding of counselling, counselling experience, awareness about counselling services, attitudes and perceptions towards counselling, fear of stigma, and barriers to seeking counselling services for associate degree and higher diploma students. The findings suggest several factors influence students' help-seeking behaviour, including low familiarity with counselling, personality traits, sociocultural

context, and social impact. The discussion and implications section of the paper provides suggestions on how institutions can better support students. The study recommends several strategies, including offering online counselling and providing online chatbots, actively reaching out to students through hiring more counsellors, creating a supportive environment for students to seek help, providing academic help through the counselling team, making counselling services more accessible, and promoting them effectively. The suggestions chapter proposes ways to promote free counselling services, enhance students' understanding of counselling, and identify students in need. The research paper concludes with research limitations, including sampling bias, limited representativeness, a small sample size, limited cultural diversity, and self-reported measurement. The findings can help institutions better understand the barriers to seeking counselling services and develop effective strategies to support students' mental health and well-being. Overall, this research paper highlights the importance of promoting counselling services and reducing the stigma associated with seeking help for mental health issues among associate degree and higher diploma students in Hong Kong.

Keywords: counselling, tertiary education, associate degree, post-secondary education, higher education, student support, Hong Kong higher education

Title of the Capstone: Factors Influencing Students' Choice of Higher Vocational College

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Biography:

Mi LI graduated from Beijing Normal University Zhuhai with a bachelor's degree. After graduation, she worked as a teacher in an international school in Shenzhen for five years. She later studied at the University of Hong Kong for the Higher Education Programme. She combined her mainland educational background with an international schooling experience and the systematic knowledge she received at HKU and will apply it in her future education career.

Abstract of the Capstone:

Background

Under the background of economic development and globalisation, higher education in China has been continuously developing to cultivate more skilled talents, of which higher vocational education is an essential part of the development. Students' views on higher vocational education will influence whether they choose vocational education; this paper will research the reasons that affect students' choice of higher vocational colleges from students' perspectives.

Method

This paper used qualitative research to interview 14 first-year students from higher education institutions. An online one-to-one semi-structured interview was conducted with them to understand their psychological activities when choosing a higher education institution.

Findings

Reasons influencing students' choice of higher education include information channels, family factors, geographic factors, score line, faculty and specialism, employment rate, opportunities for further instruction, etc. And there is an information gap in the selection process, which influences some of their judgments.

Conclusion

This study investigated the factors influencing students' choice of higher education institutions. The study provides a more in-depth view of choosing a higher education institution from the student's perspective. However, the results are not generalised because the respondents were from one specific university in China, but they still provide valuable information for the future development of higher education institutions.

Keywords: higher vocational education, school choice, students' perspectives

Title of the Capstone: Examining the Efficacy of Graduate Degree in Assisting Liberal Arts Graduates to Secure Employment -- A Case Study of Mainland China

Author: LIU Chenhui

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Biography:

Chenhui LIU graduated with a bachelor's degree in elementary education from Brenau University in the United States and Anhui Normal University on the mainland. She also finished her Master's program at the University of Hong Kong in Higher Education. She expanded her worldwide perspective and gained a thorough understanding of higher education theory and practice, including knowledge of educational leadership, student development, and educational policy.

Abstract of the Capstone:

This study aims to assess the employment efficacy of liberal arts graduate students in mainland China. To accomplish this objective, the researcher will analyse the job situation and prerequisites of liberal arts graduate students in mainland China while simultaneously endeavouring to appreciate the expectations and needs of enterprises.

This study employs a mixed method, incorporating a questionnaire survey to examine the employment situation of liberal arts students in mainland China. Additionally, semi-structured one-to-one interviews are conducted to gain insights into the recruitment practices of enterprises and their requirements to assess the factors that influence the employment outcomes of graduate students of liberal arts in mainland China.

The study's findings are that a graduate degree's impact on graduates' ability to find employment after graduation is generally positive and effective. But, regarding salary, promotion time and opportunities, and initial positions, a graduate degree has no significant advantages. The recruitment market shows they often value personal abilities and workability more than academic qualifications.

This study provides significant professional insights for liberal arts students pursuing or considering graduate programmes, those nearing graduation, and those who have finished their undergraduate degrees to boost their employment market competitiveness. Moreover, this study presents alternate education and employment research paradigms. It also provides a scientific decision-making basis for relevant stakeholders and promotes the construction and development of liberal arts majors.

The novelty of this study resides in its utilisation of mixed methods for analytical research, encompassing the collection and analysis of both quantitative and qualitative data. Additionally, the study incorporates a comprehensive analysis that considers multiple perspectives. This approach offers more comprehensive comprehension and practical guidance regarding the employment situation and career development of liberal arts graduates.

