Dear Network for Research into Chinese Ed Mobilities colleagues,

Greetings. In this December 2019 issue we have brought to you our four latest research highlights entries and two capacity building entries as follows. You can continue to read our monthly Newsletters. Issue 16 (i.e. this Newsletter) has been attached to this email for your kind perusal.

Research Highlights

1. Dr Yuriko Sato (Tokyo Institute of Technology, Japan) discusses the relationship between Asian students’ (including Chinese students’) brain circulation and Japanese companies. This is based on her latest article published in Asian Education and Development Studies.

2. Dr Min Yu (Wayne State University, USA) discusses the politics of schooling for migrant children in urban China by drawing on perspectives from social movements and community mobilization. This is based on findings drawn from her monograph and published articles.

3. Dr Kun Dai (Peking University, China) discusses how Chinese mobile students navigate transnational fields in articulation programmes with Australian institutions. This is based on his latest co-authored article in Educational Philosophy and Theory.

4. Xiaye Huang (Exeter University, UK) introduces her doctoral research on Chinese international students’ perception of employability using photo-elicitation techniques.

To consult all our Research Highlights entries, please click here.

Capacity Building

1. A Call for Papers on ‘Resilience of Chinese children, parents, and educators: A powerful response to “lazy inclusivism”’ in International Journal of Disability, Development and Education (IJDDE) is available here. Contact Dr Guanglun Michael Mu (m.mu@qut.edu.au) for more details.

2. A Call for Papers on ‘Emerging and (re)shaping higher education “identities” in China’ for a Special Issue in the International Journal of Chinese Education is available here. Deadline: 1 May 2020. Contact guest editors: Dr Kun Dai (kdai@pku.edu.cn) and Prof Mei Tian (temmytian@mail.xjtu.edu.cn).

To consult all our Capacity Building entries, please click here.

Job Opportunities

To consult all our Job Opportunities entries, please click here.
Newsletters

1. NRCEM Newsletter Issue 16 December 2019
2. NRCEM Newsletter Issue 15 November 2019
3. NRCEM Newsletter Issue 14 October 2019
4. NRCEM Newsletter Issue 13 September 2019
5. NRCEM Newsletter Issue 12 August 2019
6. NRCEM Newsletter Issue 11 July 2019
7. NRCEM Newsletter Issue 10 June 2019
8. NRCEM Newsletter Issue 9 May 2019
9. NRCEM Newsletter Issue 8 April 2019
10. NRCEM Newsletter Issue 7 February 2019
11. NRCEM Newsletter Issue 6 October 2018
12. NRCEM Newsletter Issue 5 October 2018
13. NRCEM Newsletter Issue 4 April 2018
14. NRCEM Newsletter Issue 3 February 2018
15. NRCEM Newsletter Issue 2 January 2018
16. NRCEM Newsletter Issue 1 December 2017

To consult all our Newsletter Issues, please click here.

Communication

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Yours sincerely,

Network for Research into Chinese Education Mobilities

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.
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Research Highlights

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Asian Students’ Brain Circulation and Japanese Companies: An empirical study to explore the relationship


Dr Yuriko Sato, Tokyo Institute of Technology, Japan

Return of the international graduates to home countries has been called brain circulation in contrast to brain drain/gain, the traditional one-way mobility from developing countries to developed countries. Brain circulation is said to bring benefits to both their home countries and study destination countries. However, the role of study destination companies in relation with students’ brain circulation has not been studied enough. In this regard, this paper explores the benefits and constraints of study destination companies in relation with international students’ brain circulation based on empirical study, picking up the case of Japanese companies.

