



國立 Chengchi  
NATIONAL CHENGCHI UNIVERSITY



Lingnan 嶺南大學  
University 香港 Hong Kong



UNIVERSITI  
MALAYA

## The 5th International Research Seminar 2022

# Sustainable Quality Assurance in Turbulent Higher Education- Policies, Dialogue and Synergy in the Post Pandemic

11 November 2022 | 9:00 a.m.-5:00 p.m.

Conference Room 313/Hybrid Mode

College of Education, National Chengchi University

Over decades, globalization has repercussions in the political, economic and social spheres worldwide, and significantly, in education. Subsequently, national educational policies can't be devoid of influence from international agendas today. Since the UNESCO approved Sustainable Development Goals on the 25th of September 2015, the UNESCO Agenda 2030 has become one of the most influential global goals which facilitates the governments to set priorities in national agendas. Affected by the UNESCO 2030 agenda, 'new' policy issues, such as sustainability, have emerged, and old ones, such as social inclusion, have resurfaced on the political and public agendas. Educational systems are increasingly expected to respond to these 'new' challenges. As one of the 17 SDGs, Sustainable Development Goal 4 (SDG 4) aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". Yet, the pandemic 2022 has not only change the learning mode bit also brought greater impacts over policy making, cross-border partnership as well as quality of teaching and learning. The theme of the symposium jointly organized by National Chengchi University and Lincuan 2022 will focus "Sustainable Quality Assurance in Turbulent Higher Education-Policies, Dialogue and Synergy in the Post Pandemic", aiming to explore new direction and policy in higher education, new emerging model of cross-border partnership, as well as strategies for quality enhancement in teaching and learning in the post pandemic era.

## PROGRAMME

Venue: Conference Room 313/ Hybrid Mode,  
College of Education, National Chengchi University

9.00 am  
9:30 am

### Welcoming Session

*Opening Remarks*

**Prof. Chao Yu Guo**, National Chengchi University

**Prof. Ka Ho Mok**, Lingnan University

**Prof. Zawawi Ismail**, Universiti Malaya

**Prof. Angela Yung Chi Hou**, National Chengchi University

*Group Photos*

9:30 am  
10:50 am

### Session 1: New Direction, Policies and Sustainability

**Chair: Prof. Joshua Smith**, Loyola University Maryland

**Promoting Innovation and Care for Student Learning: Enhancing Quality Education in Turbulent Time**

*Ka Ho Mok, Lingnan University*

**Exploring the New Concept of Sustainable Quality Assurance in Taiwan Higher Education- How Would Third Cycle of Institutional Accreditation Integrate SDGs?**

*Angela Yung Chi Hou, National Chengchi University*

**The Politics of Quality Assurance: Challenges to US Accreditation in a Partisan Environment**

*Kevin Kinser, Pennsylvania State University*

10:50 am  
11:00 am

### Tea Break

11.00 am  
12:30 pm

### Session 2: Cross Border Collaborations, Partnership and Synergy

**Chair: Prof. Ka Ho Mok**, Lingnan University

**From Quantity to Quality in China's Transnational Higher Education: A Critical Review of Policy Transformation and Graduates' Employment Perceptions**