Keywords: liberal arts majors; graduate degrees; employability; mixed-method study

Title of the Capstone: The Creation of World-Class Universities in China: A Genre Analysis of Policies on China's Double First-Class Project

Author: LIU Yiyang

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Biography:

Yiyang LIU received a bachelor's degree from Zhengzhou University in China and then pursued a master's degree in Education at the University of Hong Kong. The study experience at the University of Hong Kong helped her gain a wealth of professional knowledge and broaden her horizons, but it also helped her become more confident and mature. Now, she is working as an administrative staff member at a university in Mainland China.

Abstract of the Capstone:

This study follows a triangular policy framework for analysis. First, this study analyses the background of the implementation of China's Double First-Class Project, i.e., due to the development of the knowledge economy and the emergence of globalisation of higher education, the creation of world-class universities is a concern worldwide and a national strategy in China. Then, this study presents the details of the evolution of China's attempts to create world-class universities and describes the proposal, implementation, and further development of the Double First-Class Project. Next, this study categorises the actors of the Double First-Class Project into the government at the macro level and the universities at the micro level. It selects three governmental policy documents issued for the Double First-Class Project at the macro level and the policy documents of the construction plans of the nine universities in the C9 League as the objects of the study. The three macro-level policy texts are put into Corpus 1, and the nine micro-level policy texts are placed into Corpus 2. Finally,

this study analyses Corpus 1 using document analysis and corpus methods to obtain three strategies for constructing China's world-class universities, i.e., government macro-control, global cooperation and communications, and sticking to Chinese characteristics. Meanwhile, this study analyses Corpus 2 by applying genre analysis to obtain five moves of the construction plans of the selected universities, i.e., construction foundation, construction objectives, construction content, expected outcomes, and organisation and guarantee.

Keywords: policy research, "double first-class" construction, China

Title of the Capstone: Exploring the Advantages and Disadvantages of Teacher Education University in China Mainland: A Retrospective and Prospective Study of Organizational Transformation

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Biography:

Fan NIE holds a Bachelor of Arts degree from Beijing Normal University and a master's degree in education from the University of Hong Kong. She has gained valuable experience as an editor during her internship at Foreign Language Teaching and Research Press in China. Currently, Fan is contributing her expertise as an academic assistant at the Institute of Psychology of the Chinese Academy of Sciences.

Abstract of the Capstone:

The primary purpose of this paper is to explore the advantages and disadvantages of Beijing Normal University as an independent institution of teacher education. Through literature research, interview studies, and qualitative data analysis, the author provided an overview of the university's history and current state while delving into the perspectives and opinions of relevant stakeholders. The findings of this research contributed to a retrospective and prospective analysis of the institution, shedding light on its organisational transformation. The study examined the educational resources and collaboration opportunities, specialisation and innovation in teacher education, and the control of enrollment and training quality as advantages of Beijing Normal University. On the other hand, it also analysed challenges in the management system and decision-making, limitations in funding and resource allocation, and the pressure and challenges faced in teacher education reform as the disadvantages. The research findings

offer insights into the future development of Beijing Normal University and provide valuable lessons for higher teacher education institutions.

Keywords: teacher education, teacher training, organizational transformation, China

Title of the Capstone: Aims of Master's Education in Taught Postgraduate Programmes in the Context of Credential Inflation in China

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Biography:

Peiyue SHEN works as an Administrative Professional at Zhejiang University. She obtained her BA in English Language and Literature from Hangzhou Normal University and pursued her master's degree in higher education at the University of Hong Kong. Her aspiration for the future is to be a thinker and doer in higher education.

Abstract of the Capstone:

This study examined the aims of Master's Education in taught postgraduate programmes in the context of credential inflation in China. Using a qualitative research approach, the researcher applied semi-structured interviews to collect data from nine Mainland Chinese students enrolled in different full-time taught postgraduate programmes at HKU. Interviews were conducted in the language most familiar to the interviewer and interviewees. Content analysis techniques were used to analyse the data. Based on the study's findings, it is evident that the increase in new graduates has produced an oversupply situation that will make it more challenging for people to find employment in a subject they are interested in, potentially resulting in more graduates being underemployed. The interview also found that even among students with outstanding academic achievement, there are still worries and trepidations about the limitations of their hard credentials in determining results in the employment market. To combat the effects of credential inflation and survive the job market, respondents to this study listed improving employment criteria and career shifts as their primary motives.

Self-development was another major reason respondents gave for enrolling in Master's programmes. The findings provide insights and forecasts on anticipated trends in credential inflation and postgraduate programme enrolment.

