



國立 Chengchi 大學
NATIONAL CHENGCHI UNIVERSITY



Lingnan 嶺南大學
University

The 4th International Research Seminar 2021

The Changing Context of Global Higher Education In the Post Pandemic

12 November 2021 | 9:00 a.m.-5:00 p.m.
Conference Room 313 / Virtual Mode,
College of Education, National Chengchi University

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PROGRAMME

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

9.00 am
9:30 am

Welcoming Session

Opening Remarks

Prof. Chao Yu Guo, Dean of the College of Education at National Chengchi University

Prof. Ka Ho Mok, Vice President at Lingnan University

Prof. Robin Jung Cheng Chen, Deputy Dean of the College of Education at National Chengchi University

Group Photos

9:30 am
11:00 am

Session 1: Transnational Higher Education-Challenges and Prospects

Chair: **Prof. Bruce Macfarlane**, Dean of the Faculty of Education and Human Development at The Education University of Hong Kong

The Impact of COVID-19 Pandemic on Higher Education: Comparative and International Perspectives

Ka Ho Mok, Lingnan University

Exploring transnational research partnership on a virtual mode and the impacts of COVID-19 pandemic– A longitudinal research over PIRE Project in Taiwan and US

Angela Yung Chi Hou, National Chengchi University

The Development of National Information Centers (NICs) with Tokyo

Convention: Can the NICs become a key booster for Transnational Higher Education in Asia and Pacific?

Hotta Taiji, Hiroshima University & National Information Center for Academic Recognition Japan (NIC-Japan)

Shifting Power and Agency from the College/University to Students

Joshua Smith, Loyola University Maryland

11:00 am
11:10 am

Tea Break

11.10 am
12:40 pm

Session 2: Cities, Changing Demography and Universities- Systems and New Approaches

Chair: **Prof. Ka Ho Mok**, Vice President at Lingnan University

The impact of Covid-19 on changing university learning and teaching policies: whither the freedom to teach?

Bruce Macfarlane, Education University of Hong Kong

Two Edges of Asia in a Multipolar World: The Interconnections between Chinese and Turkish Higher Education Systems

Yusuf Ikbal Oldac, Lingnan University; **Lili Yang**, University of Oxford

Higher Education Intellectual Performance, Social Network, and Strategies over the Pandemic Time: A bio-eco-tech Approach to Online Mathematics Education

Toshiyuki Hasumi; Mei-Shiu Chiu, National Chengchi University

University as Real Estate Developer: Comparative Perspectives from the Global East

Do Young Oh, Lingnan University

12:40 pm

13:40 pm

Lunch

13:40 pm

15:10 pm

Session 3: Role of Universities and Internationalization under Covid-19-Crisis and Innovation

Chair: Prof. Angela Yung Chi Hou, Deputy Dean of the College of Education at National Chengchi University

Flexible Pathways to Learning: Putting the Learner at the Centre

Christopher Hill, British University in Dubai

Online Education in Chinese Universities under the Control of COVID-19 Epidemic: Challenges and Countermeasures

Youliang Zhang, Lingnan University, Hong Kong & Institute of Higher Education, Beijing University of Technology; **Yidan Zhu**, Lingnan University, Hong Kong, **Tongjie Chen; Tongfei Ma**, Institute of Higher Education, Beijing University of Technology

Internationalisation of Malaysian Higher Education in Post Covid Era

Husaina Banu Kenayathulla, Universiti Malaya

Innovating Higher Education Assessment amid the COVID-19 Pandemic: A Case Study of Lingnan University, Hong Kong

Weiyang Xiong; Yidan Zhu, Lingnan University; **Youliang Zhang**, Lingnan University, Hong Kong & Institute of Higher Education, Beijing University of Technology

15:10 pm

15:20 pm

Tea Break

15:20 pm

16:50 pm

Session 4: Student Experience in Virtual Internationalization-Quality and Engagement

Chair: Prof. Joshua Smith, Dean of the School of Education at Loyola University Maryland