*Weiyang Xiong, Ziwei Zhou, Guoguo Ke, Lingnan University*

**Supporting the Progressive Potentials of Transnational Education through International Cooperation**

*Fabrizio Trifiro, ECCTIS (formerly UK NARIC), UK*

**Sustainable International Collaborative Research in the University: A Taiwanese Case Study**

*Chia Wei Tang, National Chengchi University*

**Health-related Well-being Non-local Students During and Beyond COVID-19**

*Padmore Adusei Amoah, Lingnan University*

12:30 pm 13:30 pm	<b>Lunch</b>
13:30 pm 15:20 pm	<p><b>Session 3: Quality of Teaching and Learning and Knowledge Innovation Cross Border Collaborations, Partnership and Synergy Chair: Prof. Mei-Hwa F. Chen, University at Albany</b></p> <p><b>Mapping Collective Idea Progress for Learning Assessment in Online Discourse through Multidimensional Analytics</b> <i>Jerrison Chang-Sundin, University at Albany</i></p> <p><b>College Students Advancing their Cultural Knowledge via Idea-centered Knowledge Building</b> <i>Guo-Tsai Hong, National Taichung University of Science and Technology</i></p> <p><b>Perspective-Taking: Foster Teachers' Views of Emotion, Teaching and Learning in Knowledge Building Environment</b> <i>Meiju Chen, National Tsing Hua University</i></p> <p><b>Application of the PERMA Framework for the Post-pandemic: Encourage College Students to Join Hands to Improve the Flourishing</b> <i>Jing-Hua Chen, Army Academy R.O.C.</i></p> <p><b>Promoting College Students' Lesson Design Ideas through Online Knowledge Building Discussion</b> <i>Chi-Hui Seet; Huang Yao Hong, National Chengchi University</i></p>
15:20 pm 15:30 pm	<b>Tea Break</b>
15:30 pm 15:50 pm	<p><b>Special Talk: QA Sustainability in Japanese Higher Education</b> <i>Syun Tutiya, NIAD-QE, Japan</i></p>
15:50 pm 16:10 pm	<p><b>Special Talk: Transformation of Malaysian Teacher Education in Achieving Sustainable Quality Education</b> <i>Zawawi Ismail, Universiti Malaya</i></p>
16:10 pm 16:50 pm	<p><b>Forum: How can SDG 4 be Achieved in the Post Pandemic Era?</b> <b>Chair: Prof. Angela Yung Chi Hou, National Chengchi University</b></p> <p><b>Panelist</b> <b>Ka Ho Mok, Lingnan University</b> <b>Joshua Smith, Loyola University Maryland</b> <b>Husaina Banu Kenayathulla, Universiti Malaya</b></p>
16:50 pm 17:00 pm	<p><b>Closing Remarks</b> <b>Prof. Ka Ho Mok, Lingnan University</b> <b>Prof. Zawawi Ismail, Universiti Malaya</b> <b>Robin Jung Cheng Chen, National, National Chengchi University</b></p>

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**Session 1: New Direction, Policies and Sustainability****Chair:** Prof. Joshua Smith, Loyola University Maryland**Promoting Innovation and Care for Student Learning: Enhancing Quality  
Education in Turbulent Time***Ka Ho Mok**Lingnan University, Hong Kong*

Higher education teaching and student learning has been significantly affected by the outbreak of COVID-19 pandemic since late 2019. Having gone through the turbulent time, higher education leaders should critically reflect upon how to enhance quality education and enrich student learning, especially when student learning experience has been adversely impacted by the global health crisis. International research indicates student dissatisfaction of having online learning and teaching alone, while overseas studies and international mobility are significantly disrupted by the COVID crisis. This paper sets out against the context highlighted above to discuss how to promote innovation and care for student learning to assure quality education for the youth, preparing them for the uncertain futures.

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**Exploring the New Concept of Sustainable Quality Assurance in Taiwan Higher Education- How would Third Cycle of Institutional Accreditation Integrate SDGs?**

*Angela Yung Chi Hou*  
*National Chengchi University, Taiwan*

For the past two decades, quality assurance system in Taiwan has undergone substantial transformation from an unsystematic approach to a more comprehensive mechanism. The roles of the national accreditor became not only multi-functional but also international when Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT), a national accreditor was recognized as one of the INQAHE GGP aligned agencies in 2020. Up to present, the HEEACT has completed two-cycle program accreditations and two-cycle institution accreditation have been completed since 2006. The new-cycle institution accreditation will be planned to launch in 2023, in which a total of 84 institutions will be reviewed externally by the HEEACT via self-assessment, desk review and onsite visits.

‘New’ policy issues, such as sustainability, social impact and responsibility, which have reshaped the landscape of global higher education, emerged on the political and public agendas in varying contexts. According to the INNQAHE GGP Review report, the HEEACT was advised to include the concept of “sustainability” and “student engagement” into the national QA scheme and standards building procedures. Therefore, the presentation will focus how the HEEACT did look to the emerging issues and integrate them into the new-cycled institution accreditation, in particular SDGs. First, a review over the SDGs’ strategies of Taiwan’s higher education institutions will be analyzed according to the Time Higher Education Impact Global Ranking 2022. Second, the new set of standards and indicators of the HEEACT third-cycled institution accreditation will be explored in order to perceive how a national QA agency integrates the SDGs into policy context.