Japanese companies are picked up considering their strong overseas business expansion tendency: the number of Japan-affiliated companies overseas has increased by 42% from 2008 to 2017 and the overseas production ratio of Japanese manufacturing companies rose to 25.4% in 2017. This has been promoted by the prospect of shrinking domestic market because of the aging of population. This business tendency created the greater need of personnel who manage overseas subsidiaries in close communication with the headquarters in Japan; graduates of Japanese universities who understand Japanese culture and language will be ideal staff in such positions. Japanese government has also prompted the employment of international students by Japanese companies. Japanese government’s “Revitalization Strategy 2016” set a goal of raising the international student employment rate in Japan from the current 30% to 50%.
This paper focuses on the Chinese, Thai, Indonesia and Vietnamese students who graduated from Japanese universities and now work for Japanese companies after graduation. Chinese students have constituted the largest groups in Japanese universities, followed by other Asian countries including the three remaining target countries. Their home countries have also hosted large number of Japan affiliated companies.

To explore the reason of their choice of workplace, satisfaction with working environment and future plan, online questionnaire survey was conducted to them from 2016 to 2018. 283 responses were collected and compared among the four country graduates and among those who work for Japanese companies in Japan and in their home countries. Interviews of some of these graduates and human resources (HR) managers of Japanese companies who hire them in Japan and in their home countries were also conducted.

As the result of the analysis, it was found that these graduates tend to choose to work for Japanese companies with the expectation of career development. Japanese companies have a tradition of spending considerable amounts of cost, time and energy to train new recruits; it is natural for the international graduates to choose employment at Japanese companies in order to develop their career and capacity. However, more than two thirds of them who are employed in Japan don’t plan to work there for a long time. This is partly because of the slow promotion derived from Japanese style HR management.

Satisfaction with working environment of those who work for Japan-affiliated companies in their home countries tends to be higher than those who work for Japanese companies in Japan. Since there is not much difference in actual salary considering the commodity price level, or even higher as is the case in China, it is natural for the graduates to choose to return home and seek employment in their home countries, where they can have better prospects of promotion, better care for their parent(s) and less work stress. They can also directly contribute to the development of their home countries. So, in the countries which enjoy economic development and increase of Japan-affiliated companies, a mobility of Japanese university graduates from Japan to their home countries has been prompted by the above factors.

Then, does this kind of brain circulation benefit both home countries and study destination country? If the returned graduates are willing to seek employment in Japan-affiliated companies in their home countries, it could be the case. However, the choice of workplace in their home countries includes not only Japan-affiliated companies but also other multinational companies and local companies. Since many Japan-affiliated companies still adopt semi-Japanese style HR, it is not easy to adopt “fast track” system, which would enable the recruitment and retention of returned graduates of Japanese universities. A Thai graduate who had worked for Japanese companies and now work for a Thai company, an affiliate of a Thai financial combine, attested that his company offers a better salary and position than Japan-affiliated companies. Another Thai doctorate degree holder of a Japanese university, who now work for a Japan-affiliated company in Thailand, says that
she is looking for another job since she is not happy with the unpaid overtime, which seems to be transplanted from the head office in Tokyo.

The above analysis indicates that Japanese companies which have expanded overseas business and recruited Asian graduates of Japanese universities need to provide better working conditions to secure their retention. Since it is not easy to change the Japanese-style HR management at head offices for a short period of time, it is suggested that the HR management of Japan-affiliated companies overseas should be reformed first to provide more attractive working conditions for the talented local staff, including the returned graduates. It will also facilitate the earlier overseas assignment of Japanese university graduates recruited at head offices in Japan by decreasing the possibility of friction with the local staff employed at the overseas subsidiaries. Earlier overseas assignments will also increase their retention rate since it is an ideal career path envisaged by many international graduates. By taking these measures, it would be possible to realize the brain circulation which is beneficial for both Japan and their home countries.

Author Bio

Yuriko Sato is an Associate Professor at the School of Environment and Society, Tokyo Institute of Technology, Japan. She works in the fields of educational sociology and development economics, with specific interests in the intersections of international student policy, migration policy, and economic development.

She received her Ph.D. in Educational Engineering from Tokyo Institute of Technology. She is currently the principal investigator of a research project on “International Comparative Study on the Mobility and Career Development of International Students: Considering the Relation with the Overseas Expansion of Study Destination Companies” supported by Grant-in-Aid for Scientific Research of Japan Society for the Promotion of Science (JSPS).