Pre-service Teachers' Transformation of Teaching under Covid-19: Feelings, Strategies, and Gains

Yang-Hsueh Chen, National Chengchi University

The Impact of the COVID-19 on International Higher Education: The Emerge of New Forms of Internationalization

Ka Ho Mok; Yuyang Kang, Lingnan University

COVID-19 and Well-being of International Students: Implications for International Higher Education Governance

Padmore Adusei Amoah, Lingnan University; **Esther Wing Chit Mok**, University of Sydney

Developing Effective Discourse for Online Learning and Knowledge Creation

Huang Yao Hong, National Chengchi University

16:50 pm **Closing Remarks**

17:00 pm **Prof. Ka Ho Mok**, Vice President at Lingnan University

Prof. Angela Yung Chi Hou, Deputy Dean of the College of Education at National Chengchi University

Session 1: Transnational Higher Education-Challenges and Prospects**Chair:** Bruce Macfarlane, Education University of Hong Kong**The Impact of COVID-19 Pandemic on Higher Education: Comparative and International Perspectives***Ka Ho Mok**Lingnan University, Hong Kong*

The outbreak of the pandemic since early 2020 has changed the world in an unprecedented way. HEIs are severely affected by this global health crisis across the world, though the impacts of which are varied across different regions, institutions and social groups. Critical reviews show developing countries and disadvantaged groups suffer most from the sudden shifting to emergent online learning because of a lack of access to tablets, computers and the internet. Students from less privileged socio-economic backgrounds have faced larger learning losses than have their peers in relatively economically advanced countries, further translating into deeper losses of lifetime earnings and economic losses to nations. Nonetheless, the shift to online learning also brings opportunities for faster curriculum development in some developing countries because of the rapid circulation of online education. The pandemic has also interrupted the normal operation of research activities. Early career researchers are facing serious setbacks in launching their research agenda when the pandemic places restrictions on lab work, travelling and research ethics. The lack of face-to-face interactions not only influenced the knowledge circulation among researchers and students but also challenged their mental well-being. The gloomy job markets, together with the political and social chaos during the pandemic, create challenges to early career researchers, faculties in temporary contracts and recent graduates trying to find a job or secure their first contracts. The internationalisation of higher education has been greatly influenced by border closures and the rising tide of nationalism. Setting against the context of the global health crisis resulted from the COVID-19 pandemic, this paper critically reviews and reflects upon the impact of the COVID-19 crisis on higher education teaching / student learning and research around the world. The paper also discusses major policy implications for managing higher education teaching and research during and in the post-COVID-19 crisis period.

Exploring transnational research partnership on a virtual mode and the impacts of COVID-19 pandemic– A longitudinal research over *PIRE Project* in Taiwan and US

Angela Yung Chi Hou
National Chengchi University, Taiwan

Occurrence of the COVID-19 pandemic 2020 has brought a number of unexpected consequences to higher education. Travel restrictions greatly not only limited the mobility of students, faculty members and other higher education professionals within country and across countries and regions but also forced transnational higher education into a virtual mode in both research and education. In theory and practice, virtual mobility, collaborative online international learning (COIL), globally networked learning, virtual exchange, tele-collaboration, open education are all considered as forms of virtual transnational higher education. Under the pandemic, virtual TNHE becomes one of the solutions to support researchers and students in continuing academic collaborations and gaining intercultural competence and global awareness with the help of virtual media. The purpose of the presentation is to explore the strengths of the limitations of virtual TNHE based on a 5-year cross-border research projects between US and Taiwan. The impacts of Covid-19 over the research productivities by the researchers and cultural competences by participating students will be discussed next. The changing governance model in the cross-border higher education in research will be analyzed at the end of the presentation.

Keywords: Transnational higher education, Research partnership, Covid-19, PIRE project

The Development of National Information Centers (NICs) with Tokyo Convention: Can the NICs become a key booster for Transnational Higher Education in Asia and Pacific?