Keywords: quality assurance, third-cycled institutional accreditation, sustainability

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**The Politics of Quality Assurance: Challenges to US Accreditation in a Partisan Environment**

*Kevin Kinser*

*Pennsylvania State University, U.S.A.*

Accreditation is a fundamental aspect of higher education regulation in the United States. Along with the States and the federal government, accreditation agencies are the third leg of the higher education “triad.” The accreditation function, however, is much less transparent as a regulatory entity than the other legs of the triad. In part, this is because accreditation agencies are non-governmental voluntary organizations that have been delegated certain roles that essentially form the basis for the legitimacy of any institution of higher education to participate in or benefit from public policies enacted by the other two triad legs. Traditionally, then, accreditation has been a non-political actor, serving as a buffer to the political frames that may encompass the state and federal roles. Nevertheless, with some regularity, accreditation becomes a political football, and is used or attacked for partisan benefit. This paper will use case studies of instances of attempted political intervention in the accreditation system to assess its current standing in the triad, and the implications for the autonomy of higher education in a hyper-partisan environment.

**Session 2: Cross Border Collaborations, Partnership and Synergy****Chair:** Prof. Ka Ho Mok, Lingnan University**From Quantity to Quality in China's Transnational Higher Education: A  
Critical Review of Policy Transformation and Graduates' Employment  
Perceptions***Weiyan Xiong**Institute of Policy Studies, School of Graduate Studies, Lingnan University, Hong  
Kong**Ziwei Zhou**Institute of Policy Studies, School of Graduate Studies, Lingnan University, Hong  
Kong**Guoguo Ke**Institute of Policy Studies, School of Graduate Studies, Lingnan University, Hong  
Kong*

Transnational higher education (TNHE) in mainland China, in the form of Chinese-foreign cooperative (CFC) higher education institutions (HEIs) with independent legal status and programs and institutes within regular Chinese universities, is experiencing the policy shifting from the focus on “quantity” to the “quality.” This policy transformation is demonstrated by the dramatic decrease in the number of CFC programs and institutes in the recent three years and the increasingly strict regulations on the establishment and operation of TNHE. After reviewing the explicit and implicit policy transformation of TNHE in China, this study surveyed 436 TNHE graduates and aimed to examine TNHE graduates' employment perceptions to investigate how the policy transformation impacts students' international learning experiences and their career development. The survey results show that TNHE graduates are generally satisfied with their learning experiences and career-related support. This study can also provide empirical evidence to inform the quality-oriented policy transformation and graduate career development of China's TNHE.



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**Supporting the Progressive Potentials of Transnational Education through  
International Cooperation**

*Fabrizio Trifiro*

*ECCTIS (formerly UK NARIC), UK*

Transnational Education (TNE) has significant progressive potential as a means to widen access to quality education and international education to students unable or unwilling to travel internationally or long distances. This potential has been fully appreciated in the recent years in response to the global pandemic, and growing security and economic concerns, when the international education community has been able to tap on TNE as a way to meet the demand for international education ‘closer to home’. However, TNE still faces important challenges to its recognition as an acceptable route to quality education, with concerns that education providers when offering their programmes of study internationally might not be able to safeguard quality and standards. Indeed, these recognition challenges relate to quality assurance issues, in an international context where there is no international framework for the quality assurance of TNE and where different countries have different approaches to quality assuring or regulating TNE, either outbound or inbound. This presentation will outline the key progressive potentials of TNE and the key quality assurance and recognition challenges it faces internationally pointing to some concrete initiatives and solutions aimed at overcoming these challenges and supporting the growth of quality TNE.

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## **Sustainable International Collaborative Research in the University: A Taiwanese Case Study**

*Chia Wei Tang*

*National Chengchi University, Taiwan*

Because it is one of the most efficient ways to share expertise, equipment and resources in tackling complex research issues, the importance of national and international collaborative research (ICR) in science has been growing globally. It can also impact university research quality, university rankings, staff and student flows and economic benefits. However, the challenge ICRs face is much more complex than other types of collaboration and should be carefully addressed to ensure sustainable scientific development.

This study, focused on a case at a top research university in Taiwan, examines the greatest challenges faced and corresponding institutional initiatives in developing sustainable ICRs. The case was selected because of its internationalization endeavor recognized by the Taiwan Ministry of Education and the national university ranking in 2022. The empirical data were obtained from a wide range of material, including qualitative interviews, university policy documents, website resources, and other relevant documents.

