

Parallel Sessions 1

HUI OI CHOW LG02

The value of longitudinal studies to comparative education (Angela W LITTLE)

This paper presents an overview of the Young Lives project: an international, longitudinal study of childhood poverty. The Young Lives project was designed to monitor progress toward the Millennium Development Goals. A comprehensive programme of household studies in selected sentinel sites in four countries (Ethiopia, the state of Andhra Pradesh in India, Peru and Vietnam) was established in 2001 and will conclude in 2016/17. The value of a longitudinal study lies, *inter alia*, in its potential to explore among the same cohorts of children the impact of home background and early childhood experience on children's educational experience on the one hand, and the impact of educational experience on later outcomes in life such as health, fertility, migration and employment on the other. The research tracks the lives of two cohorts of 12,000 children across the four countries. The younger cohort comprises 2000 children in each country born in 2001-02; the older cohort comprises 1000 children in each country born in 1994-95. Data collection is extensive with three household surveys completed in 2002, 2006-7 and 2009. In depth, longitudinal, qualitative sub-studies of children from each cohort have been conducted in 2007, 2008 and 2011. More recently (2010-2011) studies of the education experiences of Young Lives children in school have been added. Selected key findings will be presented to demonstrate the value of longitudinal comparisons for our understanding of the causes and consequences of education.

Finding rigor in post- modernity: The value and values of complex adaptive systems analysis in comparative education research (Trey MENEFEER)

Complex adaptive systems analysis (CAS) is arguably the cutting edge of social sciences research, yet it hasn't gained the attention of education researchers, comparative or otherwise. This presentation will explain what formal complexity means and how it is different from chaotic systems, complicated systems, and metaphorical complexity. It explores the computational tools available to researchers and their possibilities and limitations for educational research. I will offer a basic overview of the some of the theoretical insights CAS analysis has already provided in understanding economic development, the value of diversity, socially embedded local/indigenous knowledge, system shocks, resilience, and adaptation. Finally, I will address concerns that computational CAS modeling is yet another incarnation of valueless scientism like the models prevalent on Wall Street by showing how these methods can deepen our understanding of critical theorist from Bourdieu to Wallerstein by formalizing the theories they offered.

HUI OI CHOW LG01

Panel: Internationalizing and enterprising higher education in Greater China Region: Challenges and opportunities (Panel Chair: Ka-Ho MOK; Presenters: KAN Yue, WU Xueping, & Rui YANG)

This panel critically examines major challenges when then agenda of internationalization of higher education is becoming more popular directing the strategic directions of higher education development. Particular reference will be given to examine what opportunities and policy implications confronting governments and universities in Greater China region in the context of growing pressure for becoming more internationalized and entrepreneurial. More specifically, this panel focuses on how and what major strategies that universities in Greater China region have adopted to make themselves more entrepreneurial and become more strategic in shaping the agenda and future directions of internationalization of higher education.

HUI OI CHOW 103

How do students' perceptions of leader-follower relationship influence their service quality and personal growth in overseas volunteering? (YANG, M., & LUK, L.Y.Y.)

In a complex world where poverty, wars, climate change, shortage of food and energy, and inequality in developmental opportunities have deprived many individuals of a prosperous life, one critical learning outcome for all undergraduates is the capability to contribute to a better world. Developing students into leaders and global citizens of tomorrow is therefore a core mission embraced by many universities. This study examines undergraduates' overseas volunteering experience, a kind of experience at university oriented to developing leadership and global citizenship among students. Unlike previous studies which have mainly focused on leadership outcomes from extra-curricular activities in general, the present study looks specifically into how students' perceptions of the leader-follower relationship within their volunteer service team influenced the quality of their service for community members and their own growth. Interviews were conducted with 34 students, 12 of whom holding leadership positions in service teams. Data analysis revealed that a close, collaborative leader-follower relationship was related to quality service, long-term commitment to service, and the development of interpersonal, communication and organisational skills. In contrast, a distant, hierarchical leader-follower relationship negatively impacted on service quality and student growth. Students' perceptions of how a leader/follower should fulfill his/her role were influenced by: 1) prior leadership/followership experiences in volunteer groups and other local/international student organisations, 2) campus student culture, and 3) mentorship obtained from staff members of university and community organization. The paper will draw on the findings to put forward issues for further research and practical implications for student development.