Hotta Taiji

*Hiroshima University & National Information Center for Academic Recognition
Japan (NIC-Japan)*

The institutions of transnational higher education may face the issue of fair academic recognition of their academic degrees in different nations. This presentation discusses whether or not the recent development of national information centers in various countries in Asia and the Pacific region can solve this issue.

Keywords: Global credential recognition, Tokyo Convention, Flexible education

Shifting Power and Agency from the College/University to Students

Joshua Smith

Loyola University Maryland, U.S.A.

Across the globe, higher education disproportionately serves middle- and upper-class students taught by faculty and administrators who enjoyed success throughout their educational careers. In recent decades governments offered financial aid, colleges provided merit and need-based scholarships, and high schools designed pre-college programs to expand access to lower-income and first-generation college students. Equitable educational outcomes, like many policies attempting to level inequitable social and economic systems, continue to lag. Modest investments in pedagogical innovation, service learning, experiential learning, attention to mental health issues, and the use of instructional technology helped students connect and apply what they are learning to real world problems and future vocational opportunities. Despite increased access and growing attention to the student experience, critiques about rising costs and the value of a college degree appear in the media, workplace watercoolers, and kitchen tables. There appears to be little motivation for colleges and universities to change. One reason is that the underlying systems and practices center around upholding the status quo for faculty, staff, and administrators. The presentation will ponder the question, what would it look like if college was centered more around the student learning experience (social, academic, and emotional) and its impact on the common good? A student-centered college would question the utility of practices such as A-F grading, standardized testing, semesters, credit-hours, lecture-based teaching, excessive publishing demands for tenure, academic majors, national/global rankings, need-aware admissions, and many others. This reflection and action would not necessitate elimination of all current practices, but perhaps serve as a catalyst to shift power and agency toward students.

Keywords: Agency, Student-centered, Reform

Session 2: Cities, Changing Demography and Universities- Systems and New Approaches

Chair: Ka Ho Mok, Lingnan University

**The Impact of Covid-19 on Changing University Learning and Teaching Policies:
Whither the Freedom to Teach?**

Bruce Macfarlane

Education University of Hong Kong

I will focus on the effects of the Covid-19 global pandemic on the freedom to teach at university by which I mean the extent to which academics are free to design what to teach and how by choosing their own pedagogic approach. This is a rarely discussed freedom in the literature on academic freedom because it is largely taken-for-granted. I will argue that the Covid-19 pandemic has been used as a pretext to erode the extent to which academics are able to make a range of decisions in relation to teaching over which they formerly had autonomy. Pedagogic self-governance is being undermined by senior university management micro-managing the delivery of the curriculum in the wake of the pandemic. This has occurred in a number of ways including the streamlining of the curriculum, resulting in larger core or compulsory courses and correspondingly fewer optional courses that reflect the research specialism of academics; through top-down and autocratic policies about how to teach online which, for example, promote group discussion and censure lectures; through centralising control of decisions regarding extenuating circumstances affecting students; through the use of learning platforms designed not by academics but by EdTech companies; and by employing fewer academics on contracts that incorporate research as well as teaching. Creative control of teaching and the university classroom is under threat from these various trends which are accelerating in the wake of policies justified as a result of the shift to online learning.

Two Edges of Asia in a Multipolar World: The Interconnections between Chinese and Turkish Higher Education Systems