The conclusion is that while the fragmented nature of academic endeavors and the complex interplay within research practice varied across disciplines, top-down institutional initiatives still have the potential to break down boundaries and segregation among autonomous individuals, coordinating and empowering them to engage in ICRs. To achieve sustainable cooperation, the key is relationship and commitment building. Factors that enable and that constrain progress in carrying out sustainable ICRs and the specific institutional strategies required are also discussed.

**Health-related Well-being Non-local Students During and Beyond COVID-19**

*Padmore Adusei Amoah*

*School of Graduate Studies, Department of Applied Psychology, Institute of Policy Studies, Lingnan University, Hong Kong*

This paper extends the budding literature on the impact of the COVID-19 pandemic on the international higher education sector by examining some individual and environmental factors associated with the health-related well-being of non-local students globally from a social ecological perspective. Specifically, it explores the implications of non-local students' perception of education quality, source of education funding, geographical location, and social relationships for their health-related well-being during the pandemic. The paper argues that to sustain the gains made so far in dealing with the pandemic, higher education institutions should prioritise non-local students' academic success in times of crises such as the pandemic. Correspondingly, more resources must be committed to providing relevant material and human capital to support the delivery of quality education now and during future crises. This is because the adverse effects of poor-quality education may not only manifest in non-local students' academic performance but their health-related well-being as well.

Keywords: Non-local students, international students, COVID-19, health-related well-being

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**Session 3: Quality of Teaching and Learning and Knowledge  
Innovation Cross Border Collaborations, Partnership and Synergy****Chair:** Prof. Mei-Hwa F. Chen, University at Albany**College students advancing their cultural knowledge via idea-centered  
knowledge building***Guo-Tsai Hong**National Taichung University of Science and Technology, Taiwan*

Culture is around us, and it is an important part of human life and to make human life better, we need incessant cultural innovation. This study investigated college students' cultural knowledge from different cultural perspectives—cultural transmission, cultural exchange, and cultural innovation. The purpose of the study was to explore the effects of idea-centered knowledge-building teaching on technological college students' multicultural understanding, especially on the development of innovation-oriented cultural knowledge.

We examined two related studies in this research. First, we carried out a survey on college students' cultural knowledge. Second, we conducted an experiment using concept-centered pedagogical approach, and idea-centered pedagogical approach. While the former considers learners as knowledge receivers and sees learning about important cultural concepts directly from instructor's knowledge telling, the latter regards learners as knowledge workers emphasizing learners' engagement in continuous production and improvement of emerging cultural ideas. We also conducted a follow-up interview to examine whether the effects of knowledge building teaching on students' cultural knowledge remain. Based on the investigations, findings indicated that (1) Students tended to relate cultural practices with knowledge transmission activities, yet, students were more likely to develop a more multicultural view and regard cultural practices as a means to knowledge innovation after engaging in idea-centered knowledge building pedagogy; (2) The influences of knowledge building teaching on students' multicultural cultural awareness is decreasing as time passes. Some implications for curricular and instructional design in higher education regarding innovation-oriented cultural knowledge and cultural views were discussed.

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**Perspective-Taking: Foster Teachers' Views of Emotion, Teaching and Learning in Knowledge Building Environment**

*Meiju Chen*

*Department of Education and Learning Technology, National Tshing Hua University*

The study was designed to explore how in-service educators can collaboratively improve their views of emotion, teaching and learning by using Perspective-Taking (PT) in the Knowledge Building environment. The participants consisted of 51 in-service teachers who were undertaking a master degree in a national university in Taiwan. Participants in this study have no experience on using computer-supported collaborative learning in Knowledge Forum.

In this study, perspective-taking is used as a mean of reflection and Scardamalias model proposes four knowledge-building principles:(1) Authentic problems, real ideas; (2) Idea diversity; (3) Knowledge Building discourse; and (4) Rise above. These principles were used to enhance teachers' reflection on their views of emotion, teaching and learning in Knowledge Forum. The results showed a growth of teachers' positive emotions. However, they still exhibited negative emotions. Additionally, teachers focused more on students' needs while they applied PT as a reflective tool in KB environment. The dimension of teaching and learning indicated that the more teachers applied PT as scaffolds, the more their learning views through "acquisition" were reduced and learning views through "creation" were increased. The implications of this study integrating PT into KF changed the teachers' professional development from inner to external. It provided a psychologically safe and mutually collaborative environment for educators to become more strategic, more aware, and have a greater understanding of their teaching practice.