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Educating Migrant Children in Urban China: Social Movements, Community Mobilization, and The Politics of Schooling

Dr Min Yu, Wayne State University, USA

Featured Research:


Reflecting on the struggles taking place within schools and marginalized communities, critical scholars have applied social movement theories to analyze issues around education both locally and globally. These cultural historical analyses document the challenges and rewards of community organizing and highlight the values of collective actions that promote public good (Freire, 2000; Ladson-Billings & Tate, 2006; Anyon, 2014; Apple, 2013). These discussions have contributed to the development of particularly useful concepts which explain why and how collective actions could be mobilized and organized for educational changes in schools and communities. In addition to analyzing the resources and strategies movements utilize, this body of research identifies both barriers and opportunities that activists, stakeholder groups, and individuals have encountered as they
attempt to bring about changes. Furthermore, the theoretical and empirical studies of social movements in education emphasize the diverse conditions and circumstances that led to the formation and development of these actions—that is, the various contexts from which these actions emerge, expand, negotiate, and sustain.

The attention given to the contextualization of educational social movement in different political and cultural structures is particularly important for recognizing the ways in which different communities mobilize at the grassroots level, especially the ones in non-Western societies. As Kurasawa recognizes (2007, p. 12), the pattern of social action “is located within—and thus structured by—historically transmitted and socially institutionalized forms of thought and action, discourses and relations of power, which have enabling and constraining effects upon a practice’s effectiveness and the range of possibilities within which it operates”. In my work (Yu, 2015, 2016, 2018, forthcoming), I have shown that adopting social movement framework in China one needs to recognize different meanings and functions of civil society and public sphere in this context. This analysis revealed the limited social space and uncertain conditions in which many social actors have struggled in contemporary Chinese society and examined forms and process of collective actions, or what people do, in the movement of educating migrant children.

Existing studies of migrant children education in China tend to focus on children’s experiences, giving less attention to the schools which provide education to the majority of migrant children. To date, very little research on the education of migrant children in China has focused on the experiences of people who have mobilized around building schools for migrant children. There are only a few studies examine the process in which the problems and possibilities of migrant children schools brought. However, migrant children schools have in many ways come to represent both the determination and struggles of migrant communities. The efforts to provide an alternative solution for their children’s schooling has been overlooked for decades by the state. Even though the development of these schools is still strongly impacted by government policies and regulations, the actions related to navigating different regulations in this process has opened up a space for the reconstruction of relationships between the state and society. Meanwhile, the daily life and work within migrant children schools have played a crucial role in building a sense of solidarity and the transformation of collective identity in the migrant community.

Drawing from a longitudinal qualitative study, my work focuses on the foundation of collective actions in China’s migrant communities by analyzing the mobilization of personal and social networks, as well as the gradual formation of a sense of collective identity among those involved in the movement of educating migrant children. In other words, my work concerns why and how people participate in the movement. I view this work as part of a larger effort to challenge the dominant discourse surrounding migrants in China. I engage with discussion of social movements theories regarding the roles of activists, civil society, collect identity and social networks and introduce what has traditionally been recognized as guanxi in Chinese context. Some of the questions I have focused on in my work are: In what ways do migrant children schools provide space for parents and teachers to connect and mobilize for collective action? How might the stories of emerging migrant teachers-
activists provide insights into the nuances of collective identity transformation that would otherwise be overlooked?

The analysis of the daily lives of migrant parents and teachers reveals how they both struggled with, while spontaneously contested against multiple layers of inequalities. My work highlights how these inequalities are produced, not only by the political control from the state but also by the cultural practices that associated with these policies. Moreover, it demonstrates the development and transformation of collective identity by focusing on the seemingly insignificant daily activities of migrant parents and teachers. These activities include sharing information, searching for potential resources, and building informal networks under the complex and uncertain social and political circumstances. The examination of their seemingly invisible, small-scale, and apolitical actions indicates the challenges and possibilities of mobilizing to create social spaces that were not available for them within these marginalized communities. I argue that the stories of migrant parents, teachers, and activists who work to maintain schools for migrant children are in many ways emblematic of the process in which the collective identity of members in migrant communities has been socially and culturally transformed, which not only influence the reconfiguration of migrant children school movement but also implicate a broader movement towards educational equity.