Keywords: master's education, credential inflation, learning aims, Taught Postgraduate Programmes

Title of the Capstone: A Proposal for a Taught Postgraduate Writing Centre at The University of Hong Kong

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Biography:

Michael is an assistant lecturer at the Chinese University of Hong Kong Independent Learning Centre. In addition to his MEd in higher education from The University of Hong Kong, he holds an MA in political science from Virginia Tech and a BA in history and political science from the University of Pittsburgh. He is grateful for his experience with the Faculty of Education at HKU, particularly the insights he gained from his excellent peers and professors.

Abstract of the Capstone:

Background

Writing centres are utilised at universities worldwide to foster a collaborative environment where students can receive feedback on their writing from instructors and experienced peer tutors. At The University of Hong Kong (HKU), such services are provided by the Centre for Applied English Studies (CAES) to eligible students, i.e. undergraduates and research postgraduates. However, because CAES is funded by the University Grants Committee (UGC), it cannot provide services to self-funded taught postgraduate (TPg) students. To date, few studies have been initiated to understand the impact of this policy on TPg students, many of whom speak English as a second language and are unfamiliar with English-medium instruction (EMI).

Methods

To assess the impact of HKU policies on TPg students and improve their overall academic experience, this study first sought to better understand the TPg student experience by interviewing ten students from the self-funded Master of Education program. An additional interview was conducted with the coordinator of the CAES Writing Centre. A proposal to address TPG writing and English enhancement needs was created based on these interview findings.

Findings

The interviews revealed that participants generally experienced some degree of difficulty in adjusting to EMI, with several noting they faced more severe challenges. They relied on translation and artificial intelligence apps to complete written assessments. They faced specific obstacles related to vocabulary building, research writing, and reading academic texts. Most participants expressed a desire to engage with the university's writing centre services offered through CAES, and some suggested it was unfair that such services were not available for TPg students. Further, participants were concerned that the lack of access to English and Cantonese language support was hindering their integration with Hong Kong society and would prevent them from pursuing local employment. The CAES Writing Centre coordinator stated his organisation could support TPG students, but the university policy and funding scheme precluded them from doing so.

Conclusion

To improve the TPg student experience and better equip them for study at HKU, this paper outlines a proposal for a TPg writing centre following a framework similar to the existing CAES Writing Centre.

Keywords: postgraduate academic writing, taught postgraduate students, language support, academic literacy, writing centers, Hong Kong

Title of the Capstone: The Adoption of Artificial Intelligence in Chinese Universities and Reflections – From Chinese Perspective

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Biography:

Qiyi XIONG graduated with a bachelor's degree from Beijing Normal University in Zhuhai. During her university years, she worked as a volunteer teacher in secondary and primary school, as well as an internship at Huawei and other companies. Afterward, she pursued a master's degree in Higher Education at the University of Hong Kong. During this valuable learning experience, she was exposed to interdisciplinary knowledge and better understood higher education. It is hoped that higher education while respecting the essence of educating people, will result in more innovations in science and technology as well as theories and systems.

Abstract of the Capstone:

Artificial intelligence is sneaking into every aspect of our lives. Just like the emergence of other electronic products, it has brought a lot of surprises to people and brought convenience to life. As the world's most populous country, China's higher education generally suffers from the problems of a large population, shortage of teaching resources, and low innovation in education. As digital education becomes the dominant education model, new technological breakthroughs bring new challenges and opportunities to the education sector. As a more cutting-edge technology, the integration of artificial intelligence with higher education has generally been widely used internationally, and its practical application in higher education in many countries has demonstrated its usefulness, but there are significant differences in its application in different countries,

regions and contexts. Whether the practical application of AI is appropriate to China's current situation has become a topic for discussion, and many scholars have provided a more comprehensive and dialectical analysis of Chinese policy and many constructive suggestions. This paper uses qualitative research methods to explore the use of AI in higher education. It reflects it from a Chinese perspective of the real-world use of AI and the most direct beneficiaries of its impact: students, teachers and administrators.

Keywords: artificial intelligence, higher education, AI + higher education, China's universities, Chinese perspective

Title of the Capstone: A Study on High-quality Educational Resources in China's Sino-foreign Cooperative Universities

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Biography:

Jing XU received her BA from the University of Nottingham Ningbo, China. She works as an IELTS reading teacher at New Channel School, Shenzhen. She perceives the Master of Education (HE) programme at the University of Hong Kong as an unforgettable and beneficial educational experience that not only gave her a deeper understanding of the field of higher education but also gave her more comprehensive and profound thinking about the education industry.