**Keywords:** Knowledge Building, Perspective-Taking, teacher development, views of emotion, views of learning, views of teaching

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**Application of the PERMA Framework for the Post-pandemic: Encourage  
College Students to Join Hands to Improve the Flourishing**

*Jing-Hua Chen*  
*Army Academy R.O.C.*

The mental health of college students has been a concern for a long time. The anxiety and depressive symptoms have increased in college students following the COVID-19 outbreak, and mental well-being has declined. This study aimed to improve the mental health of college students, and support their learning during the pandemic. This research based on the PERMA model proposed by Seligman (2011), designed and implemented 16-week school-based positive psychology interventions (PPIs), and established an online Knowledge Forum learning environment to practice interventions. Participants were randomized by course to an experimental group who took a positive psychology course (N = 45) and a control group who took a psychology course (N = 49), and the control group had no interventional activities. The research used PERMA-Profilier to assess the components of well-being before and after interventions. Results confirmed that interventions were effective in increasing positive emotions, engagement, positive relationships, meaning, accomplishment, health, and happiness, as well as ameliorating negative emotions. The greatest effect size in this study was observed in achievement among the students in the intervention group. Contrary to expectations, the intervention program did not appear to impact the students' loneliness. These findings demonstrated the PERMA model as a theoretical framework had a good monitoring effect on students' PPIs practice, which improved students' mental health and the ability of self-management. Based on the findings, discussions, and recommendations for PPIs in higher education and future research were suggested.

Keywords: Anxiety, Interventions, Knowledge Forum, Pandemic, PERMA

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**Promoting College Students' Lesson Design Ideas through Online Knowledge  
Building Discussion**

*Chi-Hui Seet*

*National Chengchi University, Taiwan*

*Huang Yao Hong*

*National Chengchi University, Taiwan*

Covid-19 resulted in the need for distancing between learners in higher education, and technology as a social media is able to eliminate such undesired educational barrier. This study used an online platform—Knowledge Forum—to engage 38 college students in online learning and discussion and share their ideas constructively for knowledge construction, while developing their professional teaching knowledge through a course requirement to complete a final project (i.e., designing an online lesson). A series of Knowledge-Building principles were adopted in the process as pedagogical design, and both qualitative and quantitative data were gathered and analyzed. For the qualitative data, the discussion content threads were used for analysis via a coding framework based on types of technological, pedagogical content knowledge (TPACK) and on types of ideas being worked on by students. The result indicates: (1) the college student can effectively design a useful online lesson for their target learners in a group-based manner online, even without any face-to-face interaction; (2) from the college students' discussion, there were some appearance of both divergent and convergent patterns in terms of idea development process; (3) these college student (who are trained to become the future teachers) are able to translate learning theories into actual teaching practices during the online discussion, while enhancing related TPACK knowledge. Some suggestions and implications were discussed and made for relevant stakeholders.

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**Special Talk: QA Sustainability in Japanese Higher Education**

*Syun Tutiya*  
*NIAD-QE, Japan*

The post-Covid higher education worldwide is no different from what it was like before the pandemic. The pandemic has not changed, but only accelerated, the trends we have been seeing in the past two decades. International student movement apparently stagnated to a certain extent, but with borders open again students started to move again. Online delivery of courses were already visibly significant at the advent of MOOCs ten years ago. With the lockdowns and lockouts at the time of pandemic, all teachers were forced to shift to a certain kind of online mode, with a lot more teaching online in spite of the authentic MOOCs perceptibly decaying. International relations are turbulent economically and politically no doubt but we have lived the same world since the end of the Cold War. It is not really turbulence but destinies or inevitability that matters now and that we need to look closely at. Online delivery of education does not look promising because it is more tech-savvy or progressive but because it is necessary, but as a consequence invites people to envision the university without campus, classroom or even class schedule not as special or exceptional but just normal and perhaps better. Combined with such methodology, long-lived but not fully functional LMSs have proven to deserve their survival. One good teacher on line may eventually replace many mediocre colleagues. Society's demands for higher education will continue to be there but the universities envisioned may not be of the same as what we now know. What will the system be like which will successfully fit and serve the society after the pandemic?