My work also explores the complex functioning of education policies specifically affecting the education of migrant children, the schools responsible for educating them, and the migrant families who are attempting to provide their children with a formalized education. The interplay between notions of constraint and agency is key to policy analyses that recognize the discursive functioning of education policies. With the intention of building upon ongoing discussions surrounding both the conceptions and purposes of policy sociology, I analyze policies directly related to the education of migrant children living in and around China’s largest urban centers, bringing into consideration community perspectives regarding policy enactment. I argue that education policies have an underlying agenda that extends beyond that of simply addressing the educational needs of migrant children. In essence, these policies come to frame what people collectively assume to be possible regarding the education of migrant children. My work seeks to raise questions about who is best served by these policies, for whom these policies are intended, who are the intended beneficiaries, and what will the long-term impact be.

References:


**Bio:**

Min Yu, Ph.D., is an Assistant Professor in the Division of Teacher Education in the College of Education at Wayne State University, U.S. Her research focuses on how changing social, political, and economic conditions affect the education of children from migrant and immigrant families and communities. She is the author of the book, *The Politics, Practices, and Possibilities of Migrant Children Schools in Contemporary China* (Palgrave Macmillan 2016). Her work also appears in journals such as *The China Quarterly, Comparative Education Review, Review of Research in Education, Diaspora, Indigenous, and Minority Education*, as well as chapters in edited volumes.

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Mobile Chinese students navigating between fields: (Trans)forming habitus in transnational articulation programmes?


Dr Kun Dai, Peking University, China

Abstract:

Transnational articulation programmes are one way China is attempting to advance its higher education (HE) system. We report a study of twelve Chinese students’ experiences in two China-Australia 2+2 articulation programmes. In our analysis of semi-structured interviews, we use Bourdieu’s concepts of field and habitus to understand the impact on the habitus of the students. We report the experiences of the Chinese students in the HE sub-field in Australia. Students were like fish in water with the logics of practice of Chinese HE. In the new sub-field of HE in Australia, their habitus was out of place. This field/habitus mismatch created a field-habitus dissonance that can be productive of change to the habitus. Some in the study strategised to overcome this field-habitus mismatch and to adjust to the logics of the new field. We designate this emergent habitus as an in-between, diasporic cosmopolitan habitus, while others were able to ‘compartmentalise’ the demands of the new field, indicating durability of habitus.

文章简介:

该研究以布迪厄的场域和惯习概念为基础对十二位中国学生在中澳合作办学项目中的跨境学习体验进行分析。通过进行半结构化访谈，作者们着重探索了跨场域的转换对于学生惯习所带来的转变。研究发现一部分学生在澳大利亚高等教育场域中仍然保持着已经在中国高等教育场域中形成的行为逻辑。这也使他们在场域转换过程中从‘如鱼
This study investigated Chinese students’ experiences in China-Australia transnational articulation programmes using Bourdieu’s thinking tools, particularly field and habitus. Research on articulation programmes has explored transnational higher education (TNHE) and forms of TNHE in the Chinese context (Huang, 2003; Yang, 2008). Australia has been successfully internationalising its higher education (HE) and is one of the active partners that have engaged in articulation programmes with China (Dai, 2018a). Enrolling in China/Australia articulation programmes under the 2+2 mode, students learn in China for the first two years and then they move to an Australian university to complete the remaining two years of their undergraduate degrees. Few studies have investigated the experiences and adjustments of Chinese students in transnational programmes (Qin & Te, 2016). It is those adjustments or otherwise that this paper is focused on to understand what occurs in relation to students’ habitus.