Abstract of the Capstone:

In 2018 and 2019, the Ministry of Education terminated 286 Sino-foreign cooperative institutions and programs, indicating a shift from emphasising quantity to quality in such education in China. Controlling foreign institution introductions is the starting point of the entire quality assurance process. China needs to ensure that foreign educational resources are of high quality. However, “high-quality educational resources” have not been clearly defined, and a theoretical framework based on sufficient literature has not been established. Based on the literature review and document analysis, this study creates a theoretical framework for defining “high-quality educational resources” in Sino-foreign cooperative universities. Additionally, this study investigates the current educational resources in cooperative universities through a case study.

After comparing the theoretical framework and actual situations of educational resources in cooperative schools, this study finds that the perception of such universities is not appropriate, and cooperative schools focus more on meeting official requirements rather than students' needs. Cooperative universities pay more attention to introducing foreign resources but lack follow-up development and quality assurance, and Chinese and foreign teachers in these schools are unbalanced. Based on the results, the study proposes suggestions for further improvement.

This study provides a theoretical framework for future discussions on the issue of high-quality educational resources in Sino-foreign cooperative universities. It provides empirical information for discussing this issue. The proposed suggestions can provide references for policymakers to formulate introduction strategies, management regulations, and evaluation standards for Sino-foreign cooperative universities. They also point out directions for improvement and enhancement for school managers.

Keywords: Sino-foreign cooperative universities, transnational higher education, high-quality educational resources, China

Title of the Capstone: Analysis of the Employment Situation of Teacher Education Majors in Mainland China——Taking English Education Majors as an Example

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Biography:

Tianqi Yang graduated from Harbin Normal University with a bachelor's degree in China. She believes the year she spent studying the Master of Education programme at the University of Hong Kong was enriching and will be remembered forever. She credits this educational experience to improving her academic skills her pool of expertise, and meeting many kind classmates and professors.

Abstract of the Capstone:

Employment of college students is one of the most prominent problems in today's society, and it is of great social significance to carry out in-depth research and analysis on the employment problems of college graduates at all levels and put forward methods and countermeasures to solve them. With the development of the massification of higher education, the number of graduates of Chinese colleges and universities is increasing daily, which is a good side of the development of education, but it will also bring increasing pressure on the employment problem.

The overall environment is such that every profession faces the dilemma that it is difficult to satisfy all the needs of the graduates to find jobs. For teacher-training colleges and universities, with the release of the "double-decrease" policy in recent years, which has reduced some of the career choices for teacher-training students, the employment situation of teacher-training students has become even

more severe. Different teacher training majors may face different situations. For example, English education majors with the competition and under the English major. This paper will take English education majors as an example to analyse English education students' employment situation and suggest ways to improve the situation.

Keywords: teacher education, teacher training, normal universities' student employment, employability

Title of the Capstone: Localisation of Transnational Higher Education Curriculum in the Chinese Mainland: A Case Study

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Biography:

Jiahui ZHENG is an executive assistant of the Executive Master of Business Administration (EMBA) Programme Office in the Faculty of Business and Economics at the University of Hong Kong. In addition, she received her BA from Jilin Normal University in China. She held positions as a volunteer Chinese teacher at Thanyaburi Technical College in Thailand and as an academic secretary at Rutgers University Newark Institute at Northeast Normal University in China before studying at the University of Hong Kong. She perceives the Master of Education (HE) programme at the University of Hong Kong as a vital educational experience that fosters significant growth in her academic ability and equips her with valuable professional knowledge.

Abstract of the Capstone:

Background

With the incremental development of Sino-foreign cooperative education institutions in China, more students opt to enrol there. However, little research has been conducted on the curricula of Sino-foreign cooperative education programmes, primarily imported from abroad. Thus, further research is required to determine whether and how to implement the imported curricula in China.

Methods

The objectives of this study are to evaluate the degree of localisation of a transnational higher education institution's current curriculum, determine what

local elements could be added to the TNHE curriculum from the perspective of stakeholders, and investigate a suitable trajectory for the design of the TNHE curriculum. Graduates of the 4+0 type programme of the institution who continued to work or study in China after graduation were invited to participate in the study.

Findings

The study's findings reflect the degree of localisation of the institution's official curriculum, course content and extracurricular activities. Results showed that ideological and political education, physical education and national defence education courses are based on local culture and history, while major courses, liberal arts courses and English courses lack localised content. Extracurricular activities are heavily based on local content. Graduates expressed satisfaction with the curriculum and suggested localisation improvements, emphasising the importance of integrating local elements and industry-specific practices to help students better prepare for future career development in China. The findings can inform the development of internship and practical training opportunities, enhancing graduates' employability and workforce readiness.

Conclusion

This qualitative research offers suggestions for localising the TNHE curriculum from the perspective of graduates. Although the case study's findings may not be generalisable, they could be used to implement recommendations for the design of the TNHE curriculum in China.

Keywords: transnational higher education, curriculum study, localization, transnational curriculum, case study, China

Photos of 2023 Graduates







