

RIHE Open Seminar
**Master's Education in East Asia
and COVID 19 Impacts**
Research Institute for Higher Education, Hiroshima University
November 18, 2020

■ Date

Wednesday, 18 November 2020, 14:00-16:00 (JST)

■ Venue

Online seminar via Zoom (with simultaneous English-Japanese interpretation)

■ Abstract

This seminar aims to address the issues of expanding master's education and its current challenges in East Asia, focusing on Hong Kong, China, Taiwan, South Korea, and Japan. All presentations are based on a special issue on *Higher Education Policy* (online first). Although the massification of higher education at the undergraduate level has been discussed in many Asian countries for the past three decades, the expansion of postgraduate education has rarely been studied. Therefore, it is worthwhile to address the historical development of master's education in advanced Asian higher education systems and its contribution to their higher education and current challenges, including access, employment, career path of graduates, quality of learning experiences, and internationalization issues. Moreover, the impacts of COVID 19 on graduate education will be discussed based on the context of East Asian countries.

■ Program

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| 14:00-14:05 | Opening Remark
<i>Shinichi Kobayashi</i> (Director of RIHE) |
| 14:05-14:20 | Master's Education in Hong Kong: Access and Programme Diversity
<i>Jisun Jung</i> |
| 14:20-14:35 | Master's Education in STEM Fields in China: Does Gender Matter?
<i>Jiale Yang & Wenqin Shen</i> |
| 14:35-14:50 | Massified Master's education in Taiwan: A Credential Game?
<i>Jason Cheng-Cheng Yang & Sheng-Ju Chan</i> |
| 14:50-15:05 | The Effects of a Master's Degree on Wage and Job Satisfaction in Massified Higher Education: The Case of South Korea
<i>Soo Jeung Lee, Seungjung Kim and Jisun Jung</i> |
| 15:05-15:20 | The Influence of Internationalization Policy on Master's Education in Japan: A Comparison of "Super Global" and Mass-Market Universities
<i>Sae Shimauchi and Yangson Kim</i> |
| 15:20-16:00 | Discussion |

Abstracts for each presentation

Master's Education in Hong Kong: Access and Programme Diversity

Jisun Jung

Abstract

This study aims to examine how master's students' profiles have changed over the past two decades in Hong Kong and how master's programmes have diversified in terms of degree types and learning aims, and programme focuses used to achieve these aims. Using a case study approach, this study performed a document analysis of institutional statistics and university-published materials. In addition, a keyword analysis of the learning aims of 102 programmes was conducted. The results showed that the profiles of master's students' have changed, with an increasing number of female students, nonlocal students and full-time students, and in shorter work experience. Master's programmes within the case institution were diversified based on a market-oriented approach; for instance, many spinoff programmes targeting students with different backgrounds were opened. On the other hand, the learning aims, and the programmes focuses employed to achieve these aims, were found to be rather standardised across degree types, with emphasis placed on the integration between theory and practice and on professional development. The research findings have implications for understanding the changing nature of master's education in terms of student backgrounds and the focal points of teaching and learning.

doi.org/10.1057/s41307-020-00202-0

Master's Education in STEM Fields in China: Does Gender Matter?

Jiale Yang & Wenqin Shen

Abstract

This study aims to reveal gender and gender-matching effects in STEM master's education in China by using the data of a nationwide survey. Research findings indicated the gender matching between master's students and their advisors played an important role during students' socialization. Female students were more satisfied with advisors of the same gender in mathematics and civil engineering. Female students supervised by a male advisor reported less research productivity compared with those supervised by the same gender in mathematics. In terms of gender effects, female respondents participated in fewer research projects and less likely to pursue a doctorate after graduation. There was no significant gender difference in academic publication. Moreover, the socialization among female students showed different patterns across STEM subfields. The paper also highlights the policy implication to recruit and retain female faculty members as role models in STEM fields.

doi.org/10.1057/s41307-020-00203-z

Massified Master's education in Taiwan: A Credential Game?

Jason Cheng-Cheng Yang & Sheng-Ju Chan

Abstract

Master's education in Taiwan has been significantly transformed since the 1990s in efforts to cope with the knowledge-based economy and the growing demand for greater innovation. In such a context, this study aims to identify how the expansion process of master's education in

Taiwan has impacted the labor market and employment opportunities through the lenses of credentialism and signaling theory for the past two decades. Adopting a longitudinal analysis, this study employed authoritative databases from 1995 to 2018, analyzing the impacts of massification. Our empirical findings confirm that credential inflation is not obvious, while the signalling effect for a master's degree remains stable, though slightly declining after 2010. However, pursuing higher credentials (i.e. a master's or even doctoral degree) is inevitable, as youth must maintain their market value through higher credentials. Furthermore, the massified master's education sector brings serious challenges to educational equality and social mobility among different social groups. Disadvantaged students are the most vulnerable group in pursuit of this higher positional good at the societal level.