The evidence demonstrates that some students modify their habitus in response to the demands of what we see as the sub-field (see Thomson, 2008) of Australian HE with its particular logics of practice that are contrastive with those in what we are referring to as the Chinese subfield of HE. Both sub-fields are situated within what we can today rightly see as a global field of HE with some converging policy developments in all HE systems, including the emergence of a one world science system, mass participation, and new managerialist/marketised, management/leadership practices (Marginson, 2016). While some students modified their habitus, others demonstrated the durability of their extant habitus developed in China and thus ‘compartmentalised’ their experiences of the challenging new logics of practice of the Australian HE sub-field (Jin & Ball, 2019).

Research methodology

This qualitative study investigated twelve students’ learning experiences in two China-Australia 2+2 articulation programmes. By adopting a purposive sampling approach, the first author recruited these students (see Table 1) based on his networks. Seven students studied in Programme A, and their major was about Design. The other five students were in Programme B and studied in Information and Technology (IT) related fields. The students were also in different years of the Australian stage; five students were in their
first year, the rest in second year. All participants had successfully completed all required courses in the Chinese stage and met the English requirement for starting their Australian study. When they were interviewed, they were studying in their major courses in different years in Australia. Thus, they had both Chinese and Australian learning experiences, which meant they were able to share their stories from a comparative perspective.

Discussion and conclusion

Here we begin with some speculative analysis, which concerns the emergence of a cosmopolitan habitus amongst some of the students who modified their extant habitus in response to field-habitus dissonance in the Australian HE sub-field. It also concerns digital space as a field. There is much globalisation literature that comments on the flows of people (including mobile international students), ideas (articulation programmes), policy (internationalisation of HE), finance, images and media across the globe and related talk about diasporic public spheres, where migrants still participate in the life of their country of origin through usage of social media and new technologies (Appadurai, 1996). This has altered the migrant experience and we would argue the lives of mobile international students as indicated in our interview data. Rizvi, Louie, and Evans (2016) argue that long-stay international students can be seen as a diaspora, perhaps a short-term diaspora, but a diaspora nonetheless. Their experiences, like those of contemporary migrants and guest workers, are different from those of pre-internet migrants. Today social media and the new technologies allow and enable ongoing real-time communications with ‘home’ when away from home. This diasporic experience means continuing influences of and connections with the home nation during overseas study. The articulation programme facilitates this diasporic experience (Dai et al., 2018). The students participate in China and in Australia in particular material places. At the same time, the internet enables their participation in an internet space in-between the two places, in-between the two HE sub-fields. It is this experience of an in-between or liminal space (Dai, 2018b), which we speculate encourages a more cosmopolitan habitus in some of these mobile international students, particularly for those who incrementally modified their habitus. Reflecting an emergent cosmopolitan habitus, some such students speculated on their possible futures in a global labour market.

Author Bios

Dr Kun Dai is a Post-doctoral Research Fellow (funded by China International Postdoc Exchange Program) at the Graduate School of Education, Peking University, China. He obtained his PhD from The University of Queensland, Australia. His research focuses on transnational education, intercultural learning and adjustment, and students’ cross-cultural learning experiences. His articles have appeared in several peer-reviewed journals, including Scottish Educational Review, Compare, Assessment & Evaluation in Higher Education, and Higher Education Research & Development. He can be contacted via email: kdai@pku.edu.cn.

Dr Bob Lingard is an Emeritus Professor at The University of Queensland, Brisbane, Australia and a Professorial Fellow at The Australian Catholic University. He is a sociologist of education who researches education policy, globalization and education, systemic and school reforms and social justice in schooling. His most recent books include, Globalizing Educational Accountabilities (Routledge, 2016) and Politics, Policies and Pedagogies in Education (Routledge, 2014). He is Editor of the journal Discourse: Studies in the Cultural Politics of Education and of the Routledge, New York Book Series, Key Ideas in Education. He is a Fellow of the Academies of Social Science in both the UK and Australia and is a former President and also a Life Member of the Australian Association for Research in Education.


Dr Reshma Parveen Musofer completed her PhD in curriculum reform enactment using Bourdieu’s theoretical resources. She is currently working as research project manager at the School of Education, The University of Queensland.