Yusuf Ikbal Oldac

Lingnan University, Hong Kong

Lili Yang

University of Oxford, England

The global higher education space is becoming increasingly multipolar. Though the existing inequalities among national higher education systems persist, increased global connectivity and collaborations create new opportunities. The actors in the global system are diversifying as the worldwide relationships are increasingly more intensive, extensive and quicker (McGrew & Held, 2007). Distances that were traditionally perceived as “far” are shortened due partly to novel transportation and information technology (Castells, 2010). Even during the current COVID-19 pandemic, limitations on physical mobility does not prevent people from staying connected with the world. This paper investigates the rise of global connectivity in higher education space by focusing on two national higher education systems that have been traditionally conceived as non-centre countries: Turkish and Chinese higher education systems (Wallerstein, 1976). Turkey and China are located at the two opposite edges of Asia, one being at the western-most part (Asia minor) and the other at the Eastern-most part. The two higher education systems are rapidly emerging in the global arena, though their size and speed of development are different from each other, as will be explained with data in the presentation. The main argument of this presentation is that the two higher education systems are increasingly becoming more connected as they emerge more manifestly in the global multipolar academic arena. This paper presentation results from a first-stage explorative analysis of a larger research design, which will include a more in-depth and comprehensive exploration of collaboration between countries in Asia and beyond.

Higher Education Intellectual Performance, Social Network, and Strategies over the Pandemic Time: A bio-eco-tech Approach to Online Mathematics Education

Toshiyuki Hasumi

National Chengchi University, Taiwan

Mei-Shiu Chiu

National Chengchi University, Taiwan

The COVID-19 pandemic has raised challenges and opportunities for researchers in higher education worldwide. This study aims to use the bio-eco-tech approach to investigating researchers' behaviors using the topic of online mathematics education as an example, given the pandemic having moved all education activities almost online. Higher education researchers normally perform at four levels (or systems): individual scholars (microsystem), institutions (exosystem), countries (macrosystem), and publishers (mesosystem), over the pandemic (chronosystem). There is missing knowledge regarding the patterns of how the four levels of agents perform in their productions, social networks, and strategies over the pandemic time. The findings identify different patterns of production trends, social network patterns, and strategy uses among the four systems.

University as Real Estate Developer: Comparative Perspectives from the Global East

Do Young Oh

Lingnan University, Hong Kong

By examining comparatively two recent projects of university-led large-scale real estate development in South Korea and Singapore, this paper aims to problematise the widespread belief of East Asian urbanisation as a state-dominant process on the one hand, and university-led real estate projects as a neoliberal strategy that is conventionally understood in the West on the other. To this end, this paper uses qualitative research methods to investigate how and why East Asian universities participate in real estate development projects; how the universities pursue their material goals by negotiating with the state that is known to have led condensed urbanisation and industrialisation in East Asia. This paper concludes that speculative real estate development activities of East Asian universities are variegated based on their developmental legacies and need to be understood as more nuanced processes.

Session 3: Role of Universities and Internationalization under Covid-19- Crisis and Innovation

Chair: Angela Yung Chi Hou, National Chengchi University

Flexible Pathways to Learning: Putting the Learner at the Centre

Christopher Hill

British University in Dubai

Higher education experienced considerable disruption, as a result of COVID-19. Mobility was not reduced so much as obliterated. Learning moved online through necessity – producing its own set of issues and challenges – and new delivery patterns were established. As one academic term became several, the acceptance and recognition of online learning increased. While there remain very real concerns with this option as the sole method of delivery, new opportunities have arisen that can harness online learning to support and balance more traditional methods.

There is potential to explore a Micro Degree model from a TNE perspective. Micro Degrees are an evolution of traditional degrees and offer the opportunity for individualized interaction, engagement and learning. This approach has considerable potential for TNE, not simply as a result of the pandemic, but rather as an innovative approach to future delivery. Micro Degrees are not a new idea, they do not have the breadth of a traditional degree and have been traditionally viewed as a form of up-skilling and professional development. Micro Degrees are recognised by industry as a form of badging and present an interesting addition to traditional approaches. As TNE providers seek to further, and more explicitly, demonstrate their value to the community and nation in which they reside, and to their students, the ability to connect learning to skill development and the employability agenda – while not making employment the sole focus of education – must be considered. Micro Degrees, professional certification and accreditation and formal badging are already in place and accepted as a form of educational currency and therefore represent an area for discussion within the landscape of TNE.