(Accepted)

The Effects of a Master's Degree on Wage and Job Satisfaction in Massified Higher Education: The Case of South Korea

Soo Jeung Lee, Seungjung Kim and Jisun Jung

Abstract

Despite the massive expansion of postgraduate education in many countries, few studies have been performed to examine the association between graduates possessing a master's degree and their labour market outcomes. We therefore used panel survey data from the 2011 to 2013 Graduates Occupational Mobility Survey to analyse the effects of master's degrees on wage levels and job satisfaction in South Korea, which has experienced a rapid expansion of postgraduate education. We found that master's degrees are, overall, associated negatively with wage levels, but positively with job satisfaction. These effects, however, differed by discipline, with a master's degree in a hard discipline being significantly associated with higher job satisfaction, but a master's degree in a soft discipline being significantly associated with lower wages. We interpreted these results in light of the economic and social contexts of higher education and the labour market for graduates in Korea. Our results have policy implications at the national and institutional levels in terms of qualification frameworks, curricula, employability and institutional support for career development, with consideration for differences between disciplines.

doi.org/10.1057/s41307-020-00200-2

The Influence of Internationalization Policy on Master's Education in Japan: A Comparison of "Super Global" and Mass-Market Universities

Sae Shimauchi and Yangson Kim

Abstract

This study explores the dynamics of master's education in Japan resulting from various internationalization policies through a comparison of master's degree programs offered by Japan's "Super Global Universities (SGUs)" and the country's mass-market universities. Using case studies and interviews, the impact of internationalization policy and other external factors on the ecology of master's programs is examined, and the way in which the master's programs in these two different types of universities have reacted is analyzed. Although a common pattern of increases in the number of international students enrolled in these master's programs was observed, responses to the internationalization policies and external environmental changes were found to be diverse. Based on the study's findings, specific,

targeted policies rather than broad generic policies aimed at promoting the internationalization of master's education in Japan are needed. The recruitment of qualified students and a balance of Japanese and international students in master's education is seen as a key to effectively implementing internationalization.

doi.org/10.1057/s41307-020-00204-y

Speakers' profile

Jisun Jung

Dr. Jisun Jung is an assistant professor in the Faculty of Education at the University of Hong Kong since 2015. She obtained her PhD in Education at Seoul National University, South Korea in 2011 and worked as a post-doctoral fellow and lecturer at the University of Hong Kong. Her current research focuses on academic profession, doctoral education, and master's education and employment. She is a co-editor of Higher Education Research & Development.

Jiale Yang

She is a Ph.D. candidate in the Institute of Education at Tsinghua University. She obtained a bachelor's degree of economics in 2015 and a master's degree of economics and management of education in 2018. Her research interest includes economics of education, educational policy and graduate education. She has participated in several national research projects and published plenty of peer-reviewed papers in Chinese and English journals.

Wenqin Shen

Shen Wenqin is Associate Professor of Higher Education at the Graduate School of Education, Peking University. He is a Visiting Scholar in the Department of Educational Policy Studies at UW-Madison in 2013 and 2014. His research concerns research training system and doctoral education, history of higher education and internationalization of higher education.

Jason Cheng-Cheng Yang

Jason Cheng-Cheng Yang is Professor of Graduate Institute of Educational Administration and Policy Development at National Chiayi University in Taiwan. He is currently serve as CEO of International Master Program of Teaching Profession at National Chiayi University. He is current Secretary-General of Chinese Taipei Comparative Education Society and Deputy Secretary-General of Taiwan Higher Education Society since 2019. His research expertise is higher education and International Comparative Education. His researches cover issues of higher education relate to governance and autonomy of university, internationalization of higher education and teacher education, international mobility of students, outcomes of higher education expansion, and employment of university graduates.

Sheng-Ju Chan

Dr. Sheng-Ju Chan, Professor of Graduate Institute of Education at National Chung Cheng University, Taiwan and serves as Director for Quality Assurance Office of Higher Education Evaluation & Accreditation Council of Taiwan (HEEACT) since 2019. He is the President of Chinese Taipei Comparative Education Society and serves as executive member of the World Council of Comparative Education Societies (WCCES). His areas of special interest are higher education policy, comparative education and higher education management. He has published widely in higher education and international development education. Specialising in education in East Asia, Professor Chan is the associate editor of the *International Journal of Educational Development* published by Elsevier and he is also the co-editor of a book series, *Higher Education in Asia*, supported by Springer.

Soo Jeung Lee

Dr. Soo Jeung Lee is an assistant professor in the department of Education, Sejong University. She was awarded a research fellowship of the Alexander von Humboldt Foundation in 2014, and joined INCHER-Kassel during 2015-2017. She studied Higher Education area and got a Ph.D. degree at Seoul National University in 2014, Feb. Her research interests are university and labor market, university/research evaluation, knowledge transfer, and changing academic profession. She has published in international journals like *Higher Education*, *Studies in Higher Education*, *Journal of technology transfer and Scientometrics*.

SeungJung Kim

Dr. SeungJung Kim is an senior researcher in Korean Council for University Education. She studied Doctoral Education and Higher Education area and got a Ph.D. degree at Seoul National University in 2017, Feb. Her research interests are doctoral education, university administration and organization. Her recent work includes improvement of Lecturers Act and part time lecturers' working conditions and research.

Sae Shimauchi

Dr. Sae Shimauchi is an Associate Professor at Tokyo Metropolitan University, International Center. She completed her Ph.D. at Waseda University and previously worked as postdoctoral research fellow for Japan Society for the Promotion of Science and an Assistant Professor at The Institute of Asia-Pacific Studies, Waseda University. Her research interests lie in the area of internationalization of higher education, sociolinguistics, international studies and global sociology, ranging from theory to practices. Her recent work includes *Paradigm Shift on International Student Mobility in East Asia* (Toshindo, 2016) and "English-medium Instruction in the Internationalization of Higher Education in Japan: Rationales and Issues" (*Educational Studies in Japan*, 2018).