Reshma Parveen Musofer 博士于 2018 年 12 月在澳大利亚昆士兰大学获博士学位，现为昆士兰大学教育学院科研项目主管。其研究主要集中在通过运用布迪厄相关理论工具进行中小学课程的设计，创新和发展。同时，Musofer 博士还对 STEM 教育进行探索。
Studying overseas and employability: Perceptions of Chinese international students at an English University

Xiaye Huang, University of Exeter

The primary interest of this research arises from the author’s experience in studying in UK. The author witnessed international students tried to capture more values out of the degree when they were studying in the UK for a postgraduate degree. Additionally, employability becomes an increasingly important agenda for higher education since the Dearing Report. Therefore, this research was set up to explore the Chinese international student’s self-perceived employability. The researcher conducted photo-elicitation interviews for capturing students’ experience in the UK and their perceptions concerning the experience. Participants firstly selected photographs that they perceived as most representative for their international study experience in the UK, at a southwest university. Then they talked about the meaning of these photographs in an interview. Eventually, 11 students agreed to take part in the research; 10 of the participants selected 66 photographs to represent their oversea studying experiences. The verbal and visual data related to each participant are analysed in order to identify themes emerging from the individual experience. After this, cross-case analysis allows identification of participants’ common themes in international study experience and employability. Finally, these points emerged from analysis are theorised. This research identified vital issues valued by Chinese international students concerning their employability. Participants highlighted that their master’s studies bring them essential skills such as subject-related skills and English proficiencies, qualifications including a master level degree and other certificates related to their subject area, and working, networking, attending events experience.

This research takes a holistic view of the UK-educated Chinese master student’s educational trajectories, highlighting Chinese student’s voices in terms of employability perceptions. By doing so, it provides an alternative way of understanding employability by incorporating the international student’s perspective, analysing interview and photograph data into four layers. The author identifies skills, qualifications and experiences are highly valued by the participant when they evaluated their oversea
studies. Chinese student’s employability outcome is consistent with graduate capital theory, which confirms international student’s development in human, cultural, social, identity and psychological capitals, in their educational experience in the UK university.

Author Biography

Xiaye Huang is a PhD candidate in Education at the University of Exeter. She will complete her PhD project in March 2020. Before this, she studied at Zhejiang University of Technology, got two bachelor’s degrees in educational technology (Software engineering speciality) and Business Administration.

Her PhD project focuses on Chinese student’s overseas study experience in UK higher education institutions, especially concerning their perceptions about employability. After completing the project, she will pursue her research in international education and educational technology.

Xiaye has taught mathematics and statistics at the Business School, University of Exeter since 2016. She got the Higher Education Academy associate fellow award in 2018. She is interested in teaching educational psychology, educational research method, applied statistics and other subject related to education, mathematics & statistics and software engineering.
**Capacity Building**

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

1. Title of the Special Issue

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

2. Name of Special Issue Editor and Affiliation

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

3. Introductory Statement

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

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

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

5. Concluding Article

Author: Guanglun Michael Mu, Queensland University of Technology

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

6. Working Timeline

December 2019: Call for EOIs

January 2020: Editor’s response to EOIs

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

March 2020: Editor’s response to proposal

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

October 2020: Completion of internal review by editor

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

March 2021: Deadline for submission for external blind review

Expected publication date: End of 2021

7. Reference


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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)

China’s government and universities have taken many steps to internationalise higher education. Chinese universities are encouraged to collaborate with international partners on teaching and research. China continues to be the largest international student source country in the world. China has also developed its ability to attract international students to its own universities. Selected Chinese universities are also building campuses and research facilities abroad.
Such internationalisation diversifies Chinese higher education, and reveals opportunities as well as challenges. One critical challenge involves how Chinese people and universities perceive and (re)position their identity among the change. Much can be gleaned from foreign experiences, theories and methodologies. But it is becoming more important to move beyond such borrowing, adaptation and normalisation. There is an opportunity to build innovative insights into the nature and development of the ‘Chinese identity’.

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

Possible topics include but are not limited to studying:

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

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

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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.

You can follow us on Facebook and on Twitter @ChiEdMobilities