**Online Education in Chinese Universities under the Control of COVID-19
Epidemic: Challenges and Countermeasures**

Youliang Zhang

*Lingnan University, Hong Kong & Institute of Higher Education, Beijing University
of Technology*

Yidan Zhu

Lingnan University, Hong Kong

Tongjie Chen

Institute of Higher Education, Beijing University of Technology

Tongfei Ma

Institute of Higher Education, Beijing University of Technology

Under the prevention and control of the Covid-19 epidemic in China, the higher educational programs have shifted its traditional educational models into the online model. The colleges and universities in China implemented different online educational models, such as online MOOC model, the Webcast model, the online task-based learning model, and the online seminar model. This paper reviews previous literature in terms of online education in Chinese universities, and investigates its challenges and countermeasures. This paper finds that the implementation effect of online education is affected by various sources, including learning terminal and network basic conditions, teachers' teaching input and network information literacy, and students' learning motivation and autonomous learning ability. This paper argues that in order to promote online education quality in the post COVID-19 epidemic period, the higher educational institutes and programs should accelerate their infrastructure construction, improve the university teachers' literacy in terms of network information, and focus on cultivating students' learning initiative. It finally proposes suggestions and future directions on online education in China's universities.

Internationalisation of Malaysian Higher Education in Post Covid Era

Husaina Banu Kenayathulla

Universiti Malaya, Malaysia

Malaysia focuses on cooperation strategy as an internationalisation tool to transfer and learn best practices from foreign counterparts to further enhance the quality of higher education and institutions. Major challenges consistently cited in the literature are the international coverage in the curriculum, higher education institutions' staff involvement in the internationalisation process, resources for projects and new initiatives, research and academic collaboration, exchange programs, and networks to recruit international students and staff. The emergence of Covid-19 pandemic has made us to rethink the internationalization process of higher education. This paper addresses the impact of Covid-19 on the internationalization of Malaysian higher institutions and the way forward.

Keywords: Internationalizations, Research collaborations, Malaysia

Innovating Higher Education Assessment amid the COVID-19 Pandemic: A Case Study of Lingnan University, Hong Kong

Weiyan Xiong

Lingnan University, Hong Kong

Yidan Zhu

Lingnan University, Hong Kong

Youliang Zhang

Lingnan University, Hong Kong & Institute of Higher Education, Beijing University of Technology

The outbreak of the COVID-19 pandemic has brought challenges to higher education teaching and learning. Much attention has been put on online course construction and delivery to ensure the effectiveness of online learning. However, higher education assessment deserves more focus as it is also significantly impacted by the sudden switch from face-to-face to online. To examine how universities and colleges respond to the challenges in higher education assessment during the pandemic, this paper investigates a case study of Lingnan University in Hong Kong to explore an appropriate assessment framework for online teaching and learning in a liberal arts educational context. Through a qualitative approach, this study interviewed faculty members, teaching and learning center administrators, and students to explore the effectiveness of the measurements applied by Lingnan University and its faculty members. This case study aims to provide insights for improving higher education assessment regarding effectiveness and fairness during the COVID-19 pandemic.

Session 4: Student Experience in Virtual Internationalization-Quality and Engagement

Chair: Joshua Smith, Loyola University Maryland

Pre-service Teachers' Transformation of Teaching under Covid-19: Feelings, Strategies, and Gains

Yang-Hsueh Chen

National Chengchi University, Taiwan

During the Covid-19 pandemic, keeping changing becomes the new normal in our lives. In education, alternation of teaching mode, such as switching from F2F to online instruction, has become the concerted challenge for teachers. In Spring 2021, 24 pre-service teachers in the “Design and Utilization of Instructional Media” course learned the Cospaces virtual reality platform, developed VR-based teaching materials, and were about to carry out authentic teaching in elementary classrooms. Yet, a sudden outbreak of Covid-19 in mid-May disrupted the original plan and forced the teaching teams to switch online and teach within our teacher education course.

Given such a transformation, the purpose of this study was three folds: 1) explore the pre-service teachers' initial feelings and attitudes towards the change; 2) examine the initiatives they took to adapt to online and in-class teaching; 3) document their perceived gains or reflections on the transformation process. Group interview and end-of-course reflection data indicated that, 1) regarding initial feelings, the pre-service teachers were shocked and felt pity, partly because their previous efforts went in vain; 2) for adjustment initiatives, the pre-service teachers tweaked materials and content difficulty for the “new students”, redesigned activities for online interaction, and adopted several tools to assist teaching on Google Meet; 3) as with perceived gains, the pre-service teachers raised their awareness of the strengths and limitations of online teaching, enhanced their capability of online facilitation, became more adaptive and resilient to the challenges under Covid-19, and were more capable of designing instruction for different stakeholders. Implications were put forward in terms of pedagogical, technological, and content knowledge (TPACK).

**The Impact of the COVID-19 on International Higher Education: The Emerge of
New Forms of Internationalization**

Ka Ho Mok

Lingnan University, Hong Kong

Yuyang Kang

Lingnan University, Hong Kong

The pandemic, infodemic and rising neoliberalism and nationalism have created a complex situation that intensifies geopolitical tensions in many regions, greatly influencing international higher education. International higher education faces greater challenges as border closures and travel restrictions disrupted international mobility for education, networking and collaborations. With the support of information and communication technology, virtual student mobility is increasingly being used to support international and intercultural learning during the pandemic. This paper discusses the changes to international higher education landscape, impacts on international student mobility and emerging new forms of internationalization brought by the pandemic. It highlights major challenges faced by different stakeholders and the disproportionated effects brought by the pandemic to different groups.

**COVID-19 and Well-being of International Students: Implications for
International Higher Education Governance**

Padmore Adusei Amoah
Lingnan University, Hong Kong
Esther Wing Chit Mok
University of Sydney

International students are considered to be more adversely affected by the COVID-19 control regulations than other student and population groups (e.g., local students) in the world. This is because they find themselves living in foreign countries/regions with limited social and economic support and in a context of rising discrimination. This article examines the effects that the COVID-19 regulations have had and are having on the lives of international students. Such effects include the direct consequences of the disease and its regulations on this group of students; and the effectiveness of the support offered by universities for the well-being of international students. The study analysed data from a global survey conducted among international students in April 2020 (n = 583). We found that the well-being of international students is negatively associated with being worried about the COVID-19 disease itself (B= -0.218, p= .027); with perceived COVID-19 disruption of academic activities (B= -0.162, p= .016); and with feelings of loneliness (B= -0.317, p=.000). Notably, COVID-19 information support provided by universities was positively associated with the students' well-being (B= 0.224, p= 0.003). These findings are discussed in the context of education policy and practical changes induced by the COVID-19 pandemic. The discussion also considers the influence of the changing geopolitical and social environment (e.g., racism) on higher education internationalisation, critically reflecting upon management and governance issues faced by universities worldwide when promoting the well-being of international students.

Developing effective discourse for online learning and knowledge creation

Huang-Yao Hong,

National Chengchi University, Taiwan

Meiju Chen,

National Tsing Hua University, Taiwan

Chao-Yu Guo,

National Chengchi University, Taiwan

Jia-Ling Kang,

National Chengchi University, Taiwan

Jing-Hua Chen

Army Academy R.O.C, Taiwan

Online discourse is key to construct knowledge and represents an essential means to online learning, especially during the Covid-19 pandemic. This case study investigated types of online discourse that contribute to sustained knowledge advancement in an online learning environment. The participants were 32 teachers taking a course in a master's degree program and they were engaged in online discourse activities to develop their thesis proposal plans. Through literature review, we identified three essential knowledge building discourse as sharing-oriented, argumentation-oriented, and improvement-oriented discourse. The main finding suggests that sharing- and argumentation-oriented online discourse is less essential than improvement-oriented online discourse for guiding and supporting the participants to work creatively with ideas in order to advance their knowledge for developing their thesis proposals.